

*Celebrating the Past with Gratitude
Embracing the Future with Hope
Sharing our Life in Love*

School Report 2018 - 2019

*We aim 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.*

Contents

	Page
General Information on Sacred Heart Canossian College	1 – 3
School Management	4 – 5
School Report 2018-2019	
I. Introduction	6 – 8
II. Number of Active School Days	9
III. Curriculum	10– 12
IV. Percentage of Lesson Time for Key Learning Areas (S1-S3)	13
V. Class Structure and Number of Students	13
VI. Students	14 – 16
VII. Staff	17 – 18
VIII. Major Concerns 2018-2019	19 – 25
IX. Student Development	26– 40
X. Staff Development	41– 42
XI. Financial Summary	43
XII. Report on the Use of Special Grants	44– 47

General Information on Sacred Heart Canossian College

School History

Sacred Heart Canossian College was founded in 1860 by the Canossian Daughters of Charity. 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, after the Sacred Heart of Jesus. In 1960, the school was officially registered as Sacred Heart Canossian College.

Vision and Mission

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.

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.

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

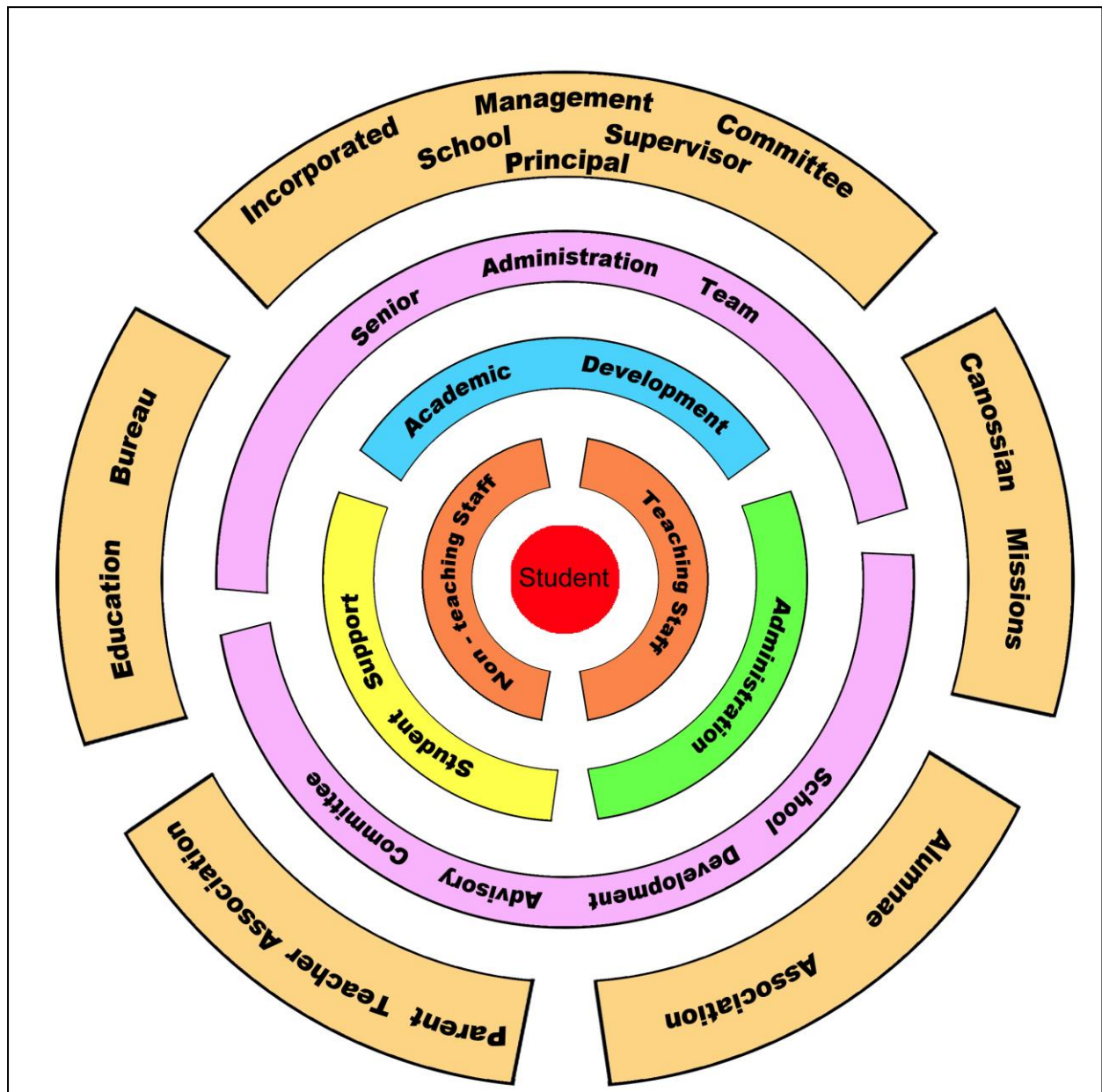
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong 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 (2018-2019)

Sr Agnes Law	School Supervisor
Sr Veronica Fok	School Principal
Sr Marie Remedios	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Mrs Lucilla Wong	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Mr Kenneth Law	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Ms Lam Mei Yi	Teacher Manager
Ms Jacqueline Au Yeung	Alternate Teacher Manager
Mr Stephen Lee	Parent Manager
Mrs Lesia Yuen	Alternate Parent Manager
Ms Teresina Chan	Alumni Manager
Mrs Connie Lau	Independent Manager

School Report 2018-2019

I. Introduction

Celebrating the Past with Gratitude Embracing the Future with Hope
Sharing our Life in Love

2018-19 is a special year for Sacred Heart Canossian College as we are preparing to celebrate our 160th birthday in 2020. Looking back, we are immensely grateful for what we have received from God. The blessings bestowed on Sacred Heart have always empowered us to love and to face the future with hope. In view of this, the school has set the theme ‘Celebrating the Past with Gratitude, Embracing the Future with Hope, Sharing our Life in Love’ for the 2018/19 to 2020/21 school development cycle.

To recount the richness of the blessings received, the school has embarked on a history research project. Sacred Heartists of different generations have been invited to come back to share memories of their school lives. Their sharing not only helped us know more about the school in the past, but also made us take greater pride as members of the Sacred Heart family. As we know more about the past of the school, the dedication of the sisters and staff, the stories and achievements of our alumnae, we have an increasing courage to further cultivate the Sacred Heart spirit on the solid foundation laid.

A strong values education has always been the pride of the school and all Sacred Heartists. In the past few years, we focused on the permeation of the six core values through different aspects of school life and revisiting the profile of a Sacred Heart graduate. Following the footsteps of our Foundress, St Magdalene of Canossa, Canossian educators place heavy emphasis on the well-being of a person. Recognising and responding to the needs of the younger generation, we have been building a value-driven and energizing school community in these few years; and the school year 2018-19 witnessed the capacity building of this project. Staff development sessions were held to heighten the awareness of the teaching staff and equip them with knowledge and skills in promoting positive attitudes to students. Preparation for a systematic implementation of positive education in S1 homeroom periods in the coming year is underway. Workshops on positive education were organised for parents to sensitize them to the importance of nurturing positive attitudes towards life. In addition, the use of social media for parent education was tested in S1 through the ‘No Parent Left Behind’ project and the response was promising. The school will continue to investigate different ways of reaching out to parents in the coming year.

Service learning has always been an important component of values education and life education at Sacred Heart. S4 Service Day and service programmes organised by different bodies provided opportunities for Sacred Heartists to share and learn through service and to reflect on their attitude towards life and various social issues. The Student Council continued the initiative of the previous year to support a children learning centre in Cambodia through the school Dress Casual Day. Members of the SHCC Zonta Z Club paid special attention to the needs of women and offered health education to the mothers in the rural areas in Siem Reap during S5 Extended Learning Week. They won first place in the Emma L. Conlon Service Award presented by Zonta International and the Outstanding Z Club Service Project Award of Zonta Club of the New Territories in recognition of their effort to empower women and girls through their service project. Our Heartlink Community Service and Heartslift Music Educational Project connected Sacred Heartists with the primary school children and the elderly in Southern District. The Sacred Heart Enterprise Challenge demonstrated the entrepreneurial spirit and creativity of our S3 students as well as their support to small social enterprises in Hong Kong.

2018-19 is also another fruitful year in our learning and teaching. The Education Bureau focus inspection of the Key Learning Area (KLA) of Personal, Social and Humanities Education (PSHE) acknowledged the effort of the school and our students in promoting positive values, student reflection and e-learning. The wide range of activities complementing the formal curriculum, clear assessment policy and adherence of school assessments to public examinations requirements were also highly appreciated. Apart from these, the focus inspection also opened up new possibilities for greater collaboration among departments and curriculum mapping. KLA coordinators met to look into their roles in curriculum development and school-based curriculum reviews were conducted in each KLA in the second term. Departments and teams were encouraged to explore opportunities to enhance learning and teaching through joint efforts.

To address the major concern of the school in fostering higher order thinking skills, Mr. Huei Cheng Chang, an innovative Taiwanese teacher and the developer of a creative teaching method called ‘Sharestart: the Learn, Think, and Express Pedagogy, the LTEP’ was invited to our school to share his approach with our teaching staff and to stimulate them to further investigate this model. A working group was formed by interested teachers to inquire into various strategies to strengthen the thinking skills of students. A sharing session with Sacred Heart Canossian School was held to exchange experiences in the promotion of higher order thinking skills to students. Reading is an important means to widen the knowledge of students and to improve their thinking skills. Our academic departments spare no effort to promote extended reading activities in their disciplines. Book sharing sessions and workshops conducted by local and international writers have contributed significantly in enriching the reading culture of the school.

Partnerships with the Education Bureau, Goethe Institut Hong Kong and tertiary institutes such as The Chinese University of Hong Kong and City University of Hong Kong have enabled the school to further enhance the curriculum development in Chinese Language and Integrated Science, as well as in areas such as gifted education and third language development. Greater collaboration with the National Institute of Technology, Kumamoto College has led to increased exchange opportunities between students of the two schools. A school visit by students from St Anthony’s Canossian Secondary School of Singapore and the cultural exchange with various schools during S5 Extended Learning Week allowed our students to learn from their counterparts in different parts of the world. With all these experiences, the school welcomes more in-depth exchange opportunities in the coming year.

Throughout the year, the school provided ample opportunities for students to challenge themselves beyond the classroom in various local, regional and international competitions and events. Our school choir is going to Sweden and Finland for a competition and cultural exchange this summer. Two S2 students have been awarded the Fung Scholarship for Global Exposure to attend a public speaking summer course in Boston while two S3 students will attend an intensive German course in Germany from the scholarship offered by Goethe Institut. In April 2019, our dance team was invited by the Education Bureau to represent Hong Kong to participate in the Sixth National Arts Showcase of Primary and Secondary School Students in Suzhou. In December 2018, an S5 student enjoyed a valuable experience in Japan in the Japan-East Asia Network of Exchange for Students and Youths Programme. Sacred Heartists are not only stepping out of their comfort zones, but they are also ready to strive for excellence and excel in their whole person development. In the Bank of China Hong Kong Bauhinia Bowl Award 2018-2019, our sports teams won the Most Progressive School (Girls School) Award. A group of S4 and S5 students was given the Best Performing Team award in the MTR STEM Challenge and offered a STEM tour to the United Kingdom. These are examples showing how the efforts of our students turned into remarkable achievements.

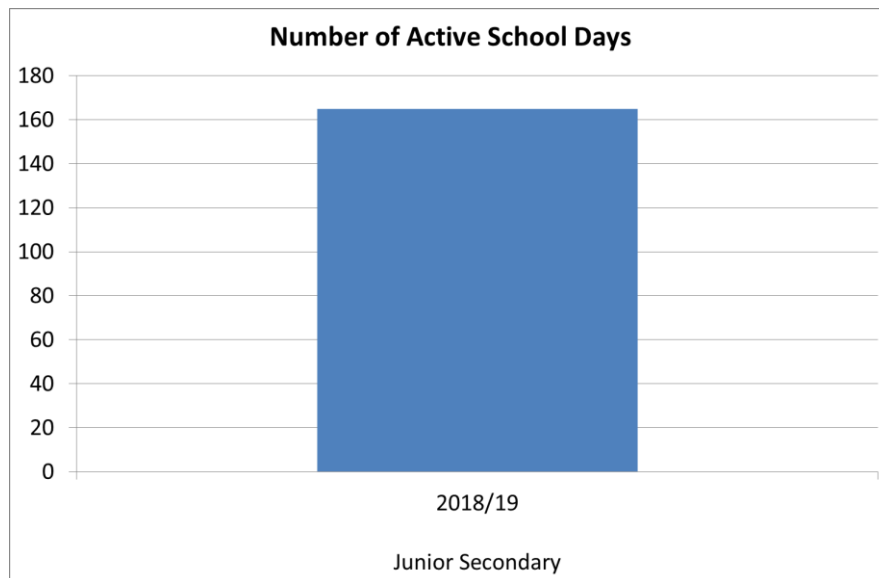
Sacred Heart is indebted to different parties who have been working closely with the school to enhance the learning and welfare of our students: the Incorporated Management Committee, the Education Bureau, in particular officials from the regional office; our parents and alumnae, as well as our dedicated teaching staff and all the supporting staff. Last but not least, we thank our Heavenly Father for His unfailing love and blessings. With gratitude, love and hope, we are ready to celebrate our 160th anniversary in the coming year.

*'Out of the fullness of his grace he has blessed us all,
giving us one blessing after another.'*

John 1: 16

II. Number of Active School Days

- Active School Days consists of the following two components:
 - The number of days in a school year with regular classes for each Key Stage while examination days are excluded;
 - The number of days in a school year with learning activities organised for the whole school or whole class-level of students. The learning activities should have clear educational purposes and learning objectives for participation of students such as Sports Day or Project Learning Day and students are entitled to learning opportunities to broaden their learning experiences.
- The number of active school days for S1 to S3 in 2018-2019 is 165.



III. Curriculum

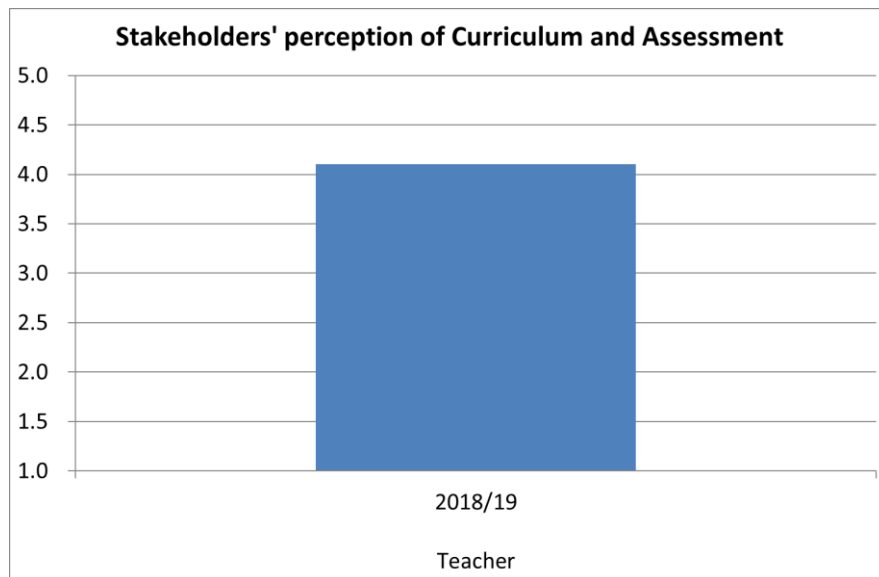
1. Structure

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

	S4	S5	S6
Art of Living		*	
Business, Accounting and Financial Studies (Management/Accounting)	*	*	*
Biology	*	*	*
Chinese History	*	*	*
Chemistry	*	*	*
Chinese Literature	*	*	*
Chinese Language	*	*	*
Economics	*	*	*
English Language	*	*	*
Ethics and Religious Studies		*	*
Geography	*	*	*
History	*	*	*
Homeroom and Religious period	*	*	*
Information and Communication Technology	*	*	*
Liberal Studies	*	*	*
Literature in English	*	*	*
Mathematics	*	*	*
Music	*	*	
Physical Education	*	*	*
Physics	*	*	*
Religious and Moral Education	*	*	*
Visual Art	*	*	

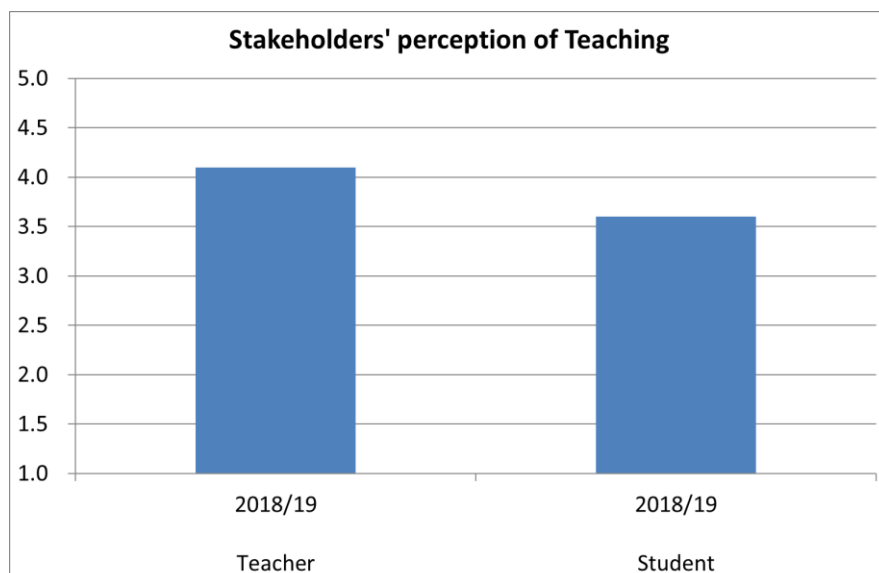
2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	4.1



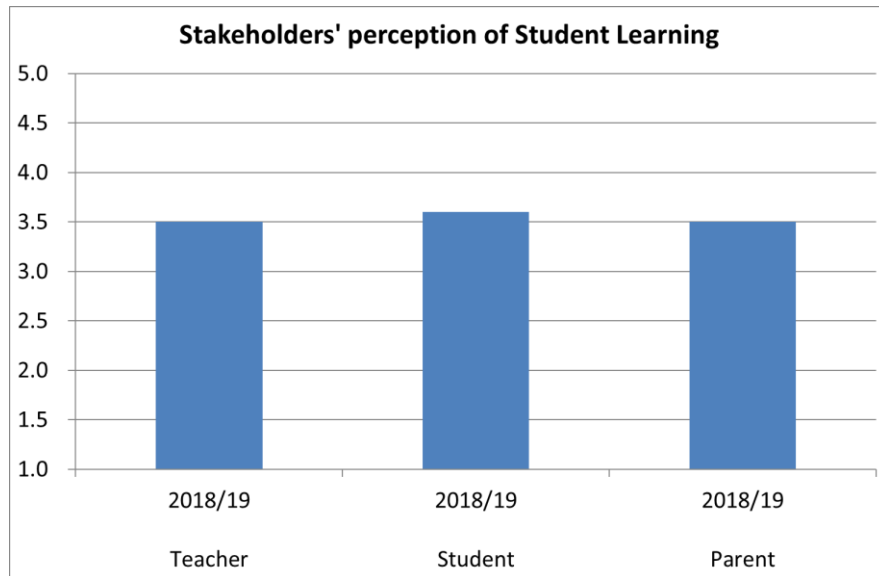
3. Stakeholder's perception of Teaching

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



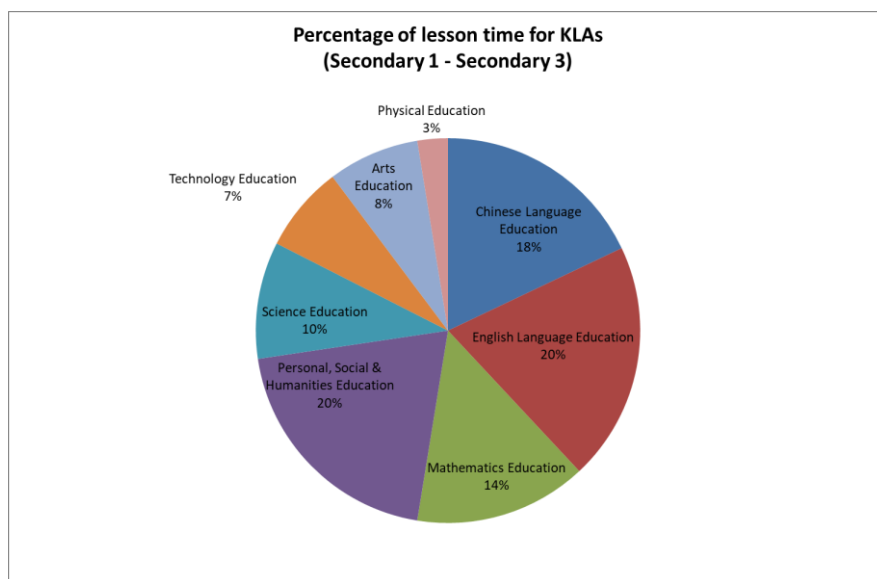
4. Stakeholder's perception of Student Learning

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



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%



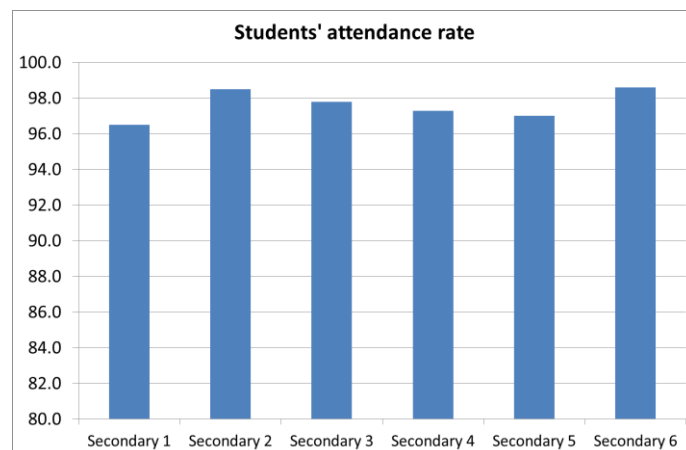
V. Class Structure and Number of Students

Level	Number of students in September 2018	Number of students in July 2019
Secondary 1 (1A-1F)	190	189
Secondary 2 (2A-2F)	171	168
Secondary 3 (3A-3F)	173	165
Secondary 4 (4A-4F)	148	141
Secondary 5 (5A-5F)	157	156
Secondary 6 (6A-6F)	161	161
Total	1000	980

VI. Students

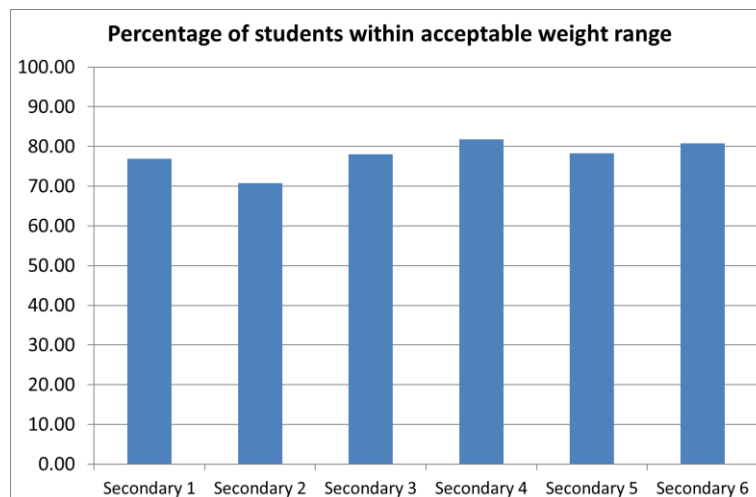
1. Attendance rate of students

	Percentage
Secondary 1	96.5
Secondary 2	98.5
Secondary 3	97.8
Secondary 4	97.3
Secondary 5	97.0
Secondary 6	98.6



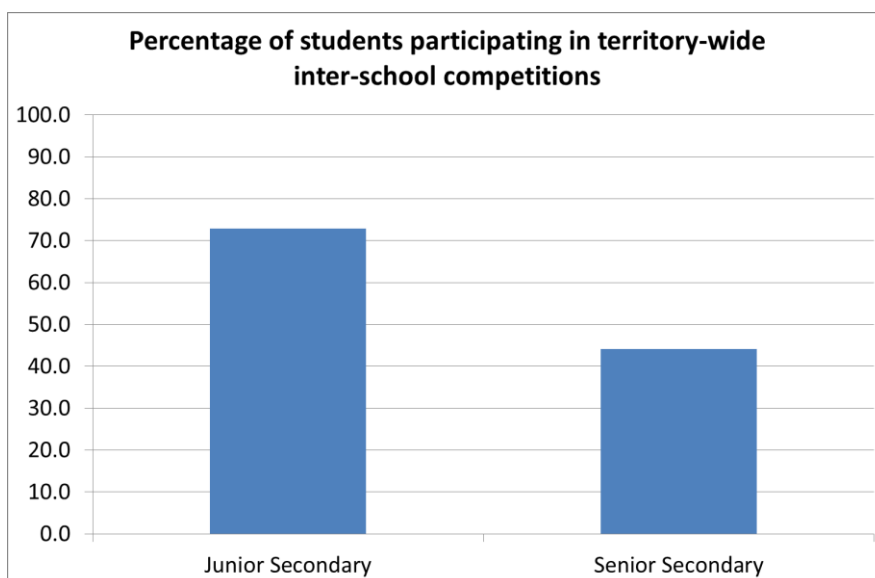
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	76.84
Secondary 2	70.76
Secondary 3	78.03
Secondary 4	81.76
Secondary 5	78.34
Secondary 6	80.75



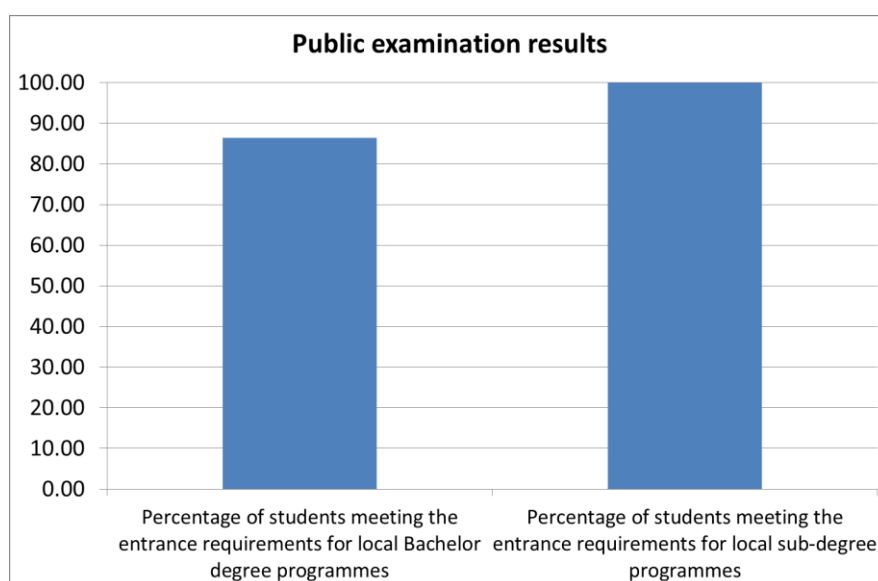
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	72.8
Secondary 4 – Secondary 6	44.1



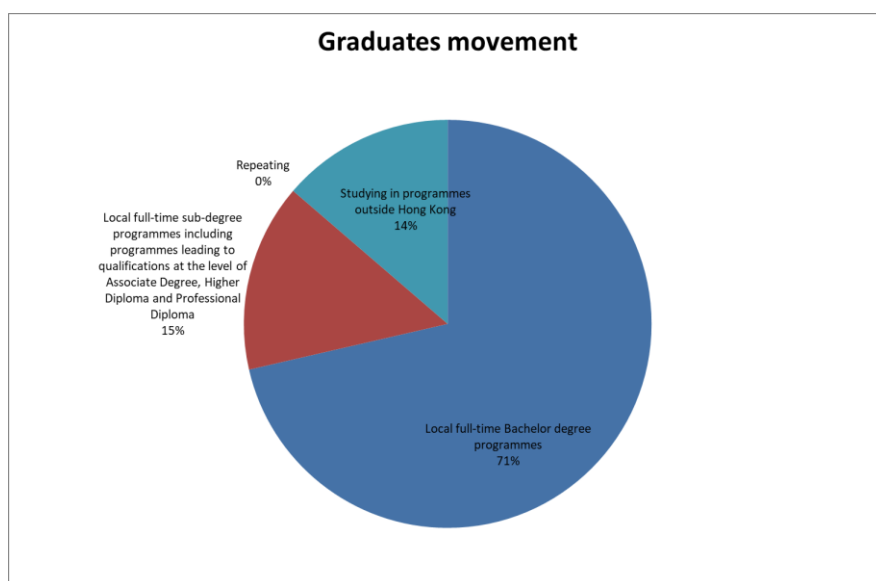
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2019	86.34
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2019	100



5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2019	71.4
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2019	14.9
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2019	0.0
Repeating	2019	0.0
Studying in programmes outside Hong Kong	2019	13.7
Employment	2019	0.0
Others	2019	0.0



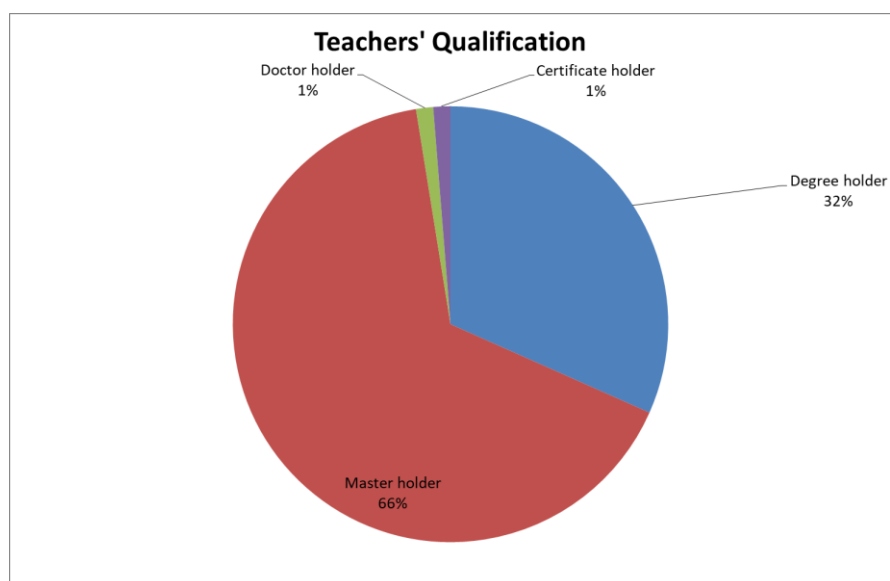
VII. Staff

1. Strength

	Total
Regular Teaching Staff	75
Contract Teaching Staff (Full-Time)	3
Contract Teaching Staff (Part-Time)	1
Teaching Assistants	3
Non-teaching Staff (Technicians)	4
Janitor Staff (Full-Time)	14
Janitor Staff (Part-Time)	2
Clerical Staff	6

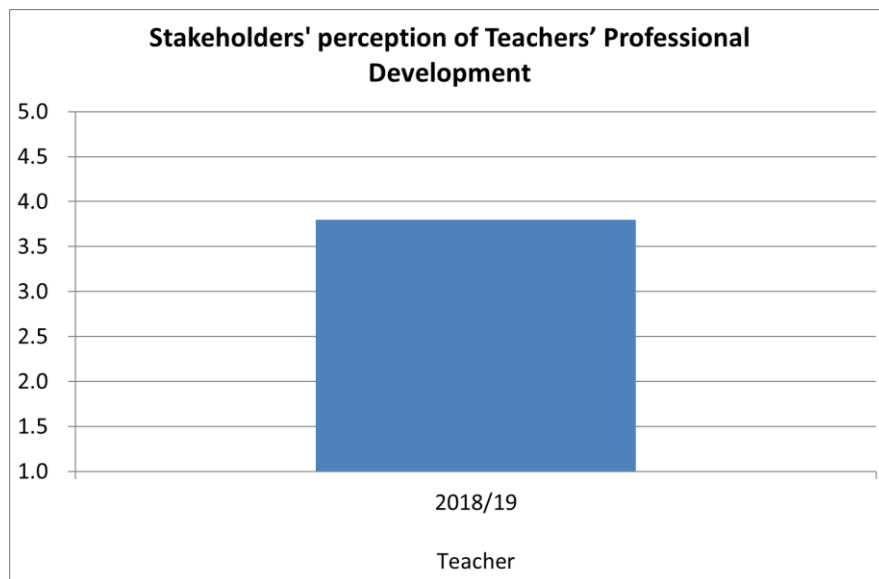
2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.27
Degree holder	25	31.65
Master holder	52	65.82
Doctor holder	1	1.27
Total	79	100.00



3. Perception of Professional Development

	Mean
The average score of teachers' perception of Teachers' Professional Development	3.8



VIII. Major Concerns 2018-2019

Major Concern 1: Grooming students to become confident and enthusiastic life-long learners

Focus 1: Grooming students to be active and responsible learners

Focus 2: Supporting teachers to be effective mentors of students

Achievements

- **Focus 1**

Under the guidance of the homeroom teachers/homeroom partners, students set their goals and designed their learning plans in early September during home periods. Some homeroom teachers designed worksheets or Google forms to help students plan, implement and review their own learning journeys. Individual interviews were conducted after common tests and examinations to help students evaluate their own learning journey.

Subject departments adopted various strategies to help students become active and responsible learners. Some departments such as the Chemistry Department encouraged students to devise their study plans, review their progress regularly and make improvement accordingly. Many students joined online self-learning programmes such as Chemistry Online Self-study Award Scheme, Biology Explorer, Tense Busters and Active Reading, and took charge of their learning beyond the classroom. Lesson preparation was another platform for teachers of different departments to engage students in active learning and enhance their higher order thinking skills. Flipped classroom and different kinds of online assignments were popular strategies adopted by teachers for lesson preparation. E-learning tools such as Google Classroom and mobile data logger continued to motivate students, address learner diversity and cultivate learner autonomy.

In order to strengthen higher order thinking skills in students, teachers of various departments designed special worksheets, learning activities and assessment tools that would empower students to apply various higher order thinking skills. Questions requiring such skills were set in examinations and common tests. Projects not only foster collaborative learning, but also enhance the application of higher order thinking skills and problem solving skills. The mini projects from IS Department, Mathematics Department and Physics Department assigned to junior students provided good opportunities for them to enhance their problem solving skills. Curriculum adaptation was seen among Computer Department, IS Department, Mathematics Department and Home Economics Department. The large scale PBL project for S2 students on culture, 3D printing, FPV Drone, mBOT and micro:bit, S3 SHE Challenge and S4 Service Day continued to provide valuable opportunities for students to integrate knowledge and apply the skills learnt.

To address increasing learner diversity, various arrangements and strategies were explored. Split class arrangement was made for the three core subjects in junior forms. The examination results in Mathematics showed that significant improvement was found in most students concerned. After school tutorial classes and enhancement courses were offered by many departments such as Chinese Language Department, English Language Department, Mathematics Department, Economics Department and Chemistry Department throughout the year. To help potential students prepare for common tests and examinations, History Department conducted a trial of designing online self-paced quizzes for S2 students. Departments such as the Chinese Language Department have adopted diversified assessment tools to allow students to showcase their language skills in different areas. E-platforms such as Newsela were explored so as to allow students to read about the same issue at levels of suitable difficulty.

Some departments such as Mathematics and BAFS also organised pull-out programmes like

mathematics adventure programme for students with special talents in the subject. The Jockey Club ‘Giftedness Into Flourishing Talents’ Project (Project GIFT) of the Chinese University of Hong Kong supported our Integrated Science Department in developing tailor-made curriculum for high ability students in S1 and S2. At the same time, talented students were encouraged to take part in external competitions and courses such as the Hong Kong Linguistics Olympiad 2019, the MTR STEM Challenge, summer courses organised by tertiary institutes and public speaking courses in the United States to stretch their potential further. Exchange tours such as the STEM tour to Singapore and the student tour to Kumamoto, Japan were also organised for high achievers to further develop their creativity and problem-solving skills.

Reading was another focus in the year 2018-19. It was incorporated in the curriculum, lesson preparation, extended learning activities, assignments and assessments in all subjects. Functional Reading and Thematic Book Promotion Zones were set up in the library. Many students and teachers enjoyed browsing the new book display corner and book circulation increased by 5% in these promotion zones. To facilitate access to library resources, SLS web OPAC was upgraded to Cloud OPAC which allows users to get access to the resources anywhere, anytime. Teachers and students could share freely about their favourite books during the lunchtime book sharing sessions. Local and overseas book talks were organised for all S1 to S3 students during form assemblies and English Language lessons. “Meeting the author” series for junior students was much appreciated and welcomed by both teachers and students.

During the year, students reflected regularly at morning assembly on the qualities of being confident and enthusiastic life-long learners. The reflection activities in the Student Companion were designed to help students reflect on qualities such as perseverance, passion and commitment. Both junior and senior students made use of the morning assemblies to share their reflection on being responsible learners with the school community. Qualities and characteristics such as curiosity, perseverance, collaborative learning, being proactive, asking questions and requesting for clarification were highlighted in the sharing by students.

- **Focus 2**

To support teachers to be effective mentors of students, capacity building was set to be a major focus of the 2018-2019 school year.

A series of school-based staff development programmes on areas such as higher order thinking skills, positive education and gifted education were arranged to equip our teachers with knowledge and skills to accompany students on their learning journeys. A half-day seminar and half-day workshop on “Sharestart” was held at the beginning of the school year to enlighten the staff with an increasingly popular strategy to cultivate higher order thinking skills in students. A workshop on gifted education was arranged for teachers in the year. To prepare teachers for the implementation of positive education in the new school development cycle, two workshops were given in the year to help teachers build a foundation on positive education. A half-day seminar on legal matters in school was provided for teachers where cases related to school administration and learning & teaching were covered. Teacher wellness was also the concern of the school. A half-day wellness programme was organised for the teaching staff. Teachers were provided with an opportunity to relax and take care of their physical well-being. All teachers found these programmes helpful in equipping them to face their responsibilities in school.

The school also tapped into external resources to enhance the staff development programmes. Collaborations with institutes such as the Education Bureau, the Chinese University of Hong Kong, the City University of Hong Kong and the National Institution of Technology, Kumamoto College from Japan empowered teachers to be effective mentors of students. Teachers were

inspired and would like to try out the strategies and activities learnt in these programmes.

Besides school-based staff development programmes, our teachers also took the initiative to take part in different courses to better prepare themselves to accompany students on their journeys. One teacher took part in the study tour to Finland under the 'i-Journey' funded by Non-local Study Leave Scheme for Secondary School Teachers. Some teachers completed courses related to students with special educational needs.

Peer learning and peer lesson observation were encouraged. During the year, sharing sessions were held for experienced homeroom teachers to share their experiences. Teachers also took the initiatives to share their reflections on different teaching strategies with their colleagues. Two teachers shared their reflections on 'Sharestart' and peer lesson observation while another teacher shared her inspiration from the study tour to Finland. All these sharing sessions were appreciated by teachers.

Reflecting on the EDB focus inspection, the PSHE KLA was restructured and curriculum mapping was conducted to enhance the learning of students. It was expected that the mapped curriculum of various humanities subjects would help provide a comprehensive learning experience for junior secondary students. Curriculum mapping was also conducted by other KLAs and the work was expected to be carried on in the next school year.

Reflection

- The role of KLA coordinators can be strengthened. They can play a more active role in leading curriculum reviews and facilitating cross-departmental collaboration within the KLA, as well as cross-KLA collaboration in strengthening the learning experiences of students. Support from the school administration in arranging time for meeting would be helpful.
- A more systematic review on academic support to S1 to S3 students can be carried out to evaluate the effectiveness of support given.
- Efforts were made to promote reading to students and positive feedback was received. Continuous effort to promote reading will help build up the reading habit of students.
- Capacity building proved to be important in preparing the staff to take up new challenges. The passion and enthusiasm of teachers in trying out new learning and teaching strategies should be encouraged and acknowledged. Suitable staff development programmes could be recommended to different teachers.

Major Concern 2: Student Quality

Cultivating Catholic core values and the Canossian spirit among students with collaborative efforts

Focus 1: Empowering students to form positive outlooks on life and enabling students to live as happy, purposeful and independent individuals

Focus 2: Equipping parents with knowledge of value education

Achievements

• Focus 1

The final revision of SHCC graduates profile was completed in July 2018, and introduced to the staff and students at the beginning of the school year. Students were encouraged to reflect on these characteristics on different occasions. Teachers were reminded to help students strengthen these virtues and skills, and homeroom teachers helped students have a better understanding on the qualities expected of Sacred Heartists during home periods. The profile of SHCC graduates was printed in the Student Companion so that all students could refer to these qualities easily.

To prepare teachers for the implementation of positive education in the year 2019-20, two workshops on positive education were organised. Teachers found these workshops helpful and inspiring. Many of them tried out the activities and skills learnt in home periods.

Ten teaching packages to support the S1 home periods positive education curriculum were ready for try out in June 2019. These packages were modified according to the suggestions of teachers after their try outs. S1 HRTs and HRPAs attended a training session on the revised packages at the end of August 2019. Groundwork for the implementation of the S1 positive education curriculum was laid according to the schedule.

Building on the foundation laid in the previous year, students learnt to be independent learners. At the beginning of the school year, homeroom teachers encouraged students to plan their own learning journeys during home periods and discussed the progress of these plans with them throughout the year. Furthermore, careers talks, job shadowing programme and other careers related programmes and life planning programmes were provided by CFST to help students explore and plan for their lives.

Concerning the participation of junior form students in extended learning activities, a survey was conducted at the end of the year by Homeroom Board Core Team. Over 80% of students set clear goals in different OLE areas. Over 60% of students joined more than two extended learning activities. Students reflected that they learnt different skills in different programmes. They also learnt the importance of cooperation, patience and perseverance. Most of all, they had a better understanding of themselves.

Throughout the year, departments such as RME, Life & Society, Chinese Language, Visual Arts and English Language and different teams continued their effort to enrich their plans, curriculums and learning experiences offered to students so as to consolidate values education and character formation of students.

At the same time, they also provided students with opportunities for deeper reflections on the core values. The Peer Support Programme and Guidance Sister Programme organised by the Counselling Team heightened the sensitivity of students to the needs of others and to equip them with necessary skills to be companions of their peers on the growth journey. The talk by HKSKH Lady MacLehose Centre introduced the culture and religion of ethnic minorities to students and helped cultivate a sense of empathy among students. Other programmes such as Movie Movie,

Love Project, Food Remains Conservation Programme folder design competition, visits organised by the Hong Kong Correctional Service, various service experiences and talks on love, family, life, positive thinking and stress management enabled students to have a better understanding on the core values of the school and empowered them to be global citizens. Groundwork was laid for the formal implementation of positive education in the new school year.

- **Focus 2**

Parents' Nights and Parents' Day continued to provide an important platform for home-school collaboration. Sharing sessions addressing the developmental needs of students were organised to help parents better accompany their daughters on their growth journeys. Two talks on positive education were especially organised to help our parents cultivate a positive culture in their families.

This year, a new initiative 'No Parents Left Behind Project' was arranged for S1 parents. This project aimed to enhance parent education through case study via WhatsApp group. Two identical series were held. Most of the participants found this initiative helpful.

Reflection

- In addition to the integration of the six core values of the school into the RME curriculum, the incorporation of elements of positive education such as character strengths can be explored.
- The incorporation of values education elements in the activities of different teams and departments can be explored in the future.
- Homeroom periods could be further utilised to consolidate learning after mass programmes. They could also be a platform for homeroom teachers and students to give prompt responses to social issues. Values education was integrated relatively smoothly into homeroom time in junior forms. However, the limited homeroom periods in senior forms restricted the student activities and discussions.
- More collaboration with various NGOs and among Life Education Team members in organising activities can be planned in the future.
- As 'No Parents Left Behind Project' allows greater flexibility in parent education, it can be further explored as a means for parent education if financial resources are available.

Major Concern 3: Administration

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

Focus 2: Ensuring sustainable development in school management

Focus 3: Sustaining positive school ethos

Achievements

- Both teaching and non-teaching staff members were invited to suggest areas for improvement in the Sacred Heart community. The proposals included repairing existing school facilities and providing additional facilities, as well as support for student and staff wellness.
- Addition of equipment like paper shredder and some repair work were followed up accordingly. IT facilities such as Apple TV, projectors and laptops were updated to facilitate learning and teaching.
- A Joint Canossian Secondary School Staff Development Day with afternoon programmes on physical health and wellness was organised. Teachers enjoyed the light-hearted programmes. Soups and fruits were offered to staff on a monthly basis to help relieve stress and boost positivity among colleagues. Hot drinks were offered to students on very cold days. These were very welcome by all members of the community, and could enhance their spirit and strength.
- The 160th Anniversary Celebration Coordination Committee was formed. Together with different working teams, a series of programmes were planned for the celebration of our 160th anniversary in 2020 to sustain positive school ethos.
- To have a better understanding on the history of the school, past students of different decades were interviewed and the information was analysed. Artefacts were also collected.
- To ensure sustainability at the management level, the Extended Senior Administration Team studied the staff force and devised the plan in July 2019 for reallocation of duties to be implemented in 2019-20.

Reflection

- Suggestions made by the staff about school facilities and environment will be further studied, and other forms of enhancement will continue this year. The ventilation and limited space of the staff room need to be addressed.
- A plan for more space for student activities should be explored.
- The physical, mental and spiritual wellness of students and staff are of great importance. More programmes addressing these can be organised.
- With teachers taking up new responsibilities after the duty reallocation, more support can be provided to colleagues taking up new tasks. The reallocation of duties will be studied and fine-tuned at the end of the next academic year.
- More human resources can be added to the History Research Project.
- Some staff members were concerned about the extra workload of the janitors and those helping with the soup, fruits and hot drinks for teachers and students. With sufficient resources, such supporting acts and warm touches will continue.

- With the introduction of 'An All-Graduate Teaching Force in Aided Schools' policy and approval of the IMC, the school decided to have the regrading in one go in the school year 2019/20.
- The 160th anniversary celebration activities would be the major focus of the coming year. Time and space should be provided for teachers and students so that they can enjoy the celebrations.

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 CDC members coordinate subject departments in improving curriculum development and suggesting better practices so that a balanced and viable curriculum can be devised to promote self-motivated learning among students. They will be empowered to develop their capacity to the full.

- The focus inspection of the Personal, Social and Humanities Education Key Learning Area was conducted in October 2018. The inspection team acknowledged the wide range of co-curricular activities, the culture of student reflection, the clear homework and assessment policy, the promotion of e-learning and the setting of the examination papers. At the same time, it also recommended strengthening the role of the KLA coordinator in leading curriculum mapping and inter-departmental and cross-KLA collaboration. In response to the recommendation, different KLA coordinators started to conduct curriculum mapping in the second term of the year.
- Exchange with students from St Anthony's Canossian Secondary School from Singapore and the National Institute of Technology, Kumamoto College provided senior students with chances to experience the learning styles of students from other parts of the world through having lessons together with those students and reflecting on their own learning modes.
- Sharing sessions were arranged for teachers to share their reflection on different teaching strategies and practices to promote higher order thinking skills and reading.
- The school continued split class arrangement for the three core subjects so as to help potential achievers to build a stronger foundation for their studies in senior forms.
- The school carried on the policy of requiring S4 students to take three elective subjects for their HKDSE examination so as to widen their scope of knowledge. Feedback on the arrangement was collected from teachers during the Whole School Review in June 2019.
- A school-based support programme was introduced in September 2018 to provide 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 and December 2018. A workshop was held in the form assembly. The majority of students reflected that they could apply what they had learnt in the workshop to their studies. Among the skills introduced this year, students commented that note-taking skills were the most useful tool. More examples and in-depth explanation were suggested for the coming year.
- Students who were academically weak and classes requiring special assistance were identified at mid-year evaluation meetings. The L&T Advancement Team members met the parents on Parents' Day to help individual students review their performance in the first term

examination. Teachers gave advice and suggested ways for these students to work out a concrete plan for improvement during the second term.

- With concerted efforts of teachers in exploring the effectiveness of eLearning in different subjects, professional dialogues on the use of different apps and peer lesson observations became a common practice among colleagues in 2018-2019. Flipped classroom and open classroom were further explored to enhance learning and teaching effectiveness and prompt in-depth professional exchange.

1.2 Co-curricular Activities

Clubs		
Animal Awareness Society	Art Club	Chinese Culture Club
Chinese Speech & Debating Society	Computer / Internet Club	Dance Club
Drama Club	English Speech & Debating Society	History Society
Home Management & Housecraft Club	Third Language	Maths Adventure Programme
Music Society	Organic Gardening Club	Photography Club
Putonghua Club	Science Society	Sports Society

Service Groups		
Zonta Z	Heartlink 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
7. YOUCAT We Chat		

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.

In 2018-2019, the SAAT organised one training workshop to better prepare student leaders to take up their responsibilities. Advice was given to them on organising different student activities so that they could have better planning, and the participants of their programmes could enjoy and benefit from the activities to a higher degree. Advice on time management skills was offered to student leaders who were allowed to take up more than one post. Individual guidance was also provided when needed. A mid-year evaluation meeting was held in early 2019 to review the performance of student leaders. 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.

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. Apart from student welfare,

both academic related activities and talent development programmes such as joint-school oral practice and internal talent quest were held. In addition, the Student Council also raised the awareness of Sacred Heartists of their role as a global citizen through raising funds for the Piak Snaeng Chah Learning Centre in Cambodia on Dress Casual Day. The Fun Fair 'Nostalgia', held in March 2019, offered an opportunity for Sacred Heartists to celebrate their talents and raise funds for S5 Extended Learning Week. The collaboration between the Student Council and Parent-Teacher Association was well received.

The six Houses continued to unite Sacred Heartists of different levels through supporting their house members in Swimming Gala, Athletics Meet, as well as different inter-house competitions and activities.

1.3 Extended Learning Activities

S5 Extended Learning Week

S5 Extended Learning Week is organised every year to provide opportunities for S5 students to develop and explore various areas in OLE and the senior secondary curriculum. In the year 2018-2019, the following programmes were organised:

- Hong Kong Outward Bound
- Service Trip to Siem Reap, Cambodia
- Service, History & Cultural Exchange to Sri Lanka
- Historical and Cultural Study Tour to Xiamen & Kinmen
- STEM Study Tour to Singapore
- Cultural Trip to Ulaanbaatar, Mongolia
- Cultural & Environmental Study Tour to Kyotango, Japan

Other Extended Learning Activities

1. According to SLP records, 251 programmes were organised this year.

2. Distribution of the programmes:

S1	S2	S3	S4	S5	S6
76	85	98	171	134	19

3. Nature of programmes according to OLE components:

OLE components	Number of programmes organised in 2018-19
Spiritual, moral and civic education	56
Community services	45
Physical education	60
Aesthetic education	111
Career related experiences	34

Extended Learning Fridays

1. According to ELF records, **36** programmes were organised this year.

2. Nature of the programmes were as follows:

Nature of the programmes	Number of programmes organised in 2018-19
Programmes with OLE components	19
Joint forces (OLE + Departments)	1 (eLearning Steering Team + Discipline Team)

Academic related programmes	16 (LS, RME, Third Lang, PTH, Chin Lit, STEM Team, PBL Team)				
-----------------------------	--	--	--	--	--

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

S1	S2	S3	S4	S5	S6 (*)
5	8	9	7	6	1

(*) S6 students attended six HKDSE Exam Skills Training Sessions organised by various academic departments on Extended Learning Fridays in addition to the programme “Sharing on multiple pathways” organised by CFST.

2. Student Qualities

2.1 Careers and Further Studies

The Careers and Further Studies Team aims to develop life planning skills of students, including goal setting, problem solving, reflective thinking and personal planning; and to facilitate students in career exploration. It also aims to help students develop a positive attitude towards work and learning, equip them to make informed choices for their future studies and life planning; and pave the way to career aspirations.

In September 2018, a survey was given to S4 and S5 students on the careers they were interested in. The information collected facilitated the invitation of guest speakers for Careers Expo 2019. Besides, a folder design competition for Careers Expo 2019 was organised and winning designs were made into folders given to students as souvenirs for Careers Expo 2019. Careers Expo 2019 was held on 23 March 2019 for S4 and S5 students, and it was also open to S3 students. With the unyielding support from Zonta Club of the New Territories, the students engaged in person-to-person dialogues with 20 experienced professionals from various fields such as architecture, environmental consultancy, innovation and digitalisation, nursing and therapy, public affairs and corporate communications, etc. Ms Nancy Chan, an alumna of SHCC, gave a keynote speech on vision and core values of life planning. In her message, Ms Chan reminded the audience that journey in life is not always smooth but full of challenges, hardship and love. She believed that Christian values can help students overcome challenges. In the two careers talks, guest speakers shared the work values in their careers while students had to write down the essential values to be upheld in the careers in the career expo booklet. Through these, participants gained insight into the positive values of speakers and became aware of the personal qualities and qualifications required for different careers. Besides, careers talks on medical and education fields cultivated the core values of Life and Love while the job shadowing programme on the legal sector cultivated the core value of Justice.

Students joined different career related programmes offered by other organisations to enrich their career related experiences and to facilitate the exploration of career aspirations. These included the programme on Chinese medical practitioners and “Banking Teenstars” organised by Caritas Hong Kong, Life Buddies Mentoring Scheme - Job Tasting Programme to the Immigration Department organised by the Commission on Poverty; Rotary Life Planning Programmes 2019 organised by the Rotary Club and the Business Partnership Programme of the Education Bureau, Success Skills Workshops organised by Junior Achievement Hong Kong, Business-School Partnership Programme organised by the Hong Kong General Chamber of Commerce, 2018 Junior Career Planner Contest organised by Youth Employment Start of the Labour Department, “I Can Fly

Programme 2019” organised by Cathy Pacific, and summer work experience organised by the HKACMGM.

Four job shadowing programmes covering child education, the legal sector, engineering, audit and taxation were held. Participants prepared questions before the job-shadowing programmes and reflected on what they had learnt after the programmes by completing the tasks in the given booklets. They were serious about reflecting on their learning experience. Some participants shared their experience in S5 Form Assembly.

Concerning the support to S6 students, a survey was given to S6 students in June 2018 on the study programmes and tertiary institutions they were interested in. Based on the result from the survey on “Sharing on Multiple Pathways”, the admission staff and student ambassadors from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Polytechnic University conducted admission talks and consultation sessions to facilitate the JUPAS application of students on 28 September 2018. Interviewing skills workshops were organised on 6 & 7 May 2019 to equip students to attend interviews for further studies. Besides, S6 students attended the session “Preparation for the release of HKDSE Results” on 21 June 2019 to get themselves well ready for the release of HKDSE results.

To provide support to parents in guiding students to make choices for further studies, S3 Subject Choice Seminar, a talk in S5 Parents' Night and the session “Preparation for the release of HKDSE Results” were organised for S3, S5 and S6 parents respectively. In S3 Subject Choice Seminar, Ms Vanessa Li, Senior Programme Manager, Admissions and Academic Liaison Section, Registry, the University of Hong Kong gave a talk on “Subject Choice: Paving the way for Further Studies and Careers”. For S5 Parents' Night, “Preparation for Multiple Pathways” was conducted. For S6 parents, Mr. Ng Po Shing, Student Guidance Consultant, Hok Yau Club gave a talk on how parents could support their daughters on the release of HKDSE results. Parents found these talks very informative.

Three talks on further studies were arranged on Parents Day for parents and students. They were “Study at Hong Kong University of Science and Technology”; “Study in Germany” and “AFS Intercultural Adventures”. The attendance number was satisfactory. Students also joined different programmes organised by tertiary institutions to equip themselves for informed choices for further studies.

2.2 Character Development

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

A) Visits / Outings / Other activities

	Date	Number of participants
1. Service to the elderly with dementia	Sep 2018 to Mar 2019	27 (S1,S2 & S5 students)
2. Food Remains Conservation programme	28 Sep 2018	15 (S4 to S6 students)
3. Rehabilitation Pioneer Project-Reflective Path	18 Nov 2018	23 (S3 students)
4. Positive Education Folder Design Competition	Feb to Mar 2019	S1 to S3 students
5. Youth Impact Award (organised by Boys' & Girls Clubs Association Hong Kong)	Nov 2018 to May 2019	4 (S5 students)

B) Talks / Interviews

	Date	Number of participants
1. Rehabilitation Pioneer Project – Education Talk	14 Dec 2018	All S3 students
2. Talk on Cultural Sensitivity by H.K.S.K.Y Lady MacLehose Centre	12 Apr 2019	All S1 and S2 students

Among all the activities organised in 2018-2019, the following activities were highly recommended by students and teachers:

- Rehabilitation Pioneer Project
 - Service to the elderly with dementia
 - Food Remains Conservation Programme
 - Talk on Cultural Sensitivity
- Rehabilitation Pioneer Project – Reflective Path was held on 18 November 2018. This activity was organised for S3 students and twenty students joined the programme. Through the simulation of real life situation in prison, students were able to experience the life of inmates in correctional institutions and reflect on the detrimental effects of committing crimes. The project covered a wide range of activities such as mock court hearing, simulated reception procedures, custody in dormitories and single cells, foot drill training, simulated work groups and a sharing session by inmates. After the activity, the participants shared their experiences with other S3 schoolmates during home period.
 - There was also an afterschool talk organised by the Hong Kong Correctional Services for all S3 students on 14 December 2018 to introduce the function of the Hong Kong Correctional Services and the importance of being a responsible and law-abiding citizen in Hong Kong. Students participated actively in the talk and showed positive feedback on both the activity and the talk. They recommended organising a similar activity next year.
 - Service to the elderly with dementia was an activity co-organised with Sage Bradbury Home for The Elderly. In the activity, students played games with the elderly and used Google map to introduce different places to the elderly so as to refresh their memories of visiting certain places in their younger years.

The students enjoyed the service and agreed that they could try new ways of serving the elderly, such as teaching them to use Google map. The service let students show their love and concern for the elderly and reminded them to respect their elderly family members.

- The Food Remains Conservation Programme was an activity organised by People Service Centre on 28 September 2018 for S5 and S6 students. Most students felt that this activity not only reminded them not to waste food, but also taught them how to preserve food remains to help the needy. It echoed the promotion of the core value of Love and concern for others; and students learnt to be more environmentally friendly.
- The talk on Cultural Sensitivity was organised by H.K.S.K.Y Lady MacLehose Centre on 12 April 2018 for all S1 and S2 students. The talk introduced the culture and religion of the ethnic minorities and taught students how to show empathy to them. Most of the students showed interest during the talk. It is especially useful for S1 students as they learn about ethnic minorities in Life and Society and they can have more information about this topic.

2.3 Civic Education

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

Throughout the year, various programmes were organised for students to understand the disadvantaged and the challenges faced by society, and students participated actively in school

talks. These activities helped raise students' social awareness and they were valuable opportunities to help them develop a strong sense of citizenship to maintain a just and equal society.

Time	Programme
Assembly for special events	National Day & HKSAR Establishment Day - Hoisting of National Flag and Regional Flag - Student sharing
Throughout the year	- Class sharing on civic and global issues - Preparation of ad-hoc materials for homeroom teachers
December 2018	School talk on disability discrimination (S2)
January 2019	School talk on urban wood management (S4 & S5)
April 2019	City Forum on social issues (S4 & S5)
May 2019	School talk on Lantau reclamation project for S4 & 5
July 2019	Visit to The Court of Final Appeal
	School talk on governance of the HKSAR government (whole school)

2.4 Counselling

The Counselling Team aims to empower students to form positive outlooks on life and be happy, purposeful and independent individuals. Programmes offered in the school year 2018-2019 were as follows:

- Guidance Sisters Scheme

Through training, Guidance Sisters realised their role and performed their responsibility as the guiding angels to S1 newcomers. The Guidance and Small Sisters camp strengthened students' understanding and appreciation of themselves through heartfelt group sharing and VIA character strength identification. Opportunities to lead activities enhanced students' leadership and sensitivity to the needs of the others.

- Reach Programme

Sharing of past students and talks given by the Education Psychologist helped repeaters of this year identify the necessary characters and habits for academic improvement. Study skills workshops conducted by subject teachers enhanced students' study effectiveness. Participation in voluntary service enhanced students' sense of achievement and efficacy.

- Buddies Programme

Students participated in an art workshop and a counselling skills workshop which equip them to be good company for students who lack social skills.

- Love Project

Classroom visits and sharing by senior students created a warm and caring atmosphere among S1 students. Mini game booths in S1 Fun Day brought joy and reduced stress for S1 students.

- Positive Education

Talks were arranged for students and parents. Homeroom materials such as "Jar of Love" and tips for classroom activities were designed to help cultivate a positive atmosphere and encouraged positive thinking.

- Case management and staff development

Students in need received individual counselling, and help on social/ communication skills. Workshops were tailor-made for them. Informal sharing sessions on case handling were held to enhance teachers' competence in counselling.

Names of programme / workshop / talk / service	Participants
Sharing on handling emotion cases	Teachers
Guidance Sisters Social Service Day I & II	S1, S3-S5
Guidance Sisters Scheme	S1, 3-5
Reach Programme Social Service Day I & II	S1-2
Reach Programme	S1-S5
Love Project	S1, 3-5
Movie Movie (Positive Education)	S1-S5
Talk on Positive Thinking	S3
Stress Management Workshop	S6
Talk on Harmonious School	S1-2
Talk on Altruism	S4-5
Talk on Positive Parenting I & II	All parents
“No Parents Left Behind” Programme I & II	S1 parents

2.5 Discipline

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

- Talks on drug abuse were held for S3 students. Students know how to say ‘NO’ to drugs.
- Annual cleaning was held at the end of the school year to educate our students on the importance of cleanliness.
- With the new timetable, students returned to classrooms for lessons after lunch on time.
- Students arrived at school on time. A total of 45 students (S1-S6) were given formal punishments for being late to school.
- Students were allowed to stay in their classrooms before the morning assembly. They attended the morning assembly on time after being reminded by discipline teachers and prefects.
- A talk on online safety was held for S2 students. They learnt how to protect their privacy and stay safe online. Students showed respect to others while social networking online.
- Students wore proper school uniform on school days and for supplementary lessons.
- Expected manner and behaviour were taught before hall programmes. More students behaved appropriately during mass programmes in the school hall.

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.

- The Ambassador of Learning and Gifted Education Team joined the Jockey Club “Giftedness

Into Flourishing Talents” Project organised by the CUHK. Professional support was given to Integrated Science Department in developing a tailored curriculum for the high ability students in S1 & S2. As an extension of the S2 Circuit Project, twelve S2 high achievers attended Lilypad Wearable Workshops and designed fascinating dresses with LED lights.

- The Global Awareness Week was organised in March 2019. Students attended lessons and language workshops conducted by international tutors and learnt about different cultures, languages and global issues. Students reflected that this programme had empowered them to power up their communication skills and enhance their global awareness.
- Four high achievers in STEM joined a study tour to Singapore during the Extended Learning Week in November 2018. Meanwhile, ten students who were gifted in science joined a STEM study tour to Kumamoto, Japan in February 2019. These tours provided students with the opportunity to develop their creativity and thinking skills, and foster a positive attitude towards learning science and technology.
- A Design Thinking Workshop was organised in November 2018. Eight AoLs were provided with a chance to enhance their creativity and critical thinking skills and trained to be the mentors of S2 PBL.
- Five S2 to S5 students who were talented in Languages, Mathematics, Humanities and Leadership were nominated to join pull-out programmes organised by The Hong Kong Academy of Gifted Education.
- One S5 high achiever in Biology was nominated to join the science course organised by HKUST in August 2018. Two S5 high achievers were nominated to join the summer course organised by the Faculty of Law of HKU.
- During the summer vacation, one S5 high achiever was nominated to join the Global Young Leaders Conference in the US, and three S4 AoLs were nominated to attend a summer course at the University of Toronto. They had an opportunity to enhance communication skills and exchange ideas with outstanding leaders from around the world and to develop critical leadership skills in a global context.
- Two S3 AoLs were nominated to join the Consulate General of Ireland’s Student Ambassador Program organised by the Irish Chamber of Commerce Hong Kong. In this programme, they gained a better understanding of the culture and history of Ireland which prepared them to become an Ireland Student Ambassador.
- A Chinese Language pull-out programme was organised for S6 students who were talented in Chinese in December 2018. Students discovered and appreciated the aesthetic dimensions of Chinese novels and poems and further enhanced their writing and reading skills.
- An English Language pull-out programme “Theatre Trip to *Twelfth Night*” was organised for S2 & S3 high achievers in English. Students had to read the book version and wrote a review after watching *Twelfth Night* live.
- Twenty-four S2 and S3 AoLs joined the Leadership Training Camp in July 2019. They explored their potential by stepping out of their comfort zones and working as a team with respect, love and appreciation.
- Twenty-two S4 and S5 AoLs joined the Ocean Park Learning Camp in April 2019. They learnt about the behaviour of fish and investigated the impact of trawling upon the marine ecosystem which enabled them to promote the concept of loving the world and environmental protection to their schoolmates during lessons.
- Miss Claire Lin, one of the BBC 100 Women, was invited to give a talk to all AoLs in December 2018. Students increased the understanding of social stigmas of women in marginalised communities in South Asian countries.

2.7 Health Education

The Health Education Team aims to promote a healthy lifestyle in school. Students are empowered with different health related life skills.

- An exhibition on positive psychology (education) was held to help students understand how they can think in a positive way and deal with negative emotions. Both junior and senior classes participated in a follow-up quiz to check how much knowledge they had acquired. The overall performance in the quiz was satisfactory.
- A form assembly was organised for S1 students to explain how parenting style affects the development of a child. Class-based workshops “由內出發_自我增值” and “進食失調・多面睇” were organised for S2 and S3 students respectively. The workshop for S2 introduced the different character strengths used in positive psychology and raised students’ awareness of the importance of looking at themselves with a positive attitude. The workshop for S3 helped them understand the media’s distorted view on beauty.
- Most homeroom teachers gave positive feedback to the above activities and commented that they were interactive, engaging and useful. Also, they mentioned that students in some classes were very responsive and eager to show their prior knowledge on the topic in discussion.

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 as exhorted by our Foundress, St Magdalene of Canossa.

Whole school activities such as Eucharistic Celebrations, Christmas Celebration, Easter Programme, Foundress Day and Foundress Week were held to help students experience and reflect on the love of God in their lives. Religious groups meetings were held during the first period on Day 6 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. Monthly Masses were held to nourish the spiritual life of students. In addition, Way of the Cross was organised during the Lenten season and students were encouraged to receive the Sacrament of Reconciliation to prepare themselves to celebrate the resurrection of the Lord.

In line with the theme ‘Faith, Hope and Love’, all religious activities were organised to evangelise and strengthen the faith of Catholic students. Three guest speakers were invited to share with students about the Catholic core values of love, family & life. Catholic Society also organised various religious activities such as prayer meetings, joint school religious formation day and book exhibition to enhance the religious atmosphere on school campus and to arouse the spirit of sacrifice, repentance and almsgiving among students. Religious and Moral Education Department organised Catholic Formation Day for Catholic students of each level.

During Christmas Celebration, Easter Programme and Foundress Week, guest speakers were invited. Priests and missionary sisters were invited to share with students on “sharing”, “forgiveness” and “being a missionary” respectively. Board display and various activities were arranged to spread the spirit of St. Magdalene of Canossa during the Foundress Week.

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. All students fulfilled five hours of community service and became more sensitive to the needs of the

underprivileged in society.

2.9 Sex Education

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

As students are better equipped with knowledge of sensitive topics on sex, they adopt a more positive attitude towards sex education and are more willing to seek correct sex knowledge. Talks, form assemblies and workshops were organised in this year to guide students to know more about sex. Displays on latest information were put on the Sex Education Board. It encouraged students to become more motivated learners.

Different activities on the theme ‘Respect myself’ were organised:

Form Assembly

Form	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher-in-charge
S 1	16 Oct 18	Life & Love	Understanding oneself	尊重自我 / 青協	Ms Dora Au
S 4	21 Feb 19	Deepening the six core values and the Canossian spirit	Interpersonal skills (peers/intimate)	戀愛暴力 / Anti 480	Ms Candy Chun
S 5	6 May 19		Truth	智能手機性陷阱 / 明光社	Ms Leung HY
S 6	20 Nov 18		Family	過來人分享·年輕媽媽對談 / 青躍	Miss Chang WF

Homeroom period

Classes	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher-in-charge
S2A S2B	20 Mar 19	Family & Humility	Interpersonal relationships (peers/family)	同性戀 / 公教婚姻輔導會	Ms Candy Chun
S2C S2D	27 Mar 19				
S2E S2F	18 Mar 19				
S3A S3B	22 Jan 19	Truth & Justice	Decision making abilities	智能手機性陷阱 / 明光社	Miss Carol Lee
S3C S3D	24 Jan 19				
S3E S3F	31 Jan 19				

2.10 STEM Education

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

- Two overseas STEM exchange tours were organised for S4 and S5 students. In the Singapore tour, students attended hands-on workshops about aerodynamics, science, and robotics. The Kumamoto tour was co-organised by National Institution of Technology (NIT), Kumamoto College. Students worked on STEM projects under the supervision and guidance by NIT professors and students.
- Four STEM projects – robotics, 3-D printing, micro:bit and FPV Drone – were introduced in S2 PBL. After a number of meetings, workshops and practices, students showcased their projects at the school Annual Fun Fair.
- A computer-aided design (CAD) workshop was organised for all S1 students in October 2018. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in Integrated Science and Mathematics.
- Lever balance design project and rubber band car design project were introduced in S1 Integrated Science in October 2018 and February 2019 respectively. Electric circuit design project and fire extinguisher model design project were introduced in S2 Integrated Science in December 2018 and May 2019 respectively. Students were required to complete the projects by applying scientific knowledge, considering the pros and cons of various designs, and eventually building the model for competitions. Students' higher order thinking skills, creativity and personal-social competence were enhanced through the projects.
- 3-D food printing was adopted in S2 Home Economics. Students designed cookies by using CAD program and printing them out with a 3-D food printer.
- Simple circuit design project and periscope model design project were introduced in S3 Physics in November 2018 and April 2019 respectively. Students were required to design and connect a circuit by soldering different electronic components and they were required to design and make a periscope by applying Physics knowledge.
- Volume of cup project was introduced in S1 Mathematics in February 2019. Students were required to calculate the dimension of a cup with fixed volume and use CAD program to design and print out the cup. Hologram Design Project was launched in S3 Mathematics in April 2019. Students were required to calculate the angles and dimension for a square-based hologram. They also made a special video using an app and tested the self-made holograms. Students expressed that they enjoyed completing the project.
- A group of S4 and S5 students was awarded First Prize in the MTR STEM Challenge with their application of micro:bit knowledge in a smart parking device. The winning team was awarded with an excursion to London in June 2019 for exploring the city's avant-grade smart public utilities.

3. Student Support

Academic Support

In this school year, the Learning and Teaching Advancement Team, Student Learning Support Team, SEN Coordination Team, Ambassadors of Learning and Gifted Education Team, school social worker, different academic departments and the school-based Educational Psychologist continued to work together to provide academic support for students with special needs in their learning.

Workshops on study and examination skills were offered to students to consolidate their abilities in

these areas. After school tutorials/enhancement programmes on various subjects were organised for potential achievers so that they could further develop their potential at their own pace. Based on their talents and interests, tutorials and extended learning programmes were also arranged to stretch their potential.

Assessments, referrals and special arrangements for tests and examinations were offered to students with special educational needs. Individual support programmes were devised to help SEN students. These individual learning programmes were also offered to a student athlete who had to attend professional training in China.

(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. Homeroom teachers and homeroom partners provide individual guidance to students during home periods and after school. Students guidance assemblies and mass programmes were also organised during home periods and OLE Fridays to equip students with knowledge and skills in different aspects of life. The CFST is entrusted with the special responsibility to provide students with guidance on life planning, careers exploration and further studies. The school social worker 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.

In all aspects, parents and alumnae always remain the chief collaborators of the school.

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

Financial Assistance

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

The Student Financial Assistance Team takes care of 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 2018-2019, students received financial assistance from various sources:

- Government Financial Assistance Scheme: school textbook assistance, travel subsidy and internet access charges subsidy
- Government School-based Grants for after school programmes
- Hong Kong Jockey Club Life-wide Learning Fund: subsidy for co-curricular activities
- Hong Kong Schools Sports Federation Pilot Scheme for Student Athlete Support: subsidy for sports training programmes
- SHCC S5 Extended Learning Fund (raised from the school Annual Fun Fair organised by the Student Council and Parent-Teacher Association): subsidy for S5 students for their Extended Learning Week programmes
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs
- JaneClare Education Fund: subsidy for learning references and programmes

The Team offered information about financial resources and provided guidance to students in their

application for various financial assistance schemes and funds.

Support Measures for Implementing Whole School Approach to Integrated Education

The school adopts the 'Whole School Approach to Integrated Education' for students with special educational needs (SEN) and commit to providing specific measures for these students to enhance their learning and personal development. The school SEN Support Team is established to formulate school policies for students with SEN and to coordinate the support provided for SEN students. The Team collaborates with the Educational Psychologist, Social Worker, Counselling Team, Discipline Team and Homeroom Teachers concerned to devise individual learning programmes and provide peer support for students with SEN.

In the school year 2018-19, the SENCO designate and some other teachers were nominated by the school to attend the training courses organised by the Education Bureau / tertiary institutes to equip themselves with professional knowledge on integrated education. School-based sharing sessions were conducted to help homeroom teachers to accompany and assist SEN students. Case conferences were also held between the social worker and subject teachers so that appropriate support could be given to the students concerned. Apart from conducting assessments and referrals, special arrangements were also made for SEN students during the common test and examination periods. Collaboration with parents and professionals was cultivated to provide appropriate support for SEN students. Special workshops and tutorials were also arranged to facilitate the development of SEN students in different areas.

4. Student Performance

Academic Performance

- In 2019, 86.3% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 100% of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 71.4% attended local full-time bachelor degree programmes, 13.7% opted for overseas programmes and 14.9% attended local full-time sub-degree programmes.

Other Achievements

Our students participated actively in different local and international competitions and many of them had outstanding achievements. These include:

- The Fung Scholarship for Global Exposure
- Sir Edward Youde Memorial Prize
- Agricultural Products/ Marine Fish Scholarship
- Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme 2019 (Organised by The Government of Japan)
- Emma L. Conlon Service Award (Organised by Zonta International)
- Outstanding Z Club Service Project Award (Organised by Zonta Club of the New Territories)
- 2018 年香港島傑出學生選舉 南區傑出學生 (初中組, 高中組)
- 2018 年南區優秀青年嘉許計劃 南區傑出少年, 優秀少年, 傑出青年及優秀青年
- 'Schools: Partner for the Future' Scholarship for a three-week German language course in Germany
- HKU Academy for the Talented – Academic Scholarships
- Sir Robert Black Trust Fund Committee Grants for Talented Students in Non-academic Fields 2018-2019
- 70th Hong Kong Schools Speech Festival – Harmonic Speaking, Solo Prose Speaking (Non-Open), 詩詞集誦, 散文獨誦 – Champion
- 2018 Hong Kong Youth Music Interflows – Chinese Orchestra Contest – Secondary School – Class B – Silver Award
- 2018 Hong Kong Youth Music Interflows – String Orchestra Contest – Secondary School –

Class B – Silver Award

- 2018 Hong Kong Youth Music Interflows – Symphony Orchestra Contest – Secondary School – Class A – Bronze Award
- 71st Hong Kong Schools Music Festival – Secondary School Choir – Chinese Language – Mixed Voice – First Division – Junior (joint choir with Wah Yan College Kowloon) – Champion
- 71st Hong Kong Schools Music Festival – Secondary School Choir – Foreign Language – Girls – First Division – Junior – 2nd runner-up
- 71st Hong Kong Schools Music Festival – Secondary School Choir – Foreign Language – Mixed Voice – First Division – Intermediate (joint choir with St Paul’s College) – 71st runner-up
- 71st Hong Kong Schools Music Festival – Secondary School Choir – Chinese Language – Mixed Voice – First Division – Intermediate (joint choir with St Paul’s College) – 2nd runner-up
- 71st Hong Kong Schools Music Festival – Descant Recorder – Secondary School (Age 14 or under), Graded Piano Solo – Grade Five – Champion
- 全國第六屆中小學藝術展演活動 (國家教育局主辦) 東方舞 一等獎
- 55th Schools Dance Festival–Oriental Dance, Western Dance – Secondary School – 1st runner-up
- BOCHK Bauhinia Bowl Award 2018-2019 – Girls Overall – Most Progressive School
- A.S. Watson Group Hong Kong Student Sports Award 2018-2019
- 8th Macau International Diving Invitational 2018 (Hong Kong Representative) – Group B Girls – 3m Springboard, 1m Springboard, Synchronised 3m Springboard – Champion
- Hong Kong Open Diving Championships cum Hong Kong Diving Invitational 2018 – Open B Women – Platform - Champion
- Hong Kong Age Group Diving Championships 2018 – Group B Girl’s – 3m Springboard, 1m Springboard – Champion
- 2018 年穗港杯跆拳道邀請賽 (香港代表) (廣州市跆拳道協會主辦) 亞軍
- 6th Asian Orienteering Championships (Hong Kong Representative) – Relay – Champion
- Hong Kong Orienteering Ranking League 2018-2019 – Girls under 20 – Middle (Luk Chau Au, Ngong Ping) – Champion
- Joint School Orienteering Championships 2018-2019 – Final – Elite – Girls A Grade – Champion
- Joint School Orienteering Championships 2018-2019 – Heats – Hong Kong Island – Girls A Grade – Champion
- Inter-School Badminton Competition 2018-2019 – Division One – Girls C Grade – 1st runner-up
- Inter-School Athletics Competition 2018-2019 – Division Two – Girls A Grade – Long Jump – Champion
- Inter-School Swimming Competition 2018-2019 – Division Two – Girls B Grade – 50m Butterfly – Champion
- Inter-School Swimming Competition 2018-2019 – Division Two – Girls C Grade – 100m Freestyle – Champion
- 2018-2019 Age Group Long Course Swimming Competition – Division One – Girls 13-14 – 400m Freestyle – Champion
- Hong Kong Table Tennis Ranking Singles Open Championship 2018 – Women D Grade – 1st runner-up
- MTR STEM Challenge – Best Performing Team, and one-week trip to London
- Breath of Hong Kong Concept Competition – Champion

Details of the scholarships and awards our students received can be found in the Student Achievements 2018-2019 booklet.

X. Staff Development

The Staff Development Team had three goals for the year 2018-2019: (i) supporting teachers to be effective mentors of students; (ii) equipping teachers in building up a healthy life style and integrating the core values of the school into their daily teaching; and (iii) supporting new teachers to integrate into the SHCC teaching environment.

- As this was the first year of our three-year development plan for promoting Positive Education at SHCC, an introductory workshop on Positive Education at the beginning of the school year was conducted. Another experiential workshop was held in January 2019.
- In order to promote higher order thinking skills in teaching and learning, Dr Chang Hui-Cheng from Taiwan was invited to conduct a workshop on his successful experience in Sharestart.
- A teacher from each of Chinese Language, English Language and Mathematics Department opened their classrooms extensively to demonstrate practices on the incorporation of higher order thinking skills in the classroom. Post-lesson observation sessions were also held to discuss the effectiveness of the variety of strategies. Teachers also shared their experiences with all staff during the General Staff Meeting at the end of the year.
- Another workshop on helping students develop creativity was organised with the Gifted Education Team.
- To equip teachers in building up a healthy life in physical and spiritual aspects, an afternoon programme on physical health and wellness was organised on the Joint Canossian School Staff Development Day. Teachers chose from a variety of activities that interested them, such as yoga and Chinese calligraphy. They also learnt about legal matters in the school context on that day. All teachers attended the Catholic School Teachers' Day event on 16 May 2019.
- Six staff induction programmes were organised for new teachers at different stages of the academic year to familiarise them with school life. New teachers welcomed the six sessions and showed appreciation to the school for providing support to their first year at SHCC.

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

Staff Development Programmes

Date	Activity	Target
30 August 2018	Legal talk for all Canossian Schools and afternoon activities	All teachers
8 September August 2018	Staff development on teaching strategies of "Sharestart – Learning, Thinking and Expressing"	All teachers
17 September 2018	Introduction to Positive Education	All teachers
9 November 2018	Teacher workshop on Gifted Education at CUHK	All teachers
14 January 2019	Experiential workshop on Positive Education	All teachers
16 May 2019	Catholic School Teachers' Day	All teachers

New Teachers Induction		
Date	Activity	PIC
22 August 2018	New Staff Induction Programme I: Sharing on Canossian Education and general administration, IT training (use of the interactive white board and room booking system)	School Principal Vice Principals and Assistance Principal, IT Team
4 September 2018	New Staff Induction Programme II: Counselling and Discipline	Counselling Team & Discipline Team
14 September 2018	New Staff Induction Programme III: CCA (Role of club advisors/outing arrangement), OLE and SLP records	SAAT, OLE Team and SLP Team
11 October 2018	New Staff Induction Programme IV: Duties of invigilation, input of examination marks and SAMS system, writing student comments	SAMS Team
15 February 2019	New Staff Induction Programme V: Interviewing skills for Parents' Day	Homeroom Board
11 June 2019	New Staff Induction Programme VI: Promotion meeting, extra summer assignments for CP cases and S4-5 supplementary lessons	L&T Adv. Team

XI. Financial Summary

School's annual financial position in 2018-2019 (as at 31 August 2019)

<u>FINANCIAL REPORT FOR 2018-2019</u>			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A08	Premises	\$1,515,500.0	\$1,443,494.8
A09-A18	Administration	\$5,298,000.0	\$4,480,143.9
C01-C24	Curriculum	\$1,439,072.9	\$957,685.1
P01-P35	Pastoral Care	\$2,125,683.0	\$1,767,647.5
	Total	\$10,378,255.9	\$8,648,971.4
	% Spent		82.7%

EOEBG Income 18-19	\$68,298,077.88
Expenditure 18-19	\$67,485,219.99

Special Collection	Purpose	Income	Expenditure
Tong Fai	0.5 Teacher	\$135,140.00	\$135,140.00
Fee for specific purposes	0.5 Teacher	\$165,230.00	\$165,230.00

XII. Report on the use of Special Grants

1. Capacity Enhancement Grant (CEG)

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

Department	Programme	Amount (\$)
Mathematics Education	Enrichment courses for potential students	34,300.00
Chinese and English Education	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	42,600.00
Chinese & English Speech & Debating	Training for debate team members	70,500.00
Physical Education	Sports training programmes (swimming & athletics)	45,375.00
Drama Education	Drama training course	19,800.00
Music Department	School team training (for musically gifted students)	127,425.00
	Total	340,000.00

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: \$5562.90

Grant in the Year 2018-2019: \$140,400.00

Domain	Programme	Target	Amount (\$)
English Language & Liberal Studies	Global Awareness Week	S4 & 5	51,744.80
Chinese Language	Chinese Creative Writing Workshop	S6	17980.00
STEM	Extended Learning Week – STEM Tour to Singapore	S5	8,000.00
Biology & Liberal Studies	Ocean Park Learning Camp	S4 & 5	16712.00
ICT	VR Workshop	S4 & 5	4950.00
Higher Order Thinking Skills	Design Thinking Workshop	S4 & 5	11026.00
STEM	STEM Tour to Kumamoto, Japan	S4 & 5	20,000.00
Chemistry & Biology	Science Pull-Out Programme organised by HKUST	S5	1,800.00
Leadership	Overseas Ambassador Programme	S4	2,266.07
English Language & Leadership	Subsidising gifted students to join local or overseas summer programmes	S4 & 5	10,000.00
		Total	144,478.87
		Balance	1484.03

3. Career and Life Planning (CLP) Grant

The school used this grant to employ manpower to reduce the teaching load of teachers so as to facilitate the provision of career and life planning education in school. The Grant was also used for providing clerical support to Careers and Further Studies Team. In addition, a number of school-based programmes were provided for students of different levels.

Beginning Balance: \$ 71,972.80

Item	Target	Amount (\$)
School-based Programme		
Interviewing skills workshop	S6	105,00.00
Admission talks	S6	678.00
Talk on preparation for release of HKDSE results	S6 students, parents and teachers	2,700.00
Young Leaders and Entrepreneurs	S3	3,571.40
Careers Expo 2019	S3 to S5	15,457.90
STEM Tour to Zhuhai, China	S1	17,149.6
Ocean Park Educational Programme	S2 – S5	2,800.00
Design workshop	S2 – S5	11,440.00
Subject choice seminar	S3 students and parents	165.00
Resources		
Senior Subject Choice and Further Studies Guide, Prospect Guide & Form 6 Further Studies Guide, Careers Mapping – delivery charges	S3 & S6	495.00
Library books on career education and life planning	S1 – S6	1,670.40
Careers and Life Planning teaching materials	S3 - S6	3,020.00
	Total	69,647.30
	Balance	2325.50

4. The Hong Kong Jockey Club Life-wide Learning Fund

The Fund was used to sponsor students with financial needs to participate in activities organised by the school for whole person development.

Grant in the Year 2018-2019: \$48,353.00

Programme	Number of students	Amount (HK\$)
Chinese instrumental classes	1	1417.30
Western instrumental classes	4	2875.33
Dance classes	2	2636.80
Sports training	2	3857.10
Summer debating workshop	1	291.50
Summer study course	3	7714.30
Overseas study tour	6	21135.07
German Language course	1	3648.90
IGCSE course	1	4776.70
	Total	48353.00

5. School-based After-school Learning & Support Programme

The programme supported students with financial needs for after-school activities organised by the school.

Grant in the Year 2018-2019: \$58,200.00

Programme	Number of students	Amount (HK\$)
Chinese instrumental classes	3	4016.51
Western instrumental classes	4	9227.04
Dance classes	2	5363.20
Sports training	1	522.90
Summer debating workshop	1	593.00
Overseas study tour	5	38477.35
	Total	58200.00

6. Learning Support Grant

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

Grant in the year 2018-2019: \$100,254.00

Item	Amount (HK\$)
Talks & workshops	15,600.00
Love Project	4,000.00
Tutorial classes	83,000.00
Total	102,600.00

7. Promotion of Reading Grant

Grant in the year 2018-2019: \$70,000.00

Item	Amount (HK\$)
Library books and magazines expenses	19,407.43
Promotion of reading	10,858.72
Reading enhancement	6,800.00
Total	37,066.15
Balance	32,933.85

Evaluation:

- Local and overseas writers' talks, book fair and fun fair were organised throughout the academic year. These activities have created a reading atmosphere in the school library. Hence, the number of students who visit the library at lunch time has increased and the borrowing rate of the books recommended by the writers have also increased.
- Organising book fair and writers' talks are effective in creating a reading atmosphere on school campus as students could get accessed to a great variety of books at the book fair so they could get the latest information of different kinds of book news; whereas meeting the writers gave the students an opportunity to learn more about the writers and why and how they have become writers.

End of Report

Sacred Heart Canossian College

School Report 2018-2019

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC

Chairman / School Supervisor

on 23 October 2019