

St. Catharine's School for Girls

Annual School Plan

2025 / 2026

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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 judgment.
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 of others' freedom for your own sake, and vice-versa.
8. An ability to **empathize** 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。

2025/2026 School Major Concerns
(in order of priority)

1. Nurturing academic excellence through the refinement of assessment literacy and broadening students' knowledge beyond the classroom.

2. Strive to be the best, to be a person of value and a person with a sense of global identity.

Annual School Plan: School's Major Concerns 2025-2026

1. Major Concern 1: Nurturing academic excellence through the refinement of assessment literacy and Broadening students' knowledge beyond the classroom

[*: new item]

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
1.1 To improve learning and teaching effectiveness through the refinement of assessment literacy	1.1.1 To enhance learning through assessment by requiring subject teachers to prepare Assessment Analysis Reports. These reports will incorporate insights and recommendations derived from previous internal and public examination reports, enabling teachers to reflect on their practices, optimize assessment design, and enhance the effective use of assessment data to support student learning	w.e.f. Sept 2025	<ul style="list-style-type: none"> • Positive feedback from teachers received • At least 70% of the students concerned show improvement after implementing subject-specific follow-up measures 	<ul style="list-style-type: none"> • Interview and observations • The follow-up reports of 'assessment analysis reports' • The 'constructive feedback' section in scheme of works • Book inspection records • Annual Reports 	<ul style="list-style-type: none"> • Academic Committee • Subject Heads 	<ul style="list-style-type: none"> • OQB • Public exam scripts • LWLSSG • DLG • CEG 	<div style="border: 1px solid black; padding: 2px;">Breadth of</div> <div style="border: 1px solid black; padding: 2px;">Knowledge</div> <div style="border: 1px solid black; padding: 2px;">Language Proficiency</div>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	1.1.2 To require subject teachers to incorporate constructive feedback from teachers on assignments and assessments to reinforce students' learning effectiveness						
	1.1.3 To extend the eligibility on purchasing students' DSE scripts to promote reflective learning across all DSE-subjects		<ul style="list-style-type: none"> The number of script purchased is doubled Data from scripts is applies to teaching & learning 				
1.2 Students' learning effectiveness to be improved by reviewing pedagogies	1.2.1 To Implement tailored subject-specific follow-up measures from the Assessment Analysis Reports to address weaknesses in students' learning	w.e.f. Sept 2025	<ul style="list-style-type: none"> Positive feedback from teachers received 70% of the students concerned show improvement after the subject-level support measure is introduced 	<ul style="list-style-type: none"> Interviews and observations The follow-up reports of 'assessment analysis reports' Programme plan and scheme of work from subject panels 	<ul style="list-style-type: none"> Academic Committee Subject Heads 	<ul style="list-style-type: none"> Subject grants CEG 	<u>Language Proficiency</u>
	1.2.2 To implement subject-specific instructional support by identifying students' areas of inadequacy						

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal	
	1.2.3 To enhance the clarity of learning objectives by focusing collaborative learning planning and peer observation on developing students' debriefing skills during lessons		<ul style="list-style-type: none"> Every teacher has the opportunity to demonstrate and observe in this cycle 	<ul style="list-style-type: none"> CLP and peer observation forms 				
1.3 To nurture academic excellence via offering diversified learning experiences outside timetabled lessons to students with different talents and needs	1.3.1* To confirm and implement the optimized three-tier Apex scheme (after the pilot last year)	w.e.f. Sept 2025	<ul style="list-style-type: none"> At least 150 F.5 & F.6 students enroll in the scheme 	<ul style="list-style-type: none"> Apex Progress Report Activities record 	<ul style="list-style-type: none"> Academic Committee Subject Heads Careers Committee Selected CCA 	<ul style="list-style-type: none"> Grant for Academic Committee LWLSSG DLG CEG 	<u>Breadth of knowledge</u>	
	1.3.2* To extend the potential of high achievers by providing exposure to gifted programmes offered by various tertiary institutions		<ul style="list-style-type: none"> Academic improvement is shown in public exam and internal assessment data 				<ul style="list-style-type: none"> Students participated in at least 10 different gifted programs with 5 different Universities 	<u>Life Planning</u>
	1.3.3* To collaborate with co-curricular activities to stretch academic high achievers by engaging them in relevant academic pursuits		<ul style="list-style-type: none"> Students participated in at least 3 different kinds of co-curricular activities 				<u>Generic Skills</u>	

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	1.3.4* To develop a pre-mock roadmap and encourage F6 students / F5 selected Apex students to take at least one public mock exam outside school before DSE Develop a public mock past paper inventory and display in library	Roadmap complete before Oct 2025 Mock complete by Feb 2026 Inventory complete by June 2026	<ul style="list-style-type: none"> Roadmap completed and presented to students External Mocks: Total number of subjects taken > number of F6 x 60% At least 70% of students involved state that the mock exam help them prepare better for DSE 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Academic Committee Subject Heads Library 		<u>Breadth of knowledge</u>
	1.3.5* To evaluate the arrangement of after-school detention class and pilot a new curriculum / scheme for the detention class for struggling students	Evaluation: Complete by Dec Pilot: Second Term	<ul style="list-style-type: none"> A set of 50+ samples created Students learn at least 5 new vocabulary items after each class At least 70% of students interviewed state that the scheme helps them improve English 	<ul style="list-style-type: none"> Interview 	<ul style="list-style-type: none"> Discipline Committee Academic Committee LaC Team 		<u>Breadth of knowledge</u> <u>Language Proficiency</u>
	1.3.6* To establish Interschool learning circle(s) (as pilot) in at least 1 subject	Start before Dec 2025	<ul style="list-style-type: none"> At least 1 subject joins the learning circle and organizes at least 1 event At least 70% of teachers involved in the learning circle state that the scheme helps them strengthen their professional capacities 	<ul style="list-style-type: none"> Completion of the activity 	<ul style="list-style-type: none"> Academic Committee Selected subject(s) 	<ul style="list-style-type: none"> Subject grants 	<u>Breadth of knowledge</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
			<ul style="list-style-type: none"> Teachers involved pilot at least 1 new idea from the learning circle in their teaching & learning 				
	1.3.7* To introduce at least two international qualifications in at least two subjects / CCAs	Throughout the year	<ul style="list-style-type: none"> Course completed At least 70% of students pass the examination 	<ul style="list-style-type: none"> Exam results 	<ul style="list-style-type: none"> Academic Committee Selected CCAs Selected subject(s) 	<ul style="list-style-type: none"> Subject grants Government grants including Putonghua and English additional grants 	<u>National and Global Identity</u> <u>Breadth of knowledge</u>
	1.3.8* To establish a comprehensive DSE resource pool in the library / Senior form classrooms	Complete by Jan 2026	<ul style="list-style-type: none"> Resource pool established At least 70% users state that the platform helps improve their readiness for DSE preparation 	<ul style="list-style-type: none"> Interview 	<ul style="list-style-type: none"> Academic Committee Library 	<ul style="list-style-type: none"> Library grants 	<u>Breadth of knowledge</u>
1.4 To strengthen students' subject knowledge by introducing blended learning in certain subjects and functional	1.4.1* To stock take the current self-directed learning / blended learning platforms Adopt at least 6 platforms in 6 subjects, including at least 1 in-house platform	By June 2025	<ul style="list-style-type: none"> By the active participation of the platforms (Rate of participation depend on the nature of the platform) 	<ul style="list-style-type: none"> Stock take 	<ul style="list-style-type: none"> Academic Committee Selected Subject(s) / CCA 	<ul style="list-style-type: none"> Grant for Academic Committee Subject grants 	<u>Breadth of knowledge</u> <u>Information Literacy</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
group activities	1.4.2* To promote foreign languages by introducing a blended-learning framework [Please refer to 2.4.1 & 2.4.2]		<ul style="list-style-type: none"> [Please refer to 2.4.1 and 2.4.2] 	<ul style="list-style-type: none"> [Please refer to 2.4.1 and 2.4.2] 	<ul style="list-style-type: none"> [Please refer to 2.4.1 and 2.4.2] 	<ul style="list-style-type: none"> [Please refer to 2.4.1 and 2.4.2] 	<u>Language Proficiency</u> <u>Information Literacy</u>
1.5 To strengthen the English speaking / learning environment in the campus	1.5.1* To update the MOI policy so as to increase the English coverage [Including announcements/speeches /assemblies/ publications/board displays etc.]	w.e.f. Sept 2025	<ul style="list-style-type: none"> At least 70% students interviewed state that their the English environment has improved 	<ul style="list-style-type: none"> Interview 	<ul style="list-style-type: none"> LaC Team Academic Committee 	<ul style="list-style-type: none"> Government grants including English additional grants Subject grants 	<u>Language Proficiency</u>
	1.5.2* To introduce English sharing in assemblies			<ul style="list-style-type: none"> Observation Interview 	<ul style="list-style-type: none"> LaC Team 	<ul style="list-style-type: none"> Government grants including English additional grants Subject grants 	<u>Language Proficiency</u>
	1.5.3* To change the MOI of VA and CES to English, starting from F1 and F2 respectively	Start: Sept 2024 Completely migrated: Sept 2030	<ul style="list-style-type: none"> Upon completion of the transformation 100% of assignments/assessments conducted in English At least 75% of students involved agree that the English environment of the subjects involved is strong 	<ul style="list-style-type: none"> Observation Homework inspection MOI Survey 	<ul style="list-style-type: none"> VA CES LaC Team 	<ul style="list-style-type: none"> Subject grants 	<u>Language Proficiency</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal	
	1.5.4* To review and strengthen the role of the LaC Team	Review completed in first term	<ul style="list-style-type: none"> • By the successful implementation of new measures • At least 70% of students interviewed agree that the English environment is strengthened 	<ul style="list-style-type: none"> • Report or observation • Interview 	<ul style="list-style-type: none"> • LaC Team • Academic Committee 	<ul style="list-style-type: none"> • Subject grants • Grants for LaC 	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="text-align: center; vertical-align: middle;">Language Proficiency</td> </tr> </table>	Language Proficiency
Language Proficiency								

2. Major Concern 2: Strive to be the best, to be a person of value and a person with a sense of global identity

[*: new item]

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
2.1 [Individual Level: to promote Healthy Lifestyle] To strengthen students' adaptability and self-awareness on an individual level	2.1.1* To sign and implement 4Rs Mental Health Charter. Conduct an audit on the items already implemented. 2.1.2* To set up a new Student Welfare Committee to promote students' welfare and well-being	w.e.f. Sept 2025	<ul style="list-style-type: none"> • Audit completed • Charter Signed • [After implementation] At least 70% students interviewed display positive attitudes 	<ul style="list-style-type: none"> • Interview • APASO 	<ul style="list-style-type: none"> • Student Welfare Committee • Health Team /4Rs Team • Academic Committee • Counselling and Guidance Committee • Discipline Committee • Student Support Team 	<ul style="list-style-type: none"> • EDB resources related to 4Rs 	<u>Generic Skills</u> <u>Healthy Lifestyle</u>
2.2 [Interpersonal Level] To highlight the importance of genuine love and care for others	2.2.1* To strengthen this year's theme: Empathy & Benevolence To organize seminars / activities /programs with the inclusion of love and kindness for all students To organize a whole-school program titled 'Capture Moments of	w.e.f. Sept 2025	<ul style="list-style-type: none"> • At least 30 junior and senior form students participate in the activity • The activity successfully encourages students to act out kindness in daily life and those in needs 	<ul style="list-style-type: none"> • Interview • APASO 	<ul style="list-style-type: none"> • Student Support Team • Social Workers • VP (Student Support & School Ethos) • Functional group heads • Subject panel 	<ul style="list-style-type: none"> • Disposal camera 	<u>Generic Skills</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	Kindness.'				heads		
	2.2.2* To promote peer support via the 'Peer Power' programme (HW assistance provided by student helpers)	w.e.f. Sept 2025	<ul style="list-style-type: none"> Senior students take on leadership roles as peer helpers At least 70% students agreed that the programme facilitates academic assistance and build a supportive community among students 	<ul style="list-style-type: none"> Interview Observation 	<ul style="list-style-type: none"> Counselling and Guidance Committee Student helpers 		<u>Generic Skills</u>
	2.2.3* To instill in students the virtues of gratitude, respect and benevolence by conducting a service learning activity for the elderly with the engagement of music therapists	w.e.f. Sept 2025	<ul style="list-style-type: none"> Participants successfully craft lyrics for the songs based on the elderly's experiences and life values. At least 70% of students interviewed show positive attitude of genuine love and care for others 	<ul style="list-style-type: none"> Interview Observation 	<ul style="list-style-type: none"> Counselling and Guidance Committee Social workers 		<u>Generic Skills</u>
	2.2.4* To combine Healthy Lifestyle elements with Social Service by conducting at least one social service activity that incorporates a healthy lifestyle	w.e.f. Jan 2026	<ul style="list-style-type: none"> At least 70% of students display positive attitudes and values, and express greater care for others 	<ul style="list-style-type: none"> Questionnaire Evaluation Meeting 	<ul style="list-style-type: none"> Student Welfare Committee Medical Club MCE Committee 	<ul style="list-style-type: none"> LWLSSG 	<u>Generic Skills</u>
	2.2.5* To conduct at least one service learning activity	w.e.f. Dec 2025		<ul style="list-style-type: none"> Questionnaire Evaluation 	<ul style="list-style-type: none"> Religious Education 	<ul style="list-style-type: none"> Manpower from St Barnabas' 	<u>Generic Skills</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	involving HKSKH St Barnabas' Church (or other SKH organizations) by adopting the EDB service learning framework and Kolb's model [Can combine with 2.2.4]			Meeting	Committee • Fellowship • MCE Committee	Church • EDB Service Learning framework • Kolb's model	
	2.2.6* To encourage in-house student leaders to shoulder committee /sub-committee roles in at least 3 external Joint School Organizations	w.e.f. Sept 2025	• At least 70% of participants express that their exposure has broadened and their leadership skills have improved	• Questionnaire • Evaluation Meeting	• SU • Student Affairs Committee	• External Joint School Organizations such as Dream Compassioneers 童夢同行/Joint School Sci Exhibition Committee /Joint School Medic Club etc.	<u>Generic Skills</u>
2.3* [Macro-Level] To increase students' sense of belonging to the Country and students' national identity	2.3.1* To enhance the standard and scope of the flag-raising ceremony so as to increase students' national identity	Start before the end of the first term	• 50% increase in the number of flag-raising ambassadors • Flag-raising ceremony transitioned from a podcast to a live event	• Questionnaire • By the completion of the activity	• Flag Raising Team	• LWLSSG	<u>National and Global Identity</u>
	2.3.2* To establish sister school relationship with mainland school(s)	By July 2025	• Sister School MOU signed • At least one sister		• MCE Committee	• LWLSSG	<u>National and Global Identity</u>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	2.3.3* To organize a careers-related trip to Mainland China so as to increase students' sense of belonging to the Country	By July 2025	<ul style="list-style-type: none"> school activity conducted At least 70% of students display positive attitudes and values 		<ul style="list-style-type: none"> Careers Committee 		<div style="border: 1px solid black; padding: 2px;">National and Global Identity</div> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;">Life Planning</div>
	2.3.4* To promote students' national identity and sense of belonging by: <ul style="list-style-type: none"> Establishing a Panda Garden or Chinese Garden on campus (same as 2.5.2) Launching a National Education book exhibition Organizing an English Mid-Autumn lantern riddle guessing activity 	By Feb 2025	<ul style="list-style-type: none"> At least 70% of students interviewed express their sense of belonging and national identity has increased 		<ul style="list-style-type: none"> Home Affairs Committee Library English Department Chinese Department MCE Committee 		
2.4 [Macro-Level] To increase students' global exposure	2.4.1* To confirm and implement the in-house Foreign Language Learning Framework	w.e.f. Oct 2025	<ul style="list-style-type: none"> Framework Completed and Implemented All F2 students join the scheme At least 70% of F2 students meet the 	<ul style="list-style-type: none"> Observation Statistics from the platform 	<ul style="list-style-type: none"> Academic Committee Foreign Language Clubs 	<ul style="list-style-type: none"> Pilot Scheme on Other Languages for Junior Secondary Students 	<div style="border: 1px solid black; padding: 2px;">National and Global Identity</div> <div style="border: 1px solid black; padding: 2px; margin-top: 10px;">Information Literacy</div>

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required	Seven Learning Goal
	2.4.2* To introduce the “One-person-one-Foreign Language” scheme in F2 so as to increase students’ exposure in foreign languages		<p>“taster” level</p> <ul style="list-style-type: none"> At least 70% of language club students show improvement in foreign language 		<ul style="list-style-type: none"> LaC Team Foreign Language Clubs 	<ul style="list-style-type: none"> Pilot Scheme on Other Languages for Junior Secondary Students 	<p>National and Global Identity</p> <p>Information Literacy</p>
	2.4.3* [Same as 1.3.7] To introduce at least two new international qualifications in at least two subjects / CCAs		<ul style="list-style-type: none"> Courses completed At least 70% students pass the exam 	<ul style="list-style-type: none"> Exam results 	<ul style="list-style-type: none"> Academic Committee Selected CCAs Selected Subject 	<ul style="list-style-type: none"> Government grants including Putonghua and English additional grants 	<p>National and Global Identity</p> <p>Breadth of knowledge</p>
	2.4.4 To expand students’ exposure and immersion in local, national, and global issues and contexts	w.e.f. Sept 2025	<ul style="list-style-type: none"> At least 70% students agree that the activities provide opportunities for them broaden their horizons 	<ul style="list-style-type: none"> Interview Observation 	<ul style="list-style-type: none"> Functional group heads Subject panel heads 	<ul style="list-style-type: none"> LWLSSG 	<p>National and Global Identity</p>
2.5 To enhance students' sense of belonging by improving the school's image	2.5.1* To enhance the school's image by restructuring the school promotion team	w.e.f. Sept 2025	<ul style="list-style-type: none"> At least 70% of students interviewed express their sense of belonging and national identity has increased 	<ul style="list-style-type: none"> Interview 	<ul style="list-style-type: none"> VP (General Adm) School Promotion Team Home Affairs Committee MCE Committee 		<p>National and Global Identity</p>
	2.5.2* To promote students’ national identity and sense of belonging by establishing a Panda Garden or Chinese Garden in campus (Please refer to 2.3.4)	By Feb 2025					

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant—Programme Plan

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

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

Contact No.: 2345 6481

A. The estimated number of students (count by heads) benefitted under this Programme is 140 (including A. 18 Comprehensive Social Security Assistance (CSSA) recipients, B. 88 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 34 under school's discretionary quota).

B. Information on activities to be **subsidised/complemented** by the Grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Language training, Art and cultural activities	Students are given opportunities to develop their interests or talents in language, art and aesthetics.	<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 2025 – Aug 2026	5	50	20	35,000	NA
Sports and Leadership training	Students learn to develop their talent in sports.	<ul style="list-style-type: none"> Students become self-confident. School teams can attain good results in inter-school competitions. 	<ul style="list-style-type: none"> Evaluation forms will be given to students, teachers and parents. Records of awards will be referred to. 	Sept 2025 – Aug 2026	5	30	5	35,000	NA

Tutorial services	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 improves OR they are more adapted to English as a Medium of Instruction 	<ul style="list-style-type: none"> Feedback will be collected from students, teachers & service providers. 	Sept 2025 – Aug 2026	5	5	5	20,000	NA
Study Tour	Students are given opportunities to explore their horizons.	<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"> Feedback will be collected from students, teachers & service providers. 	Sept 2025 – Aug 2026	3	3	4	5,000	NA
Total no. of activities: <u>15</u>				@ No. of man-times	18	88	34		
				**Total no. of man-times	140				

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C) .

St. Catharine's School for Girls
Annual Programme Proposal for
DLG – Other Programmes: Gifted Education for the 2025/26 School Year

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Academic	Gifted Programme	Develop advanced curricula that challenge and inspire learners to learn	gifted students with outstanding academic results	Whole semester	HKUST/CUHK/other gifted programme	Ms. Wan MY Mr. FungLH	\$40000
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	\$22,000
Biology	Nature exploration	To foster students' positive values through relating them to the local ecological sites by providing outdoor visits.	F.5 biology students	A whole day trip to explore HK nature.	Guided program by course provider	Lee SM	\$5500
CCA	Leadership Programme	To enhance students' leadership skills and to widen their horizon in meeting with external leaders	F.4 or F.5 Student Leaders	A series of lessons in summer 2026	Assigned tasks by the course provider	Li CY	\$3000
T&L	Garment Construction Course	To equip students with advanced pattern drafting and garment construction skills to better prepare for the SBA Design Folio component.	F.4 T&L students	30 hours in July to August 2026	Assigned practical work by the course provider	Lee CY	\$26,000

Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Budget
Music	Musicianship Programme	To enhance students' interest and abilities in music.	<ul style="list-style-type: none"> Elite music students F.4-6 students Nominated by the music department 	September 2025 to August 2026	Workshops or lessons by tutor(s)	Tsang WY	\$6,000
Chemistry	Innovative Chemistry STEM 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 elite students 	5 days programme in summer 2026	CUHK	Kwan CY	\$7000

St. Catharine's School for Girls

Plan on the Use of the Promotion of Reading Grant (PRG) (2025-2026)

1. Objectives

Following to our School Major Concern, in order to assist students in their pursuit of personal and academic excellence, we aim

- to maintain the quality, variety, preservation, and accessibility of our library collection and selected self-learning resources.
- to help students to utilize the library resources, both print and digital, to their full capacity and in an ethical manner.
- to collaborate with teachers to integrate reading into their clubs/lessons/subjects and enhance students' learning experience.
- to provide sufficient training and support for student librarians to develop their leadership skills and enhance their self-esteem and self-confidence, thus contribute to the library's activities and services.

2. Tasks

2.1 Subscription of web-based reading platforms and resources

2.2 Expenditures on Reading Activities

3. Proposals

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 platform➤ Chinese e-book platform➤ English e-reading resources	Aug. 2025 to Jul. 2026	<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

Tasks	Time scale	Success criteria	Methods of evaluation
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 three times a year. To inculcate a school-wide reading culture and cross-curricular reading activities will be held. 	Sep. 2025 to May 2026	<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 Ka Kit (School Librarian)

5. Budget

The Promotion of Reading Grant for this school year (2025-2026)	\$	73,345.00
Unspent Balance for last school year (2024-2025)	\$	15,162.18

No. Items		Estimated Expenses
1.	The subscription fee for Chinese e-book platform	\$ 11,000.00
2.	The subscription fee for English e-book platform	\$ 41,000.00
3.	The subscription fee for English e-reading resources	\$ 15,000.00
4.	Expenditures on reading activities	\$ 21,507.18
Total :		\$ 88,507.18

St. Catharine’s School for Girls
English Department
Plan for Self-directed Learning Fund

Preface

This initiative focuses on developing resources that connect daily English lessons with engaging activities tailored to students’ strengths and interests while adhering to self-directed learning principles. It encourages students to take charge of their learning by setting personal goals and tracking their progress. The plan also empowers teachers with effective tools and collaborative strategies to foster student independence and engagement. Ultimately, this approach creates a dynamic learning environment that promotes ownership and motivation for both students and teachers.

Implementation Period

2025-26 and 2026-27

Proposed Items

(i) Learning Circle on “Developing Students’ Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Secondary English Classroom”

- To expand English teachers’ repertoire of pedagogical knowledge to enhance secondary students’ language skills development and their self-directed language learning capabilities through integrating the use of artificial intelligence (AI) in the secondary English classroom.

(ii) Employing an Advisor for the English Department

- The advisor promotes self-directed learning by offering constructive feedback to convenors and coordinating efforts among subject teachers. This role fosters a collaborative environment, enhances curriculum development and teaching strategies, and ultimately empowers students to take ownership of their learning while improving overall departmental effectiveness.

(iii) An In-school IELTS Preparation Course

- The course promotes self-directed learning by equipping students with essential skills for independent study while offering an internationally recognized qualification. It enables students to assess their progress, seek resources, and create personalized study plans, ultimately boosting their confidence and motivation in language proficiency.

(iv) Other English Activities

(e.g.)

- **Online Learning Platforms Subscription:**

- Provide access to premium language learning platforms that offer personalized learning paths.

Self-Study Resource Center:

Create a library of English learning materials, including books, online resources, and multimedia tools.

Proposed Budget

Proposed Items	Amount
(i) Learning Circle on “Developing Students’ Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Secondary English Classroom”	\$40,000
(ii) Employing an Advisor for the English Department	\$60,000
(iii) An In-school IELTS Preparation Course	\$50,000
(iv) Other English Activities	\$50,000
Total	\$200,000

聖傑靈女子中學
推廣自主語文學習(普通話)一筆過津貼
運用津貼計劃 2025-2027

理念：透過舉辦多元化活動，鼓勵全校同學加強普通話學習，提高普通話水平，提升自主學習能力。

內容	舉行時間	次數	目標	總預算	備註
與圖書館合作，購買有聲圖書或與普通話學習相關的書籍、電子學習平台。	2025-27	／	增加電子學習資源，鼓勵學生自主學習。	\$60,000	
舉辦普通話活動，如「普通話日」、普通話歌唱比賽等。	2025-26 2026-27	每年各一次	營造語言學習環境，讓學生運用課堂所學，並寓學習於娛樂，進而提升學習普通話的興趣，提高自主學習。	\$8,000	包括攤位設計、佈置、少量獎品。
聘請 <u>導師</u> 開辦國家語委「普通話水平測試」學習班，鼓勵學生報考「普通話水平測試」	2025-26	一次	提升普通話水平，考取國家認可的證書	\$20,000 (導師費)	若有需要，於2026-27年度再開班。
聘請 <u>非教學支援人員</u> 製作促進自主語文學習的材料	2025-27年 不定期	／	建立普通話學習資源	\$10,000	
遊學團	2026-27 暑假	1次	到訪國內不同城市，增加對祖國山河、風土人情、文化民俗的了解，並在以普通話為主要溝通語言的環境實踐所學，提升普通話水平。	\$90,000	
年度獎品	2025-26 6月	／	／	\$8,000 (獎品)	結合中文科「傑靈藝遊之旅」活動，「傑靈遊藝分」分數最高的若干同學可得到獎勵。
總開支				\$196,000	

Pilot Scheme on Other Languages for Junior Secondary Students Implementation Plan (2025/26 school year)

To: Council and Secondary Section 1
Curriculum Development Institute, Education Bureau
Rm 1301, 13/F, Wu Chung House
213 Queen's Road East, Wan Chai, Hong Kong

*Schools should complete and return this **Implementation Plan (2025/26 school year)** to the Education Bureau (EDB) by post or via the Fast Information Transmission System (FITS) – School Messaging Module (SMM) **on or before the end of November 2025**. For enquiry, please contact Ms Pauline PANG at 2892 6448 or Mr Sam LO at 2892 5905.*

Part A: School Information

School number: _____

School name: (Chinese) _____
(English) _____

Contact person: (Chinese) _____ (English) _____

Post: _____

Email: _____ Tel: _____

Part B: Details of the Other Languages (OL) course(s) offered / to be offered in the 2025/26 school year

1. Details of OL course(s)									
Language	Number of junior secondary students at each level					<i>Please enter A, B or C (You may enter more than one option.)</i>		Total number of learning hours (hour)	Average course fee per student (\$)
						Class schedule	Delivery mode		
						A. Within timetable B. After school C. Weekend	A. Online B. On school campus C. Off school campus		
(i) Arabic	S1		S2		S3				
(ii) French	S1		S2		S3				
(iii) German	S1		S2		S3				
(iv) Japanese	S1		S2		S3				
(v) Korean	S1		S2		S3				
(vi) Russian	S1		S2		S3				
(vii) Spanish	S1		S2		S3				
(viii) Urdu	S1		S2		S3				
Total number of students						(Estimated) Total amount of course fee (\$)			

2. **(Estimated) Other expenditures on purchasing learning and teaching materials*

*The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring service provider(s) to conduct OL course(s).

Item	Quantity	Amount (\$)
(i) Textbook		
(ii) Workbook		
(Estimated) Total amount of other expenditures (\$)		

3. *#Information of service provider(s) for providing OL course(s)*

#The information provided is for internal reference only.

Language	Service provider
(i)	
(ii)	
(iii)	

4. *Plan for utilising the funding to provide OL course(s) in the 2026/27 school year*

(Please select all applicable options from the list below.)

- Offer the same OL course(s) to a new group of students (e.g. students from a different grade level).
- Introduce different OL courses to cater to diverse student interests and broaden language options.
- Provide advanced OL course(s) for students who have completed the introductory levels.
- Others (please specify: _____)

- The Annual School Plan, with the use of the funding under this Pilot Scheme incorporated, has been endorsed by the School Management Committee / Incorporated Management Committee and uploaded onto our school's website.

School website: _____

- Please ✓ the box as appropriate.

ENDS

St. Catharine's School for Girls

Budget for Composite I. T. Grant (CITG) (2025-2026)

	\$	\$
<u>Income</u>		
Grant received		526,777.00
<u>Less: Expenditure</u>		
IT related consumables	400,500.00	
Internet connection fee	176,400.00	
Maintenance services for IT facilities	32,000.00	
Upgrading & replacement of IT facilities	<u>10,000.00</u>	
		<u>618,900.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>(92,123.00)</u></u>

St. Catharine's School for Girls

Budget for School Executive Officer Grant (SEOG) (2025-2026)

	\$	\$
<u>Income</u>		
Surplus brought forward from previous year		404,776.52
Grant received		<u>590,760.00</u>
		995,536.52
<u>Less: Expenditure</u>		
One School Executive Officer	370,440.00	
Two Clerical Staff	543,300.00	
	<u> </u>	
		<u>913,740.00</u>
Budgeted Surplus / (Deficit) for the year		<u><u>81,796.52</u></u>