

Learning with Commitment

Serving with Gratitude

School Report 2022 - 2023

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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

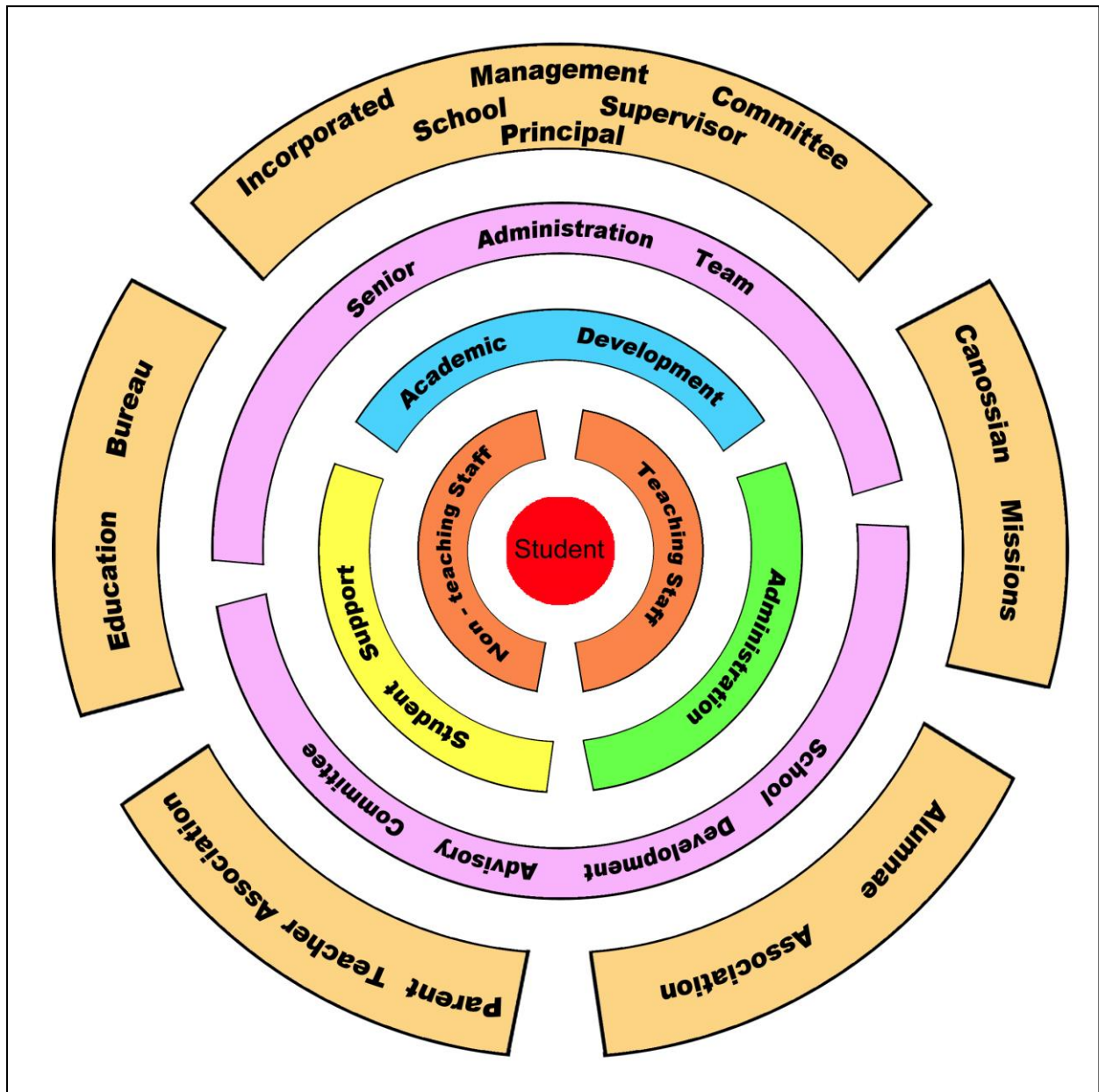
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong 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 (2022-2023)

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

School Report 2022-2023

I. Introduction

Learning with Commitment

Serving with Gratitude

‘Rejoice always, pray without ceasing, give thanks in all circumstances; for this is the will of God in Christ Jesus for you.’
1 Thessalonians 5:16-18

Praise to the Lord that we finally lived through the pandemic. The year 2022-23 witnessed a gradual resumption of normal school life. Yet, one would agree that school life can never be the exact same as it was before the pandemic.

Challenges always come with opportunities. The pandemic has provided an impetus for the development of eLearning. The use of technology to assist learning and teaching has become the norm of school life. Our second phase of BYOD was implemented in the junior forms as scheduled. At the same time, many senior form students actively used information technology to facilitate their learning. The growing use of information technology in learning is making information literacy increasingly important, and the release of the updated draft on ‘Information Literacy for Hong Kong Students’ Learning Framework in 2022 provided guidelines for the school to review and develop school-based information literacy education. To strengthen their generic skills, systems thinking and design thinking were introduced to S1 and S2 students through Integrated Science lessons and Project-based Learning activities (PBL) respectively this year.

To resonate with the effort of the government to promote STEM education, the STEM Development Coordinating Team organised workshops on Artificial Intelligence (AI), coding and Internet of Things (IoT) for all S1 students during S1-S3 Activities Week. The Biology Department, Chemistry Department, Physics Department and Integrated Science Department worked collaboratively to organise Science Day for our S1 students. Pullout programmes such as visits and workshops were also offered to the STEM ambassadors. To unleash the potential of students in STEM/STEAM education further, the school encouraged students to take part in different competitions to widen their exposure. These students performed well and brought home encouraging results. Examples of such included a team of five S4 students who won the Best Image Award and the Best Learning Process Award in the ‘‘Hologram’’ Digital Image Design Competition’ organised by the Education Bureau, becoming the overall champion of the competition. Another group of S4 students participated in the ‘CLP Energy Innovation Smart City Competition 2022-2023’ organised by the China Light and Power Company Limited. Their project on generating electricity with biogas formed by bacterial digestion of buffalo dung made them the second runner-up. These competitions have provided students with valuable opportunities to learn from people sharing the same interests.

While it is essential to equip our students with abilities to meet the changes and challenges in society, instilling them with proper values are equally important so that they can make sound and wise choices in their lives. Our Foundress, St Magdalene of Canossa, reminded us that formation of the heart is of utmost importance in the whole-person development of young people. The 2022-2023 school year is the last in the three-year plan to develop positive education in school. Building on the foundation of the S1 and S2 homeroom positive education curriculum, a total of six home periods on PERMA were introduced to S3 students. The revised Canossian Values Education Framework – a synthesis of school-based values, Catholic core values and the priority values proposed by the Education Bureau – was introduced to the staff at the beginning of the year. Staff development workshops were conducted to let the teaching staff deepen their understanding about the Canossian Values Education Framework, as well as how to implement, monitor and evaluate values education in school. We will continue to align our education endeavours with the Canossian Values Education Framework

so that our students are formed according to the graduate profile of the school. The well-being of students has always been our concern. To empower our students to accompany their schoolmates, mental well-being ambassadors were recruited. After training, they would conduct mental well-being programmes for their schoolmates. To address learning needs, individual learning plans were devised to help students requiring special assistance adjust to normal school life.

National identity is an area that has been receiving public attention in recent years. During this school year, many attempts have been made to help our students have a better understanding on the development of China and Chinese culture. Besides weekly sharing during morning assembly, the talk on national security education for S1 allowed our students to have a greater sense of the Hong Kong National Security Law, the National Flag and National Emblem Ordinance, and the National Anthem Ordinance. Visits to the Palace Museum, S1 Chinese Culture Day and talks such as working and studying in the Greater Bay Area were organised for students to have a better understanding on the development of China and to develop an interest in Chinese culture. In May 2023, Sacred Heart Canossian College came into a sister school agreement with Jinan Shungeng Middle School in Shandong. It is hoped that this agreement will set the stage for regular professional dialogue and student exchange in the future.

Apart from the sister school agreement, a closer collaboration was built between Sacred Heart Canossian College and her two primary schools. On 5 May 2023, 19 Primary Six students from Sacred Heart Canossian School Private Section and Sacred Heart Canossian School came to our school on their ‘Heartland Expedition’ to experience secondary school life together with their S1 buddies for a day. All three schools were happy to see the students enjoying their visit and looked forward to an extension of the programme in the coming year. Our Parent-Teacher Association (PTA) and the Parent-Teacher Association of Sacred Heart Canossian School jointly organised two STEM workshops for parents and students of the primary school. Both schools hope that exchange between the two sides can be extended to other areas in the future.

‘We are Sacred Heartists Series’ was launched by the Sacred Heart Canossian College Alumnae Association Education and Charitable Fund (SHCCAAECF). It has provided a platform to connect Sacred Heartists of different generations and in different places. Our distinguished alumnae Dr Anna Lok, Ms Angela Lee, Mrs Margaret Leung and Miss Elsie Leung shared with our students their life experiences and the lessons they have learnt. Their wisdom of life has inspired our students on how to pursue their dreams as well as how to face choices and adversities. Alumnae in different parts of the globe also joined the sharing sessions through zoom. The advancement in technology has played an important role in bringing Sacred Heartists together.

The resumption of face-to-face lessons enabled students to enjoy a happier school life as they could organise or participate in different activities beyond the classroom. ‘To Infinity and Beyond’ – the school fun fair – was successfully held in early March by Euphoria, the Student Council 2022-2023. Organising this fun fair was particularly difficult because of the uncertainties caused by the pandemic and the lack of experiences from the previous three years. Student leaders were deprived of opportunities to organise large scale school activities or take part in extra-curricular activities in those three years, so the efforts of the Student Council and various student bodies were particularly appreciated by the visitors. Besides the school fun fair, life at Sacred Heart was brightened with activities such as Inter-class Dance Competition, Inter-House Debating Competition, and S1-5 Activities Week, all thanks to the concerted effort of our teachers and students. At the same time, students took initiatives to join activities outside school, including service projects, gifted programmes organised by tertiary institutes, local entrepreneurial activities as well as international singing competitions. They achieved excellent results in different areas and the details are listed in the Students Achievements Booklet.

To better accompany our students, the Staff Development Team has provided a number of school-based professional development programmes focusing on positive education, mental

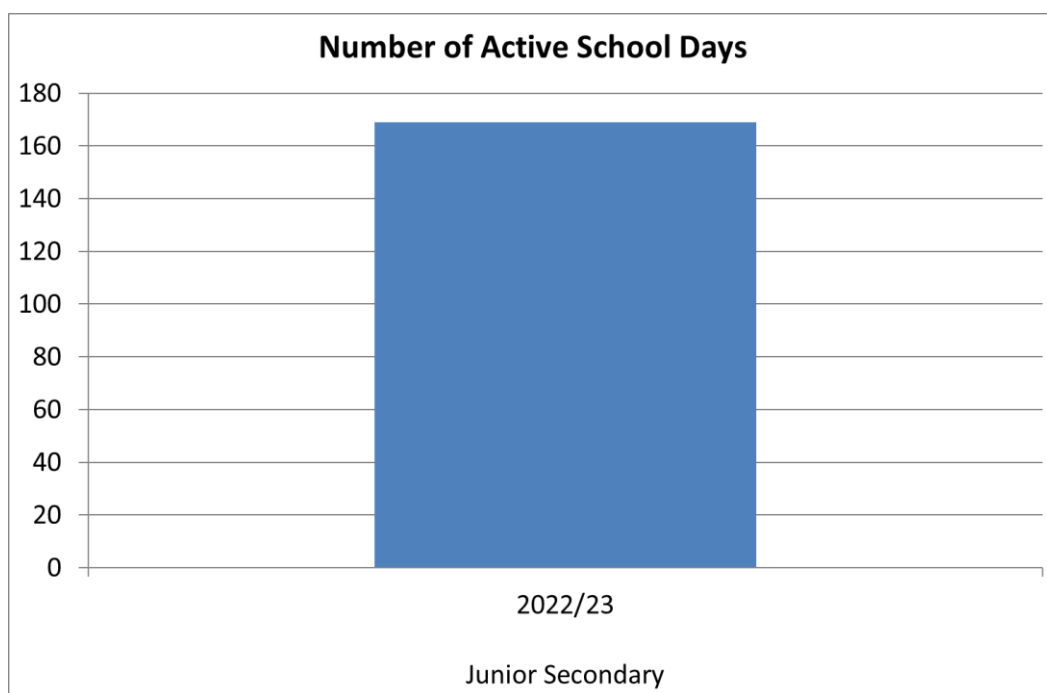
well-being of students, design thinking and values education for our teaching staff. Teachers were also encouraged to learn from one another through peer lesson observations and department-based staff development programmes. In addition, a good number of teachers took part in inter-school staff development activities to enhance their learning and teaching strategies. This year, experiential learning sessions on services and different learning activities were arranged for teachers so as to widen their exposure and enable them to have an increased understanding about students.

Thanks to our Heavenly Father, Sacred Heart has always been blessed with supportive staff. We thank our teachers for their availability and readiness to accompany our students on their growth journeys, especially when our students are going through trials and difficulties. We thank our supporting staff for creating a clean school campus and an environment conducive to learning. This is especially important when we have been more susceptible to various infectious diseases in recent years. We thank our parents, in particular the Parent-Teacher Association, for their unfailing support and willingness to offer their expertise to the school in areas such as tender evaluation. We thank our alumnae who have always been active in sharing their experiences and giving advice to our students on further studies and careers planning.

With the support of all stakeholders and under the guidance of the Holy Spirit, members of the Sacred Heart community are ready to continue our journey of nurturing Sacred Heartists to become committed learners and grateful servants.

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 2022-2023 is 169.



III. Curriculum

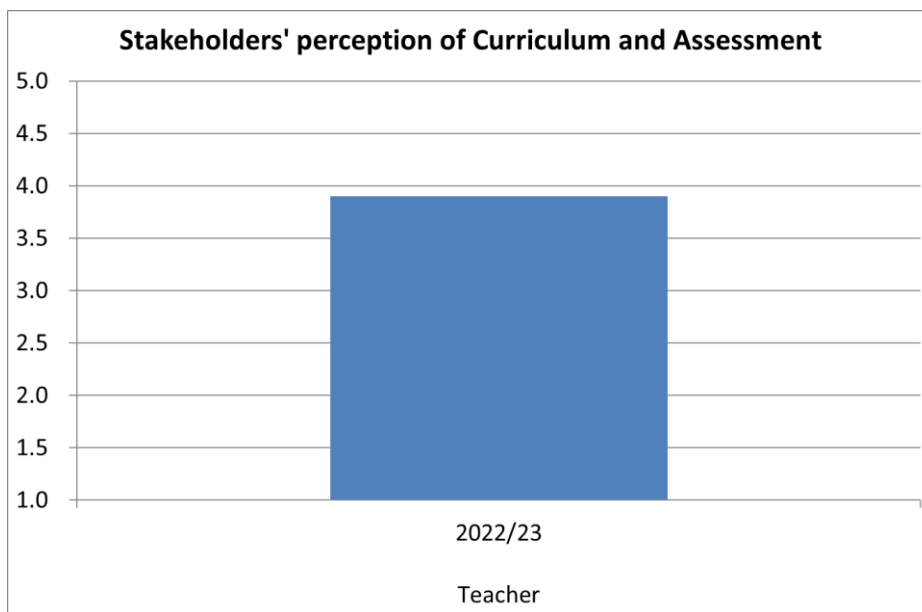
1. Structure

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

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

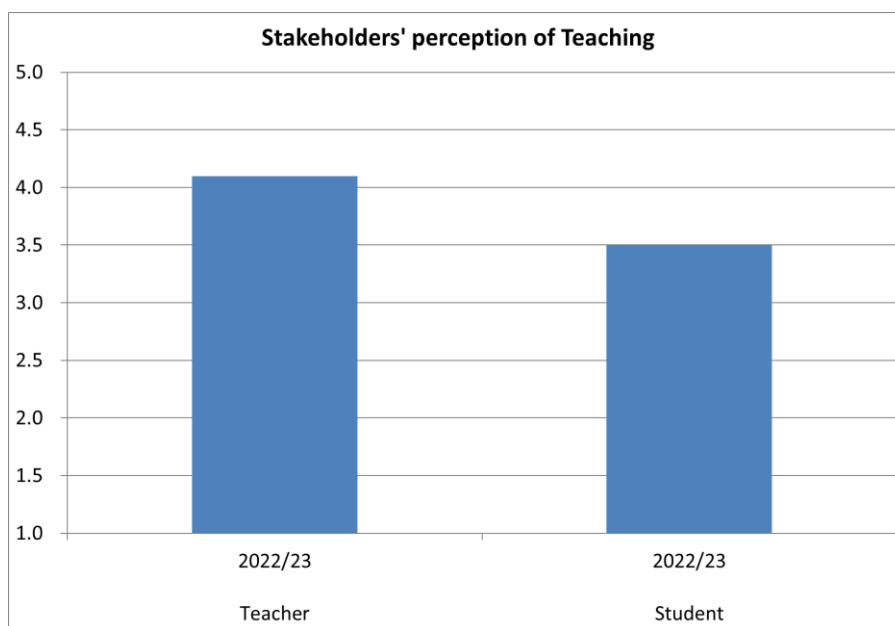
2. Stakeholder’s perception of Curriculum and Assessment

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



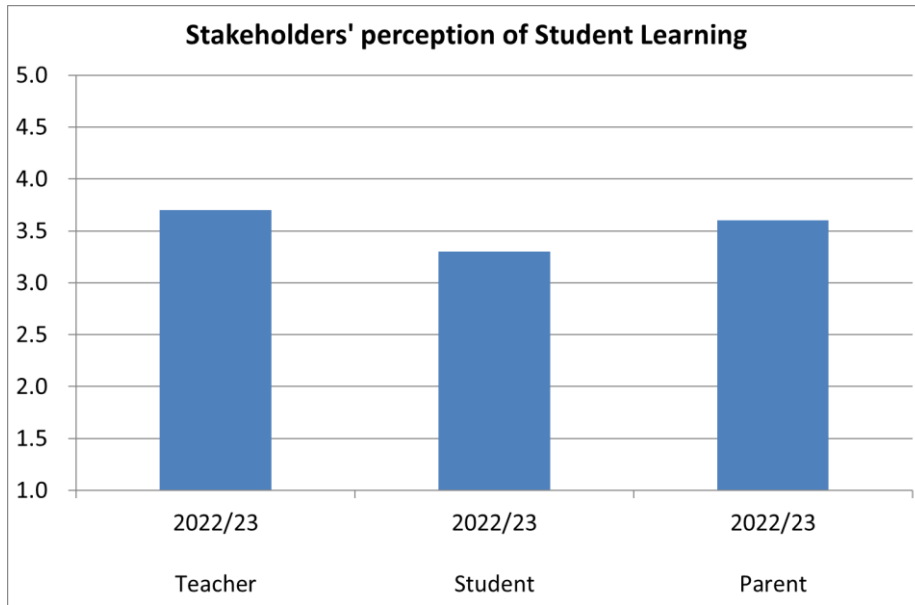
3. Stakeholder’s perception of Teaching

	Mean
The average score of teachers’ perception of Teaching	4.1
The average score of students’ perception of Teaching	3.5



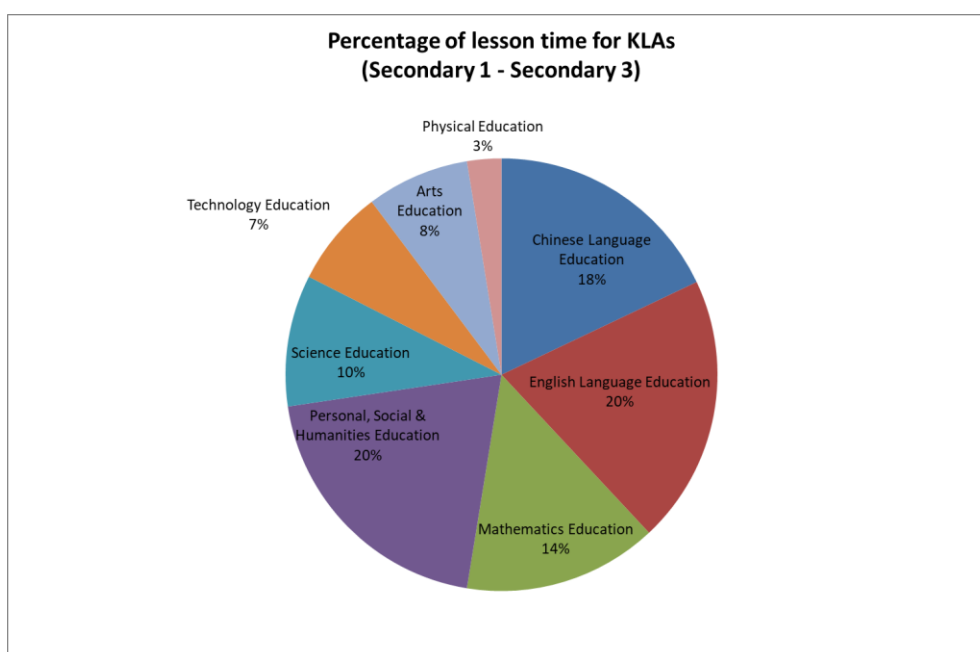
4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.7
The average score of students' perception of Student Learning	3.3
The average score of parents' perception of Student Learning	3.6



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

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



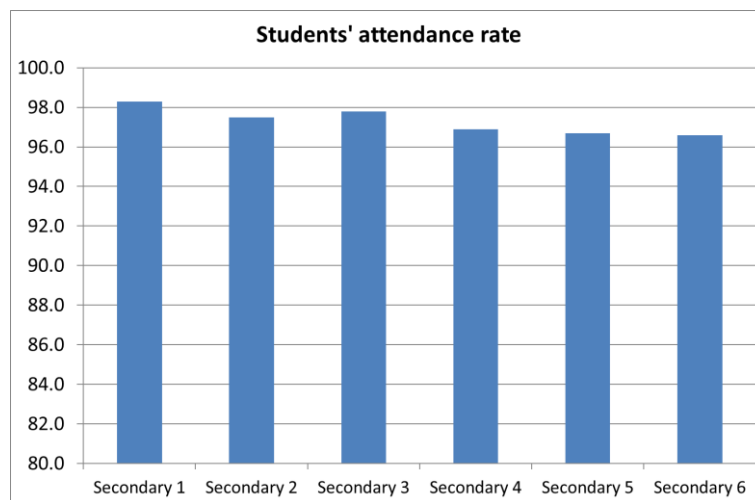
V. Class Structure and Number of Students

Level	Number of students in September 2022	Number of students in July 2023
Secondary 1 (1A-1F)	149	130
Secondary 2 (2A-2F)	156	145
Secondary 3 (3A-3F)	143	130
Secondary 4 (4A-4F)	128	120
Secondary 5 (5A-5F)	121	117
Secondary 6 (6A-6F)	129	128
Total	826	770

VI. Students

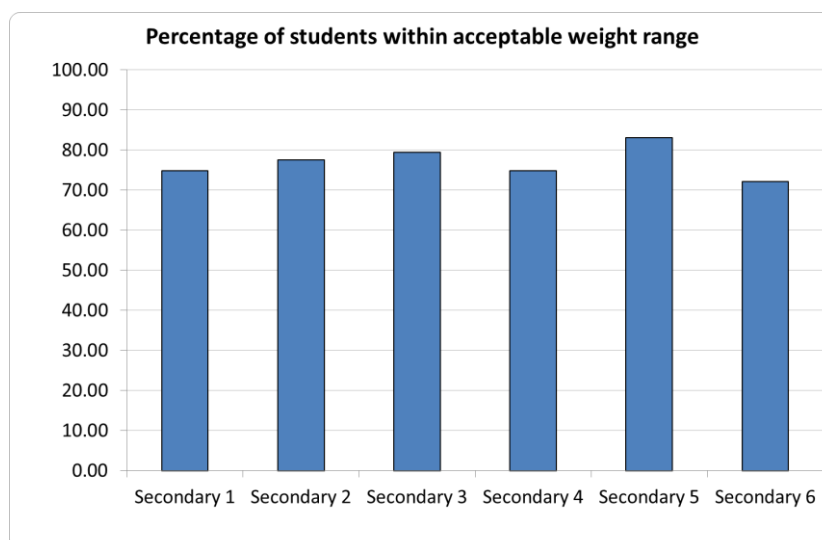
1. Attendance rate of students

	Percentage
Secondary 1	98.3
Secondary 2	97.5
Secondary 3	97.8
Secondary 4	96.9
Secondary 5	96.7
Secondary 6	96.6



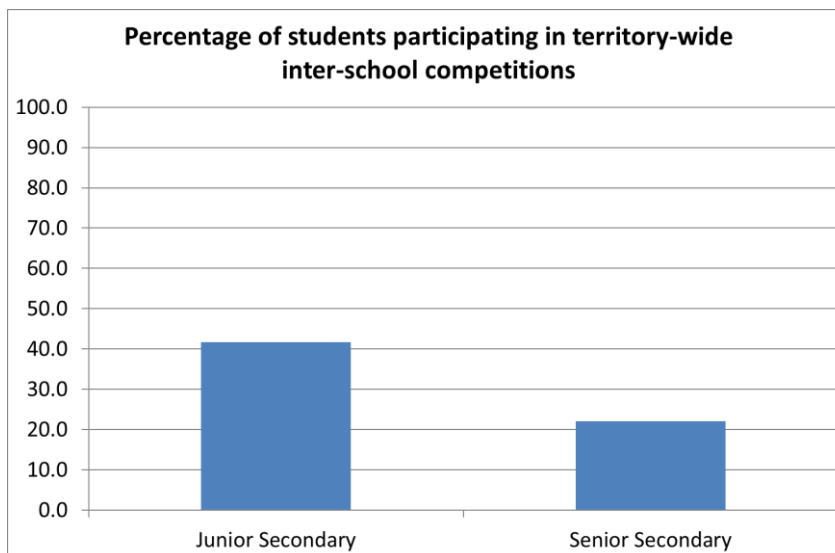
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	74.8
Secondary 2	77.6
Secondary 3	79.4
Secondary 4	74.8
Secondary 5	83.1
Secondary 6	72.1



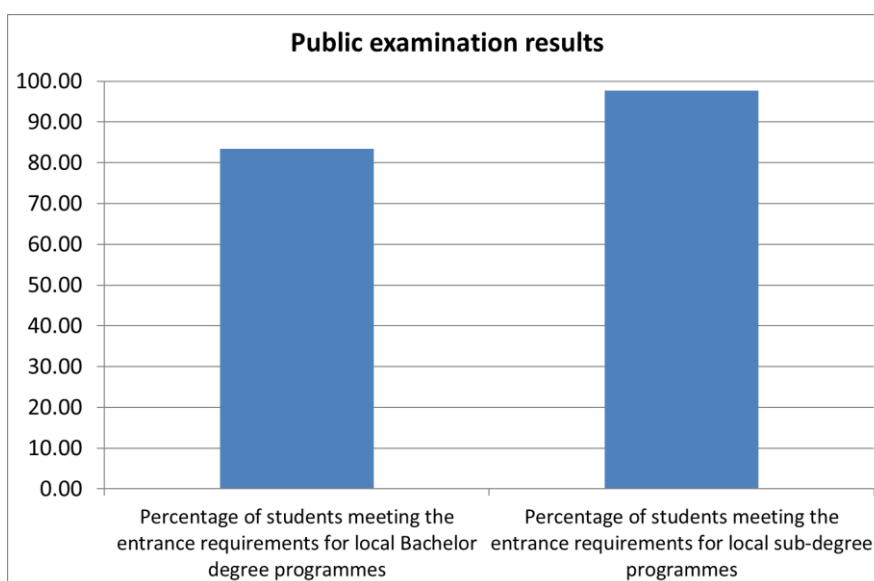
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	41.7
Secondary 4 – Secondary 6	22.1



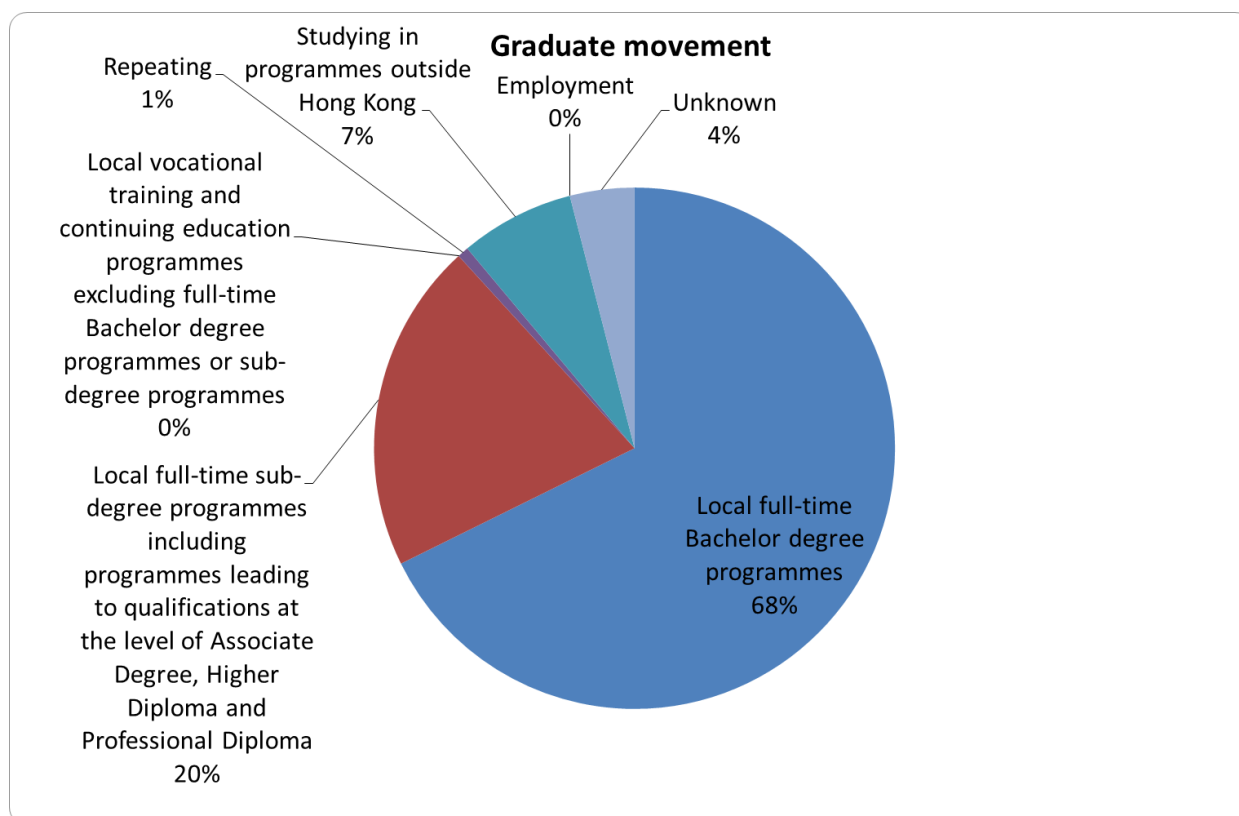
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2023	83.46
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2023	97.64



5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2023	67.7
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2023	20.5
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2023	0
Repeating	2023	0.7
Studying in programmes outside Hong Kong	2023	7.1
Employment	2023	0
Unknown	2023	4



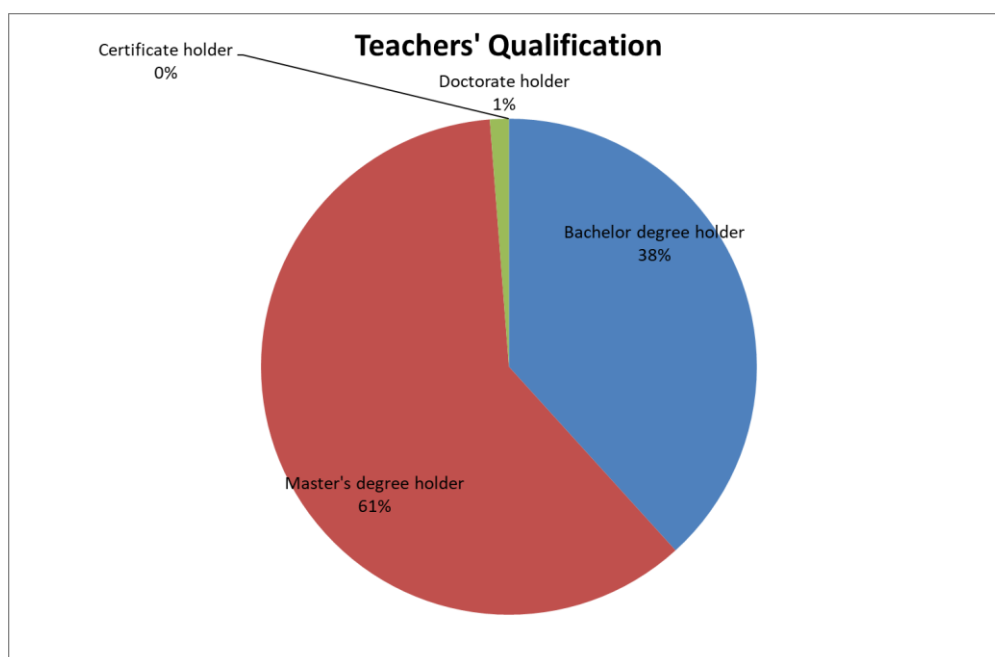
VII. Staff

1. Strength

	Total
Regular Teaching Staff	73
Contract Teaching Staff (Full-Time)	4
Contract Teaching Staff (Part-Time)	2
Teaching Assistant	1
School-Based Speech Therapist	1
Clerical Staff	8
Non-teaching Staff (Technicians)	4
Janitor Staff (Full-Time)	15

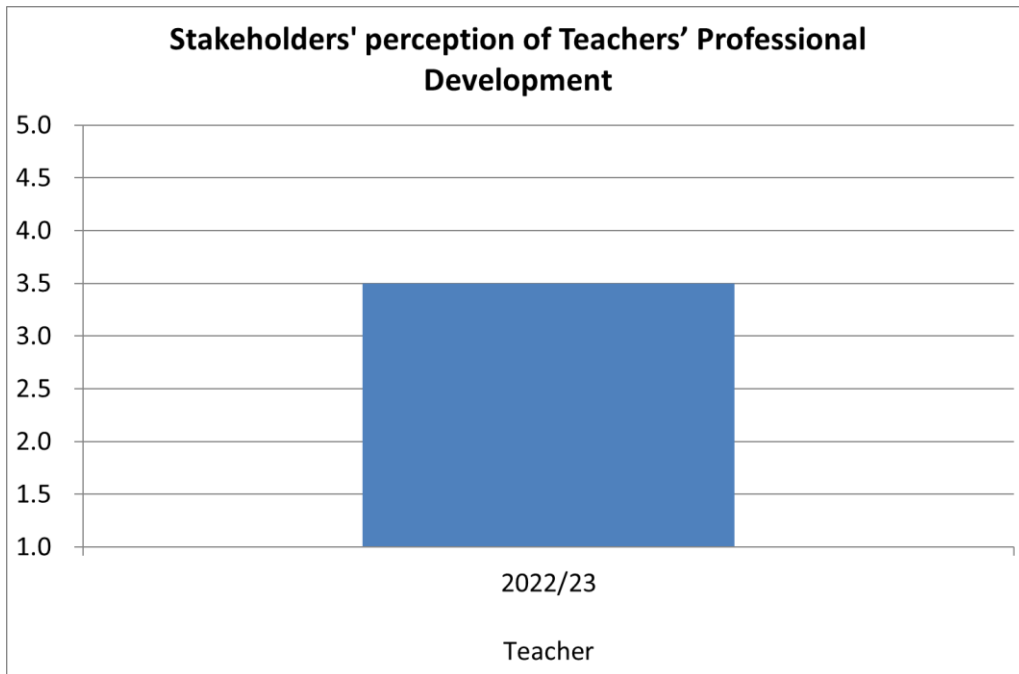
2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	0	0
Bachelor degree holder	31	38.27
Master's degree holder	49	60.49
Doctorate holder	1	1.23
Total	81	100.00



3. Perception of Professional Development

	Mean
The average score of teachers' perception of Teachers' Professional Development	3.5



VIII. Major Concerns 2022-2023

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

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

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

Achievements

During the year, the Integrated Science Department continued to introduce systems thinking. Systems thinking skills were introduced through various topics such as chain of infection, water cycle, energy conversion, ecosystem and conservation. Students also applied systems thinking in two investigative projects. In general, students recognised systems thinking as an approach to understand the relationships and make connections between different science concepts. This year, the Biology Department also applied systems thinking in the S3 curriculum.

In order to empower S2 students to apply design thinking in their PBL and Integrated Science projects, a series of workshops on design thinking were organised to familiarise 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 Internet of Things, Artificial Intelligence and Augmented Reality Applications. To help the S2 students in integrating systems thinking into design thinking for problem definition and ideate, a Science Project on designing a natural indicator for red-green colour blindness students was conducted especially in the second term. 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.

To equip teachers to facilitate the learning of students, all teachers attended a design thinking workshop at the beginning of the school year.

Different departments adopted various strategies to promote deep learning and reading, taking into consideration of the unique characteristics of their subjects. Collaborating with Entrepreneurial Education Team, the BAFS Department encouraged BAFS students to take part in a variety of external competitions/ programmes to their academic knowledge and generic skills in real-life situations. Participation of S4 Geography students in the 'Smart Water Detectives' programme is another example of how departments utilised external opportunities to enrich learning. Some departments such as CS and History Departments engaged students in deep learning through data-response exercises. The Home Economics Department, together with the School library, organised the online thematic exhibition 'Taste of Home: Cooking in the Time of Pandemic' to promote reading and show love and care to family members. Other strategies such as sharing by teachers, reading schemes and reflection were also used to promote reading.

Students' readiness in widening their exposure and stretching their own potential were demonstrated through the participation of various activities which include inter-school sports competitions, interschool dance competitions, inter-school music competitions, Hologram competition and Creative Problem Solving competition. They also showed outstanding achievement in different community service projects and received awards like Hong Kong Student Service Leaders Award and Young Impact Makers organised by Po Leung Kuk Children and Youth Services.

To create space and time for students to learn beyond the classroom, a number of OLE Fridays and special activities days were scheduled in the school calendar. A total of 20 Extended Friday Learning programmes on various nature were organised during the year. On Special Learning Days, most students got a chance to participate in different learning activities outside school. Most students

agreed that they benefitted from the activities on these school days. They agreed that the extended learning programmes were appropriately designed and had widened their exposure.

Following the BYOD implementation plan drafted in 2020-2021, the school underwent a smooth transition to the 2nd phase of BYOD this year. S1, S2, S5 and S6 students were allowed to bring their own devices to school so that they were able to use information technology to facilitate their learning. The school developed school-based information literacy education with reference to the updated draft on 'Information Literacy Framework for Hong Kong students' in 2022. It helped students identify the need for information, create new ideas and cope with the dynamics in the information world.

The Staff Development Team provided guidelines to strengthen peer lesson observation as a platform for teachers to learn from each other. The team also provided a number of school-based professional development programmes focusing on positive education, mental well-being of students, design thinking and values education for teaching staff to enhance teachers' professional development in different areas. Workshops on e-learning were organised for teachers according to the needs of different subject departments. Positive education workshops provided opportunities for non S1 and S2 HrTs and HrPs to have a taste in conducting positive education lessons. Sharing among HrTs and HrPs prepared teachers to better accompany our students. All these programmes have empowered teachers to facilitate student learning in different areas.

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 development of ChatGPT posed a great challenge to learning and teaching. It is an issue that the school has to face in the coming year.
- 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.
- A review on the impact of optimization of the four senior secondary core subjects can be conducted in the coming school 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.
- With staff turnover, the development of entrepreneurial education was delayed. It is hoped that the framework can be ready next year.

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 revised Canossian Values Education Framework was explained to the staff at the beginning of the school year and stored in the staff drive for the easy reference by all staff. Curriculum mapping with reference to values education was conducted by all departments in the first term. Workshops were conducted to empower the Values Education Core Team members and department/team heads to monitor and evaluate the implementation of values education. Besides, to help students identify their strengths and weaknesses, encouraging, positive and formative feedback were given to students. Great efforts were made to enhance values education of students.

Positive education was introduced to S1 to S3 students during the Home Periods. The feedback from students were very positive. They found that the positive education lessons helped them know more about themselves. The lessons empowered their ability to build positive values which they could apply in their daily lives. With the assistance of the City University of Hong Kong, the teaching packages were reviewed and modified. To help students cultivate a positive outlook towards life, level-based activities with different focuses were arranged for S1 to S6 students. The Mental Well-being Ambassadors were recruited from S3 and S4 students. The participants acquired knowledge about positive psychology through the training sessions. They then organised programs during the post examination period to introduce knowledge on mental illness to their schoolmates. Workshops on stress management, social skills and personal understanding were also organised for students.

The message of positive outlook of life was successfully conveyed to students. 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 service organised by the Counselling Team. Students interviewed the elderly and wrote their story to acknowledge their contribution to the society. At the same time, they experienced personal growth from their contact with the interviewees.

The service culture was well sustained as services have become an integral part of students' learning. Heartlink Community Service Project continued to support primary students in the Southern District. S4 Service Day and Joint School Easter Programme provided opportunity for students to render their service to the people in need. Every member of the school engaged herself in different kinds of service and teachers were of no exception. All teachers took part in services of different nature in the afternoon of the Foundress Day to contribute for the betterment of society. 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 spirit of service had been consolidated.

Activities had been scheduled to deepen the understanding and appreciation on Chinese culture. Activities like S1 Chinese Culture Day, visits to 九龍城寨, 故宮博物館 and 美荷樓 were organised for different levels of students.

Various efforts were made to enhance national security and national education by different departments and teams. Examples could be found in the revised curriculum of Life and Society (Resources and Economic Activities). Topics about national development such as the economic influence of Mainland China on Hong Kong and the idea of Greater Bay Area were added. Teachers

visited the EDB website on National Security Education regularly and made use of the suggested learning resources when teaching related topics in the curriculum. Students took part in learning tours to Tianjin and Fukien during the summer holidays to acquire a deeper understanding on the development of Mainland China.

The Careers and Further Studies Team organised a variety of life planning activities for both senior and junior students, such as life planning talks and workshops, careers visits and personal counselling. They also conducted programmes to empower the parents to accompany their daughters on their life journey.

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

The parents are our important collaborators in the formation of students. To help them to have a better understanding on positive education, a series of workshops were held throughout the year for all parents. The participants thought that the program helped them understand themselves more, and created happy moments between parents and daughters.

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

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

Reflection

- The Canossian Values Education Framework has provided clear guidelines for the academic department to implement the values education. The incorporation of the framework in different teams and different activities can be further strengthened next year. Lesson observations may be conducted to evaluate the implementation of values education.
- The Positive Education curriculum in S1 to S3 can be reviewed in order to ensure the curriculum can be sustained after the QEF project.
- The development of student qualities cannot always be quantified. The possibility for an assessment framework on values education can be explored.
- From observation and the data collected, students' mental well-being requires attention of the school.
- The family plays an important role in the development of students. Thus, parent education can be further addressed in the coming year.
- Home periods can be better deployed to help students reflect after mass programmes.
- More activities on media education can be held to enhance students' knowledge on information literacy.
- More attention can be given to the development of entrepreneurial education.

Major Concern 3: Administration

Maintaining the supportive and conducive environment

Focus 1: Sustaining positive school ethos

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

Focus 3: Ensuring sustainable development in school management

Achievements

In commemoration of the arrival of the six Canossian Sisters in Hong Kong in 1860 and increase the sense of belonging of Sacred Heartists of different generations, a commemorative website was launched to allow past and present students to revisit the school history and share memories of their school days. Besides school history, this website includes learning activities and games designed by student bodies, a visual arts gallery, a photo gallery on values education and many more.

The School continued the endeavour to maintain a healthy and safe environment for students, teachers and staff to enhance the wellness of all members of the school community. New facilities were added to the school campus and existing ones redesigned to provide additional support for the physical and mental well-being of students and teachers. A new garden has been constructed on the ground floor to provide a place for students to enhance their green education, relief their stress through gardening, and learn about Chinese herbs. Renovation work started in the summer of 2023 to convert the open space on the first floor of the classroom block into a spiritual garden for use in the new school year. The reading corner was refurbished into a place where students can enjoy board games and leisure activities in a relaxing manner.

A new lighting system has been installed in the college hall to allow better lighting for different school functions and events. An LED monitor was added to the two sides of the stage for students and teachers sitting at different sections of the hall to see the projections on the stage more clearly. In the classrooms, a new wifi network was installed for a faster and more stable connection to accommodate the progression of the BYOD plan and increased use of eLearning in the classroom. In the staff room, cabling work was done for new assess points to be added for the new wifi system. Facilities were improved in the staffroom for increased convenience; malfunctioning appliances in the pantry were replaced immediately. Taking into consideration suggestions by teachers, canopy umbrellas and fans were installed on the patio for a more comfortable place for lunch or breaks. A new printing system was in place for teachers to gain easier access to various types of printing and mass printing.

A number of programmes were held for the wellness of students and staff. The ones for students are mentioned in the section ‘Major Concern 2: Student Quality Development’ in this report. A number of staff development programmes were held to foster the wellness of all teachers, including team building activities such as escape room, educational board games, as well as well-being activities such as visit to M+ Museum were organised for teachers to join according to their interests. This year, an experiential learning programme was held to equip teachers with the skills and knowledge to guide their students in community service. Teachers engaged in community service for Aberdeen Kai-fong Welfare Association Limited, Little Sisters of the Poor St Mary’s Home for the Aged, Caritas Lok Jun School, and Food Angel. They gave positive response to these activities.

With the increasing use of Google Drive and other applications, teachers found the dissemination and search for information on school policies more convenient. The management structure and the line of staff responsibilities were fine-tuned to provide a clearer and more concise presentation on responsibility and accountability.

To ensure sustainability of the management and provide opportunity for staff members to contribute to the school administration further, more staff members were entrusted with leading roles during the

year. To empower the team leaders and the department heads to take up their responsibility confidently, they were arranged to attend a series of staff training sessions organised by the School Sponsoring Body throughout the school year. These programmes covered topics on Canossian Values Education, learning and teaching, administration and student qualities. Staff members were also encouraged to take different professional development courses organised by EDB, various tertiary institutions and consultants so as to acquire necessary skills and knowledge to perform their responsibilities efficiently and effectively.

Reflection

- The School History Project did not progress as scheduled. It is expected that research on school history will be conducted in 2023-2024.
- Certain facilities remained in need for improvement, such as the common room for the janitors which requires better ventilation and temperature control.
- Teachers enjoyed wellness programmes and suggested a number of such activities to the school.
- While there were various channels for dissemination of school information and it was convenient, it might be easy to lose track of information when it is sent via different ways at times.

Feedback and Follow-up

- Arrangements for moving the janitor common room to another place will be explored in the next school year. It is hoped that the arrangements could be finished within the school year.
- Suggestions on staff wellness and team building programmes from teachers will be taken into account by the Staff Development Team when planning for programmes in the next school year.
- There could be a centralised way of uploading schedules of after school activities, tests and quizzes to a common platform for all teachers to get a clearer idea about the events at school on a particular day.
- The research on school history should be conducted in the coming school year to prepare for the celebration of the 165th anniversary of the school.

IX. Student Development

1. Learning and Teaching

1.1 Learning and Teaching

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

- The eLearning Steering Committee continued to arrange training sessions for respective subject departments to prepare e-learning materials collaboratively using different apps.
- Following the BYOD implementation plan drafted in 2020-2021, the school underwent a smooth transition to the 2nd phase of BYOD in 2022. S1, S2, 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 2022. The workshops were held on a class basis this year. A more in-depth discussion was held and students were able to have a better understanding of their own learning styles.
- With a centralised coordination of summer assignments for permitted cases at the end of the school year, all the permitted students were required to complete the assignments according to the requirement set by the School.
- In response to the Optimisation of the Four Senior Secondary Core Subjects, slight adjustments have been made in the senior form timetables and the new subject ‘Citizenship and Social Development’ was further introduced to S5 this year. The Mainland study tour of this subject was successfully held in May. Through this study tour, students were able to gain an understanding of national affairs and the development of the nation, and enhance their sense of national identity.
- Special Activities Days were organised in January and April. S1-S5 students were provided with opportunities to engage in different kinds of activities and their participation has widened their horizons in different areas. Positive feedback were received from the participants.

1.2 Co-curricular Activities

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

Service Groups		
Zonta Z	Heartslink Community Service Project	

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

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

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

In 2022-2023, the SAAT organised one sharing session to better prepare student leaders to take up their responsibilities. Advice was given to them by past student leaders on organising different student activities so that they could have better planning, and the participants of their programmes could enjoy and benefit from the activities to a higher degree. Advice on time management skills was offered to student leaders who were allowed to take up more than one post during the ECA briefing session. 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 special learning day at Hong Kong Disneyland Park was organised for students in replacement of the school picnic in December 2022.

A mid-year evaluation meeting was held in February 2023. Two committee members from each club, house and student unit met with the SAAT teachers and shared their experiences in organising activities. This interactive session allowed the student leaders to learn from one another. The School could also look into the needs of students and respond accordingly.

The Student Council is the major student body in the School. The activities of Student Council covered different aspects of the school life of Sacred Heartists. At the beginning of the school year, the students conducted a welcoming programme for the S1 students, so that the newcomers could become familiar with the school life that was full of vitality. A talent show - Internal Talent Quest - was organised for students to provide a platform for students to showcase their singing and dancing talents. Some contestants from the Internal Talent Quest were invited to participate in the External Talent Quest jointly organised with Queen's College and SKH Tang Shiu Kin Secondary School. The School Fun Fair 2023 – 'To Infinity and Beyond' was the highlight of the year. Not only did it provide an opportunity for students to showcase their creativity and talent, to relax and enjoy; but it was also a chance for people to know about the seven qualities of Sacred Heart Graduates.

Besides the Swimming Gala and Annual Athletics Meet, the six Houses continued to unite Sacred Heartists of different levels through supporting their house members in the Inter-house Drama Competition. Each house created their own script based on classical pieces and performed a play during the post-examination period.

1.3 Extended Learning Activities

Other Learning Experiences (OLE)

1. According to the OLE records, there were **211** programmes organised this year.

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

OLE components	Number of programmes organised in 2022-23 (as at 3 July 2023)
Values education	77
Community Services	35
Physical education	49
Aesthetic education	85
Career-related experiences	27

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

S1	S2	S3	S4	S5	S6
44	63	91	135	117	41

Extended Learning Fridays (ELF)

1. 8 Extended Learning Fridays were scheduled at the beginning of the year.

2. A total of **29** programmes were organised. 5 programmes organised in the first OLE Friday were online programmes due to COVID restrictions

3. Nature of the organised programmes were as follows:

Nature of the programmes	Number of organised programmes in 2022-23
Programmes with OLE components	26
Jointly organised programmes	3 (BAFS + Econ, Civic Ed + CS)
Academic-related programmes	10 (BAFS, Econ, STEM Team, PBL Team, English, Chinese)
Positive Education	3
Chinese Culture	1

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

S1	S2	S3	S4	S5
7	6	7	7	5

S1-2 Activities Days

1. **8** programmes were proposed to be organised by different teams and departments for S1-2 students during the S1-2 Activities Days.

2. Nature of the programmes were as follows:

Nature of the programmes	Number of programmes in 2022-23
Programmes with OLE components	8
Academic-related programmes	4 (STEM Team, PBL Team)
Jointly-organised programmes	2 (PBL & STEM Team; Drama & OLE)
Chinese Culture	3

S4-5 Activities Days

1. **10** programmes were organised by different teams and departments for S4-5 students during the S4-5 Activities Days.

2. Four parallel communication-related activities were organised for S4 students on 25-26 April 2023 and four extended learning programmes were organised for S5 students on 24-25 April 2023. Each student participated in one of the programmes.

3. Nature of the programmes were as follows:

Nature of the programmes	Number of programmes in 2022-23
Programmes with OLE components	10
Academic-related programmes	2 (History, English)
Chinese Culture	1

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.

Needs-based life planning programmes

In September 2022, a survey was conducted among S1 – S6 students concerning education and career planning. The information collected facilitated the planning and invitation of guest speakers for careers talks and mass programmes. In July 2023, a survey was also done among S5 students to better plan programmes for understanding about multiple pathways upon graduation from S6.

Students' performance and Programme evaluation

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

Life Planning lessons

To enable students to live as happy, purposeful and independent individuals, the 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, perseverance) and the Catholic core values of life, family and love. New materials were added in S1, S2 and S3 homeroom periods that focused on finding dreams, understanding the world of work and their own career inclination – the Holland Code.

Form Assemblies

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

Support to S6 students

Concerning support to S6 students and their parents, admission staff and student ambassadors from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology were invited to conduct admission talks and consultation sessions on 24 September 2022 to facilitate the JUPAS application of students.

Preparation for the release of HKDSE Results was organised on 30 June 2023 to allow S6 students and their parents to prepare well for the release of HKDSE results. Mr Ng Po Shing, Student Guidance Consultant of Hok Yau Club, gave tips and updates on JUPAS, followed by information from CFST related to multiple pathways. Parents and students found the talk very informative. CFST also supported students on the day of HKDSE results release and approximately 8-10 cases requiring consultation were handled during the programme choice modification period.

Support to S3 students

To provide support to S3 students and their parents concerning subject choices for senior secondary education, S3 Subject Choice Seminar was held on 10 December 2022. Our education psychologist, Ms Miriam Chan, provided parents with tips on managing expectations and life planning. Mr Edwin Ng, Programme Manager of the Admission Office from 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. A new assessment called COA MyFirstChoices was employed in S3 to offer students another perspective on how their character and interests relate to their future career choices.

Support to High Achievers and Students with special inclinations

In September and October, CFST interviewed seven S6 high-achievers about their study plans. For high achievers and those who had clear goals about their further studies, students were recommended to different admission schemes and scholarships, including JUPAS’ School Principal’s Nomination and School Nomination Direct Admission Scheme; Multi-faceted Scholarship, different sports scholarships for admission to universities via JUPAS, Swiss Education Group’s Academic Excellence Scholarship; Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Preparation for internal interviews and compilation of supporting documents were also done with students to facilitate their applications. This year both applicants of SNDAS were successful, being admitted to HKBU Music (despite withdrawing from the scheme for being awarded the Multi-Faceted Scholarship) and HKBU Acting for Global Screen. On the other hand, the two applicants for SPN received conditional JUPAS offers.

Besides S6 high achievers, our Team also recommended S3 – S6 students for different summer and talent programmes.

The programmes applied are listed in the following:

	Nature of Programme	Programme	Target students	Number of applicants	Successful applicants
1	University winter course	博学计划-复旦大学 2022年港澳优秀高中生冬令营	S5	10	5
2	Mentorship and competition	JAHK: GenerationTech Hong Kong 2023 – U.N. Sustainable Development Goal	S4 S5	3 2	2 0
3	2-day workshop	HKSAN-SPEAD Brain Emergency Support Workshop	S4 – S5	7	5

	Nature of Programme	Programme	Target students	Number of applicants	Successful applicants
4	Talk	The HKFYG Leadership Institute School of Global Leadership 築夢科技-與「她」對話: Professor Helen Meng, Ms. Susan Shen, and Mrs. Agnes Mak, MH, JP	S4 – S5	1	1
5	Summer day camp	HSBC x JA 青年創業體驗計劃-夏令營	S4-5	4	4
6	CUHK Faculty Talk	Accountancy – The Universal Language of Business	S4-5	3	3
7	Workshop	HKUST 2023 Science Laboratory Workshops	S4	5	NA
8	Short course	CUHK Architecture Explorer Programme	S5	1	1
9	Summer talent course	HKUST Enrichment Program for Gifted Learners	S5 S4	1 7	NA NA
10	Summer talent course	HKUST OCES Invitation to Discovering Ocean Science	S5 S4	2 3	2 1
11	Summer course	HKMU Junior Summer Programme	S4	3	3
12	2-day-1-night summer camp	Pharmacy Youth Education Scheme	S5 S4	2 NA	NA NA
13	Workshop	HKU Nursing Student Taster Session: clinical skills workshop	S5 S4	20 13	NA NA

Support to SEN and students with concerns

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

YDC-funded Youth Life Planning Programmes partnered with HKFYG

Our Team cooperated with HKFYG (sponsored by Youth Development Commission) in different dimensions. Not many parents of junior form students showed interest in joining this year-long life planning programme. For those who joined the DreamingWithYou (S1 – S3 parent-student parallel programme), both parents and students did not seem to be able to commit to the activities. S4 and S5 students also showed a similar lack of interest. This could be largely attributed to the very busy schedule of students and parents who could not spare time for activities that may not seem immediately rewarding.

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

Talks on local and overseas studies were organised on 19 February 2023 through Zoom. More than 150 parents and students joined the talks by speakers from the Hong Kong Baptist University and the Hong Kong Polytechnic University; and speakers from Austria Advantage and Association for Study in Japan Supports. The participation rate was higher than organising the talk face-to-face.

Business and Workplace Skills Exposure

Two OLE programmes conducted by Swiss Education Group, Hong Kong and Macau on S4 Premium Branding Workshop and S5 Business Manners and Interviews were organised.

Career Insights through university programmes x FDMT

Our Team also liaised with FDMT, a consultant firm specialising in introducing careers insights into local (and partnering overseas) university programmes, offering free Work Series seminars to S5 students. The Cambridge talk also attracted 5 students interested in admission to university programmes in the UK, especially Cambridge.

Activities promoted for students to explore their career aspirations

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

1. Future Workplace Leaders - Workplace Experience for Senior Secondary Students by Hong Kong Arts and Culture Development Centre (sponsored by Bank of China) (S4 – S5:15 students)
2. Company visit to Tsangs Group – Career Assistants were arranged to visit Tsangs Group Holdings through Education Bureau's Business-School Partnership Scheme (BSPP). (S4 &5: 8 students)
3. Summer internship opportunities offered by 港基物業管理有限公司; 敦耀有限公司 (PRIVATE i SALON); 埃克森美孚香港有限公司; PS GROUP; 沙田地區康健站 in July and 廣博中醫治療中心; 相達生物科技; 屈臣氏大藥房; 相達生物科技; 沙田地區康健站 and 大細路劇團 in August through BSPP (S4:10 students; S5: 5 students)
4. Greater Bay Area Internship Program for DSE Graduates – (S6: 3 students)
新動力青年內地實習資助計劃 (房產醫護篇) 新動力青年內地實習資助計劃 (社福科教篇) – (S6: 0)

Parents' Nights

To enhance better communication with parents and foster their understanding of the importance of life planning in students' growth, presentations of themes of life planning combining values education and further studies were given on S2, 4 and 5 parents' nights.

Training sessions offered to Homeroom Teachers by CFST

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

Support for outgoing students

With students leaving Hong Kong with their families, it was recorded around 60 requests for student official documents were completed, including verifying their school results, providing

reference letters and other documents for fulfilling requirements of overseas institutions.

2.2 Character Development

Different teams and departments all contribute to the character formation of students through formal and informal curricula. Character Development Team is one of them.

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 Counselling Team, the Character Development Team recruited students to join the service for the elderly with dementia organised by Sage Bradbury Home for the Elderly.
- All S3 students attended the talk under the Rehabilitation Pioneer Project organised by the Hong Kong Correctional Services in December 2022.
- Form assemblies were arranged for S2, S4 and S5 students on facing adversity, life and death education and organ donation respectively during the year.
- Materials on different topics were prepared for teachers to use in homeroom periods.
- The team also introduced a book about facing adversity titled ‘用微笑對抗逆境’ to the school community.

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, the class morning sharing and the local tour to historical sites also cultivated students a sense of belonging to the nation and helped them understand various social issues and achievements of the Chinese community. Besides, students acquired skills to prove the credibility of the media through the media education programme.

Time	Programme
Assembly for special events	National Day, Constitution Day, National Security Educational Day, Establishment of HKSAR - Hoisting of National Flag and singing of National Anthem - Class morning sharing
Throughout the year	- Talks on national security, law-abiding and outstanding achievement of science and technology of China - Talk and workshop on media education - Local visit to historical sites - 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 grateful, passionate and responsible individuals. Programmes offered in the school year 2022-2023 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

Teachers are invited to share their authentic life stories to inspire students to build positive values and make right choices.

- Love project – “Life Symphony”

The programme aimed at enhance mental well-beings of students through making wind chimes with word of encouragement.

- 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 2022-2023	Participants
Staff development: 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
Chitchat channel	S1 – S6
Love project - “Life Symphony”	S1 – S6
Parents talk: Parenting Kids in New Stage of Life	S1 parents
Parents talk: Helping children in stress management	S4 parents
Small group workshop: Social skills	S1 – S3
Small group workshop: Stress management	S3 – S5
Talk: Communication skills and social skills	S1
Talk: Empathy, connection, conflict resolution	S2
Talk: Enhancing mental well-beings	S3 – S4
Talk: Stress management workshop (Zentangle)	S5
Talk: 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 S3 & S4 students. Students learnt the importance of being a law-abiding citizen.
- A talk on cyberbullying was held for S1 & 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 2022-23

- 4 cases of cyberbullying were found in junior forms. More preventive measures should be done for junior form students, especially when BYOD is implemented in S1 to S6 from the school year 2023-24.
- Most of the students attended school and handed in homework on time. The new eDiscipline system was implemented and formal punishments was 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 programmes outside school. More than fifty high achievers were nominated to join various pull-out programmes organised by the EDB, HKAGE, HKFYG, local and overseas universities, such as Gifted Programmes organised by CUHK, HKUST, HKU Academy for the Talented, HKBU Leadership Programme for Secondary School Students and so on.
- A 6-hour mediation workshop for student leaders was organised in September. Students of the Head Girl Core Group, Prefects Board, Student Council Exco members and House Captains were invited to join. This workshop prepared our student leaders to mediate the disputes of their peers through reflective activities that promote respect among people of diverse backgrounds, experiences and points of view. Students reflected that the workshop was useful and practical but could be promoted to junior form students, so that they could execute what they have learnt when they are in senior forms.
- A Chinese Enhancement Writing Workshop was organised for S6 students who were outstanding in writing in the first term. 20 students further enhanced their argumentative writing in two sessions. The workshop was effective and students reflected that their horizons were broadened. The Chinese Language Department suggested organising a similar workshop in the coming year.
- An English Debate Workshop was organised for S4 students on Special Activities Day. 24 students who are high achievers in English were selected to join a 2-day programme and learn to speak confidently and enhance their presentation skills. Students found this workshop beneficial to them and hoped for further development in public speaking skills.
- Two Science pull-out programmes were organised during the post-examination period for 40 S4 and S5 highflyers in Biology and Physics and the Ambassadors of Learning. The 6-hour Biology programme enabled students to apply the knowledge of Biology and to identify the pathogens of unknown diseases through learning about Microbiology. The 6-hour Physics programme enabled students to apply the knowledge of Physics and learn basic mechanics concepts through a series of material testing experiments, structural tower and bridge construction exercises.
- An aesthetic enrichment programme was organised during the post-examination period for S4 and S5 students who were the Ambassadors of Learning and members of Music and Visual

Arts Teams. 51 students attended a 90-minute Chinese seal engraving course which let them understand and appreciate the art of Han Tribe and Chinese classical calligraphy and benefit from mindfulness experience for their mental health. Students expressed their enjoyment of having a relaxing moment after the examinations and the opportunity of learning Chinese cultural arts which broaden their horizons.

- 14 students participated in various local and overseas learning programmes organised by HKU, CUHK, HKUST, PolyU, University of Cambridge, Royal Veterinary College. These courses were gifted programmes and summer programmes for students to explore further in various subjects and professional fields. A student attended a harp masterclass which enabled her to have an advancement in harp playing to a professional level. Our team would encourage students with various talents to attend professional training for excelling their talents.

2.7 Health and Sex Education

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

Level	Format	Core values	Life skills and life plans	Topic
S1	Form assembly (Talk)	Life & Love	Understanding self	自我保護
S3		Life & Love	Interpersonal skills (peers/intimate)	曖昧·迷戀
S3 & 4		Life	Understanding self	Mental wellness
S5		Truth	Decision making abilities	認識性騷擾
All	Online quiz + Board display	Life		Stress management

- The majority of the participants (over 80%) agreed that the learning goals of these activities were achieved and those programmes should be re-run in the coming school year.
- The team also organised the Seasonal Influenza Vaccination (SIV) Programme for the students during December 2022 to help them get better protection against the seasonal influenza so that they can stay healthy without any disruption to their learning due to sickness.

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 also held. The Way of the Cross and the Sacrament of Reconciliation during the Lenten season were organised.

In line with the theme 'In the Image of God - Respect', all religious activities were organised to evangelise and strengthen the faith of Catholic students. The Catholic Society organised two talks about 'Humility' to allow our students to be familiarised with the spirit of our Foundress. 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. Besides, the Catholic Society arranged a number of activities during Lent, including famine lunch, way of the cross, and Sacrament of Reconciliation, which guided students to perform the four pillars of Lent and strengthen their faith. Students made use of the opportunity to deepen 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. Students tried to show love and care to their family members and used various ways to serve the needy, e.g. teaching children with financial difficulties, visiting the elderly and handicapped and so on. Students were encouraged to reflect on their experiences in the process of rendering services and the learning gained.

2.9 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 workshops, namely S.1 A.I. Workshop, S.1 IoT Workshop and S.1 Coding Workshop and Competition, 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. Systems thinking elements were embedded.
2. With the support from the IT Innovation Lab funding provided by the Office of the Government Chief Information Office, three S.2 PBL STEM projects, namely Project on A.I., Project on S.1 and Project on Swift Coding and AR Application were organised for 90 S.2 students. The three projects were extended learning activities of the three S1 Workshops organised in the previous year. The projects provided deeper learning experiences for a group of students who had developed interests in respective areas. The project outcomes were presented to visitors in the school Fun Fair.
3. A group of S.4 students won the Overall Champion, Best Image and Best Learning Process

Awards of the “Hologram” Digital Image Design Competition 2022/23 organised by the EDB.

4. A group of S.4 students conducted a project on electricity generation by using the biogas produced by fermentation of buffalo’s dung. They won the 2nd runner-up and the High-like Project Award of the CLP Energy Innovation Smart City Competition 2022-2023 organised by CLP Hong Kong Limited and the 2nd prize of the SHKP Read to Dream X The Future Engineer Grand Challenge organised by Hong Kong STEM Education Alliance and SHKP Reading Club. The project proved that the bacteria could speed up the digestion of biogas and proposed a new method of electricity generation by using fuel cell.
5. A group of students participated in Building Our Future Grand Challenge organised by Tram Plus Ltd. Two groups of S.4 and S.5 students participated in the HKU - STEM competition and citizen scientist experiential learning programme “Guardian of the Ficus Tree”. One S1 student participated in 3D Modelling and Design Challenge organised by Tram Plus Ltd.
6. A talent pool, STEM ambassadors, was set up. 20 STEM ambassadors were recruited. The STEM ambassadors participated in the visit to the headquarter of SenseTime group at HKSTP, FutureGEN Girls Leadership Summit 2022, Micro:bit Rocket Car design workshop and Blockchain workshop. They also served as helpers of the SHCC PTA x SHCS STEAM workshop.
7. S.1 Science Day was organised for all S.1 students. A total of 17 booths were prepared by the four science departments.
8. Computer-aided design workshop was conducted for all S.1 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. Four KLA-based projects were implemented in junior Science curriculum and four 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 academic abilities of students, workshops on study skills and examination skills were arranged. Subject teachers shared learning tips with the potential achievers in the sharing sessions held by the Counselling Team. After-school tutorials, training workshops and subject-specific enhancement programmes were organised for students in need of extra help.

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

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

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

Student Guidance

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

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

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

Financial Assistance

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

The Student Financial Assistance Team offers help to students with financial difficulties. Resources

for such assistance include financial assistance schemes offered by the government and other organisations, educational funds donated by alumnae and different groups, as well as school-based assistance schemes.

In 2022-2023, students received financial assistance from various sources:

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

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

Support Measures for Implementing Whole School Approach to Integrated Education

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

In the school year 2022-2023, the SENCO and different teachers were nominated by the School to attend training courses organised by the Education Bureau/ tertiary institutes to equip themselves with professional knowledge on integrated education. Case conferences were held between parents, the CoP, the EP, the ST, the L&T Advancement Team, social workers and subject teachers so that appropriate support could be given to individual students concerned. Workshops on executive functioning training, personal growth and development, social skills, life planning, school readiness, arts and wellness, expressive arts therapy and after-school tutorials were also arranged to facilitate the development of SEN students in different areas. School-based staff development sessions 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 2023, 83.5% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 97.6% 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:

- 2022 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
- 2022 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, 南區優秀青年
- The 15th 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 2022-2023 (Organised by Sir Robert Black Trust Fund)
- C ME FLY 伴星行動·毅恆之星夥伴計劃 (招商局慈善基金會及學友社合辦) – 毅恆之星
- Hong Kong Student Service Leaders Award 2021-22 (Organised by Dream Compassioners) – Top 10 Hong Kong Outstanding Student Service Leader
- 2022 南區「勇闖高峰」學生領袖訓練計劃 2022 (南區學校聯會及南區青年團主辦, 南區民政事務處協辦, 香港仔街坊會統籌主辦) – 潛質學生領袖金獎, 潛質學生領袖銅獎
- 74th Hong Kong Schools Speech Festival (Organised by Hong Kong Schools Music and Speech Association) Shakespeare Monologues, Non-Open (Ages 10-14); Solo Prose Reading, Non-Open; Dramatic Duologue Secondary 3 and 4 – Champion
- 第 74 屆香港學校朗誦節中文朗誦 (香港學校音樂及朗誦協會主辦) 中一、二散文獨誦 (普通話); 中三、四散文獨誦 (普通話); 中三、四二人朗誦 (粵語) – 亞軍
- Budding Poets Awards (Organised by Gifted Education Team of EDB) – Poet of the School Award, Bronze Award
- Speak Up – Act Out! On Air! Improvised Drama Competition 2022/23 (Organised by NET Division of EDB) – Overall Champion
- 2022 Hong Kong Youth Music Interflows (Organised by LCSD Music Office) – Symphony Orchestra Interflow Secondary School Class B – Bronze; String Orchestra Interflow Secondary School Class B – Silver Award
- Hong Kong Inter-school Choral Competition cum Masterclass 2022 (Organised by Hong Kong Inter-school Choral Festival by Hong Kong Virtuoso Chorus) – Secondary School Group A; Secondary School Group C – Gold Award
- Hong Kong Inter-school Choral Competition cum Masterclass 2023 (Organised by Hong Kong Inter-school Choral Festival by Hong Kong Virtuoso Chorus) – Secondary School Junior Division Group F; Senior Division Group C – Gold Award
- 5th Singapore International Piano Competition (Amateur) (Organised by The Singapore Music Teachers' Association) Youth Group A – First Award
- The 3rd Bangkok International Competition 2022 (Organised by Hong Kong Youth Performance Art and Development Association) Hong Kong Representative Audition, Mozart Sonata Class – Gold Prize
- 2022 粵港澳大灣區青少年民樂大賽 – 廣州賽區 (廣東省粵港澳合作促進會文化傳播委員會、廣東市音樂家協會、粵港澳大灣區音樂藝術聯盟主辦) 少年組 – 金獎

- The 28th ifva Awards (Organised by Hong Kong Arts Centre) The Short Film – Youth Category – Top 10 – Special Mention
- The 28th ifva Awards (Organised by Hong Kong Arts Centre) The Short Film – Youth Category – Top 10
- The Piatra Neamt Creative International Art Competition For Children (6th Edition, 2022) (Organised by The Cultural Association “Arte.Ro” in partnership with Town council of Piatra Neamt and the City Hall of Piatra Neamt, Romania) – Gold Award
- International Handicraft and Creativity Competition ‘The Colour of Autumn’ (19th Edition, 2022) (Organised by Lipova City Hall & Lipova Children Club, Romania) – Award II
- International Children & Youth Competition – 2022 Christmas Handcrafts Competition (Organised by Global Arts, Sports & Culture Association) Group G Intermediate – 1st place
- 第58屆學校舞蹈節 (教育局及香港學界舞蹈協會主辦) 東方舞團體獎 – 冠軍
- 第58屆學校舞蹈節 (教育局及香港學界舞蹈協會主辦) 中國舞 (群舞); 東方舞 (群舞) – 優等獎
- 58th Schools Dance Festival (Organised by the Education Bureau and Hong Kong Schools Dance Association Limited) Western Dance (Group) – Honours Award
- 第59屆學校舞蹈節 (教育局及香港學界舞蹈協會主辦) 東方舞團體獎 – 冠軍
- 第59屆學校舞蹈節 (教育局及香港學界舞蹈協會主辦) 東方舞 (群舞); 東方舞 (三人舞); 東方舞 (雙人舞); 中國舞 (獨舞) – 優等獎
- 59th Schools Dance Festival (Organised by the Education Bureau and Hong Kong Schools Dance Association Limited) Western Dance (Group); Western Dance (Trio); Jazz (Solo) – Honours Award
- A.S. Watson Group Hong Kong Student Sports Awards 2022-2023 (Organised by A.S. Watson Group (Hong Kong))
- Hong Kong Junior Age Group Athletics Meet 2023 (Organised by HKDRC (HKAAA Sanction Event) Girls U14 Grade 4x400m Relay – Champion
- Inter-School Swimming Competition 2022-2023 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls A Grade – Overall Champion
- Inter-School Swimming Competition 2022-2023 (Organised by The Hong Kong Schools Sports Federation) – Division Two – Girls A Grade – 100m Freestyle; Girls A Grade – 200m Individual Medley; Girls A Grade – 4x50m Medley Relay – Champion
- 2022-2023 Division 2 Age Group Short Course Swimming Competition – (Organised by Hong Kong China Swimming Association) – Girls 13-14 – 50m Breaststroke – Champion
- Eastern District Age Group Swimming Competition 2022 (Organised by Leisure and Cultural Services Department) – Women 4x50m Medley Relay – Champion
- Hong Kong Diving Series 2022-2023 (Organised by Hong Kong China Swimming Association & Leisure and Cultural Services Department) Group Open B Women’s 1M Springboard – Champion
- Haitong International 2022-2023 Hong Kong Windsurfing Circuit Kowloon Championships; Cheung Chau Championships; Stanley Championships (Jointly Presented by Leisure & Cultural Services Department, Windsurfing Association of Hong Kong) iQFOiL Class Junior Girls – Champion; iQFOiL Class Minim Girls – Champion
- Haitong International 2022-2023 Hong Kong Windsurfing Circuit Tuen Mun Championships (Jointly Presented by Leisure & Cultural Services Department, Windsurfing Association of Hong Kong) iQFOiL Class Minim Girls – Champion
- ‘Hologram’ Digital Image Design Competition 2022/23 (Organised by Science Education, Technology Education, Arts Education and Mathematics Education Section, CDI, EDB) Senior Secondary Division – Overall Champion, Best Image and Best Learning Process
- CLP Energy Innovation for Smart City Competition 2022-2023 (Organised by CLP Power Hong Kong Limited, The Hong Kong Institution of Engineers) – 2nd Runner Up and High Like Project
- Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2021/22) (Organised by Mathematics Education Sections, CDI,

EDB) – Senior Secondary Category – Bronze Award

- 23rd Wofoo Millennium Entrepreneurship Programme (MEP) (Organised by Wofoo Social Enterprises) – 1st Runner Up and Most Astonishing Team Spirit
- 2023 – Young Geographer of the Year (Organised by Royal Geographical Society Hong Kong) Upper Secondary Critical Eye; Upper Secondary People and Culture– Winner

The complete list of scholarships and awards our students received was published in the Student Achievements 2022-2023 booklet.

X. Staff Development

The Staff Development Team set in place three key aims for the 2022-2023 academic year. Their first goal was to provide assistance to teachers, enabling them to be effective mentors to their students. The second aim was to ensure teachers were equipped with the necessary resources and support to lead a healthy life in both physical and spiritual aspects, and to weave these values into their everyday teaching practices. The final aim was to offer support to new teachers, aiding them in their transition and assimilation into the teaching environment at SHCC.

- All subject departments have taken the initiative to organise their own departmental-based development programmes. These programmes were established with a focus on one of three central themes. The first theme, managed by the IT Team (IT in Education), aimed at using e-tools to empower students to become self-directed learners. The second and third themes were workshops focusing on self-directed learning and quality assessment, respectively. To further bolster this initiative and support teachers in using e-tools to enhance students' self-directed learning, the Staff Development Team, the IT Team (IT in Education), the English Department, the Economics Departments and the Chinese History department co-organised two department-based workshops. These workshops provided guidance for teachers on the use of e-learning tools, including Explain Everything and Edpuzzle. The collaborative effort between these teams underscores the commitment to equip educators with the necessary skills and tools to foster a more self-directed learning environment.
- The school has made significant strides in the area of peer lesson observation. An updated peer lesson observation form has been introduced, which now includes guidelines for observing the execution of Values Education within classroom settings. This move has encouraged a culture of openness and mutual learning among teachers. All teachers have opened their classrooms to their colleagues for peer lesson observation, fostering an environment of shared knowledge and professional growth. After these observations, the completed peer lesson observation forms were submitted to the school, contributing to a comprehensive review of the teaching practices.
- The school has been deeply involved in Whole-school Staff Development Programmes, consisting of a range of workshops, talks, and activities. These include a workshop on the early identification of and support for students with mental health needs, a talk on National Security Education, and a workshop on Design Thinking. Additionally, the programme incorporated a sharing session on Values Education and talks on Positive Education, including understanding the symptoms of stress and coping mechanisms in the afternoon and compassionate communication. Moreover, the Whole-school Staff Development Programme also offered a Team Building/Well-being Programme and a Teachers' Service Programme on Foundress' day. The Team Building Programme included various activities such as visiting the M+ Museum, playing board games, and participating in an Escape Game. The Teachers' Service Programme comprised multiple service-oriented activities, such as a 3D Model Making Workshop at Caritas Lok Jun School, Food Preparation at Food Angel, a Mobile App Workshop for the elderly at Aberdeen Kai-fong Welfare Association Ltd., and a session of song singing and film screening at Little Sisters of the Poor St. Mary's Home for the Aged. The comprehensive nature of these programmes underscores the school's commitment to holistic staff development and community service.
- The school has implemented a comprehensive support system for newly joined staff. This began with a New Staff Orientation, introducing the new educators to Canossian Education, IT, and a session to meet their mentors. The first phase of the New Staff Induction focused on school general administration and management, code of conduct, routines, Learning and Academic Policy, and various teaching and non-teaching duties at school. The second phase of induction concentrated on discipline and counselling, School Social Work and Speech Therapist Service. The third phase covered Positive Education. The fourth induction session, which was self-paced, guided the new staff using e-learning tools, including Edpuzzle, Nearpod,

and Explain Everything. The fifth induction session focused on the practical aspects. Meanwhile, the sixth induction session provided support on the Annual Parents' Day. There was also a special New Teachers' Orientation for those in the Secondary Sector, themed "A Canossian Educator".

- The school has initiated Staff Development Programmes specifically tailored to the needs of various teams and teachers. For the Project Based Learning (PBL) team and teacher advisors, a session was held on 'Design Thinking in the Revitalisation of Historic Buildings'. Special Educational Needs Coordinators (SENCO) and speech therapists participated in a sharing session specifically designed for SENCO. The Head and Deputy Head of the Mathematics Department engaged in a session focused on sharing insights and strategies for Mathematics Development at the school. Moreover, a professional exchange was organised for the Principal, Assistant Principals, Head of the Staff Development Team, Green Torch, Gifted Education, and the Chinese Department with Jinan Chungeng Middle School in the mainland China. These targeted programmes demonstrate the school's commitment to continuous professional development, catering to the unique needs of different staff members and fostering collaborative learning.
- A series of workshops were organised by the Joint Canossian Secondary Schools for Team Heads and Senior Graduate Masters (SGM). These included two Formation Workshops for SGM, focusing on aspects of Learning & Teaching, Administration, and Student Qualities. Alongside this, a development programme was introduced for Canossian Values Education. This consisted of two parts: one designed for the Value Education Core Team and another for all Team Heads/Middle Managers. Additionally, a Joint Canossian School NET Formation Session 2022 was held for Net Teachers. These workshops and sessions showcase the concerted effort of the Canossian community to enhance professional development across different roles and ensure a unified approach to education.

In general, the teachers were invigorated by the activities and derived considerable benefit from them. A significant majority of the participants deemed the content of the workshops to be beneficial and practical.

List of Staff Development Programmes in 2022-23

Date	Event	Participants
2022/08/03	New Staff Orientation (a) Canossian Education (b) IT (c) Meet the mentor session	New Teachers 2022-23
2022/08/22	New Staff Induction 1 (a) School general administration and management, code of conduct and routine (20min) (b) Learning and Academic Policy (20min) (c) HrT and HrP duties (20min) (d) CCA (role of club advisors, outing arrangement), OLE & SLP (25min) (e) Information about New Staff Induction 6 (online mode) (10min)	New Teachers 2022-23
2022/08/29	Workshop on Early Identification of and Support for Students with Mental Health Needs	All Teachers
2022/08/29	Talk on National Security Education	All Teachers
2022/08/31	Workshop on Design Thinking	All Teachers

Date	Event	Participants
2022/09/09	New Staff Induciton 2 (a) Discipline & Classroom management (b) Counselling (c) School Social Work Serivce (d) Identification of Students with Speech and Language Impairments	New Teachers 2022-23
2022/09/14	New Staff Induction 3 Postivie Education	New Teachers 2022-23
2022/09/15	Design thinking in revitalisation of historic building	PBL team & teacher advisors
2022/09/24	Sharing Session for SENCO	SENCO
Deadline: 2022/10/17	New Staff Induction 4 (self-learning mode) e-learning tool: Edpuzzle/Nearpod/Explain Everything	New Teachers 2022-23
2022/10/22	Secondary Sector - New Teachers' Orientation (Theme: A Canossian Educator)	New Teachers 2022-23
2022/10/24	New Staff Induction 5 (a) Test and Exam Invigilation (b) WebSAMS	New Teachers 2022-23
2022/10/31	Sharing on Values Education	All Teachers
2022/10/31	Departmental-based Development Programme - BYOD	English & Econ department
2022/11/26	如何識別學童情緒警號及增加保護因素	All teachers
2023/01/03	Talk/Workshop on Positive Education 1: Understanding the symptoms of stress & Coping with stress (PM)	All Teachers
2023/01/03	Departmentalal-based Development Programme - BYOD (AM)	Chin Hist department
2023/01/06	Canossian Values Education	Value Education Core Team
2023/01/07	Formation Workshop for SGM: Administration	SGM
2023/01/16	Joint Canossian School NET Formation Session 2022	Net Teachers
2023/01/12	Sharing on Mathematics Development at School	Jackson Yau, Elaine Chan
2023/02/13	New Staff Induction 6 (a) Mid-year evatluion, Promotion meeting and Follow-up work (b) Annual Parents' Day	New Teachers 2022-23
2023/03/29	Talk/Workshop on Positive Education 2: Compassionate Communication (AM)	All Teachers
2023/03/29	Team Building / Well-being Programme	All Teachers
2023/03/31	Professional Exchange with Jinan Chungeng Middle School	SDT, some invited groups
2023/04/04	Canossian Values Education	HoDs/Middle Managers
2023/05/08	Teachers' Service Programme on Foundress' day	All Teachers

Date	Event	Participants
2023/05/25	Catholic School Teachers Day	All Teachers
2023/06/10	Formation Workshop for SGM: Learning & Teaching and Student Qualities	SGM

XI. Financial Summary

School's annual financial position in 2022-2023 (as at 31 August 2023)

FINANCIAL REPORT FOR 2022-2023 (EOEBG)			
Code	Programme Item	Total Allocation (HK\$)	Total Expenses (HK\$)
A01-A08	Premises	2,245,500.00	2,332,571.52
A09-A18	Administration	5,832,000.00	5,665,705.76
C01-C24	Curriculum	2,738,772.50	2,172,678.00
P01-P36	Pastoral Care	3,840,287.00	3,544,808.62
S01-S07	School Improvement Projects	4,020,000.00	3,705,360.00
	Total	18,676,559.50	16,421,122.90
	% Spent		87.9%

EOEBG Income 22-23 (HK\$)	72,092,106.82
EOEBG Expenditure 22-23 (HK\$)	76,145,085.66

XII. Report on the use of Specific Grants

School's annual financial position in 2022-2023 (as at 31 August 2023)

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	202,000.00
English Language	English enhancement programme	91,400.00
Mathematics	Hiring one supply teacher	470,220.00
Chinese Language & Mathematics	Hiring tutors for tutorial classes	122,400.00
	Total	886,020.00

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\$126,000.00

Grant in the Year 2022-2023: HK\$126,000.00

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Enhancement Writing Workshop	S6	11,600.00
English Language	English Debate Workshop	S4	9,600.00
Science	Biology Enrichment Programme	S4 to S5	4,800.00
STEM	Physics Enrichment Programme	S4 to S5	4,800.00
Leadership	Mediation Workshops for Student Leaders	S4 to S6	12,000.00
Aesthetic	Chinese Seal Engraving Course	S4 to S5	3,000.00
Intellectual Development	Subsidise gifted students to join local or overseas summer programmes	S4 to S5	55,833.00
Aesthetic	World Choir Games 2023	S4 to S5	52,000.00
		Total	153,633.00
		Current-year Balance	(27,633.00)

Closing Balance: HK\$98,367.00

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:	\$34,450.00
B	Expenditure in the Current School Year:	\$27,475.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$6,975.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount (HK\$)
Comprehensive Social Security Assistance	2	\$3,820.00
Full-grant under the School Textbook Assistance Scheme	9	\$15,045.00
Meeting the school-based financially needy criteria	4	\$8,610.00
Total	15	\$27,475.00

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 ¹ of student beneficiaries	Actual Expenses (HK\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: 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)	3	7,737.00			✓		
2	Western Instrumental Classes	Arts (Music)	5	10,498.00			✓		
3	Dance Classes	Arts (Others)	4	6,060.00			✓		
4	Sports Training	Physical Education	3	3,180.00			✓		
Expenses for Category 1			15	27,475.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
Expenses for Category 2			0	0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
Expenses for Category 3			0	0.00					
Total			15	27,475.00					

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 20 (including A. 2 CSSA recipients, B. 13 SFAS full-grant recipients and C. 5 under school's discretionary quota).

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

Name / Type of activity	Actual no. of participating eligible students [#]			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	1	2	97%	9/2022 – 8/2023	7,737.00	Attendance Records and Teacher's observation
Western Instrument Classes	0	5	3	83%	9/2022 – 8/2023	18,823.00	Attendance Records and Teacher's observation
Dance Classes	1	1	0	94%	9/2022 – 8/2023	3,000.00	Attendance Records and Teacher's observation
Sports Training	1	6	0	89%	9/2022 – 8/2023	12,888.00	Attendance Records and Teacher's observation
Total no. of activities: 4							
@No. of man-times	2	13	5				
**Total no. of man-times	20				Total	42,448.00	

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\$)
Executive Function Training Programme	S1 & S2	9,000.00
Adventure-based Training Day Camp	S1 to S3	20,400.00
Personal Growth Programme	S1 to S3	17,260.00
Special Education Programme	S1 & S4	61,784.62
Art and Wellness Workshop	S1 to S5	38,300.00
School Readiness Programme	S1 to S5	89,928.70
After-school Tutorial Programme	S1 to S6	98,940.00
Social Skills Workshop	S2	3,250.00
Life Planning Workshop	S3	4,400.00
Executive Function and Study Skills Workshop	S3 to S5	18,180.00
Expressive Arts Therapy Workshop	S3 & S6	16,100.00
English Writing Workshop	S6	3,600.00
Card and Board Games for Student Activities	Students	1,547.00
Reference Materials	Parents, Students & Teachers	1,534.71
School-based Psychological Counselling Service		129,600.00
Total		513,852.03
Accumulated surplus by the end of this school year		185,504.11

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 students' positive values and attitudes												
1	First Aid Course To equip students with the knowledge and skills of First Aid, enabling them to confidently assist those in need.	Experiential Learning	04/2023	S2-S5	17	Performance Assessment, Student reflections	4,568.00	E6					
2	Inter-house Art Competition To foster students' creativity, critical thinking, communication skills, and aesthetic sensitivity through collaborative production of stop motion animation using various media.	Arts & Culture	07/2023	S1-S5	900	Learning Artifacts/ Portfolios	6,254.30	E1					Y
3	M+ Special Exhibition "Yayoi Kusama 1945 to Now" Phase 1 Secondary School Special Visit To allow students to explore and appreciate diverse art forms, fostering the development of their aesthetic sensibilities.	Arts & Culture	02/2023	S1-S5	20	Student reflections	1,500.00	E2					Y
4	The 28th ifva Awards – Youth Category Finalist Showcase To expose students to a variety of art forms and foster the cultivation of their aesthetic appreciation.	Arts & Culture	03/2023	S1-S5	20	Student reflections	768.00	E6					Y
5	Video Art - a talk by video artist Ms Ellen Pau To familiarise students with avant-garde art forms and provide exposure to art-related career opportunities in Hong Kong.	Arts & Culture	05/2023	S3,S4 , S5	25	Pre &/or Post-event survey	1,000.00	E2, E5			Y	Y	

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
6	Life Planning Talk (S1: Dreams) To inspire and motivate students to pursue their aspirations and fulfil their dreams.	Careers & Life Planning	09/2022	S1	140	Observation & Documentation, Post-event Evaluation Meetings	2,400.00	E1		Y				Y
7	Life Planning Talk (S2: Jobs of the Future) To familiarise students with future job prospects and equip them with transferrable skills to prepare for the workforce.	Careers & Life Planning	09/2022	S2	153	Observation & Documentation, Post-event Evaluation Meetings	2,400.00	E1						Y
8	Life Planning Talk (S5: Career Trends) To provide students with a comprehensive understanding of life planning and the importance of work values.	Careers & Life Planning	10/2022	S5	117	Observation & Documentation, Post-event Evaluation Meetings	2,400.00	E1						Y
9	Golden Library (S.3 Mentorship) To acquaint students with seasoned professionals from various industries in the local community.	Careers & Life Planning	03/2023	S3	136	Observation & Documentation, Post-event Evaluation Meetings	15,600.00	E1		Y				Y
10	Career Navigation and Life Value Workshop (S4) To empower students to discover and articulate their strengths using career navigation tools, while fostering compassion and empathy through meaningful interactions with individuals with disabilities.	Careers & Life Planning	04/2023	S4	123	Observation & Documentation, Post-event Evaluation Meetings	28,000.00	E1		Y				Y
11	Career Live (S5) To provide students with opportunities to explore diverse workplace settings and gain insights into the varied nature of different careers.	Careers & Life Planning	04/2023	S5	117	Observation & Documentation, Post-event Evaluation Meetings	14,160.00	E1		Y				Y
12	Mock Interview Programme (S6) To equip students with the necessary skills and knowledge to excel in interviews for post-secondary education.	Careers & Life Planning	06/2023	S6	11	Observation & Documentation, Post-event Evaluation Meetings	2,255.00	E1						Y

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
13	Preparation for the release of HKDSE (S6) To assist students in modifying their JUPAS choices and provide comprehensive information on further study options.	Careers & Life Planning	06/2023	S6	128	Observation & Documentation	4,750.00	E1						Y
14	CV Profile Upgrade x Career Story-telling Workshop(S5) To empower students to craft their personal narrative through competency statements and create their unique career profile.	Careers & Life Planning	07/2023	S5	117	Observation & Documentation, Post-event Evaluation Meetings	30,800.00	E1						Y
15	Chinese cultural activities To enhance students' understanding of Chinese culture, and combine various activities to give students a multi-level understanding.	Language & Cultural Immersion	04/2023	S1	150	Learning Artifacts/ Portfolios, Student reflections	23,500.00	E1	Y		Y			
16	Art Journey for Youth at Hong Kong Palace Museum To foster self-directed and interdisciplinary learning by immersing students in the exploration of Chinese art and culture beyond the traditional classroom setting.	Language & Cultural Immersion	06/2023	S3	76	Observation & Documentation	4,110.00	E1,E2			Y			
17	Literature Tour To cultivate students' cultural literacy, foster a deeper appreciation for literary works, and ignite their passion for writing.	Language & Cultural Immersion	07/2023	S1-S5	22	Student reflections	1,373.00	E1,E2	Y		Y			
18	Art Journey for Youth at Hong Kong Palace Museum To promote self-directed and interdisciplinary learning by immersing students in the exploration of Chinese art and culture beyond the confines of the classroom.	Language & Cultural Immersion	03/2023	S3,S4 , S5	112	Observation & Documentation	3,600.00	E2	Y		Y			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
19	Regular training for Chinese Debating Club members and advanced training for inter-school debate competitions by instructor To equip students with both fundamental and advanced skills for preparing and participating in interschool debating matches, encompassing data research, speech drafting, delivery, and effective rebuttals.	Language & Cultural Immersion	09/2022-08/2023	S1-S5	27	Performance Assessment, Student reflections	90,000.00	E5	Y					
20	Chinese Debate Competitions To equip students with both fundamental and advanced skills for preparing and participating in interschool debating matches, encompassing data research, speech drafting, delivery, and effective rebuttals.	Language & Cultural Immersion	09/2022-08/2023	S1-S5	27	Performance Assessment, Student reflections	5503.29	E1	Y					
21	The House of Hong Kong Literate - Workshop (新詩寫作坊) To enhance students' understanding of Chinese poetry and deepen their knowledge in composing new poems.	Language & Cultural Immersion	05/2023	S5	12	Performance Assessment, Student reflections	4,400.00	E6	Y					
22	我是小主播 To enable students to gain insights into the broadcasting process, gain hands-on experience in recording, and uncover and develop their potential in this field.	Language & Cultural Immersion	07/2023	S2-S3	30	Learning Artifacts/ Portfolios, Student reflections, Pre &/or Post-event survey	750.00	E2	Y					
23	National Education Talk To promote students' understanding of the significance of National Security, National Flag, and National Anthem.	Moral & Civic Education	05/2023	S1	120	Observation & Documentation, Pre &/or Post-event survey	10,000.00	E1		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
24	Historical and cultural tour To facilitate students' comprehension of local history and the cultural elements embedded in their daily lives.	Moral & Civic Education	07/2023	S4-S5	20	Observation & Documentation, Pre &/or Post-event survey	5,400.00	E1		Y				
25	S4 Service Project To enhance their service experience and gain self-awareness, fostering personal growth and development.	Community Engagement	11/2022-04/2023	S4	130	Learning Artifacts/ Portfolios, Student reflections, Post-event Evaluation Meetings	3,388.41	E7					Y	
26	Joint School Service Project To empower students to become dedicated, self-directed organizers and learners in joint school community service initiatives.	Community Engagement	04/2023	S3-S5	20	Post-event Evaluation Meetings	155.00	E7					Y	
27	Heartslink Community Service Project To provide student volunteers with the opportunity to reflect on their gifts and talents, foster a strong sense of commitment, and acquire a diverse range of generic skills through yearlong programs.	Community Engagement	10/2022-07/2023	S3-S5	39	Pre &/or Post-event survey, Post-event Evaluation Meetings	4,200.00	E1, E2					Y	
28	Guidance Sisters Scheme To foster senior student leadership and facilitate the smooth transition and adaptation of S1 students to SHCC school life.	Leadership Development	09/2022-08/2023	S1, S3-S5	50	Student reflections	8,846.90	E1, E7		Y				
29	Love Project To promote a school atmosphere characterised by love and care.	Community Engagement	09/2022-08/2024	S1-S6	200	Observation & Documentation	7,340.55	E1, E7		Y				
30	Moral Education: form assembly, workshop, individual counselling To improve students' mental well-being.	Moral & Civic Education	09/2022-08/2025	S1-S6	850	Pre &/or Post-event survey	1,540.00	E5, E6		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
31	Reach Program To enhance study skills and perseverance among repeaters.	Experiential Learning	09/2022-08/2026	S1-S6	25	Student reflections	879.90	E1, E7		Y				
32	Appreciation Card Writing To foster students' gratitude and appreciation.	Community Engagement	09/2022-08/2027	S1-S6	850	Observation & Documentation	4,027.00	E1, E7		Y				
33	S1 Growth Program To strengthen peer bonding and cultivate a positive atmosphere among S1 students.	Community Engagement	09/2022-08/2028	S1	186	Student reflections	486.00	E1, E7		Y				
34	59th Schools Dance Festival To foster students' interest in dancing and showcase the school's participation in the 59th Schools Dance Festival.	Arts & Culture	03/2023	S1-S5	37	Post-event Evaluation Meetings	7,750.00	E1			Y			
35	59th Schools Dance Festival To foster students' interest in dancing and showcase the school's participation in the 59th Schools Dance Festival.	Arts & Culture	04/2023	S1-S5	37	Post-event Evaluation Meetings	5,077.60	E2			Y			
36	Dance Training Course To develop and enhance students' dancing abilities and skills.	Arts & Culture	07/2023	S1-S5	37	Performance Assessment	37,000.00	E6			Y			
37	Drama Training Workshops To develop students' drama skills and prepare them for the performance in the Hong Kong School Drama Festival.	Arts & Culture	09/2022-04/2023	S1-S5	17	Observation & Documentation, Pre &/or Post-event survey, Performance Assessment	37,400.00	E5			Y			
38	Inter-house Drama Competition To foster students' interest, skills, and appreciation in drama.	Arts & Culture	07/2023	S1-S5	Whole School	Observation & Documentation, Performance Assessment	11,957.09	E1			Y			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
39	S5 Geography Field Study Camp To gain first-hand experience in conducting fieldwork for enquiry studies of Geography.	Experiential Learning	09/2022	S5	17	Performance Assessment	3,940.00	E2	Y	Y				
40	S4 Geography Field Trip to Tung Chung To explore the natural fluvial environment of the Tung Chung River catchment area, the channelised part of the river and the estuary habitat.	Environmental Education	10/2022	S4	21	Student reflections	2,640.00	E2	Y	Y	Y			
41	Science Pull-out Programme To enable students to apply the knowledge of Biology and to identify the pathogens of unknown diseases through learning about Microbiology.	STEM Education	06/2023	S4-S5	20	Pre &/or Post-event survey	950.00	E2	Y					
42	Visit to Mil Mill To raise students' awareness on recycling and take part in the process of paper recycling.	Environmental Education	04/2003	S1-5	10	Student reflections	4,600.00	E1,2		Y				Y
43	迷戀與曖昧關係 (S3 Form Assembly) To educate students on differentiating between various types of peer relationships.	Moral & Civic Education	05/2023	S3	143	Observation & Documentation, Pre &/or Post-event survey	900.00	E1	Y	Y				
44	自我保護 (S1 Form Assembly) To provide students with knowledge and skills for self-protection.	Moral & Civic Education	11/2022	S1	150	Observation & Documentation, Pre &/or Post-event survey	800.00	E1	Y	Y				
45	S1 School Culture Day To nurture students' Chinese culture and appreciation of Chinese music and dance performance.	Arts & Culture	10/2022-03/2023	S1	whole level	Pre &/or Post-event survey	6,510.00	E1 E2			Y			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	S	C
46	School Orchestra & Chamber Music To provide structural orchestral and chamber music training to students who are musically gifted.	Arts & Culture	08/2023	S1-S6	55	Performance Assessment	58,325.00	E5			Y		
47	Chinese Orchestra Training To provide structural Chinese ensemble training to students who are musically gifted.	Arts & Culture	08/2023	S1-S5	20	Performance Assessment	41,600.00	E5			Y		
48	Wind Ensemble Training To provide structural wind ensemble training to students who are musically gifted.	Arts & Culture	05/2023	S3-S5	4	Performance Assessment	10,500.00	E5			Y		
49	Music Competitions (Interflows/HKICF/HKSMSA/HKFG/JSMA) To excel students' music abilities and boost their sense of belonging to the school and national identity.	Arts & Culture	07/2023	S1-S6	142	Performance Assessment	36,431.86	E1 E2 E3 E4		Y			
50	Tour to Mei Ho House Museum To know more about an important milestone in the development of public housing through oral and written history.	Language & Cultural Immersion	01/2023	S2	156	Performance Assessment	9,665.00	E1	Y	Y		Y	
51	Puppet Art Show cum Clay Puppet Workshop To provide an opportunity for students to understand more about the Chinese culture.	Language & Cultural Immersion	01/2023	S2	156	Observation & Documentation, Pre &/or Post-event survey	21,800.00	E1	Y	Y	Y		
52	S4 Activities Days - Public Speaking Programme (Training on Oral Presentation) To allow students to hone their public speaking skills through acting the roles of reporters.	Experiential Learning	04/2023	S4	50	Observation & Documentation, Pre &/or Post-event survey	38,800.00	E1	Y	Y	Y		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
53	S4 Activities Days - S4 Activities Days: Teamwork Enhancement Programme (Court Decode and Team Communication Half-day Camp) To allow students to enhance their communication skills and teamwork through problem-solving games that take place outside of school.	Experiential Learning	04/2023	S4	30	Observation & Documentation, Pre &/or Post-event survey	21,780.00	E1		Y				
54	S4 Activities Days: Communication Skills Training Workshop (How to handle confrontations) To allow students to communicate with others more effectively and to resolve conflicts.	Experiential Learning	04/2023	S4	21	Observation & Documentation, Pre &/or Post-event survey	12,000.00	E1		Y				
55	S4 Activities Days - Booking of venue for S4 Activities Days To provide a suitable space for S4 students to conduct activities beyond the classroom.	Experiential Learning	04/2023	S4	125	N/A	4,508.00	E9 (booking of venue)						
56	S5 Activities Days - Programme on Energy Efficiency To allow students to understand how companies can reduce the use of energy by increasing energy efficiency.	Experiential Learning	04/2023	S5	30	Observation & Documentation, Pre &/or Post-event survey	29,600.00	E1	Y	Y				
57	S5 Activities Days - Programme on Marine Environment (Sharing on the use of plastic and Beach cleanup) To allow students to understand more about the need to protect the marine ecosystem and environment.	Experiential Learning	04/2023	S5	25	Observation & Documentation, Pre &/or Post-event survey	1,500.00	E1		Y				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
58	S5 Activities Days - Programme on Marine Environment (Visit to WWF Hoi Ha Marine Centre) To allow students to understand more about the need to protect the marine ecosystem and environment by learning more about corals in Hoi Ha Wan.	Experiential Learning	04/2023	S5	25	Observation & Documentation, Pre &/or Post-event survey	4,860.00	E1	Y	Y				
59	S5 Activities Days - Chinese Culture Tour To allow students to understand more about the local culture and history of Kowloon Walled City and Tai O.	Language & Cultural Immersion	04/2023	S5	30	Observation Documentation, Pre &/or Post-event survey	20,770.00	E1		Y				
60	Transportation for students during S4 and S5 Activities Days To provide transportation for students.	Experiential Learning	04/2023	S4	125		13,400.00	E2						
61	Workshops on Conservation and Revitalisation of Historic Buildings in Hong Kong To equip students with knowledge, concepts, and design thinking skills related to the conservation and revitalization of historic buildings in Hong Kong through workshops conducted by guest speakers and the team.	Experiential Learning	11/2022-04/2023	S2	64	Learning Artifacts/ Portfolios	4,848.45	E2, E5, E6, E7	Y	Y				
62	Outward Bound To promote physical development, sportsmanship, and curiosity among students.	Sports & Physical Development	01/2023	S3	91	Post-event Evaluation Meetings	187,438.70	E1			Y			
63	Subscription and Registration for HK Schools Sports Federation To facilitate student participation in inter-school competitions.	Sports & Physical Development	09/2022-08/2023	S1-S6	150	Performance Assessment	16,308.00	E1			Y			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses *	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
64	Sports Training Programmes To provide key development projects for sports school sports teams through a comprehensive sports training program.	Sports & Physical Development	09/2022-08/2024	S1-S6	150	Post-event Evaluation Meetings, Performance Assessment	226,870.80	E6			Y			
65	Special Learning Day at Hong Kong Disneyland Park To offer students valuable experiences beyond the classroom and foster a positive attitude towards pursuing their dreams through a Special Learning Day at Hong Kong Disneyland Park, where they can gain insights into Disney's characters and tales.	Experiential Learning	12/2022	S1-S6	874	Observation & Documentation, Post-event Evaluation Meetings	317,070.00	E1		Y	Y			
66	Organic Garden for Green Education To establish an organic garden to promote green education amount students.	Experiential Learning	09/2022-08/2023	S1-S6	500	Performance Assessment	175,000.00	E7		Y	Y			
						Sub-total of Item 1.1	1,668,955.85							

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	
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Subsidy for World Choir Games 2023 To provide opportunities to students to participate in international event	Experiential Learning	07/2023	S1-S6	10	Performance Assessment	20,000.00	E2		Y	Y			
						Sub-total of Item 1.2	20,000.00							

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\$)
1.	Event expenditure of SHE Challenge 22/23	Event expenditure of SHE Challenge 22/23	To purchase event banner, materials for board decorations, and other consumables on the School Fun Fair day.	2,227.00
2.	Prizes expenditure of SHE Challenge 22/23	Prizes expenditure of SHE Challenge 22/23	To purchase prizes for the S3 award-winning teams.	609.80
3.	SenseStorm LEGO Robot	STEM Education	To purchase robots for AI training for S2 students	48,000.00
Expenses for Category 2				50,836.80
Expenses for Categories 1 & 2				1,739,792.65

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

Category 3: Estimated Number of Student Beneficiaries

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

7. Promotion of Reading Grant

Grant in the year 2022-2023: HK\$74,646.00

Balance brought forward 2022–2023: HK\$-3065.08

Item	Amount (HK\$)
Library books and magazines	11,332.04
S4 Author’s Workshop	2,000.00
Dove Tale’s Theatre Show	12,500.00
10 iPads and Apple Pencils	25,000.00
E-book Library	15,187.87
Reading enhancement – Book Coupons	4,400.00
Book Exhibition Promotion Materials – Consumer Goods & Book Coupons	5,385.17
Library Notice Boards for reading promotion	1,906.00
Total	77,711.08

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. This year, 810 e-books were checked out with over 197 active patrons as at to date. It is encouraging to see the increasing number of e-books being checked out and a stable number of active patrons throughout the year. 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 one drama show and one authors’ workshops for our S1 and 4 students respectively. The former one was a theatre show on Shakespeare’s A Midsummer Night’s Dream and the latter one was a talk conducted by one of the top comedians in HK, Vivek Mahbubani on “How reading builds my funny business”. Both activities were very well received and rated highly by our students. Most of the student participants found the show inspiring and thought provoking. Students’ laughter filled the auditorium and reading was promoted in a joyous atmosphere on campus.
- 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 (2022—2023)

支援非華語學生學習中國語文及文化的主要目標：

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

津貼使用期：由二零二二年九月至二零二三年八月，共一個學年。

津貼金額：(21-22) \$151,050 + (22-23) \$153,769，合共 \$304,819.00

項目		費用 (\$)
1. 聘請教師	舉辦課後中文學習支援班、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等	204,270.00
2. 香港大學專業進修學院中文輔導班	為學好語文打好基礎，作為課後中文學習支援	7,500.00
3. 舉辦推廣共融校園活動	籌辦與中國文化有關之興趣班，認識中華文化 <ul style="list-style-type: none">● 編織草蓆工作坊● 剪紙工作坊	2,160.00 4,000.00
合計		217,930.00

將有盈餘捌萬陸仟捌佰捌拾玖圓正（\$86,889.00）帶至 23-24 學年。

9. Quality Education Fund e-Learning Funding Programme

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

Programme	Number of students	Amount (HK\$)
Purchase of mobile devices for loan to students	7	32,900.00
	Total	32,900.00

10. Citizenship and Social Development Grant

Item	Amount allocated (HK\$)	Amount spent (HK\$)	Remarks
1. Developing or procuring relevant learning and teaching resources	8,000.00	21,208.00	The department has subscribed online CS pages from a local newspaper company. Although it was quite costly, it was still worthwhile as students were provided with updated news related to CS topics. This can enrich their knowledge about the curriculum.
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	-	-	-
3. Organising school-based learning activities relating to the CS curriculum	10,000.00	19,800.00	An extended learning activity was organised for the S5 students to hike around the Shing Mun Reservoir Pineapple Dam, and learned about history of Hong Kong resisting the Japanese during the Second World War by visiting the War Relics Trail. On the next day, a sharing and debriefing session, together with a hand-made Monogram workshop for tumbler was organised to enhance students' interest in what they have learnt in the previous activities.
4. Organising and subsidising students to participate in joint-school/ cross-curriculum activities relating to the CS curriculum held in Hong Kong or in the Mainland	30,000.00	0.00	A trip to the Mainland had been organised for the S4 students, but it was subsidised by another funding.
5. Others (please specify):	-	-	-
Total	42,000.00	41,008.00	

End of Report

Sacred Heart Canossian College
School Report 2022-2023

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor
on 27 October 2023