

*Learning with Commitment*  
*Serving with Gratitude*

**School Report 2023 - 2024**

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# General Information on Sacred Heart Canossian College

## School History

Sacred Heart Canossian College was founded in 1860 by the Canossian Daughters of Charity also known as Canossian Missions in Hong Kong. It was the first Roman Catholic secondary school founded by the Canossian Missions in Hong Kong and Macau.

The Canossian Daughters of Charity is a Roman Catholic religious order founded by Marchioness Magdalene, now St Magdalene of Canossa, from the House of Canossa in Tuscany, Italy.

Soon after the first Canossian Sisters arrived from Italy in 1860, they established a school for girls. This Italian Convent School, with 40 students being taught Chinese, English and Portuguese, was the beginning of the present Sacred Heart Canossian College. The first headmistress of the school was Sister Emily Bowring, daughter of the fourth Governor of Hong Kong, Sir John Bowring.

From 'Italian Convent School', it later changed its name to Sacred Heart School in 1937, after the Sacred Heart of Jesus. In 1960, the school was officially registered as Sacred Heart Canossian College.

## Education Philosophy

### A. School Motto

The school motto, 'VIA VERITAS VITA', draws its inspiration from Jesus Christ who is THE WAY, THE TRUTH and THE LIFE. We take Christ as our model and seek to follow His footsteps.

### B. School Mission

The school aims at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.

We are committed to the principle that all students can develop to their full capacity. We adopt a liberal approach to learning and teaching which encourages self-motivation, understanding, creativity and character development: an approach which stresses not only getting a good grade per se but most importantly the development of the students' knowledge, skills and attitude in the spiritual, academic, social, aesthetic and physical aspects.

## **C. Profile of SHCC Graduates**

Growing up in the Sacred Heart family, all SHCC graduates should have found a purpose in life and possess the following Sacred Heart spirit and qualities:

### **Versatility**

#### **Open to growth and changes**

- Being able to understand and accept her talents and limitations
- Being aware of and able to manage her emotions and pressure in face of changes and demands; being able to stay positive when meeting failures and difficulties
- Having a sense of wonder and thereby being ready to explore, seek new experiences and risk failure
- Being proactive, creative and resourceful; capable of suggesting ways to deal with new situations and challenges
- Being capable of reflecting on experiences
- Being receptive and respectful to the opinions of others

### **Integrity**

#### **Sound in moral and religious values**

- Forming her conscience on true moral values and having good reasons for her decisions
- Being courageous in upholding social justice and the principle of honesty
- Being responsible for her behaviour with an understanding of the impact of her words and actions on others
- Having some knowledge of and respect for religion and knowing the teaching of Jesus Christ
- Being able to reflect on her experience of God's love for her; realising the need for prayer and for growth in faith; having appreciation of the Eucharist and being familiar with the social teaching of the Church
- Being aware of and able to acknowledge the need for spiritual growth

### **Charity and Love**

#### **Caring for others and embracing diversity**

- Being mindful of the needs, limitations and difficulties of others to better assist them
- Showing respect while relating to others
- Understanding the need for sacrifice in helping others
- Understanding cultural differences and embracing diversity; accepting and appreciating people of different backgrounds and abilities

## **Humility**

### **Simplicity and modesty in all deeds**

- Showing appreciation and being grateful for any opportunity, advice and support received
- Serving others with modesty
- Striving for excellence, achieving success, remaining humble
- Cultivating good leadership skills and own leadership style
- Putting herself into the positions of others before making judgments
- Being ready to admit ones' mistakes and willing to correct them

## **Perseverance**

### **Turning challenges into success**

- Having clear goals and working towards them with continued effort and determination
- Facing adversities with courage and patience to achieve success

## **Intellectual competence**

### **Quest for lifelong learning**

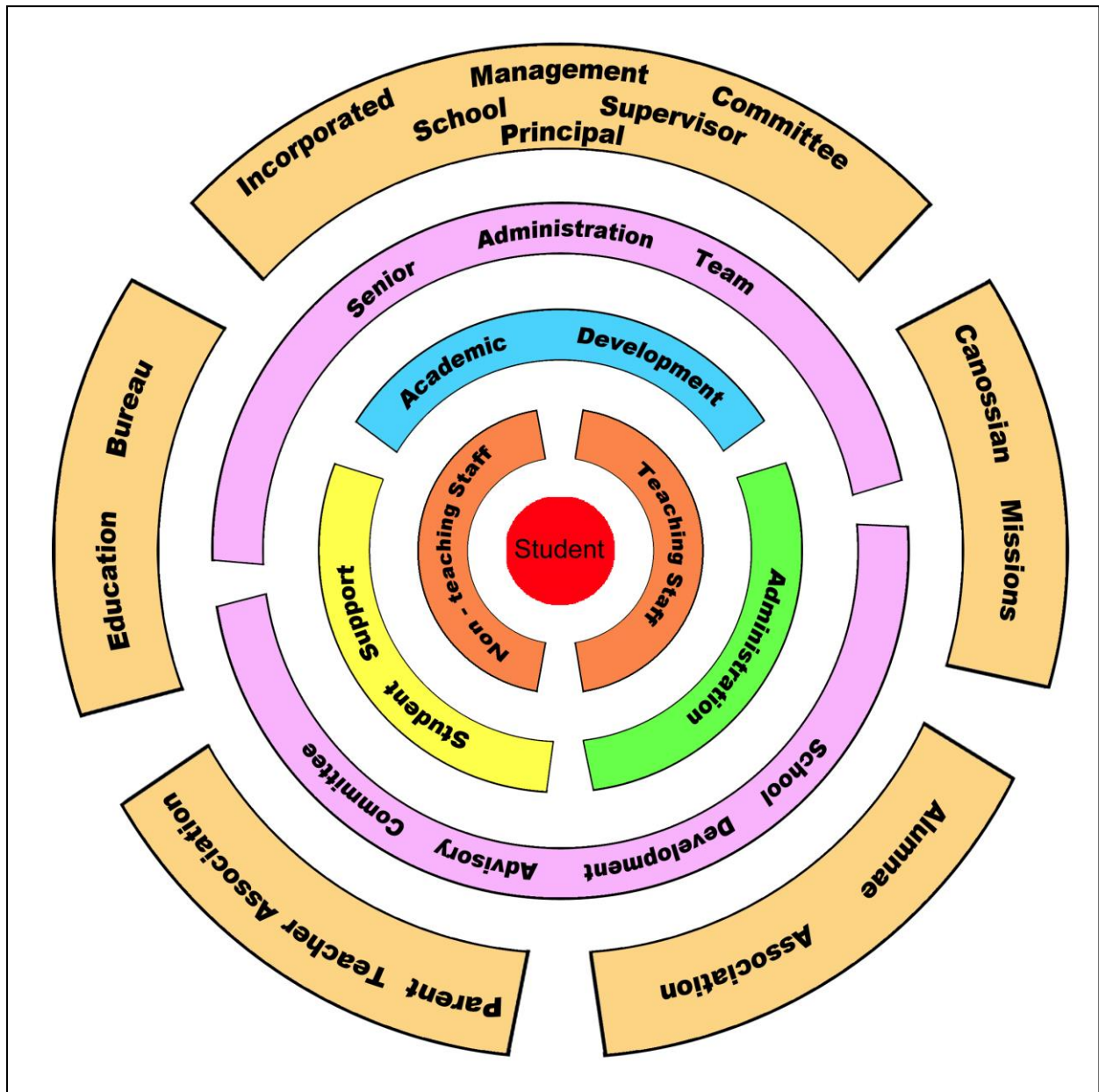
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong learning and to apply knowledge to solve problems

## **Global citizenship**

### **Understanding the world in which we live**

- Being eager to learn about the world
- Being concerned about wider community issues, social and global problems
- Being lawful citizens
- Being able to look beyond the city and to address global concerns
- Being able to respect the wise use of natural resources in a sustainable way
- Being ready to contribute to the community, society and the world

# School Management



School-based management has been adopted by the school since 1992. The Incorporated Management Committee was inaugurated on 31 August 2013.

**Members of the Incorporated Management Committee (2023-2024)**

Sr Agnes Law	School Supervisor/ Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Sr Rita Chung	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Mrs Lucilla Yip	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Mr Kenneth Law	Sponsoring Body Manager
Sr Veronica Fok	School Principal
Ms Leung Hoi Yan	Teacher Manager
Mr Ben Tam	Alternate Teacher Manager
Mr Benny Cheuk	Parent Manager
Ms Emily Lai	Alternate Parent Manager
Ms Angela Lee	Alumni Manager
Mrs Connie Lau	Independent Manager

# School Report 2023-2024

## I. Introduction

*Learning with Commitment*

*Serving with Gratitude*

*‘And so I am sure that God, who began this good work in you, will carry it on until it is finished on the Day of Christ Jesus.’*  
*Philippians 1:6*

The school year 2023-2024 is the last year in the current school development cycle. The Education Bureau External School Review (ESR) offered a timely and important platform for the school to review our work in the past few years and to identify directions for the new school development cycle from 2024-25 to 2026-27.

The current school development cycle features the implementation of our school-based Canossian Values Education Framework and the positive education curriculum funded by the Quality Education Fund and the school. Teachers worked together to ensure that Values Education is integrated into every subject across the curriculum naturally and permeates different student activities. Service learning, in particular, is rooted in all aspects of school life. Throughout the year, ample opportunities such as S4 Service Days and SHE Challenge were provided for students to engage in service activities as organisers and participants, enabling them to reflect on these experiences as well as to develop values and various generic skills. Plans for face-to-face service in Cambodia by students were resumed immediately after the pandemic.

Service learning has a special meaning in 2024, the year of the 165th birth anniversary of our Foundress St Magdalene of Canossa. What better way to celebrate this joyful occasion than an effort to live her spirit of service with enthusiasm! As always, the school emphasises spiritual development. In addition to Religious and Moral Education lessons and other regular religious activities, a spiritual garden Sacred Heart Spring has been built to provide a place for members of the Sacred Heart family to come closer to God. The beautiful wall paintings by the Visual Arts Team members helped Sacred Heartists reflect on the life of Jesus.

Same as values education, national security education has also been integrated into the curriculum of various subjects. Throughout the school year, special arrangements and activities such as flag hoisting ceremony, speech under the national flag, exhibitions and talks were organised for students in accordance with the suggestions of the Education Bureau. Results of the Assessment Program for Affective and Social Outcomes (APASO) reflected that our students showed respect to the nation. Based on the good work of individual departments, the school will coordinate the overall implementation of the Curriculum Framework of National Security Education in Hong Kong in the coming school year, following the practice for the Information Literacy for Hong Kong Students’ Learning Framework.



The school has made conscious effort to promote information literacy education. In this school year, we fully implemented the Bring Your Own Device (BYOD) policy. Continuous efforts were made to help students utilise digital tools to become self-directed learners. Students are proficient in handling digital learning tools and can use them effectively to prepare for and engage in classroom activities. STEM programmes were organised for all S1 students. Pull-out programmes were offered to stretch the potential of students interested in STEAM subjects. The outstanding results in ‘Building our Future’ Grand Challenge, Agar Art Contest 2023 (Hong Kong Region), and The ‘Safe Cracking’ International Physics Tournament 2024 – Hong Kong Final, are encouraging. To widen the exposure of our students to entrepreneurship education, the UX/UI course (user experience) was offered to interested S2 students this year.

Systems thinking and design thinking have been systematically introduced to S1 and S2 students. They were encouraged to apply those skills in carrying out their projects such as S2 Project-based Learning (PBL) and S3 Sacred Heart Enterprise Challenge (SHE Challenge). The ESR team observed that students actively explore, reflect and apply appropriate knowledge in project-based research. Different departments aligned with major concerns of the school and nurtured students to become self-directed learners. Flipped classroom has been a common strategy employed to promote self-directed learning. Various approaches, including graded tasks, were used to accommodate students of diverse abilities. Analysis of different types of data was conducted to identify the strengths and weaknesses of students for devising improvement strategies.

To enhance learning and teaching, a series of review meetings on measures for optimisation of the four senior secondary core subjects were being conducted throughout the year. The proposed school timetable well matches the recommendations of the ESR team on lesson time allocation and will be further discussed by different stakeholders next year. At the same time, curriculum mapping will be conducted in the junior forms to ensure a balanced curriculum. Additional strategies to create time and space for students will be investigated so as to enhance their whole-person development.

The school is proud of having offered an expanded range of holistic life-wide learning activities, effectively extended the learning experiences and facilitated the personal growth of our students. Student leaders were encouraged and empowered to organise extra-curricular activities for their schoolmates. The Fun Fair 2024, Bon Voyage, showcased the leadership qualities and generic skills of our students. These experiences effectively assisted students in developing a vision expanding from their own self, to their local community, their society, their country and eventually to the whole world. Local study tours; online and face-to-face exchanges with our sister school in Shandong; study tours to Mainland China, Japan and Malaysia; participation in The World Scholar’s Club 2024 (Global Round) and the World Choir Games 2024, all provided valuable and fruitful experiences for our students. It is heartening that the qualities the ESR team found in our students corresponded to the graduate profile of Sacred Heartists. The work of the school in promoting a healthy lifestyle; the assistance given to students with special educational needs; the structured and progressive life

and careers planning were all acknowledged by the external reviewers. On the whole, the endeavour of the school to provide support to students and the performance of students in both academic and non-academic aspects were well appreciated. We are grateful for the positive feedback received. Enhancing the well-being of our students and staff will continue to be one of the major concerns of the school.

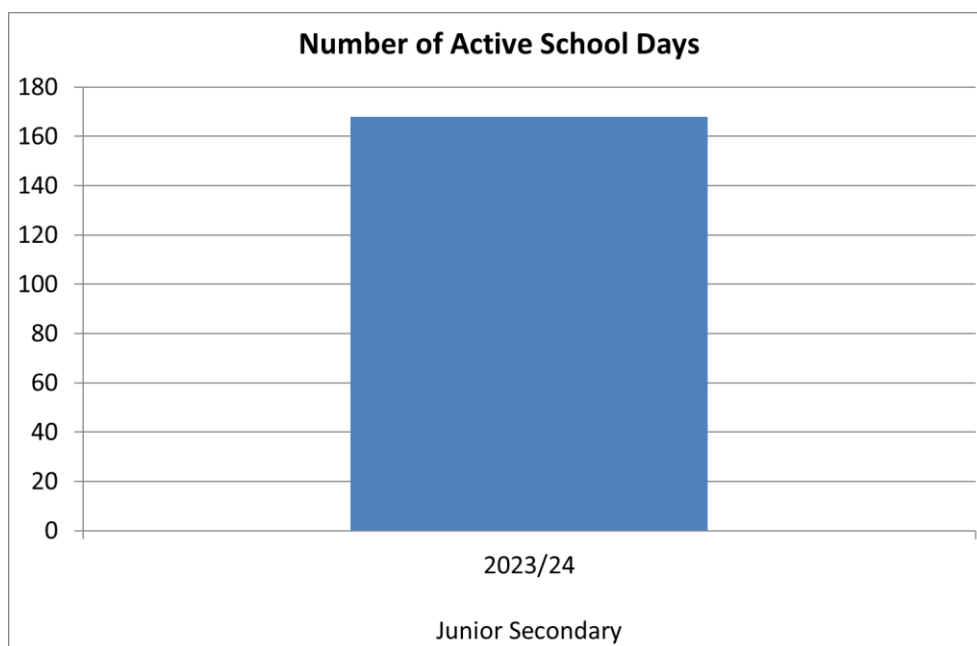
Besides regular maintenance and repair, upgrading school facilities is another means of the school management to provide an energizing environment for every member of the Sacred Heart family. The classroom renovation project is an example. Furthermore, the staff development programmes organised this year included AI in education and positive communication. Together with the Joint Canossian Secondary Schools Staff Development Day and the Greater Bay Area Staff Development Day, teachers became well-aware of the latest educational development. These programmes met the diverse needs of teachers and the school. The enhanced School Development and Accountability (SDA) Framework was introduced in the school self-evaluation this year. This enhanced SDA framework allowed the school to be more student-centred and evidence-based in the planning, implementation and evaluation of the effectiveness of implementation strategies addressing the major areas of concern of the school.

Sacred Heart has built up an amiable relationship with the Incorporated Management Committee, the School Sponsoring Body, the Education Bureau, our alumnae, parents and different external partners. These stakeholders have rendered unwavering support in different ways and have been working in collaboration with the school towards the shared goals. Our external reviewers were deeply impressed with the passing on spirit among different generations of Sacred Heartists. The 'We are Sacred Heartists Series' is definitely a good example. The post-sharing sessions were always heart-warming. The school is grateful for all these partners in her educational endeavours.

With deep gratitude to our Heavenly Father and all the stakeholders, the school continues the commitment to walking together with our students on their growth journey, helping them become joyful motivated learners and earnest thoughtful citizens.

## Number of Active School Days

- Active School Days consists of the following two components:
  - The number of days in a school year with regular classes for each Key Stage while examination days are excluded;
  - The number of days in a school year with learning activities organised for the whole school or whole class-level of students. The learning activities should have clear educational purposes and learning objectives for participation of students such as Sports Day or Project Learning Day and students are entitled to learning opportunities to broaden their learning experiences.
- The number of active school days for S1 to S3 in 2023-2024 is 168.



### III. Curriculum

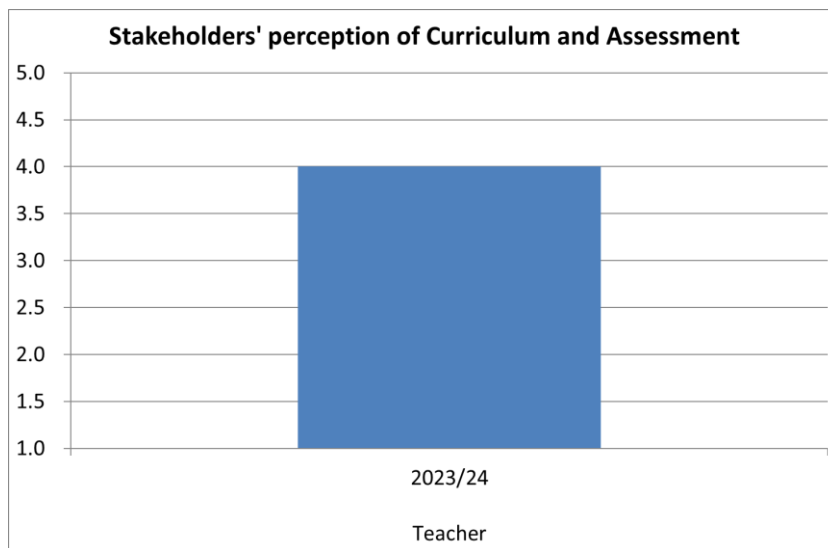
#### 1. Structure

	S1	S2	S3
Chinese History	*	*	*
Chinese Language	*	*	*
Computer Literacy	*	*	*
Drama	*	*	
English Language	*	*	*
Geography	*	*	*
History	*	*	*
Home Economics	*	*	*
Homeroom and Religious period	*	*	*
Integrated Science	*	*	
Life and Society	*	*	*
Life and Society (Resources and Economic Activities)			*
Literature in English			*
Mathematics	*	*	*
Music	*	*	*
Physical Education	*	*	*
Putonghua	*	*	*
Religious and Moral Education	*	*	*
Science (Biology)			*
Science (Chemistry)			*
Science (Physics)			*
Visual Arts	*	*	*

	S4	S5	S6
Business, Accounting and Financial Studies	*	*	*
Biology	*	*	*
Chinese History	*	*	*
Chemistry	*	*	*
Chinese Literature	*	*	*
Chinese Language	*	*	*
Citizenship and Social Development	*	*	*
Economics	*	*	*
English Language	*	*	*
Ethics and Religious Studies	*	*	*
Geography	*	*	*
History	*	*	*
Homeroom and Religious period	*	*	*
Information and Communication Technology	*	*	*
Literature in English	*	*	*
Mathematics	*	*	*
Music	*		
Physical Education	*	*	*
Physics	*	*	*
Religious and Moral Education	*	*	*
Visual Arts	*		

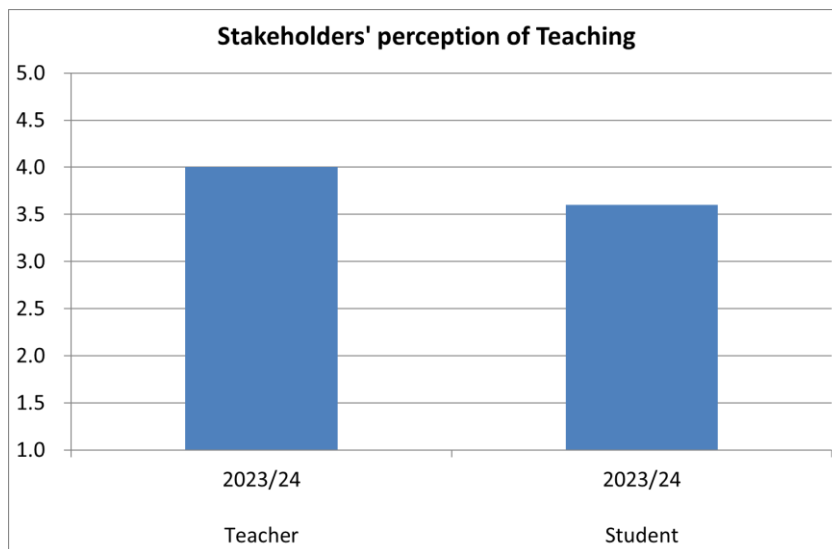
## 2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	4.0



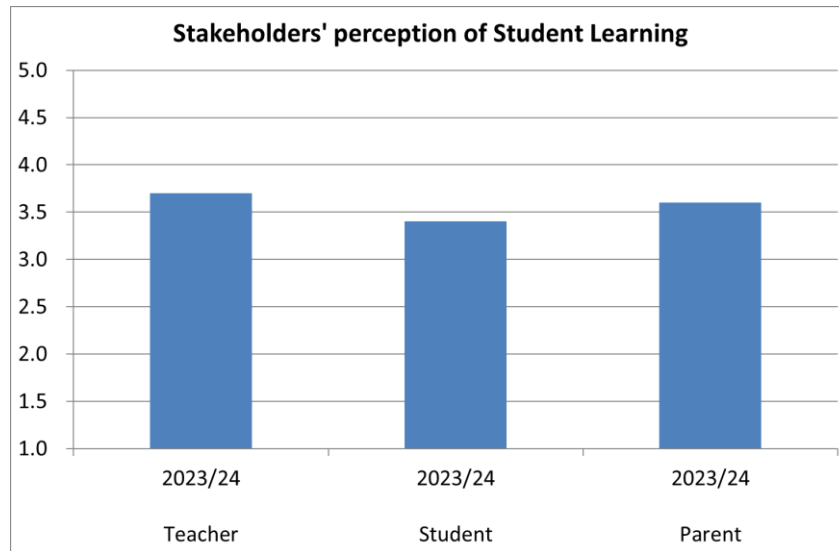
## 3. Stakeholder's perception of Teaching

	Mean
The average score of teachers' perception of Teaching	4.0
The average score of students' perception of Teaching	3.6



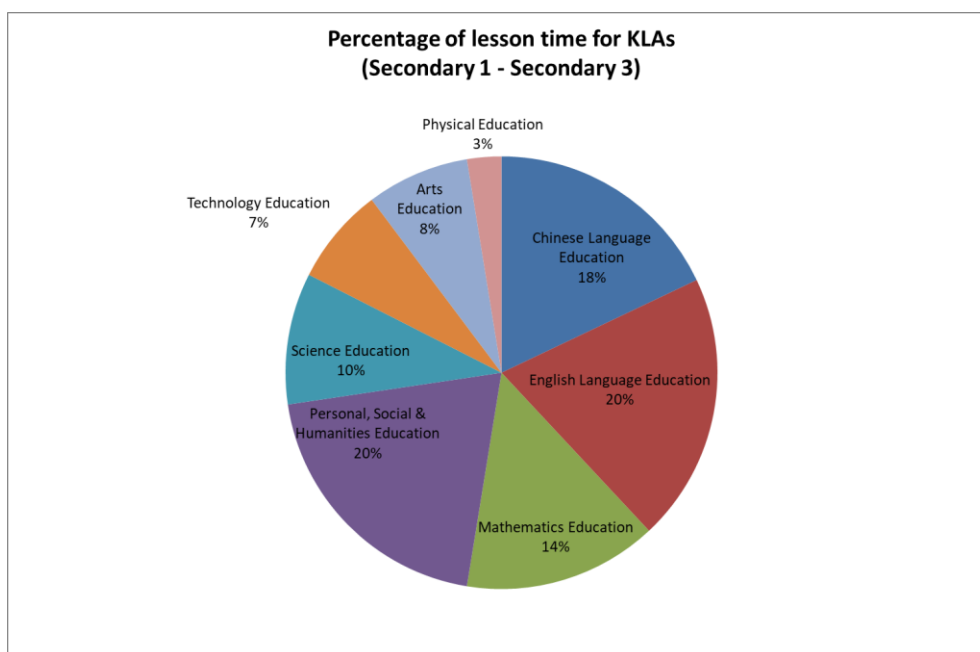
#### 4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.7
The average score of students' perception of Student Learning	3.4
The average score of parents' perception of Student Learning	3.6



#### IV. Percentage of Lesson Time for Key Learning Areas (S1-S3)

Secondary 1 – Secondary 3	Percentage
Chinese Language Education	17.95%
English Language Education	20.09%
Mathematics Education	14.53%
Personal, Social & Humanities Education	20.09%
Science Education	9.83%
Technology Education	7.26%
Arts Education	7.69%
Physical Education	2.56%



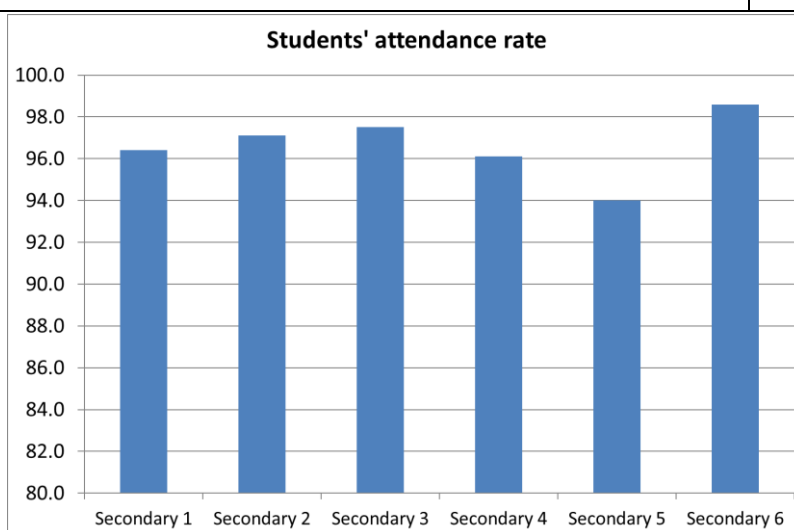
#### V. Class Structure and Number of Students

Level	Number of students in September 2023	Number of students in July 2024
Secondary 1 (1A-1F)	184	174
Secondary 2 (2A-2F)	130	126
Secondary 3 (3A-3F)	136	130
Secondary 4 (4A-4F)	136	130
Secondary 5 (5A-5F)	119	118
Secondary 6 (6A-6F)	111	111
Total	816	789

## VI. Students

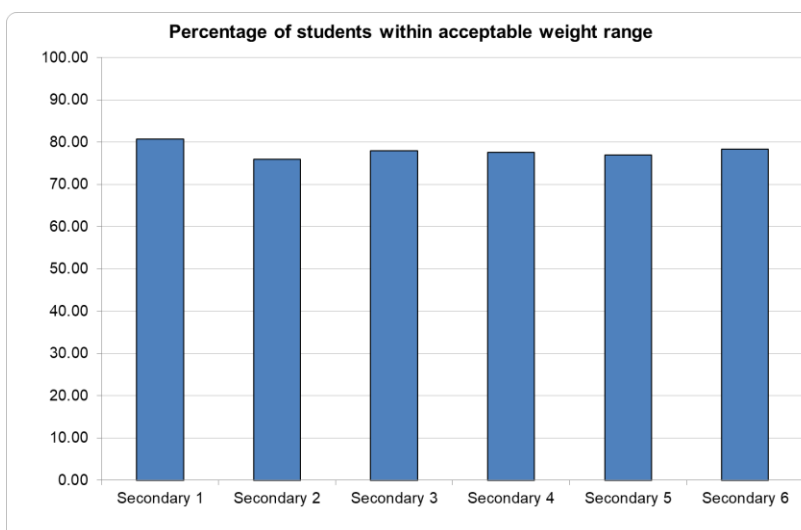
### 1. Attendance rate of students

	Percentage
Secondary 1	96.4
Secondary 2	97.1
Secondary 3	97.5
Secondary 4	96.1
Secondary 5	94.0
Secondary 6	98.6



### 2. Percentage of students within acceptable weight range

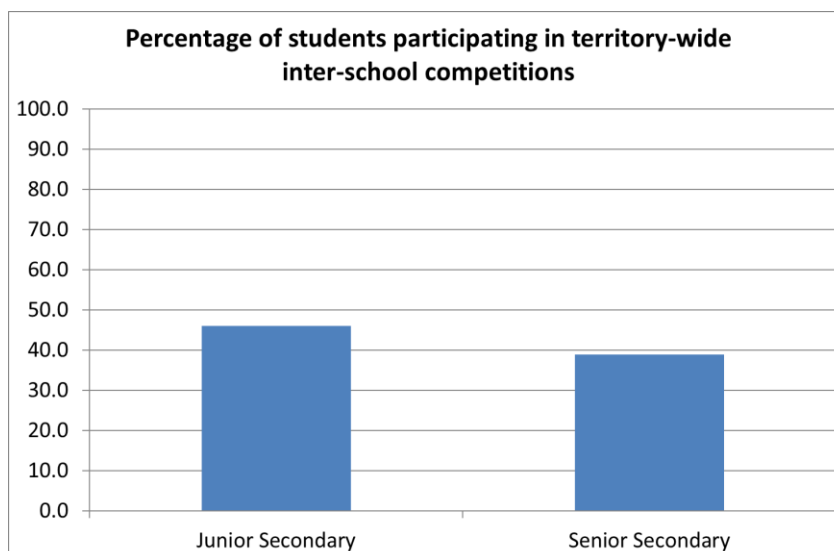
	Percentage
Secondary 1	80.66
Secondary 2	75.97
Secondary 3	77.94
Secondary 4	77.61
Secondary 5	76.92
Secondary 6	78.38





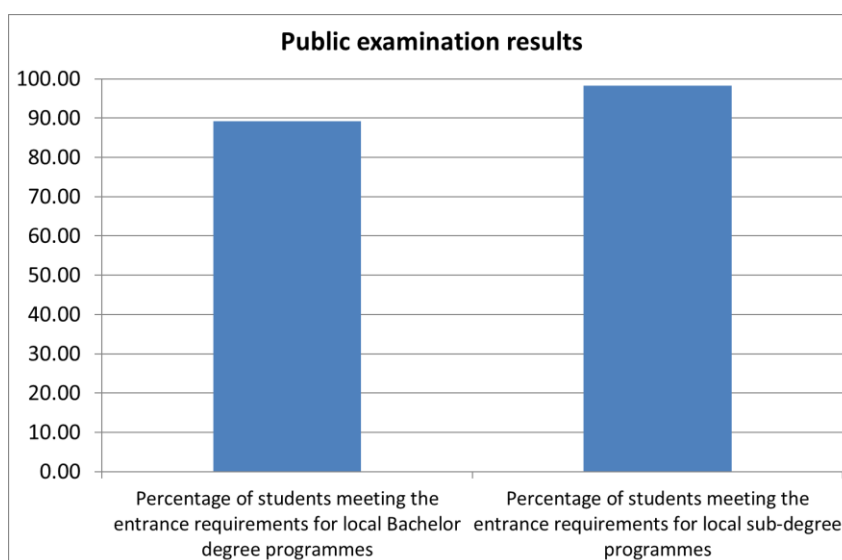
### 3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	46.0
Secondary 4 – Secondary 6	38.9



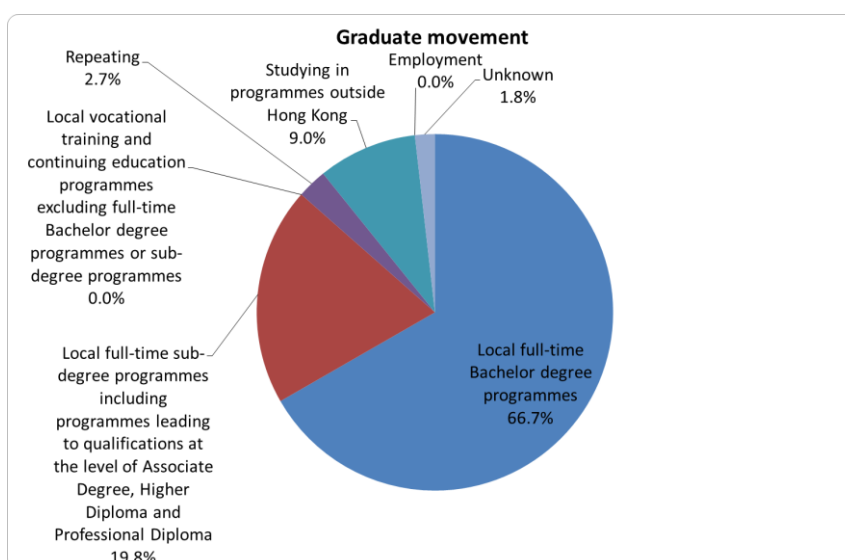
### 4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2024	89.19
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2024	98.20



## 5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2024	66.7
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2024	19.8
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2024	0
Repeating	2024	2.7
Studying in programmes outside Hong Kong	2024	9.0
Employment	2024	0
Unknown	2024	1.8



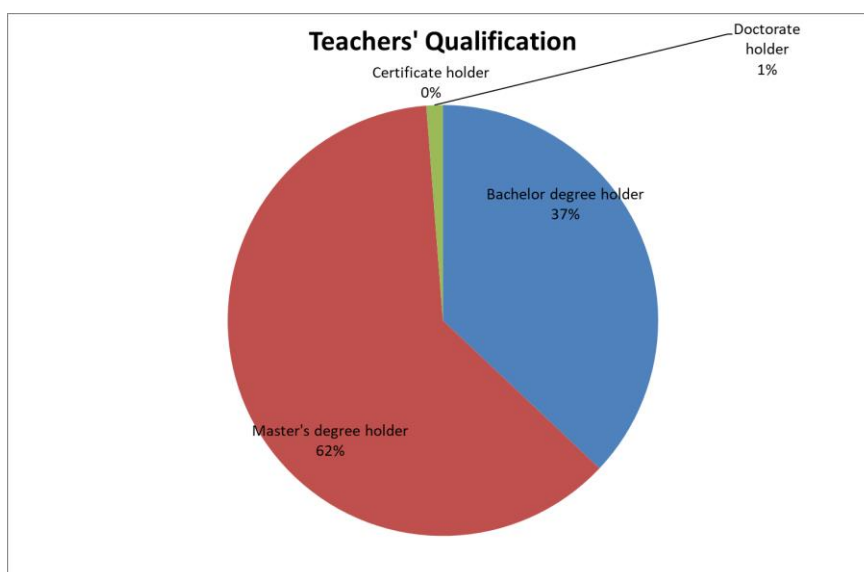
## VII. Staff

### 1. Strength

	Total
Regular Teaching Staff	72
Contract Teaching Staff (Full-Time)	8
Contract Teaching Staff (Part-Time)	1
Teaching Assistant	1
School-Based Speech Therapist	1
Clerical Staff	9
Non-teaching Staff (Technicians)	4
Janitor Staff (Full-Time)	12

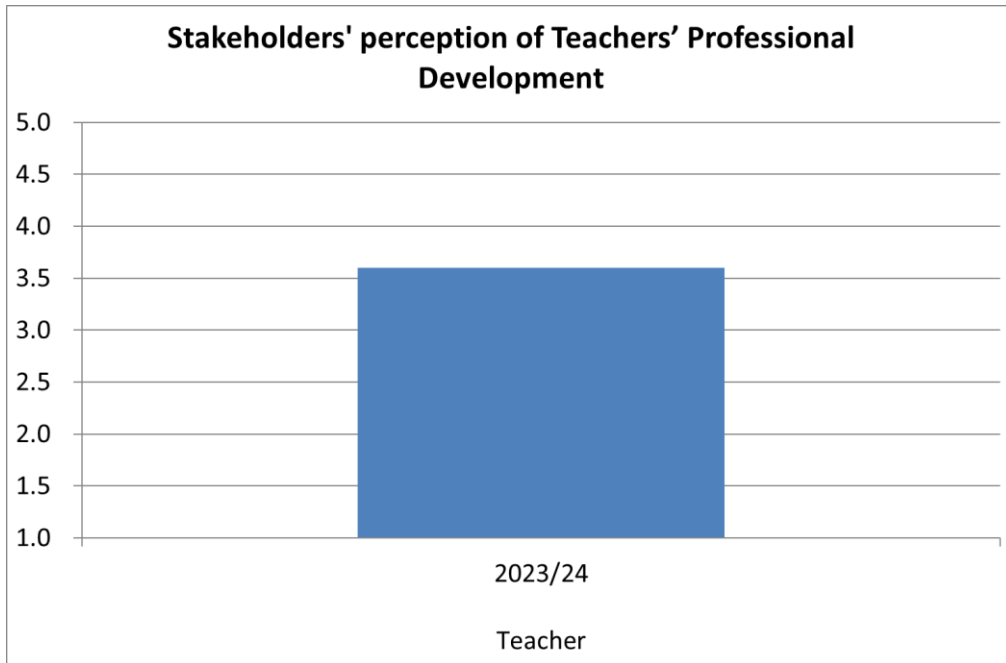
### 2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	0	0
Bachelor degree holder	30	37.04
Master's degree holder	50	61.73
Doctorate holder	1	1.23
Total	81	100.00



### 3. Perception of Professional Development

	Mean
The average score of teachers' perception of Teachers' Professional Development	3.6



## VIII. Major Concerns 2023-2024

### Major Concern 1: Empowering our students to be committed self-directed learners

#### Focus 1: Strengthening the abilities of students to engage in self-directed learning

#### Focus 2: Strengthening teachers' roles and abilities as facilitators of learning

#### Achievements

The External School Review (ESR) Team recognised that measures have been adopted to nurture students to be committed self-directed learners. Higher-order thinking skills are essential skills for self-directed learning (SDL). During the year, the Integrated Science Department continued to introduce systems thinking skills through various topics such as chain of infection, water cycle, energy conversion, matters, ecosystem and conservation. Students were able to apply systems thinking skills to two investigative projects. In general, they recognised systems thinking as an approach to understand the relationships and make connections between different science concepts. Other departments such as the Biology Department also incorporated systems thinking into S3 Science (Biology) curriculum.

In order to empower S2 students to apply design thinking in their PBL and Integrated Science projects, a series of workshops on design thinking were organised to familiarise them with the design thinking process: empathise, define, ideate, prototype and test. They then applied design thinking when working on their projects on revitalisation of historic buildings in Hong Kong, or STEAM projects such as those on electricity and technology, Internet of Things, Artificial Intelligence and Augmented Reality Applications. The use of Empathy Map and Ideation Canvas in the PBL project about Heritage Conservation was a proof of the integration of systems thinking into design thinking for problem definition and ideate. To boost S3 students' creativity through systems thinking and design thinking, a series of thinking skills workshop was offered to S4 and S5 SHE mentors. Through guidance from their mentors in SHE Challenge, our S3 students had chances to practise higher-order thinking skills through the project on entrepreneurial education.

To facilitate the learning of students, new teachers attended a design thinking workshop at the beginning of the school year to equip themselves with related knowledge and skills.

The work of the school in promoting higher-order thinking skills and creating opportunities for application has been acknowledged by the ESR Team as stated in their report: '...Higher-order thinking skills are well promoted by equipping JS students with a set of systematic thinking approaches in different subjects, and providing them with various platforms to apply these thinking skills beyond the classroom'.

The ESR Team also recognised other efforts of the school in promoting self-directed learning, such as online learning materials developed by different subject departments and the adoption of the flipped classroom approach, as well as the promotion of peer interaction and peer assessment in nurturing SDL capabilities of students. According to the Stakeholder Survey, 92.2% of the teachers agreed that students reflected on their learning and improved, and 92.7% of the students agreed that they often reflected on their performance as well as teachers' suggestions and comments so as to reflect on and improve their learning. Moreover, 92.0% of the students agreed that they often completed learning tasks, including homework, seriously, and 94.5% of them agreed that they tried their best to overcome learning difficulties.

In general, junior form students demonstrated that they have acquired project skills, problem-solving and decision-making skills through engaging in self-directed learning process.

Starting from the launch of Bring Your Own Device (BYOD) policy in 2020-2021, the school

underwent a smooth transition to the final phase of policy implementation this year. All students were allowed to bring their own devices to school so that they could utilise information technology to facilitate their learning. The school developed her school-based information literacy education with reference to the updated draft on ‘Information Literacy Framework for Hong Kong students’. This proactive step to review the progress and coverage of information literacy education in the school curriculum was highly appreciated by the ESR Team.

In the Stakeholder Survey, 100.0% of the teachers agreed that students often used different resources such as e-learning resources and community resources to learn. Most teachers found the BYOD policy create a more dynamic and technology-enriched classroom culture and better prepare students for the digital world, with an average score of 4.6 out of 6 in the survey. Teachers also noted that BYOD improved efficiency and productivity in lesson delivery. The policy has enhanced student engagement through interactive learning activities and facilitated collaboration via shared digital documents, enriching the overall learning experience.

On the whole, the abilities of students as self-directed learners have been enhanced. Students have intrinsic learning motivation and take initiatives to learn (Q score for both items in APASO was 116). About 90% of the students felt that they thought from different perspectives and applied critical thinking skills (Q score – 115). They were persevering (Q score – 106) and were able to monitor their progress (Q score – 116). From the Stakeholder Survey, 88.8% of the students agreed that they took an active role in learning inside and outside the classroom, and 90.2% of the teachers and 93.5% of the parents agreed that students took the initiative to learn.

Different departments employed various strategies to promote deep learning and reading, taking into consideration the unique characteristics of their subjects. Collaborating with Entrepreneurial Education Team, the BAFS Department encouraged its students to take part in a variety of external competitions and programmes to apply their academic knowledge and generic skills in real-life situations. Another example can be found in the Geography Department where senior students joined ‘Create Your District Competition 2023’ and ‘Wu Kai Sha Youth Village Sustainability Program’ this year. Students were asked to apply their knowledge and skills to solve real-life problems. Questions with the skills of historical empathy were designed and deliberately put into worksheets, test and examination papers by History teachers. Other strategies such as sharing by teachers, reading schemes and reflections were also used to promote reading. KLA-based learning activities were designed and implemented by the Junior Science Department and Mathematics Department, showing cross-departmental collaboration. Results from the Stakeholder Survey showed that 89.9% of the students agreed that they knew how to use learning strategies such as pre-lesson preparation, using concept maps and on-line resources. Over 90% of the students showed positive views on the teaching of their teachers. They agreed that teachers allowed them to explore a variety of topics and often provided suggestions on their performance and let them know how to improve.

Students were encouraged to learn beyond the classroom. A number of level-based as well as pull-out STEAM programmes involving cross-KLA collaboration were organised for junior form students. The majority of students agreed that the activities aroused their interest in respective areas in STEAM education. Interested and talented students were recruited as STEAM ambassadors and they were encouraged to take part in different programmes including visits, workshops and competitions to widen their exposure. These students excelled in territory-wide STEAM competitions.

Students were ready to get out of their comfort zone. The active participation of students in activities such as inter-school sports, dance and music competitions, various Mathematics competitions, VA competitions and different community service projects is an indicator to show our students’ readiness to widen their exposure and stretch their potential. Their achievements in various areas as published in the Student Achievements booklet were notable.

Teachers were empowered to facilitate students' learning. Relevant staff development programmes were organised to equip teachers with knowledge and skills to boost students' learning. Teachers were encouraged to reflect on their teaching through peer lesson observation. The ESR Team acknowledged that a learning community is created in the school.

At the same time, a series of meetings were held to review the measures for the Optimization of the Four Secondary Senior Core Subjects. The meeting fostered a proactive dialogue among teachers, paving the way for informed decisions that will benefit students' learning journey. Teachers actively collaborated to devise subject combinations that align with students' academic pursuits and career aspirations.

To create space and time for students to learn beyond the classroom, a number of OLE Fridays and an Activities Week were scheduled in the school calendar. A total of 20 Extended Learning Friday programmes on various nature were organised during the year. Most students agreed that they have benefitted from the activities. During S1-S5 Activities Days in April 2024, most students got a chance to participate in different learning activities outside school. They agreed that the extended learning programmes were appropriately designed and had widened their exposure. Most students agreed that they had stretched their potential and tried their best to overcome difficulties faced in the activities.

### **Reflection**

- The systematic cultivation of systems thinking and design thinking in IS, PBL and SHE Challenge was important to empower students to think from different perspectives and enhance their problem-solving skills. Staff development programmes on systems thinking and design thinking have to be provided to new teachers to equip them with needed knowledge and skills in order to sustain the existing practice. Various learning activities on promoting higher-order thinking skills will be continued, with measures to strengthen students' abilities based on their previous experiences.
- Good practices should be continued and attention could be paid to sustaining the learning motivation of students.
- The implementation of BYOD has brought about positive impact on student learning. However, classroom management has become a significant challenge in a technology-integrated classroom.
- S1 STEAM activities received positive feedback from students. The STEAM learning experience for S2 students could be enhanced by focusing more on knowledge application and student creativity. The STEAM ambassadors benefitted from pull-out programmes. More challenging activities could be explored.
- The arrangement of Activities Days/Week has provided students with time and space to learn beyond the classroom. The school will remain committed to fostering student growth and potential by promoting participation in a wide range of activities in the coming year.
- The proactive participation of teachers in review meetings highlighted their commitment to the cultivation of a supportive and enriching learning environment.
- APASO results showed that over 90% of students agreed that teachers showed an interest in their learning and gave extra help when students were in need. To accompany students on their learning journey, the school will continue to empower teachers to apply DI strategies and help students understand and address their learning needs in order to engage in self-directed learning.
- To create time and space for students, the school will coordinate and review the assignments given to students.

### **Feedback and Follow-up**

- To strengthen systems thinking and design thinking skills of our junior form students, mapping will be conducted among departments and teams. More departments and teams will be encouraged to integrate systems thinking and design thinking in their curriculum/activities. New staff members will be encouraged to acquire a deeper understanding on systems thinking and design thinking so that they can also integrate these skills in their teaching.
- Good practice will be continued and shared among departments and teams. Greater emphasis will be put on application of knowledge and creativity. Students will be encouraged to be active learners by asking questions throughout the learning process.
- To ease the pressure and workload of students, the Learning and Teaching Advancement Team will coordinate student assignments and review the assignment policy of different departments. Quality instead of quantity will be stressed.
- School-based information literacy education is to be implemented to help students learn with technology in a purposeful, ethical, and healthy way. The Discipline Team and IT team will address the potential disciplinary issue associated with BYOD.
- Junior students effectively managed KLA-based learning activities and actively participated in S1 STEAM workshops, as observed by teachers.
- Activities Days/Week will continue to be arranged to foster experiential learning. Measures will be explored to make up for the reduction of teaching time of academic subjects because of the Activities Week.
- The school will continue to consult the teaching staff regarding subject combination arrangements.
- With the introduction of the new subject 'Citizenship, Economics and Society' and in response to the recommendation of the ESR Team, the school will conduct curriculum mapping to ensure a full coverage of the curriculum guide of PSHE in junior forms.



**Major Concern 2: Grooming our students to be grateful, value-driven young people, ready to serve and share with others.**

**Focus 1: Strengthening values education.**

**Focus 2: Attending to the mental well-being of students.**

### **Achievements**

The Canossian Values Education Framework had been archived stored in the staff drive for convenient reference by all staff. All departments conducted curriculum mapping with reference to values education. The Values Education Core Team members and department/team heads monitored and evaluated the implementation of values education in both terms. Besides, lesson observation on values education was implemented this year to enhance teachers' awareness on values education in academic subjects. To help students identify their strengths and weaknesses, encouraging, positive and formative feedback were given to students. Great efforts were made to enhance values education of students.

Positive education was introduced to S1 to S3 students during the Home Periods. The feedback from students was very positive. They found that the positive education lessons helped them know more about themselves. The lessons empowered their ability to build positive values, which they could apply in their daily lives. With the assistance of the City University of Hong Kong, the teaching packages were reviewed and modified. The Mental Well-being Ambassadors were recruited from S3 and S4 students. They helped to organise lunchtime students' well-being programmes in the first term. Workshops on stress management, social skills and personal understanding were also organised for students.

The message of positive outlook of life was successfully conveyed to students. According to the results of the APASO, 67% of students had clear life meaning or purpose, had discovered satisfactory meaning of life, had a clear sense of what gave meaning to their life. Students thought that morality was important in their life. More than 90 % of students agreed that following socially accepted rules and reflecting critically on themselves when seeing something immoral were important. More than 80% of the students valued honesty. Students' awareness of the importance of positive outlook is evident in their sharing during the morning assembly throughout the year and the design of the student companion. Other examples included the community service organised by the Counselling Team. Students organised activities for the elderly and they experienced personal growth from their contact with the elderly.

The service culture was well sustained as services have become an integral part of students' learning. According to the results of the APASO, 65% of students were confident in using their creativity and problem-solving skills to help people in need. Heartlink Community Service Project continued to support primary students in the Southern District. S4 Service Day provided an opportunity for students to render their service to the people in need. All members of the School actively participated in different kinds of service, including teachers. According to the results of the APASO, over 97% of students engaged in volunteering service for at least a few times every year. The scope of service was not confined to the school and local community. The school continued to explore the outreach programme in Cambodia. Students had developed a good sense of global identity and shown respect for people of different cultural backgrounds. They showed respect to people of different cultural backgrounds and were positive towards intercultural communication. According to the results of the APASO, more than 90% of students had positive feedback on Intercultural Communication. 100% of students showed respect to people of different cultural backgrounds. 98% of students wished for world peace. More than 90% of students respected cultural diversity. The spirit of service had been consolidated.

Various efforts were made to enhance national security and national education by different

departments and teams. Teachers visited the EDB website on National Security Education regularly and made use of the suggested learning resources when teaching related topics in the curriculum. Examples could be found in IS department. Teachers used contents within the textbook or recognised websites (e.g. thematic websites made by the Hong Kong government, China) to conduct class discussions on public security, science and technology security and ecological security.

Activities had been scheduled to cultivate a better understanding of the development of China and the Chinese culture. Activities included tours to Mainland China in S4 Extended Learning Week, exchange program with our Sister School in Ji Nan for S2 students, S1 and S4 Chinese Culture Day. A Chinese art workshop and Chinese calligraphy competition were organised for different levels of students. According to the results of the APASO, about 85% of students had a sense of responsibility to serve their country and safeguard its national security. Around 90% of students were proud of their country. 92.4% of students loved their country and were willing to understand more about their country. 90.6% of students agreed that citizens should be proud of China's achievements, such as those in the areas of new high-end technologies, infrastructure, and poverty eradication. 89.6% of students were willing to help China develop and to improve citizens' lives. 90.7% of students agreed that the national flag and the national anthem of China were important to them. They agreed that the national flag and anthem were important. They were proud of their country's achievement. Students acquired a deeper understanding on the development of Mainland China and appreciated the beauty of Chinese culture.

The Careers and Further Studies Team organised a variety of life planning activities for both senior and junior students, such as life planning talks and workshops, careers visits and personal counselling. They conducted programmes to empower the parents to accompany their daughters on their life journey. According to the results of the APASO, more than half of the students had inquired about future study or work. More than half of the students had sought information about future study (60%) or work (69.7%). Senior students took initiatives to talk to career teachers regarding their career choices and aspirations. 60% of students explored the Internet for information on universities, vocational training schools, or other post-secondary courses.

The school-based entrepreneurial education framework is drawn up and implemented this year. New initiatives (pilot-programmes) were introduced to junior form students. According to the results of the APASO, students were willing to take risks when things were under control (81%) and in a comfortable way (75%). They would plan extremely carefully rather than doing small trial and error attempts (73%). More than 75% students agree that they enjoyed thinking about new ways to solve problems. The guidelines on the use of ChatGPT were also drawn up this year. Students' information literacy was enhanced.

Homeroom Teachers and Partners play an important role in accompanying the students. HrTs and HrPs made use of the home periods at the beginning of the school year to encourage students to set clear and challenging goals and work out their learning plans. In their individual encounter with their HrTs/ HrPs, students shared their evaluation and reflection on their learning experiences with their teachers. Subject teachers of various departments also encouraged their students to set goals, plan their learning journeys and evaluate their experiences in that particular subject. Formative feedback from teachers, peer evaluation and assessment also helped students evaluate their performances.

To attend to the mental well-being of students, the School engaged different professionals including school social workers, Educational Psychologist, Speech Therapist, Counselling Psychologist and Psychiatrist to provide support to students. Case conferences with professionals and teachers

were held throughout the year to ensure whole school support was given to students. According to the results of the APASO, students normally felt positive (happy 90%, lively 77%, joyful 88%, cheerful 87%).

The parents are our important collaborators in the formation of students. To help them to have a better understanding on values education, workshops and talks were held throughout the year for all parents. For example, the adaptation workshops for S1 parents held by the Counselling Psychologist helped the participants understand more about themselves and their daughters. The professional support empowered parents to help students cultivate a positive outlook on life and a positive relationship with parents.

The alumni are our important collaborators in the formation of students. A series of talks by outstanding alumni were held throughout the year for senior form students. The participants thought that the speakers helped them to have more insight on the life-planning journey.

The opinions of students were highly valued. The Head Girl Forum was official platform in which students could express their opinions and suggestions to the School.

### **Reflection**

- The Canossian Values Education Framework has provided clear guidelines for all staff to implement the values education. HoDs have developed a better understanding of the core values provided by the EDB and the Canossian Values through school-based staff development programmes. They can integrate these values effectively through formal and informal curricula. A greater emphasis on Chinese culture and a deeper understanding of China was brought into the classroom. Students effectively explored diverse aspects of national security through a variety of topics at different levels.
- The services provided by different professionals especially the Counselling Psychologist and the Psychiatrist were very effective.
- Students' mental well-being requires the attention of the school. From observation and the results of the APASO, students normally have negative feelings (worry 84%, sad 74%, scared 64%, miserable 58%). 7.7-15.7% of students experienced symptoms of anxiety and depression every day and 73.8% of students worry about a variety of things.
- The family plays an important role in the development of students. Thus, parent education can be further addressed in the coming year. This is also in line with the directives of the Education Bureau.
- More activities on media education can be held to enhance students' knowledge on information literacy. From the results of the APASO, 62.9% of students agree that they forgot about time when they were using digital devices. 52.8% of students felt bad if no Internet connection was available.
- More attention can be given to the development of entrepreneurial education.

### **Feedback and follow up**

- The School need to monitor the implementation of the Canossian Values Education framework by academic department and co-curricular activities the following year.
- The incorporation of the "National Education-Event Planning Calendar" in different teams and different activities can be further strengthened in the coming year, including encouraging students to join competitions on Chinese culture, legal issues and media education.
- The school should focus on the students' mental well-being the following year. The Counselling Team need to develop a student well-being Curriculum and organise different programs on students' mental well-being the following year. The School can continue to engage the Counselling Psychologist and the Psychiatrist the next academic year to cater for the needs of

students' mental well-being.

- The development of student qualities cannot always be quantified. The possibility for an assessment framework on values education can be explored.
- Concerning parents education:
  - The school need to analyse the needs of parents during Parents' Day and Parents Night.
  - The school also need to map the activities related to parents conducted by different teams during the following academic year in order to develop the Parent Education Framework to strengthen the role of parents in the development of students.
  - A more prominent role should be given to the Parent Teacher Association in offering support to parents.
  - The school can invite parents with experience to share with other parents on various occasions.
- Concerning the development of entrepreneurial education:
  - Teachers should guide students to incorporate entrepreneurial elements when organising activities.
  - Staff development for entrepreneurship education can be organised.
  - Staff members will be informed of the Entrepreneurship Education Framework upon completion.
  - The school will integrate various learning opportunities into the existing curriculum.
- More activities on media education including visits during OLE Fridays or talks during home periods can be held to enhance students' knowledge on information literacy.

### Major Concern 3: Administration

#### *Maintaining the supportive and conducive environment*

##### **Focus 1: Sustaining positive school ethos**

##### **Focus 2: Enhancing the wellness of students and staff of Sacred Heart**

##### **Focus 3: Ensuring sustainable development in school management**

#### **Achievements**

Groundwork has been laid for the School History Project in celebration for the 165<sup>th</sup> anniversary of the school. Discussions about the direction and focus of the project, document search and artefacts on school history as well as the renovation of the School Heritage Corner were conducted between the Principal and members of the School History Project Team. The team has been studying, reorganising and conducting research on documents related to school history, such as photos, school magazines, school publications, school report cards, donation of artefacts from alumnae and so on.

In preparation for resumption of service by our students in Cambodia, the Principal led a team of teachers to Cambodia to discuss with the women's centre on plans to send our students there for the outreach project.

The school pays attention to improving school facilities for the welfare of teachers and students. Through discussion on improvement of school facilities and classroom renovation in the School Development Advisory Committee (SDAC) and Head Girl Forum, students improved the awareness of their needs and made suggestions covering a range of aspects including school facilities. Such suggestions reflected the school culture of valuing the voice of students in school policy-making and the betterment of the school, as recognised in the External School Review (ESR) conducted this year. Student representatives expressed the views on behalf of their fellow schoolmates on timetabling matters in the SDAC meeting and such ideas were taken into account when the school devised the new timetable arrangement. The student representatives were praised by the ESR Team for being mature enough to present sensible ideas to the school for ongoing improvement.

A QEF proposal to install interactive whiteboards in all the 36 classrooms was submitted to the QEF Committee and approval was given for the work to take place in the coming school year.

During the summer, furniture in classrooms on 4/F to 6/F was replaced. Construction and painting work was done to replace worn out fixtures and maintain school facilities in places such as school entrance, classrooms, College Hall, Auditorium, Reading Corner and the ball court. Renovation work for the new janitor room was in progress.

It is encouraging to see that parents, teachers and students have a very positive view on school atmosphere. As reflected in the Stakeholders Survey, parents, teachers and students gave a rating of 4.2, 3.9 and 3.6 to their view on school atmosphere respectively. The school made effort to create a caring environment for students and teachers, such as offering hot drinks on days of cold weather, and giving a 'surprise of the month' to students. Taking the concerns raised by students, water dispensers were installed to make it more convenient for their use. A mobile food stall was also provided on the fifth floor to make it easier for students in classrooms far away from the tuck shop to buy snacks during recess, and this act was welcomed by senior form students. In the Stakeholders Survey, the majority of parents, teachers and students agreed or strongly agreed that the school created a caring climate on campus.

The school is happy to see the completion of Sacred Heart Spring, a new place for religious activities. The Spring, together with wall paintings on the life of Jesus created by the Visual Arts Team, will be blessed by the celebrant of the School Re-opening Mass on 13 September 2024. As recognised by the ESR Team, the school has created a learning environment conducive to the moral and spiritual growth

of students, filling the campus with peace and tranquillity. This added evidence to suggest the encouraging findings from the Stakeholders Survey result as mentioned in the above paragraph. The ESR Team also observed that the culture of passing on the torch has been well preserved and is evident in different student activities. They noted that this culture contributes to creating a caring and encouraging environment on campus and sustaining the graduates profile of Sacred Heartists.

Staff development programmes addressing the well-being of teachers were held with reference to their feedback from the previous year. These well-being programmes included workshops on Chinese medicine ball and mindfulness. For professional development, programmes organised this year included AI in education and positive communication. The Joint Canossian Secondary Schools Staff Development Day and the Greater Bay Area Staff Development Day allowed teachers to be well-aware of the latest educational development. These programmes were valued by the ESR Team in helping teachers enhance their professional capacity as well as enrich the learning experiences of students. Training programmes were also given to teachers in preparation for helping students with emotional needs. Feedback from teachers showed that more than 80% of them strongly agreed/agreed that the aims of the programmes were achieved. Response in the Stakeholders Survey showed that teachers found professional development activities organised by the school able to cater for the school development and students' needs, with an average of 3.8 in rating. In addition, 64.7% of teacher respondents agreed that the programmes were useful for their work.

Staff members were clearly informed of various school policies through different channels. The school annual theme and major areas of concern were communicated to all teachers at general staff meetings. The enhanced School Development and Accountability (SDA) Framework was introduced in the school self-evaluation this year. This enhanced SDA framework allowed the school to be more student-centred and evidence-based in the planning, implementation and evaluation of the effectiveness of implementation strategies addressing the major areas of concern of the school. A School Self-Evaluation (SSE) Team was set up to examine the data collected for an in-depth analysis and conduct focus group interviews to identify areas to be addressed. The weekly staff information session (SIS) was held to inform all staff of the latest happenings of the school and follow-up actions to be taken by related teachers. All these, as commented by the ESR Team, established a close communication among the school management, middle managers and teachers and creating a supportive environment among colleagues.

Overall speaking, 68% of teacher respondents to the Stakeholders Survey agreed that the school's decision-making process was transparent. 81.6% agreed that the school actively reported its self-evaluation findings to teachers, students and parents.

### **Reflection**

- The enhanced School Development and Accountability (SDA) Framework is still relatively new to teachers. Time and practice are needed to make them become familiar with it.
- The new SSE Team was set up this school year and there is room for improvement in terms of fine tuning the self-evaluation mechanism.
- While parents and teachers showed a very positive view on the caring atmosphere of the school, more can be done to school facilities to further increase the sense of belonging among students to the school.
- The progress of a new janitor room was slower than expected because of problems found in the toilet of the room during renovation work in August. Emergency work application has been made to the Education Bureau for the problem to be solved as soon as possible.
- The school campus was busy with different types of activities so the schedule for maintenance and repair work might have been affected.
- With BYOD and mobile learning, the function of Self-access Learning Centre has become obsolete. The room could be used for other purposes.

### **Feedback and Follow-up**

- The School History Project will be continued. It is expected that the project will be completed for the newly renovated Heritage Corner for the 165<sup>th</sup> school anniversary celebration.
- The SSE Team could enhance its evaluation with an integrative use of qualitative and quantitative student-centred data to evaluate the effectiveness of implementation strategies.
- Opinions from students collected from the Head Girl Forum and School Development Advisory Committee would be taken into further account when exploring on possible fine tuning of facilities to be made available for students.
- The new facility Sacred Heart Spring will allow more religious and meditation activities. The location would allow such activities to attract more attention from students and hopefully a higher degree of student and teacher participation.
- Installation of 36 interactive boards from the QEF project will take place in the summer and the boards should be ready for use for the 2025-2026 school year.
- Arrangements for moving the janitor common room to another place will continue in the next school year. It is hoped that the arrangements could be finished within the school year and the existing janitor room in the car park could be converted to other use when the school makes plans for improving the situation of the car park.
- The use of the room for Self-access Learning Centre will be reviewed and new purposes will be explored.

## IX. Student Development

### 1. Learning and Teaching

#### 1.1 Learning and Teaching

The Learning and Teaching (L&T) Advancement Team is responsible for the academic development of students and its related arrangements. The Team and the CDC members coordinate subject departments in improving curriculum development and suggesting better practices so that a balanced and viable curriculum can be devised to promote self-motivated and self-committed learning among students and to empower students to reach their fullest potential.

- Following the BYOD implementation plan drafted in 2020-2021, the school underwent a smooth transition to the final phase of BYOD in 2022. All students were allowed to bring their own devices so that they were able to learn through different means and engage in various e-learning activities inside and outside classroom.
- The School continued to adopt the split class arrangement for the three core subjects the junior form so as to help potential achievers to build a stronger foundation for their studies in the senior form.
- The school-based support programme provided S6 gifted students with extra support and appropriate challenges. Through this programme, subject teachers prepared tailor-made exercises for individual students to help them excel in the HKDSE examination. The programme has been started in S5 second term this year so that the gifted students could better prepare themselves for the public examination at an earlier stage.
- A survey and workshops on study habits and examination skills were organised for S4 students in November 2023. The workshops were held on a class basis this year. A more in-depth discussion was held and students were able to have a better understanding of their own learning styles.
- With a centralised coordination of summer assignments for permitted cases at the end of the school year, all the permitted students were required to complete the assignments and attend a summer intensive support programme according to the requirement set by the School.
- In response to the Optimisation of the Four Senior Secondary Core Subjects, slight adjustments have been made in the senior form timetables and the new subject 'Citizenship and Social Development' was further introduced to S6 this year. The Mainland study tour for S5 students was successfully held in December 2023. Through this study tour, students were able to gain an understanding of national affairs and the development of the nation, and enhance their sense of national identity.
- Special Activities Days were organised in April 2024. S1-S5 students were provided with opportunities to engage in different kinds of activities and their participation has widened their horizons in different areas. Positive feedback was received from the participants.



## 1.2 Co-curricular Activities

Clubs		
Animal Awareness Society	Art Club	Chinese Culture Club
Chinese Speech & Debating Society	Computer / Internet Club	Dance Club
Chess and Games Society	Drama Club	English Speech & Debating Society
English Literature Society	History Society	Home Management & Housecraft Club
Hong Kong Award for Young People	Third Language	Maths Adventure Programme
Music Society	Photography Club	Putonghua Club
Science Society	Sports Society	

Service Groups		
Zonta Z	Heartslink Community Service Project	

Religious Groups		
1. Catholic Society	2. Young Canossian Helpers	3. Liturgical Team
4. Apostleship of Prayer	5. Legion of Mary	6. S1 Instruction

Uniform Groups		
1. Girl Guides - 10th Is. Co.	2. Rangers	3. Red Cross - YU2
4. St. John Ambulance Brigade	5. Junior Police Call	

Student Activities Advisory Team (SAAT) aims to develop the potential of students through co-curricular activities. The Team gives advice to student leaders and teachers on how to organise student activities, promote collaborative spirit and encourage students to meet challenges through participating in co-curricular activities. Clubs and student bodies provided lunch and after-school or outside-school activities that cater to the needs of their schoolmates.

In 2023-2024, the SAAT organised one sharing session to better prepare student leaders to take up their responsibilities. Advice was given to them by past student leaders on organising different student activities so that they could have better planning, and the participants of their programmes could enjoy and benefit from the activities to a higher degree. Advice on time management skills was offered to student leaders who were allowed to take up more than one post during the ECA briefing session. A Leadership Training Programme was organised for selected student leaders, so they are equipped with the knowledge and training to act as guides for visitors and guests. Individual guidance was also provided when needed. Members of the SAAT also gave advice to different teams and clubs on the organisation of whole school and joint school activities throughout the year. School picnic was organised in December 2023 and different classes went to various picnic sites to have fun and strengthen their class bonding.

A mid-year evaluation meeting was held in February 2024. Two committee members from each club, house and student unit met with the SAAT teachers and shared their experiences in organising activities. This interactive session allowed the student leaders to learn from one another. The School could also look into the needs of students and respond accordingly.

The Student Council is the major student body in the School. The activities of Student Council covered different aspects of the school life of Sacred Heartists. At the beginning of the school year, the students conducted a welcoming programme for the S1 students, so that the newcomers could become familiar with the school life that was full of vitality. A programme to show love and care to students called ‘Apricity’ was organised in December 2023, together with the Home Management and Housecraft Club and Catholic Society. Hot chocolate and cookies were distributed to students amidst the cold weather. A talent show - Internal Talent Quest - was organised for students to provide a platform for students to showcase their singing and dancing talents. The School Fun Fair 2024 – ‘Bon Voyage’ was the highlight of the year. Not only did it provide an opportunity for students to showcase their creativity and talent, to relax and enjoy; but it was also a chance for people to know about the qualities of Sacred Heart Graduates.

Besides the Swimming Gala and Annual Athletics Meet, the six Houses continued to unite Sacred Heartists of different levels through supporting their house members in the Inter-house Banner Design Competition. Each house created their own banner as part of the decoration for the School’s 165<sup>th</sup> Anniversary.

### 1.3 Extended Learning Activities

#### Other Learning Experiences (OLE)

1. According to the OLE records, there were **169** programmes organised this year.
2. Programmes related to the OLE components were as follows:

OLE components	Number of programmes organised in 2023-24 (as at 3 July 2024)
Values education	61
Community Services	35
Physical education	31
Aesthetic education	77
Career-related experiences	8

3. Programmes organised for S1-S6 levels were as follows:

S1	S2	S3	S4	S5	S6
45	56	75	117	99	31

#### Extended Learning Fridays (ELF)

1. 9 Extended Learning Fridays were scheduled at the beginning of the year.
2. A total of **34** sessions were organised with 20 different programmes. Two programmes had four sessions of regular meetings, one programme had three sessions and two other programmes had two sessions. Three programmes had two separate sessions, with each session involving 3 classes.
3. Nature of the organised programmes were as follows:

Nature of the programmes	Number of programmes in 2023-24
Programmes with OLE components	8
Jointly organised programmes	4
Academic-related programmes	7 (BAFS, Econ, STEM Team, PBL Team, English, Chinese)
Values Education	7
Chinese Culture	2

4. Programmes organised for S1-S5 levels were as follows:

S1	S2	S3	S4	S5
8	7	6	10	7

#### S1-5 Activities Week

1. **25** programmes were organised by different teams and departments for S1-5 students during the S1-5 Activities Week. Six programmes were from the S4 Extended Learning Week. One programme was postponed due to adverse weather conditions.
2. S1 students focused on their STEM workshops, which included Coding Workshop and Competition, AI Workshop and VR Introductory Course. They also participated in community service, visiting elderly homes. The S1 one-day trip to Panyu was postponed to 11 July 2024 due to adverse weather conditions.
3. S2A-2E students worked on their PBL and PBL STEM projects and presented to S1 students and teachers on 26 April.
4. S2F participated in an exchange tour to Shangdong, Jinan, which was organised by the Chinese Department, during the week.
5. S3 students participated in Outward Bound from 23-27 April 2024.
6. S4 students participated in overseas extended learning programmes during the week.
7. S5 Biology students completed a Biology field trip on 22 April 2024 and participated in either one of the two parallel programmes (Mai Po Wetland Education Programme or Chinese Herbal Remedy Workshop on 23 April 2024. Those who did not take Biology as their elective subjects participated in either one of the two parallel programmes organised on 22-23 April 2024 Hong Kong Tram Tour and Workshop or Chinese Literature and Cultural Programme).
8. S2 and S5 students participated in a mental wellness programme in which S2 and S5 students experienced a tea meditation and singing bowl meditation workshop. S5 students also participated in an outdoor adventure programme.

9. Nature of the programmes were as follows:

Nature of the programmes	Number of programmes in 2023-24
Programmes with OLE components	21
Academic-related programmes	6 (STEM, Biology, History, PBL)
Chinese Culture	5
Programmes with OLE components	21

#### S4 Extended Learning Week

S4 Extended Learning Week is organised every year to provide opportunities for S4 students to develop and explore various areas in OLE and the senior secondary curriculum. In the year 2023-2024, the following programmes were organised:

1. Environmental Preservation, Technology and Maritime Silk Road Exploration Tour to Hainan, China
2. Aerospace Technology and STEM Tour, Beijing, China
3. Sports Training and Enterprise Study Tour to Fujian, China
4. Ecological and Cultural Study Tour to Malaysia
5. Historical and Cultural Study Tour to Okinawa, Japan
6. Environmental & Cultural Study Tour to Kyoto Prefecture, Japan

## 2. Student Qualities

### 2.1 Careers and Further Studies

The Careers and Further Studies Team aims to foster development of life planning skills in students, including self-understanding, goal setting, problem solving, reflective thinking and personal growth. Through different programmes and activities, the Team helps students develop a positive attitude towards work and learning, equipping them to make informed choices for better life-planning, including their future studies and career aspirations.

To enable students to live as happy, purposeful and independent individuals, the programmes organised this year and the home period materials provided by CFST mainly covered values like life. With stronger emphasis on life planning, our Team also encouraged students to write up their future study plans.

#### **Needs-based life planning programmes**

In September 2023, a survey was conducted among S1- S6 students concerning education and career planning. The information collected facilitated the planning and invitation of guest speakers for careers talks and mass programmes. Opinions were also collected in Head Girl Forum in December 2023 to help gear CFST programmes towards a more personalised approach in the coming year.

#### **Students' performance and Programme evaluation**

Questionnaires were used in most programmes to assess the effectiveness of the programmes. Generally, the majority of students agreed the programme enhanced their life planning skills in self-understanding, goal setting, problem-solving, reflective thinking and personal growth. The programmes inspired them to reflect on their character strengths. They also agreed that the programmes helped them develop a positive attitude towards work and learning.

#### **Life Planning lessons**

To enable students to live as happy, purposeful and independent individuals, the home period materials provided by CFST mainly continued to cover finding dreams, understanding the world of work and their own career inclination – the Holland Code. For senior students, a deeper search into work values and their planning for further studies was reinforced through homeroom periods.

#### **Form Assemblies**

To ensure students were updated with trends in the workplace and employment market, speakers from HKFYG were invited to talk to students on pursuing their dreams (S1), jobs of the future (S2), concepts of life planning (S4 and S5) and career trends in the job market (S5).

#### **Support to S6 students**

Concerning support to S6 students and their parents, admission staff and student ambassadors from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology were invited to conduct admission talks and consultation sessions on 23 September 2023 to facilitate the JUPAS application of students.

Preparation for the release of HKDSE Results was organised on 4 July 2024 to allow S6 students and their parents to prepare well for the release of HKDSE results. Mr Ng Po Shing, Student Guidance Consultant of Hok Yau Club, gave tips and updates on JUPAS, followed by information from CFST related to multiple pathways. Parents and students found the talk very informative.

CFST also supported students on the day of HKDSE results release and approximately 10 cases requiring consultation were handled during the programme choice modification period.

### **Support to S3 students**

To provide support to S3 students and their parents concerning subject choices for senior secondary education, S3 Subject Choice Seminar was held on 2 December 2023. Our education psychologist, Ms Miriam Chan, provided parents with tips on managing expectations and life planning. Ms Vanessa Li, Assistant Director of the Admission Office from the University of Hong Kong, gave a talk on “Paving the Way for Further Studies and Career” which highlighted how subject choices might affect students’ choices for further studies in post-secondary education and their careers. A career assessment called COA MyFirstChoices was employed in S3 to offer students another perspective on how their character and interests relate to their future career choices.

### **Support to High Achievers and Students with special inclinations**

In September and October, CFST interviewed 15 S6 high-achievers about their study plans. For high achievers and those who had clear goals about their further studies, students were recommended to different admission schemes and scholarships, including JUPAS’ School Principal’s Nomination and School Nomination Direct Admission Scheme; Multi-faceted Scholarship, different sports scholarships for admission to universities via JUPAS and Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions, etc. Preparation for internal interviews and compilation of supporting documents were also done with students to facilitate their applications. This year both applicants of SNDAS were successful, being admitted to HKU Architectural Studies and PolyU Occupational Therapy. On the other hand, only two out of four applicants for SPN received conditional JUPAS offers. For Multi-faceted Excellence Scholarship, it was awarded to a student leader who was committed to serving the music team and community service.

### **Support to SEN and students with concerns**

In the first term, careers teachers interviewed eight S6 students with special needs or concerns providing them with guidance on goal setting, and exploring with them their future study plans. Our Team also offered individual life planning guidance sessions to five S3 students identified with concerns. 2 S5 students also had sessions with CFST in the second term.

### **YDC-funded Youth Life Planning Programmes partnered with HKFYG**

Our Team cooperated with HKFYG (sponsored by Youth Development Commission) in different dimensions. Not many parents of junior form students showed interest in joining this year-long life planning programme. For those who joined the DreamingWithYou (S1-3 parent-student parallel programme), both parents and students did not seem to be able to commit to the activities. S4 and S5 students also showed a similar lack of interest. This could be largely attributed to the very busy schedule of students and parents who could not spare time for activities that may not seem immediately rewarding.

### **Talks on local and non-local study opportunities for students and parents**

Talks on local and overseas studies were organised on 2 March 2024. More than 100 parents and students joined the talks by speakers from the Hong Kong Baptist University and the Chinese University of Hong Kong; and speakers from Swiss Education Group and Irish International Education Centre also delivered to parents and students the information about overseas studies. Generally, the attendance for attending local institutions was higher than that for overseas institutions.

## **Career Insights through university programmes x FDMT**

Our Team also liaised with FDMT, a consultant firm specialising in introducing careers insights into local (and partnering overseas) university programmes, offering free Work Series seminars to S5 students, including surveying, nursing and business.

## **Activities promoted for students to explore their career aspirations**

Apart from the programmes organised by the Careers and Further Studies Team, students joined different career-related programmes offered by other organisations to enrich their career-related experiences and to facilitate the exploration of career aspirations. They were:

1. Summer Internship opportunities under Experience Learning at CPA Firm (liaison by Ms Elizabeth Law) including Stephen Law & Company, Confucius International CPA Limited, Richard Poon & Co., Certified Public Accountants, Evabest CPA Limited, Fok Chan Leung Wan CPA Limited, EDWARD SO & CO, Phyllis Y. K. Sit & Co.; Paul W. C. Ho & Company, K.W. Tam & Co., ALE, FTW & Co. CPA, Moore, Webster Ng & Co. (S4-6: 17 students)
2. Some students were offered internship opportunities at hotels like T Hotel, Marriott (S4-5: 3 students)
3. Other internship opportunities from Sa Sa Cosmetics, ParknShop, Guangpo Traditional Chinese Medicine Centre, 深水埗區議會保良局石硤尾社區服務中心(社區服務), 碧翠有機耕種有限公司, the Audit Commission Hong Kong and the ERB (Total: S4-6 8 students)
4. JAHK offered 5 places for Job Shadowing @Bloomberg and 1 place Job Shadowing @Manulife (S4-5: 6 students)

## **Parents' Nights**

To enhance better communication with parents and foster their understanding of the importance of life planning in students' growth, presentations of themes of life planning combining values education and further studies were given on S4 and 5 parents' nights.

## **Training sessions offered to Homeroom Teachers by CFST**

To facilitate better life planning skills among homeroom teachers, a training session with S6 homeroom teachers was conducted to give tips on life planning guidance.

## **Support for outgoing students**

With students leaving Hong Kong with their families, it was recorded around 46 requests for student official documents concerning university admission were completed, while around 10 cases reference requests were from S1-S5. Procedures including verifying their school results, providing reference letters and other documents for fulfilling requirements of overseas institutions were completed.

## 2.2 Civic Education

The Civic Education Team aims to enhance students' social awareness, develop their analytical and critical thinking skills, cultivate their sense of citizenship and social responsibility.

The Team organised different kinds of talks and activities for students, strengthening their understanding on the significance of national security and developing a reflective attitude to fulfil their civic duties. The flag hoisting ceremonies, the class sharing and the local tour to historical sites also cultivated students a sense of belonging to the nation and helped them understand various social issues and development of the Chinese community. Besides, students acquired skills to prove the credibility of the media through the media education programme.

Time	Programme
Assembly for special events	National Day, Constitution Day, National Security Educational Day, Establishment of HKSAR - Hoisting of National Flag and singing of National Anthem - Sharing by teachers and students
Throughout the year	- Talks on national security, law-abiding and outstanding achievement of science and technology of China - Talk on media education - Local visit to historical sites and workshop on cultural experience - Visit to the Legislative Council - Preparation of ad-hoc materials for HrTs

## 2.3 Counselling

The Counselling Team aims to empower students to form positive outlooks on life and be grateful, passionate and responsible individuals. Programmes offered in the school year 2023-2024 were as follows:

- Guidance Sisters Scheme  
Through training, Guidance Sisters realised their role and set personal development goals. They performed their responsibility as the guiding angels to S1 newcomers with love and care. Opportunities to lead activities enhanced students' leadership and sensitivity to others' needs. Participation in voluntary service enhanced students' sense of achievement and serving hearts.
- Reach Programme  
Sharing of past students and talks given by the Educational Psychologist helped repeaters identify the necessary qualities and habits for academic improvement. Counselling teachers also met with repeaters for advice and support. Study skills workshops conducted by subject teachers enhanced students' study effectiveness.
- S1 Growth Program  
The programme aimed to strengthen bonding and team spirit of S1 students and facilitate their adaptation to secondary school life.
- Love project  
The programme aimed to enhance mental well-beings of students and encourage expression of gratitude through various activities.
- Appreciation card writing  
Each year, students received one appreciation card and exchanged with one another to express appreciation and gratitude. The collection of cards in their SHCC school life marks their growth and memories.
- Case management and staff development  
Students in need received individual counselling and support from various teams. Tailor-made workshops and talks were offered to students to enhance social skills and emotional management skills. Informal sharing sessions on case handling were held to enhance teachers' competence in



student support.

Names of programme / workshop / talk / service in 2023-2024	Participants
Staff development: Sharing on Student Support	All teachers
Guidance Sisters Scheme and Community Service	S1, S3 – S5 students
Reach Programme and Study Skills Enhancement	S1 – S3 students
S1 Growth Program	S1 students
Love project: “The Best Time in Life” stories of elderly book exhibition	S1 – S6 students
Love project: “Happy Moments of Sacred Heartists” - Tongue Twisters Challenge and Film Appreciation	S1 – S6 students
Love project: “Planting Our Gratitude” DIY gifts and cards for caretakers	S1 – S6 students
Parents talk: School Adaption and Communication Skills; Adaption and Effective Parenting	S1 parents
Parents talk: Empathy & Conflict Resolution; Effective Communication with Teenagers	S2 parents
Parents talk: Stress Management	S4 parents
Parents talk: Parental Support on Teenagers	S5 parents
Small group workshop: Social Skills	S1 – S3 students
Small group workshop: Emotional Management	S1 – S3 students
Talk: Self-care & Self-management	S1 students
Talk: Empathy & Conflict Resolution	S2 students
Talk: Emotional Management & Self-acceptance	S3 students
Talk: Bright Side of Life	S4 students
Talk: Stress Management	S6 students

## 2.4 Discipline

The Discipline Team aims to help maintain an orderly school atmosphere necessary for effective learning and teaching; to promote school spirit, a sense of belonging and self-discipline among students; as well as to cultivate the spirit of collaboration and school service. Besides handling disciplinary cases and offering special guidance to students, the following programmes were conducted this year.

### Programmes

- Talks on law-abiding organised by the Hong Kong Police Force was held for S1 & S3 students. Students learnt the importance of being a law-abiding citizen.
- A talk on cyberbullying was held for S1 students. They learnt how to protect their privacy and stay safe online. Students showed respect to others while social networking online.
- A half day training programme was held in school for all Discipline Prefects.
- A joint school online programme ‘Perfection’ was organised for senior Discipline Prefects to strengthen the leadership skills and allow prefects to know more about the culture of different schools.

### General Observations in 2023-24

- Some cyberbullying cases were reported to Discipline Team (especially from junior forms). Junior students lacked a sense of showing respect to others when using social media.
- BYOD was in force in junior forms. Students observed the BYOD rules and made good use of the iPads for learning. It was reported that some students might use the iPads for entertainment.
- Our students were generally well-behaved. However, some of them lacked self-discipline

and self-management skills. They frequently needed clear instructions and guidance.

## 2.5 Gifted Education

The Ambassador of Learning and Gifted Education Team aims to identify more capable students as Ambassadors of Learning (AoL) and to encourage them to learn beyond the classroom. They are encouraged to share their learning experiences and stimulate their schoolmates to learn actively, creatively and effectively.

- Our team nominated gifted students in different domains to join competitions and pull-out programmes outside school. More than fifty high achievers were nominated to join various pull-out programmes organised by the EDB, HKAGE, HKFYG, local and overseas universities, such as Gifted Programmes organised by CUHK, HKUST, HKU Academy for the Talented, HKBU Leadership Programme for Secondary School Students and so on.
- A Chinese Poetry Writing Workshop was organised for S4 and S5 students who were outstanding in exam and writing in the first term. 20 students further enhanced their ability to write Chinese poetic styles and themes in two sessions. The workshop was effective and students reflected that their horizons were broadened. They are ready to join poem writing competitions. The Chinese Language Department suggested organising a similar workshop in the coming year.
- An English learning programme, SCMP Experience as an Anchor was organised for S3 to S5 students during the post-exam period. 8 students who are high achievers in English were selected to join a 12-hour programme and learn to produce and present their very own original news segment, as well as have the opportunity to take the anchor seat in SCMP studio. Students found this workshop beneficial to them and hoped for further development in public speaking skills.
- A Mathematics pull-out programme was organised throughout the academic year which enabled 30 S1-S4 gifted students to learn beyond classrooms and apply the knowledge of Mathematics through competitions and 13-hour lessons by tertiary institutions which trained students' problem-solving and creative ability.
- A Science pull-out programme, Genetic engineering-DNA and Protein Stream was organised during the post-examination period for 12 S4 and S5. The 12-hour Biology programme enabled students to apply the knowledge of Biology and to learn about forensic science, gene replication, epigenetics through the study of DNA. Participants learned genetic studies through theoretical courses, hands-on experiments and group discussions.
- 5 students participated in various local and overseas learning programmes organised by HKU, CUHK, HKUST and HKAGE. These courses were gifted programmes and summer programmes for students to explore further in various subjects and professional fields. Our team would encourage students with various talents to attend professional training for excelling their talents.
- 26 students joined the 13th World Choir Games 2024 in New Zealand in July. It was the biggest choral competition and festival on the globe, and the participating choirs brought a huge variety of musical styles from every region of the world. Our School Choir was awarded a Gold Medal with 86.75 points, ranked the 4th, in the Champions Competition - Category C3 Secondary School Choirs.

## 2.6 Health and Sex Education

- The Health and Sex Education Team aims to promote a healthy lifestyle in school and to help students acknowledge and appreciate their identity for improving themselves, taking new initiatives and serving others. Students are empowered with positive outlooks on life and be committed to learning through the different activities arranged for them during the academic year.

Level	Format	Core values	Life skills and life plans	Topic
S1	Form assembly (Talk)	Life & Love	- Understanding self - Self-awareness	自我保護
S2		Life & Love	Interpersonal skills (peers/intimate)	曖昧. 迷戀
S3		Life & Love	Understanding self	男女身體界線
S4		Truth	Critical thinking	動漫與電玩的錯誤性觀念
S5		Justice	- Self-awareness - Critical thinking	認識性騷擾

- The majority of the participants (over 80%) agreed that the learning goals of these talks (except “動漫與電玩的錯誤性觀念”) were achieved and those talks should be re-run in the coming school year.
- The team also organised the Seasonal Influenza Vaccination (SIV) Programme for the students in October 2023 to help them get better protection against the influenza and stay physically healthy to continue their learning. 469 students (58% of students of the school) received the vaccination.

## 2.7 Religious Activities and Service Learning

Religious activities at SHCC are coordinated by the Catholic Formation Core Team, Religious and Moral Education Department and Catholic Society. The primary focuses of their efforts are as follows:

- to give prime concern to religious education and faith development of students;
- to cultivate the core values of the school among students;
- to develop the social responsibility of our Catholic students in the context of the third millennium;
- to challenge our students to reach out to the needy or underprivileged as exhorted by our Foundress, St Magdalene of Canossa.

Whole-school activities, such as Eucharistic Celebrations and the Christmas Celebration, are organised to help students experience and reflect on God’s love in their lives. Religious group meetings take place during the first period on Day VI, providing students with opportunities to reflect on their life experiences from a faith perspective. Additionally, faith-sharing sessions are held during religious periods to deepen students’ understanding of their faith and its relevance to their lives. Other significant events, including the Easter Program, Foundress Day, and Foundress Week, also take place, along with the Way of the Cross and the Sacrament of Reconciliation during Lent.

In alignment with the theme “Set Life on Fire,” all religious activities were designed to evangelise and strengthen the faith of Catholic students. The Catholic Society organised two talks— “Set Life on Fire” in October and “Life and Death” in November—to familiarise students with the spirit of our Foundress and the meaning of death. In early December, a booth was set up for writing encouraging cards to schoolmates, emphasising the importance of gratitude among Sacred Heartists for their primary teachers and friends.

Furthermore, the Catholic Society arranged several activities during Lent, including a famine lunch, the Way of the Cross, and prayers for five intentions each week. A religious talk titled “Reconciliation between God and Man” guided students in practising the four pillars of Lent and strengthening their faith. These opportunities allowed students to deepen their spiritual journey.

Service learning is a vital component of the Religious and Moral Education (RME) curriculum. Emphasising the virtues of various saints, students are introduced to practical skills for serving diverse target groups. They are encouraged to apply these skills in their service and to reflect on their experiences. By sharing what they have with those in need, students become more sensitive to the challenges faced by the underprivileged in society. Acts of service include teaching children from financially disadvantaged backgrounds, visiting the elderly, and assisting those with disabilities. Throughout this process, students are encouraged to reflect on their experiences and the lessons learned.

## 2.8 STEM Education

The STEAM Development Coordinating Team aims to nurture students’ creativity, collaboration and problem-solving skills; to enhance students’ interest in Science, Technology and Mathematics; and to strengthen students’ abilities to integrate and apply knowledge and skills. Eventually, students are equipped to meet the changes and challenges in society and a world with rapid economic, scientific and technological development. Various KLA-based and project-based activities ranging from taster programmes to gifted pull-out programmes were organised for students.

1. With the support from the IT Innovation Lab funding provided by the Digital Policy Office, three STEAM workshops, namely S1 A.I. Workshop, S.1 VR Introductory Workshop and S1 Coding Workshop and Competition, were organised for all S.1 students. The programmes aimed at enabling students to keep abreast of new technologies, broadening students’ exposure to the IT industry and career and fostering students’ innovative abilities. Students had hands-on experience in coding, designing and building smart models to solve authentic problems. The students also learned about the ethical and legal issues arising from the use of A.I. Systems thinking elements were embedded.
2. With the support from the IT Innovation Lab funding provided by the Digital Policy Office, three S2 PBL STEAM projects, namely Project on A.I., Project on VR and 360 Scene Creation and Project on Robotic Dog Coding were organised for 59 S2 students. The three projects were extended learning activities of the three S1 workshops organised in the previous year. The projects provided deeper learning experiences for a group of students who had developed interests in respective areas. They presented their project outcomes to S1 and S2 students, further enhancing their curiosity, knowledge breadth, information literacy, and generic skills.
3. Students excelled in STEAM this year with the highest number of students participating in various territory-wide STEAM competitions and attaining excellent results. The most outstanding team was a group of S4 students who participated in the BUILDING Our Future Grand Challenge organised by Tram Plus Ltd. They proposed a smart system to provide information on the next trams and seat availability for passengers to plan their rides, and it was selected as the Champion in the Chinese Division, the Best Presentation Award and Second Most Popular Award.
4. Nineteen students with talents and interests in STEAM were recruited as STEAM ambassadors, participating in enrichment programmes including visit to MTR Academy, Micro:bit Hovercraft Model Workshop and Galvanised Iron Workshop. The students also served as helpers of the SHCC PTA x SHCS STEAM workshop and served as ambassadors on the School Information Day. These programmes had nurtured students’ innovative abilities and expanded their exposure in STEAM fields and career prospects.
5. An engaging S1 Science Day was organised, featuring eighteen booths prepared by the science

departments. Students participated in experiments, games, and competitions, fostering their curiosity, breadth of knowledge, and generic skills.

6. A computer-aided design workshop was conducted for all S1 students. Students learned the basic skills in designing 3D objects. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in Science and Mathematics.
7. Five KLA-based learning activities were developed and implemented in the Junior Science and Mathematics departments, showcasing a collaborative curriculum approach. These activities, rooted in a primary KLA like Science, integrated relevant learning components from other KLAs such as Technology and Engineering. Through these projects, students' breadth of knowledge and generic skills were nurtured and enhanced.

## 2.9 Green Education

The Green Education Team aims to raise students' awareness towards environmental protection, create a student force working and speaking for the environment and liaise with different parties of the school to carry out environmental protection strategies with joint effort.

Besides devising homeroom materials on green education, different activities were held or co-organised with different teams and departments in this academic year.

### **Low Carbon Week**

The theme of this year's low carbon week was healthy lifestyle. The week focused on four aspects: 'Yi', 'Shi', 'Zhu', 'Xing' to which students could make changes in developing a healthy lifestyle. An inter-class competition on cluttering (Zhu) took place during the week. Each class was asked to complete a quiz. There was also a donation of school uniforms (Yi) and a fruit skewer event (Sik) held in the Week. We would like to pass on the message of living positively and healthily to everyone in the school through organising the Week.

### **Gardening Courses**

Two courses – Chinese Herbs gardening course and Micro:bit planting course - were co-organised with the Career and Further Studies Team and the Computer Department respectively throughout the year. We would like to enhance students' knowledge on national education and STEM education.

### **Workshop and visit**

A Chinese Herbal Remedy workshop on making insect repellent was held during the Activities Week for students' mental well-being. During the post-exam period, a visit to Lui Seng Chun was arranged for students to learn more about the Chinese Medicine and Healthcare Centre and revitalisation in Hong Kong.

## 2.10 Entrepreneurship Education

The Entrepreneurship Education Team at Sacred Heart Canossian College is dedicated to nurturing students' entrepreneurial spirit, skills, and social concerns. We aim to identify and support aspiring young change-makers, encouraging them to think innovatively and take initiative in their learning journey, fostering positive values and attitudes such as creativity and resilience, and embracing proactive learning in a dynamic and supportive environment. Students have various opportunities to engage in real-world projects, collaborate with peers, and develop their business and social innovation ideas within and outside school. Moreover, our program aligns closely with the Sacred Heart Graduate Profiles, which emphasize essential entrepreneurship qualities such as critical thinking, effective communication, and teamwork. This mapping ensures that students not only develop their entrepreneurial skills but also embody the values and attributes that define a well-rounded Sacred Heart graduate. Through this integrated approach, we aim to equip students with the tools they need to succeed in their future endeavours while fostering a strong sense of

social responsibility.

#### At Junior Levels:

- **S.3 Sacred Heart Enterprise (SHE) Challenge:** In the 2023/24 academic year, all Secondary 3 students were divided into six class-based teams to design and develop products related to two selected NGOs - ‘Help hand’ and ‘Children Heart Foundation’. These products were sold during the school’s annual fun fair, aiming to raise awareness of the NGOs’ social missions while generating funds to support them financially. This initiative resulted in an impressive profit of \$27,199.50, which was donated to the two NGOs, exemplifying the school’s motto of “charity in humility”. In addition to the active participation of Secondary 3 students, 12 selected Secondary 4 and 5 student mentors had the opportunity to enhance their leadership and event management skills throughout the project. The 2023/24 year also marked significant progress in curriculum design. A curriculum mapping initiative was completed, aligning the design thinking processes applied in both the S3 SHE Challenge and the S2 Project-Based Learning programme. Furthermore, a collaboration was established with EduHK’s Academy for Educational Development and Innovation, integrating the school’s SHE Challenge into their research efforts. This partnership aims to contribute to the Hong Kong academic community by implementing innovative leadership programmes. As part of this collaboration, interviews and surveys were conducted with both teachers and students, with analyses of the findings expected to be provided by EduHK in the 2024/25 academic year. Overall, the SHE Challenge not only fostered entrepreneurial spirit among students but also laid the groundwork for continued innovation and collaboration in educational practices at SHCC.
- **S.2 UX/UI Web design course:** In the post-exam period from June to July 2024, the Entrepreneurship Education Team, in collaboration with the SEED Foundation and HKU Space, offered a 24-hour basic-level UX/UI Web Design course to 10 selected Secondary 2 students. This initiative provided students with valuable learning experiences in design principles and Photoshop skills. The programme was fully sponsored by the Li Hysan Foundation and the school’s Life Wide Learning (LWL) Grant, ensuring accessibility for all participants. The students completed the course, during which they developed essential skills by creating a poster for a chosen social good campaign and completing a skill test. Upon finishing the course, they earned a certification at Qualification Framework Level 2, marking their achievement in this field. Looking ahead to the 2024/25 academic year, students will have the opportunity to further their education by enrolling in intermediate and advanced-level courses from November to July. This progression will allow them to gain additional certifications at Qualification Framework Levels 2 and 3, enhancing their skills and preparing them for future UX/UI design endeavours.

#### At Senior Levels:

- **The 24th Millennium Entrepreneurship Programme (MEP)** (organised by Rotary Club of Harmony and Prosperity Hong Kong and Wofoo Social Enterprises): Held from November 2023 to April 2024, the competition centred around the theme “Promoting ESG - Pathways to Sustainability through Green Corporation Culture.” Students were provided with an opportunity to engage deeply with the principles of Environmental, Social, and Governance (ESG), to develop innovative solutions that promote sustainable development. Under the guidance of experienced business mentors and teacher advisors, three teams comprising 18 students worked diligently to create viable business plans for services, products, or projects that align with sustainability goals. Their efforts were recognised as all SHCC teams advanced to the semi-final rounds, placing them among the top 54 teams in the competition. Notably, they received accolades including the “Most Astonishing Team Award” and a “Merit Award,” reflecting their creativity and commitment to the theme. These achievements not only highlight the students’ entrepreneurial spirit but also resonate with the aims of the Entrepreneurship Education Team at SHCC. By fostering innovation and a sense of social

responsibility, the programme empowers students to become proactive leaders who are equipped to contribute positively to society and the environment. The emphasis on ESG principles aligns perfectly with the team's mission to nurture young entrepreneurs who are not only skilled but also socially conscious, paving the way for a more sustainable future.

- **The IdeaPOP! 2024 Hong Kong Secondary School Student Startup Pitch Competition** (sponsored by the Alibaba Entrepreneurs Fund and organised by the SEED Foundation): Held from November 2023 to April 2024, the competition provided a dynamic platform for students to showcase their startup ideas and business plans to industry leaders and investors across four key categories: animal welfare, education, elderly care, and environmental protection & local cultural preservation. The SHCC team, COMPLUS, which consisted of four Secondary 5 students developed an innovative solution for addressing food waste and earned them a spot in the grand finals, where they excelled in pitch performance, social impact, creativity, innovation, and business feasibility and sustainability. Students' impressive efforts were rewarded with three notable accolades: Overall 1st Runner-Up, Most Audience Vote, and Excellence in Presentation. These achievements not only highlight the students' entrepreneurial spirit but also reflect the commitment of the Entrepreneurship Education Team at SHCC to foster innovative solutions that address pressing social issues. The recognition received by COMPLUS underscores the importance of equipping students with the skills and mindset needed to create meaningful change in society through entrepreneurship. Upon the completion of the competition, our team was also given further opportunities to visit the headquarters of Citibank Hong Kong, gaining a face-to-face encounter with the Group CEO. In September 2024, the team was also invited to visit the Sandbox, to gain exposure on VR experience and technology, extending their learning beyond classrooms.
- **Student Training in Entrepreneurship Programme (STEP)** (organised by Cocoon Foundation): Held from October 2023 to July 2024, the programme offered all Secondary 4 BAFS and Economics students at SHCC valuable opportunities to enhance their entrepreneurial skills. The programme featured insightful entrepreneur-sharing sessions and an ideation workshop designed to equip students with essential design thinking skills for developing innovative ideas. A notable outcome of STEP was the voluntary participation of 10 students in STEP 3, which involved engaging in corporate challenges. These included four one-day hackathons at various companies: the Metalympics, Urban Spring, and Green Tomato, where students achieved bronze medals, demonstrating their creativity and problem-solving abilities. They also participated in the Global Challenge at McKinsey, further showcasing their talent and teamwork. Additionally, 2 exceptional students took their involvement to the next level by joining the Cocoon Youngtrepreneur Facilitators (CCY) programme. As programme ambassadors, they spread an entrepreneurial mindset throughout the school community and honed their leadership skills, reinforcing the values instilled by the STEP initiative. Overall, the STEP programme not only fostered entrepreneurial thinking among students but also encouraged active engagement with real-world challenges, preparing them for future success in their entrepreneurial endeavours.

### 3. Student Support

#### **Academic Support**

Throughout the year, the Learning and Teaching Advancement Team, the Student Learning Support & SEN Coordinating Team, the Ambassador of Learning and Gifted Education Team, school social workers, academic departments, the school-based Educational Psychologist and the Speech Therapist collaborated to provide academic support for students of diverse abilities.

To enhance the academic abilities of students, workshops on study skills and examination skills were arranged. Subject teachers shared learning tips with the potential achievers in the sharing sessions held by the Counselling Team. After-school tutorials, study skills workshops, intensive support programmes and subject-specific enhancement programmes were organised for students in need of extra help.

Professional assessments, referrals and special arrangements for internal tests and examinations were offered to the SEN students with the help of the school-based Educational Psychologist. The school also assisted the eligible students in applying for Special Examination Arrangements in HKDSE Examination.

School-based subject specific pull-out programmes were arranged for students with special talents to further stretch their potential. They were also recommended to join the gifted programmes in the related discipline organised by various tertiary institutes like CUHK and HKU.

(For specific support offered by different teams and departments, please refer to their individual reports.)

#### **Student Guidance**

The School adopts a whole-school approach to student guidance. All teachers are companions of students on their growth journeys. HrTs and HrPs provide individual care and guidance to students during home periods and after school. Student guidance assemblies and mass programmes were organised during home periods and OLE Fridays to equip students with knowledge and skills to cope with different aspects of life. The Careers and Further Studies Team is entrusted with the responsibility to provide students with guidance on life planning, careers exploration and further studies. The school social workers and Counselling Team take care of students who need special assistance. Workshops and sharing sessions on topics such as pressure coping strategies were organised according to the needs of students. The Catholic Formation Core Team and pastoral care worker offer guidance to students in the area of spiritual formation. The Student Learning Support & SEN Coordinating Team take care of students with special educational needs. Workshops and extra tutorial lessons were organised according to the needs of students.

In all aspects, parents and alumnae always remain the chief collaborators of the School. Professionals such as educational psychologist, speech therapist, social workers, counselling psychologist and psychiatrist worked together to provide timely support to students who need special assistance.

(For student guidance given by different teams and departments, please refer to their individual reports.)

#### **Financial Assistance**

The School promotes student development for all and it is the aim of the School that students will not be deprived of appropriate learning opportunities because of financial difficulties.



The Student Financial Assistance Team offers help to students with financial difficulties. Resources for such assistance include financial assistance schemes offered by the government and other organisations, educational funds donated by alumnae and different groups, as well as school-based assistance schemes.

In 2023-2024, students received financial assistance from various sources:

- Government Financial Assistance Scheme: school textbook assistance, travel subsidy and internet access charges subsidy
- Student Grant
- EDB Grant for School-based After-school Learning and Support Programmes
- EDB Student Activities Support Grant
- Student Athlete Support Scheme
- Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support
- Grantham Maintenance Grants
- SHCC Student Welfare Fund Assistance Scheme - subsidy for lunch box, pocket money and special needs
- SHCC Welfare Fund for Special Needs

The Team offered information about financial resources and provided guidance to students in their application for various financial assistance schemes and funds.

### **Support Measures for Implementing Whole School Approach to Integrated Education**

The School adopts the ‘Whole School Approach to Integrated Education’ for students with special educational needs (SEN) and commits to providing specific measures for these students to enhance their learning and personal development. The Student Learning Support & SEN Coordinating Team is established to formulate school policies for students with SEN and to coordinate the support provided for SEN students. The Team collaborates with the Counselling Psychologist (CoP), the Educational Psychologist (EP), the Speech Therapist (ST) and social workers, Counselling Team, Learning & Teaching Advancement Team, HrTs and subject teachers concerned to devise individual learning programmes and provide peer support for students with SEN.

In the school year 2023-2024, the SENCO and different teachers were nominated by the School to attend training courses organised by the Education Bureau/ tertiary institutes to equip themselves with professional knowledge on integrated education. Case conferences were held between parents, the CoP, the EP, the ST, the L&T Advancement Team, social workers and subject teachers so that appropriate support could be given to individual students concerned. Workshops on executive functioning training, personal growth and development, social skills, life planning, school readiness, arts and wellness, expressive arts therapy and after-school tutorials were also arranged to facilitate the development of SEN students in different areas. School-based staff development sessions were conducted to help teachers to accompany and assist the students with special educational needs and mental health needs.

With the consent of parents, briefing sessions to the subject teachers on the needs of the students were arranged by the SENCO so that timely and effective assistance can be provided. Apart from conducting assessments and referrals, special arrangements were also made for SEN students in the common tests and examinations. Collaboration with parents and professionals was cultivated to provide appropriate support for the SEN students.

## 4. Student Performance

### Academic Performance

- In 2024, 89.2% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 98.2% of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 68% attended local full-time bachelor degree programmes, 20% attended local full-time sub-degree programmes and 7% opted for overseas programmes.

### Other Achievements

Bearing in mind the school theme 'Learning with Commitment; Serving with Gratitude', our students took part in a variety of events to unleash their potential and strive for excellence, at the same time to serve the community. They came back with encouraging results including the following:

- 2023-24 'Grantham Scholars of the Year' Award

### Leadership & Community Service

- 大灣區優秀學生推選 2024 (香港校董會主辦) - 高中組亞軍及優良獎, 初中組優良獎
- 2023 香港島傑出學生選舉 (香港島校長聯會主辦) - 十大傑出學生, 十大優秀學生
- 2023 年南區優秀青年社區服務嘉許計劃 (南區青年團及南區民政事務處主辦) - 高中組及初中組南區傑出少年及優秀少年
- Frank Martin Prize Book Award (Organised by American Chamber of Commerce Charitable Foundation)
- 2024 Harvard Prize Book (Organised by Harvard Club of Hong Kong Education Fund)
- 第十屆「卓越今天，成就將來」青少年領袖獎勵計劃 2023 (萬鈞教育基金及馮漢柱教育信託基金主辦) - 傑出學生, 優秀學生
- Hong Kong Student Service Leaders Award 2023-24 (Organised by Dream Compassioners) - Top 10 Hong Kong Outstanding Student Service Leader
- 2023-24 年度香港傑出學生服務大使獎勵計劃 (國際扶輪 3450 地區主辦) - 支持教育組別冠軍
- 天使同行 2023 聯合頒獎典禮 (社會福利署中西南及離島區推廣義工服務協調委員會主辦) - 傑出義工團體, 青少年組地區義工之最
- 愛心相連大行動 (香港紅十字會主辦) - 傑出外展團隊

### Language Arts And Drama

- 2024 World Scholar's Cup Hong Kong Round (Senior Division) (Organised by The World Scholar's Cup) - Overall Team (Silver Medal); Writing Team Trophy (3<sup>rd</sup> Place); Writer (Gold Medal); Debate Team (Gold Medal); Debater (Gold Medal); Scholar's Bowl Team (Gold Medal), Scholar's Challenge - Science & Technology (Gold Medal); Art & Music (Silver Medal) Literature & Media (Silver Medal); Social Studies (Silver Medal); Overall Scholar (Gold Medal); Top Scoring Scholar from the school (Gold Medal)
- 75th Hong Kong Schools Speech Festival (Organised by Hong Kong Schools Music and Speech Association) - Age 10 to 14 - Shakespeare Monologue (1st runner-up); Secondary 3 Girls Non-Open - Solo Verse Speaking (1st runner-up)
- 第七十五屆香港學校朗誦節 (香港學校音樂及朗誦協會主辦) - 中學一、二年級 - 詩詞獨誦 (普通話) 冠軍
- Poetry Remake Competition 2023/24 (Organised by English Language Education Section and Arts Education Section of CDI, EDB) - Outstanding Award, Commendable Award
- Hong Kong Secondary Schools Debating Competition - 2023-2024 Grand Final, HKI & NT Junior Division 1 (1st runner-up)

- Budding Poets (English) Award 2023-24 (Organised by The Hong Kong Academy for Gifted Education) - Poetry writing competition - Poet of the School Award, Bronze Award
- 2023-2024 年全國青少年語文知識大賽「菁英盃」現場作文 (中國青少年語言文化學會主辦) - 初中組別 決賽 (香港賽區) 及總決賽 一等獎

### Music

- World Choir Games 2023 (Gangneung, Republic of Korea) (Organised by Interkultur) - Youth Choirs of Equal Voices The Champions Competition (Silver Medal)
- 2023 Hong Kong Youth Music Interflows (Organised by LCSO Music Office) - String Orchestra Interflow - Secondary School Class A (Silver Award); Symphony Orchestra Interflow - Secondary School Class A (Bronze Award); 中樂團匯演 – 中學 A 組 銅獎
- Hong Kong Inter-school Choral Festival Competition cum Masterclass 2024 (Organised by Hong Kong Inter-school Choral Festival by Hong Kong Virtuoso Chorus) - Secondary School Junior Division Group B (Gold Award); Secondary School Senior Division Group D (Gold Award); Secondary School Junior Division Group G (Silver Award)
- 76th Hong Kong Schools Music Festival (Organised by Hong Kong Schools Music and Speech Association) - Secondary School Choir - Foreign Language - Girls - First Division - Junior - Age 15 or under (Silver Award); Secondary School Choir - Foreign Language - Girls - First Division – Senior (Silver Award); Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Senior (Champion); Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School (Silver Award); String Orchestra - Secondary School - Intermediate (Silver Award); String Ensemble - Secondary School – Junior (Silver Award); 中學合唱團 - 中文 - 女子 - 第一組別 - 初級組 - 15歲或以下 銀獎 - 亞軍; 中樂小組合奏 - 中學組 金獎
- Student of the Year 2024 (Organised by South China Morning Post & Hong Kong Jockey Club) - Performing Artist (1st Runner Up)
- 聯校音樂大賽 2024 (香港聯校音樂協會主辦) - 卓越音樂培訓獎; 弦樂團(中學組) 金獎; 弦樂團中學合奏(弦樂) 金獎; 中樂團 (中學組) 金獎
- 日本東京國際音樂比賽 (環球藝術體育文化協會主辦) - 總決賽 - 鋼琴組 榮譽獎

### Visual Arts

- The 16th Arts Ambassadors-in-School Scheme (Organised by Hong Kong Arts Development Council)
- Grantham Visual Arts Awards 2022/2023 - (Organised by HKSEA and Grantham Scholarships Fund) Junior Group
- 學生視覺藝術作品展 2023/24 (教育局課程發展處藝術教育組主辦) - 銀獎
- The Wharf Hong Kong Secondary School Art Competition 2023-24 (Organised by The Wharf Real Estate Investment Company Limited) - Painting Category (Top 54)
- IYACC The 15th International Open Visual Arts Competition (Organised by IYACC International Youth Arts and Cultural Centre) - Age Group: 13 (Champion); Age Group: 14 (Gold Award)
- 'We are the world' International Children's Art Exhibition (Organised by UNESCO) - Chinese children's painting (Outstanding Award)

### Dance

- 第六十屆學校舞蹈節 (教育局及香港學界舞蹈協會主辦) - 東方舞團體獎 冠軍; 西方舞團體獎 季軍; 彩雲 東方舞(群舞) 優等獎; 傘·春雨 東方舞(群舞) 優等獎; 新疆鼓舞 中國舞(群舞) 優等獎; 朝鮮鼓舞 中國舞(群舞) 優等獎
- 60th Schools Dance Festival (Organised by the Education Bureau and Hong Kong Schools Dance Association Limited) - Albania Dance Western Dance (Group Dance) (Honours Award); Israel Dance Western Dance (Group Dance) (Honours Award)

## Sports

- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields (Organised by Sir Robert Black Trust Fund)
- A.S. Watson Group Hong Kong Student Sports Awards 2023-24 (Organised by AS Watson Group) - HK Student Sports Award
- Inter-school Athletics Competition 2023-2024 (Organised by Hong Kong Schools Sports Federation) - Girls C Grade 1500m (Champion); Girls C Grade 800m (1st runner-up)
- Wan Chai District Age Group Athletics Competition 2023 (Organised by Leisure and Cultural Services Department) - Girls 13-14 800m (Champion)
- Inter-school Swimming Competition 2023-2024 - Division Two (Organised by Hong Kong Schools Sports Federation) Girls Overall (1st runner-up); Girls B Grade Overall (1st runner-up); Girls C Grade Overall (1st runner-up); Girls B Grade 4 x 50m Freestyle Relay (Champion); 50m Butterfly (Champion); 50m Backstroke and 200m Individual Medley (Champion)
- Hong Kong Age Group Diving Championships 2023 (Organised by Hong Kong China Swimming Association) - Girls - Synchronized 3m Springboard (1st runner-up)
- Inter-school Cross-Country Competition 2023-2024 (Organised by The Hong Kong Schools Sports Federation) - Girls C Grade (Champion)
- 全港分齡跳繩比賽 2023 (團體賽) (中國香港跳繩總會主辦) - 交互繩二人速度跳接力比賽 (2x30 秒) 15-17 歲 公開組 冠軍
- 香港跆拳道品勢比賽 2024 (中國香港跆拳道協會主辦) - 女子色帶組(13-15 歲) 亞軍

## Science, Technology, Engineering And Mathematics

- 'BuiLDING our Future' Grand Challenge (Organised by Tram Plus Limited) - Chinese Division Champion; Best Presenter Award; Audience Choice Award (1st Runner up)
- Agar Art Contest 2023 (Hong Kong Region) (Organised by American Society for Microbiology) – Champion
- The 'Safe Cracking' International Physics Tournament 2024 – Hong Kong Final (Organised by The Hong Kong Academy for Gifted Education) – 2nd runner-up
- Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2023/24) (Organised by Education Bureau) - Junior Secondary Silver Award & Bronze Award; Senior Secondary Bronze Award
- 「華夏盃®」全國數學奧林匹克邀請賽 2024(華南賽區)全國總決賽(香港數學奧林匹克協會主辦主辦) - 三等獎
- Hong Kong & Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial (Organised by Hong Kong Mathematical Olympiad Association) - Silver Award
- 2024 國際奧林匹克數學精英盃大賽 (香港賽區) (香港教育發展協會主辦) - 冠軍

## Business And Entrepreneurship

- IdeaPoP! 2024 Hong Kong Secondary School Students Startup Pitch Competition (Organised by SEED Foundation (sponsored by Alibaba Entrepreneurs Fund)) - 1st runner-up; Excellence in Presentation Award; Audience Vote Award

## Personal, Social And Humanities

- National Security Knowledge Challenge (Organised by Hong Kong St. John Ambulance Brigade Youth Command) - Champion
- 「重塑·綠識」烏溪沙青年新村可持續發展計劃 (香港中華基督教青年會主辦) - 最佳表現獎及最可持續發展獎
- Young Geographer of the Year Award 2024 (Organised by Royal Geographical Society - Hong Kong) - Upper Secondary Critical Eye (Winner); People and Culture (Winner)
- Create Your District Competition 2023 (Organised by The Hong Kong Institute of Surveyors) -

Multimedia Video (1st runner-up)

The complete list of scholarships and awards our students received was published in the Student Achievements 2023-2024 booklet.

## X. Staff Development

In the 2023-24 academic year, the Staff Development Team pursued three objectives to enhance the capabilities of our teaching staff. The first focus was supporting teachers to become influential mentors for all students, empowering them to foster self-directed, committed learners. Our second objective aimed to equip teachers with the values and skills for maintaining a healthy life and encourage them to weave these values and skills into their daily teaching practices. This approach is designed to nurture grateful, value-driven young individuals who are prepared to serve and share with others. Lastly, we concentrated on aiding new teachers in their integration into the SHCC teaching environment, ensuring they receive the support needed to transition smoothly and become integral members of our school.

- The School continued to enhance the practice of peer lesson observation, building on the successful themes and focuses established in the previous year. All teachers actively participated by opening their classrooms to their colleagues, fostering a collaborative learning culture among teachers. This year, we sustained our emphasis on incorporating Canossian Values Education within the classroom settings, an integral part of our educational ethos. The updated peer lesson observation forms, introduced last year, remained a pivotal tool in this process. The form, which includes specific guidelines for observing the execution of the Canossian Values Education, enabled teachers to provide constructive feedback to each other. After the observations, the completed forms were submitted to the School, facilitating a comprehensive review and continual enhancement of our teaching practices. This ongoing initiative has significantly contributed to our commitment to shared knowledge and professional growth among the teachers.
- In the 2023-24 academic year, our School continued to actively engage in the Whole-school Staff Development Programmes, which were expanded to include a series of innovative workshops, talks, and activities designed to advance teaching skills and enhance the educational environment. Key components of this year's programme included a workshop on Building Positive Communications aimed at fostering more effective and supportive interactions among staff and students. Additionally, we conducted a workshop on Classroom Crisis Management, which provided teachers with essential strategies to manage unforeseen challenges in the school and offer follow-up support. Recognising the increasing importance of technology in education, we introduced a workshop on AI in Education, exploring its potential to transform pedagogies and learning outcomes. Furthermore, our commitment to student support was reinforced through a workshop focused on identifying and supporting students experiencing stress or emotional difficulties. This session equipped our teachers with the necessary skills to proactively recognise and address mental health issues. These diverse and meaningful programmes underscore our school's dedication to holistic staff development and ensure our teachers are well-prepared to meet the varied needs of our students, thereby enriching the overall learning experience and maintaining a nurturing school environment.
- Our School continued the comprehensive and timely support system for newly joined staff, mirroring the successful framework established in 2023-24 academic year. The induction programme commenced with a New Staff Orientation, familiarising new educators with Canossian Education principles, essential IT skills, and an initial meeting with their mentors. The structured induction included multiple phases: the first phase addressed school general administration and management, including the code of conduct and various duties. The second phase focused on discipline, counselling, and services like School Social Work and Speech Therapy. The third phase was dedicated to Positive Education, while the fourth, a self-paced session, utilised e-learning tools such as Edpuzzle, Nearpod, and Explain Everything. The fifth induction session concentrated on the practical aspects of teaching, and the sixth provided essential support during the Annual Parents' Day. A specialised orientation themed, "A Canossian Educator", was also held for new secondary sector teachers, ensuring a holistic and comprehensive introduction for all new teachers.
- Our School and the Canossian secondary schools in Hong Kong continued to strengthen

our collaborative learning through a series of Joint Canossian School Staff Development Programmes. These initiatives were aimed at enhancing the bonding and professional capabilities within the Canossian learning community. A key highlight was a Joint Canossian School Staff Development Programme, including a comprehensive talk on legal issues, which provided essential legal knowledge tailored to the educational context and ensured that our teachers were well-versed in current regulations and practices. Parallel sessions were also conducted, focusing on critical areas such as teachers' well-being, which offered strategies for maintaining emotional and mental health. Additional sessions covered effective strategies for Lesson Observation and addressed both local and global challenges in learning and teaching, enriching our teacher' perspectives and instructional approaches. Furthermore, the Joint School Staff Development Programme extended into the Greater Bay Area (GBA), enhancing regional educational collaboration. The programme was themed around technology development in education in China. Our teachers visited three secondary schools to observe and learn from their STEM development. Additionally, the group toured the National Supercomputing Shenzhen Centre, which specialises in massive computer science developments, highlighting the role of data in national development. The trip also included a visit to Redcube, a renowned science and technology museum, which provided our teachers with practical insights into the integration of technology in educational settings. We also launched a Joint School Development Programme specifically designed to support students with special educational needs. These comprehensive programmes underscore our ongoing efforts to foster a unified and well-equipped Canossian educational community.

- All departments continued their departmental-based development programs, each emphasising unique educational enhancements. For example, the Mathematics department focused on integrating values education within lessons and enriching content with aspects of Chinese culture; the History department adopted diverse teaching strategies to encourage students to extend learning beyond the classroom; the Integrated Science department emphasised the use of self-directed learning tools, involving students actively through questioning and guiding questions in lesson preparation; the geography department discussed external learning opportunities beyond the classroom. This collaborative effort in all departments reflects our teachers' commitment to dynamic and comprehensive educational development.
- This year, our teachers actively participated in several external professional development initiatives, significantly contributing to the educational landscape in Hong Kong and the professional development of our school. A dedicated group of teachers participated in the EDB Values Education Learning Circle. They hosted an open lesson for mathematics educators across Hong Kong, focusing on integrating national and national security education within the mathematics curriculum. Additionally, one of our teachers was a consultant on the Jockey Club "Blended Learning" Project, engaging in collaborative lesson planning and evaluations for blended mathematics lessons. Furthermore, our teachers have strengthened cross-border educational ties through active involvement in prestigious programs in China. They demonstrated their teaching prowess in 「廣東省中小學「百千萬人才培養工程」高中文科名教師培養專案」 and 「嘉諾撒聖心書院-濟南舜耕中學線上聯課」。 These engagements enhance our teachers' professional capabilities and underscore our commitment to supporting and advancing education development regionally and nationally.

In the 2023-24 academic year, teachers continued to find great value in the development activities, with most participants praising the practicality and benefits of the workshop content. These sessions have consistently energised our staff and enhanced their pedagogies.

List of Staff Development Programmes in 2023-24

Date	Event	Participants
2023/08/22	New Staff Induction 1 (a) School Vision, Mission and History (b) Code of Conduct and Routine Duties of Teachers (c) Learning and Academic Policy (d) Homeroom Teachers (HrT) and Partners (HrP) Duties (e) Discipline (f) Counselling (g) Matters related to IT and New Staff Induction 4 (h) Meet-the-mentor Session	New Teachers 2023-24
2023/08/28	Building Positive Communications	All Teachers
2023/08/28	Joint Canossian School Staff Development Programmes (a) Talk on Legal Issues (b) Teachers' Well-being, Lesson Observation & L&T	All Teachers
2023/09/08	New Staff Induction 2 (a) Speech Therapist (b) SENCO & SENST (c) Social Workers	New Teachers 2023-24
2023/09/23	Joint School Development Programme on supporting SEN students	SENCO, SENST & Speech Therapist
2023/10/11	New Staff Induction 3 (a) Positive Education	New Teachers 2023-24
2023/10/16	New Staff Induction 4 (self-learning mode) (a) the use of e-learning tool: Edpuzzle/Nearpod/Explain Everything	New Teachers 2023-24
2023/10/21	Secondary Sector - New Teachers' Orientation (Theme: A Canossian Educator)	New Teachers 2023-24
2023/10/24	New Staff Induction 5 (a) Test and Exam Invigilation (b) Reminders on Marking Test/Exam Papers (c) WebSAMS (d) Appraisal	New Teachers 2023-24
2023/10/30	Workshop on Classroom Crisis Management	All Teachers
2023/10/30	AI in Education	All Teachers
2023/11/25	識別及協助受壓力或情緒困擾的學生	All teachers
2024/02/19	New Staff Induction 6 (a) Mid-year evaluation, Promotion meeting & Follow-up work (b) Annual Parents' Day	New Teachers 2023-24
2024/03/21	Joint School Staff Development Programme in GBA	All Teachers



## XI. Financial Summary

*School's annual financial position in 2023-2024 (as at 31 August 2024)*

<b>FINANCIAL REPORT FOR 2023-2024 (EOEBG)</b>			
<b>Code</b>	<b>Programme Item</b>	<b>Total Allocation (HK\$)</b>	<b>Total Expenses (HK\$)</b>
<b>A01-A08</b>	<b>Premises</b>	2,245,500.00	2,393,841.68
<b>A09-A20</b>	<b>Administration</b>	6,342,941.00	5,604,623.81
<b>C01-C24</b>	<b>Curriculum</b>	3,619,550.50	2,383,228.20
<b>P01-P36</b>	<b>Pastoral Care</b>	4,118,503.00	2,845,168.15
<b>S01-S09</b>	<b>School Improvement Projects</b>	559,100.00	1,362,688.60
	Total	16,885,549.50	14,589,550.44
	<b>% Spent</b>		<b>86%</b>

<b>EOEBG Income 23-24 (HK\$)</b>	<b>74,563,956.56</b>
<b>EOEBG Expenditure 23-24 (HK\$)</b>	<b>75,695,406.58</b>

## XII. Report on the use of Specific Grants

*School's annual financial position in 2023-2024 (as at 31 August 2024)*

### 1. Capacity Enhancement Grant (CEG)

The Grant was used for the employment of supporting staff to relieve the workload of teachers.

Department	Programme	Amount (HK\$)
Chinese Language	Hiring a Language Consultant and provision of tutorial courses	200,000.00
English Language	English Enhancement Programmes	37,700.00
Chinese Language	Hiring one supply teacher	318,680.00
Chinese Language & Mathematics	Hiring tutors for tutorial classes	78,000.00
	<b>Total</b>	<b>634,380.00</b>

### 2. Diversity Learning Grant

The School used this grant to offer school-based pull-out or off-site gifted education programmes on NSS subjects.

**Beginning Balance: HK\$98,367.00 (as at 31 August 2023)**

**Grant in the Year 2023-2024: HK\$126,000.00**

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Poetry Writing Workshop	S4-5	8,000.00
English Language	SCMP Experience as an Anchor	S4-5	21,000.00
Mathematics	Dual Programme —MATH HKUST x2	S5	10,100.00
	Gifted Math Enrichment Summer Study Tour	S4	2,000.00
	Gifted Math Competition	S4	440.00
Science	Genetic engineering-DNA and Protein Stream	S5	19,200.00
Intellectual Development	Subsidise gifted students to join local or overseas programmes	S4 to S5	36,364.00
	Subsidise gifted students to join Extended learning week	S4	7,000.00
Aesthetic	World Choir Games 2024	S4 to S5	30,156.88
		<b>Total</b>	<b>134,260.88</b>
		<b>Current-year Balance</b>	<b>90,106.12</b>

**Closing Balance: HK\$90,106.12**

### 3. Student Activities Support Grant (SAS Grant by the EDB)

The Grant supports students with financial needs to participate in life-wide learning activities.

#### I. Financial Overview

A	Allocation in the Current School Year:	33,150.00
B	Expenditure in the Current School Year:	32,900.00
C	Unspent Amount to be Returned to the EDB (A – B):	250.00

#### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount (HK\$)
Comprehensive Social Security Assistance	1	1,200.00
Full-grant under the School Textbook Assistance Scheme	12	23,900.00
Meeting the school-based financially needy criteria	7	7,800.00
<b>Total</b>	<b>20</b>	<b>32,900.00</b>

#### III. Details of expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (HK\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Chinese Instrumental Classes	Arts (Music)	4	9,400.00			✓		
2	Western Instrumental Classes	Arts (Music)	4	7,800.00			✓		
3	Dance Classes	Arts (Others)	2	2,400.00			✓		
4	Sports Training	Physical Education	9	11,300.00			✓		
<b>Expenses for Category 1</b>			<b>19</b>	<b>30,900.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Ecological and Cultural Study Tour to Malaysia	S4 Extended Learning	1	2,000.00	✓				
<b>Expenses for Category 2</b>			<b>1</b>	<b>2,000.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
<b>Expenses for Category 3</b>			<b>0</b>	<b>0.00</b>					
<b>Total</b>			<b>20</b>	<b>32,900.00</b>					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

#### 4. School-based After-school Learning & Support Programme

The Programme supported students with financial needs for after-school activities.

A. The number of students (count by heads) benefitted under the Grant is 21 (including A. 1 CSSA recipients, B. 15 SFAS full-grant recipients and C. 5 under school's discretionary quota).

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

Name / Type of activity	Actual no. of participating eligible students <sup>#</sup>			Average attendance rate	Period/Date activity held	Actual expenses (HK\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)
	A	B	C				
Chinese Instrument Classes	0	3	1	95.9%	9/2023 – 8/2024	6,050.00	Attendance Records and Teacher's observation
Western Instrument Classes	0	1	1	91.7%	9/2023 – 8/2024	2,950.00	Attendance Records and Teacher's observation
Dance Classes	1	1	0	90.0%	9/2023 – 8/2024	3,600.00	Attendance Records and Teacher's observation
Sports Training	0	6	0	97.8%	9/2023 – 8/2024	5,600.00	Attendance Records and Teacher's observation
S3 Outward Bound Programme	0	1	2	100%	4/2024	11,250.00	Attendance Records and Teacher's observation
S4 Extended Learning Programme	0	3	1	100%	4/2024	13,938.00	Attendance Records and Teacher's observation
Total no. of activities: 6							
@No. of man-times	1	15	5				
**Total no. of man-times	20					<b>Total 43,388.00</b>	

Note:

@ 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)

## 5. Learning Support Grant

The School used this grant to provide learning support to students with special educational needs (SEN).

Programme	Target	Amount (HK\$)
Diversity and Inclusion Programme	S1 & S2	28,900.00
Mathematics Adventure Programme	S1 & S2	13,440.00
Reading Fluency Training Workshop	S1 to S3	394.22
Executive Function and Study Skills Workshop	S1 to S5	27,480.00
Personal Growth Camp	S1 to S5	11,482.50
Self-care and Relaxation Programme	S1 to S5	23,080.00
After-school Tutorial Programme	S1 to S6	120,800.00
Social Skills Training Workshop	S2 & S3	4,200.00
Meditation Workshop	S2 & S5	12,000.00
Expressive Arts Therapy Workshop	S2 to S5	39,590.00
Life Planning Workshop	S3	3,600.00
Chinese Herbal Remedy Workshop	S5	15,310.00
Orientation Programme for Parents	S1 Parents	605.00
Diversity and Inclusion Workshop for Teachers	Teachers	4,990.00
School-based Mental Health Support Service	Students, Parents & Teachers	108,000.00
School-based Psychological Counselling Service		104,000.00
<b>Total</b>		<b>517,871.72</b>
<b>Accumulated surplus by the end of this school year</b>		<b>110,978.39</b>

## 6. Life-wide Learning Grant

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
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 students' positive values and attitudes													
1	Regular Training for Chinese Debating Club members and Advanced Training for Interschool Debate competitions by instructor  To learn about the basic and advanced skills on the preparation and participation in interschool debating matches, which include data research, drafting of speeches, speech delivery and instant rebuttals etc.	Language and Cultural Immersion	Sep 2023 – Jul 2024	S1 – S5	300	Student reflections, Portfolio	112,600.00	E1, E5	Y					
2	美荷樓實地考察  To gain an in-depth understanding of the development history of public housing estates in Hong Kong, while also encompassing moral and emotional education	Language and Cultural Immersion	Feb 2024	S2	160	Performance Assessment	7,950.00	E1, E2	Y					
3	中華文化活動  To enhance students' understanding of Chinese culture, and combine various activities to give students a multi-level understanding	Language and Cultural Immersion	Apr 2024	S1 and S4	300	Student reflections, Portfolio	44,651.38	E1, E5	Y					
4	戲曲欣賞  To enhance students' understanding of Chinese opera, and combine with literary passage in ancient China	Language and Cultural Immersion	Nov 2023	S2	180	Student reflections	4,960.00	E2		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
5	戲曲體驗夏令營 To experience the basics and various elements of traditional Chinese opera, also developing teamwork and problem-solving skills	Language and Cultural Immersion	Jul 2024	S2 – S3	8	Student reflections, Performance Assessment	1,000.00	E1		Y				
6	S6 Chin Lit publication To showcase and publish the insightful articles of Chinese literature students, fostering appreciation for literary expression and enhancing their writing skills within the community	Language and Cultural Immersion	Jul 2024	S1 – S6	16	Observation & Documentation	14,788.00	E9 (Publication of books)	Y					
7	Visit to HKMA To understand the history of the Hong Kong Dollar and its anti-counterfeiting features; to learn the functions of the Hong Kong Monetary Authority and the concept of the linked exchange rate	Careers and Life Planning	May 2024	S4 – S5	30	Student reflections	900.00	E2	Y					
8	S5 Geography Field Studies Camp (Cheung Chau) To gain first-hand experience in conducting fieldwork for enquiry studies of Geography	Experiential Learning	Apr 2024	S5	21	Performance Assessment	5,715.00	E1	Y	Y				
9	S4 S5 Geography Field Trip to Ma Shi Chau To gain first-hand experience in conducting fieldwork for enquiry studies of Geography	Experiential Learning	Dec 2023	S4 – S5	36	Performance Assessment	3,600.00	E2	Y	Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
10	World Scholar's Cup: Seoul Global Round To help students explore different aspects of global issues and participate in debates, discussions, quiz bowls, and other academic challenges	Language and Cultural Immersion	Aug 2024	S4	6	Performance Assessment	72,175.00	E3, E5		Y				
11	Inter-school Mathematics Competitions To explore topics beyond the standard secondary school mathematics curriculum through problem-solving	Experiential Learning	Jun 2024	S1 – S5	44	Performance Assessment	14,205.51	E3	Y					
12	Workshops on Heritage Conservation and Revitalisation of Historic Buildings in Hong Kong To equip students with the necessary knowledge, concepts and design thinking skills related to heritage conservation and revitalisation of historic buildings in Hong Kong through workshops given by guest speakers and the team	Community Engagement	Nov 2023 – Apr 2024	S2	48	Post-event Evaluation Meetings, Student reflections, Portfolio	4,825.60	E2, E5, E6, E7	Y	Y				
13	Outward Bound To promote students' physical development, encourage sportsmanship, and nurture their curiosity through engaging and adventurous outward bound activities	Sports & Physical Development	Apr 2024	S3	108	Post-event Evaluation Meetings, Student reflections	225,721.28	E1			Y			



No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	C	S
14	Subscription and Registration for HK Schools Sports Federation  To enable athletes to participate in inter-school competitions following annual subscription and registration with the HK Schools Sports Federation, fostering sportsmanship and teamwork among students	Sports & Physical Development	Sep 2023 – Aug 2024	S1 – S6	150	Performance Assessment	11,984.00	E1			Y		
15	Sports Training Programmes  To implement key development projects for sports school teams through comprehensive training programmes, enhancing athletes' skills and fostering teamwork in their respective sports	Sports & Physical Development	Sep 2023 – Aug 2024	S1 – S6	150	Performance Assessment	171,187.00	E6			Y		
16	陶藝義工培訓工作坊  To make use of students' artistic talents for the benefit of the needy and to promote ceramics courses to the community	Community Engagement	Jan 2024	S1 – S4	46	Observation & Documentation, Student reflections	10,192.00	E6, E7			Y		Y
17	Life Planning Talk (S1: Dreams)  To encourage students to pursue their dreams	Careers and Life Planning	Sep 2023	S1	184	Survey	2,500.00	E1	Y		Y		
18	Life Planning Talk (S2: Jobs of the Future)  To expose students to jobs of the future so that they can start building transferrable skills for work	Careers and Life Planning	Sep 2023	S2	131	Survey	2,500.00	E1			Y		
19	Life Planning Talk (S5: Career Trends)  To equip students with the latest career trends on the market	Careers and Life Planning	Nov 2023	S5	119	Survey	2,500.00	E1			Y		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
20	Career Live To let students explore different workplace settings and work nature of different careers	Careers and Life Planning	Jan 2024	S5	119	Survey	25,370.00	E1, E2	Y		Y			
21	Preparation for the Release of HKDSE Results To prepare students for modification of JUPAS choices and disseminate information on further studies	Careers and Life Planning	Jun 2024	S6	111	Survey	5,200.00	E5	Y		Y			
22	Local Tour in Hong Kong To facilitate students' interest in History and nurture students' positive values to understand the present in the context of the past, their own community and culture	Moral and Civic Education	Mar 2024	S5	20	Observation & Documentation, Student reflections	11,600.00	E1		Y				
23	S5 Activities Days: Hong Kong History Tour To allow students to understand more in-depth the history of Hong Kong through exploring remaining monuments and sites	Moral and Civic Education	Mar 2024	S5	20	Observation & Documentation, Student reflections	11,600.00	E1		Y				
24	Heartslink Community Service Project To allow student volunteers to reflect on their gifts and talents, develop a strong sense of commitment and gain different generic skills through yearlong programmes	Community Engagement	Oct 2023 – May2024	S3 – S6	40	Survey, Student reflections	5,650.00	E1, E2						Y

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
25	S4 Service Project To provide a chance for all S4 students to enrich their service experience and to understand themselves more for the betterment of their personal growth	Community Engagement	Nov 2023 – May 2024	S4	130	Student reflections, Portfolio	7,680.21	E7						Y
26	JC Volunteer Together – School-based programme To develop students' positive value and caring mindsets through volunteering from a young age	Community Engagement	Sep 2023 – Apr 2024	S1	180	Survey, Student reflections	1,300.00	E2						Y
27	Hong Kong Outstanding Student Service Ambassadors To empower students to be committed self-directed organisers and learners by joining service projects outside school	Community Engagement	Mar 2024 – Apr 2024	S3 – S5	7	Observation & Documentation, Student reflections	5,750.30	E7						Y
28	Small Group Workshops To enhance students' social skills and emotional management	Experiential Learning	May 2025	S3 – S5	30	Survey	11,254.16	E6		Y				
29	Guidance and Small Sisters Overnight Camp To enhance bonding and team spirit of participants, facilitate life reflection and goal setting	Leadership Development	Nov 2024	S1, S3 – S5	60	Survey	17,774.10	E1		Y				
30	S1 Growth Programme To help S1 students to build up relationship and values to face the challenges of secondary school life	Experiential Learning	Feb 2025	S1	174	Observation & Documentation	1,521.80	E1		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
31	Form Assembly of S1-S6 To enhance students' mental well-beings	Community Engagement	Sep 2024	S1 – S6	872	Survey	1,096.00	E1		Y				
32	Appreciation Cards To enhance students' gratitude and appreciation	Community Engagement	Feb 2025	S1 – S6	872	Observation & Documentation	4,600.00	E1		Y				
33	Love Project To cultivate school atmosphere of love and care	Community Engagement	May 2025	S1 – S6	200	Observation & Documentation	8,519.04	E1		Y				
34	OLE Friday: Film Appreciation Session “No More Bets” To engage S2 students in a film appreciation session, fostering reflection on online scamming and empowering them to make informed choices to avoid scams	Moral and Civic Education	Oct 2023	S2	40	Student reflections	800.00	E2		y				
35	Drama Training Workshop To cultivate students' skills in drama and to prepare for the performance in the Hong Kong School Drama Festival	Arts & Culture	Oct 2023 – Apr 2024	S1 – S5	30	Survey	43,500.00	E5		Y	Y			
36	Theatre Visit To enhance students' exposure to professional drama performance	Arts & Culture	Dec 2023	S1 – S4	7	Post-event Evaluation Meetings	569.00	E1			Y			
37	School Orchestra & Chamber Music To provide structural orchestral and chamber music training to students who are musically gifted	Arts & Culture	Aug 2024	S1 – S6	55	Performance Assessment	100,963.09	E5			Y			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	C	S
38	Chinese Orchestra To provide structural Chinese ensemble training to students who are musically gifted	Arts & Culture	Aug 2024	S1 – S5	20	Performance Assessment	75,461.07	E5			Y		
39	Competitions (Interflows/HKICF/HKSMSA/HKFYG/JSMA) To excel students' music abilities and boost their sense of belongings to the school and national identity	Arts & Culture	Jul 2024	S1 – S6	142	Performance Assessment	101,555.61	E1 E2 E3 E4		Y			
40	The 24th Millennium Entrepreneurship Programme (MEP) Enrollment Fee To create opportunities for students to exercise building business through a social study project with a designated theme relating to hot social issues	Entrepreneurship Education	Nov 2023	S4 and S5	16	Observation & Documentation, Student reflections, Learning Artifacts	1,200.00	E3	Y	Y			
41	Provision of service for UXUI - Bridging Course To equip students with essential UX/UI design skills, fostering creativity and practical experience to enhance their career prospects in the digital era across various industries	Entrepreneurship Education	Jul 2024	S2 and S3	15	Performance Assessment	42,000.00	E6	Y			Y	
42	S4 Extended Learning Week 2024 To broaden S4 students' horizons through global study tours exploring diverse cultures, religions, and service opportunities, fostering deeper global awareness and national identity	Language and Cultural Immersion	Apr 2024	S4	137	Student reflections	124,398.54	E1	Y	Y	Y	Y	Y

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
43	SCMP Experience as an Anchor To immerse participants in the world of broadcast journalism, students can learn filming and reporting skills	Experiential Learning	Jul 2024	S3	1	Post-event Evaluation Meetings, Student reflections	3,000.00	E1	Y				Y	
44	Chinese Herbs Planting Course To give student an opportunity to learn more about Chinese herbs, have hands-on experience of planting Chinese herbs and know more about the career of a Chinese Medicine Practitioner	Environmental Education	Nov 2023	S1 – S5	12	Post-event Evaluation Meetings, Student reflections	28,300.00	E6		Y	Y	Y		
45	Chinese Herbal Remedy Workshop To give students a chance to learn more about herbs and their uses in daily life in a relaxing environment	Environmental Education	Apr 2024	S5	30	Survey	9,600.00	E6		Y	Y	Y		
46	Talk - 自我保護 To teach students how to protect themselves	Moral and Civic Education	Feb 2024	S1	180	Survey	800.00	E5	Y	Y				
47	Talk - 曖昧 · 迷戀 To teach students how to distinguish between the different kinds of peer relationships	Moral and Civic Education	May 2024	S2	129	Survey	1,000.00	E5	Y	Y				
48	Talk - 男女身體界線 To teach students how to interact with the opposite sex in a relationship and set up clear boundaries	Moral and Civic Education	Feb 2024	S3	134	Survey	1,000.00	E5	Y	Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
49	Talk - 動漫與電玩的錯誤性觀念 To clarify misconception on sex in anime and video games	Moral and Civic Education	Feb 2024	S4	133	Survey	1,000.00	E5	Y	Y				
50	Talk - 認識性騷擾 To teach students how to avoid sexual harassment	Moral and Civic Education	Apr 2024	S5	119	Survey	1,000.00	E5	Y	Y				
51	S5 Activities Week - Mangrove Exploration To allow students to explore mangroves in Hong Kong and to learn about their features, ecology, and the threats they face	Community Engagement	Apr 2024	S5	30	Post-event Evaluation Meetings, Observation & Documentation	500.00	E1	Y	Y				
52	S5 Activities Week - Chinese Literary Walk To nurture students' creative writing skills while at the same time appreciate the nature as described by the author of the selected literary material	Language and Cultural Immersion	Apr 2024	S5	27	Post-event Evaluation Meetings, Observation & Documentation	4,000.00	E1	Y	Y	Y			
53	S5 Activities Week - Mental Wellness Programme – Part 2: Outdoor Adventure Camp To allow students to release their stress and improve their well-being while at the same time develop stronger bonding with their team members through team-building activities	Experiential Learning	Apr 2024	S5	120	Post-event Evaluation Meetings, Observation & Documentation	19,120.00	E1		Y	Y			
54	S3 Activities Week - First Aid Talk To equip students with basic first-aid skills before they go for their Outward Bound training	Sports & Physical Development	Apr 2024	S3	130	Post-event Evaluation Meetings, Observation & Documentation	1,400.00	E1		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	C	S	
55	First Aid Course To introduce the principles of First Aid and provide hands-on practice for First Aid treatment to participants so that they can apply the knowledge to help people in need	Leadership Development	Feb 2024	S1 – S4	11	Performance Assessment	4,678.60	E6, E7						Y
56	Leadership Training Programme for Student Leaders To provide an opportunity for students to develop presentation skills, to understand more about their school, and to play the role of hospitality team to visitors	Leadership Development	Nov 2023	S4 – S5	20	Post-event Evaluation Meetings, Observation & Documentation	16,400.00	E5		Y				
57	Hong Kong Union for Young Leaders To allow Senior students to collaborate with students from other schools in organising activities	Leadership Development	Sep 2023	S4 – S5	2	Observation & Documentation	1,500.00	E1		Y				
58	Inter-house Art Competition (Banner Competition) To provide a platform for house members to work together and produce six banners as decoration to celebrate the school's 165th Anniversary	Arts & Culture	Jul 2024	S1 – S6	810	Observation & Documentation	14,124.50	E1			Y			
59	Subsidies for Sports and Music Training Courses To enhance accessibility and participation in the sports and music activities and reduce financial barriers for students	Music & Sports	Sep 2023 – Aug 2024	S1 – S6	130	Performance Assessment	130,000.00	E5			Y			
						<b>Sub-total of Item 1.1</b>	<b>1,560,740.79</b>							



No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	C	S
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	World Scholar's Cup: Seoul Global Round To help students explore different aspects of global issues and participate in debates, discussions, quiz bowls, and other academic challenges.	Language and Cultural Immersion	08/2024	S4	6	Performance Assessment	72,175.00	E3, E5		Y			
2	S1 Activities Week - Visit to Greater Bay Area To allow students to understand more about the Chinese culture and technological developments in the Mainland.	Language and Cultural Immersion	07/2024	S1	180	Post-event Evaluation Meetings, Observation & Documentation	23,561.60	E1		Y			
						<b>Sub-total of Item 1.2</b>	<b>95,736.60</b>						

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

C: Career-related Experiences

S: Community Service

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (HK\$)
1	COA MyFirstChoices	Careers and Life Planning	COA MyFirstChoices To enable students to understand their career inclination and aptitude so that they can make better choices on electives.	2,260.00
2	Event expenditure of SHE Challenge 23/24	Entrepreneurship Education	Event expenditure of SHE Challenge 23/24 To purchase event banner, materials for board decorations, & other consumables on the School Fun Fair day, & prizes for the S.3 winning teams .	4,732.47
3	Transportation for S1-5 Activities Week	Experiential Learning	Transportation for S1-5 Activities Week To provide students with transportation to various sites during Activities Week	17,220.00
4	Transportation for School Picnic	Experiential Learning	Transportation for School Picnic To provide subsidy for students when the school bus fees are greater than \$50 per student.	5,890.00
5	The Hong Kong Girl Guides Asso - Ranger & Girl Guides Membership fee	Leadership Development	The Hong Kong Girl Guides Asso - Ranger & Girl Guides Membership fee To provide subsidy for Rangers and Girl Guide members for the membership fee provided to the Hong Kong Girl Guides Association.	500.00
<b>Expenses for Category 2</b>				<b>30,602.47</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>1,687,079.86</b>

**Code for Expenses**

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches		

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	864
Number of student beneficiaries:	864
Percentage of students benefitting from the Grant (%):	100%

## 7. Promotion of Reading Grant

Grant in the year 2023-2024: HK\$76,064.00

Balance brought forward 2024–2025: HK\$-1,479.34

Item	Amount (HK\$)
E-book Library	21,191.21
Library books, newspapers and magazines	27,182.01
OLE & Talks	20,500.00
Promotion consumables	3,370.12
Vouchers	5,300.00
<b>Total</b>	<b>77,543.34</b>

Evaluation:

- The Reading Grant was spent on enriching the variety of ebooks according to student interests and learning styles. This year, 2039 e-books were checked out with over 296 active patrons as at to date. There was a 160% growth in total English ebook loans. There was a 61% rise of active patrons in English ebook library. Other purchases were spent on the renewal of the annual subscription of library newspapers and magazines together with new books for circulation. The Grant further covered the expenses on new books different academic departments purchased during the annual book exhibition for circulation in the school library.
- The Grant also allowed the school library to organise one S1 drama performance, one S3 author talk and one S4 creative writing workshop for S4 students. All activities were rated favourably by our students and well-received. Most of the student participants found the show dynamic and thought-provoking, the author talk eye-opening and the creative writing workshop engaging.
- With the funding, the Reading Team was able to purchase book vouchers for a school-based Reading Enhancement Scheme. The scheme attracted students from more academically competent classes to read more extensively. It was observed that those students who received Bronze Level in S1 and S2 were more likely to challenge the Silver and Gold Level. Vouchers were used during the annual book exhibition. Student Librarian Association recommended books and made Kahoot quizzes to promote student librarian picks and recommend good reads from peers.

## 8. 支援非華語學生中文學習計劃 (2023—2024)

支援非華語學生學習中國語文及文化的主要目標：

- 幫助非華語學生學習中國語文，認識中國文化
- 透過參加各類活動，提升學生對學習中國語文及傳統文化的興趣
- 鼓勵非華語學生走進社區，透過考察、交流，欣賞中華文化
- 建構共融校園

津貼使用期：由二零二三年九月至二零二四年八月，共一個學年。

津貼金額：(22-23 學年) \$86,889.00 + (23-24 學年) \$156,691.00，合共\$243,580.00

項目		費用 (\$)
1. 聘請額外教師 1 名 (開支不多於資助金額的百分之 50)	<ul style="list-style-type: none"> <li>· 擬定非華語學習具體大綱及教材，如建立練習庫、成語庫、詞語庫等，有助非華語學生鞏固語文基礎</li> <li>· 開展抽離課程，部分與常規教學配合，作出個別指導</li> <li>· 指導非華語學生進行朗讀訓練(每週每級一次/早禱前7:40-7:55)，多作朗讀有助提升學生語感</li> <li>· 舉辦共融校園(最少舉辦一次)，如利用共同課節舉辦猜燈謎；可在午膳時間與中文學會合辦舉辦</li> <li>· 舉辦參觀活動(最少舉辦一次)，如參觀歷史博物館、認識社區文化或校外文化講座等</li> </ul>	150,340.00
2. 購買教學資源或相關書籍	採購學與教資源，如文言互動特訓電子練習；購買自學材料或軟件，讓非華語學生多做鞏固練習、閱讀中文課外書籍，以鞏固其語文基礎	1,311.00
3. 僱用專業服務	校外導師／機構舉辦課後中文學習班(IGCSE 課程)或協助教師舉辦共融校園活動，如香港大學專業進修學院中文輔導班	7,500.00
4. 舉辦推廣共融校園活動	<ul style="list-style-type: none"> <li>· 與中文學會合作，籌辦一些文化交流活動，增進認識彼此的文化，達至共融校園的氛圍</li> <li>· 開設與認識中國文化有關之興趣小組，如剪紙、書法班等</li> </ul>	2,800.00
5. 舉辦校外考察團	<ul style="list-style-type: none"> <li>· 到訪與中國文化有關的著名景點如文武廟、戲曲中心等，有助提升對中國文化、香港生活面貌的認識</li> <li>· 到訪葵涌共融館，認識其他少數族裔的文化</li> </ul>	0
6. 教師培訓	<ul style="list-style-type: none"> <li>· 為教師提供教授中文作為第二語言的培訓，並提高他們的文化敏感度</li> <li>· 資助教師報讀與指導「IGCSE」相關課程</li> </ul>	/
合計		161,951.00

將有盈餘捌萬壹仟陸佰貳拾玖圓正 (\$81,629.00) 帶至 24-25 學年。

## 9. Quality Education Fund e-Learning Funding Programme

The Programme subsidises schools to provide mobile computer devices and internet service support to needy students.

Programme	Number of students	Amount (HK\$)
Purchase of mobile devices for loan to students	10	47,000.00
	<b>Total</b>	<b>47,000.00</b>

## 10. Citizenship and Social Development Grant

Item	Amount allocated (HK\$)	Amount spent (HK\$)	Remarks
1. Developing or procuring relevant learning and teaching resources	10,000.00	4,800.00	Subscribed CS learning and teaching online materials to help students enrich their knowledge about the curriculum and help teachers set questions for homework and assessments.
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	150,000.00	130,600.00	Subsidised S4 students to participate in study tours to Fujian and Beijing. The content is closely related to the CS curriculum
3. Organising school-based learning activities relating to the CS curriculum	5,000.00	2,518.00	Purchased consumables for use in the CS Mainland study tour
4. Organising and subsidising students to participate in joint-school/ cross-curriculum activities relating to the CS curriculum held in Hong Kong or in the Mainland	5,000.00	500.00	Hired a coach to take students to visit the Legislative Council.
5. Others (please specify):	-	2,090.00 700.00	Library books Teaching material
<b>Total</b>	<b>170,000.00</b>	<b>141,208.00</b>	

## 11. 姊妹學校計劃

姊妹學校：山東省濟南舜耕中學

締結日期：2023年5月

開展時間：二零二三年九月至二零二四年六月（一個學年）

本校擬於計劃推行期間舉辦下列姊妹學校交流活動：

交流項目名稱及內容	預期目標	評估
<p>一、「兩地書」活動，促進加深了解：</p> <ul style="list-style-type: none"> <li>■ 教師方面： 安排及組織學生與友校對接，暫定以班本為主；或指導學生該有的書信往來禮儀</li> <li>■ 學生方面展開書信往來，定時與全班分享當中的感受</li> </ul> <p>二、上學期視頻課，讓兩地師生有以下之交流： (2023年12月8日 OLE 4 中進行)</p> <ul style="list-style-type: none"> <li>■ 教師方面：雙方擬定教學範疇之交流，初步選取劉鶚的〈大明湖〉作為第一篇講課，將進行共同備課，落實課程編排、教學設計、時間安排等（1.5小時）</li> <li>■ 學生方面：先線上網課，然後各自提出對篇章的理解或提問；雙方代表學生可進行直接交流，建立初步的認識</li> </ul> <p>三、下學期視頻課，讓兩地師生有以下之交流： (2024年2月23日 OLE 6 中進行)</p> <ul style="list-style-type: none"> <li>■ 教師方面：雙方擬定教學範疇之交流，初步選取小思的《香港故事》作為第二篇講課，將進行共同備課，落實課程編排、教學設計、時間安排等（1.5小時）</li> <li>■ 學生方面：先線上網課，然後各自提出對篇章的理解或提問；雙方代表學生可進行直接交流，增進彼此的認識</li> </ul> <p>四、山東濟南曲阜五天文化考察、舜耕中學交流團 (2024年4月22至26日活動週中進行)</p> <ul style="list-style-type: none"> <li>■ 教師方面： 雙方進行交流</li> <li>■ 學生方面： <ul style="list-style-type: none"> <li>● 學生對濟南有了初步認識後，前往濟南、曲阜作實地考察</li> <li>● 更可窺探儒家思想之博大精深</li> </ul> </li> </ul>	<p>學校方面：</p> <ol style="list-style-type: none"> <li>1. 促進兩校、兩地教師在學術文化上的交流</li> <li>2. 增進兩校連枝共長、互學互成的友好情誼</li> <li>3. 深入認識魯、港文化</li> </ol> <p>學生方面：</p> <ol style="list-style-type: none"> <li>1. 認識中國內地的發展</li> <li>2. 認識內地中學與大學學制，有助生涯規劃發展</li> <li>3. 體驗內地中學生的生活面貌</li> <li>4. 認識兩地學校的發展歷史</li> <li>5. 可舜耕中學的學生一對一交流，聖心學生可體驗山東家庭的生活概況</li> <li>6. 通過濟南與香港兩地的歷史文化、學習制度、人文景觀等，開展師生交流。例如探訪或留宿舜耕中學學生的家庭，了解濟南市民的生活文化與習慣；兩地學生共遊大明湖，把眼前景象與篇章對讀等。</li> </ol>	<ol style="list-style-type: none"> <li>1. 通過兩地學校師生的反思、討論及彼此回饋，深化交流的意義</li> <li>2. 通過學生的口頭匯報，計算入中二級「專題研習」成績</li> <li>3. 在期末聲情匯演中向全校師生匯報</li> </ol>



本學年已與以下內地姊妹學校進行交流活動：	
1.	2023年12月8日與濟南舜耕中學進行線上講課——詩歌
2.	2024年2月23日與濟南舜耕中學進行線上講課——春秧街
3.	2024年4月23日本校師生到訪山東濟南舜耕中學，進行文化交流

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☑	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input checked="" type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input checked="" type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$146,735.00
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$ /
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$ /
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ /
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$50.00
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$ /
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$ /
N8	<input checked="" type="checkbox"/>	其他(請註明): 收取學生的費用	HK\$42,000.00
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$104,785.00
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 促進兩校的緊密合作與交流。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 本校能到訪濟南舜耕中學的經驗很寶貴，對彼此的生活或學習上的態度加深瞭解。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] 在學校活動週中到訪濟南很適合，也順道到曲阜深入認識儒家思想。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	<u>21</u> 人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	<u>2</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>3</u> 總人次

備註：
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**End of Report**

**Sacred Heart Canossian College**  
**School Report 2023-2024**

Endorsed by  
the Incorporated Management Committee of  
Sacred Heart Canossian College

Sr Veronica Fok FdCC  
Chairman / School Supervisor  
on 25 October 2024