

*Learning with Commitment*

*Serving with Gratitude*

**School Report 2021 - 2022**

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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**

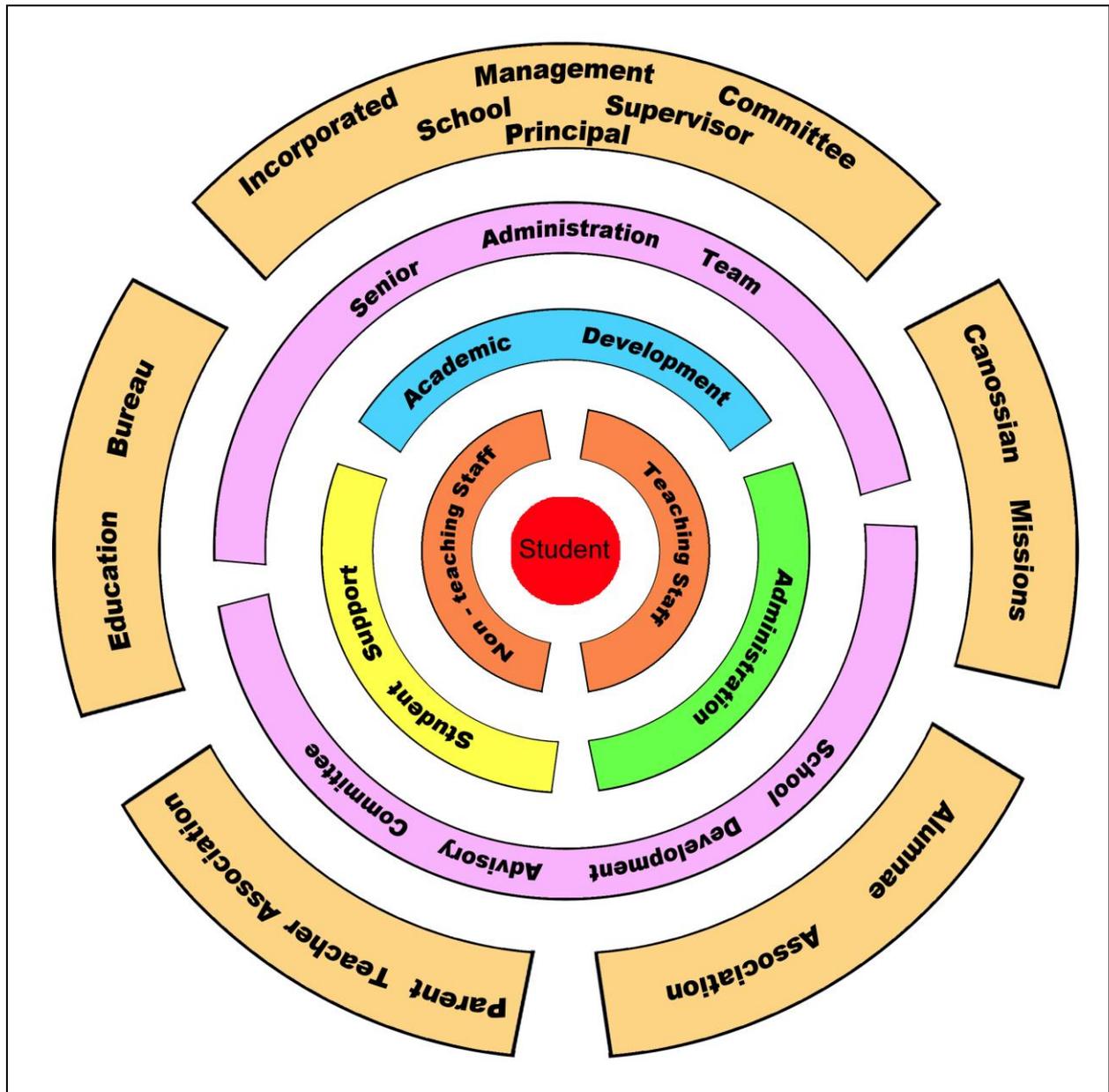
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong 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 (2021-2022)**

Sr Agnes Law	School Supervisor/ Sponsoring Body Manager
Sr Marie Remedios	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Mrs Lucilla Yip	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Mr Kenneth Law	Sponsoring Body Manager
Sr Veronica Fok	School Principal
Ms Leung Hoi Yan	Teacher Manager
Mr Ben Tam	Alternate Teacher Manager
Mr Tony Chong	Parent Manager
Mr Micky Fong	Alternate Parent Manager
Ms Josephine Tjia	Alumni Manager
Mrs Connie Lau	Independent Manager

# School Report 2021-2022

## I. Introduction

*Learning with Commitment*

*Serving with Gratitude*

The 2021-2022 academic year is another unusual one for the School. With deep gratitude, Sacred Heart Canossian College gives thanks to our Heavenly Father for the blessings He has been bestowing upon the school community this year.

The entire Hong Kong community has been hugely impacted by COVID-19, and the School is of no exception. We had a small number of students, staff members and their family members infected with the virus; but they soon recovered and resumed their normal lives. For this, we praise and thank the Lord because He has been giving us His protection. At the same time, the school community appreciates the support of different stakeholders such as the government, the Education Bureau, the School Sponsoring Body, different non-governmental organisations, our alumnae and parents. We thank them for their advice, donations of items such as face masks and rapid antigen test kits, as well as their sponsorship of air purifiers. The School is also indebted to all staff members who have been working incessantly to provide a clean and healthy campus for our students. They are always ready to carry out timely, enhanced cleansing and disinfection measures; not to mention providing additional assistance whenever special needs arise, like the daily checking of RAT results for all students. Their sense of responsibility and loyalty to their service have provided vivid examples for our students to follow.

Grooming students to be grateful value-driven young women is one of the key concerns of the School. Different departments and teams have been working together to let the core values of the School permeate both the formal and informal curricula. Students are always reminded to reflect on the values behind their thoughts and actions. Ample opportunities are also provided for students to practise making such reflections with the hope that self-reflection can become their habit. Based on the needs of youngsters today, the School will focus on helping students acquire an in-depth understanding of gratitude, responsibility and respect; as well as cultivate these qualities among them in the coming year.

Whole person development of students and their mental well-being have always been the main concerns of the School. After introducing the 24 character strengths in S1 home periods last year, ten lessons on the PERMA model of positive psychology were brought into S2 home periods this year. Even with constraints of the pandemic on student activities, the School continued to enhance the positive outlook of students through different channels such as sharing in morning assemblies, home periods and a range of mass programmes. Bearing in mind the importance of their mental well-being, attempts were made to introduce the idea of gatekeeper to students. Mental Well-being Ambassadors Training was offered to S2 students in the hope of enabling these student ambassadors to play a more

active role in helping their schoolmates adopt a positive outlook towards life. In addition to their own self, family is another critical factor in the development of students. Workshops on positive relationships covering self-compassion and positive parent-child relationship were organised for S1 to S3 parents.

At the same time, teams and departments also held various activities to help students shape positive outlooks. ‘繪出正向復元路’, a joint initiative of Fu Hong Society Sunrise Centre and our Visual Arts Department, is a notable example. In this picture book, students utilised their artistic talents and use of colours to depict the true stories of how four people recovered from mental illness with their character strengths. The service project became a valuable opportunity for our students to learn an impressive lesson from their interviewees on facing adversities.

Throughout the school year, both the teaching staff and students have strived their best to cope with changes and uncertainties brought by the pandemic. They have worked hard to minimise the negative impacts on their learning and teaching. Looking back, the pandemic turned out to be an invaluable opportunity for enhancing eLearning, setting the stage for the implementation of the ‘Bring Your Own Device’ (BYOD) policy. To help teachers better adapt to mixed-mode teaching, department-based workshops were conducted to help teachers use various eLearning apps with greater confidence and to engage teachers in collaborative eLearning lesson preparation. The implementation of BYOD in S1 allowed students to enhance their learning effectiveness with the use of modern technology. For a deeper understanding of BYOD, a workshop was organised in November 2021 for S1 parents to have a taste of eLearning. Cultivating a responsible attitude towards the use of information technology, a school-based information literacy framework was drafted at the end of the school year. It will be adopted as a reference to groom information literate Sacred Heartists in the coming academic year.

To strengthen roles and abilities of teachers as facilitators of learning, the School tap into different external resources. The English Language Department and the Mathematics Department took part in the Flipped Teaching Support Scheme organised by the Jockey Club ‘Flipped Learning’ Pilot Project in this academic year. Flipped learning was tried out in S2 English lessons and S3 Mathematics lessons. Teachers succeeded in creating an engaging classroom and helping students become self-directed learners with flipped learning tasks. In the second term, flipped teaching was further promoted in S1 Mathematics lessons. In addition to the endeavours of the English Language Department and Mathematics Department, the involvement of a language consultant in the Chinese Language Department has strengthened the effectiveness of Chinese Language teachers in teaching writing skills to senior secondary students.

At junior levels, the introduction of systems thinking and design thinking to S1 and S2 students this year have laid a good foundation for them to analyse issues and solve problems systematically. S2 project-based learning provided a platform for students to explore and apply what they have learnt. Students were encouraged to apply design thinking to projects on revitalisation of historic buildings in Hong Kong and a variety of STEM projects. Such an approach provides a framework to help

students solve problems. The whole initiative will be fine-tuned after evaluation and it is hoped that students will benefit further from learning these thinking skills in the coming year.

Apart from the above-mentioned efforts to enhance learning and teaching, the School also benefitted from the Focus Inspection of English Language Education conducted online by the Quality Assurance Division of the Education Bureau in February and March 2022. The overall performance of students in English Language was notable. The keen participation of students in English-related activities, alignment of the English Language Education programme with the school major concerns, appropriate implementation strategies, proper curriculum planning, integration of core values into the curriculum, effective learning and teaching, assessment and evaluation process, department management and teacher development were all well appreciated. At the same time, the Focus Inspection also opened up new possibilities for a better integration of the English Language and Drama curricula, as well as an enhancement of reflective learning and a greater student involvement in the evaluation process. The School is happy that the efforts of English Language teachers and students were acknowledged. The English Language Department would follow up on the recommendations from the inspection team to continue advancing English Language Education in school.

As teachers and students need to cope with changes in their learning and teaching, they also have to be flexible, resourceful and open-minded. Scheduled events kept changing due to the development of the pandemic. For instance, the Annual Athletics Meet became Sports Fun Day; and the school picnic was turned into a self-directed life-wide learning experience at Ocean Park. Some activities had to be rescheduled repeatedly, with the Activities Week 2022 being only one of the examples. However, the extra time and effort spent on rescheduling or replacing activities were all worth spending when students were able to continue their learning beyond the classroom and enjoy their normal school life as much as possible.

Even in difficult times under the pandemic, many Sacred Heartists have grasped various learning opportunities. They took part in all the online and face-to-face extended learning programmes of diverse nature, organised by different departments and teams. Catholic Formation Day, inter-class public speaking competition, workshop on picture book creation, field trips, cross-generation dialogue workshops, Careers Expo 2022 and positive education activities are some of the examples allowing the students to enjoy a fruitful school life. The pandemic could not stop the passion of students. The Student Council came up with new online programmes such as ‘Sacred Heart Got Talents’, which was much welcomed by their schoolmates. The Young Leaders and Entrepreneurs Team managed to explore an online platform for a virtual trade fair for Sacred Heart Entrepreneur Challenge when it was impossible to conduct a physical one. This is also a good example of how students solve problems with their own experiences acquired outside school. We hope that more and more students are able to do the same, so that experiences are not just memories but also a source of power and strength for them to face challenges posed by life.

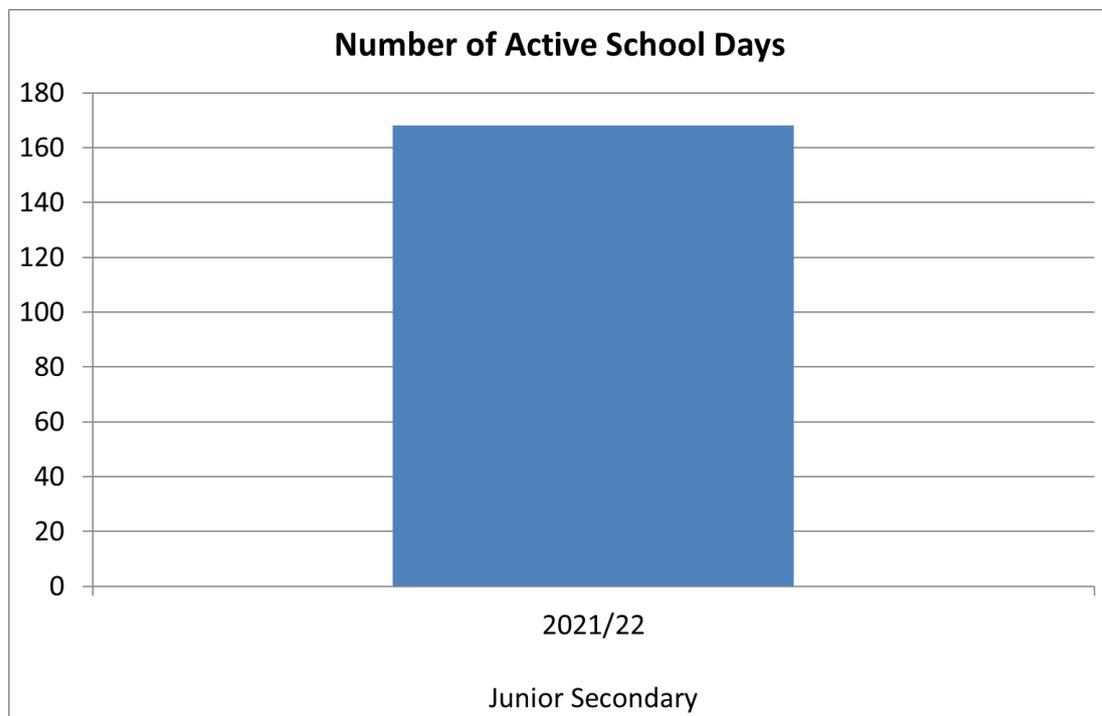
Apart from these activities, our students were also eager to take part in a variety of events offered by

external organisations. They participated in drawing competitions, STEM activities, debate and drama competitions as well as music activities. Their remarkable achievements in those competitions and projects are presented in our Students Achievement booklet.

The accomplishments we have made in this 2021-2022 academic year would not have been possible without the support from the Education Bureau, the School Sponsoring Body, the Incorporated Management Committee, the alumnae and the parents. With deep gratitude and continued collaboration with different stakeholders, Sacred Heart Canossian College is always striving to provide the suitable soil for our students to grow. We will continue to accompany them as they learn with commitment and serve with gratitude, all under the guidance of the Holy Spirit.

## 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 2021-2022 is 168.



### III. Curriculum

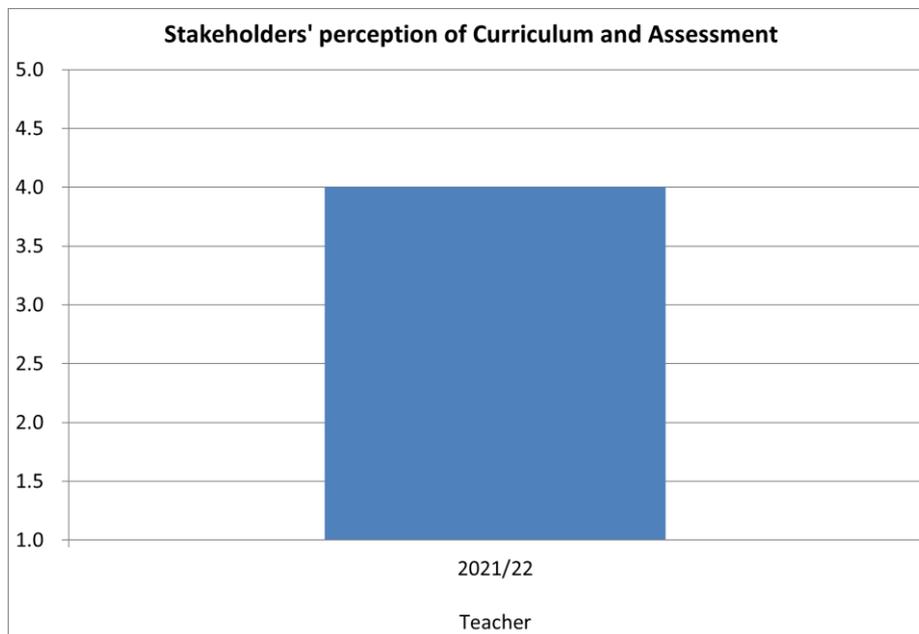
#### 1. Structure

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

	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	*	*	*
Liberal Studies		*	*
Literature in English	*	*	*
Mathematics	*	*	*
Music	*	*	
Physical Education	*	*	*
Physics	*	*	*
Religious and Moral Education	*	*	*
Visual Art	*	*	

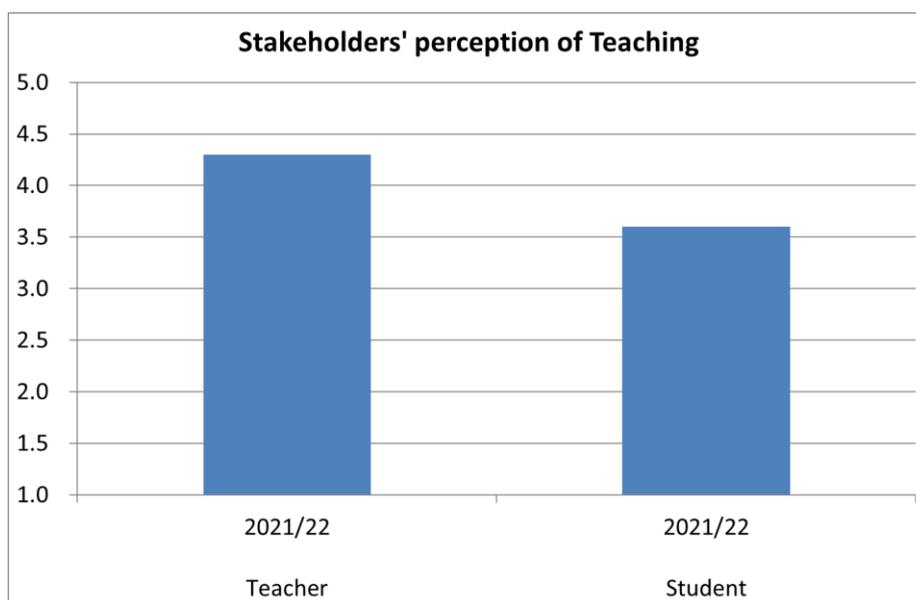
## 2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	4



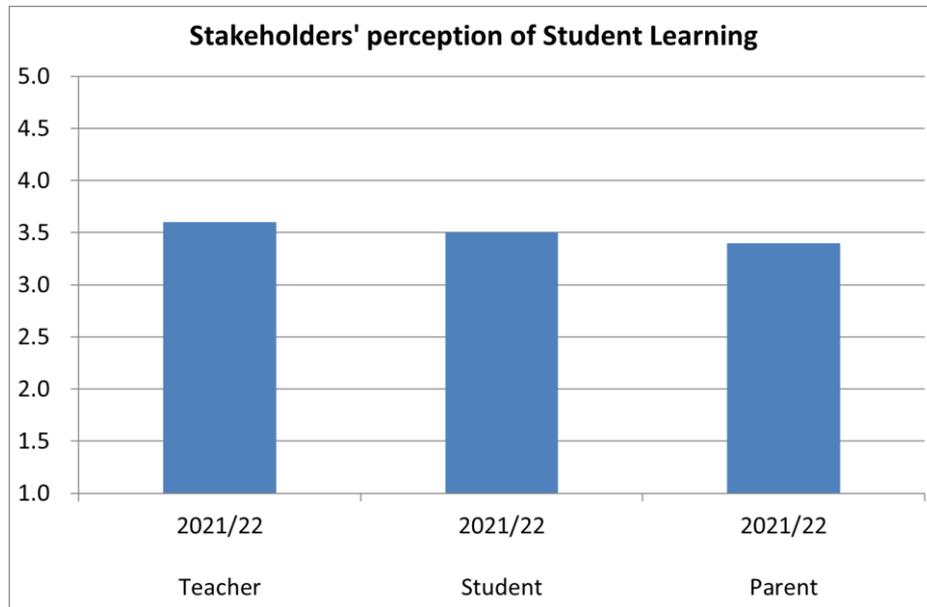
## 3. Stakeholder's perception of Teaching

	Mean
The average score of teachers' perception of Teaching	4.3
The average score of students' perception of Teaching	3.6



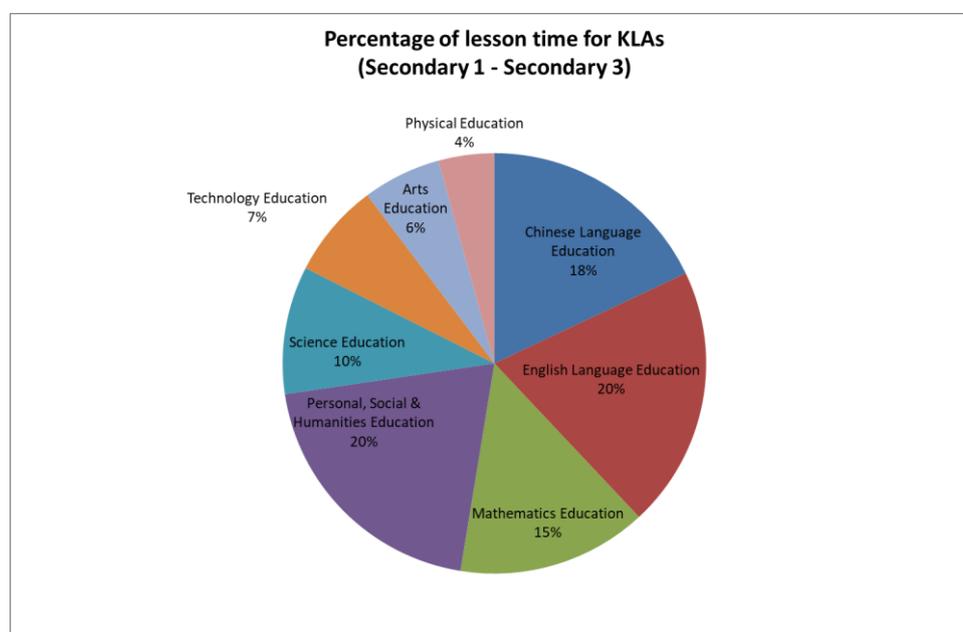
#### 4. Stakeholder's perception of Student Learning

	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	3.4



#### 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	5.98%
Physical Education	4.27%



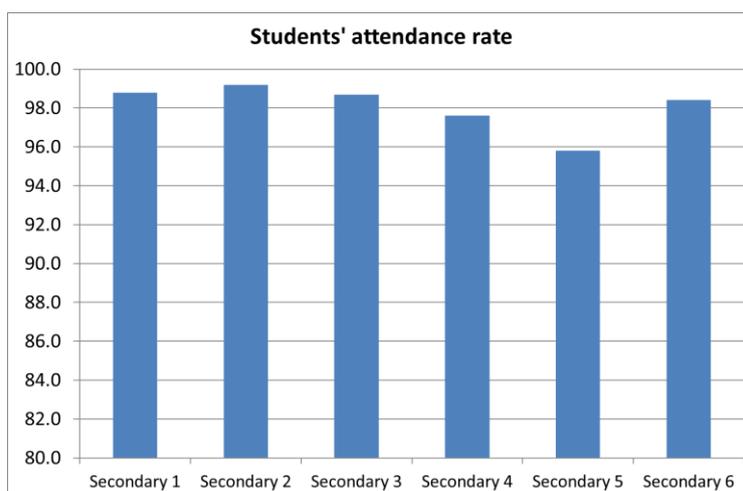
#### V. Class Structure and Number of Students

Level	Number of students in September 2021	Number of students in July 2022
Secondary 1 (1A-1F)	184	172
Secondary 2 (2A-2F)	154	145
Secondary 3 (3A-3F)	155	140
Secondary 4 (4A-4F)	142	134
Secondary 5 (5A-5F)	143	136
Secondary 6 (6A-6F)	124	135
Total	902	852

## VI. Students

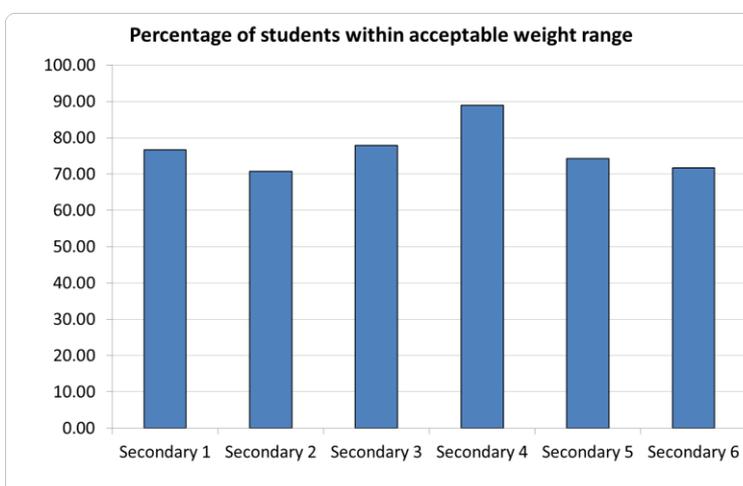
### 1. Attendance rate of students

	Percentage
Secondary 1	98.8
Secondary 2	99.2
Secondary 3	98.7
Secondary 4	97.6
Secondary 5	95.8
Secondary 6	98.4



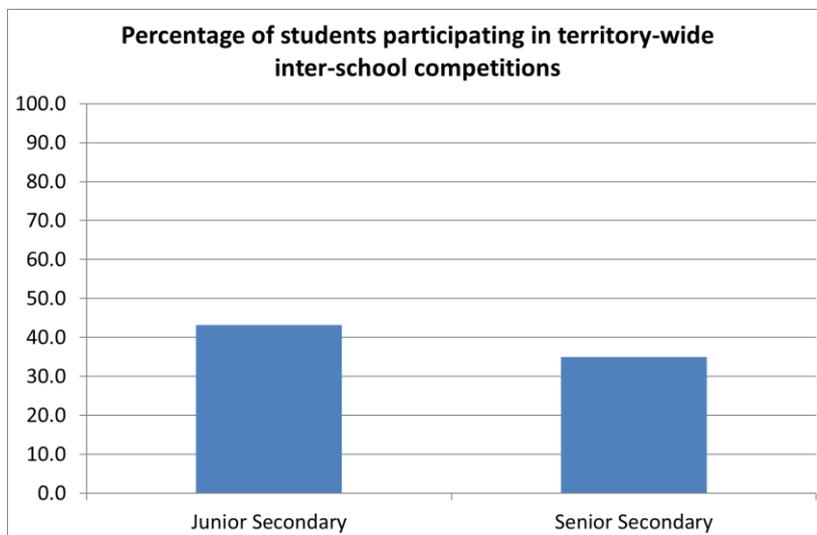
### 2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	76.70
Secondary 2	70.75
Secondary 3	77.93
Secondary 4	88.97
Secondary 5	74.29
Secondary 6	71.77



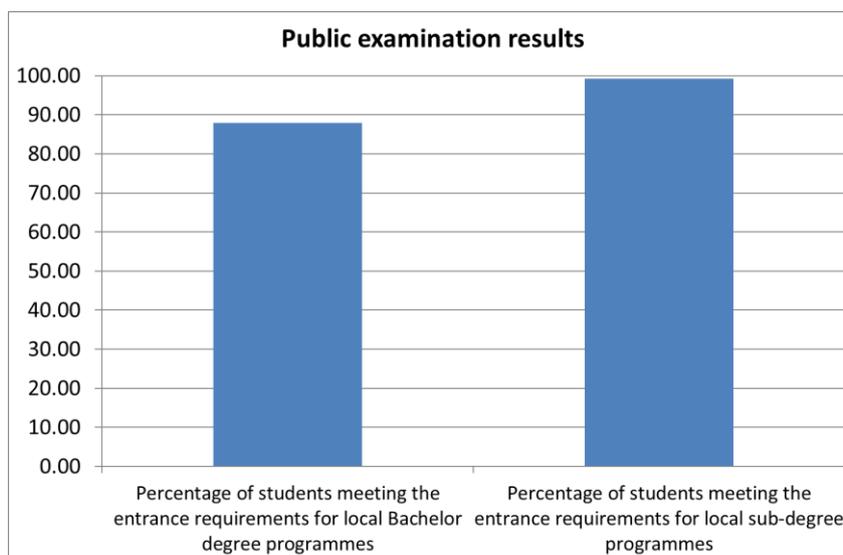
### 3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	43.2
Secondary 4 – Secondary 6	35.0



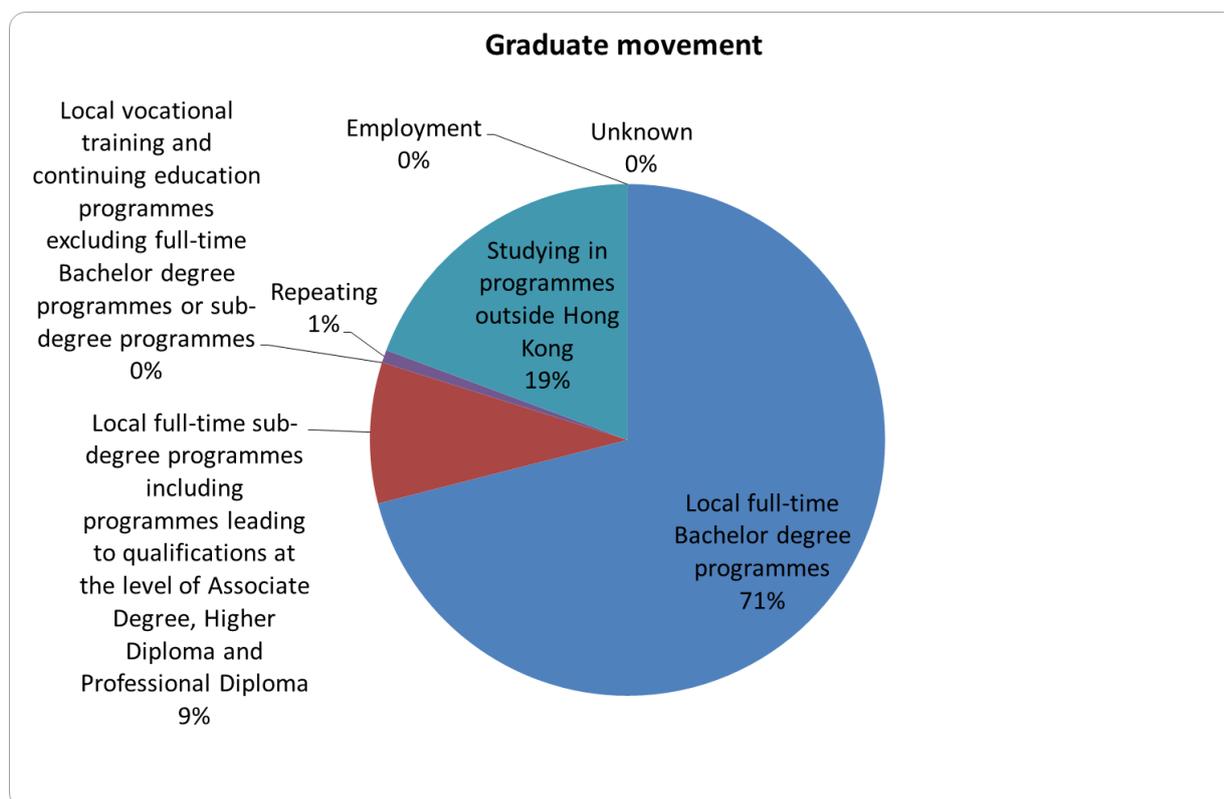
### 4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2022	87.90
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2022	99.19



## 5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2022	71.0
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2022	8.9
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2022	0
Repeating	2022	0.8
Studying in programmes outside Hong Kong	2022	19.3
Employment	2022	0
Unknown	2022	0



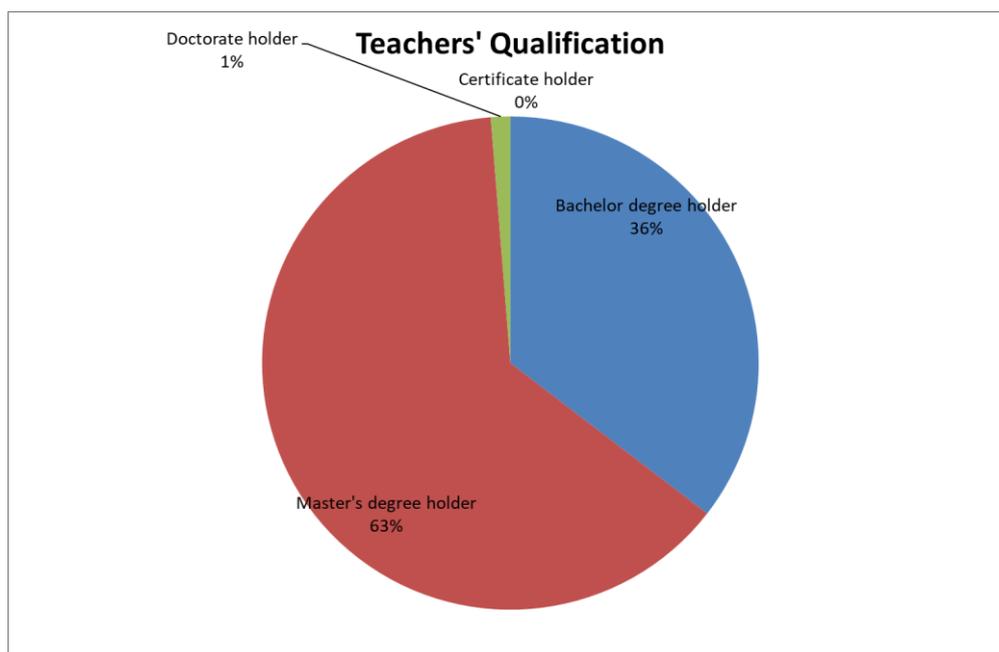
## VII. Staff

### 1. Strength

	Total
Regular Teaching Staff	76
Contract Teaching Staff (Full-Time)	2
Contract Teaching Staff (Part-Time)	1
Teaching Assistant	1
School-Based Speech Therapist	1
Clerical Staff	8
Non-teaching Staff (Technicians)	4
Janitor Staff (Full-Time)	15

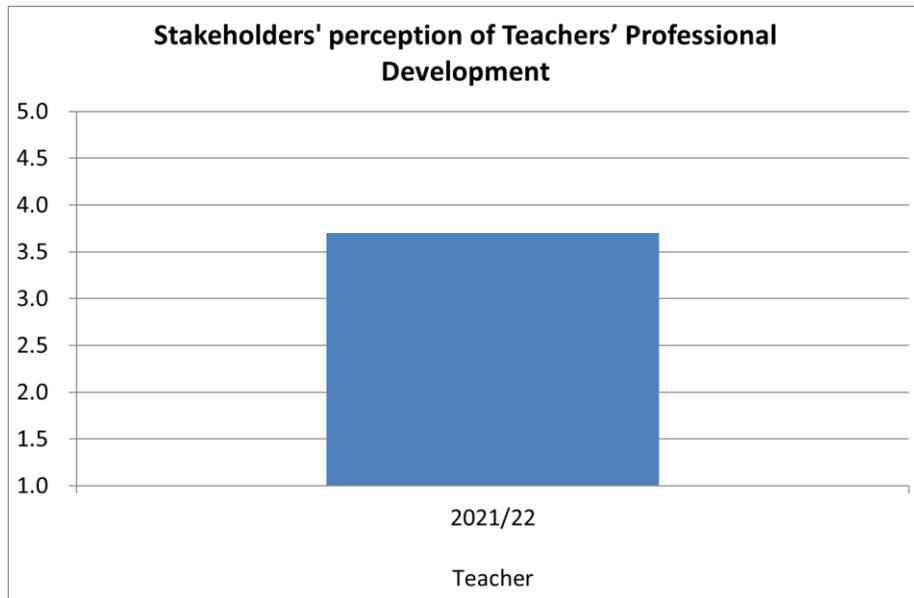
### 2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	0	0
Bachelor degree holder	28	35.44
Master's degree holder	50	63.29
Doctorate holder	1	1.27
Total	79	100.00



### 3. Perception of Professional Development

	Mean
The average score of teachers' perception of Teachers' Professional Development	3.7



## VIII. Major Concerns 2021-2022

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

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

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

**Focus 3: Coping with the new learning mode**

**Focus 4: Creating space and time for students to explore beyond the classroom**

### Achievements

During the year, systems thinking was systematically introduced to S1 students by the Integrated Science Department. Systems Thinking was introduced in topics such as Chain of infection, Water Cycle, Ecosystem and Conservation with the help of discussions and various class activities. Students also applied Systems Thinking in two investigations in the First term and one project in the second term. 82.9% of students recognised Systems Thinking as an approach to understand the relationships and make connections between different science topics. With guidance from teachers, performance of students in the projects were generally satisfactory.

In order to empower S2 students to apply design thinking in their PBL projects, a series of workshops on design thinking were organised to familiarise students with the design thinking process: empathise, define, ideate, prototype and test. Students were then asked to apply design thinking when they worked on their projects, whether they were revitalisation of historic buildings in Hong Kong or the STEM projects such as 3D printing of music box, satellite navigation/Internet of things and the use of fingerprints. In general, students have demonstrated that they have acquired the project skills, problem-solving and decision-making skills through engaging in the self-directed learning process.

Although the pandemic did have an impact on student learning, students were aware of various learning opportunities beyond the classroom and were ready to widen their exposure and stretch themselves further. Not only did they take part in inter-school sports competitions once they were resumed, but they were also ready to take part in a wide range of activities like interschool dance competitions, inter-school music competitions, Jockey Club CoCoon Student Training in Entrepreneurship Programme, Wofoo Millennium Entrepreneurship Programme, the WHARF Hong Kong Secondary School Art Competition, the 2<sup>nd</sup> Hong Kong Secondary School Cosmetic Formulation Competition, and their performances were awarded with outstanding achievements.

In an attempt to create space and time for students to learn beyond the classroom, an Activities Week was scheduled for January 2022. Although it was cancelled due to the unstable pandemic development, a number of activities were postponed and held in July and August 2022 when the COVID-19 situation became more stable. Students had a very positive feedback towards these programmes. In spite of the pandemic, a total of 20 Extended Friday Learning programmes on various nature were organised during the year.

Deep learning was enhanced both inside and outside the classroom. Teachers used various strategies to cultivate higher-order thinking skills among students. For example, students reflected that the deep learning tasks prepared by the Chemistry teachers facilitated the learning of chemical knowledge and cultivated higher order thinking skills like application, synthesis and evaluation.

During the year, student learning was enhanced with the aid of information technology. The first phase of BYOD was implemented according to the schedule. Although the Activities Week scheduled for January 2022 could not be held according to the schedule, the School managed to organise three STEM workshops for all S1 students between late July and early August with the support of IT Innovation Lab funding: S1 IoT X CAD Fun Day 2022, S1 Coding Competition

and Fun Day 2022 and S1 AI Fun Day 2022. Flexible face-to-face or online lessons and extra-curricular activities were provided for students according to the development of COVID-19 and EDB guidelines. Teachers adopted flipped learning and a variety of apps to enhance their teaching.

Promotion of reading has always been a concern of the school. The School Library played a major role in promoting reading. Although the annual book exhibition could not be held as scheduled, the e-book library enhanced the accessibility of both fiction and non-fiction for students and teachers. Wheelers Apps were downloaded on S1 students' iPads to encourage the junior students to read and share their favourite e-books during reading periods. Reading activities like online author book talks and S1 Theatre Show were organised. Students were engaged and felt inspired. Besides the school library, various departments also actively encouraged their students to read books, articles and newspapers.

Various staff development programmes were organised to strengthen the role of teachers as facilitators of learning. Workshops on elearning were organised for teachers according to the choice and needs of the departments. Positive education workshops provided opportunities for non S1 and S2 HrTs and HrPs to have a taste in conducting positive education lessons. Talks on mental well-being and sharing among HrTs and HrPs prepared teachers to better accompany our students. The implementation of the enhanced peer lesson observation provided opportunities for teachers to learn from one another.

### **Reflection**

- The revised peer lesson observation gave a clear focus for discussion in lesson observation. It can be further strengthened so that a learning community can be formed among teachers.
- The implementation of BYOD was conducive to learning. Yet, the potential disciplinary issues should be addressed.
- The systematic cultivation of Systems Thinking and Design Thinking in IS and PBL was appreciated. It can be further extended to other subjects/ levels. Teachers should have an initial understanding before they can adopt the strategy.
- The idea of creating time and space for students to learn beyond the classroom in the form of Activities Days/Week is good. It is recommended that some days should be reserved for this purpose in the coming year.
- Some departments and teachers have been using data to enhance learning and teaching. However, a more systematic and organised way of using data in planning should be developed.

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

**Focus 1: Developing a positive outlook towards self and life.**

**Focus 2: Deepening the understanding on the six core values of the School with reference to charity, humility, gratitude, responsibility, respect and appreciation.**

### **Achievements**

The school-based values education framework was explained to the staff and stored in the staff drive for the easy reference of staff. Teams and departments reviewed their attempts to integrate the values education in the curriculum/ activities at the end of the year. Besides, to help students identify their strengths and weaknesses, encouraging, positive and formative feedbacks were given to students. Great efforts were made to enhance values education of students. This laid the foundation for the implementation of the revised Canossian Values Education Framework in the coming year.

Positive education was introduced to S1 and S2 students during the Home Periods. The feedbacks from students were very positive. Students found that the positive education lessons helped them know more about themselves. The lessons empowered their ability to build positive values which they could apply in their daily lives. With the assistance of the City University of Hong Kong, the teaching packages were reviewed and modified for use in the coming year. To help students cultivate a positive outlook towards life, level-based activities with different focuses were arranged for S1, S2 and S6 students. The Mental Well-being Ambassadors programme for S2 and S3 students was successfully held. The participants acquired knowledge about positive psychology through the training sessions.

Positive messages were displayed on the ground floor to remind students to develop a positive attitude towards life. Memo pad with positive quotes was designed by students and distributed to all students and staff in the first term. The message of positive outlook of life was successfully conveyed to students. Students' awareness of the importance of positive outlook is evident in their sharing during the morning assembly throughout the year and the design of the student companion. Other examples included the Library Improvement Workshops on Decorative Arts held in the summer and the service project for primary students. Students were encouraged to reflect on their motivation and learning throughout the service. In the picture book '繪出正向復元路', a joint initiative of Fu Hong Society Sunrise Centre and our Visual Arts Department, students utilised their artistic talents and use of colours to depict the true stories of how four people recovered from mental illness with their character strengths. At the same time, they experienced personal growth from their contact with the interviewees. The service culture was well sustained. Services have become an integral part of students' learning. The scope of service was not confined to the school and local community. Students continued to commit themselves to the outreach programme in Cambodia.

The Careers and Further Studies Team organised form assemblies and post examination activities to extend life planning to junior form students. Information Literacy framework and entrepreneur education framework were also drafted during the year.

Activities had been scheduled to deepen the understanding and appreciation on Chinese culture. Activities like Chinese opera workshop, 沙田宗教山考察團及工作坊, and Chinese puppet show cum workshop were organised for different levels of students.

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. Even during suspension of face-to-face lessons, teachers continued to have online counselling with their students. 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.

The parents are our important collaborators in the formation of students. To help them to have a better understanding on positive education, a sharing session was arranged for the S1 parents at the beginning of the school year. A series of workshops were held in the first term for S1 and S3 parents. The participants thought that the program helped them understand themselves more, and created happy moments between parents and daughters.

The opinions of students were highly valued. The Head Girl Forum and School Development Advisory Committee were official platforms in which students could express their opinions and suggestions to the School. A special website showing students' school life and creativity was under construction and it was expected to be ready by the end of 2022.

### **Reflection**

- The school-based values education framework has provided general guidelines for the implementation of values education. A concrete expression of different values would help both teachers and students to understand the values more.
- The Positive Education curriculum in S1 and S2 has been formally implemented for two years. The curriculum can be reviewed in order to ensure efforts made can be sustained as students move to the senior form. Some topics could not be covered in S2 due to the tight schedule have to be extended to S3 home periods. The incorporation of values education in the curriculum and activities of different departments and teams can be further strengthened.
- The development of student qualities cannot always be quantified. The possibility for an assessment framework on student qualities development can be explored.
- From observation and the data collected, students' mental well-being requires the attention of the school.
- The family plays an important role in the development of students. Thus, parent education can be further addressed.
- A positive and nurturing learning environment is conducive to student development. A school campus filled with elements of positive education provides suitable stimuli for students to develop positivity.
- Home periods can be better deployed to help students reflect after mass programmes.
- More activities on Chinese culture can be held to deepen students' understanding and appreciation of the Chinese culture.

### Major Concern 3: Administration

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

**Focus 1: Enhancing the wellness of students and staff of Sacred Heart**

**Focus 2: Ensuring sustainable development in school management**

**Focus 3: Sustaining positive school ethos**

#### **Achievements**

The School has made tremendous efforts in providing a healthy and safe environment for the members of Sacred Heart. Quantum photocatalytic coating was applied to the school campus and furniture. Daily disinfection and cleaning of the school campus was strengthened to protect the health of our students, staff members and visitors. With the generous support of the Parent-teacher Association, air-purifiers were installed in the classrooms. The installation of air-purifiers was welcomed and the extension of the project to other rooms are to be carried out.

Partitions have been set up for eating area in the playgrounds and on corridors. Partitions were also given to students for greater protection in the classrooms. Staff and students were constantly reminded of the need to stay vigilant and observe all precautionary measures against the pandemic. Service contracts, guidelines on maintenance of school campus as well as organisation of activities were drafted/ updated according to the latest guidelines of the Education Bureau. All staff members and service providers were well informed of the updates. The management structure and the line of responsibilities of the staff were revised to provide a clearer picture on responsibility and accountability.

To provide an enriched environment for learning to take place, the School has been working on different improvement/ renovation projects. Application has been submitted to the QEF for the conversion of the Small Art Room to become a digital creative space. To facilitate learning in the 21<sup>st</sup> century, classrooms and the library would be renovated. Suggestions were sought from both teachers and students. Improvement works will be planned for the reading corner, the organic garden and the open space outside the S1 classrooms on the first floor so as to provide a better place for students to learn and to relax. These improvement/renovation projects will be carried in the next school year.

#### **Reflection**

- The School History Project was not carried out due to the pandemic. It is expected that research on school history will be conducted in 2022-23.
- Staff wellness programmes could not be conducted due to the pandemic. Yet, this is an important issue that the School needs to address. Different formats of staff wellness programme could be explored.
- With the retirement of many experienced teachers and staff turnover, the school will address the sustainability of school management and the training of the Middle Managers.

## 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 learning among students and to empower students to reach their fullest potential.

- The eLearning Steering Committee arranged a 3-hour training session for respective subject departments to prepare e-learning materials collaboratively using different apps. Teachers from the Pedagogy Exploration and Enhancement Team were invited to provide hands-on training and share practices on the use of different apps to promote higher-order thinking skills.
- Following the BYOD implementation plan drafted in 2020-2021, the 1st phase of BYOD was kicked off in September 2021. S1, S4, S5 and S6 students were allowed to bring their own devices so that they were able to learn through different means and engage in various e-learning activities inside and outside classroom.
- The School continued to adopt the split class arrangement for the three core subjects the junior form so as to help potential achievers to build a stronger foundation for their studies in the senior form.
- The school-based support programme provided S6 gifted students with extra support and appropriate challenges. Through this programme, subject teachers prepared tailor-made exercises for individual students to help them excel in the HKDSE examination. It was suggested that such a programme should start earlier, for example, in S5 second term so that these students could better prepare themselves for the public examination at an earlier stage.
- A survey and workshops on study habits and examination skills were organised for S4 students in November 2021. The workshops were held on a class basis this year. A more in-depth discussion was held and students were able to have a better understanding of their own learning styles.
- With the outbreak of COVID-19, the L&T Advancement Team followed the updates and the instructions from EDB closely and coordinated the learning and teaching activities of the school to ensure that students can maximise their learning opportunities.
- 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 according to the requirement set by the School.
- In response to the Optimisation of the Four Senior Secondary Core Subjects, slight adjustments were made in the senior form timetables and the new subject 'Citizenship and Social Development' was introduced to S4 this year. An Activities Week was scheduled to provide time and space for student learning. Despite of its cancellation due to the pandemic, various extended learning programmes were carried out once the situation allowed.

## 1.2 Co-curricular Activities

Clubs		
Animal Awareness Society	Art Club	Chinese Culture Club
Chinese Speech & Debating Society	Computer / Internet Club	Dance Club

Clubs		
Drama Club	English Speech & Debating Society	History Society
Home Management & Housecraft Club	Third Language	Maths Adventure Programme
Music Society	Photography Club	Putonghua Club
Science Society	Sports Society	

Service Groups		
Zonta Z	Heartslink Community Service Project	

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

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

Student Activities Advisory Team (SAAT) aims to develop the potential of students through co-curricular activities. The Team gives advice to student leaders and teachers on how to organise student activities, promote collaborative spirit and encourage students to meet challenges through participating in co-curricular activities. Due to the pandemic, many scheduled activities had to be cancelled or scaled down. Yet, different student bodies tried their best to provide as many activities as possible for their schoolmates.

In 2021-2022, the SAAT organised one training workshop to better prepare student leaders to take up their responsibilities. Advice was given to them 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. 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. A leadership training programme “Communication Walker” co-organised with Hong Kong Federation of Youth Groups was held in November 2021. Executive committee members of various clubs, houses and student units were invited to participate.

A mid-year evaluation meeting was held in February 2022. Two committee members from each club, house and student unit met with the SAAT teachers and shared their experiences in organising activities. This interactive session allowed the student leaders to learn from one another. The School could also look into the needs of students and respond accordingly.

The Student Council is the major student body in the School. The activities of Student

Council covered different aspects of the school life of Sacred Heartists. At the beginning of the school year, the students conducted a welcoming programme for the S1 students, so that the newcomers could become familiar with the school life that was full of vitality. An online singing contest “Internal Talent Quest” was also organised when face-to-face competitions were not possible. The “Sacred Heart’s Got Talent”, which tested students’ knowledge of the school, was organised at the end of the school year and brought fun to the participants and audience.

The six Houses continued to unite Sacred Heartists of different levels through supporting their house members in the Inter-house Art Competition and Cheering Song Writing Competition. Each house created the first part of their stop motion animation and produced a song with original lyrics and presented their songs at the end of the school year.

### 1.3 Extended Learning Activities

#### S5 Extended Learning Week

S5 Extended Learning Week was cancelled due to the pandemic.

#### Other Extended Learning Activities

1. According to SLP records, 136 programmes were organised this year.
2. Distribution of the programmes:

S1	S2	S3	S4	S5	S6
32	35	46	100	75	12

3. Nature of programmes according to OLE components:

OLE components	Number of programmes organised in 2021-22
Spiritual, moral and civic education	32
Community services	19
Physical education	15
Aesthetic education	52
Career related experiences	37

#### Extended Learning Fridays (ELF)

4. 7 Extended Learning Fridays were scheduled at the beginning of the year.
5. According to the ELF records, 20 programmes were scheduled this year. However, 1 programme had to be cancelled due to the COVID-19 pandemic and the impossibility of online sessions. 2 programmes were postponed and changed to post-exam activities.
6. To provide more learning opportunity for students, one extra Extended Learning Friday was added in May 2022 and online programmes were organised. At the end of the year, a total of 20 programmes were organised.
7. Nature of the programmes were as follows:

Nature of the programmes	Number of organised programmes in 2021-2022
Programmes with OLE components	13
Jointly-organised programmes	2 (BAFS + Econ)
Academically-related programmes	10 (Maths, RME, BAFS, Econ, STEM Team, PBL Team)
Positive Education programmes	1

8. Programmes organised for S1 – S6 levels were as follows:

S1	S2	S3	S4	S5	S6
2	5	5	6	3	2

## 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 character strengths of courage (bravery, persistence, honesty, zest) and wisdom (creativity, curiosity, love of learning, perspective), justice (teamwork and leadership) and the Catholic core values of life, family and love. New materials were added in S4 and S5 homeroom periods that focused on finding students' work values, reasons for their being and writing up their future study plans.

To ensure students would be exposed to the updated trend 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 career trends in the job market (S5).

In September 2021, a survey was conducted among S1 – S5 students concerning education and career planning. The information collected facilitated the planning and invitation of guest speakers for careers talks and mass programmes.

Two new OLE programmes conducted by Swiss Education Group, Hong Kong and Macau on business manners and interview skills were organised for all S4 and S5 students with 284 participants. A workshop on Event Planning and Management was conducted for S4 and S5 students on a voluntary basis and 35 students participated in it.

Talks on local and overseas studies were organised on 19 February 2022 through Google Meet. More than 150 parents and students joined the talks by speakers from the Chinese University of Hong Kong and City University of Hong Kong; and speakers from Irish International Education Centre and Australian Consulate. The participation rate was higher than organising the talk face-to-face.

Our partnership with Junior Achievement Hong Kong (Plan for Future, sponsored by Youth Development Commission) was reached in different dimensions. Around 15 S4 students joined the Workplace Immersion Opportunity at Goldman Sachs through JA Future Skills Workshop. JA x Career Dimension 4.0 gave 155 S3 students some exposure to creativity and problem-solving skills and some speed mentoring sessions. For S5 students, they helped launch a Future Skills and Mock Interview online workshop, where business volunteers read our students' CV and gave them constructive feedback on how to properly present their strengths. The JA Toolkit also served as a useful resource for our CFST teachers to conduct S4-5 homeroom periods with Holland Code test and tasks for guidance.

Careers Expo and Mentorship Programme 2022 was successfully held online and alumnae from different careers shared their career journeys, their character strengths that fit their careers and the important values to be upheld in their careers. Students completed quality reflection on their Careers Expo and Mentorship Programme learning booklets. This programme was well-received and it is hoped that students are encouraged by the experience of alumnae and a stronger bonding can be built with SHCCAA.

Concerning the support to S6 students and their parents, admissions 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 25 September 2021 to facilitate the JUPAS application of students. Two rounds of interviews were introduced to students on a voluntary basis in November and June by Hok Yau Club and Career Sparkle of St James' Settlement. The first round was conducted by admissions officers of different JUPAS programmes; the second round was conducted by social workers of Career Sparkle. Personnel in both mock interview sessions gave S6 students constructive feedback on their performance.

Preparation for the release of HKDSE Results was organised on 17 June 2022 to allow S6 students and their parents to prepare well for the release of HKDSE results. Our social workers, Ms Kyna Kwan and Miss Phoebe Chan gave parents practical tips on parental guidance; while Mr Ng Po Shing, Student Guidance Consultant of Hok Yau Club, gave tips and updates on JUPAS, followed by information from L&T and CFST. Parents and students found the talk very informative.

For high achievers and those who have clear goals about their further studies, students were recommended to different admission schemes and scholarships, including JUPAS' School Principal's Nomination and School Nomination Direct Admission Scheme; Multi-faceted Scholarship, different sports scholarships for admission to universities via JUPAS, Swiss Education Group's Academic Excellence Scholarship; Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Preparation for interviews and compilation of supporting documents were also done with students to facilitate their applications. Our Team was also delighted that our graduate of 2021 Lau Tsz Ching Shirley received the Sir Edward Youde Memorial Scholarship for Undergraduate Students; Hong Kong Jockey Club Scholarship and Francis Wong Hok Bun Memorial Scholarship for Distinguished Business Freshman by Wu Yee Sun College, The Chinese University of Hong Kong. Our S6 student Chan Tsz Yan Evelyn was awarded Academic Excellence Scholarship by Swiss Education Group.

Besides S6 high achievers, our Team also recommended S4-5 students for different summer programmes. This year, we recommended one S4 student to Fudan University and six S4-5 high achievers were shortlisted to join EducationUSA X Boston University - Summer Virtual Program for free. On the other hand, for students who are ready for further exploration in further studies, they enrolled in programmes by higher-education institutions according to their preference, e.g. HKBU Visual Arts Portfolio Preparation Briefing, Law School Advantage for Secondary School Students; Visual Arts in Early Childhood Education: Masterpiece Appreciation and Japanese Studies.

Careers teachers interviewed S6 students with special needs providing them with guidance on goal setting, and explored with them their future study plans. It turned out that the student with a more flexible plan was able to pursue her desired path given better planning was done; while another student did not seek further advice nor proceed with a flexible plan needed to look for opportunities elsewhere after the release of HKDSE results and JUPAS offers.

To provide support to S3 students and their parents concerning subject choices for senior secondary education, S3 Subject Choice Seminar was held on 11 December 2021. Mr Edwin Ng, Student Recruitment Counsellor, Admissions and Academic Liaison Section, Registry, the University of Hong Kong, gave a talk on "Your Pathway to Further Studies and Career" which highlighted how subject choices might affect students' choices for further studies in post-secondary education and their careers. Our Team also collaborated with Green Torch and invited a CLP engineer to talk to S3 students about low carbon emission lifestyle and the prospect of engineers.

Our Team also liaised with FDMT, a consultant firm specialising in introducing careers insights of local (and partnering overseas) university programmes, offering students free WorkSeries seminars to S5 students, including BiotechWork (13 students), TechWork on STEM 1 (11 students), EconWork (14 students), BusinessWork (13 students) and FoodSciWork (9 students). The Cambridge talk also attracted eight students interested in admission to university programmes in the

UK, especially Cambridge.

Our Team offered individual life planning guidance sessions to S3 students diagnosed with MI in July after the final examination. While those students seemed to be open to their career options and clearer preference was observed, the limitation of their academic performance and weak motivation in some students, plus their medication condition may not help them to proceed to their career goals. Our Team will follow up these cases in the next academic year.

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. Workshop on Becoming an Engineer by The Hong Kong Institution of Engineers (2 students)
2. Career Talk on Career Prospect of Surveying Profession by The Hong Kong Institute of Surveyors (4 students)
3. Surgical Taster Day by The Student Surgical Association of Hong Kong (9 students)
4. Hong Kong Aspiring Medics Conference 2022 by Medefine Education, College of Medicine and Integrated Health, World Health Organisation (24 students)
5. Future Workplace Leaders - Workplace Experience for Senior Secondary Students by Hong Kong Arts and Culture Development Centre (sponsored by Bank of China) (8 students)
6. Dementia-friendly Training-cum-Volunteering by Mind Delight Memory and Cognitive Training Centre and Christian Family Service Centre (2 students)

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 S1-S5 parents' nights.

To facilitate better life planning skills among homeroom teachers, training sessions with S3-6 homeroom teachers have been conducted to give tips on life planning guidance.

The use of CFST Google Classrooms for S3-5 students prove to be a good platform for information dissemination and archiving students' life planning activities. Besides, more interactive elements have been introduced for students to experience and simulate real-life workplace dynamics, e.g. S4's My City simulation game for the whole form.

With students leaving Hong Kong with their families, more than 80 requests for student official documents were made, including verifying their school results, providing reference letters and other documents for fulfilling requirements of overseas institutions.

## 2.2 Character Development

The Character Development Team aims to empower students to develop a mode of conduct based on personal dignity; to think positively and creatively; to reason and solve problems systematically and independently. Students are encouraged to serve the community actively because of their love and respect for the less fortunate.

- Together with the Gifted Education Team, the Character Development Team organised the Cross-generation Dialogue Workshop for S3 – S5 students. During the workshop, students had the opportunity to understand the needs of the elderly under physical limitations via experiencing eye, hand, and leg challenges. It is good to encourage the students to reflect and understood more about the needs of the elderly and pledged to show love, respect and empathy to them.
- Joining with the Health Education Team, homeroom period materials were prepared for S2 and S3 HrTs on life education. Homeroom teachers reflected that the materials provided are comprehensive and useful.

- All S1 and S2 students joined a face-to-face Form Assembly Talk organised by the HK PHAB Association. Most of the students showed interest during the talk and encouraged them to have more enthusiasm in their learning and daily activities. From the sharing, students understood the difficulties faced by the disabled and embraced the concept of mutual respect and social integration.
- All S3 students joined the online Form Assembly Talk entitled “見窮又見貧” organised by the School of Poverty Care on 24 March 2022. The speaker introduced poverty situation in Hong Kong. Participants reflected that they were able to show interest and awareness on the issue of poverty, identify ways to prevent and alleviate poverty.
- All S4 watched the Interactive Drama by Correctional Service Department on 16 September 2021. The drama promoted the importance of truth, justice and family. The students understood more about how to face adversity and showed more enthusiasm in their daily life.
- All S5 students joined the Form Assembly Talk organised by Hobby HK on 16 November 2021. The speaker introduced four pillars in life: belonging, purpose, storytelling and transcendence. The speaker highlighted the importance of family and love. The students learned to develop a holistic life view, paving the way for coping with challenges in life.
- All S6 students joined the Form Assembly Talk on Life and Death organised by Hobby HK on 5 November 2021. The speaker shared his working experience as a funeral director. The participants showed interest during the talk and pondered life with a positive perspective on death. It is agreed that these talks are meaningful and will continue to be organised in the coming year.
- A reflection on “The Power of Meaning” by Emily Esfahani Smith was written and posted by CDT members to promote quality reading. Promotion of books about moral and character development will continue to increase students’ interest in reading books that can enhance their whole person development.

Some programmed projects like S3 Form Assembly Talk, Golden Library and Service at Food Angel Centre in Chai Wai could not be conducted due to the pandemic and school suspension in 2021-2022.

### 2.3 Civic Education

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

The Team organised different kinds of talks for students, strengthening their understanding on the significance of national security and developing a reflective attitude to fulfil their civic duties. The flag hoisting ceremonies and the class morning sharing about China and Hong Kong also cultivated students a sense of belonging to the nation and helped them understand various social issues and achievements of the Chinese community. Besides, students acquired skills to prove the credibility of the media through the media education programme. The sharing of the African refugee helped students develop an empathetic attitude to the needy and open-mindedness towards cultural diversity. The success of the guest speaker encouraged students to be persevering and ready to face challenges.

Time	Programme
Assembly for special events	- National Day, Constitution Day, Establishment of HKSAR - Hoisting of National Flag and singing of National Anthem - Class morning sharing
Throughout the year	- Talks on national security, ethnic minority, law abiding and media education - Preparation of ad-hoc materials for HrTs

## 2.4 Counselling

The Counselling Team aims to empower students to form positive outlooks on life and be happy, purposeful and independent individuals. Programmes offered in the school year 2021-2022 were as follows:

- **Guidance Sisters Scheme**  
Through training, Guidance Sisters realised their role and set personal development goals. They performed their responsibility as the guiding angels to S1 newcomers with love and care. Opportunities to lead activities enhanced students' leadership and sensitivity to others' needs.
- **Reach Programme**  
Sharing of past students and talks given by the Educational Psychologist helped repeaters identify the necessary qualities and habits for academic improvement. Counselling teachers also met with repeaters for advice and support. Study skills workshops conducted by subject teachers enhanced students' study effectiveness. Participation in voluntary service enhanced students' sense of achievement and efficacy.
- **Chitchat channel**  
During the special vacation, teachers are invited to share their authentic life stories in an online channel. This inspired students to build positive values and make right choices.
- **Love project - Omamori making**  
The programme aimed at spreading love and encouragement through giving out beautiful gifts of blessings.
- **Appreciation card writing**  
Each year, students received one appreciation card and exchanged with one another to express appreciation and gratitude. The collection of cards in their SHCC school life marks their growth and memories.
- **Case management and staff development**  
Students in need received individual counselling, and help on social/ communication skills. Special workshops were tailor-made for these students. Informal sharing sessions on case handling were held to enhance teachers' competence in counselling.

Names of programme / workshop / talk / service in 2021-2022	Participants
Sharing on handling emotional cases	Teachers
Guidance Sisters Scheme	S1, S3 – S5
Reach Programme - Social Service	S1 – S2
Reach Programme and study skills enhancement	S1 – S5
Love project - Omamori making	S1 – S6
Talk on Parenting Kids in New Stage of Life	S1 parents
Social skills workshop	S1 – S3
Stress management workshop	S3 – S5
Chitchat channel	S1 – S3
Adaptation to school life, growth mind-set	S1
Communication skills and social skills	S1
Harmonic School Environment	S1
Empathy, connection, conflict resolution	S2
Self-worth, self-understanding, choice of life	S3
Adaptation to new challenges and resilience	S4
Stress management workshop (Zentangle)	S5
Identification of stress level and suicidal attempt	S4, 5
Stress and emotional management	S6

## 2.5 Discipline

The Discipline Team aims to help maintain an orderly school atmosphere necessary for effective learning and teaching; to promote school spirit, 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 S4 students. Students learnt the importance of being a law-abiding citizen.
- A talk on cyberbullying was held for S2 students. They learnt how to protect their privacy and stay safe online. Students showed respect to others while social networking online.
- A half day training programme was held in school for all Discipline Prefects.
- A joint school online programme 'Perfection' was organised for senior Discipline Prefects to strengthen the leadership skills and allow prefects to know more about the culture of different schools.

### General Observations in 2021-22

- 7 cases of cyberbullying were found in S1. More preventive measures should be done for junior form students, especially when BYOD is implemented in S1 and S2.
- Most of the students attended school and handed in homework on time. A new eDiscipline system will be implemented and formal punishments will be given to students who fail to hand in homework frequently.
- Our students are generally well-behaved. However, some of them are lack of self-discipline and self-management skills. They frequently need clear instructions and guidance.

## 2.6 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 programs outside school. More than fifteen high achievers were nominated to join various pull-out programmes organised by EDB, HKAGE, HKFYG, local and overseas universities, such as Gifted Programmes organised by CUHK, HKUST, HKU Academy for the Talented, HKFYG Summer School for Global Leadership and so on.
- An Aviation Exploration Programme was organised for 20 S5 academic high achievers (Mathematics / Physics / Geography) from April to July 2022. In the two sessions of online training, professional pilots introduced students to the knowledge, soft skills, and other attributes pertinent to a career in aviation and gave insight into life as a pilot and the route to attaining a career in aviation. In the simulation session, students had a chance to practise flying the flight simulator with guidance from the instructors. The feedback was very positive and the participants reflected that the Gifted Education Team should organise similar programmes in the future.
- A Chinese Language Pull-out Program was organised for S5 students who were good at Chinese in February 2022. In the two online training sessions, students further enhanced their practical writing and reading skills.
- Toastmasters International Youth Leadership Programme was organised for S1 to S4 high achievers in English from October 2021 to March 2022. The programme helped participants develop confidence and improve their eloquence. Participants had a chance to practise

prepared and impromptu speeches in a supportive environment. Extensive feedback was provided at the end of each meeting by the programme coordinator, the teacher, and special guests.

- Gifted Summer English Creative and Academic Writing Programme was organised for S1 to S4 high achievers in English in August 2022. Through this programme, our students developed their ability to generate ideas, think flexibly, and write with richer imagery and vocabulary. Our students reflected that they felt excited to write in English and flourished with confidence and helped their intellectual minds in blooming.
- An Online Global Enrichment Programme was organised for S4 to S6 Ambassadors of Learning in December 2021. This programme invited female leaders who work in the United Nations and different NGOs to share their challenges in the workplace. Students reflected that they appreciated the contribution by women leaders of the world.
- A Cross-generation Dialogue Workshop was jointly organised by the Gifted Education Team and the Character Development Team for S3 to S5 students in December 2021. During the workshop, students had the opportunity to understand the needs of the elderly under physical limitations via experiencing eye, hand, and leg challenges. Students reflected that they understood more about the needs of the elderly and pledged to show love, respect and care to them.

Some of the programmed projects could not be held due to the pandemic and school suspension in 2021-2022, which included Physics in Motion, Paper Plane Workshop and Leadership Training Camp.

## 2.7 Health Education

- The Health Education Team aims to promote a healthy lifestyle in school. Students are empowered with positive outlooks on life and be committed to learning.
- Class-based workshops were organised for S3 students and online talks were organised for S2 and S5 students respectively by Hong Kong Eating Disorder Association. The talk for S5 students empowered them to cope with their emotional problems including depression and stress, so that they would be able to face adversity and stay committed to their learning. The talk for S2 students enabled them to understand the characteristics of a “perfectionist” and to identify the pitfalls of being a perfectionist. The class-based workshops for S3 students helped them to understand the pros and cons of pursuing a good body shape and to identify when there is a true need for weight management.
- The majority of the participants agreed that the learning goals of these activities were achieved and they became more aware of the topic being discussed.

## 2.8 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 Christmas Celebration were held to help students experience and reflect on the love of God in their lives. Online religious groups

meetings were held during the first period on Day VI to help students reflect on their life experiences from the faith perspective. Faith sharing sessions were also held during religious periods to help students understand more about their faith and its relationship with their lives. Other activities, e.g. Easter Programme, Foundress Day and Foundress Week were held online because of the COVID-19 pandemic. The Way of the Cross and the Sacrament of Reconciliation during the Lenten season were cancelled due to the special vacation.

In line with the theme ‘In the Image of God - Gratitude’, all religious activities were organised to evangelise and strengthen the faith of Catholic students. The Catholic Society organised a talk about transgender to allow our students to be familiarised with the perspectives from the Roman Catholic Church on this controversial issue. A booth for writing cards to encourage our schoolmates was set up in early December. As Sacred Heartists cherish the companionship of one another, it is important to show our gratitude to their friends to acknowledge their kindness. Together with La Salle College, the Catholic Society organised a religious talk about vocation to help our students to discern God’s will. Besides, the Catholic Society arranged a list of activities during Lent. The prayer chain continued for 40 days and it was hoped that it could remind our students to pray wholeheartedly for the HKDSE students, especially during Lent. Last but not the least, the Joint-School Lenten Talk “How can teenagers apply the spirit of Lent during a pandemic?” guided students to perform the four pillars of Lent and strengthen their faith. Students made use of the opportunity to clarify their faith.

Service learning constitutes an important part of the Religious and Moral Education (RME) curriculum. Virtues of different saints were emphasised and practical skills to serve various target groups were introduced. Students were encouraged to apply these skills to their service and reflect on their experiences. They were encouraged to share what they have with people in need in order to become more sensitive to the needs of the underprivileged in society. Although not many service opportunities were available because of the pandemic, students tried to show love and care to their family members and used creative ways to serve the needy, e.g. teaching children with financial difficulties through online platforms, donating masks or hand sanitisers to charitable organisations, doing online services and so on.

## 2.9 Sex Education

The Sex Education Team aims to help students acknowledge and appreciate their identity for improving themselves, taking new initiatives and serving others.

As students are better equipped with knowledge of sensitive topics on sex, they adopt a more positive attitude towards sex education and are more willing to seek correct sex knowledge. Talks, form assemblies and workshops were organised to guide students to know more about proper attitude towards sex. Displays with the latest information were posted on the Sex Education Board.

Activities on the theme “Empowering students to form positive outlooks on life. Enabling students to live as happy, purposeful and independent individuals” were organised during the year:

### Form Assembly

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S1	25 January 2022	Life & Love	Understanding self	自我保護 / 公教婚姻輔導會	Ms Dora Au

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S2	9 December 2021	Deepening the six core values and the Canossian spirit	Interpersonal skills (peers/intimate)	同性三分親 / 公教婚姻輔導會	Ms K. Kwan Miss P. Chan
S4	10 February 2022			戀愛暴力 / Anti 480	
S5	2 June 2022		Truth	為戀愛作準備 / 公教婚姻輔導會	Ms Leung HY
S6	29 November 2021		Family	生命無價 / 公教婚姻輔導會	Ms Leung HY

#### Homeroom period

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S3A S3B	25 October 2021	Truth & Justice	Decision making abilities	男女身體介線 / 明光社	Miss Carol Lee
S3C S3D	11 October 2021				
S3E S3F	21 October 2021				

#### 2.10 STEM Education

The STEM 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 Office of the Government Chief Information Office, three STEM days, namely S.1 A.I. Funday, S.1 IoT X CAD Funday and S.1 Coding Competition and Funday, were organised for all S1 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. System thinking elements were embedded.
2. A group of S4 students participated in the 2nd Hong Kong Secondary School Cosmetic Formulation Competition and won the 1st runner-up. Their project aimed at finding out how differently each lipstick formula performed in terms of moisturising ability and glamorous colours. The team studied numerous samples on their hardness, moisturising ability, smoothness, glossiness and melting point.
3. A group of S5 students participated in the Inter-school Online Science Competition organised by the HKU Science Outreach Team and won the 1st runner-up. The three students had to respond to questions in Biology, Chemistry and Physics. After that, they had to write a proposal to solve science problems in authentic situations.
4. Five students in S2 and S4 participated in 仰望星空話天宮 – 中國空間站系統建設座談會. They had a chance to live chat with the Chinese astronauts via video conference.
5. A group of S4 students participated in the Science World: Exploring Space to Benefit

Mankind competition organised by the Hong Kong Polytechnic University. They proposed generating oxygen gas for mankind living in space by using microbial action of *Prochlorococcus*, a marine cyanobacteria.

6. Twenty students join the Croucher Science Week organised by the Croucher Foundation.
7. Three STEM projects namely “Project on Technology”, “Project on 3-D printing” and “Project on Science” were introduced in S2 PBL. Eighty-seven S2 students worked on the projects under the supervision and guidance of teacher advisors. Designing thinking elements were embedded in the projects. The project outcomes were presented to all S1 and S2 students.
8. Computer-aided design workshop was conducted for all S1 students. Students learned the basic skills in designing 3D objects. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in Science and Mathematics.
9. Five KLA-based projects were implemented in junior Science curriculum and three KLA-based projects were implemented in junior Mathematics curriculum. System thinking elements were embedded in the S1 KLA-based projects.

### 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 abilities of students in study, 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, training workshops and subject-specific enhancement programmes were organised for students in need of extra help. Online tutorials were also arranged for students with special educational needs during the class suspension period. Tablets were lent to students to facilitate their online learning at home when face-to-face teaching was suspended.

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 to apply 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.

(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 2021-2022, 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 commit 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 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 2021-2022, 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 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, social skills, life planning, school readiness, 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 on supporting students’ mental wellbeing 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 2022, 87.9% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 99.2% of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 71% attended local full-time bachelor degree programmes, 19% opted for overseas programmes and 8.9% attended local full-time sub-degree programmes.

### Other Achievements

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

- Sir Edward Youde Memorial Medal
- Sir Edward Youde Memorial Prizes
- Upward Mobility Scholarship 2022
- Outstanding Z Girl Award 2021-2022 (Organised by Zonta Club of the New Territories)
- The 34th Hong Kong Special Administrative Region Outstanding Students Award (Organised by JCI Yuen Long) – Top Ten Outstanding Students Award
- 2021 香港島傑出學生選舉 (香港島校長聯會主辦) – 十大傑出學生, 十大優秀學生
- 2021 年南區優秀青年嘉許計劃 (南區青年活動委員會及南區民政事務處主辦) – 南區傑出少年, 南區優秀少年, 卓越表現獎
- Student of the Year (Organised by South China Morning Post) – Performing Artist (2nd runner-up)
- 傑出中學生領袖選舉 2021-2022 (學友社主辦) – 傑出中學生領袖
- The 14th Arts Ambassadors-in-School Scheme (Organised by Hong Kong Arts Development Council)
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2021-2022 (Organised by Sir Robert Black Trust Fund)
- The AmCham Charitable Foundation Prize Book Awards (Organised by American Chamber of Commerce Charitable Foundation)
- 南區勇闖高峰學生領袖訓練計劃 2021 (南區學校聯會主辦) – 南區傑出學生
- 73rd Hong Kong Schools Speech Festival (Organised by Hong Kong Schools Music and Speech Association) – Shakespeare Monologues, Non-Open (Age 15 and over) – Champion
- 第七十三屆(2021)香港學校朗誦節 (中文朗誦) (香港學校音樂及朗誦協會主辦) – 詩詞獨誦(普通話) 中一、二詩詞獨誦(普通話) – 冠軍
- 2021 Hong Kong Youth Music Interflows 2021 (Organised by LCSD Music Office) – Western Percussion Ensemble Contest – Secondary School Class A – Gold Award
- 第三屆浙江揚琴藝術節暨第三屆"粵華盃"全國優秀揚琴選手展演 (浙江省民族管弦樂學會揚琴專業委員會及第三屆粵華盃全國揚琴展演組委會主辦) – 七級組 – 銅獎
- 2021 年第三屆中國揚琴網/揚琴圈全國揚琴展演評選 – (中國揚琴網/揚琴圈主辦) – 非專業 A 組 – 銀獎
- 第 74 屆香港學校音樂節 (香港學校音樂及朗誦協會主辦) – 箏獨奏 – 深造組 – 冠軍
- The 13th Asia Pacific Outstanding Youth Piano Competition (Organised by Hong Kong Music for Youth) – Youth Advanced Class – First
- 2022 香港青少年鋼琴大賽 (元朗大會堂主辦) – 公開組 – 銀獎
- The WHARF Hong Kong Secondary School Art Competition 2021-22 (Organised by Wharf Real Estate Investment Company Limited) – Painting Category – 2nd runner-up
- IYACC The 13th International Open Visual Arts Competition (Organised by International

- Youth Arts & Cultural Centre) – Theme: Manga – Age Division: 12 – Champion
- 57th Schools Dance Festival (Organised by Education Bureau and Hong Kong Schools Dance Association) – Western Dance (Group) – Honours Award
  - 57th Schools Dance Festival (Organised by Education Bureau and Hong Kong Schools Dance Association) – Western Dance (Trio) – Highly Commended
  - IDO Online Championships 2021 – (Organised by Hong Kong Dance Federation Limited) – Ballet (Solo) – Gold Award
  - A.S. Watson Group Hong Kong Student Sports Awards 2021-2022 (Organised by A.S. Watson Group (Hong Kong))
  - Inter-School Swimming Competition 2021-2022 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls A Grade – 50m Backstroke – Champion
  - Inter-School Swimming Competition 2021-2022 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls A Grade – 200m Individual Medley – Champion
  - Inter-School Swimming Competition 2021-2022 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls C Grade – 50m Freestyle – Champion
  - Inter-School Swimming Competition 2021-2022 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls C Grade – 100m Freestyle – 1st runner-up
  - 2021-2022 Age Group Long Course Swimming Competition (Organised by Hong Kong China Swimming Association) – Division Three – Girls 11-12 – 50m Freestyle – 1st runner-up
  - 2021-2022 Age Group Long Course Swimming Competition (Organised by Hong Kong China Swimming Association) – Division Three – Girls 11-12 – 100m Backstroke – 1st runner-up
  - 2021-2022 Age Group Short Course Swimming Competition – (Organised by Hong Kong China Swimming Association) – Division Two - Girls 15-16 – 50m Breaststroke – Champion
  - Hong Kong Age Group Diving Championships 2021 (Organised by Hong Kong China Swimming Association) – Girls Platform Group C – 1st runner-up
  - Hong Kong Open Diving Championships 2021 (Organised by Hong Kong China Swimming Association) – Women’s Synchronized 1M Springboard Hong Kong Open B – Champion
  - Hong Kong Open Diving Championships 2021 (Organised by Hong Kong China Swimming Association) – Women’s 3M Springboard Hong Kong Open B – 1st runner-up
  - Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2020/21) (Organised by Education Bureau) – Junior Section – Silver Award

The list of scholarships and awards our students received was published in the Student Achievements 2021-2022 booklet.

## X. Staff Development

The Staff Development Team had three goals for the year 2021-2022: (i) supporting teachers to be effective mentors of the students; (ii) equipping teachers to achieve a healthy life, both physically and spiritually, and integrate the values into their daily teaching; and (iii) supporting new teachers to integrate into the teaching environment in SHCC.

- The Staff Development Team invited passionate teachers to conduct sharing sessions on useful strategies that help students become self-directed learners in General Staff Meetings. Mrs Winnie Poon and Mr Jackson Yau shared about Flipped Learning in August 2022.
- To support teachers using e-tools in enhancing students' self-directed learning, the BYOD steering committee, the Pedagogy Exploration and Enhancement Team and the Staff Development Team co-organised five department-based workshops that assisted teachers of all departments in the use of e-learning tools, including Explain Everything, Nearpod and Edpuzzle, throughout the year.
- To support the teachers on Positive Education, two workshops were organised for all teachers in January and May 2022. Teachers tried out lesson plans and understood the meaning of the activities. Another workshop was organised for the new teachers who joined SHCC in 2021-22 to allow them to be familiarised with the Positive Education programmes.
- Peer Lesson Observation arrangements were revamped along with the Learning and Teaching Advancement Team and the Pedagogy Exploration and Enhancement Team to encourage teachers to share effective teaching strategies. Prof Ko, EdUHK, was invited to deliver a Lesson Observation Skills Workshop in Aug 2021. The lesson observation model suggested by EdUHK was introduced to teachers for focused lesson observation.
- To support teachers on students' support, two workshops, one on Suicide Prevention and one on enhancing students' wellbeing, were held in August 2021 and January 2022 respectively.
- The School invited Professor Albert So to conduct a seminar on National Security in August 2021 at St Mary's Canossian College. Prof So explained the importance and details of the National Security Legislation.
- Six sessions of New Staff Inductions, organised by the School, and an induction, organised by the Canossian Mission, were organised to support the new teachers who joined the School in 2021-22 to understand more about the school mission, the administration, the learning and teaching strategies and students' support at SHCC. Mentors were assigned to help them to adapt to the new teaching environment. The newly-joined teachers also joined the inductions organised by the EDB.

On the whole, teachers found the activities inspiring and fruitful. The majority of participants found the content of the workshops useful.

### Staff Development Programmes

Date	Activity	Target
30 August 2021	Student Suicide Prevention and Support	All teachers
30 August 2021	Lesson Observation Skills Workshop	All teachers
31 August 2021	National Security Education	All teachers
3 November 2021	Staff Development on Mental Wellness and Identification of Students with Speech and Language Impairment	All teachers

Date	Activity	Target
3 January 2022	Positive Education: Teaching Experience with S1 Lesson Plans	All teachers
10 January 2022	Counselling: Mental Wellness and Enhancing Students' Well-being; Discipline: Case Sharing	All teachers
12 May 2022	Positive Education: Teaching Experience with S2 Lesson Plans	All teachers
Throughout the year	Department-based Staff Development: BYOD Workshop -Using e-tools in empowering students to become self-directed learners	All teachers

#### New Teachers Induction

Date	Activity	PIC
21 August 2021	New Staff Induction Programme I: Sharing on Canossian Education and general administration, IT training (use of the interactive white board and room booking system)	School Principal Vice Principal and Assistant Principal, IT Team
22 August 2021	New Staff Induction Programme II: Counselling and Discipline	Counselling Team & Discipline Team
13 September 2021	New Staff Induction Programme III: CCA (Role of club advisors/outing arrangement), OLE and SLP records	SAAT, OLE Team and SLP Team
25 October 2021	New Staff Induction Programme IV: Duties of invigilation, input of examination marks and SAMS system, writing student comments	SAMS Team
14 February 2022	New Staff Induction Programme V: Interviewing skills for Parents' Day	Homeroom Board
7 June 2022	New Staff Induction Programme VI: Promotion meeting, extra summer assignments for CP cases and S4 – S5 supplementary lessons	L&T Adv. Team

## XI. Financial Summary

*School's annual financial position in 2021-2022 (as at 31 August 2022)*

<b>FINANCIAL REPORT FOR 2021-2022 (EOEBG)</b>			
<b>Code</b>	<b>Programme Item</b>	<b>Total Allocation (HK\$)</b>	<b>Total Expenses (HK\$)</b>
<b>A01-A08</b>	<b>Premises</b>	2,245,500.00	1,817,218.49
<b>A09-A18</b>	<b>Administration</b>	5,913,157.20	5,153,176.87
<b>C01-C24</b>	<b>Curriculum</b>	2,081,147.50	1,291,639.80
<b>P01-P36</b>	<b>Pastoral Care</b>	3,093,133.00	2,302,599.08
	Total	13,332,937.70	10,564,634.27
	<b>% Spent</b>		<b>79.2%</b>

<b>EOEBG Income 21-22 (HK\$)</b>	<b>72,901,857.57</b>
<b>EOEBG Expenditure 21-22 (HK\$)</b>	<b>72,571,150.02</b>

## XII. Report on the use of Special Grants

*School's annual financial position in 2021-2022 (as at 31 August 2022)*

### 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	187,800.00
English Language	English enhancement programme	110,400.00
Chinese Language and Mathematics	Hiring two supply teachers	921,460.00
	<b>Total</b>	<b>1,219,660.00</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\$129,187.03**

**Grant in the Year 2020-2021: HK\$126,000.00**

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Language Pull-out Programme	S5	12,180.00
English Language	Gifted Summer English Creative and Academic Writing Programme	S4	9,000.00
STEM	Aviation Exploration Programme	S5	24,000.00
Leadership	Online Global Enrichment Programme	S4 to S6	2,800.00
Intellectual Development	Subsidise gifted students to join local or overseas summer programmes	S4 to S5	33,940.00
		<b>Total</b>	<b>81,920.00</b>
		<b>Balance</b>	<b>173,267.03</b>

The following programmes had been cancelled due to the epidemic:

1. Physics in Motion
2. Paper Plane Workshop
3. Leadership Training Camp

### 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:	\$39,000.00
B	Expenditure in the Current School Year:	\$22,882.70
C	Unspent Amount to be Returned to the EDB (A – B):	\$16,117.30

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

Category	Number of Student Beneficiaries	Subsidised Amount (HK\$)
Comprehensive Social Security Assistance	4	6,129.50
Full-grant under the School Textbook Assistance Scheme	9	11,044.00
Meeting the school-based financially needy criteria	7	5,709.20
<b>Total</b>	<b>20</b>	<b>22,882.70</b>

#### III. Details of expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (HK\$)	Essential Learning Experiences (Please put a the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Chinese Instrumental Classes	Arts (Music)	2	4,179.00			✓		
2	Western Instrumental Classes	Arts (Music)	7	9,611.70			✓		
3	Dance Classes	Arts (Others)	2	3,600.00			✓		
4	Sports Training	Physical Education	9	5,492.00			✓		
<b>Expenses for Category 1</b>			<b>20</b>	<b>22,882.70</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
<b>Expenses for Category 2</b>			<b>0</b>	<b>0.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
<b>Expenses for Category 3</b>			<b>0</b>	<b>0.00</b>					
<b>Total</b>			<b>20</b>	<b>22,882.70</b>					

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

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

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

A. The number of students (count by heads) benefitted under the Grant is 17 (including A. 4 CSSA recipients, B. 9 SFAS full-grant recipients and C. 4 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	2	0	88%	9/2021 – 8/2022	4,179.00	Attendance Records and Teacher's observation
Western Instrument Classes	1	2	4	95%	9/2021 – 8/2022	19,641.30	Attendance Records and Teacher's observation
Dance Classes	2	0	0	89%	9/2021 – 8/2022	3,600.00	Attendance Records and Teacher's observation
Sports Training	1	5	0	91%	9/2021 – 8/2022	3,126.00	Attendance Records and Teacher's observation
Total no. of activities: 4							
@No. of man-times	4	9	4				
**Total no. of man-times	17				<b>Total</b>	<b>30,546.30</b>	

Note:

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

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

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

## 5. Learning Support Grant

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

Programme	Target	Amount (HK\$)
1. After-school Tutorial Programme (First Term)	S1 to S6	49,500.00
2. After-school Tutorial Programme (Second Term)	S1 to S6	99,000.00
3. Calligraphy Workshops	S1 to S4	12,900.00
4. Executive Functioning Workshops	S1	4,128.00
5. Expressive Arts Therapy Workshops	S1	7,550.00
6. Social Skills Workshops	S1	8,000.00
7. Expressive Arts Therapy Workshops	S2	4,950.00
8. Life Planning Workshop	S3	4,851.00
9. School Readiness Workshops	S3	10,000.00
10. School Readiness Workshops	S4	4,800.00
11. Expressive Arts Therapy Workshops	S4 & S5	7,550.00
12. Social Skills Workshops	S4 & S5	4,200.00
13. Self-understanding Workshop	S4 & S5	360.00
14. Summer Writing Workshop (Chinese)	S6	6,000.00
15. Summer Writing Workshop (English)	S6	4,800.00
16. Teaching Resources and Aids	Teachers	582.00
<b>Total</b>		<b>229,171.00</b>
<b>Accumulated surplus by the end of this school year</b>		<b>79,929.00</b>

## 6. Life-wide Learning Grant

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

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Activities Week: Creative media training workshop To allow students to train their script writing skills, video shooting and video editing skills	Aesthetic development	January 2022	S5	30	Participants' oral feedback, teachers' observation	53,870.00	E1						
2	Design a Happy Teachers' Day card to show gratitude to teachers. To unleash students' creativity through card design and cultivate students' thankful attitude	Aesthetic development	December 2021	All levels	900	Participants' oral feedback, teachers' observation	7,600.00	E7, E8		✓	✓			
3	De-stress and Detox: Art Jamming Workshop To build team spirit and reduce stress through making collaborative art work.	Aesthetic development	August 2022	S3 - S5	151	Questionnaires, observation	36,000.00	E1		✓	✓			
4	Drama Training Workshops To cultivate students' skills in drama and to prepare for the performance in the Hong Kong School Drama Festival	Aesthetic development	Year-round	S1 - S5	22	Observation, Adjudication from the Hong Kong School Drama Festival	29,400.00	E5			✓			
5	HK Interschool Choral Festival, an annual interschool music competition To showcase musical talents of each school (school music teams)	Aesthetic development	January 2022	All levels	900	Participants' oral feedback, teachers' observation	5,510.00	E1		✓	✓			
6	Inter-house Art Competition To provide a chance for students to unleash their art potential and showcase their creativity	Aesthetic development	May – July 2022	All levels	900	Questionnaire	42,795.00	E1			✓			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
7	School Orchestra, coaching fees for School Orchestra and Chinese Orchestra To provide quality training for school music teams and musically gifted students by professional coaches	Aesthetic development	Year-round	All levels	900	Participants' oral feedback, teachers' observation	74,275.00	E6			✓			
8	Careers Expo 2022 To invite alumnae to share their career and life planning with students	Career & life-planning	March 2022	S3 - S5	300	Google Form Survey	539.00	E7		✓		✓		
9	S6 Preparation for the release of HKDSE results To prepare students for modification of JUPAS choices and disseminate information on further studies.	Career & life-planning	June 2022	S6	Whole level	Questionnaire	4,750.00	E5				✓		
10	Life Planning Talk (S5: Career Trends) To equip students with the latest career trends on the market.	Career & life-planning	September 2021	S5	Whole level	Google Form Survey	2,300.00	E5				✓		
11	My City (simulation) To enable students to understand their own strengths and develop teamwork.	Career & life-planning	July 2022	S4	Whole level	Participants' oral feedback, teachers' observation	27,200.00	E1				✓		
12	S6 Mock Interview Programme To prepare students for interview for post-secondary education.	Career & life-planning	June 2022	S6	Whole level	Questionnaire	10,750.00	E6				✓		
13	Life Planning Talk (S4: Life Planning - Values and Practice) To let students have an overall picture of life planning and value of work.	Career & life-planning	October 2021	S4	Whole level	Google Form Survey	2,300.00	E5		✓		✓		
14	Life Planning Talk (S1: Dreams) To encourage them to pursue their dreams.	Career & life-planning	September 2021	S1	Whole level	Google Form Survey	2,300.00	E5				✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
15	Preparation for multiple pathways upon completion of S6 To prepare students for multiple pathways upon completion of S6	Career & life-planning	September 2021	S6	Whole level	Google Form Survey	375.00	E7					✓	
16	Leadership Training Workshop (coorganised with the HKFYG Leadership Institute) To enhance the communication skills of student leaders	Career & life-planning	November 2021	S3 - S5	96	Questionnaires, observation	25,810.00	E1		✓				
17	Sacred Heart Enterprise Challenge (S.H.E Challenge) To teach students entrepreneurial skills, including teamwork, leadership, communication and other professional skills	Career & life-planning	May 2022	S3	Whole level	Questionnaire	5,850.00	E1					✓	
18	Workshops on Dining Etiquette / Hotel Operation / Event Planning (coorganised with Vocational Training Council, Haking Wong Campus) To enhance students' understanding on the daily routines of hotel and catering industries	Career & life-planning	July – August 2022	S4	133	Questionnaires, observation	30,740.00	E1					✓	
19	Chinese Debate competitions 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	Chinese Language	Year-round	S1 - S5	27	1. Performance in competitions 2. Self-reflection of participants	1,585.00	E1	✓					
20	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	Chinese Language	Year-round	S1 - S5	27	1. Performance in competitions 2. Self-reflection of participants	98,855.00	E5	✓					

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
21	Tour and workshop on Chinese Opera To have better understanding of Chinese Opera and deepen their knowledge on traditional Chinese culture	Chinese Language	December 2021	All levels	62	The tour and workshop have enhance the students interest in Chinese Opera.	1,100.00	E2	✓		✓			
22	Visit HK Museum of History To identify things and life related to history and strengthen Chinese Language learning.	Chinese Language	August 2022	S2	8	Write an article after the visit.	542.00	E2	✓	✓	✓			
23	S4 Service Project To provide a chance for all S4 students to enrich their service experience and to understand themselves more for the betterment of their personal growth.	Community Service	Year-round	S4	144	Reflection in service portfolio, sharing of experience and debriefing.	761.00	E7						✓
24	Talk on Poverty To raise awareness of students about world-wide poverty	Community Service	May 2022	S4	Whole level	Questionnaire	1,000.00	E1		✓				
25	Guidance Sisters Scheme To help S1 students to adapt to SHCC school life	Counselling	Year-round	S1, S3 – S5	50	Students' reflection	1,468.00	E1, E7		✓				
26	Love Project To cultivate a loving and caring school atmosphere	Counselling	Year-round	All levels	200	Participation rate	5,555.00	E1, E7		✓				
27	Activities Week: Tour and workshop on enhancing students' knowledge on Chinese culture and Hong Kong heritage To allow students to have a better understanding of the different religious sites with Chinese architecture and to deepen their knowledge on traditional Chinese culture	Cultural Development	January 2022	S5	30	Participants' oral feedback, teachers' observation	63,500.00	E1						

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
28	Workshops on Conservation and Revitalisation of Historic Buildings in Hong Kong  To equip students with the necessary knowledge and concepts related to conservation and revitalisation of historic buildings in Hong Kong through workshops given by guest speakers and the team.	Cultural Development	November 2021 – May 2022	S2	63	Students were able to produce posters and/or videos for presentation.	3,116.00	E5, E6, E7	✓	✓				
29	Enrolment fees for the 22nd Wofoo Millennium Enterprise Programme  To cultivate students' generic project planning skills and open-minded entrepreneurial thinking and promote their awareness on imminent social issues and strengthening their understanding on the importance of corporate social responsibility.	Entrepreneurship training	December 2021	S4, S5	30	Students were engaged in briefing sessions, workshops and the meetings with mentors. Two groups demonstrated how they practiced the entrepreneurial skills to develop their gerontech projects in the final presentation.	2,100.00	E1	✓	✓			✓	
30	Jockey Club CoCoon Student Training in Entrepreneurship Programme (STEP)  To equip students with the life skills of collaboration, creativity and problem solving.	Entrepreneurship training	June 2022	S4	3	Our students' proposal was highly appreciated by Ocean Park and they were invited to develop prototype to realise their idea.	300.00	E1	✓	✓			✓	
31	Visit to Ocean Park  To arouse students' awareness on conservation of wildlife and to nurture class spirit by having fun in the theme park.	Extended learning	December 2021	All levels	900	Collection of worksheets, observation	89,100.00	E1	✓	✓				
32	Workshop on Generation Gap and Communication Skills  To enhance students' communication skills to overcome the generation gap	Global awareness	October 2021	All levels	900	Questionnaire	2,600.00	E1	✓	✓				✓

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
33	HK Eating Disorders Ass Ltd - S3 Workshop (減肥兩面睇) To teach students the correct way to manage their weight	Health Education	October 2021	S3	150	By observation and by evaluation form	3,840.00	E1	✓					
34	HK Eating Disorders Ass Ltd - Talk (吃走壓力) To teach students about stress management	Health Education	March 2022	S5	900	By observation and by evaluation form	600.00	E1	✓					
35	HK Eating Disorders Ass Ltd - Talk (完美成癮·拆解完美主義的迷思) To teach students what “perfectionism” is and how to avoid being a perfectionist	Health Education	March 2022	S2	150	By observation and by evaluation form	600.00	E1	✓					
36	Lectures on topics related to sex education To enable students to recognise physical and psychological changes in teenage years as a stage of growth and encourage students to respect the complementary roles of the two sexes in the family, and sex equality in society and the world	Health Education	October – December 2021	All levels	900	Questionnaire	8,800.00	E1		✓				
37	Moral Education and counselling To enhance students' mental well-being	Moral & Civic Education	Year-round	All levels	100	Survey feedback	1,342.00	E5, E6		✓				
38	School Talk on media education To help students understand the impact of mass media on youth and improve their analytical skills when accessing the information from public sources	Moral & Civic Education	May 2022	S4	140	The activity was evaluated by the analysis of the responses of teachers and students in the evaluation form.	900.00	E1		✓				
39	School Talk on National Security Law, National Flag and National Anthem Ordinance To help students understand the rule of law and adopt a positive attitude to be responsible citizens	Moral & Civic Education	September – November 2021	All levels	900	The activity was evaluated by the analysis of the responses of teachers and students in the evaluation form.	1,500.00	E1		✓				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
40	School Talk on social justice and cultural diversity To help students develop a positive attitude to maintain a just environment for different social groups	Moral & Civic Education	March 2022	S3	160	The activity was evaluated by the analysis of the responses of teachers and students in the evaluation form.	16,000.00	E1		✓				
41	58th School Dance Festival To allow students to participate in inter-school competitions after annual subscription and registration	Physical Education	Year-round	All levels	30	Inter-school competitions	5,800.00	E1			✓			
42	Sport Fun Day To foster physical development of students, promote sportsmanship and nurture students' curiosity	Physical Education	November 2021	All levels	900	Teachers' evaluation and comments from students	206,632.00	E1			✓			
43	Sports Training Programmes These are key development projects of the school sports teams	Physical Education	Year-round	All levels	150	Teachers' evaluation and the results of inter-school competitions	11,560.00	E6			✓			
44	Subscription and Registration for HK Schools Sports Federation To allow athletes to participate in the inter-school competitions after annual subscription and registration	Physical Education	Year-round	All levels	150	Inter-school competitions	2,748.00	E1			✓			
45	Design thinking for social innovation To equip students with design thinking skills for social innovation	Problem-solving and thinking skills	January 2022	S2	120	Participants' oral feedback, teachers' observation	29,000.00	E1	✓					
46	Speak Out, Page to Stage, Puppetry To offer students opportunities to apply the knowledge and skills learnt in Drama lessons	Cultural Development	January 2022	S1 – S2	200	Observation and feedback from teachers and students	21,250.00	E5	✓					
47	文學班文集 To publish the great work composed by students taking Chinese Literature	Cultural Development	May 2022	S4 – S6	50	Teachers' evaluation and comments from students	14,000.00	E1	✓	✓				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
48	Creative Online Course To boost the creativity of students through online course	Cultural Development	May 2022	S1 – S6	50	Observation and feedback from teachers and students	21,000.00	E6	✓					
<b>Sub-total of Item 1.1</b>							979,518.00							

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
<i>NIL</i>													
<b>Sub-total of Item 1.2</b>							<b>0.00</b>						

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (HK\$)
	<i>NIL</i>			
<b>Expenses for Category 2</b>				<b>0.00</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>979,518.00</b>

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

### Category 3: Estimated Number of Student Beneficiaries

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

## 7. Promotion of Reading Grant

**Balance brought forward 2020 – 2021: HK\$0.00**

**Grant in the year 2021-2022: HK\$73,326.00**

Item	Amount (HK\$)
Author Online Workshop (1)	3,600.00
Author Online Workshop (2)	2,400.00
Dove Tale’s Theatre Show	10,000.00
10 iPads and Apple Pencils	32,370.00
E-book Library	28,967.00
Reading enhancement – Book Coupons	1,350.00
<b>Total</b>	<b>78,687.00</b>
<b>Balance</b>	<b>-5,361.00</b>

### Evaluation:

- The Reading Grant was spent on further developing a more resourceful e-book library with a greater variety of e-books sourced from a great range of disciplines produced by different well-known publishers and popular teen writers. It was observed that since the launching of the e-book library during the class suspension period, the number of active loans throughout the last academic year had increased from 430 to 591 e-books being checked out. This is an encouraging sign indicating that students have started to read with their own choice of books at their own pace. Other purchases spent on the renewal of the annual subscription of library newspapers and magazines also contributed to a significant part of the library resources for students and teachers alike.
- The grant also allowed the school library to organise two online authors’ workshops for our Student Librarians and the whole level of S4 students which focused on Positive Education and how to look at things from a different perspective. Most of the student participants found the workshops inspiring and thought provoking. This showed that online workshops were alternatives to face-to-face ones during the pandemic. Besides, the school library also organised the Dove Tales Theatre Show, ‘A Mid-summer Night’s Dream’ for all S1 students. The response of the students was encouraging. The auditorium was filled with students’ laughter and a variety of questions related to the characters and drama education training were raised during the Q and A session before the end of the performance.
- 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.

## 8. 支援非華語學生中文學習計劃 (2021—2022)

支援非華語學生學習中國語文及文化的主要目標：

- 讓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：由二零二一年九月至二零二二年八月，共一個學年。

### 中國語文科

項目		費用 (\$)
1. 聘請兼職教學助理*	舉辦課後中文學習支援班、在中文課堂進行抽離學習、同儕伴讀課程，加強中國語文基礎的課後中文學習支援，協助科組籌辦推廣校園活動或校外考察團等	98,314.82
2. 僱用校外導師／機構舉辦課後中文學習班	舉辦課後中文學習支援班、在中文課堂進行抽離學習、同儕伴讀課程，加強中國語文基礎的課後中文學習支援	8,800.00
3. 舉辦推廣共融校園活動	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	108.30
	<b>合計</b>	<b>107,223.12</b>

## 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	5	16,185.00
	<b>Total</b>	<b>16,185.00</b>

**End of Report**

**Sacred Heart Canossian College**  
**School Report 2021-2022**

Endorsed by  
the Incorporated Management Committee of  
Sacred Heart Canossian College

Sr Agnes Law FdCC  
Chairman / School Supervisor  
on 28 October 2022