

# **Our Lady's College**

## **Annual School Plan**

**2021/22**

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# Our Lady's College

## 1. School Vision & Mission

### Mission Statement

Our School was founded by the Institute of the Daughters of Mary Help of Christians (FMA). We have been educating the students according to the principles of Catholic education and the spirit of our Founders: St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, we carry out the Preventive System (Reason, Religion and Loving-kindness) which aims to nurture the students' integral development of the spiritual, moral, intellectual, cultural and social aspects. We stimulate them to apply the acquired knowledge to life, to embrace it wholeheartedly, to face reality with integrity, fortitude and optimism and to serve society with dedication.

### School Emblem

**Crown, Sceptre :**

Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care

**Lily :**

Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful

**Rose :**

Charity – care, understanding and self-giving for the love of God and fellowmen, nurturing the flower of love and spreading the joy of love in action

**Puritas et Caritas :**

Purity and Charity

**OLC :**

Our Lady's College

## Our Lady's College Annual School Plan (2021 – 2022)

### Major Concern 1: To enhance learning and teaching effectiveness

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.1 To enhance student engagement in the learning process	1.1.1 Fine-tune the following to cater for S1-S3 students with diverse learning needs: a) Curriculum <ul style="list-style-type: none"> <li>Review and refine teaching materials based on assessment data</li> <li>Optimize teaching materials tailoring to cater for learner diversity</li> <li>Diversify the junior curriculum through introducing an extended curriculum at S3 integrating STEAM education, project learning and information literacy</li> </ul> b) Assignments <ul style="list-style-type: none"> <li>Set assignments for students to apply, integrate and consolidate the skills and knowledge acquired</li> <li>Ensure a better alignment between coursework and assessment in terms of question types and marking criteria</li> </ul>	<ul style="list-style-type: none"> <li>The teaching materials are adjusted to address the diverse learning needs and abilities of students</li> <li>The S3 extended curriculum is implemented</li> <li>Students show improvement in their learning engagement</li> <li>Assignments are set for students to apply, integrate and consolidate their learning</li> <li>A better alignment is found between coursework and assessment</li> <li>Students show improvement in the application of the skills and knowledge acquired in assessments</li> </ul>	<ul style="list-style-type: none"> <li>Subject panel records</li> <li>Student work inspection</li> <li>Test and exam reports</li> <li>Homework non-submission records</li> <li>Students' performance in assessments</li> <li>Teachers' observation</li> <li>Feedback of students and teachers</li> <li>Evaluation meetings</li> <li>Supervision and monitoring of subject panel heads</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Year</li> </ul>	<ul style="list-style-type: none"> <li>Panel heads, form coordinators and subject teachers</li> <li>Extended Curriculum Working Group</li> <li>STEAM Education Team</li> <li>WebSAMS &amp; IT in Administration Team</li> <li>Academic Enhancement Team</li> </ul>	

### Major Concern 1: To enhance learning and teaching effectiveness

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.1 To enhance student engagement in the learning process	c) Assessment <ul style="list-style-type: none"> <li>– Optimize the use of Google Classroom to facilitate the storage and retrieval of assessment data</li> <li>– Make good use of assessment data to promote assessment for learning</li> <li>– Optimize the use of formative assessment to enhance teaching and learning</li> </ul> d) Feedback Management <ul style="list-style-type: none"> <li>– Provide quality and timely feedback to promote effective learning</li> </ul>	<ul style="list-style-type: none"> <li>• Data-driven follow-up measures are adopted to improve learning</li> <li>• Formative assessment is adopted to identify students' strengths and weaknesses and adjustment to teaching and learning is made accordingly</li> <li>• Subject-based guidelines on marking and giving feedback are reviewed and refined</li> <li>• Students are able to develop their strengths or improve on their weaknesses in their coursework</li> <li>• Students show improvement in the punctual submission of homework</li> </ul>				
	1.1.2 – Optimize the use of e-learning strategies to activate students' enthusiasm in learning <ul style="list-style-type: none"> <li>– Equip S1 students with basic IT skills to facilitate online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Subject-based e-learning strategies are reviewed and refined</li> <li>• Students become better engaged and more active in learning</li> <li>• Training workshops are organized for S1</li> </ul>	<ul style="list-style-type: none"> <li>• Subject panel records</li> <li>• Lesson observation records</li> <li>• Students' performance in online learning</li> <li>• Teachers' observation</li> <li>• Student questionnaire survey</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>• Panel heads and subject teachers</li> <li>• IT in Education Team</li> <li>• Computer Literacy &amp; ICT Panel</li> </ul>	• IT hardware and software
	1.1.3 Promote intra-panel and intra-KLA sharing of good practices through collaborative lesson planning and peer observation	<ul style="list-style-type: none"> <li>• Teachers find the professional sharing activities useful in enhancing their own pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative lesson planning and peer observation records</li> <li>• Feedback of teachers</li> <li>• Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>• Staff Professional Development Team</li> <li>• Panel heads and subject teachers</li> <li>• KLA coordinators</li> </ul>	

### Major Concern 1: To enhance learning and teaching effectiveness

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.2 To enhance students' English language proficiency	<p>1.2.1 Enrich the English-speaking environment:</p> <p>a) Strengthen the role of student leaders in promoting the use of English among students</p> <p>b) Enrich the use of English in and out of the classroom</p> <ul style="list-style-type: none"> <li>– Enforce the use of English among students in English and EMI content subject lessons</li> <li>– Conduct English extra-curricular activities only in English</li> </ul> <p>c) Promote the use of English in teacher-student interactions outside the classroom</p> <ul style="list-style-type: none"> <li>– Require students to converse with English teachers only in English</li> <li>– Encourage non-English subject teachers to converse with students in English</li> </ul>	<ul style="list-style-type: none"> <li>• The Student Ambassador Team and the English Club Committee are mobilized in organizing and conducting English activities</li> <li>• Student leaders interact with students in English while performing their duties</li> <li>• The Student Ambassador Team serves as student announcers and mistresses of ceremonies at school events</li> <li>• A greater use of English is found among students in the classroom</li> <li>• Meetings are conducted in English for the English Club, the English Debating Team and the Drama Club, Performing Arts Team and Student Ambassador Team</li> <li>• English public speaking training is provided for the Student Ambassador Team</li> <li>• A greater use of English is found in teacher-student interactions outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation meetings</li> <li>• Students' performance in the activities</li> <li>• Feedback of teachers</li> <li>• Feedback of teachers-in-charge</li> <li>• Feedback of students</li> <li>• Teachers' observation</li> <li>• Feedback of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Year</li> <li>• Whole School Year</li> <li>• Whole School Year</li> </ul>	<ul style="list-style-type: none"> <li>• NET teacher</li> <li>• English Language Panel</li> <li>• English Club</li> <li>• Student Ambassador Team</li> <li>• Big Sister Team</li> <li>• School Prefect Team</li> <li>• Library Prefect Team</li> <li>• Student Association Committee</li> <li>• English language teachers</li> <li>• EMI non-language subject teachers</li> <li>• Teachers-in-charge of English Club, English Debating Team, Drama Club, Performing Arts Team and Student Ambassador Team</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School funding</li> <li>• DLG Grant</li> </ul>

### Major Concern 1: To enhance learning and teaching effectiveness

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.2 To enhance students' English language proficiency	<p>1.2.2 Enhance students' English learning capacity:</p> <p>a) – Refine the LAC support measures to enhance students' English language skills for humanities and science subjects</p> <p>– Introduce LAC lessons at S1</p> <p>b) Allocate marks for effective communication in assessments for EMI content subjects in S1-3</p> <p>c) Review and enhance the MOI support for fine-tuned classes and students switching from fine-tuned classes to regular classes</p> <p>d) Promote RaC through cross-curricular reading activities and the morning reading period</p>	<ul style="list-style-type: none"> <li>Students are able to apply the target language skills or items in humanities and science subjects</li> <li>LAC lessons are implemented at S1</li> <li>Marks are allocated for effective communication in assessments for the subjects concerned</li> <li>Students obtain a pass in the marks allocated for effective communication</li> <li>The target students show greater confidence in learning through the English medium</li> <li>The target students show improvement in their performance in term tests and exams</li> <li>70% of the students meet the requirements set by teachers</li> <li>80% of the students find the reading activities helpful in enriching their vocabulary and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' performance in assessments</li> <li>Evaluation meetings</li> <li>Students' performance in assessments</li> <li>Evaluation meetings</li> <li>Teachers' observation</li> <li>Students' performance in term tests and exams</li> <li>Evaluation meetings</li> <li>Student participation records</li> <li>Feedback of students</li> <li>Student questionnaire survey</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Year</li> <li>Whole School Year</li> <li>Whole School Year</li> <li>Whole School Year</li> </ul>	<ul style="list-style-type: none"> <li>LAC Team</li> <li>English Language Panel</li> <li>History Panel</li> <li>Geography Panel</li> <li>Life and Society &amp; Economics Panel</li> <li>Science Panel</li> <li>History Panel</li> <li>Geography Panel</li> <li>Life and Society &amp; Economics Panel</li> <li>Science Panel</li> <li>EMI non-language subject panels</li> <li>LAC Team</li> <li>English Language Panel</li> <li>Reading Enhancement Team</li> <li>English Language Panel</li> <li>EMI non-language subject panels</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Promotion of Reading Grant</li> </ul>

### Major Concern 1: To enhance learning and teaching effectiveness

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
1.3 To better equip students with learning skills	1.3.1 Help S1 – S2 students develop effective study habits <ul style="list-style-type: none"> <li>– Lesson preparation &amp; revision</li> <li>– Time management</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of the students agree that the study habits recommended are useful to their studies</li> </ul>	<ul style="list-style-type: none"> <li>• Student questionnaire survey</li> </ul>	<ul style="list-style-type: none"> <li>• First School Term</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Enhancement Team</li> <li>• All teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School funding</li> </ul>
	1.3.2 Foster S1 – S2 students' cross-disciplinary learning skills through organizing workshops <ul style="list-style-type: none"> <li>– Memory skills</li> <li>– Note-taking</li> <li>– Use of graphic organizers and mind mapping</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of the students agree that the skills they have learnt are useful to their studies</li> </ul>	<ul style="list-style-type: none"> <li>• Student questionnaire survey</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Enhancement Team</li> </ul>	<ul style="list-style-type: none"> <li>• School funding</li> </ul>
	1.3.3 Reinforce the target learning habits and skills in the subject curricula to provide students with opportunities for application and consolidation	<ul style="list-style-type: none"> <li>• Resources from the student workshops are made available for teachers' reference</li> <li>• Students are able to form the target learning habits and apply the target learning skills in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Subject panel records</li> <li>• Students' performance in learning</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School Year</li> </ul>	<ul style="list-style-type: none"> <li>• Panel heads &amp; subject teachers</li> </ul>	



## Major Concern 2: To enhance positive character formation of students

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
2.1 To internalize Catholic core values, Salesian education values and the school motto	2.1.1 Enhance teachers' understanding of Catholic core values, Salesian education values and the school motto through professional development programmes	<ul style="list-style-type: none"> <li>80% of the teachers agree that the professional development programmes can enrich their understanding of the core values</li> </ul>	<ul style="list-style-type: none"> <li>Teacher questionnaire survey</li> <li>Feedback of teachers</li> <li>Evaluation meetings</li> </ul>	Whole School Year	Staff Professional Development Team	School funding
	2.1.2 Reinforce the core values through <ul style="list-style-type: none"> <li>implementing the S1 – S3 Ethics and Religious Education (ERE) curriculum and organizing religious formation activities</li> <li>instilling the core values in Salesian feast days or liturgical celebration</li> </ul>	<ul style="list-style-type: none"> <li>The refined curriculum can reinforce the core values</li> <li>Participants have enhanced their awareness of the core values</li> </ul>	<ul style="list-style-type: none"> <li>Subject panel records (e.g. scheme of work)</li> <li>Students' performance in the activities</li> <li>Feedback of students and teachers</li> <li>Evaluation meetings</li> </ul>	Whole School Year	<ul style="list-style-type: none"> <li>ERE Panel</li> <li>Religious and Spiritual Formation Team</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Life-wide Learning Grant</li> </ul>
	2.1.3 Infuse the core values in the S1 – S3 subject curricula and develop subject-based guidelines	<ul style="list-style-type: none"> <li>Incorporate at least one topic in each junior level with subject-based guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Subject panel records</li> <li>Evaluation meetings</li> </ul>	Whole School Year	Panel heads and subject teachers	School funding
	2.1.4 Instill the core values in learning activities and conduct debriefing sessions <ul style="list-style-type: none"> <li>Provide guidelines for highlighting the values involved</li> <li>Offer students opportunities for self-reflection</li> <li>Make better use of the pastoral care logbook to encourage students to conduct reflection</li> <li>Communicate to guest speakers the core values to be conveyed</li> </ul>	<ul style="list-style-type: none"> <li>Guidelines are provided for highlighting the values involved</li> <li>Students are given the opportunities to actualize the core values</li> <li>Students make good use of the pastoral care logbook to conduct reflection</li> <li>Guest speakers can convey the core values</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in the activities</li> <li>Feedback of students and teachers</li> <li>Evaluation meetings</li> </ul>	Whole School Year	Functional units	Life-wide Learning Grant

## Major Concern 2: To enhance positive character formation of students

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
2.2 To foster family spirit in the school community	2.2.1 Strengthen the role of class teacher in pastoral care a) Refine the curriculum of S1 – S3 Class Teacher Period b) Cultivate self-discipline; communicate to students the core values the school rules are built on and the school's expectations on students' behaviour c) Develop students' endeavours to be well-groomed and well-mannered d) Enhance collaboration of class teachers by sharing experience on effective class management e) Reinforce support and guidance for students to enhance their self-esteem	<ul style="list-style-type: none"> <li>The refined curriculum of the Class Teacher Period can facilitate the role of class teachers in pastoral care</li> <li>The class shows improvement in homework submission and punctuality</li> <li>Students comply with the school uniform code</li> <li>Students are well-mannered</li> <li>Class teachers find the sharing sessions useful</li> <li>Class teachers take follow-up action to review and enhance their class management strategies</li> <li>The self-esteem of students is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Functional unit records</li> <li>Students' performance</li> <li>Teachers' observation</li> <li>Feedback of teachers</li> <li>Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Class Teachers Coordination Team</li> <li>Moral and Civic Education Team</li> <li>Discipline Team</li> <li>Value Formation Action Group</li> <li>Career and Life Planning Team</li> </ul>	• School funding
	2.2.2 Create a harmonious school community a) Develop a code of conduct for members of the school community to cultivate a positive school culture b) Develop teachers' endeavours to be the role model in living out loving-kindness and empathy c) Provide opportunities for students to cooperate and collaborate with fellow students and teachers through organizing school activities d) Organize more professional training for teachers to enhance their sensitivity towards students' needs	<ul style="list-style-type: none"> <li>Teachers and students comply with the code of conduct</li> <li>Teachers demonstrate loving-kindness and empathy to other members of the school community</li> <li>Students are able to cooperate and collaborate with fellow students and teachers</li> <li>Teachers' sensitivity is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Feedback of students and teachers (e.g. questionnaire survey)</li> <li>Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>School Development Committee</li> <li>All teachers</li> <li>Functional units</li> <li>ECA Clubs and Service Team</li> <li>Staff Professional Development Team</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Life-wide Learning Grant</li> </ul>

## Major Concern 2: To enhance positive character formation of students

Targets	Key Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
2.3 To promote appreciation of individual strengths	2.3.1 Cultivate students' positive self-concept through organizing character formation programmes and activities	<ul style="list-style-type: none"> <li>Teachers find the programmes or activities useful in nurturing students' positive self-concept</li> <li>80% of students agree that the programmes or activities can enhance their self-esteem and confidence</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Feedback of students and teachers</li> <li>Student questionnaire survey</li> <li>Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>Counselling Team</li> <li>Moral and Civic Education Team</li> <li>Career and Life Planning Team</li> <li>Religious and Spiritual Formation Team</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Life-wide Learning Grant</li> <li>PPA</li> <li>NGO</li> </ul>
	2.3.2 Unleash students' potential through activities/competitions and service learning programmes	<ul style="list-style-type: none"> <li>80% of students agree that they can develop their potential through the activity</li> <li>70% of students participate in inter-school competitions</li> </ul>	<ul style="list-style-type: none"> <li>Student questionnaire survey</li> <li>Student participation and achievement records</li> <li>Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>Subject panels</li> <li>Functional units</li> <li>ECA Clubs and Service Teams</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> <li>Life-wide Learning Grant</li> <li>NGO</li> </ul>
	2.3.3 Provide different platforms for students to showcase their achievements	<ul style="list-style-type: none"> <li>Students find their effort recognized</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Feedback of students</li> <li>Evaluation meeting</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>Ceremonies Team</li> <li>Extra-curricular Activities and Services Groups Coordinating Team</li> <li>Campus TV</li> </ul>	<ul style="list-style-type: none"> <li>School funding</li> </ul>
	2.3.4 Develop student leadership qualities by organizing leadership training programmes	<ul style="list-style-type: none"> <li>80% of participants agree that their leadership skills and knowledge are enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Student questionnaire survey</li> <li>Teachers' observation</li> <li>Feedback of students</li> <li>Evaluation meetings</li> </ul>	• Whole School Year	<ul style="list-style-type: none"> <li>Functional units</li> </ul>	<ul style="list-style-type: none"> <li>Life-wide Learning Grant</li> <li>NGO</li> </ul>

**Our Lady's College**  
**Plan on Use of the Capacity Enhancement Grant 2021/22**

Task Area	Major Areas of Concern	Strategies / Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Promoting learning and teaching effectiveness	To relieve teachers' non-teaching workload	To employ three full-time teaching assistants in <ul style="list-style-type: none"> <li>preparing teaching materials and documents</li> <li>going on outings with students for learning activities</li> </ul>	September 2021 to August 2022	Salary of 3 teaching assistants including MPF: \$697,977	<ul style="list-style-type: none"> <li>Learning materials can be made and updated</li> <li>Smooth operation of activities and non-teaching duties of teachers are reduced</li> </ul>	Performance appraisal of teaching assistants and comments from teachers	Vice Principals
Teaching-related administrative work	To relieve teachers' administrative workload	To operate the Octopus electronic management system for handling of student/staff attendance as well as the collection of fees	September 2021 to August 2022	System Transaction Fee: \$9,750	<ul style="list-style-type: none"> <li>Teachers' administrative workload can be lessened</li> <li>The administrative effectiveness and student/staff information management with the use of electronic management system can be enhanced</li> </ul>	80% of staff members opine that the electronic system can enhance the efficiency of the administrative work of information storage and retrieval	School Office and Teacher-in-charge

**Our Lady's College**  
**Diversity Learning Grant (DLG) Programme and Budget 2021/22**

Domain	Programme	Objective(s)	Targets	Duration	Deliverables	Teacher in charge	Budget
Leadership skill	<ul style="list-style-type: none"> <li>Leadership skill practice for student leaders</li> <li>Leadership Training Courses for perfects and big sisters scheme</li> </ul>	To offer a range of leadership training and activities for gifted students	40 S4 to S5 Students	Two whole day activity days	Selected students will be trained for leadership skill	Ms Au Yeung	\$4,360
Core subjects	<ul style="list-style-type: none"> <li>Chinese Language Enhancement courses</li> </ul>	To offer high order thinking skill training for average to higher ability students	25 S5 to S6 Students	4 -8 sessions in the whole school year for core subjects	Selected students will be enhanced in high order thinking skills in different core subjects	Ms N. Chin	\$24,000
Individual gifted students	<ul style="list-style-type: none"> <li>Support individual gifted students to attend gifted programs, workshops, courses and activities held by the Gifted Education Team or outside school</li> <li>Support individual gifted students to attend gifted programs in travelling fee</li> <li>Support individual gifted students to participate in competitions in material and travelling fee</li> </ul>	To enable gifted students to acquire diversified learning opportunities and develop their career aspirations in higher level	100 S4 to S6 Students	Whole year	Individual gifted students will be nominated to join gifted programs and competitions outside our school	Ms N. Chin Ms KW Ng Ms M. Chow	\$93,000
Promotion of gifted education	<ul style="list-style-type: none"> <li>Promote the significance of gifted education to the whole school.</li> </ul>	To enable students to acquire the latest information on gifted education	Whole school	Whole year	Teachers will introduce different gifted programs to the whole school	Ms N. Chin Ms KW Ng	\$500

**Our Lady's College**  
**Learning Support Grant (LSG) Budget Plan**  
**2021/22**

**Income**

Item	Amount (\$)	Remarks
Surplus allowed to be retained at the end of last financial year (i.e. as at 31 March)	(a) \$39,033.43	
The 1st allotment in the 2021 /22 school year	(b) \$191,659	The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
The 2nd allotment in the 2021 /22 school year	(c) \$36,506#	The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively. # It is estimated there are 15 SEN students who belong to Tier 2. The subsidized amount per student at Tier 2 is HK\$15211.
Total income (d) = (a) + (b) + (c)	\$267,198.43#	

**Expenditure**

Item	Amount (\$)	Remarks
1. Employ additional full-time and /or part-time teachers	\$0	The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019.
2. Employ additional TAs	\$100,000#	
3. Hire of professional services	\$40,000#	
4. Purchase teaching resources and aids	\$1,000#	
5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities	\$100,000#	
Subtotal	\$241,000#	
Total Expenditure (e)	\$241,000#	

**Balance**

Item	Amount (\$)	Remarks
Estimated accumulated surplus by the end of this financial year (f) = (d) – (e)	\$26198.43#	The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students ( <b>i.e. schools should avoid having surplus in item (f) when planning the budget of LSG as far as possible</b> ). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circular No.6/2019.
Percentage of surplus to this financial years' provision (%) (g) = (f) / [(b) +(c)]x100%	11.48%	

# Estimated sum (Updated on 30-8-2021)

**Our Lady's College**  
**Plan on use of Enhanced Chinese Learning and Teaching for**  
**Non-Chinese Speaking (NCS) Students 2021/22**

Task area	Major Areas of concern	Strategies/Tasks	Time scale	Resources required
Support NCS students in learning Chinese and its culture	To relieve the workload of teachers in teaching Chinese Language to NCS students	To employ contract teacher and associate teacher to provide pull-out class on learning Chinese Language for NCS students	September 2021 – August 2022	Salary including MPF: \$760,000
	To obtain external professional service to assist teachers in conducting tailor-made programme	To hire external tutors to provide tailor-made programme to enhance the NCS students' motivation to learn Chinese and their interest in Chinese culture	September 2021 – August 2022	\$35,000
	To obtain resources favourable for the learning of Chinese	To purchase teaching resources	September 2021 – August 2022	\$10,000
	To promote an inclusive learning environment	To procure professional services to organize inclusion activities	September 2021 – August 2022	\$20,000

**Our Lady's College**  
**School-based After-school Learning and Support Programmes**  
**School-based Grant (SBG) Programme and Budget 2021/22**

**A. Amount of grant**

Grant b/f	\$ 130,800.00
Grant Received	\$ 127,800.00
	<u>\$ 258,600.00</u>

**B. The estimated number of students (count by heads) benefitted under this Programme is 140 (including A. 25 CSSA recipients, B. 85 SFAS full-grant recipients and C. 30 under school's discretionary quota).**

**C. Information on Activities to be subsidized/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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Pre-S1 Summer English Bridging programme	To shorten the gap between the curriculum of primary 6 and Secondary 1 and to help students to adapt to the use of English as the medium of instruction	Students' performance in lessons is satisfactory. Students attend at least 90% of the lesson.	<ul style="list-style-type: none"> <li>Comments from instructors</li> <li>Attendance record</li> </ul>	12 <sup>th</sup> – 13 <sup>th</sup> , 16 <sup>th</sup> – 20 <sup>th</sup> Aug 2021	10	10	5	9,000	Headstart Group Limited
Leadership training programme for School Prefects and Big Sisters	To enrich students' leadership skills	The aim of the activity is achieved.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from teachers</li> </ul>	26 <sup>th</sup> Aug 2021	3	6	5	\$1,000	Jumpstart Training Consultation Limited



*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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Ocean Park Life-wide Learning Journey	To enrich students' learning experience	The aim of the activity is achieved.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from instructors and teachers</li> </ul>	5 <sup>th</sup> Nov 2021	25	85	30	\$10,000	Ocean Park Academy Hong Kong
Environmental Educational Programme	To enhance the awareness of students in conservation of the environment	The aim of the activity is achieved.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from instructors and teachers</li> </ul>	School holidays	3	20	0	\$2,000	/
Annual Retreat Day Camp (4 times)	To provide students with a chance of retreat for religious formation	The aim of the activity is achieved.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from teachers</li> </ul>	S1: 15 <sup>th</sup> Jan 2022 S2: 19 <sup>th</sup> Feb 2022 S3: 2 <sup>nd</sup> Apr 2022 S4 - S6: 4 <sup>th</sup> Dec 2021	5	20	0	\$1,500	/
S4 Leadership Training Day Camp	To brush up students' leadership and communication skills	Students can complete the tasks set in the training and acquire related skills.	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Feedback from students</li> <li>Comments from instructors and teachers</li> </ul>	11 <sup>th</sup> Apr 2022	13	15	0	\$5,000	Hong Kong Playground Association

*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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Chinese Instrumental Classes	<ul style="list-style-type: none"> <li>To provide students with opportunities to experience music and enhance their techniques</li> <li>To nurture students' aesthetic talent as well as boost up their self-confidence</li> </ul>	Students' performance in classes is satisfactory.	<ul style="list-style-type: none"> <li>Comments from instructors and teachers-in-charge</li> </ul>	Whole school year	2	2	6	\$30,000	
Sports Training	To achieve maximum individual or team efficiency in a selected sports discipline limited by rules	Students' performance in training is satisfactory.	<ul style="list-style-type: none"> <li>Comments from instructors and teachers-in-charge</li> </ul>	Whole school year	2	14	0	\$3,000	
Enrichment Courses	To foster students' development in specific academic areas	The aims of courses are achieved.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from instructors and teachers</li> <li>Attendance record</li> </ul>	Whole school year	5	20	4	\$8,000	
Spanish Class	To let students learn a new language	The aim of the class is achieved.	<ul style="list-style-type: none"> <li>Comments from instructors and teachers-in-charge</li> </ul>	Whole school year	0	1	1	\$1,500	The Spanish Cultural Association of Hong Kong Limited

*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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Japanese Class	To let students learn a new language	The aim of the class is achieved.	<ul style="list-style-type: none"> <li>Comments from instructors and teachers-in-charge</li> </ul>	Whole school year	0	3	3	\$2,000	Dai-ichi Japanese Language Culture School
Study Tours	To broaden students' horizons and widen their scope of life	Students can experience life-wide learning.	<ul style="list-style-type: none"> <li>Feedback from students</li> <li>Comments from teachers</li> </ul>	School holidays	5	20	10	\$40,000	
Types of activities: 12				@No. of man-times	73	216	64		
				**Total no. of man-times	353				

Note:

\* Type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, 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), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

**Our Lady's College**  
**Plan on use of Life-wide Learning Grant 2021/22**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise/participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes											
1	Speech Festival-Coaching & entry fee <ul style="list-style-type: none"><li>To provide out-of-school English interactions</li><li>To provide a platform for students to learn and use English in an authentic and creative way</li></ul>	English Language	Oct – Dec 2021	S1 – S5	20	<ul style="list-style-type: none"><li>Feedback in the format of focused group interviews</li></ul>	20,000	✓		✓		
2	Debating workshop <ul style="list-style-type: none"><li>To coach students the techniques of debating</li><li>To prepare students for the inter-school debating contest</li></ul>	English Language	Oct 2021 – May 2022	S1 – S5	30	<ul style="list-style-type: none"><li>Feedback in the format of focused group interviews</li></ul>	30,000	✓	✓			
3	External competitions & workshops <ul style="list-style-type: none"><li>To provide out-of-school English interactions</li><li>To provide a platform for students to use and practice English in an authentic way</li><li>To develop students’ sense of belonging to the school when representing the school</li></ul>	English Language	Dec 2021 – Jul 2022	S1 – S6	50	<ul style="list-style-type: none"><li>Feedback in the format of focused group interviews</li></ul>	50,000	✓	✓	✓		✓
4	文學地景 <ul style="list-style-type: none"><li>透過實地觀察與寫作活動，提升學生寫景及抒情的能力</li></ul>	Chinese Language	Mar 2022	S5	18	<ul style="list-style-type: none"><li>導師對學生作品的評論</li></ul>	4,000	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
5	Maths Fun Day on Whole Day Activity Day • Hire service provider to arrange activities on Maths Fun day for S1 and S3 students on Whole Day Activity Day	Mathematics	Apr 2022	S1 & S3	246	• Feedback of teachers and students	28,000	✓				
6	T-puzzle • Acquire sets of T-puzzles to organize activities for students. Training session will be provided for teachers to develop their professionalism	Mathematics	Oct 2021	S2	129	• Feedback of teachers and students	700	✓				
7	Soma Cube • Acquire sets of Soma Cubes to organize activities for students. Training session will be provided for teachers to develop their professionalism	Mathematics	Oct 2021	S3	120	• Feedback of teachers and students	2,400	✓				
8	港島活化保育之旅 • To learn about the historical development of some important heritages in Hong Kong • To know how to appreciate the architectural style of the heritages • To realize ways of revitalization of heritages • To understand the importance of cultural conservation in Hong Kong	Citizenship and Social Development	Apr 2022	S5	107	• By questionnaire, at least 80% of students satisfy the activity	29,376	✓	✓			
9	Transport subsidy for the visit to the Legislative Council • To arouse students' interest in studying Life & Society and broaden their horizon	Constitution and the Basic Law	Oct – Dec 2021	S2	130	• By questionnaire, at least 80% of students satisfy the activity	2,250	✓	✓			
10	Transport subsidy for the visit to the Court of Final Appeal • To arouse students' interest in studying Life & Society and broaden their horizon	Constitution and the Basic Law	Oct 2021 – Jul 2022	S1 & S2	257	• By questionnaire, at least 80% of students satisfy the activity	5,250	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
11	Transport subsidy for the visit of the factory of Yakult • To arouse students' interest in studying Economics and broaden their horizon	Economics	Nov – Dec 2021	S3	120	• By questionnaire, at least 80% of students satisfy the activity	3,500	✓				
12	Transport subsidy for the visit of the Hong Kong Monetary Authority • To arouse students' interest in studying Economics and broaden their horizon	Constitution and the Basic Law	Mar 2022	S5	30	• By questionnaire, at least 80% of students satisfy the activity	1,500	✓	✓			
13	2 days Field Studies Camp • To apply the fieldwork skills in authentic situations	Geography	Oct 2021	S5 & 6	26	• Feedback from teachers and students	6,000	✓	✓			
14	Forensic Science Workshop • To cultivate students' scientific literacy through simple forensic science activities	Science	Oct 2021	S1	132	• Observe closely and discuss with students to evaluate the activity	20,000	✓				
15	Density Workshop • Through doing experiments, students can learn the concept of density and how density determines whether an object would sink or float	Science	Mar 2022	S1	132	• Observe closely and discuss with students to evaluate the activity	7,500	✓				
16	Sik Sik Yuen Biotechnology MobileLab program • To learn about the basic concept of gel filtration chromatography and its application • To learn how to purify protein samples from a colourful mixture using gel filtration chromatography	Chemistry	Nov 2021	S5	30	• Teachers' observation on how students perform during the activity and follow up lesson	13,000	✓				
17	Visit to CLP Power Low Carbon Energy Education Centre • To provide students with an interesting and thought-provoking experience as they learn about the importance of low carbon energy in addressing the challenge of climate change.	Chemistry	Dec 2021	S5	30	• Teachers' observation on how students perform during the activity and follow up lesson	1,000	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
18	Environmental Educational Programme Organized by Ocean Park Academy Hong Kong • To learn some facts about the marine organisms in Ocean Park • To understand the environmental impacts of malpractice in fishery • To understand the roles of fishermen and the government in the implementation of sustainable fishery through drama activity • To promote the concept of sustainable seafood to visitors through an interactive game	Biology	Oct 2021 – Jul 2022	S4	65	• Teachers' observation on how students perform during the activity	5,850	✓	✓			
19	Coach bus rental fee for visiting Mei Po National Reserve • Through visiting Mai Po, students can learn more about the mangrove habitat and its conservation	Biology	Oct 2021 – Jul 2022	S5	51	• Teachers' observation on how students perform during the activity	3,700	✓	✓			
20	Transportation subsidies for the visits • To enhance students to have a better understanding of food production or organic farming in Hong Kong	T & L	Oct 2021 – Jul 2022	S4 – S6	20	• Verbal feedback from the students	2,000	✓				
21	Workshop / Visit Fees • To facilitate students to have hands-on experience in organic farming	T & L	Oct 2021 – Jul 2022	S4 – S6	20	• Verbal feedback/ questionnaires from the students	1,000	✓				
22	Instructors fee of Sports Day • To provide training for students to prepare School Sports Day	Physical Education	Sep – Oct 2021	S1 – S6	150	• Attendance record	16,000			✓		
23	Generic Skills Development Program-Learning style & Learning strategies • To help pre-S1 students understand their own learning style (Visual, Auditory, Read/Write or Kinesthetic) and learn how to combine different learning strategies to enhance their learning effectiveness	Cross-Disciplinary (Others)	Sept 2021	S1	132	• Use questionnaire and comments from students	28,800	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
24	Generic Skills Development Program-Graphic organiser & Memory skills • To help students understand how to select and summarize information in an organized manner by using different graphic organizers	Cross-Disciplinary (Others)	Sep 2021	S1	132	• Feedback from teachers through their observation and the evaluation meeting	20,000	✓				
25	Media production workshop • Students learn video production skills and techniques	Cross-Disciplinary (STEM)	Nov 2021 – Apr 2022	S1 – S6	23	• Students questionnaire Feedback from teachers and students	6,000	✓				
26	Rocket Car Workshop on the STEAM Day • Students learn the physics of momentum, airflow and fiction by building and racing the rocket car. They also get the car painted with colourful paintings that involve VA skills	Cross-Disciplinary (STEM)	Mar 2022	S3	130	• Questionnaire survey with Google Form	25,000	✓				
27	Rally Car Workshop on the STEAM Day • Students learn the physics of momentum, electric power and fiction by building and racing with the rally car	Cross-Disciplinary (STEM)	Mar 2022	S1	130	• Questionnaire survey with Google Form	25,000	✓				
28	Leadership Training Workshop for School Prefects and Big Sisters • To enhance the leadership and self-confidence of the School Prefects and Big Sisters	Leadership Training	Aug 2021	S4 – S5	32	• Questionnaire	2,400					✓
29	Orientation Programme • To learn to be responsible, cooperative, considerate and preservative through participation in the programme	Cross-Disciplinary (Others)	Sep 2021	S1	132	• Questionnaire	18,640					✓
30	Workshop on Net Safety • To promote net safety and good use of mobile phones	Value Education	Jan 2022	S2	130	• Feedback from teachers and students	10,000		✓			



No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
31	Board games for S5 • To cultivate students' positive self-concept	Value Education	Oct 2021	S5	108	• Feedback from teachers and students	24,000		✓			
32	Responsibility Workshop • To cultivate in students the sense of responsibility of different roles in family, school and society	Value Education	Oct – Nov 2021	S1 – S2	259	• Feedback from teachers and students	40,000		✓			
33	Talks organized in S1 – S6 Class Teacher Periods • To enhance positive character formation of students, such as purity and charity	Value Education	Sep 2021 – May 2022	S1 – S6	702	• Feedback from teachers and students	10,000		✓			
34	Activities organized on activity days • To enhance positive character formation of students, such as purity and charity	Value Education	Oct 2021 – Apr 2022	S1 – S6	702	• Feedback from teachers and students	10,000		✓			
35	Experienced learning Activity – Handicapped Simulation Activities • To promote students' caring spirit • To know the needs and feelings of the handicapped in Hong Kong	Value Education	Apr 2022	S4	104	• Feedback from teachers and students	10,000		✓			
36	Traditional Handicraft Workshops • To develop students' sense of belonging to the country • To nurture students' interest in cultural heritage and deepen their understanding of Chinese traditional arts through various themes and formats of workshops.	National Security	Oct 2021	S4	104	• Feedback from teachers and students	12,000		✓			
37	Tai O field Studies experienced learning activity • To help students to explore the traditional culture and environment of Tai O through excursion and experiential workshops	National Security	Mar 2022	S2	130	• Feedback from teachers and students	30,500		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
38	Tai O Field Studies transportation fee • To support students to explore the traditional culture and environment of Tai O through excursion and experiential workshops	National Security	Mar 2022	S2	130	• Feedback from teachers and students	16,000		✓			
39	Talks organized for National Security Education • To increase awareness of national security law	National Security	Oct 2021	S1 – 6	702	• Feedback from teachers and students	12,000		✓			
40	Interactive Drama • To enhance positive character formation of students	Value Education	Jul 2022	S1 – 3	382	• Feedback from teachers and students	3,000		✓			
41	Exploration programme: WARZONE 90 • To build up humanitarian perspectives, instill a sense of humanitarian care	Value Education	Dec 2021	S3 – 6	35	• Feedback from teachers and students	3,750		✓			
42	Service Learning Programme • To cultivate in students the elevated spirit of serving others	Value Education	Oct 2021 – Apr 2022	S4	104	• Feedback from teachers and students	45,000		✓			✓
43	Career planning programme • To help students understand themselves and explore their career interests	Career and Life Planning	Whole year	S3	130	• Feedback from S3 class teachers, career teachers and S3 students	2,000					✓
44	Transport subsidy for University visits • To help students understand more about university programmes	Career and Life Planning	Whole year	S4	104	• Spending record	8,000					✓
45	Transport subsidy for company visit • To help students explore their career interests	Career and Life Planning	Jan – Jul 2022	S5	108	• Spending record	8,000					✓
46	Career Exploration Game • To help students understand themselves and explore their career interests	Career and Life Planning	Jun 2021	S5	108	• Feedback from S5 class teachers, career teachers and S5 students	18,000					✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
47	Leadership training day camp • To provide chances for participants to have personal breakthrough and to promote self-learning, responsibility, communication and team spirit through various Experiential Learning Programmes to enhance students' leadership skills.	Leadership Training	Apr 2022	S4	104	<ul style="list-style-type: none"> <li>By questionnaire, at least 80% of students agree that their leadership skills and knowledge are enhanced</li> <li>Feedback from teachers and students</li> </ul>	40,000		✓			✓
48	Training sessions to committee members • To develop leadership qualities of student leaders	Leadership Training	Oct 2021 – Jun 2022	S3 – 5	50	<ul style="list-style-type: none"> <li>By questionnaire, at least 80% of students agree that their leadership skills and knowledge are enhanced</li> <li>Feedback from teachers and students</li> </ul>	8,000		✓			✓
49	Salesian Youth Day • To stretch students' potential and enhance the Catholic core values	Religious & Spiritual Formation	Feb 2022	S1 – 6	80	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	7,380		✓			
50	Salesian Youth summer activities • To stretch students' potential and enhance the Catholic core values	Religious & Spiritual Formation	Jul 2022	S1 – 6	5	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	1,800		✓			
51	FMA vocation day • To stretch students' positive values and know more about our school organizing committee	Religious & Spiritual Formation	TBC	S1 - 6	60	<ul style="list-style-type: none"> <li>Student performance</li> </ul>	3,400		✓			
52	Leadership training activity • To stretch students' leadership skill and enhance the sense of belongings to Catholic Society	Religious & Spiritual Formation	Nov 2021	S2 – 6	20	<ul style="list-style-type: none"> <li>Student performance</li> </ul>	1,000		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
53	S1 Annual Retreat • To stretch students' potential and nurture their positive values and attitude	Religious & Spiritual Formation	Jan 2022	S1	25	• Feedback from students	6,450		✓			
54	S2 Annual Retreat • To stretch students' potential and nurture their positive values and attitude	Religious & Spiritual Formation	Feb 2022	S2	25	• Feedback from students	6,450		✓			
55	S3 Annual Retreat • To stretch students' potential and nurture their positive values and attitude	Religious & Spiritual Formation	Apr 2022	S3	25	• Feedback from students	6,450		✓			
56	S4-6 Annual Retreat • To stretch students' potential and nurture their positive values and attitude	Religious & Spiritual Formation	Dec 2021	S4 - 6	25	• Feedback from students	6,450		✓			
57	Sacrament of Reconciliation • To nurture their positive values and attitude	Religious & Spiritual Formation	Mar 2022	S1 - 6	40	• Feedback from students	700		✓			
58	Instructor Fee for Chinese Orchestra • To coach and conduct Chinese Orchestra Performance in the Speech Day	Arts (Music)	Whole year	S1 – 6	18	• Students can perform with their own instruments in the Chinese Orchestra	24,300			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
59	Instructor Fee for Musical Performance on School Feast Day of Drama Club <ul style="list-style-type: none"> <li>To provide an opportunity for students to present their drama on stage on Mary Help of Christians-School Feast Day at school</li> <li>To enhance their English learning experience by making English Language learning a fun and exciting experience</li> <li>To build up their self-confidence, to improve their communication and presentation skills to explore their creativity and develop their appreciation of language arts and performing arts</li> </ul>	Arts (Others)	Oct 2021 – May 2022	S1 – 6	28	<ul style="list-style-type: none"> <li>Feedback from the coach and audience</li> </ul>	36,000			✓		
60	Western Dance Practice of Western Dance Club for our school Thanksgiving Performance, School Dance Festival 2022 and “Knowing yourself through your body: Modern Dance in Practice Project” 2021/22 School Modern Dance In Practice Project <ul style="list-style-type: none"> <li>To enable students to take a fresh look on themselves</li> <li>To consider their innate infectious appeal, to cultivate team spirit and empathy, and to learn about respecting, accepting and embracing themselves and others</li> <li>To broaden their horizons for the art of dance, and to nurture their interest in art appreciation</li> </ul>	Arts (Others)	Whole year	S1 – 6	30	<ul style="list-style-type: none"> <li>Feedback from the coach</li> <li>Feedback from audience in the finale</li> </ul>	14,490			✓		
61	Transportation fee for the western dance performance, choreography and rehearsal <ul style="list-style-type: none"> <li>To give students an invaluable experience to get involved in the professional dance practice and the dance performance</li> </ul>	Arts (Others)	Mar – Jul 2022	S1 – 6	30	<ul style="list-style-type: none"> <li>Feedback from students</li> </ul>	2,400			✓		
62	Instructor fee for Chinese dance practice for the Performance on School Speech Day of Chinses Dance Club	Arts (Others)	Oct 2021 – May 2022	S1 – 5	20	<ul style="list-style-type: none"> <li>Feedback from the coach and audience</li> </ul>	9,600			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
63	School Ambassador Team <ul style="list-style-type: none"> <li>Spotknight MC training workshop aims at providing ambassadors with necessary skills to hold ceremonies and represent the school at important events. It is to ensure students have decent etiquette, know how to communicate with guests and deal with unexpected situations during these events</li> <li>HKFYG Public Speaking Competition gives ambassadors a chance to practice skills learnt in the previously mentioned training workshop. They are expected to write scripts for the competition while gaining experience in speaking in front of the public</li> </ul>	Leadership training	Whole year	S1 – 5	30	<ul style="list-style-type: none"> <li>Student performance</li> </ul>	23,950					✓
64	Tutor fee of Chinese Debating Team <ul style="list-style-type: none"> <li>To design and prepare the lessons, select debating team members and organize debate mock trial</li> </ul>	Chinese Language	Oct 2021 – May 2022	S1 – 6	20	<ul style="list-style-type: none"> <li>Feedback from the coach and students</li> </ul>	1,800	✓				
65	Instructor Fee for Volleyball Club <ul style="list-style-type: none"> <li>To provide training for students to participate in the HKSSF Inter-School Volleyball Competition</li> </ul>	Physical Education	Whole year	S1 – 6	30	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from students</li> </ul>	17,400			✓		
66	Instructor Fee for Badminton Club <ul style="list-style-type: none"> <li>To provide training for students to participate in the HKSSF Inter-School Badminton Competition</li> </ul>	Physical Education	Whole year	S1 – 6	30	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from students</li> </ul>	10,000			✓		
67	Instructor Fee for Athletics Club <ul style="list-style-type: none"> <li>To provide training for students to participate in the HKSSF Inter-School Athletics Competition</li> </ul>	Physical Education	Whole year	S1 – 6	30	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from students</li> </ul>	9,600			✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
68	Instructor Fee for Basketball Club • To provide training for students to participate in the HKSSF Inter-School Basketball Competition	Physical Education	Whole year	S1 – 6	30	<ul style="list-style-type: none"> <li>Student attendance record</li> <li>Feedback from students</li> </ul>	17,200			✓		
69	Transportation fee for inviting elderly to share the problems they faced • Collaborate with the S3 Extra-Curriculum STEAM subject and invite some elderly to share the problems they faced and develop products by making use of STEAM	Cross-Disciplinary (STEM)	Oct 2021	S3	130	<ul style="list-style-type: none"> <li>Questionnaire survey with Google Form</li> </ul>	5,000				✓	
Sub-total of Item 1.1							900,936.0					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1	Study Tour to Japan organized by Geography and Economics Panels <ul style="list-style-type: none"><li>To understand the economic development of Japan in the last 50 years</li><li>To apply economic concepts to real life situation</li><li>To know the geological landforms in Japan and analyse the opportunities and risks brought by them</li><li>To understand the land use planning in Japan</li><li>To know the latest development of recycling facilities in Japan</li><li>To broaden their horizon</li></ul>	Cross-Disciplinary (Others)	Apr 2022	S3 – S5	20	<ul style="list-style-type: none"><li>Feedback from teachers and students</li></ul>	60,000	✓				
2	廣州考察團 <ul style="list-style-type: none"><li>認識廣州城市歷史發展</li><li>認識廣州產業的發展，加強學生了解兩地關係</li><li>認識國有企業在廣州的發展，及其取得的成果和面對的挑戰</li><li>了解廣州及珠三角經濟的發展趨勢，以及探討培訓人力資源對當地工業和經濟發展的重要性</li><li>擴闊學生視野，培養學生群體合作之精神</li></ul>	中國歷史	Apr 2022	S3 – S5	30	<ul style="list-style-type: none"><li>學生及老師回饋</li></ul>	20,000	✓				
				Sub-total of Item 1.2			80,000.0					
				Estimated Expenses for Category 1			980,936.0					



No.	Item	Domain* (Please refer to the remarks for examples of domain)	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	Materials for 3D Printing Workshop	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>Filament for the 3D printers of the 3D printing workshop</li> </ul>	5,000
2	3D Printers for 3D Printing Workshop	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>Hardware for the 3D printing workshop, students can learn how to print the 3D models they have created with 3D modelling software</li> </ul>	60,000
3	Drone for Drone Flying Workshop and Competition	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>Hardware for the Drone Flying Workshop and Competition, students can learn how to control the drone in flying and they will use it to join a flying competition</li> </ul>	24,000
4	VR equipment and Headset for the VR Experience Workshop	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>Hardware such as VR Headset and software for the VR Experience Workshop. Students can experience the VR world and learn how to build a VR scene with software</li> </ul>	35,000
5	My TV Box	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>Arouse students' interest in learning social issues</li> </ul>	700
6	Creative Cloud complete application program – Adobe Account	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>For video editing</li> </ul>	1,776
7	2 sets Synco G2 A2 Wireless Microphone one to	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>For wireless mobile connection</li> </ul>	2,360
8	Switcher Studio App for	Cross-Disciplinary (STEM)	<ul style="list-style-type: none"> <li>For live broadcasting for the Campus TV</li> </ul>	3,421.9
9	Venue for Volleyball Club training	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	600
10	Sportswear for Volleyball Club members	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	3,000
11	Venue for Badminton Club training	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	1,400
12	Materials for Badminton Club training	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	600
13	Sportswear for Athletics Club members	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	3,500

<b>No.</b>	<b>Item</b>	<b>Domain*</b> (Please refer to the remarks for examples of domain)	<b>Purpose</b>	<b>Estimated Expenses (\$)</b>
14	Venue for Basketball Club training	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	500
15	Sportswear for Basketball Club	Physical Education	<ul style="list-style-type: none"> <li>To support and facilitate student training</li> </ul>	2,500
16	Drama Club – costume, props, cosmetics for performance	Arts (Others)	<ul style="list-style-type: none"> <li>To be used for supporting students in presenting their performance on stage</li> </ul>	4,000
17	Chinese Dance Club – costume, props, cosmetics for performance	Arts (Others)	<ul style="list-style-type: none"> <li>To unleash students' potential, promote life-wide learning and whole-person development, and to let them perform at the Speech Day in May</li> <li>To enrich their interpersonal skills, team spirits and boost their self-confidence through training sessions</li> </ul>	7,000
18	Western Dance Club - costume, props, cosmetics for performance	Arts (Others)	<ul style="list-style-type: none"> <li>To be used for supporting students in presenting their dance on stage in front of the public</li> </ul>	13,400
<b>Estimated Expenses for Category 2</b>				168,757.9
<b>Estimated Expenses for Categories 1 &amp; 2</b>				1,149,693.90

### Category 3: Estimated Number of Student Beneficiaries

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

Contact Person for LWL (Name & Post): Ms Lee Ching Yan, Cherry (Vice-principal)

**Our Lady's College**  
**Plan on use of Citizenship and Social Development Grant 2021/22**

**1. Plan of Use of Citizenship and Social Development Grant (2021/22-2023/24)**

Our school has planned to spend the Citizenship and Social Development Grant (CS Grant) for the following use:

Area		Predicted Expenses (\$)		
		2021/22 academic year	2022/23 academic year	2023/24 academic year
i.	Developing or procuring relevant learning and teaching resources	\$10,000	\$10,000	\$10,000
ii.	Subsidizing students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	-	\$100,000	\$100,000
iii.	Organizing school-based learning activities relating to the CS curriculum	-	-	-
iv.	Organizing or subsidizing students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	-	-	-
v.	Others (please specify):	-	-	-
Total Expenditure		\$10,000	\$110,000	\$110,000
Unspent Balance		\$290,000	\$180,000	\$70,000

\*The Plan of Use of the GS Grant will be reviewed and updated every academic year.

**2. Plan of Use of Citizenship and Social Development Grant (2021/22)**

**Objective: Enhance the teaching and learning effectiveness**

Strategy / Work	Period	Target	Success Criteria	Methods of Evaluation	Teacher-in-charge	Predicted Expenses
Developing or procuring relevant learning and teaching resources to optimize the learning of students: To facilitate students to learn this subject, relevant learning and teaching resources will be procured and utilized. Students will be provided with training through class discussion and homework exercises. Various opportunities will be provided for students to apply and consolidate what they have learned.	whole academic year	S4 students	By doing exercises, students can enhance their understanding of the subject, realize their national identity and answering skills.	– Students' learning performance – Teachers' feedback	Ms Ada Kwong	\$10,000

Predicted unspent balance in 2022/23 and 2023/24 academic years: \$290,000

Endorsed by  
The Incorporated Management Committee of  
Our Lady's College

Submitted by : *Sr Amy Lim*  
Sr Lim Lai Ling Amy  
Principal

Date : 21<sup>st</sup> October 2021