

*Joyful Motivated Learners*

*Earnest Thoughtful Citizens*

**School Report 2024 - 2025**

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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**

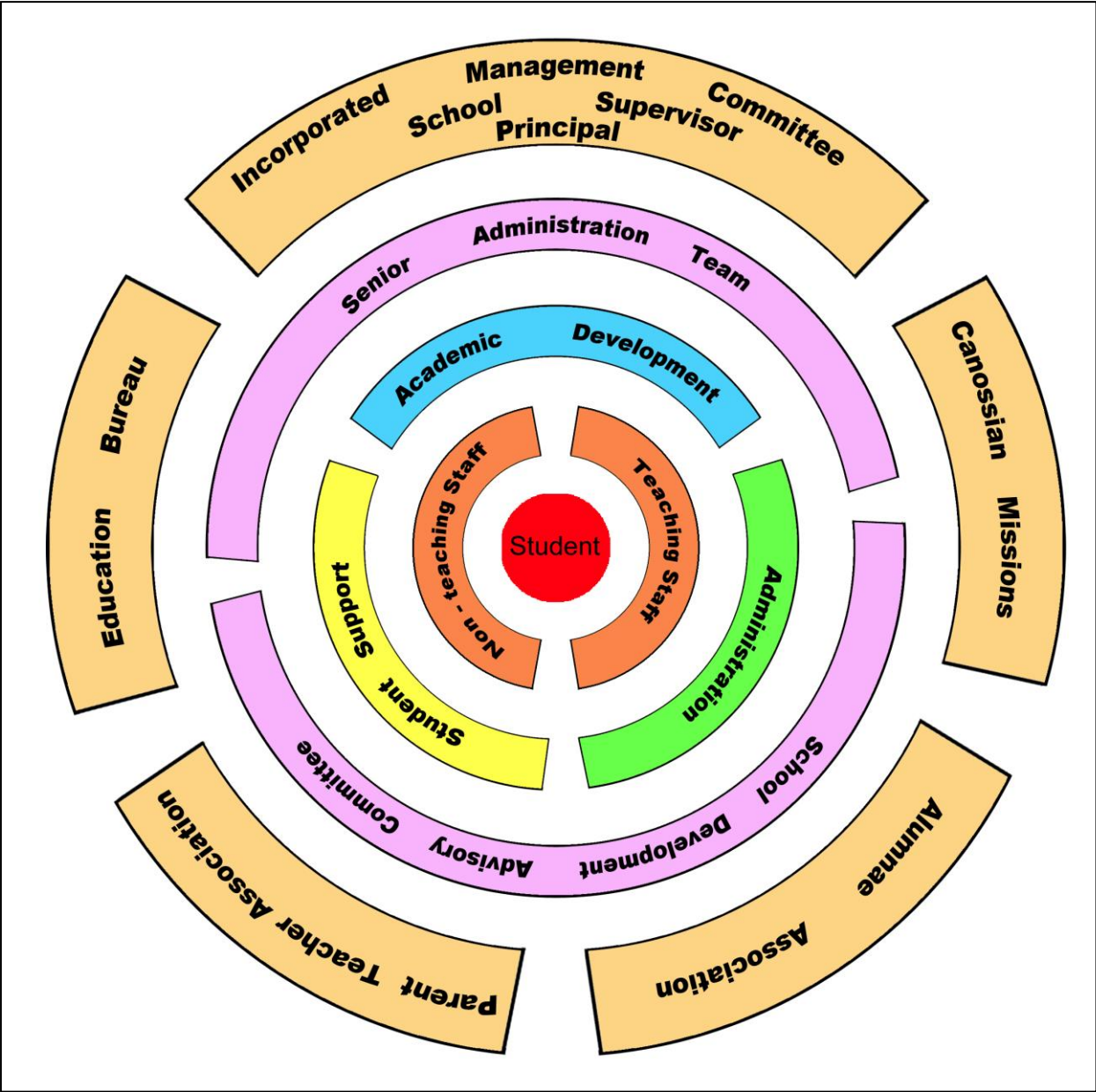
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong 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 (2024-2025)**

Sr Veronica Fok	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
Miss Renie Sinn	Alternate Sponsoring Body Manager
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 2024-2025

## I. Introduction

*Joyful Motivated Learners*

*Earnest Thoughtful Citizens*

### Introduction

The school year 2024-2025 began with a fresh school development cycle and a new leadership. It is with delight that Sacred Heart Canossian College reached exciting milestones, accomplished notable achievements, and fulfilled ambitious aspirations that defined our year united under the school theme: 'Joyful Motivated Learners, Earnest Thoughtful Citizens'.

### Embodying the School Theme: Joyful Motivated Learners, Earnest Thoughtful Citizens

This year, our entire school community rallied around a theme that resonates at the very heart of Canossian education—developing not only intellectual curiosity but also character, empathy, and civic responsibility, which is the formation of the heart. In the classrooms, on the sports field, through service and the arts, our students demonstrated what it means to be joyful in their pursuit of knowledge and earnest in their commitment to contributing to society.

Through a variety of events, workshops, and assemblies, we emphasised:

- **Motivation through Engagement:** Teachers and students collaboratively designed learning experiences that sparked curiosity and encouraged self-directed exploration. The inter-house cheering competitions, S1 Puppet Show, S2 Project-based Learning, S3 Outward Bound Programme, S4 Service Day and Extended Learning Week were strong evidence of how students were given opportunities to explore their potential with the guidance and company of our dedicated teachers.
- **Civic Education:** Three Secondary 5 students were selected to attend a 10-day study tour to Antarctica in late November 2024 to explore natural and environmental issues. The 5-day Citizenship and Social Development study tour to Guizhou, China evoked the national identity of our Secondary 5 students and their understanding of recent technological advancement in our country. Seminar on black holes by Professor Su Rong-geng, visiting fellow of the Chinese Academy of Sciences, and a sharing on alleviation of poverty in recent China by Dr Rosanna Wong Yick-ming, member of the Chinese People's Political Consultative Conference gave our students a thorough understanding about the recent development and achievements of our country. A wide variety of local service projects and the resumption of the service project in Cambodia allowed students to act thoughtfully and responsibly within our broader community and outside Hong Kong.
- **Positive School Culture:** Initiatives such as the introduction of 'Chill Time' activity to homeroom periods, the establishment of two peer support schemes: 'Pupil Ambassador Scheme on Positive Living' and 'The Peer Power Student Gatekeeper Training Programme', as well as various well-being lunch programmes organised by the Counselling Team promoted joy, kindness, and resilience across all levels of the school. A staff development programme on the mental health of students was also held to equip our staff members to raise the awareness of students' needs. Parent-student activities such as workshops on skin care and coffee making, the visit to Ngong Shuen Chau Naval Base and the adventure-based camp enhanced family relationships.

### Student Achievements: Celebrating Excellence

The academic year of 2024-25 witnessed an impressive array of student achievements across a spectrum of academic competitions and co-curricular activities. The dedication of our students,



guided by our devoted educators, reflected the Sacred Heart spirit of striving for excellence while upholding integrity.

- **Academic Excellence:** Our students won numerous prizes in various inter-school competitions, including multiple Gold and Silver awards at the Junior Secondary Science Online Self-learning Scheme 2025, CityUHK SEE Sustainability for Future Video Competition 2024, Create Your District Competition 2024, ‘Let Students Talk About Education’ International Conference 2025, Hong Kong Girls' Olympiad in Informatics, Alibaba Cloud Hong Kong 10th Anniversary Inter-School Generative AI Competition, Hong Kong Science Fair, CLP Smart City Innovative Energy Competition, and the 25th Wofoo Millennium Entrepreneurship Programme (MEP) and many more.
- **Language Mastery:** It was an extraordinary experience for our students at the World Scholar's Cup that they brought home 25 gold and silver medals from the Tournament of Champions held at Yale University in November 2024. In addition, we have one shortlisted candidate in the South China Morning Post Student of the Year Linguist (Cantonese) award this year. Participants in various speech, debating, public speaking and writing competitions not only won awards, but also distinguished themselves with eloquence and critical thinking.
- **Artistic Expression:** Our school choir was awarded a Gold Medal at the World Choir Games, Auckland 2024 and is currently ranked 109th in the world. In various inter-school music competitions, SHCC music teams won numerous awards. The Visual Arts students accomplished outstanding achievements this year. We have a finalist in the South China Morning Post Student of the Year Visual Artist award. Our Visual Arts Team created a wall painting for Sacred Heart Spring and put decorations in every corner of the school to make our school campus a magnificent and vibrant learning place. Apart from winning different awards in the Hong Kong School Dance Festival, the Dance Team showcased their talents in our school anniversary dance show ‘Heartiest Movement’ in June 2025 and was invited by the Hong Kong Dance Federation to participate in an exchange programme to Xian, China in July 2025. Our Drama Team won five awards in Hong Kong School Drama Festival 2024/25; our Campus TV was the champion and winner of the Most Popular Programme Award in a video shooting and production competition organised by Radio and Television Hong Kong.
- **Sports:** SHCC athletes brought home trophies and medals from inter-school competitions. The swimming team returned to Division One in the Inter-school Swimming Competition this year and placed fifth in overall results. Our basketball team, badminton team and table tennis team also performed well in the Inter-school competitions.
- **Community Service and Innovation:** The Cambodia Service Project, which resumed in 2025 after the pandemic, is well into its ninth year. Participating students not only gave English lessons to the young children in Cambodia but also taught village ladies how to make tote bags and accessories for promoting Khmer culture. In the local context, our students also initiated projects in collaboration with NGOs such as Zonta NT, Caritas and Aberdeen Kai-fong Association. Their services were recognised by the community with a number of awards. To give a wider exposure of service learning to our students, a new Interact Club was started this year with the help of Rotary Club of Hong Kong Sapience. All these acts of love demonstrate not only the compassion in Sacred Heartists but also their innovative thinking in addressing societal challenges.

These accomplishments reflected our commitment to nurturing well-rounded individuals—motivated learners who are prepared to engage with the world thoughtfully and earnestly.

### **School Anniversary Events: Honouring Tradition, Embracing Change**

The 165th anniversary of Sacred Heart Canossian College was marked by an array of vibrant events that brought together students, staff, alumnae, parents, and friends of the school. The festivities started with a Fun Fair which exhibited the multiple talents of our students in performing arts, entrepreneurship, arts and designs, learning beyond the classroom and many more. A solemn but

warm Eucharistic Celebration was held at The Cathedral of the Immaculate Conception on 30 April 2025. Together with our two primary schools and the kindergarten, we gave thanks to our Lord for His blessings throughout the 165 years since our school's establishment. The spectacular dance show, 'Heartiest Movement', held on 27 June 2025 was more than a display of the exceptional talents of Sacred Heart dancers; it was an exhibition of the quality of perseverance, the love of aesthetics, the all-round education and the strong bondage of Sacred Heartists of all generations.

The anniversary theme, 'From Charity to Legacy', speaks of the enduring mission of our school. 'Charity', the founding virtue of our Canossian heritage, has always inspired us to serve others with humility and love. 'Legacy', meanwhile, is our shared responsibility to carry forward this spirit—innovating and strengthening our community for generations to come.

### **A New Principalship: Goals and Prospects**

Taking up the mantle of principalship is both an honour and a call to action. My vision for Sacred Heart Canossian College in the coming years centres on three pillars:

- Empowering Student Agency: We aim to further encourage student voice and leadership, providing more opportunities for students to initiate projects, lead clubs, and shape the culture of the school.
- Innovative Learning Environments: We are committed to upgrading facilities and integrating new pedagogies such as blended learning and interdisciplinary approaches to keep pace with the evolving educational landscape.
- Strengthening Community and Global Citizenship: Our curriculum will increasingly leverage partnerships with local organisations and global networks, so that our students are equipped to thrive as thoughtful citizens of the world.

Looking ahead, we will also place special emphasis on student well-being, digital literacy, and environmental stewardship, ensuring that every Sacred Heartist is prepared for the challenges and opportunities of the 21st century.

### **Conclusion**

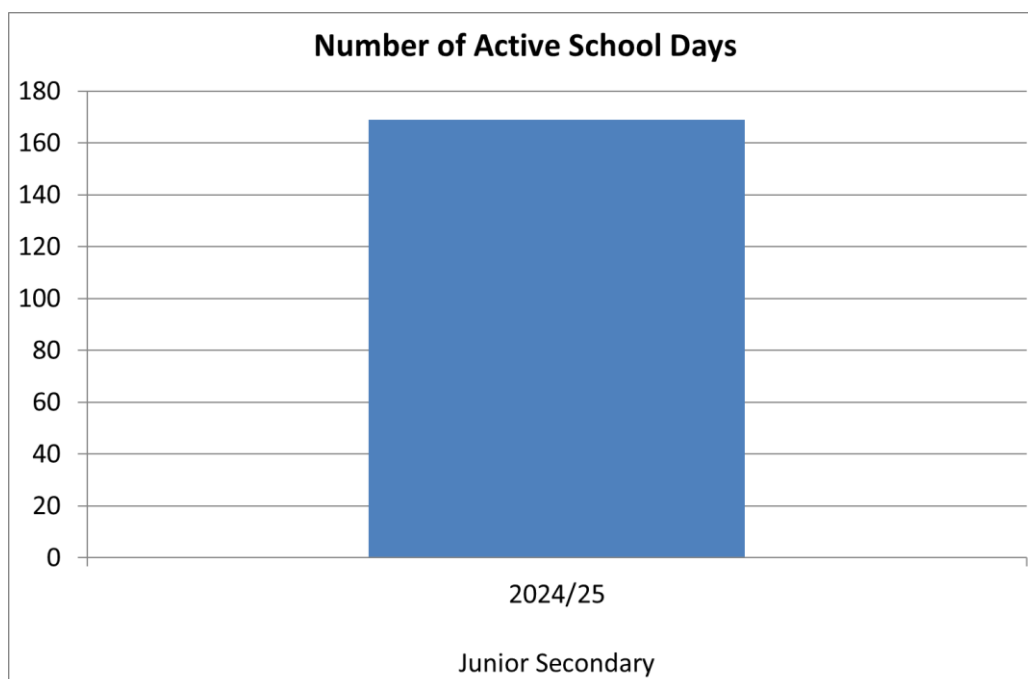
As our school moves forward, we do so with deep faith in our mission and great confidence in the potential of every member of our community. The theme 'Joyful Motivated Learners, Earnest Thoughtful Citizens' will continue to guide our course, as will the enduring message of 'From Charity to Legacy' a call to honour our roots as we courageously forge new paths.

I am deeply grateful for the trust placed in me by the school, and for the support of the Sisters, staff, students, alumnae and parents. Together, we will continue to build upon the strong foundation of Sacred Heart Canossian College, nurturing generations of young women to lead with wisdom, compassion, and hope.

Let us embrace the coming year with joy, motivation, earnestness and thoughtfulness as we write the next chapter in our remarkable legacy.

## II. 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 2024-2025 is 169.



### III. Curriculum

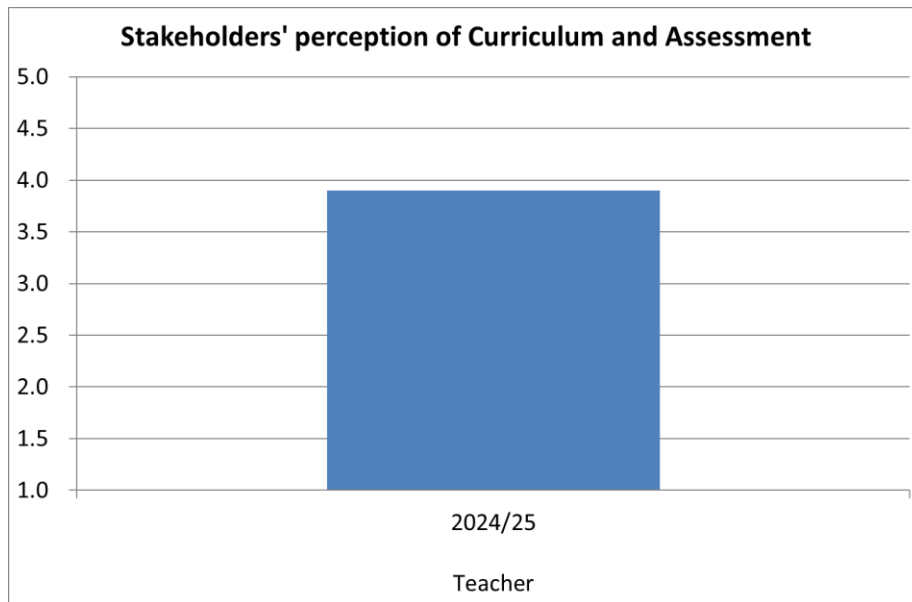
#### 1. Structure

	S1	S2	S3
Chinese History	*	*	*
Chinese Language	*	*	*
Citizenship, Economics and Society	*		
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	*		

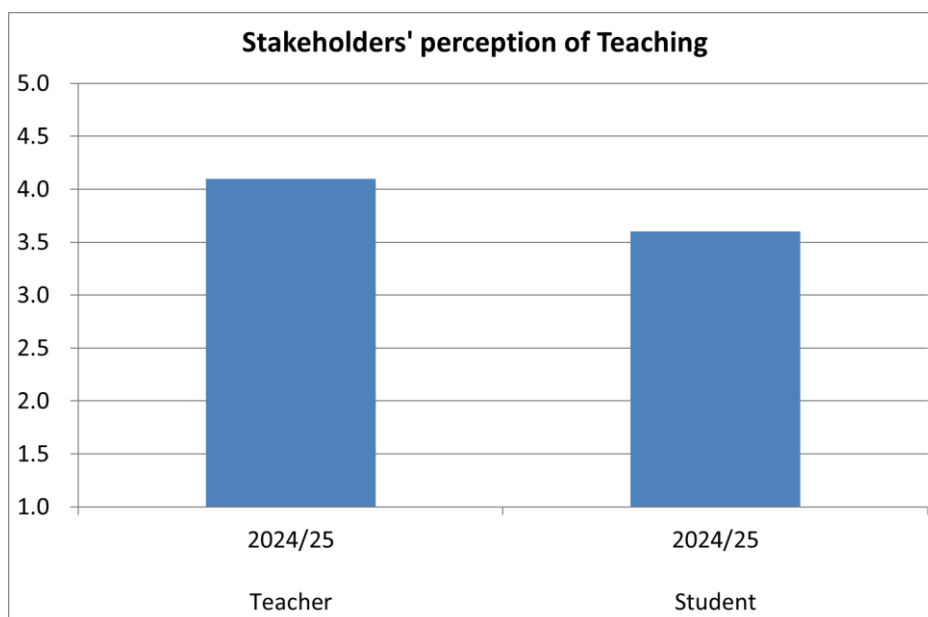
## 2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	3.9



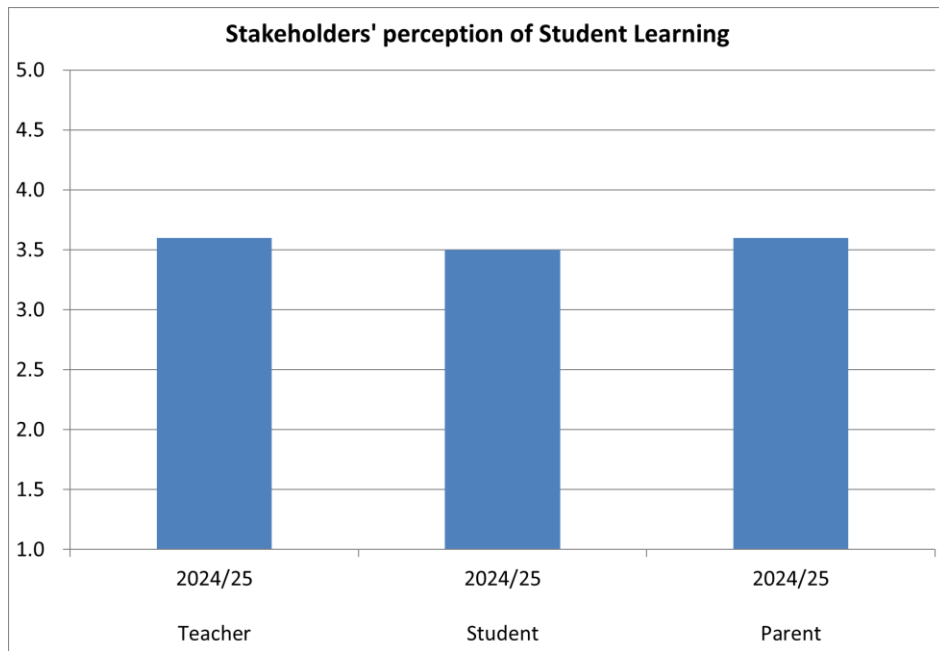
## 3. Stakeholder's perception of Teaching

	Mean
The average score of teachers' perception of Teaching	4.1
The average score of students' perception of Teaching	3.6



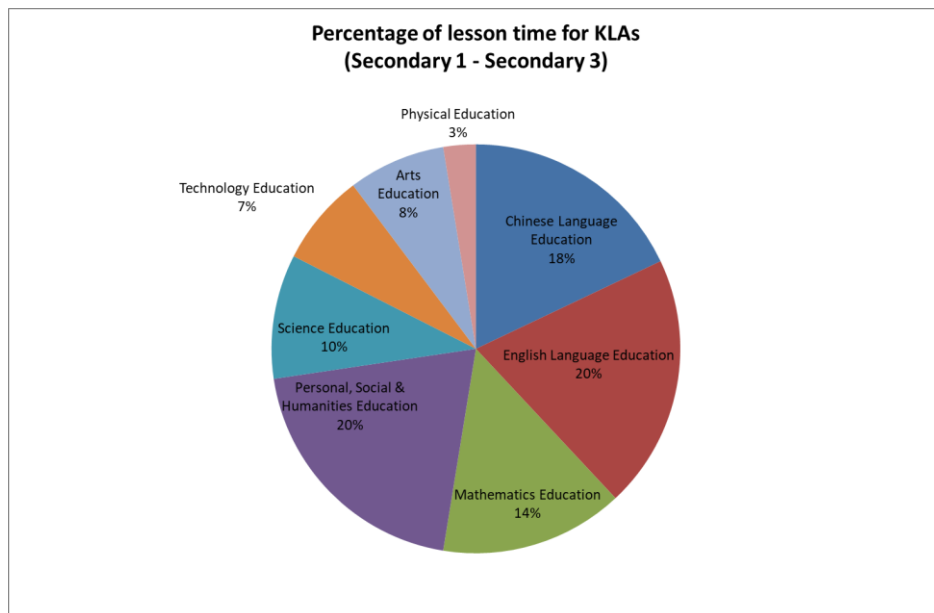
#### 4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.6
The average score of students' perception of Student Learning	3.5
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%



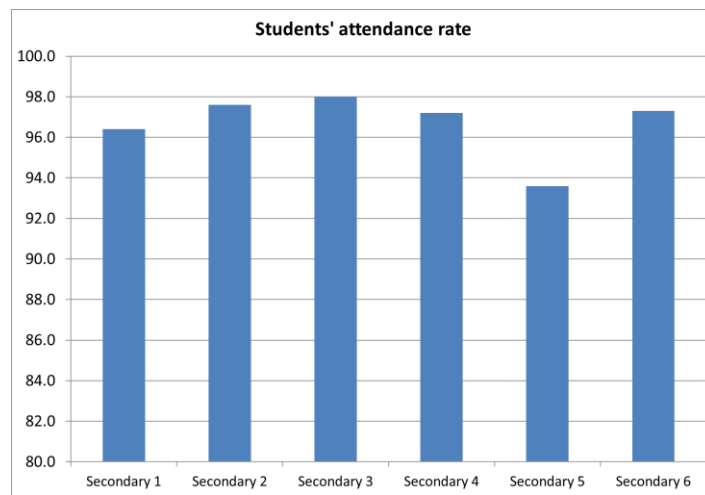
#### V. Class Structure and Number of Students

Level	Number of students in September 2024	Number of students in July 2025
Secondary 1 (1A-1F)	198	192
Secondary 2 (2A-2F)	171	166
Secondary 3 (3A-3F)	131	127
Secondary 4 (4A-4F)	125	124
Secondary 5 (5A-5F)	133	130
Secondary 6 (6A-6F)	113	112
Total	871	851

## VI. Students

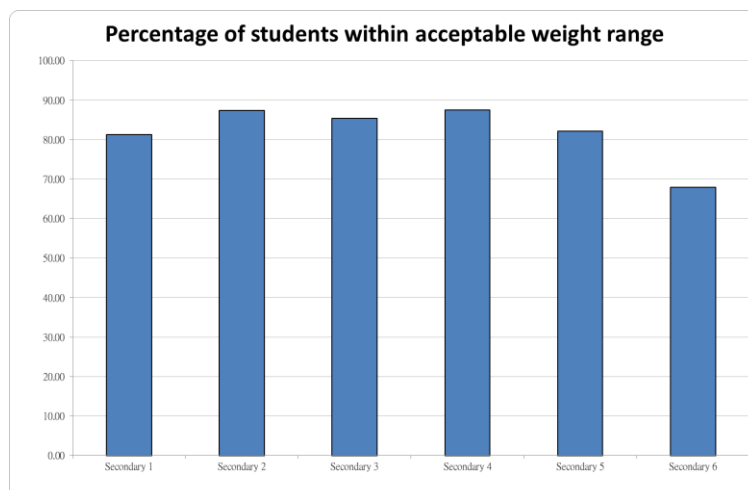
### 1. Attendance rate of students

	Percentage
Secondary 1	96.4
Secondary 2	97.6
Secondary 3	98.0
Secondary 4	97.2
Secondary 5	93.6
Secondary 6	97.3



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

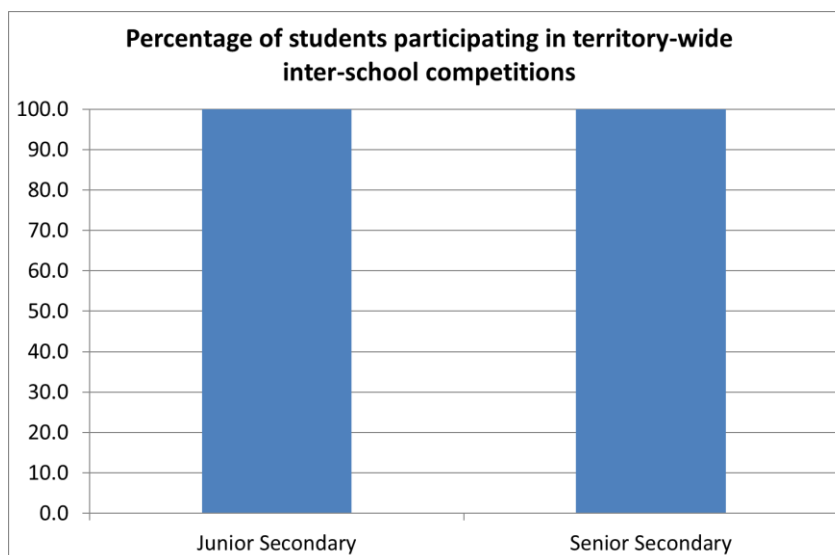
	Percentage
Secondary 1	81.31
Secondary 2	87.35
Secondary 3	85.38
Secondary 4	87.50
Secondary 5	82.17
Secondary 6	67.86





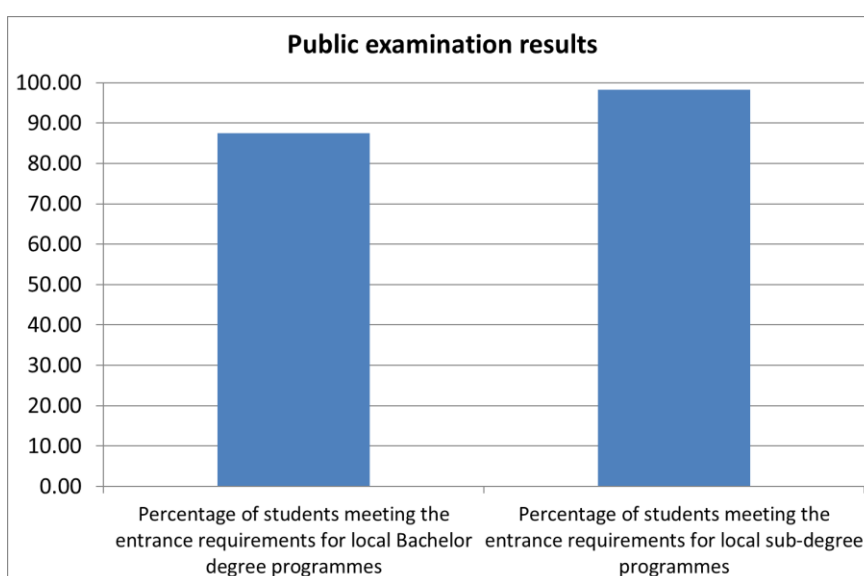
### 3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	100.0
Secondary 4 – Secondary 6	100.0



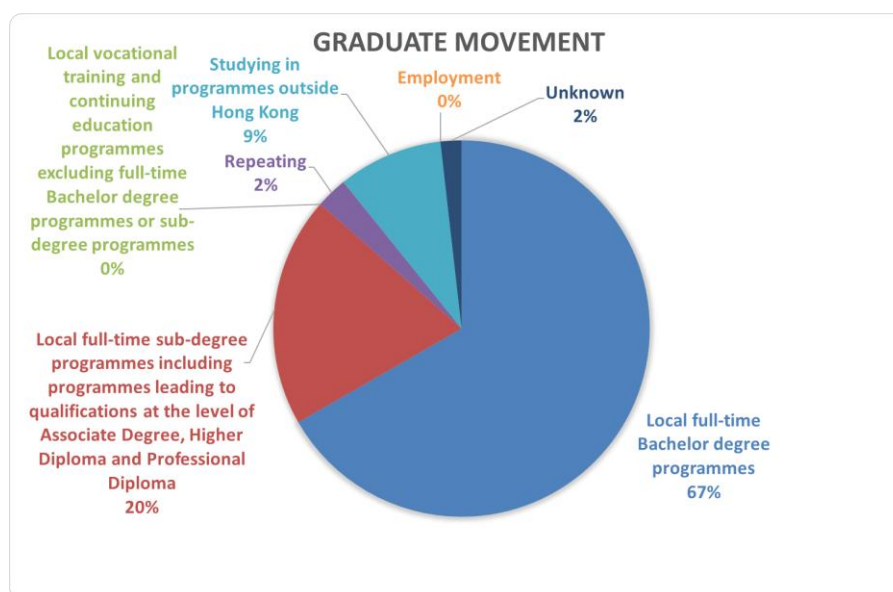
### 4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2025	87.50
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2025	98.21



## 5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2025	64.3
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2025	20.5
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2025	0.9
Repeating	2025	0.9
Studying in programmes outside Hong Kong	2025	10.7
Employment	2025	0.0
Unknown	2025	2.7



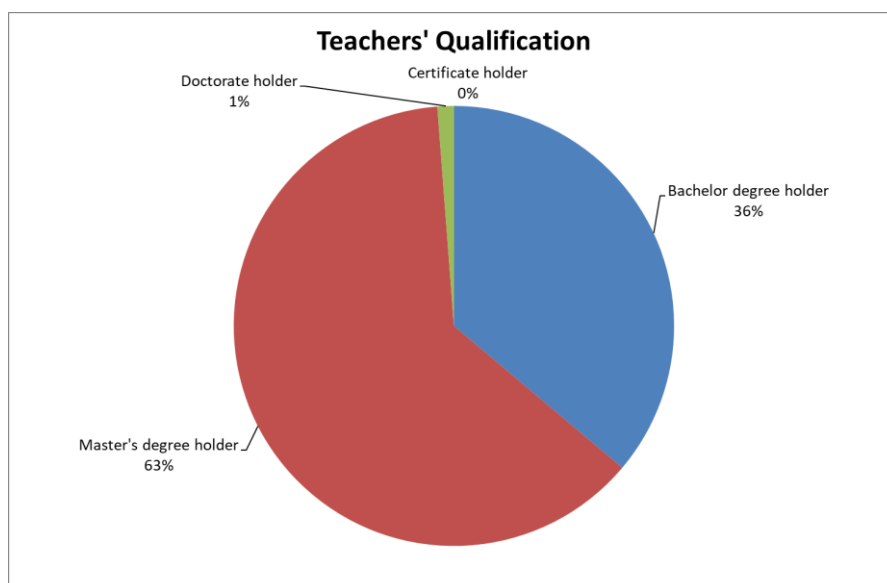
## VII. Staff

### 1. Strength

	Total
Regular Teaching Staff	74
Contract Teaching Staff (Full-Time)	8
Contract Teaching Staff (Part-Time)	1
Teaching Assistants	2
School-based Speech Therapist	1
Clerical Staff	8
Non-teaching Staff (Technicians)	5
Health Care Room Assistant	1
Janitor Staff (Full-Time)	8
Campus Assistant (Part-Time)	2

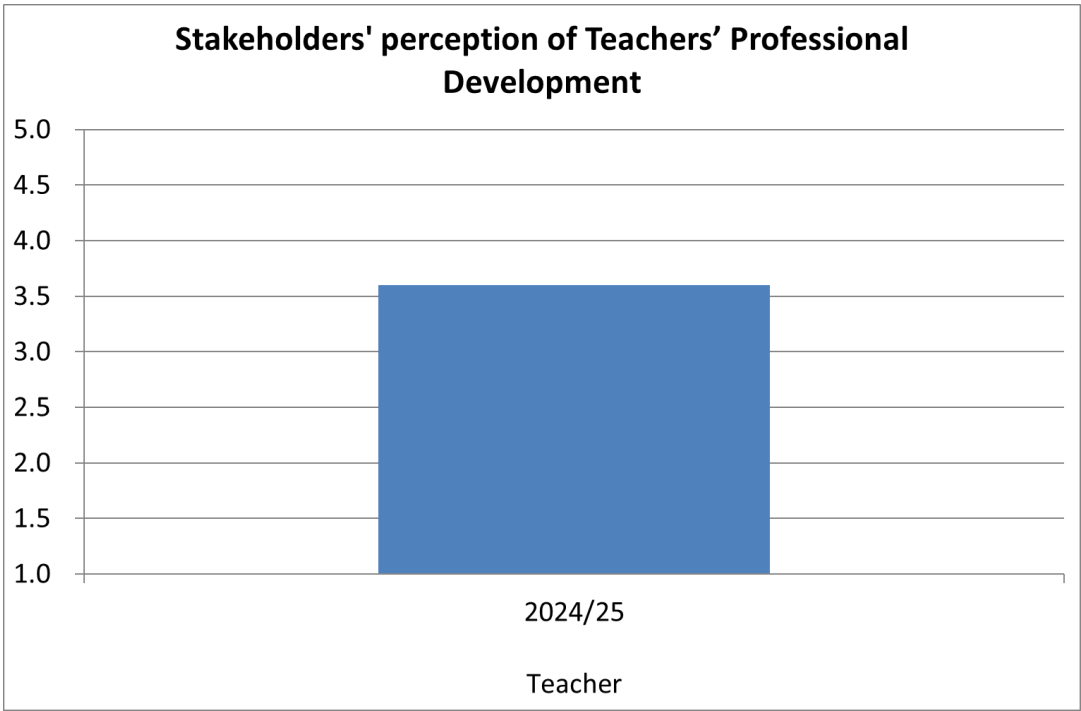
### 2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	0	0
Bachelor degree holder	30	36.14
Master's degree holder	52	62.65
Doctorate holder	1	1.20
Total	83	100.00



3. Perception of Professional Development

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



## VIII. Major Concerns 2024-2025

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

#### Focus 1: Making students become confident and motivated in learning

#### Focus 2: Creating time and space for students to engage in learning activities

#### Achievements

The school has adopted various measures to nurture students to be committed self-directed learners. 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 Artificial Intelligence, Virtual Reality and Coding. 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.

This year, our school engaged the Quality School Improvement Project (QSIP) of CUHK to provide professional support in catering for learner diversity through differentiated instruction. Two whole-school professional development programmes were organised—one led by QSIP and another by our teachers who trialled pedagogies on differentiated instructions in class. Teachers from five Key Learning Areas (Chinese, English, Mathematics, Science, and PSHE) participated in KLA-based development programmes. All subject department heads attended a programme on leveraging lesson observations to drive departmental improvement, with unanimous feedback that the content was concrete and practical. In addition, three seed departments—English Language, Mathematics, and Integrated Science—received intensive QSIP support and completed two cycles of lesson study and a department heads' shadowing programme. These departments trialled a range of pedagogies for learner diversity and shared their practices and outcomes with the whole teaching staff at the year-end dismissal meeting, fostering a learning community at SHCC.

All teachers, except those with special duties, participated in the L&T Expo 2024. Evaluation findings indicated unanimous agreement that the expo provided up-to-date insights into global educational trends, and teachers expressed strong interest in exploring and adapting useful pedagogies to better meet students' needs in the current era.

The school continued to promote self-directed learning, through online learning materials developed by different subject departments and the approach of flipped classroom. According to the Stakeholder Survey, 86.4% of the teachers agreed that students reflected on their learning and improved, and. Moreover, 95.0% of the students agreed that they often completed learning tasks, including homework, seriously, 93.4% of them agreed that they know learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources, and 95.1% of them agreed that they often reflected on their performance in class, test and examination results, as well as teachers' suggestions, such as the comments on their assignments, in order to reflect on and improve their learning.

The school continued its commitment to promoting the Bring Your Own Device (BYOD) initiative

and enhancing information literacy among students. A strong emphasis was placed on the responsible use of technology to enrich the learning experience. Students were encouraged to utilize the e-library during designated reading periods and to use their own devices for learning in after-school activities. This approach aimed to extend their learning beyond the classroom and foster a culture of independent exploration and discovery. Additionally, classroom facilities were upgraded to improve the overall learning environment. The recent installation of interactive whiteboards paved the way for teachers to explore innovative teaching pedagogies. These advancements aim to facilitate engaging lessons and interactive discussions, ultimately enhancing student participation and understanding. Overall, these initiatives empowered students to take greater ownership of their learning while maximizing the benefits of the technologies available to them.

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. 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. From the Stakeholder Survey, 92.7% of the students agreed that they took an active role in learning inside and outside the classroom, and 83.6% of them agreed that they were confident in learning inside and outside of the classroom. 81.8% of the teachers and 90.8% of the parents agreed that students were confident in learning. 86.4% of the teachers and 91.1% of the parents agreed that students took the initiative to learn. 90.9% of the teachers and 92.6% of the parents agreed that students were deeply interested in learning.

An additional noteworthy example can be observed within the Geography Department, where both junior and senior students actively participated in the Jockey Club Marine Plastic Innovative Challenge as well as the "My Green Space" Student Competition this year. These initiatives provided students with opportunities to leverage their academic knowledge and practical skills to address pressing environmental issues. By engaging in these competitions, students demonstrated their commitment to applying theoretical concepts to real-world problems, fostering a deeper understanding of sustainable practices and environmental stewardship.

To groom students to be confident and motivated learners as well as address learner diversity, the History Department adjusted the design of test and examination papers, curriculum planning, and learning and teaching activities. Some students showed notable improvement in knowledge and skills, with most performing quite well in factual recall and basic application tasks. Such adjustments will continue to enhance junior-form students' confidence and interest in History. Besides, to promote students' mental well-being, the quantity and timing of continuous assessments were reviewed. Many students felt relieved from repetitive tasks. This approach will continue to create room for both learning and personal development.

Results from the Stakeholder Survey showed that 94.2% of the students agreed that they knew how to use learning strategies such as pre-lesson preparation, using concept maps and on-line resources. 92.0% of them agreed that teachers often provided suggestions on their performance and let them know how to improve. 89.9% of them agreed that teachers' questions inspired their think inside and outside of the classroom.

To extend learning beyond the classroom, an exchange tour to our sister school in Jinan was organized for 20 S1-S3 students. The program facilitated valuable exchanges on STEAM education, featuring a tour of the school's maker space and hands-on experience with robotic cars. Our students also proudly shared their own learning, presenting outcomes from both the S1 STEAM workshops and the S2 project-based learning (PBL) projects.

Complementing these opportunities, a range of level-based and pull-out STEAM programs

involving cross-curricular collaboration were offered to junior form students. Twenty-four interested and talented students were appointed as STEAM Ambassadors. This group was encouraged to broaden their exposure through university gifted programs, specialised workshops, and competitions. Their excellence was demonstrated in territory-wide competitions such as Alibaba Cloud's Generative AI Competition and the CLP Smart City Competition, where they impressed judges and won multiple awards. Collectively, these initiatives have groomed students into confident, motivated learners equipped with higher-order thinking skills, empowering them to become thoughtful citizens in our ever-evolving technological landscape. Through these experiences, students significantly enhanced their national identity, breadth of knowledge, generic skills, and information literacy.

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.

After a series of meetings to review the measures for the Optimization of the Four Secondary Senior Core Subjects, the school made informed decisions for the benefit of students' learning. A new timetable with 7 lessons per day will be implemented in the new school year. A new subject combination with the new subject "Tourism and Hospitality Studies" has been introduced to cater for the diverse interest of the students. Students were given opportunities to choose HKDSE subjects with different subject combinations that align with their 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 35 sessions of Extended Learning Friday sessions were organised with 21 different programmes of various nature during the year. Most students agreed that they have benefitted from the activities. During S1-S5 Activities Days in April 2025, 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 implementation of the BYOD initiative has positively impacted student learning. However, maintaining discipline has become a significant challenge in a technology-integrated classroom. In particular, some students have been found misusing their devices during break times. Consequently, measures are being implemented to strengthen students' self-discipline.
- Teachers were empowered to facilitate students' learning. Relevant staff development programmes were organised to equip teachers with knowledge and skills to boost students' learning. Over 90% of teachers agreed the staff development programmes addressed their needs and offered concrete, implementable examples, while over 95% affirmed that teacher-led professional sharing effectively promoted school-wide professional growth. Across all KLAs, more than 90% of participants agreed that the exemplars were useful and the training catered to their needs. Teachers were encouraged to reflect on their teaching through peer lesson observation.
- Based on teacher observations and post-activity evaluations, the S1 STEAM activities successfully introduced students to various fields within the discipline. For S2 students with established interests, the Project-Based Learning (PBL) projects provided deeper, more engaging learning experiences. Furthermore, our students' active participation and success in

public STEAM competitions serve as strong evidence of the program's overall effectiveness.

- Activities Week provides students with opportunities for experiential learning beyond the classroom, and the school remains committed to fostering their growth and potential through diverse activities in the coming year.
- 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 through a mapping of the junior curriculum.

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

- 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. The Pedagogical Development Team will take charge of the Junior curriculum mapping and explore strategies to equip teachers with various teaching skills to meet the diverse needs of students.
- The school will continue to engage the Quality School Improvement Project (QSIP) of CUHK to equip teachers with professional training on the effective use of assessment for evaluating students' learning outcomes.
- Information literacy education will be strengthened to help students use technology in a purposeful, ethical, and healthy manner. The Discipline Team and IT Team will continue to closely monitor students' behaviour and address any potential issues related to the BYOD initiative.
- Junior students effectively managed KLA-based learning activities and actively participated in S1 STEAM workshops and S2 PBL projects, 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 new subject 'Citizenship, Economics and Society' will implement in all junior-form levels. Students will have a full understanding on this subject through learning the topics in S1-S3.



## **Major Concern 2: Grooming our students to be joyful motivated learners and earnest thoughtful citizens**

**Focus 1: To make students have a stronger identity of students as members of community/ society/ country/ world**

**Focus 2: To enhance the mental well-being of students**

### **Achievements**

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. The Departmental Development Plans (DDPs) demonstrate subject-specific contributions, aligning with the NSE Framework across multiple subjects and reflecting a robust curriculum strategy. Examples could be found in the scheme of work of different departments. (e.g. Biology department will discuss topics like development of aviation technology, achievements in vaccine research, panda conservation during lessons; Civic and Economic Studies (CES) covering national identity and global citizenship; History exploring the close relationship between Mainland China and Hong Kong; Integrated Science (IS) projects comparing water purification methods and protecting endangered species like pandas; S1 and S2 Visual Arts (VA) with Design Chinese Family Name and Appreciation of Mural Painting; S1-5 Mathematics with NSE worksheets featuring fun facts and Chinese values; Geography lessons on S2 Resources Security (energy and water sustainability) and S5 Ecological Security (deforestation); and ICT lessons on the use of BeiDou, including its principles and applications in Mainland China; cross-curricular Chinese and Dance activities on Chinese dance and poetry.)

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, tour to Guizhou in S5 CS trip, exchange program with our Sister School in Ji Nan for S2 students, S1 and S4 Chinese Culture Day, Historical and Technological Development Exploration Tour to Beijing, Historical Culture and Maritime Silk Road Study Tour to Fujian, China, and Xinjiang. Additionally, students performed well in territory-wide competitions, with four students advancing to the semi-finals. Students were highly engaged during various activities to explore local customs and development. From students' reflections on these experiences, many highlighted how activities like the Jinan and Guizhou trips deepened their emotional connection to Chinese culture, with comments emphasising newfound respect for regional differences and a desire to contribute to national progress. APASO data reveals exceptional performance in national identity subscales (Responsibility/Obligations, Proud/Love, National Flag/Anthem, Achievements), all scoring Q-116, This reflects strong alignment with the seven learning goals, where students agreed/strongly agreed on key items, such as "It is my responsibility to safeguard national security" (mean: 3.2), demonstrating a clear understanding of civic duties and national pride. APASO data further underscores above-norm performance in national identity subscales (Responsibility/Obligations, Proud/Love, National Flag/Anthem, Achievements), all scoring Q-116, show that students not only understand but actively embrace their responsibilities toward the nation. Students demonstrate strong performance in achieving the seven learning goals, particularly the goal of becoming informed and responsible citizens with a sense of national and global identity, respect for pluralism, and appreciation of Chinese culture. High engagement in national identity-related activities indicates good progress in cultural understanding.

Both teachers and students have been provided with opportunities to present the Speeches under the National Flag, enhancing their awareness of national issues. Additionally, a joint-school excursion was organized, during which teachers visited three different schools in Shenzhen. This exchange allowed for meaningful interactions with teachers and students, while also providing opportunities to explore various technological facilities. These experiences enabled participants to familiarise

themselves with advancements in China, further enriching their understanding of national development and supporting life-long learning skills. Feedback from teachers was positive. More than 80% of teachers find that they have a better understanding of the development of China/Chinese culture.

The service culture was well sustained as services have become an integral part of students' learning. Students achieved the requirement of participating in five hours of community service each year. Target groups included the elderly, residents of sub-divided flats, and ethnic minorities, promoting empathy and pluralism, demonstrating progress toward the focus on social responsibility and developing self-management skills through active community involvement. S1 students performed well during the S1 Community Service Programme held during Activities Week. From students' reflections, many highlighted their interactions with the elderly as the most memorable moments, noting how these experiences built compassion and a sense of communal duty. S4 students were highly engaged in their S4 service projects; they initiated, planned, and organized their own initiatives and voluntarily extended services to those in need in Hong Kong, with some even providing ongoing support to the needy in Hong Kong. Additionally, 30 S4 students were involved in service activities in Cambodia and demonstrated high levels of engagement. The above showed that students have the sense of responsibility to the community and a global extension of community responsibility. Stakeholder Survey data reinforces this, with 61.7% of students agreeing/strongly agreeing that "The school helps us develop good moral character inside and outside of the classroom" (mean: 3.72 on a 1-5 scale; Rank 1 in support for student development). These results demonstrate that students recognise and internalise the school's major concern of grooming earnest, thoughtful citizens.

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 reports of the school Psychiatrists and Counselling Psychologist, more than 70% of students found the support provided through individual sessions and the Personal Growth Programme to be useful, with observable improvements in their mental health.

Activities had been held to address the mental well-being of students. Students were highly engaged and expressed happiness during activities such as the Joyful Lunch Cafe, which fostered a positive outlook. The Creative Drama Workshop further enhanced students' mental well-being, with participants from the first term continuing their involvement into the second term. This sustained engagement reflects growing confidence and emotional expression. All S2 students participated in the S2 Adventure Camp, actively engaging in a range of tasks that promoted physical health, teamwork, and resilience, aligning with the emphasis on a balanced lifestyle. Two teams of students performed exceptionally well in the Mental Well-Being Ambassador Programme, which spanned the entire academic year. One group coordinated the Joyful Lunch Cafe in the first term, while the other group led the Love Project, both of which enhanced peer support and awareness. Teachers observed that students displayed significant interest in the Joyful Lunch Cafe, noting that the activity effectively allowed them to release stress, contributing to improved mental well-being. Students expressed enjoyment and high engagement in the S2 Adventure Camp and Creative Drama Workshop. They reported discovering their strengths, which enhanced their self-awareness, and strengthened their bonding with peers. Feedback from participants included comments such as: "I learned more about myself"; "I realised I really enjoy drama"; "I gained insights into teamwork and communication" showed the beneficial impact of these activities on students' emotional and social development.

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.

Through participation in various crisis management training workshops, teachers have gained a deeper understanding of effective techniques, enhancing their ability to support students during challenging situations and contributing to a proactive school environment. Teachers have provided positive feedback on the training workshops, affirming the value of these programmes in supporting students' emotional and social development.

The parents are our important collaborators in the formation of students. The school emphasis on parent education to build a supportive environment at home. Counselling tips were provided to parents during Parents' Night, equipping them with strategies to support their daughters' mental well-being at home. The Counselling Psychologist conducted two workshops specifically for S1 parents, with 24 parents in attendance, offering tailored guidance to strengthen the home environment and promote early mental health awareness. Homeroom Teachers also initiated contact with parents in September, and followed up after the first common test to discuss their daughters' needs. This communication has enabled parents to gain a better understanding of their daughters' requirements, fostering a more supportive home setting. Observations during parent engagement sessions revealed that parents were highly attentive. Positive feedback from parents further supports this, with 90% reporting a better understanding of their daughter's developmental needs and increased confidence in accompanying their growth, contributing to a supportive home environment as outlined in the Annual School Plan. According to the stakeholder survey, positive feedback was consistently observed across different groups: an average score of 3.6 from students, 3.8 from teachers, and a similar positive trend from parents, indicating broad satisfaction with the school's support services and their impact on student development. Students scored highly in the Stakeholder Survey on the item "Teachers help us resolve problems related to growing up, such as those related to our physical and mental development, making friends, and our studies" (mean: 3.44), reflecting the effectiveness of professional and teacher support in addressing holistic well-being.

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.

## Reflection

- The school recognises the critical importance of national identity to students' development and has consistently provided diverse opportunities to enrich their experiences, demonstrating a strong commitment to continuous improvement in line with the goal of educating students to become informed and responsible citizens.
- Monitoring of curriculum planning related to National Security Education (NSE) is effectively implemented, ensuring that educational content remains aligned with national priorities and fosters a sense of responsibility among students. 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 school effectively utilises available resources, including support from the Education Bureau (EDB) and the Alumnae Association, to create additional opportunities for students to deepen their knowledge of the country, thereby promoting life-long learning and whole-person development.
- 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, the No Negative Affect and No Anxiety/Depressive Symptoms subscales (both Q-85, P-15.9; 715 responses) indicate challenges, with 20.3% reporting frequent worry and 40.7% experiencing depressive symptoms occasionally. A number of students recorded low emotional Q-scores of 85, particularly in the column measuring mental well-being, as indicated by APASO data.
- Preventive programs have proven effective; however, students with severe emotional problems may still require additional support.
- 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.

### **Feedback and follow up**

- The school should take the initiative to encourage students to join national education activities at national level.
- The school will continue to explore various opportunities to enrich students' experiences in enhancing cross-cultural exchanges and supporting students' understanding of national and global identity, including sister school and extended learning programmes.
- The school should focus on the students' mental well-being the following year:
  - Conduct focus group interviews to gain a deeper understanding of students' emotional experiences and identify specific areas requiring attention.
  - 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.
  - Encourage students to take greater initiative in seeking support from the school and professionals.
  - Organise additional activities focused on media literacy, designed to teach students how to resist negative influences from social media while enhancing their interpersonal relationships with peers.
  - More flexibility should be granted to HrTs to conduct class-based relaxing activities and engage in informal conversations with their students, fostering a supportive environment. Particular attention will be given to S1 students, who require tailored advice and closer monitoring to address their developmental needs.
  - The school continue to organise various programs or workshops to strengthen students' emotional and interpersonal capacities.
  - Explore the possibility of introducing diverse assessment formats for low-achieving students to reduce their stress and alleviate academic burdens.
  - The school will explore qualitative approaches to better capture emotional progress to assess improvements in students' emotions.
- Concerning parents education:
  - The school need to consider strategies to increase parents' attendance at PTA annual meetings and encourage greater involvement in PTA activities, fostering stronger home-school partnerships to support students' mental health needs as outlined in the Annual School Plan.
  - The school also need to organise activities related to parents conducted by different teams during the following academic year in order to in line with the directives of the EDB Parent Education Framework.
  - A more prominent role should be given to the Parent Teacher Association in offering support to parents.

### Major Concern 3: Administration

*Providing a supportive and joyful learning and working environment for the Sacred Heart community*

**Focus 1: To enhance collaboration among all staff**

**Focus 2: To strengthen the sense of belonging to the school**

**Focus 3: To re-examine resources allocation**

**Focus 4: To upgrade campus facilities**

#### Achievements

Documents related to organising school activities have been fine-tuned. A more comprehensive venue set up and equipment booking form was devised to allow teachers a clearer idea on the available settings so that requests and instructions to the school office and janitors were made clearer. With the help of the teaching assistant, all extra-curricular activities taking place in and outside of school every day are clearly laid out in the Google calendar accessible to all teachers, and this has given teachers planning extra-curricular activities a better idea when choosing dates and venues so as to avoid clashes with other events. Procurement forms have been updated in accordance with the latest requirements from the Education Bureau.

With the work completed in the previous school year, the School History Project continued in this school year with the planning of the preliminary direction and focus of the Project, as well as plans for renovating the Heritage Corner. The School History Project Team continued its engagement in exploring document searches and artefact collection related to school history, alongside ideas for the renovation of the Heritage Corner. It has been studying, reorganising, and searching for historical documents as well as any items donated by alumnae. School visits were arranged between the Team and design and production companies to discuss the renovation of the Heritage Corner.

The Cambodia Outreach Project aims at sustaining the school ethos and allowing students to extend their service learning internationally. After suspension due to the COVID pandemic and groundwork for resumption, the school continued the project this year with a group of Secondary Five students visiting Cambodia to give training to local women on sewing skills as preparation for an upcoming project. They also conducted English lessons for the children there. A reflection session was held for all participating students on their last day in Cambodia, and all of them expressed that they found the service meaningful, and it had contributed to their personal growth.

In terms of staff development, a number of programmes were conducted for all teachers, with two staff development programmes addressing the mental and physical well-being of teachers. A voice care workshop was conducted by the school speech therapist to help teachers learn how to use their voice and take care of it. From the feedback, 89.5% of the teachers agreed or strongly agreed that the objectives of the workshop were achieved, with a higher percentage of teachers who strongly agreed. In another programme, teachers were offered a selection of well-being sessions including a leathercraft workshop and a floral aroma plate workshop in school, and a photography workshop at M21 in Aberdeen. These sessions were highly appreciated by all teachers as revealed by the feedback with almost all teachers in all sessions expressing that the objectives of the sessions were highly achieved, with an overwhelming percentage of teachers who strongly agreed with the achievement of the programme objectives.

In addition to the two staff development programmes, other programmes targeting the needs of teachers in their work were conducted, such as a session on legal issues and a workshop on immediate crisis management, together with a series of workshops under the Quality School Improvement Project (QSIP) the school joined this year. Teachers found these programmes useful for their work. Reflected in the Stakeholders Survey, the view of teachers on professional development

activities organised by the school being able to cater for school development and students' needs ranked first, followed by the idea that professional development programmes organised by the school were very helpful to their work.

A new janitors room was in place this school year to provide a better common room for all janitors. This room was converted from a room previously used by the dance team, and it was renovated and refurnished with air-conditioning and common facilities for the needs of the janitors. The relocation of the janitors room had made space for a large area in the basement for storage of different equipment, which had facilitated the logistics of projects such as the replacement of all the chairs in the staff room. While the use of Self-Access Learning Centre (1) (SALC 1) has yet to be concluded, the space gave flexibility to the school for emergency purposes such as a venue for meetings when school renovation work had restricted the availability of rooms.

With the success of the Quality Education Fund proposal, the School had replaced the boards in all 36 classrooms with high-quality interactive whiteboards during the summer holidays. Accompanying upgrades included the replacement of chalkboards with whiteboards, adjustment to the size of the noticeboard, as well as replacement of teacher's desk in the classroom. Training sessions were given to all teachers in August on the use of the new interactive whiteboards to get them ready for the new school year.

### Reflection

- With more than 165 years of school history, the School History Project and the renovation of the Heritage Corner are big projects which require a lot of time and effort.
- The Cambodia Outreach Project was resumed and teachers responsible for the project had been working hard in preparation for a new programme to be launched in the coming school year to allow students to apply their knowledge and skills in helping Cambodian women and children.
- The conversion of Self-Access Learning Centre (1) (SALC 1) had not been decided so the use of rooms was limited this year.
- Teachers who are not familiar with the latest interactive whiteboard might need some time to get used to the operation of the board to fully utilize its applications for classroom teaching.
- The installation of interactive whiteboards in 36 classrooms required a substantial number of days. Together with other renovation work on the school campus and adverse weather conditions, coordination was extremely challenging. The absence of a janitor staff helping with overseeing the coordination of different parties made it exceptionally difficult for the works to be completed on time and in good manner.
- The absence of a janitor staff for minor repairs had affected the timely maintenance of school facilities.

### Feedback and Follow-up

- The School History Project will be continued.
- The Cambodia Outreach Project will see a new initiative to help needy local women and children for a better living.
- The temporary use of SALC 1 will be decided before its long term use could be confirmed.
- Staff development session on advanced use of interactive board will be conducted.
- Large scale renovation or maintenance projects need to be planned more carefully, taking into consideration the schedules of all student activities and bridging course which will not be ended until late July. Such projects should be avoided from being scheduled for the same summer.
- With the shortage in janitor staff, maintenance of school facilities will remain a challenge.

## 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.

- The School continued to adopt the split class arrangement for the three core subjects in the junior form so as to help potential achievers to build a stronger foundation for their studies in the senior form.
- An interactive whiteboard was installed in one classroom to help teachers build confidence and skills in using information technology for smoother lesson delivery. Installation across all classrooms was carried out during summer holidays to provide students with an enhanced learning environment in the coming year.
- 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.
- 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 needs of S3 students and their changing subject preferences, block arrangements for the elective subjects in senior forms were reviewed and refined. A new subject “Tourism and Hospitality Studies” will be introduced and the new block arrangement will be implemented since the school year 2025-2026.
- The subject “Citizenship, Economics and Society” was introduced to S1 this year. Students were provided with opportunities to understand the development of the world, our country and society. Through the study of different topics, students were encouraged to cultivate values, strengthened their sense of responsibility and grow into responsible citizens and future leaders.
- After the full implementation of the subject ‘Citizenship and Social Development’ in senior forms, the Mainland study tour for S5 students was successfully held in April 2025. 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.
- Different learning trips were organised throughout the school year. Students were given opportunities to learn beyond the classrooms and shared their learning experience on different occasions at school.
- Special Activities Days for S1-S5 students were organised in April 2025. Students were opportunities to engage in different kinds of activities and their participation has widened their horizons in different areas.

## 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	Interact Club	Mathematics Society
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	6. Flag Guards

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 2024-2025, 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 Campus Tour 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 2024 and different classes went to various picnic sites to have fun and strengthen their class bonding.

In February 2025, a mid-year evaluation meeting brought together two committee members from each club, house, and student unit with SAAT teachers to share experiences in organising activities. This interactive session enabled student leaders to learn from one another and allowed the School to identify and address students' needs effectively.



The Student Council, the primary student body, organises diverse activities to enrich Sacred Heart students' school life. At the start of the school year, Club Promotion Day enabled clubs to showcase their activities and recruit members. In May 2025, the "Shukria" programme collected students' appreciation messages for teachers. The "Frost and Freeze" event, co-organised with the Home Management and Housecraft Club, distributed frozen sugar-coated fruits to support students after their final exams. The Internal Talent Quest provided a platform for students to showcase singing, dancing and other talents. The highlight, the 2025 School Fun Fair - Esperia cum 165th Anniversary Opening Ceremony, allowed students to display creativity, enjoy themselves, and demonstrate the qualities of Sacred Heart graduates to the community.

In addition to the Swimming Gala and Annual Athletics Meet, the six Houses foster unity among Sacred Heart students across levels by supporting their members in the Inter-house Drama Competition.

### 1.3 Extended Learning Activities

#### Other Learning Experiences (OLE)

1. According to the OLE records, there were **198** programmes organised this year.

2. Programmes related to the OLE components were as follows:

OLE components	Number of programmes organised in 2024-25 (as at 30 June 2025)
Values education	104
Community Services	35
Physical education	26
Aesthetic education	70
Career-related experiences	26

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

S1	S2	S3	S4	S5	S6
55	76	78	123	107	20

#### Extended Learning Fridays (ELF)

4. 8 Extended Learning Fridays were scheduled at the beginning of the year.

5. A total of **35** sessions were organised with 21 different programmes.

6. Nature of the organised programmes were as follows:

Nature of the programmes	Number of programmes in 2024-25
Programmes with OLE components	18
Jointly organised programmes	2
Academic-related programmes	10 (STEAM Team, PBL Team, English, Chinese, Math)
Values Education	5
Chinese Culture	3

7. Sessions organised for S1-S5 levels were as follows:

S1	S2	S3	S4	S5
7	11	7	5	6

#### S1-5 Activities Week (22 April to 26 April 2025)

8. **27** programmes were organised by different teams and departments for S1–5 students during the S1-5 Activities Week (22–26 April 2025). This includes five programmes from the S4 Extended Learning Week.

9. **S1 students** focused on STEAM workshops, including Coding Workshop and Competition, AI Workshop, and VR Introductory Course. They also participated in Community Service (visiting elderly homes), Diversity and Inclusion Workshop, Puppet Show, and Green Education Programme.
10. **S2A–2E students** worked on PBL and PBL STEAM projects and presented to S1 students and teachers on 26 April.
11. **S2F** participated in the AFS Programme, including visits to Cheung Chau and subdivided flats and presented to S1 students and teachers on 26 April.
12. **S3 students** participated in Outward Bound from 22–26 April 2025.
13. **S4 students** participated in overseas extended learning programmes during the week.
14. **S5 students** went on their CS trip to Guizhou from 21–25 April.

#### 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 2024-2025, the following programmes were organised:

1. Architectural and Historical Study Tour to Fujian
2. Technological and Historical Study Tour to Beijing
3. Art and Cultural Exchange Tour to Taipei
4. Religious and Cultural Study Tour to Malaysia
5. Service Trip to Siem Reap, Cambodia

## 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 the value '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 2024, 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 2024 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 and MyFirstChoices. 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 27 September 2024 to facilitate the JUPAS application of students. On 9 October 2024, our speech therapist Ms Bernadette Hung conducted an interview skills workshop to facilitate S6 students' preparation for admission interviews.

Preparation for the release of HKDSE Results was organised on 27 June 2025 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 the CFST related to multiple pathways. Parents and students found the talk very informative. The CFST also supported students on the day of HKDSE results release and more than 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 23 November 2024. Our education psychologist, Ms Miriam Chan, provided parents with tips on managing expectations and life planning. Mr Edwin Ng, Senior Programme Manager 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. In the seminar, the new elective subject Tourism and Hospitality Studies was also introduced by Ms Faye To to S3 students and parents. To follow up, 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 9 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 (SPN) and School Nomination Direct Admission Scheme (SNDAS); 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 Engineering Elite Programme and HKUST Aerospace Engineering. On the other hand, only two out of four applicants for SPN received conditional JUPAS offers.

### **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. Two 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), neither parents nor students seemed to be able to commit to the activities. S4 and S5 students also showed a similar lack of interest. HKFYG then adopted another approach to provide mass programmes for S4-5 students, e.g. Career Bazarre on 2 July 2025, and also mock admission interview workshop cum make-up session for S6 students on 6 May 2025.

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

Talks on local and non-local studies were organised on 22 February 2025. More than 100 parents and students joined the talks. The talks were delivered by speakers from the Hong Kong University of Science and Technology, Trade and Investment Queensland, Australia and iTour Study (Hong Kong) about studying and working in Mainland China.

### **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: JAHK offered 10 places for Job Shadowing @Starbucks, 10 places@DBS, 1 place @Euroclear Bank and 3 places@Accenture
2. Business-School Partnership Programme: Turner and Townsend Ltd offered 12 places for a job shadowing day for S4-5 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 offered to Homeroom Teachers by CFST**

To facilitate better life planning skills among homeroom teachers, a resource file about JUPAS was given to S6 homeroom teachers.

### **Support for outgoing students**

It was recorded that 31 requests for student official documents concerning university admission were completed, while less than 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 successfully organised a variety of talks and activities throughout the year, enhancing students' understanding of national security and fostering a reflective attitude toward their civic responsibilities. The flag hoisting ceremonies, class sharing sessions, and local visits instilled a sense of belonging among students and deepened their awareness of social issues and the development of the community. Additionally, through the media education program, students gained essential skills to assess the credibility of media sources.

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	<ul style="list-style-type: none"> <li>- Talks on national security, law-abiding and recent development of China</li> <li>- Talk on media education</li> <li>- Local visit about subdivided flats</li> <li>- Workshop on understanding of Chinese culture</li> <li>- Board exhibition on national security</li> <li>- Territory-wide competition on national security education</li> <li>- Preparation of ad-hoc materials for HrTs</li> </ul>	
<p><b>2.3 Counselling</b></p> <p>The Counselling Team aims to empower students to form positive outlooks on life and be grateful, passionate and responsible individuals. Major programmes offered in the school year 2024-2025 were as follows:</p> <ul style="list-style-type: none"> <li>• <u>Student Ambassadors Programme</u> We joined two training programs supported by EDB to enhance students' self-reflection, emotional management as well as leadership and competence to serve others. Student Ambassadors hold fun activities at school and in Ocean Park to enhance awareness of healthy mental wellbeing and establishment of healthy lifestyles.</li> <li>• <u>Guidance Sisters Scheme</u> 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.</li> <li>• <u>Reach Programme</u> 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.</li> <li>• <u>S1 Growth Programme</u> Collaborated with the school social workers, this programme aimed to strengthen bonding and team spirit of S1 students and facilitate their adaptation to secondary school life.</li> <li>• <u>S2 Adventure Challenge and Self-discovery</u> Collaborated with the Discipline team, this programme aimed to facilitate perseverance, unity and appreciation of strengths through whole class teamwork and mass games.</li> <li>• <u>Joyful Lunch Cafe</u> The programme aimed to create an environment for students to have fun and relaxation through various activities.</li> <li>• <u>Love project</u> The programme aimed to enhance mental well-beings of students and encourage expression of gratitude through various activities.</li> <li>• <u>Case management and staff development</u> 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.</li> </ul>			

Names of programme / workshop / talk / service in 2024-2025	Participants
Staff development: Sharing on Student Support	All teachers
Parent Talk: Nature of Teens and Response of Parents	S1 parents
Parent Talk: Effective Parenting	S1 parents
Parent Talk: Battle to Win the Heart of Youth	S2 parents
Parent Talk: Growth Mindset for Adaption & Development	S4 parents
Parent Talk: Parenting tips to Enhance Teenagers' Resilience and Confidence	S5 parents
Pupil Ambassador Scheme on Positive Living	S2 – S3 students
The Peer Power Student Gatekeeper Training Programme	S4 – S5 students
Guidance Sisters Scheme: Guidance Prefects Training Overnight Camp Community Service	S1, S3 – S5 students
Reach Programme and Study Skills Enhancement	S1 – S3 students
S1 Growth Program	S1 students
S2 Adventure Challenge and Self-discovery	S2 students
Joyful Lunch Cafe	S1 – S6 students
Love project	S1 – S6 students
Creative Drama Workshop	S1 – S3 students
Be a Dreamer: Visiting Stray Cats Home	S1 students
Social Skill Workshop	S2 – S3 students
Talk: Adaption to Secondary School Life and Self-management;	S1 students
Talk: Peer and Family Relationship	S1 students
Talk: Harmonious Relationship and Conflict Resolution	S2 students
Talk: Responsibility, Life Planning and Life Purpose	S3 students
Talk: Adaption to Senior Secondary School life, Self-compassion and Sense of Worth	S4 students
Talk: Embracing Challenges with Resilience and Hope - Human Library	S4 – S5 students
Talk: Meaning of Life - Life and Death Education	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 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 talk on “Space Oil Drug” was held for S1- S5 students.
- A half day training programme was held in school for all Discipline Prefects.

- A joint school 2 days camp 'Prefection' was organised for Discipline Prefects to strengthen the leadership skills and allow prefects to know more about the culture of different schools.
- BYOD Campaign will be organized with IT Team to promote the rules for BYOD.
- S2 Adventure Challenge & Self-discovery Day Camp was organized with Counselling Team in Activities Week to promote positive education.

### General Observations in 2024-25

- 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.
- Students attend the National Flag hoisting Ceremony every Wednesday on time and show respectful attitude in the ceremony.

## 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 local and overseas universities, such as Gifted Programmes organised by CUHK, HKUST, HKU Academy for the Talented and so on. This year, 14 students were admitted by HKAGE including Principal Nomination in leadership domain and Visual Art domain. 1 student achieves Gold Award in Leadership Training Programme.
- 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 four sessions. The workshop was effective and students reflected that their horizons were broadened. Outstanding works were submitted to 大學文學獎 held by HKBU, and one student received 少年作家獎. The Chinese Language Department suggested organising a similar workshop in the coming year.
- An English learning programme, SCMP Creating a Podcast was organised for S3 to S5 students during the post-exam period. 12 students who are high achievers in English were selected to join a 12-hour programme and gain insight into podcasting, define their positioning, create engaging content, conduct accurate research, incorporate entertainment, and effectively promote to an audience interested in podcasting. Students found this workshop beneficial to them and hoped for further development in storytelling and communication.
- A Mathematics Pull-out Programme was organised throughout the academic year which enables 35 S1-S4 gifted students to learn beyond classrooms and apply the knowledge of Mathematics through competitions and 13-hour lessons by mathematics olympiad coaches which can train students' problem-solving and creative ability. 1 S5 and 1 S6 students joined the Dual Program by HKUST, which can further enrich their mathematics knowledge.
- A Biotechnology Pull-Out Programme for the talent was organised during the post-examination period for 15 S4 and S5. The 14-hour Biology programme enabled students to apply the knowledge of Biology and to increase their knowledge on the latest advancements in molecular biology, including extraction of bacterial DNA, DNA fingerprinting with Polymerase Chain Reaction and CRISPR gene editing. Participants are able to learn molecular



biology through theoretical courses, hands-on experiments and group discussions.

- For the PSHE Enrichment Programme, a pull-out programme led by AFS International was organised for 30 students in Class 2F. The Global Citizenship Education (GCE) programme offered a 20-hour workshop that trained participants in various 21st-century skills, as highlighted by the OECD, covering three key aspects: learning, literacy, and life skills. The programme concluded with students conducting individual research on a self-selected topic related to the United Nations' Sustainable Development Goals (SDGs) and a social issue in Hong Kong. Nine students' works were selected as top 30 finalists in a territory-wide competition. Two local outings were organised to help students understand the history and development of Hong Kong in relation to the PSHE curriculum. 10 S5 students joined an outing titled "Provision of the Story of Kowloon Walled City Tour," where they explored the Kowloon Walled City neighbourhood and examined the remnants of the Qing dynasty Walled City to appreciate its historical significance. Another 16 S3 students participated in the "Tsim Sha Tsui Globalisation Tour" to learn about the lives of ethnic minorities in Hong Kong, as well as globalisation and cultural diversity.
- 15 students participated in various local and overseas learning programmes organised by HKU, CUHK, HKUST, 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. 3 students participated in Antarctic expedition trip to gain a deeper understanding of polar ecosystems.

Higher Order Thinking Skills Programme, 26 S3-S5 students participated in the Tai Kwun Courtroom Theatre: Bondservant. 26 S1-S2 students participated in the Tai Kwun Courtroom Theatre: Child Hawker. Through the guidance of instructors, drama, discussions, and hands-on activities, they learned about Hong Kong's history and enhanced their critical thinking and communication skills. Besides, 35 S1-S2 students participated in Jockey Club Ocean Park PANDAstic Discovery Adventure. By visiting the Panda Living Museum and completing reflection worksheets, students can enhance their understanding of giant pandas and guide them to explore ways to contribute to the conservation of giant pandas in their everyday lives.

## 2.6 Health and Sex Education

- The Health and Sex Education Team aims to enable students to understand the relationship between their health and their growth, to promote in school a healthy lifestyle and to help students to recognise physical and psychological changes in teenagers as a stage of growth. 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)	Truth	- Critical thinking	動漫與電玩的錯誤性觀念
S2		Truth	- Critical thinking	網絡陷阱
S3		Truth	- Critical thinking - Self-awareness	沉迷打機：逃出「升呢」的地獄
S4		Justice	- Critical thinking - Interpersonal skills	認識性騷擾
S5		Love & Family	- Critical thinking - Interpersonal skills	愛情價值觀：即食愛情和承諾愛情
S6		Justice	- Critical thinking - Interpersonal skills	大專的挑戰

- The majority of the participants (almost or over 80%) agreed that the learning goals of these talks (except “動漫與電玩的錯誤性觀念”, “沉迷打機” and “愛情價值觀”): were achieved and those talks should be re-run in the coming school year.
- A de-stressing art workshop in the form of candle-cake making was organised for 19 S1 and S2 participants. With reference to their evaluation forms, almost 95 % of the students agreed that the mindfulness exercise at the beginning of the workshop had helped them focus on the exercise and relax. All of the students agreed that the workshop had been joyful and relaxing. Over 80% of the students agreed that the workshop had inspired them to reflect on the character strengths of humanity and wisdom. All of the students agreed that they had been satisfied with the workshop. All of the students agreed that and they would recommend this workshop to other students.
- Joyful Fruit Day was organised with the Green Torch and the Department of Home Economics for the whole school in May 2025 to promote the healthy lifestyle of eating fruit.

## 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 “Pilgrims of Charity,” all religious activities were designed to evangelise and strengthen the faith of Catholic students. In alignment with the theme “Pilgrims of Charity,” all religious activities were designed to evangelize and strengthen the faith of Catholic students. The Catholic Society organized two talks — “Pilgrims of Charity” in October and “Charity” in March—to familiarize students with the spirit of our Foundress and the essence of charity.

In early November, booths were set up for the Caritas Bazaar to raise funds for underprivileged communities.

Furthermore, the Catholic Society arranged several activities during Lent, including a hunger lunch, the Way of the Cross, and prayer sessions that guided students in practicing the four pillars of Lent while deepening their faith. These opportunities enriched students' spiritual journeys.

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 STEAM 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 74 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. An exchange tour to the sister school in Jinan, China was organised for 20 S1 – 3 students in July 2025. The students visited the makerspace of the sister school and exchanged with the students on STEAM education. Through the exchange tour to the sister school, students learned about the STEAM education development in China.
4. Students continued to excel in STEAM this year. They participated in various territory-wide STEAM competitions and attaining excellent results. The most outstanding team was a group of S5 students who participated in the CLP Energy Innovation for Smart City Competition 2024/25 organised by CLP. Their energy generator project has impressed the judges, and it was awarded the 3rd runner-up, the Best Application Award, "High" like Project Award and the Most Popular Award.
5. 24 S1 to S5 students with talents and interests in STEAM were recruited as STEAM ambassadors, participating in enrichment programmes including Micro:bit Legged Robot Workshop, Galvanised Iron Workshop and Talk - 《黑洞的前世今生》 delivered by Dr Cai Ronggen, the President of Ningbo University and an esteemed fellow of the Chinese Academy of Sciences. Senior STEAM ambassadors were nominated for the Gifted programmes offered by CUHK and HKU. The students also 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.
6. An engaging S1 STEAM Day was organised, featuring twenty booths prepared by the physics, chemistry, biology, junior science, mathematics and art departments. Students participated in experiments, games, and competitions, fostering their curiosity, breadth of knowledge, and generic skills.
7. 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 3D

objects, which were the prerequisites for the KLA-based projects in mathematics.

8. LA-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 mathematics, 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 the year is recycling as we would like to encourage students to develop a habit of reducing and recycling materials for sustainable development. Workshops on making reusable bags and bubble tea holders were organised during lunch. A talk on recycling was held for S2 students as an OLE Friday activity. We would like students to learn more about recycling and put what they learnt in their daily practices.

### **Gardening Course**

The Chinese Herbs Planting course was also held this year. Besides planting Chinese herbs, students also learnt about the five elements of traditional Chinese medicine and the function of some Chinese herbal tea as half of the course was conducted by a Chinese medicine Practitioner. We would like to enhance students' knowledge on national education and maintain their physical and mental well-being.

### **Visits**

Two visits were organised this year. The visit to Mil Mill was scheduled for the training of the Green Prefects in junior forms so that they could share what they learnt with their schoolmates, friends and family. To let students learn more about Chinese medicine and the work of a Chinese Medicine Practitioner, a visit to Well in Time Chinese Medicine Clinic was held at the end of the term. We also hoped to help students in planning their career.

### **Green Education Programme**

A programme on Green Education for S1 students was held during the Activities week. S1 students experienced book floating, recycling, recycled-paper making and aroma stone making during the programme. We would like students to have hands-on experience in waste categorisation and making recycled products and share with their friends and family the message of environmental protection.

## 2.10 Entrepreneurship Education

The Entrepreneurship Education Team at Sacred Heart Canossian College (SHCC) is committed to nurturing students' entrepreneurial mindset, skills, and social awareness. Our goal is to identify and support aspiring young change-makers by fostering creativity, resilience, and initiative through a dynamic and supportive learning environment.

Students engage in real-world projects, collaborate with peers, and develop business and social innovation ideas both within and beyond the classroom. The program is closely aligned with the Sacred Heart Graduate Profiles, which emphasize critical thinking, effective communication,

and teamwork—ensuring students grow not only as entrepreneurs but as well-rounded individuals with a strong sense of social responsibility.

### **Junior Level Highlights:**

#### **S.3 Sacred Heart Enterprise (SHE) Challenge**

In the 2024/25 academic year, all Secondary 3 students were grouped into six class-based teams to design and develop products supporting two NGOs: **Heartline HK** and **Mercy HK**. These products were sold at the school's annual fun fair to raise awareness and generate funds, resulting in a donation of HKD\$28,000 to the NGOs—an embodiment of our school motto, "*charity in humility*."

Twelve selected Secondary 4 and 5 students served as mentors, gaining valuable leadership and event management experience throughout the project.

Building upon the **Design Thinking process introduced in the S.2 Project-Based Learning curriculum**, we mapped this framework into the S.3 SHE Challenge to ensure vertical integration and continuity in developing students' thinking skills. This strategic alignment reinforces the progression of entrepreneurial competencies across year levels.

In 2024/25, a new collaboration with the **Cocoon Foundation** marked a significant milestone in curriculum development. Together, we co-designed a structured set of teaching and learning materials to guide students through each stage of the design thinking process—introduction, ideation, prototyping, testing, and pitching—tailored to SHCC's unique entrepreneurship experience.

To evaluate student growth in entrepreneurial values, attitudes, skills, and knowledge (VASK), lesson observations, interviews, and surveys were conducted. Key findings from the Cocoon Foundation include:

- **Youth Psychological Competence**
  - 91% felt more confident in pursuing personal goals (+13%)
  - 87% were more willing to collaborate with others (+2%)
  - 93% felt capable of completing tasks (+13%)
- **Positive Relationships & Skill Development**
  - 80% felt more confident resolving team disagreements (+5%)
  - 96% were more proactive in executing assigned tasks (+12%)
- **Crisis Management**
  - 88% felt more confident acknowledging their strengths and weaknesses (+15%)
  - 83% were more willing to face challenges and solve problems (+9%)
- **Overall Impact**
  - Students demonstrated increased self-confidence and improved mental well-being.
  - Group-based projects fostered teamwork, open discussion, and entrepreneurial spirit.
  - Students reported high satisfaction with the curriculum, noting it empowered them to face future challenges with greater confidence.

#### **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. Sponsored by the **Li Hysan Foundation** and the school's Life Wide Learning (LWL) Grant, the program ensured full accessibility and provided students with foundational knowledge in design principles and Photoshop skills.

Throughout the course, students designed posters for selected social good campaigns and completed a skill test. All 10 participants earned a Qualification Framework Level

2 certificate, with 6 achieving a Pass with Distinction and 2 receiving a Pass with Merit—marking a meaningful milestone in their design learning journey.

Originally, the program was set to continue with intermediate and advanced-level courses from November 2024 to July 2025. However, due to student withdrawals and an insufficient number of participants, the Level 2 and 3 courses were postponed. Despite efforts to fill the vacancies, the program could not proceed as planned.

The course is now scheduled to resume in the September 2025 to June 2026, allowing a new cohort of students to further their learning and pursue additional certifications in UX/UI design.

### **Senior Level Highlight:**

#### 25th Millennium Entrepreneurship Programme (MEP)

Organised by the **Rotary Club of Harmony and Prosperity Hong Kong** and **Wofoo Social Enterprises**, the 25th MEP ran from **November 2024 to April 2025**, under the theme “*Promoting ESG – Pathways to Sustainability through Green Corporation Culture.*”

This annual competition provided students with a meaningful platform to explore Environmental, Social, and Governance (ESG) principles and apply them to real-world business challenges. Participants were tasked with developing innovative, sustainability-driven business plans for products, services, or initiatives that reflect ESG values.

A total of **six teams comprising 25 students from Secondary 4 and 5** represented Sacred Heart Canossian College. Under the guidance of experienced business mentors and teacher advisors, students worked collaboratively to ideate, research, and pitch their proposals.

Of the six teams, **four advanced to the semi-final round**, placing them among the top contenders in the competition. Among these, **two teams placed second in their respective groups** and were awarded “**Merit**” awards, recognizing their creativity, strategic thinking, and commitment to sustainability. As only the top team from each group progressed to the final, these results reflect commendable performance and strong engagement with the ESG theme.

#### IdeaPOP! 2025 – Hong Kong Secondary School Student Startup Pitch Competition

Sponsored by the **Alibaba Entrepreneurs Fund** and organized by the **SEED Foundation**, IdeaPOP! 2025 ran from November 2024 to April 2025, offering a dynamic platform for students to pitch innovative startup ideas across four key categories: animal welfare, education, elderly care, and environmental protection & local cultural preservation.

Building on the success of SHCC’s finalist team *COMPLUS* in the previous year, the 2025 cycle saw a surge in student interest. A total of **six teams involving 30 Secondary 4 and 5 students** submitted applications. To prepare and refine their ideas, all teams participated in a series of internal entrepreneurship workshops—a new initiative introduced this year to strengthen foundational skills in pitching, business planning, and social innovation.

Following a preliminary round of internal pitching, **two teams (eight students) were selected to represent SHCC** in the official competition. While neither team advanced to the grand finals, their efforts were commendable: one team reached the semi-final stage, and another earned the “**Excellence in Presentation**” award, recognizing their clarity, confidence, and storytelling impact during the pitch.

#### Student Training in Entrepreneurship Programme (STEP)

Organised by the Cocoon Foundation, the STEP programme ran from October 2024 to July 2025, offering all Secondary 4 BAFS and Economics students at SHCC a structured pathway to develop entrepreneurial thinking and practical innovation skills.

The programme featured a series of entrepreneur-sharing sessions and an ideation workshop, designed to equip students with essential design thinking tools for problem-solving and creative development. These experiences helped students build confidence in generating ideas, evaluating feasibility, and communicating solutions effectively.

A standout component of STEP was STEP 3 – the Corporate Challenge, where 10 students voluntarily participated in real-world business problem-solving tasks hosted by various companies. Students engaged in one-day hackathons that simulated high-pressure, team-based innovation environments. These challenges pushed students to apply their skills in unfamiliar contexts, collaborate under time constraints, and present actionable solutions to industry professionals.

The Corporate Challenge served as a powerful extension of classroom learning—bridging theory with practice and exposing students to the pace and complexity of corporate innovation. Feedback from participants highlighted growth in adaptability, teamwork, and strategic thinking.

Overall, the STEP programme continues to be a cornerstone of SHCC’s entrepreneurship education, fostering not only creative thinking and business literacy but also real-world engagement and personal growth. It prepares students to navigate future challenges with agility, purpose, and a mindset geared toward innovation.

### 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 2025-2026, 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 2024-2025, 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 2025, 87.5% 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 ‘Joyful Motivated Learners; Earnest Thoughtful Citizens’, 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:

- 2024-2025 Grantham Scholars of the Year Award (Organised by Grantham Scholarships Fund Committee)

#### Leadership & Community Service

The 36th HKSAR Outstanding Students Selection (Organised by JCI Yuen Long) – Top Tenth Outstanding Student

- 2024 年香港島傑出學生選舉 (香港島校長聯會主辦) – 十大傑出學生 (初中組 ; 高中組)
- Link 20th Anniversary Outstanding Student Scholarship (Organised by Link Asset Management Limited) – Top 5 Students
- The Harvard Prize Book (Organised by Harvard Club of Hong Kong Education Fund)
- 2024/2025 AmCham Charitable Foundation Frank Martin Prize Book Award (Organised by American Chamber of Commerce Charitable Foundation)
- 2024 年南區優秀青年嘉許計劃 (南區民政事務處、南區青年團、南區青年發展及公民教育委員會主辦) – 南區傑出少年、南區優秀少年、南區優秀青年
- 愛心相連大行動 2024 (香港紅十字會主辦) – 傑出外展團隊
- 天使同行 2024 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

#### Language Arts and Drama

- Student of the Year Awards 2024/25 (Organised by South China Morning Post) – Linguist – Cantonese (Shortlisted)
- The World Scholar's Cup Tournament of Champions - Yale University (Senior Division) (Organised by The World Scholar's Cup) – Debate Team (Gold Award & Silver Award); Scholar's Challenge: Overall Challenge (Gold Award), Science & Technology (Gold Award), Literature & Media (Gold Award), History (Gold Award), Art & Music (Gold Award)
- 2024 World Scholar's Cup Seoul Global Round (Senior Division) (Organised by The World Scholar's Cup) – Regional Top Team Gold Award (2nd place); Debate Team (Gold Award); Scholar's Bowl (Gold Award); Collaborative Writing (Gold Award); Champion Scholar Gold Award; Region Top Scholar
- The Hong Kong Budding Poet (English) Award 2024/25 (Organised by The Hong Kong Academy for Gifted Education) – The Poet of the School Award
- The Harvard Prize Book (Organised by Harvard Club of Hong Kong Education Fund) Essay Award – Winner
- Hong Kong Young Writers Award 2025 (Organised by Youth Literature Foundation, Hong Kong Young Writers Awards 2025) – Honourable Mention
- 菁英杯青年領袖中文演講大賽 2024 (國際青少年學術菁英協會主辦) – 高中組 全場冠軍
- 2024/25 香港學界模擬辯護及模擬法庭比賽 (香港學界模擬辯護及模擬法庭協會主辦) –

### 冠軍

- 第七十六屆香港學校朗誦節 (香港學校音樂及朗誦協會主辦) – 中學三、四年級 散文獨誦 (普通話) 冠軍
- 2024-2025 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) – 總決賽 (香港賽區) 高中組別 一等獎

### Music

- World Choir Games 2024 (Organised by Interkultur) – C3- Secondary School Choirs (Gold Medal)
- The Hong Kong Inter-school Choral Festival 2025 - Competition cum Masterclass (Organised by Hong Kong Virtuoso Choir) – Secondary School Senior Division Group A (Gold Award); Secondary School Junior Division Group G (Gold Award); Secondary School Junior Division Group I (Gold Award)
- Joint Schools Music Competition 聯校音樂大賽 2025 (香港聯校音樂協會主辦) – 中樂團 - 中學組 金獎; Secondary School Symphonic Orchestra (Silver Award)
- 2025 Wakayama International Music Festival (Organised by IYMC –室樂組 CHAMBER GROUP (管樂 WIND) – Champion
- 77th Hong Kong Schools Music Festival 第 77 屆香港學校音樂節 (Organised by Hong Kong Schools Music and Speech Association) – Secondary School Choir - Foreign Language - Girls - First Division – Junior (Gold Award); Secondary School Choir - Foreign Language - Girls - First Division – Senior (Gold Award); Secondary School Choir - Foreign Language - Mixed Voice - First Division – Junior (Silver Award); Secondary School Choir - Foreign Language - Mixed Voice - First Division – Senior (Gold Award - 3rd place); Secondary School Choir - Chinese - Girls - First Division – Junior (Silver Award); Secondary School Choir - Chinese - Girls - First Division – Senior (Silver Award); String Orchestra - Secondary School – Intermediate (Silver Award); 中樂小組合奏 - 中學組 (銀獎); String Ensemble - Secondary School – Junior (Silver Award); Percussion Ensemble - Secondary School (Gold Award); Brass Ensemble - Secondary School – Junior (Silver Award); Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School - A cappella (Silver Award – 3<sup>rd</sup> place)

### Visual Arts

- The Official International Competitions In Europe International Competition <Art Rainbow> (Organised by Inter Vision Production Holding) – Grand Prix
- The Wharf Hong Kong Secondary School Art Competition (Organised by WHARFART) – Digital Graphics Category (Merit)
- The Monet International Art Prix (Organised by Committee for the Development of Culture and Art of the Association of French Artists Monet Center for Aesthetic Arts Organizing Committee of the Monet International Art Prize Joint Council of Ecole des Arts Superieure de Paris) – Gold Award
- 第二屆全港十八區離島視藝比賽 (香港文藝協會主辦) – 中學組 (金獎)
- Kentucky International Youth Art Competition (Organised by Morehead State University (MSU) & Kentucky Folk Art Center) – Gold Award

### Dance

- 61st Schools Dance Festival 第六十一屆學校舞蹈節 (Organised by The Hong Kong Schools Dance Association Limited and the Education Bureau) – Western Dance (Group Award) (2nd runner-up); Western Dance (Group Dance) Scottish Dance (Honours Award); Western Dance (Group Dance) Turkish Dance (Honours Award); 東方舞團體獎 (冠軍); 東方舞 (群舞) 花笠舞 (日本) (甲等獎); 東方舞 (群舞) 金達萊 (朝鮮) (優等獎); 中國舞 (群舞) 踏踏, 8

苗家的水（苗族）（優等獎）；中國舞（群舞）敦煌羯鼓舞（優等獎）

- 紫荊盃舞蹈大賽 2024 - 小紫荊盃（香港舞蹈總會主辦）– 兒童及少年組 - 中國舞（群舞）踏踏, 苗家的水（金獎）

### Sports

- A.S. Watson Group Hong Kong Student Sports Awards 2024-25 (Organised by AS Watson Group) HK Student Sports Award – Merit
- Inter-School Athletics Competition 2024-2025 - Division Two (Organised by Hong Kong Schools Sports Federation) – Girls B Grade 1500m (Champion); Girls B Grade 800m (1st runner-up)
- Inter-School Cross Country Competition 2024-2025 - Division Two (Organised by Hong Kong Schools Sports Federation) – Girls B Grade (Individual Champion)
- District Age Group Swimming Competition 2024 (Organised by Leisure and Cultural Services Department) – 4 x 50m Freestyle Relay, Southern District (Champion); 50m butterfly, Eastern District (Champion)
- 9th KOREA OPEN Championship & Invitational (Organised by Korea Rope Skipping Association) – 16-18 (Female) Single Rope Speed Sprint (Gold Award); Single Rope Speed Endurance (Silver Award)
- Central & Western District Age Group Table Tennis Competition 2024 (U18) (Organised by Leisure and Cultural Services Department) – Table Tennis Competition (Double) (Champion)

### Science, Technology, Engineering and Mathematics

- AI x HK OpenCup 2024 (Organised by Hong Kong Baptist University) – Distinctive Award
- 雲遊通義 - 阿里雲香港 10 週年 校際生成式 AI 比賽 2024 (阿里雲香港主辦) – 中學組 (亞軍)
- Hong Kong Science Fair (Organised by Hong Kong Innovation Foundation) – Merit
- Junior Secondary Science Online Self-learning Scheme 2025 (Organised by Science Education Section, Curriculum Support Division and Education Bureau) – Gold Award
- Hong Kong Girls' Olympiad in Informatics (Organised by The Hong Kong Association for Computer Education, City University of Hong Kong) – Grand School Prize (3rd runner-up); Bronze Medal
- Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2024/25) (Organised by Education Bureau) – Junior Secondary (Silver and Bronze Awards); Senior Secondary (Silver and Bronze Awards)
- Mathematical Modelling Competition for Secondary Students 2024/25 (Organised by Education Bureau) – Outstanding Performance Award
- 「華夏盃®」全國數學奧林匹克邀請賽 2025 (香港數學奧林匹克協會主辦) – 全國總決賽, 中學三年級 (三等獎); (華南賽區) 晉級賽, 中學三年級組 (二等獎、三等獎)
- 2025 港澳數學奧林匹克公開賽《港澳盃 HKMO Open》暨 2025 亞洲國際數學奧林匹克公開賽初賽《AIMO OPEN》(亞洲國際數學奧林匹克聯合會及香港數學奧林匹克協會主辦) – 中學三年級組 (銀獎); 高中組 (銅獎)
- 傳媒初體驗 2024 (香港電台主辦) – 冠軍、我最喜愛影片

### Business and Entrepreneurship

- 「消費·智 Fun 享」IG 帖子創作比賽 (消費者委員會及教育局主辦) – 最卓越設計獎 (金獎)

### Personal, Social and Humanities

- CityUHK SEE Sustainability for Future Video Competition 2024 (Organised by City University of Hong Kong) – Gold and Bronze Medals
- Create Your District Competition 2024 (Organised by The Hong Kong Institute of Surveyors) –

Champion (Micro Film Category); Best Presentation Award; Best ESG Award

- The Jockey Club Marine Plastic Challenge Education Programme 2024 - 2025 - Marine Plastic Innovative Challenge (Organised by The Hong Kong Jockey Club and Ocean Park Hong Kong) – Champion
- ‘Let students talk about Education’ International Conference 2025 (Organised by Man Kwan Pak Kau College) – First and Second Prizes
- Hong Kong Young Geographer of the Year Award 2025 (Organised by Royal Geographical Society Hong Kong) – Lower Secondary - Critical Eye (Winner); Upper Secondary - People and Culture (Commended)

The complete list of scholarships and awards our students received was published in the Student Achievements 2024-2025 booklet.

## X. Staff Development

In the 2024–25 academic year, the Staff Development Team pursued three priorities to further strengthen the capabilities of our teaching staff. The first focus was supporting teachers to be effective mentors of diverse learners in the classroom, empowering them to foster self-directed, committed learning among all students. Our second objective aimed to equip teachers with the understanding and strategies to enhance and support students' mental well-being, while encouraging them to integrate Canossian Values Education into their daily teaching practices. This approach was designed to nurture grateful, value-driven young people who are ready to serve and share with others. Lastly, we concentrated on supporting new teachers in their integration into the SHCC teaching environment, ensuring they received the guidance and encouragement needed to transition smoothly and become integral members of our school community.

- **Peer Lesson Observation:** Building on the positive feedback from 2023-24, the School continued the established policy on peer lesson observation, maintaining the successful themes and focuses of the previous year. All teachers actively participated by opening their classrooms to colleagues, further strengthening a collaborative culture of professional learning. The updated peer lesson observation forms introduced last year continued to serve as a key instrument, providing clear guidelines for observing the enactment of Canossian Values Education and enabling colleagues to offer constructive, targeted feedback. Following each observation, completed forms were submitted to the School to support holistic review and ongoing refinement of instructional practices. This sustained approach has continued to advance shared expertise and professional growth among our teachers.
- **Whole-school Professional Development Programmes:** In the 2024-25 academic year, our School continued to actively engage in professional development programmes that addressed the diverse needs of teachers. A key highlight was a seminar on National Security Education, in which the Joint Canossian Schools invited Prof Albert So to share pertinent legal issues and real-world examples in the education context; over 90% of colleagues reported that the session was directly useful to their daily work. In the area of staff well-being, a voice care workshop received similarly positive feedback, with more than 90% of participants affirming that the strategies shared would support their day-to-day teaching and protect vocal health. Our teachers also participated in the L&T Expo, forming groups to explore the exhibits and engage in professional dialogues that deepened pedagogical understanding and informed classroom practice. To strengthen preparedness, we offered training on immediate crisis management, and over 90% of teachers agreed that the talk and role-play scenarios were highly relevant and equipped them with the necessary skills to respond effectively to crises. Additionally, a well-being programme focusing on team building and transferable learning strategies helped teachers manage stress and provided practical tools they could also apply with students. Collectively, these initiatives demonstrate our sustained commitment to holistic staff development, ensuring our teachers are well prepared to meet varied needs and to foster a supportive, nurturing learning environment.
- **Programmes supported by QSIP:** In the 2024–25 academic year, the School engaged professional support from QSIP to further strengthen staff capacity through a suite of targeted development initiatives. At the whole-school level, we organised a professional development programme focused on deploying a range of strategies to cater for learning diversity. The workshop was highly practical, with 95% of teachers indicating it was useful and directly related to their daily teaching. Complementing this, we conducted KLA-based workshops for Chinese, English, Mathematics, Science, and PSHE. These sessions were tailored to each subject, providing concrete, discipline-specific examples that helped teachers better understand classroom implementation. Over 80% of teachers in each session found the talks meaningful and expressed willingness to try the strategies learned;

notably, in three sessions, 100% of participants reported the workshops to be useful. In addition, three groups of teachers—in Integrated Science, Mathematics, and English—participated in subject-based support and conducted lesson study within their departments, deepening pedagogical practice through collaborative inquiry and reflection. Further, all the heads of departments at SHCC took part in a focused workshop on lesson observation. The aim was to sharpen HoDs’ awareness of effective approaches for catering to learner diversity during classroom observations and follow-up. More than 95% of HoDs found the workshop useful and relevant to their leadership duties. Collectively, these QSIP-supported initiatives reinforced our commitment to responsive, evidence-informed professional learning that enhances teaching and learning across the school.

- **Building Learning Community at SHCC:** In the 2024–25 academic year, the School initiated an internal learning community within SHCC to deepen peer-led professional growth. Two staff development sessions were led by teachers themselves, exemplifying a culture of shared expertise and collaborative inquiry. The first sharing focused on Values Education, during which individual teachers and teams presented implemented lessons to colleagues. These sessions highlighted how Values Education was naturally integrated with subject content within regular lesson time, demonstrating practical approaches to weaving values into everyday teaching. The second sharing centred on catering for learners’ diversity. Subject Departments and participating teachers presented insights and strategies they had explored, showcasing concrete classroom applications and reflections. Through these exchanges, colleagues broadened their repertoire for addressing diverse learner needs and strengthened cross-departmental dialogue. Over 95% of teachers reported that both sessions and the sharing were useful.
- **New staff supports:** In the 2024-25 academic year, our School continued the comprehensive and timely support system for newly joined staff, mirroring the successful framework established in 2023–24. The induction programme commenced with a New Staff Orientation, familiarising new educators with Canossian Education principles, essential IT competencies, and an initial meeting with their mentors. The structured induction proceeded in multiple phases: the first phase addressed school administration and management, including the code of conduct and key duties; the second focused on discipline, counselling, and student services such as School Social Work and Speech Therapy; the third was dedicated to Positive Education; the fourth, a self-paced component, utilised e-learning tools including Edpuzzle, Nearpod, and Explain Everything; the fifth concentrated on the practical aspects of teaching; and the sixth provided targeted support around the Annual Parents’ Day. In addition, a specialised orientation themed “A Canossian Educator” was offered for new secondary sector teachers, ensuring a holistic and comprehensive introduction for all new colleagues.

In 2024–25, SHCC strengthened a cohesive, evidence-informed staff development ecosystem aligned with our mission. Teachers were supported to mentor diverse learners, promote student well-being, and embed Canossian Values Education, while new colleagues received comprehensive induction. School-wide and QSIP-supported programmes—spanning peer lesson observation, targeted KLA workshops, crisis management, legal literacy, well-being, and middle-leadership training—achieved strong participation and positive impact, with most activities rated useful by over 90% of staff. Teacher-led learning communities further deepened sharing of practice in Values Education and learner diversity. Collectively, these initiatives enhanced instructional quality, leadership capacity, and a collaborative culture that benefits all students.

## List of Staff Development Programmes in 2024-25

Date	Event	Participants
2024/08/21	New Staff Induction 1: New Staff Orientation	New Teachers 2024-25
2024/08/26	Sharing on legal issues by Prof Albert So	All Teachers
2024/08/26	Voice care workshop	All Teachers
2024/08/26	Catering for learner diversity - Practical strategies	All Teachers
2024/09/04	New Staff Induction 2: Appraisal and Support at SHCC	New Teachers 2024-25
2024/09/05	KLA-based workshop	PSHE KLA
2024/09/09	KLA-based workshop	Sci KLA
2024/09/13	KLA-based workshop	Chi KLA, Eng KLA and Math KLA
2024/09/25	New Staff Induction 3: Positive Education	New Teachers 2024-25
2024/10/18	New Staff Induction 4 (self-learning mode): E-learning and teaching tools	New Teachers 2024-25
2024/10/19	Secondary Sector - New Teachers' Orientation (Theme: A Canossian Educator)	New Teachers 2024-25
2024/10/22	New Staff Induction 5: Test and Exam, WebSAMS	New Teachers 2024-25
2024/12/11 - 2024/12/13	L&T Expo 2024	All teachers
2024/12/16	Making use of lesson observation to facilitate departmental improvement	HoDs
2025/01/20	New Staff Induction 6: Meeting Parents	New Teachers 2024-25
2025/02/17	Workshop on Immediate Crisis Management	All Teachers
2025/02/17	Sharing on Canossian Values Education in the lessons	All Teachers
2025/02/17	Well-being Programme	All Teachers
2025/07/11	Internal dissemination of successful experience	All Teachers



## XI. Financial Summary

*School's annual financial position in 2024-2025 (as at 31 August 2025)*

<b><u>FINANCIAL REPORT FOR 2024-2025 (EOEBG)</u></b>		
<b>Programme Item</b>	<b>Total Allocation (HK\$)</b>	<b>Total Expenses (HK\$)</b>
<b>Premises</b>	2,658,040.00	2,516,937.58
<b>Administration</b>	5,606,092.40	5,550,599.56
<b>Curriculum</b>	975,546.00	460,954.22
<b>Pastoral Care</b>	1,926,276.00	657,953.95
Total	11,165,954.40	9,186,445.31
% Spent		<b>82%</b>

<b>EOEBG Income 24-25 (HK\$)</b>	<b>77,552,986.54</b>
<b>EOEBG Expenditure 24-25 (HK\$)</b>	<b>76,128,742.57</b>

## XII. Report on the use of Specific Grants

*School's annual financial position in 2024-2025 (as at 31 August 2025)*

### 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	17,000.00
Chinese Language	Hiring one supply teacher	505,440.00
Chinese Language	Hiring tutors for tutorial classes	24,000.00
	<b>Total</b>	<b>546,440.00</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\$90106.12 (as at 31 August 2024)**

**Grant in the Year 2024-2025: HK\$126,000.00**

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Poetry Writing Workshop	S4-S5	8,000.00
English Language	SCMP Creating a Podcast	S4-S5	22,400.00
Mathematics	Dual Programme —MATH HKUST x2	S5-S6	10,000.00
	Gifted Math Olympiad course	S4	1,671.40
	Gifted Math Competition	S4-S5	250.00
Science	Genetic engineering-DNA Stream	S4-S5	19,200.00
	Innohealth Cup Competition	S4-S5	400.00
PSHE	Provision of the Story of Kowloon Walled City Tour	S5	5,550.00
Intellectual Development	Tai Kwun Theatre	S4-S5	3,661.00
	Subsidise gifted students to join local or overseas programmes	S4 to S5	43,000.00
	Subsidise gifted students to join Extended learning week	S4	2,000.00
	Subsidise gifted students to join Antarctica trip	S5	30,000.00
Aesthetic	World Choir Games	S4 to S5	33,440.00
		<b>Total</b>	179,572.4
		<b>Current-year Balance</b>	<b>36,533.72</b>

**Closing Balance: HK\$ 36,533.72**

### 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:	\$33,400.00
B	Expenditure in the Current School Year:	\$12,600.67
C	Unspent Amount to be Returned to the EDB (A – B):	\$20,799.33

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

Category	Number of Student Beneficiaries	Subsidised Amount (HK\$)
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	9	\$4,500.00
Meeting the school-based financially needy criteria	4	\$8,100.67
<b>Total</b>	<b>13</b>	<b>\$12,600.67</b>

#### III. Details of expenses

A. 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
1. <b>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)	7	3,900.00			✓		
2	Western Instrumental Classes	Arts (Music)	4	5,400.00			✓		
3	Sports Training	Physical Education	1	2,000.00			✓		
Expenses for Category 1			12	11,300.00					
2. <b>Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	S4 Extended Learning (Beijing)	S4 Extended Learning	1	1,300.67	✓				
Expenses for Category 2			1	1,300.67					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
Expenses for Category 3			0	0.00					
Total			13	12,600.67					

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 38 (including A. 1 CSSA recipients, B. 24 SFAS full-grant recipients and C. 13 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	9	1	80%	9/2024 – 8/2025	18,395.00	Attendance Records and Teacher’s observation
Western Instrument Classes	0	5	4	86%	9/2024 – 8/2025	16,335.50	Attendance Records and Teacher’s observation
Dance Classes	0	0	0	N.A.	N.A.	0.00	Attendance Records and Teacher’s observation
Sports Training	0	5	3	100%	4/2025	500.00	Attendance Records and Teacher’s observation
S3 Outward Bound Programme	0	2	1	100%	4/2025	5,500.00	Attendance Records and Teacher’s observation
S4 Extended Learning Programme	1	3	4	80%	9/2024 – 8/2025	18,141.22	Attendance Records and Teacher’s observation
Total no. of activities: 6							
@No. of man-times	1	24	13		Total	58,871.72	
**Total no. of man-times	38						

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	55,000.00
Self-acceptance Workshop	S1 & S2	5,987.81
English Language Enhancement Programme	S1 to S3	28,800.00
Mathematics Academic Enrichment Programme	S1 to S3	57,600.00
Mathematics Adventure Programme	S1 to S3	21,728.60
Self-care and Relaxation Programme	S1 to S3	1,667.80
Career and Life Planning Workshop	S1 to S4	17,574.00
Social Skills Workshops	S1 to S4	17,800.00
Chinese Language Enhancement Programme	S1 to S5	52,050.00
Academic Skills Enhancement Programme	S1 to S6	34,920.00
After-school Tutorial Programme	S1 to S6	46,600.00
Personal Grooming, Skin Care and Makeup Workshops	S2 to S5	11,500.00
Animal-assisted Wellness Programme	S3 to S5	13,950.00
Wellness and Counselling Programme	S3 to S5	30,800.00
Expressive Arts Therapy Workshop	S5	13,500.00
Individual Learning Support Programme	Applicable Students	15,270.90
Staff Development Programme	Students, Parents & Teachers	197.20
School-based Mental Health Support Service		120,000.00
School-based Psychological Counselling Service		98,000.00
Total		642,946.31
Accumulated surplus by the end of this school year		136,160.08

## 6. Life-wide Learning Grant

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

1.1 Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
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	09/2024-07/2025	S1-5	100	Student reflections, Portfolio	25,838.00	E1, E5	A1,A2
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	02/2025	S2	180	Performance Assessment	16,300.00	E1, E2	A1,A2
3	Competition Fee  To encourage students to widen their horizons as well as to improve their Chinese writing skills.	Language and Cultural Immersion	09/2024-07/2025	S1-5	5	Performance Assessment	2,860.00	E6	A1,A2

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
4	筲箕灣文學散步 提升學生的文化素養，加強她們對文學作品的鑒賞能力及提升寫作興趣	Language and Cultural Immersion	11/2024	S4-6	27	Student reflections	4,500.00	E1	A2
5	出版中六文集 總結中六學生的創作成果，向全校推廣創作風氣	Language and Cultural Immersion	08/2025	S1-6	9	Observation & Documentation	3,356.00	E9 (Publication of books)	A2
6	165th Anniversary Eucharistic Celebration To commemorate the school's 165th anniversary and foster spiritual growth and community unity.	Religious / Moral and Civic Education	04/2024	S1-6	88	Observation & Documentation, Student reflections	222.00	E1, E2, E7	A1,A3
7	Inter-class Dance Competition To build class spirit and showcase creativity through dance performances.	Arts & Culture	09/2024-08/2024	S1-6	40	Observation & Documentation, Student reflections	7,645.00	E1, E2	A1,A4
8	Dance Course To develop technical dance skills and foster appreciation for performing arts.	Arts & Culture	09/2024-08/2025	S1-6	40	Post-event Evaluation Meetings, Performance Assessment	28,000.00	E2, E5, E6	A1,A4
9	Schools Dance Festival To encourage artistic expression and teamwork through participation in a dance festival.	Arts & Culture	03/2025	S1-6	40	Observation & Documentation	15,476.70	E2, E5	A1,A4

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
10	Company Visit - Colour Brown Concepted Limited  To invite a coffee shop pioneer to conduct a sharing session on entrepreneurship for our students and let them to experience being a barista during the event.	Entrepreneurship Education	03/2025	S4	23	Survey, Student reflections	5,350.00	E2, E6	A1,A2,A5
11	Company Visit: The Mills and the Financial Education Hub  To provide guided tours for students focused on innovative cultural and industrial heritage initiatives, and to learn financial management through games in the Financial Education Hub.	Entrepreneurship Education	05/2025	S4	31	Survey, Student reflections	1,550.00	E1, E2	A1,A2
12	Company Visit: HKMA  To explore the history of banking and learn about the insurance mechanisms related to Hong Kong currency.	Entrepreneurship Education	05/2025	S5	25	Survey, Student reflections	600.00	E2	A1,A2
13	Coaching Fee: English Debating Team  To develop crucial skills like critical thinking, public speaking, research, foster teamwork, confidence, and a deeper understanding of complex issues from multiple viewpoints.	Language and Cultural Immersion	12/2024-06/2025	S2-5	20	Post-event Evaluation Meetings, Observation & Documentation	12,650.00	E5	A1,A2,A5



No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
14	S4 Field Trip to Hoi Ha Wan  To learn more the coral reef restoration programme organised by the World Wide Fund For Nature Hong Kong Geography.	Environmental Education	09/2024	S4-5	34	Survey	900.00	E2	A1,A2
15	S5 Field Studies Camp at Cheung Chau  To gain first-hand experience in conducting fieldwork for enquiry studies of Geography.	Environmental Education	10/2024	S5	13	Survey	597.00	E1	A1,A2
16	Visit to Subdivided Flats  To allow students to better understand the life of the residents of subdivided flats and learn more about the community in To Kwa Wan so as to develop their empathy with the disadvantaged groups	Community Engagement	04/2025	S2	30	Student reflections	2,100.00	E2	A1
17	Joyful Fruit Day  To promote healthy eating habits, environmental awareness, and responsible lifestyle choices through an engaging, cross-disciplinary initiative co-organised by the Home Economics Department, Green Torch, and Health Education Team.	Environmental Education	05/2025	S1-6	911	Observation & Documentation	4,630.00	E2, E7	A1,A5

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
18	Math Enrichment Programme (local and non-local)  To enhance students' skills and positively influence the school's learning atmosphere through shared knowledge and enthusiasm among participating students.	STEM Education	10/2024	S1-6	911	Student reflections, Performance Assessment, Learning Artifacts	13,345.62	E1, E5	A2
19	HIMES - Hong Kong International Music Education Symposium 2024  To showcase the musical talents of the school choir while nurturing a sense of citizenship among its members.	Arts & Culture	10/2024	S3-5	20	Student reflections	550.00	E2	A1,A4
20	77th Hong Kong Schools Music Festival  To highlight the artistic achievements of each school music team through public performance.	Arts & Culture	10/2024-03/2025	S1-5	100+	Performance Assessment	41,433.90	E1, E2, E7	A4
21	Hong Kong Inter-school Choral Festival 2024  To present the school choir's musical accomplishments and provide opportunities for students to learn from choral experts.	Arts & Culture	10/2024	S1-5	100+	Performance Assessment	4,434.04	E1, E2, E7	A4

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
22	Christmas Carolling at Canossa Hospital To feature the school choir's talents while promoting compassion and service through performances for the underprivileged.	Arts & Culture	12/2024	S3-5	20+	Student reflections	750.00	E2	A1,A3,A4
23	Joint Schools Music Competition (JSMA) To celebrate the musical contributions of each school music team in a collaborative and inclusive setting.	Arts & Culture	12/2024-05/2025	S1-5	80+	Performance Assessment	5,940.00	E1, E2, E7	A4
24	Inter-house Cheering Song Writing Competition To provide a platform for students to develop their music talents and creativity.	Arts & Culture	05/2025	S1-6	40+	Student reflections	4,677.20	E7	A1,A2,A4
25	Joint Schools Music Exchange (Post-Exam Activities) To facilitate learning opportunities through collaboration with partner schools and renowned musicians or conductors.	Arts & Culture	07/2025	S1-5	40+	Student reflections	4,056.00	E2, E7	A4

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
26	Instrumental Training Scheme (2024-25)  To offer accessible opportunities for students to learn musical instruments and promote inclusive music education.	Arts & Culture	08/2025	S1-5	150+	Portfolio	53,000.00	E6	A4
27	School Orchestra  To deliver structured orchestral, chamber, and ensemble training for students with advanced musical aptitude.	Arts & Culture	09/2024-05/2025	S1-5	80+	Student reflections	91,900.00	E5, E7	A4
28	Chinese Orchestra  To provide systematic Chinese ensemble training for musically gifted students, preserving cultural heritage through performance.	Arts & Culture	09/2024-05/2025	S1-5	20+	Student reflections	33,120.00	E5, E7	A1,A4
29	S1 School Culture Days  To foster students' appreciation of music and dance, alongside the conservation of historical and cultural artefacts.	Arts & Culture	09/2024-11/2024	S1	197	Student reflections	8,980.00	E2	A1,A4
30	2025 World Choir Festival - Hong Kong  To showcase the school choir's musical excellence through meaningful public engagement.	Arts & Culture	07/2025	S3-5	50+	Performance Assessment	4,880.00	E1, E2	A4

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
31	Workshops on Revitalisation of historic building in Hong Kong  To acquire project, application, integration and problem-solving skills including Design Thinking as they exercise their creativity, respect and empathy.	Community Engagement	09/2024-04/2025	S2	66	Post-event Evaluation Meetings, Performance Assessment, Learning Artifacts	8,136.00	E2, E5, E7	A1,A2
32	Outward Bound  To foster physical development of the students, promote sportsmanship and nurture students' curiosity	Sports & Physical Development	04/2025	S3	120	Observation & Documentation, Student reflections	216,693.40	E1, E2	A1,A4
33	Sports Training Programmes  To provide key development for the school sports teams	Sports & Physical Development	09/2024 - 08/2025	S1-6	300	Post-event Evaluation Meetings, Performance Assessment	231,544.40	E2, E5, E6	A1,A4
34	Swimming Lessons and Swimming Training  To provide swimming training for S3 students and team members	Sports & Physical Development	09/2024 - 08/2025	S3-5	150	Observation & Documentation	41,305.20	E2, E5	A1,A4
35	Talk for the Shaw Prize in Astronomy 2024  To offer students a unique opportunity to engage with leading experts in the field, inspiring deeper interest and pursuit of further studies in astronomy.	STEM Education	11/2024	S4-5	36	Survey, Student reflections	1,300.00	E2	A1,A2

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
36	電影欣賞 - 哪吒之魔童鬧海 為提高學生對學習普通話和中國傳統文化的興趣，學校將為中一至中三級同學安排一場電影欣賞會。	Language and Cultural Immersion	03/2025	S1-3	115	Student reflections, Learning Artifacts	9,120.00	E1, E2	A1,A2
37	Workshops and talks by artists on creativity and skills training (Picture Book Creation workshops - 4 sessions) To broaden students' exposure to diverse art forms and provide foundational skills training through artist-led workshops, including a four-session Picture Book Creation programme.	Arts & Culture	03/2025	S1-5	50	Observation & Documentation, Student reflections, Learning Artifacts	5465.08	E5	A4
38	Extended learning in Art (Art exhibition visit, Art Club Workshop, School decoration) To enrich students' appreciation of art through exhibition visits, creative workshops, and school-based decoration projects that foster enjoyment and engagement in visual arts.	Arts & Culture	09/2024-05/2025	S1-5	100	Observation & Documentation, Student reflections, Learning Artifacts	6825.77	E1, E2, E7	A4
39	Course for video production To equip students with essential camera operation and video editing skills for effective storytelling.	Experiential Learning	10/2024	S2-5	15	Student reflections	8,500.00	E5	A4,A5

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
40	Life Planning Talk (S1: Dreams) To encourage them to pursue their dreams.	Careers and Life Planning	09/2024	S1	198	Observation & Documentation	2,600.00	E5	A2,A5
41	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	10/2024	S2	171	Observation & Documentation	2,600.00	E5	A5
42	Career Navigation + HR Ask and Quick Answers Test  To enable students to reflect on their personal strengths and work values so that they have a glimpse of their career inclination; and to prepare and sit for a mock job interview to understand HR's considerations of a potential candidate.	Careers and Life Planning	01/2025	S4	125	Survey	36,750.00	E1	A2,A5
43	Career Live To let students explore different workplace settings and work nature of different careers.	Careers and Life Planning	04/2025	S5	133	Survey, Post-event Evaluation Meetings, Observation & Documentation	30,833.00	E1	A2,A5

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
44	Visit to University Fair at Wah Yan Hong Kong To enable students to plan for post-secondary education at Hong Kong or overseas	Careers and Life Planning	09/2024	S4-6	30	Survey, Post-event Evaluation Meetings, Observation & Documentation	800.00	E2	A2,A5
45	COA MyFirst Choice To prepare students for informed decision making about their electives	Careers and Life Planning	05/2025	S6	40	Survey, Observation & Documentation, Student reflections	2,230.00	E7	A2,A5
46	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	06/2025	S6	113	Survey	4,750.00	E5	A2,A5
47	Career Tours to GBA and Xinjiang To expose students to employment opportunities and the future job market in different parts of China	Careers and Life Planning	07/2025	S4-5	40	Observation & Documentation, Student reflections	418.40	E9 (Private room Fee)	A5
48	Young Financial Planners To help establish students' understanding of being responsible for her family and how choices can affect their quality of life.	Careers and Life Planning	04/2025	S2	171	Survey, Post-event Evaluation Meetings, Observation & Documentation	13,000.00	E1	A2,A5



No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
49	S4 Catholic Formation Day  To nurture spiritual growth, promote Catholic values, and engage students in faith through discussions and activities that encourage reflection, participation, and moral development.	Religious / Moral and Civic Education	11/2024	S4 (Catholic)	32	Observation & Documentation, Student reflections	836.20	E1	A1
50	S1 Instruction Class  To nurture spiritual growth, promote Catholic values, and engage students in faith through discussions and activities that encourage reflection, participation, and moral development.	Religious / Moral and Civic Education	09/2024	S1 (Catholic)	54	Observation & Documentation, Student reflections	731.90	E8	A1
51	S2 Catholic Formation Day  To nurture spiritual growth, promote Catholic values, and engage students in faith through discussions and activities that encourage reflection, participation, and moral development.	Religious / Moral and Civic Education	11/2024	S2 (Catholic)	38	Observation & Documentation, Student reflections	1,200.00	E2	A1
52	Monthly Mass  To build community through shared worship, foster spiritual reflection, and promote gratitude, character development, and mindfulness rooted in Catholic teachings.	Religious / Moral and Civic Education	01/2025	S1-5 (Catholic)	200	Observation & Documentation, Student reflections	700.00	E9 (venue & lecture fees)	A1

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
53	Easter Celebration  To celebrate Easter's message of renewal through creative expression, deepen faith understanding, and encourage generosity via charitable acts and themed activities.	Religious / Moral and Civic Education	04/2025	S1-5	800	Observation & Documentation, Student reflections	1,156.30	E9 (venue & lecture fees)	A1
54	Media Education Talk  To help students equip with the skills and improve their attitudes about information literacy.	Religious / Moral and Civic Education	10/2024	S4-5	240	Survey	4,800.00	E1	A1
55	Workshop of understanding local culture  To provide an opportunity for students to relax and enjoy the cultural artwork which are related to the local culture and history.	Religious / Moral and Civic Education	04/2025	S2	30	Survey	2,130.00	E1	A1
56	Workshop on studying endangered species in China  To allow students understand the challenges faced by the endangered species and the conservation work.	Religious / Moral and Civic Education	07/2025	S4	60	Survey	5,600.00	E1	A1

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
57	Flag hoisting training To train students the proper procedures, skills and attitudes for flag hoisting ceremony.	Religious / Moral and Civic Education	07/2025	S1-4	10	Performance Assessment	4,000.00	E5	A1,A2
58	Visit to Medical Museum (transportation) To allow students understand the local medical history and enhance their sense of belonging.	Religious / Moral and Civic Education	05/2025	S5	20	Survey	600.00	E1	A1,A2
59	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.	Religious / Moral and Civic Education	10/2024-05/2025	S2-6	46	Survey, Student reflections	8,700.00	E1, E2	A3
60	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.	Religious / Moral and Civic Education	11/2024-04/2025	S4	130	Student reflections, Portfolio	6,088.38	E7	A3
61	S1 Service Learning Programme To develop students' positive value and caring mindsets through volunteering from a young age.	Religious / Moral and Civic Education	10/2024-04/2025	S1	198	Survey, Student reflections	16,200.00	E2, E6	A3

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
62	Students' participation in service project outside school  To empower students to be committed self-directed organiser and learner by joining service project outside school.	Religious / Moral and Civic Education	03/2025-04/2025	S4	6	Observation & Documentation, Student reflections	17,039.30	E7	A3
63	Guidance Prefects Training  To enhance mission heart, leadership and communication skills of participants.	Leadership Development	09/2024	S3-5	30	Survey	9,593.84	E5	A1
64	Guidance and Small Sisters Overnight Camp and social gathering  To enhance bonding and team spirit of participants, facilitate life reflection and goal setting.	Community Engagement	11/2024	S1, 3-5	60	Survey	10,609.30	E1	A1
65	Adaptation activities for pre-S1 students  To facilitate students' adaption of secondary school life.	Community Engagement	08/2025	Pre-S1	140	Observation & Documentation	1,080.00	E1	A1
66	Form Assembly of S1-S6  To enhance students' mental well-beings.	Community Engagement	09/2024	S1-6	872	Survey	6,900.91	E1	A1
67	Small Group Workshop and Interesting Exposure  To enhance students' communication and stress management skills.	Community Engagement	02/2025	S1-6	872	Observation & Documentation	1,027.40	E1	A1

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
68	S1 Growth Programme To enhance bonding and team spirit among S1 students.	Community Engagement	01/2025	S1	198	Survey	483.50	E1	A1
69	S2 Adventure Challenge & Self-discovery To enhance resilience, perseverance, self-identity and self-acceptance of S2 students.	Community Engagement	04/2025	S2	170	Student reflections	48,076.00	E5	A1
70	Drama Training Workshops To cultivate students' skills in drama and to prepare for the performance in the Hong Kong School Drama Festival and Inter-house Drama Competition.	Arts & Culture	09/2024-03/2025	S1-5	50	Post-event Evaluation Meetings, Observation & Documentation, Performance Assessment	42,540.00	E5	A1,A4
71	Inter-house Drama Competition To nurture students' interest, skills and appreciation in drama.	Arts & Culture	07/2025	S1-6	872	Post-event Evaluation Meetings, Performance Assessment	18,000.00	E1	A1,A2,A4
72	The 25th Wofoo Millennium Entrepreneurship Programme (MEP) To develop students' entrepreneurial mindset, creativity, and teamwork through experiential learning and real-world business challenges.	Entrepreneurship Education	01/2025	S4-5	25	Performance Assessment, Learning Artifacts	2,400.00	E1	A1,A2, A3,A5

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
73	AI in Digital Marketing bootcamp To equip students with knowledge of the digital marketing landscape and the essential skills needed to build an e-commerce venture.	Entrepreneurship Education	08/2025	S2-5	32	Performance Assessment, Learning Artifacts	48,000.00	E6	A2,A3,A5
74	Cultural Tour: the Story of Kowloon Walled City To understand the social and urban transformation of Hong Kong.	Community Engagement	10/2024	S5	10	Post-event Evaluation Meetings	1,880.00	E1, E2	A1,A2
75	Cultural Tour: Globalisation in Tsim Sha Tsui To understand the social and urban transformation of Hong Kong.	Community Engagement	11/2024	S3	16	Post-event Evaluation Meetings	5,550.00	E1, E2	A1,A2
76	Cultural Experience & Tour: Tai Kwun Courtroom Theatre -Bondservant To learn about Hong Kong's history and enhanced their critical thinking and communication skills.	Community Engagement	03/2025	S3	9	Student reflections	1,939.00	E1, E2	A1,A2
77	Cultural Experience & Tour: Tai Kwun Courtroom Theatre - Child Hawker To learn about Hong Kong's history and enhanced their critical thinking and communication skills.	Community Engagement	04/2025	S1-2	26	Student reflections	5,600.00	E1, E2	A1,A2

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
78	Course on Creating a Podcast (by South China Morning Post Publisher)  To gain insight into podcasting, define their positioning, create engaging content, conduct accurate research.	Experiential Learning	07/2025	S3	4	Post-event Evaluation Meetings	11,200.00	E1	A1,A2
79	Visit to Mil Mill  To be more aware of environmental protection and learn more about recycling.	Environmental Education	10/2024	S1-3	30	Observation & Documentation, Student reflections	5,240.00	E1, E2	A1,A5
80	S1 Green Education Day - Activities Week (Mil Bus)  To be more aware of environmental protection and learn more about recycling.	Environmental Education	04/2025	S1-6	860	Survey, Post-event Evaluation Meetings	4,800.00	E1	A1
81	Low Carbon Week - green talk  To create an opportunity for students to revisit the topic of recycling and learn to become a thoughtful citizen.	Environmental Education	20/2025	S1-6	860	Survey	2,357.00	E1	A1
82	Promotion of international Green Day  To provide an opportunity for students to learn about the effect of human activities on animals and to remind students of healthy lifestyle.	Environmental Education	05/2025	S1-6	860	Observation & Documentation	687.20	E1	A1

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
83	Chinese Herbal 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	01/2025	S1-5	10	Observation & Documentation, Student reflections, Performance Assessment	32,000.00	E6	A1,A5
84	Form Assembly (S1): 動漫與電玩的錯誤性觀念  To educate students about male and female body boundaries which they should set to protect themselves from unwanted or uncomfortable interactions.	Religious / Moral and Civic Education	10/2024	S1	198	Survey	1,000.00	E5	A1
85	Form Assembly (S2): 網絡陷阱  To educate students about male and female body boundaries which they should set To protect themselves from unwanted or uncomfortable interactions.	Religious / Moral and Civic Education	02/2025	S2	171	Survey	1,000.00	E5	A1
86	Form Assembly (S3): 沉迷打機：逃出「升呢」的地獄  To enable students to understand the relationship between their health and their growth.	Religious / Moral and Civic Education	10/2024	S3	132	Survey	1,100.00	E5	A1



No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
87	Form Assembly (S4): 認識性騷擾  To educate students about male and female body boundaries which they should set to protect themselves from unwanted or uncomfortable interactions.	Religious / Moral and Civic Education	03/2025	S4	131	Survey	1,000.00	E5	A1
88	Form Assembly (S5): 愛情價值觀：即食愛情和承諾愛情  To educate students about male and female body boundaries which they should set to protect themselves from unwanted or uncomfortable interactions.	Religious / Moral and Civic Education	11/2024	S5	133	Survey	1,100.00	E5	A1
89	Form Assembly (S6): 大專的挑戰  To educate students about male and female body boundaries which they should set to protect themselves from unwanted or uncomfortable interactions.	Religious / Moral and Civic Education	10/2024	S6	113	Survey	1,100.00	E5	A1
90	S1 Activities Week: Green Education Programme (by Green Torch)  To maintain students' mental wellbeing by designing and making their own aroma stone	Environmental Education	04/2025	S1	194	Observation & Documentation	36,398.50	E1	A1,A4

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
91	S2 Activities Week: Movie Appreciation Session (by Chinese Culture Club)  To provide an opportunity for students to understand more about Chinese history and culture.	Arts & Culture	04/2025	S2	170	Observation & Documentation	2,000.00	E8	A1
92	Post-exam Activity: S1 Media Literacy Workshop  To equip students with essential skills for navigating today's digital world.	Careers and Life Planning	07/2025	S1	194	Observation & Documentation	49,900.00	E1	A1,A2
93	Company Visit to Hong Kong Mall (S3)  To introduce innovative business models and offer hands-on KOL experiences, enhancing students' understanding of e-commerce and influencer marketing dynamics.	Environmental Education	07/2025	S3	60	Observation & Documentation	2,200.00	E2	A1
94	Campus Tour Training Workshop  To facilitate the hospitality skills among student leaders, empowering them to cordially welcome guests and visitors and introduce the history and values of our school to them.	Leadership Development	10/2024	S1-5	21	Observation & Documentation	16,000.00	E1	A1

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
95	Inter-divisional competition (transportation)  To help students equipped with the skills and attitudes for uniform inspection and foot drill.	Leadership Development	09/2024	S3-5	14	Observation & Documentation	950.00	E2	A1
96	Post-exam Activity: S2 Movie Appreciation Session (Four Trails)  To highlight the splendor of Hong Kong's trails and the determination of its runners.	Environmental Education	07/2025	S2	170	Observation & Documentation	14,880.00	E1	A1,A4
<b>Sub-total of Item 1.1</b>							1,480,887.44		

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons

No.	Brief Description and Objective of the Activity	Domain	Date	Target Level	No. of participants	Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Category of the Activity^
1	World Scholar's Cup 2024: Tournament of Champions  The competition was the finale of the year-round competitions in which the winners of all global rounds gathered at Yale University to engage in debate, collaborative writing, and academic contests. It was also an opportunity to gather all young scholars from all over the world to meet and share knowledge.	Language and Cultural Immersion	11/2024	S5	6	Performance Assessment	76,594.25	E1, E2, E3, E5, E6	A1,A2,A5
2	S4 Extended Learning Week 2025  To broaden S4 students' horizons through global study tours exploring diverse cultures, religions, and service opportunities, fostering deeper global awareness and national identity.	Experiential Learning	04/2025	S4	125	Student reflections	141,627.31	E3, E4	A1,A2,A3, A4,A5
3	Extended Learning Programmes (Outbound)  To enrich students at all levels with global exposure by engaging them in outbound study tours, thereby enhancing cultural understanding and academic growth.	Experiential Learning	07/2025	S1-6	20	Post-event Evaluation Meetings	347,115.22	E1, E2	A1,A2, A4,A5
<b>Sub-total of Item 1.2</b>							565,336.78		

**^Category of the Activity**

A1 Values Education / A2 Intellectual Development / A3 Community Service / A4 Physical and Aesthetic Development/ A5 Career-related Experiences

<b>Code for Expenses</b>			
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 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Items & Purposes	Domain	Actual Expenses (\$)
1	Trophies: Debating Competition To recognise the student's efforts and reward them for it.	Language and Cultural Immersion	500.00
2	Chinese Instruments To support the development of the Chinese Orchestra	Arts & Culture	38,140.00
3	Western Instruments To support the development of the School Orchestra	Arts & Culture	51,401.80
4	Equipment: Video broadcast/shooting/editing To enhance students' learning by acquiring advanced video broadcast, shooting, and editing equipment, fostering practical skills in multimedia production and storytelling	Experiential Learning	15,716.70
5	Printing: PBL Poster Presentation To enhance the social awareness and presentation skill of students.	Community Engagement	156.48
6	SIM cards: One-day Study Tour to Shenzhen (S3) To procure SIM cards for teachers accompanying students on the tour	Language and Cultural Immersion	72.00
7	Insurance: One-day Study Tour to Shenzhen (S3) To procure travel insurance for teachers accompanying students on the tour	Language and Cultural Immersion	464.10
8	Transportation for School Picnic To subsidize school bus fees for students attending the school picnic.	Community Engagement	809.00
9	Transportation for Catholic Teacher Formation To arrange transportation for teachers participating in the Catholic Teacher Formation programme.	Religious / Moral and Civic Education	1,700.00
10	Event expenditure of SHE Challenge 24/25 To purchase event banner, materials for board decorations, & other consumables on the School Fun Fair day, & prizes for the S.3 winning teams .	Entrepreneurship Education	1,071.43
<b>Expenses for Category 2</b>			110,031.51
<b>Expenses for Categories 1 &amp; 2</b>			2,157,255.73

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	865
Number of student beneficiaries:	865
Percentage of students benefitting from the Grant (%):	100%

## 7. Promotion of Reading Grant

Grant in the year 2024-2025: HK\$77,205.00

Balance brought forward 2025-2026: HK\$-14,309.69

Item	Amount (HK\$)
E-book Library	29,846.57
Library books, newspapers and magazines	29,752.82
OLE & Talks	19,100.00
Promotion consumables	6,115.30
Vouchers	6,700.00
<b>Total</b>	<b>91,514.69</b>

Evaluation:

- The Reading Grant was spent on enriching the variety of ebooks according to student interests and learning styles. This year, 1940 e-books were checked out with over 300 active patrons. Other purchases 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 meeting with an illustrator for more than 30 students from S2-5. 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 meeting with the illustrator engaging.
- With the funding, the school 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 make 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 (2024—2025)

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：由二零二四年九月至二零二五年八月，共一個學年。

津貼金額：(23-24 學年) \$81,629 + (24-25 學年) \$159,041，合共\$240,670

項目		費用 (\$)
1. 聘請額外教師 1 名 (開支不多於津貼金額的百分之 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>• 安排抽離課程，部分與常規教學配合，作出個別指導</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>	154,000.00
2. 購買教學資源或相關書籍	採購學與教資源，如 IGCSE/GCSE 等練習；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	/
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	2,000.00
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、彩虹書法班等</li> </ul>	18,118.00
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> </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>	0
合計		174,118.00

盈餘：陸萬陸仟伍佰伍拾貳圓正 (\$66,552.00)



## 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	44,200.00
	<b>Total</b>	<b>44,200.00</b>

## 10. Citizenship and Social Development Grant

Item	Amount allocated (HK\$)	Amount spent (HK\$)	Remarks
1. Developing or procuring relevant learning and teaching resources	5,000.00	800.00	Online teaching materials for S4 to S6
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	50,000.00	532.00	Subsidised teachers' outbound travel data cards in the CS China Study Tour
3. Organising school-based learning activities relating to the CS curriculum	-	-	
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. Others (please specify):	-	-	-
<b>Total</b>	<b>100,000.00</b>	<b>1,332.00</b>	

## 11. 姊妹學校計劃

姊妹學校：山東省濟南舜耕中學  
月

締結日期：2023年5

開展時間：二零二三年九月至二零二五年八月（第二個學年）

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	反思	來年建議
<p>本學年計畫以「STEAM」作交流主題：</p> <p><b>一、邀請舜耕校長及師生來校訪問</b></p> <ul style="list-style-type: none"> <li>邀請出席本校 165 週年校慶園遊會活動</li> <li>教師方面：雙方擬定教學範疇之交流，初步認識雙方在科學上的教學模式</li> <li>學生方面：雙方可進行直接交流，展示以往學生的作品，如科學科的專題習作，初步瞭解雙方在科學上的學習模式</li> </ul> <p><b>二、作視頻交流</b></p> <ul style="list-style-type: none"> <li>暫定在 2025 年 4 月本校活動週中進行</li> <li>可於本校專題研習匯報時，同步直播；或由舜耕中學師生提出問題或建議</li> <li>教師方面： <ul style="list-style-type: none"> <li>雙方進行實質交流，跟進初次會見的交流內容，如教學流程，展示科學作品的完成結果</li> </ul> </li> <li>學生方面： <ul style="list-style-type: none"> <li>雙方進行實質交流，交流製作科技作品的成效</li> </ul> </li> </ul> <p><b>三、山東濟南曲阜四天文化考察、舜耕中學交流團</b></p> <ul style="list-style-type: none"> <li>教師方面： <ul style="list-style-type: none"> <li>雙方擬定行政範疇的交流，如行程編排、住宿交通、安排學生會面之流程</li> </ul> </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>	<ul style="list-style-type: none"> <li>受內地來港審批程序所限，濟南舜耕中學的校長及師生未能獲批來港出席本校 165 週年校慶活動，實屬遺憾。</li> <li>由於活動週與濟南中考時間重疊，為免影響學生備考，雙方經溝通後決定取消原定的視頻交流環節。</li> <li>本校於 2025 年 7 月 6 日至 9 日，由梁凱欣老師及曾尉翔老師與 20 位中一至中三學生前往濟南舜耕中學進行交流。此次交流時間較往年延長一倍，活動內容包括文學研討、科普實踐，以及參觀當地名勝。是次交流不僅加深了兩校間的聯繫與互動。</li> <li>雙方學生在交流過程中深入了解了齊魯與香港的文化特色，並共同體驗了兩地在科學教育方面的發展與成果，獲益良多。</li> <li>參與交流的學生已於 2025 年 9 月 11 日向全校師生進行成果匯報，分享了此次濟南之行的所見所聞與寶貴的學習經歷。</li> </ul>	<ul style="list-style-type: none"> <li>建議每學年至少舉行一次互訪交流活動，以保持兩校之間的長期合作與聯繫。</li> <li>鼓勵兩地師生在交流活動後進行反思與討論，並彼此給予回饋，以深化交流的意義及學習成果。</li> <li>推動本校學生在科學研究方面的發展，並藉由交流機會觀察及分享彼此在科學實驗上的成果與經驗。</li> <li>除了與濟南舜耕中學締結為姊妹學校外，建議積極拓展更多姊妹學校，例如設有高中部或位於大灣區的學校，讓不同年級的學生皆有機會參與交流，進一步認識多元的內地文化，並強化姊妹學校合作的意義。</li> </ul>

津貼用途及開支：

項目	收入	支出
上學年餘額	\$58,209.00	
本學年撥款	\$165,439.00	
往山東濟南團費		\$123,277.35
學習活動及交流物資費用		\$2,915.60
收取每位學生\$2,000 旅費（共 20 人）	\$40,000.00	
學年總開支		<b>\$86,192.95</b>
餘額		<b>\$137,455.10</b>

## 12. One-off Grant for Mental Health at School

**The aims of the grant and/or feedback and follow-up actions from the previous school year (if any):**

1. Organising activities and programmes related to enhancing the mental health of students and teachers
2. Providing support services related to enhancing the mental health of students and teachers
3. Designing and producing school-based learning and teaching resources related to mental health
4. Purchasing items, furniture and equipment to enhance mental health of students and teachers

Area	Programme/ Implementation Strategy	Amount allocated (HK\$)	Amount spent (HK\$)
i. Organising activities and programmes related to enhancing the mental health of students and teachers	• Joyful Lunch Café (Pupil Ambassador Scheme on Positive Living)	9,200.00	9,198.00
	• Creative Drama Workshop	4,000.00	6,750.00
	• Happy Moments of Sacred Heartists (Class photos competition and student wellness programme)	4,500.00	2,826.80
	• Talk on “recovery with bipolar disorder” for S4 and S5 students	1,400.00	1,400.00
	• Love Project (student wellness programme)	7,300.00	6,867.20
	• Student Ambassador Activities (The Peer Power Student Gatekeeper Training Programme)	7,300.00	2,400.00
	• Stress Relief Art Workshop	4,800.00	4,800.00
	• “Frost and Freeze” whole school program	1,853.93	1,853.93
ii. Providing support services related to enhancing the mental health of students and teachers	• Staff development programme	9,000.00	9,000.00
iii. Designing and producing school-based learning and teaching resources related to mental health	• Purchasing relevant books and teaching tools	4,000.00	1,779.20
iv. Purchasing items, furniture and equipment to enhance mental health of students and teachers	• Refurnishing the Parlour to a more relaxing area for students to use	5,000.00	4,982.20
		51,700.00	51,893.35

\* Balance as at Aug 2024 is \$51,997.28. The School used \$51,893.35 in 2024-2025.

\* Total expenditure of the grant: \$59,897. Balance as at Aug 2025 is \$104

### 13. Report on the Use of the “One-off Grant for Mental Health of Parents and Students”

Our school / PTA has spent the grant on the following:

Area	Actual Expenses (HK\$)
<p>i. Organising parent-child or parent activities realting to promotion of the mental health of students and parents</p> <p>Details: In the 2024-25 school year, the Parent-Teacher Association organised four parent-child activities aimed at enhancing the mental health of both parents and students. These activities included a parent-child photography sharing, a parent-child skincare and makeup class, a parent-child coffee latte art course, and a parent-child flower arrangement class. Through these diverse activities, the goal was to strengthen the emotional bonds and understanding between parents and children.</p> <p>The photography course encouraged families to go outdoors for shooting, allowing them to enjoy the sunshine while improving their physical health. The skincare and makeup class taught participants the importance of skin health, which boosts self-image and confidence, ultimately enhancing overall mental well-being. The coffee latte art and flower arrangement classes provided relaxing opportunities to relieve stress, thereby improving psychological health.</p> <p>A total of 198 parents and students participated in these activities, which effectively strengthened the connections among family members and promoted overall family health and happiness.</p>	20,000.00
ii. Promoting information related to the mental health of students and parents, publication or providing resource platforms	0
iii. Providing training programmes or activities to equip parents with the knowledge and skills related to metal health	0
iv. Others	0
Total Expenditure	20,000.00
Unspent Balance	0

## 14. 「推廣中華文化體驗活動一筆過津貼」報告

### 1、範疇類別

1. 舉辦有關中華文化的科本及跨科組學生學習/體驗活動或講座
2. 舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽
3. 舉辦或資助學生參加本地文化考察或參觀活動
4. 發展有關中華文化的課程
5. 採購及發展中華文化學與教資源
6. 資助學生及隨團教師前往內地，參加學習中華文化的交流活動

## 2、報告內容

範疇類別	活動名稱/內容	活動目標	活動日期	對象	監察/ 評估	預算開支	負責部門	實際開支	備註
1、4	<b>書法班</b> 書法班為常規課程，邀請書法導師教授學生書寫楷書，	體現中國書法之美，達至陶冶性情之效。	全年	中一至中三學生(20人)	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> <li>學生作品</li> </ul>	\$8,000	中國語文教科組	\$9,819.43	其中 \$1,819.43 為材料費用
1、2	<b>漆扇活動工作坊</b> 中文學會幹事舉辦漆扇活動工作坊予校內學生及小學生。	透過活動，培養學生對中華文化的認識及舉辦文化推廣活動的技能，於校內及校外推廣中華文化。	2024年10月15、21及23日	中一至中五級(50人)及小學六年級學生(30人)	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$600	中文學會	\$0	已舉辦，但未有運用本津貼
1	<b>中國文化日—中一</b> 第一部分為一小時，設攤位遊戲讓中一級同學能親身體驗書法藝術、中國古代運動、品嚐民間小吃。第二部分約一小時，中一級同學將到禮堂欣賞皮影戲或雜技或中國武術或舞獅或變臉表演。	通過攤位遊戲、工作坊、表演藝術，弘揚中華文化，讓同學認識與體驗中國傳統飲食文化、運動與技藝。	2025年2月28日	中一全級學生	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> <li>統計學生參與率</li> </ul>	\$20,000	中國語文教科組	\$43,422	工作坊 \$32,650 舞獅表演 \$10,000
1	<b>中國文化日—中二工作坊</b>	通過工作坊，讓同學	2025年2月28日	中二全級學生	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$20,000	中國語文教科組	\$33,580	



範疇類別	活動名稱/內容	活動目標	活動日期	對象	監察/ 評估	預算開支	負責部門	實際開支	備註
	設兩小時工作坊，如：剪紙、迷你花牌設計、彩繪陶瓷等，先由導師介紹各項技藝的歷史和資訊，再教授當中的技巧，讓同學完成自己的作品。	體驗中國傳統技藝，傳承中華文化。							
1	唐朝妝髮服裝體驗工作坊	深化學生對唐朝社會的認識，並增加學生對國家、民族的認同感。	2025 年 3 月 7 日	中一學生（30 位）	<ul style="list-style-type: none"> <li>觀察學生反應</li> <li>統計參與人數</li> <li>學生填寫問卷</li> </ul>	\$8,000	中國歷史科科組	\$0	主辦團體未能安排當日活動。
1	現代詩遊戲工作坊：以遊戲形式教授學生創作新詩。	讓學生學習現代詩的特色，以培養學生創作興趣，並欣賞中國現代詩歌之美	2025 年 3 月 - 至 4 月	中四及中五選修中國文學的同學	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$2,500	中國文學科科組	\$0	由於選修單元已有新詩的教學，故未舉辦有關活動。
1	中華文化體驗課程	透過體驗式課程，讓學生學習及體驗，感受及欣賞中華文化，並提升他們對中華	2025 年 4 月	中二級學生	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$20,000	其他學習經歷組	\$0	中二學生未有空間參與活動。

範疇類別	活動名稱/內容	活動目標	活動日期	對象	監察/ 評估	預算開支	負責部門	實際開支	備註
		文化的興趣和認識。							
3	本地文化考察	透過本地文化考察，讓學生認識本地文化，並提升他們對本地文化的興趣和認識。	2025 年 4 月	中二級學生	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$10,000	其他學習經歷組	\$0	以粵目賞心——茶館劇場教育專場活動取代此活動。
1	義工服務 資助學會舉辦義工服務活動，例如藝術手工活動。	透過義工服務，實踐中華文化中的仁愛精神，以及向社區推廣中華文化。	2025 年 3-5 月	中一至中五級	<ul style="list-style-type: none"> <li>教師觀察</li> <li>學生回饋</li> </ul>	\$700	中文學會	\$0	已舉辦，但未有運用本津貼
總額：						\$86,821.43			

計劃以外所舉辦的活動項目

範疇類別	活動名稱/內容	活動目標	活動日期	對象	監察/ 評估	預算開支	負責部門	開支	備註
3	粵目賞心——茶館劇場教育專場	了解傳統粵劇文化	2025年 7月2日	中四及中五文學學生及中文學會會員	教師觀察 學生回饋	\$4,150	中國文學科	\$4,150	
5	文聯會會費	發展與中華文化相關之學與教資源	全學年	全校師生	教師觀察 學生回饋	\$ 200	中國語文科	\$200	
					總額：	\$4,350			
2024-2025 總額						\$91,171.43			

### 15. One-off Grant on Parent Education (Secondary) Report

Activity Name/Content	Objectives	Activity Date	Target	Monitoring/Evaluation	Budget	Actual Expenditure	Remarks
<b><u>Card Writing Activity</u></b> From 28–31 Oct, students use Homeroom Period or Homeroom Time after Morning Assembly to write a thank-you card for their parents. Content focuses on thanking parents and sharing feelings about the past two months of Form 1 life. Homeroom teachers may encourage small handmade gifts. On Parents' Night, teachers briefly introduce the activity; daughters present the cards in person, and parents take them home as keepsakes.	1. Promoting Practicing Virtues on Campus 2. Promoting Chinese Culture - Filial Piety	Oct 2024	S1 Students & Parents	▪ Card submission rate ▪ Teacher observation	\$300	\$285	

**End of Report**

**Sacred Heart Canossian College**  
**School Report 2024-2025**

Endorsed by  
the Incorporated Management Committee of  
Sacred Heart Canossian College

Sr Veronica Fok FdCC  
Chairman / School Supervisor  
on 4 November 2025