

Rooted in Love

Empowered to Explore

School Report 2014 - 2015

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.

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General Information on Sacred Heart Canossian College

School History

Sacred Heart Canossian College was founded in 1860 by the Canossian Daughters of Charity. It was the first of eight Roman Catholic secondary schools 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 (1860 - 1870), 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 mission 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, artistic and physical aspects.

Graduate Profile

The three major aspects of Canossian education are Integrity, Versatility and Charity in Humility. The following profile shows how these goals of the Canossian education can be concretised in its graduates. An SHCC graduate is:

INTEGRITY

Sound in moral and religious values

1. Is forming her conscience on true moral values and has good reasons for her decisions.
2. Has some knowledge of and respect for religion and knows the teaching of Jesus Christ.
3. Has reflected on her experience of God's love for her as a Catholic; realises the need for prayer and for growth in faith; has appreciation of the Eucharist and is familiar with the social teaching of the Church.

VERSATILITY

Open to growth

1. Has matured to take responsibility for all aspects of her growth.
2. Is beginning to accept herself – both talents and limitations.
3. Is aware of and able to control expressions of emotions.
4. Has a sense of wonder and thereby ready to explore, seek new experiences and risk failure.
5. Is receptive of and respectful to the opinions of others.
6. Is capable of reflecting on experiences.
7. Is concerned about wider community issues and noble values instead of selfish, materialistic values when choosing a career or style of life.
8. Is ready to take on her responsibilities as a global citizen.

Intellectually competent

1. Is skilled in speaking, reading and writing precisely and fluently in both Chinese and English.
2. Is logical and critical in thinking; convincing in persuasion.
3. Is curious in learning.
4. Is able to consider historical causes, cultural heritage and the environment in evaluating current events.
5. Has acquired skills for life-long learning.

CHARITY IN HUMILITY

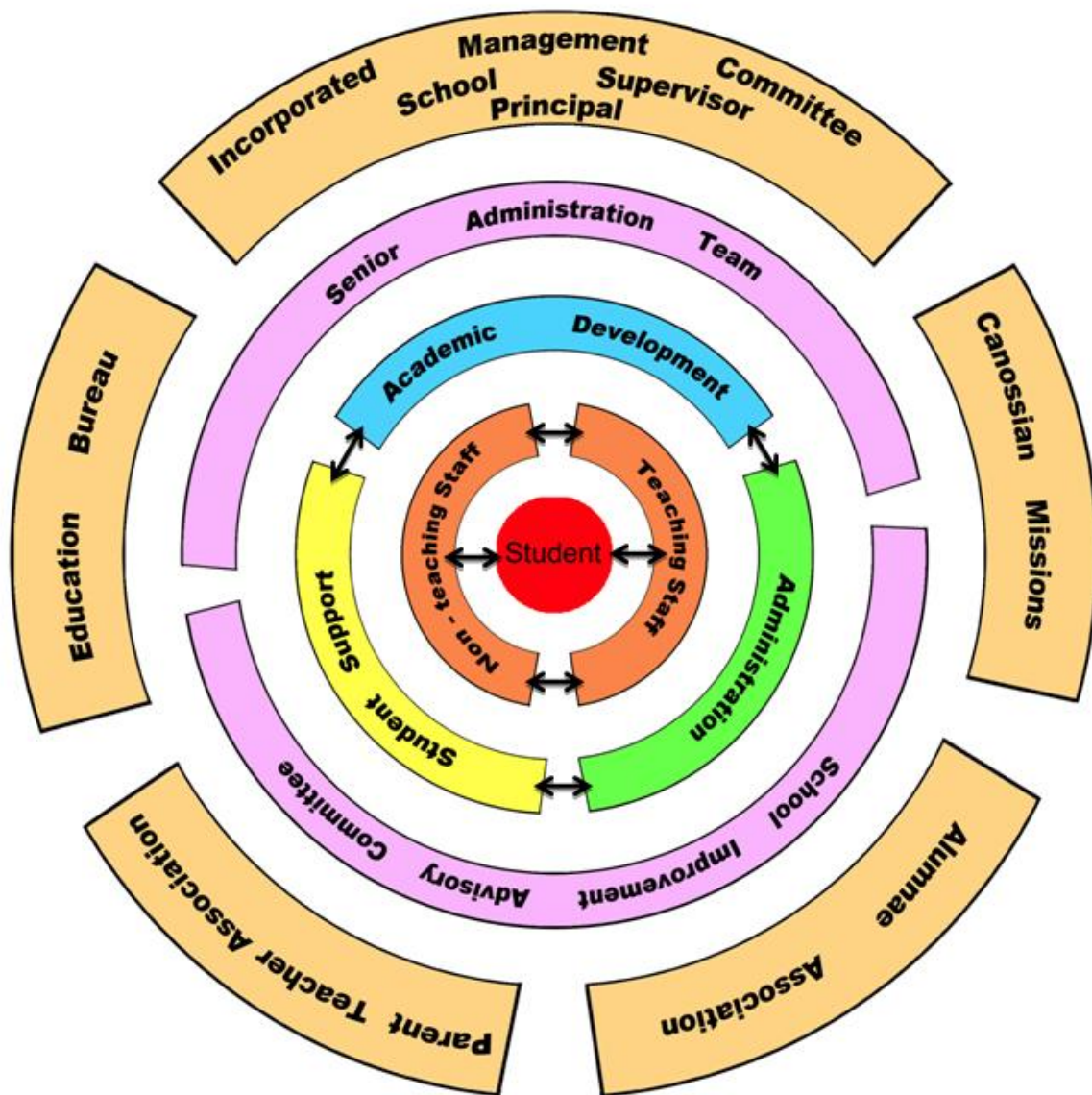
Loving and caring

1. Is trusting, helpful and considerate.
2. Is grateful of life and respectful of humanity.

Willing to serve others

1. Is committed to serving both the school and the community.
2. Is concerned with social problems.
3. Is compassionate in helping and appreciates the joy of giving.

School Management



* Arrows indicate advisory role and accountability held

CDC	Curriculum Development Committee
SFRMC	School Finance and Resources Management Committee
CDT	Character Development Team
CMT	Crisis Management Team
CFST	Careers & Further Studies Team
OLET	Other Learning Experiences Team
DT	Discipline Team
EdB	Education Bureau
SIT	Supply Inspection Team
GT	Green Torch
HET	Health Education Team
CDC	Curriculum Development Committee
SMC	School Management Committee

HrT Board	Homeroom Teachers Board
ITT	Information Technology Team
SAAT	Student Activity Advisory Team
SDT	Staff Development Team
SET	Sex Education Team
CT	Counselling Team
LTAT	Learning & Teaching Advancement Team
LACC	Language Across Curriculum Coordination
PBLT	PBL & Thinking Skills Team
ELCT	Extended Learning Coordination Team
SLC	Self-access Learning Centre
SENC	SEN Coordination
SLST	Student Learning Support Team
HoD	Heads of Departments

School-based management was implemented in our school since 1992. The Incorporated Management Committee was inaugurated on 31 August 2013.

Members of the Incorporated Management Committee (2014-2015)

Sr Agnes Law	School Supervisor
Sr Susanna Yu	Sponsoring Body Manager
Sr Marie Remedios	Sponsoring Body Manager
Sr Bernadette Au	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Dr Ken Chow	Sponsoring Body Manager
Sr Veronica Fok	School Principal
Mr Ignatius Chow	Teacher Manager
Mr David Hung	Alternate Teacher Manager
Mr Alain Chan	Parent Manager
Mr Chuk Ling Cheung Andrew	Alternate Parent Manager
Ms Josephine Tjia	Alumni Manager
Mrs Connie Lau	Independent Manager

School Report 2014-2015

I. Introduction

Rooted in Love Empowered to Explore

The year 2015 is again another memorable year in the history of Sacred Heart Canossian College.

A series of anniversary programmes were held to celebrate the 155th birthday of the College. Inspired by the Sacred Heart spirit and the fine examples of their predecessors, Sacred Heartists responded to the needs of the community with the year-long Heartlink Service Project which addressed the academic and developmental needs of primary students in the Southern District. Through this project, our students learned to take on their responsibility to pass on the Sacred Heart spirit and share with others.

The 155th Anniversary Thanksgiving Mass and Gratitude Day were precious opportunities for us to show our praise to our Heavenly Father for His protection and blessings, as well as our heartfelt gratitude to the Canossian Sisters for their guidance, support and prayers throughout these years. With a grateful heart, our students shared their aesthetic talents with the community in the anniversary concert, the fashion show 'Hearts for Fashion 2015' and the dance performance showcase 'Heartiest Movement 2015'. Through these occasions, our students also paid tribute to their parents and teachers for their unfailing support. The anniversary fun fair 'Fiesta' not only exhibited the creativity, leadership qualities and collaborative effort of Sacred Heartists, but also brought different members of the Sacred Heart family together. This festive event united parents and Sacred Heartists of different generations as well as those in our primary schools and kindergarten for a common goal.

The year 2015 is also a witness to the implementation of various initiatives in the area of learning and teaching. After a year of preparation, new arrangements such as the 7-day cycle system and changes to the junior and senior secondary curriculum as recommended by the school-based curriculum and academic structure review were introduced to cater to the demands and requirements of the HKDSE and learner diversity. A thorough evaluation on these new initiatives will be carried out in the next two years to examine their effectiveness. To further enhance learning and teaching at Sacred Heart, external resources were tapped by various departments. The Quality Education Fund Thematic Network on Chinese Language – a partnership programme with The University of Hong Kong, was a good example of such collaborative efforts. It is encouraging to see that our S1 students have shown improvement in their Chinese Language learning. The support from Goethe Institut has led to more cultural exchange opportunities for students taking German as the third language. The outstanding results of the first cohort of students sitting for the Cambridge International AS Level German Language Examination gave fresh impetus to the development of Third Language in school.

Sacred Heart has always been encouraging students to learn beyond the classroom. In addition to the regular extended learning programmes for S5 students in November, all S3 students gained the experience of running a business in the new Sacred Heart Enterprise Challenge (S.H.E Challenge) this year. The S.H.E challenge enabled students to integrate different generic skills, develop their leadership qualities as well their ability to cooperate with one another. The modified Project-based Learning (PBL) allowed S2 students to present their research findings in an interactive setting. With more experiences, an increasing number of students are confident to step out of their comfort zone and explore the world. In addition to S6 students, our S4 students are ready to organise self-initiated programmes to study issues of global concern such as the rights of women and cultural diversity. Among those who organised these self-initiated learning programmes, two S6 students went to the United States in May to research on how our alumnae excelled themselves in another part of the world and the way they contributed to the local community, living up to the spirit of Sacred Heart. Their report is indeed a wonderful anniversary gift to the school.

Sacred Heart is indebted to different groups of people who have been working closely together to enhance students' learning in school. Amid their busy teaching schedules, our teachers take part in various professional development programmes on subject knowledge, pedagogy, pastoral care and the latest development in education so as to equip themselves to be companions of our students on their learning journeys. Our parents, in particular the Parent-Teacher Association, are ready to share their expertise with the school in different areas such as tender evaluation and the College Hall Renovation project. Our alumnae, as always, have been active in sharing their experiences and giving advice to our students on further studies and career planning. The generosity of both the alumnae and the parents enabled many of our students to take part in a variety of extended learning programmes to widen their exposure.

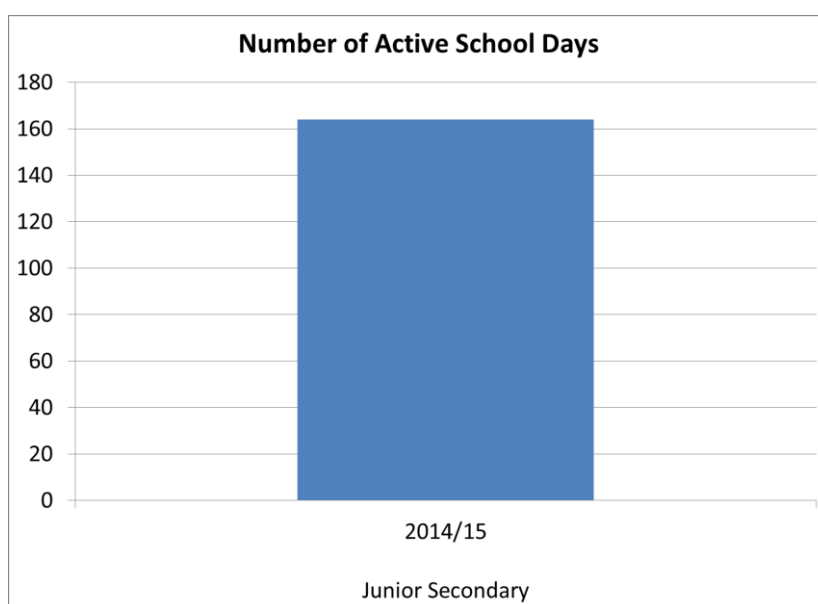
Rooted in the love of Sacred Heart and with a grateful heart, the school will continue to carry out the education mission of St Magdalene of Canossa and to accompany our students with hope and faith.

'I am quite confident that the One who began a good work in you will go on completing it until the Day of Jesus Christ comes.'

Philippians 1:6

II. Number of Active School Days

- The number of 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 2014-2015 is 164.



III. Curriculum

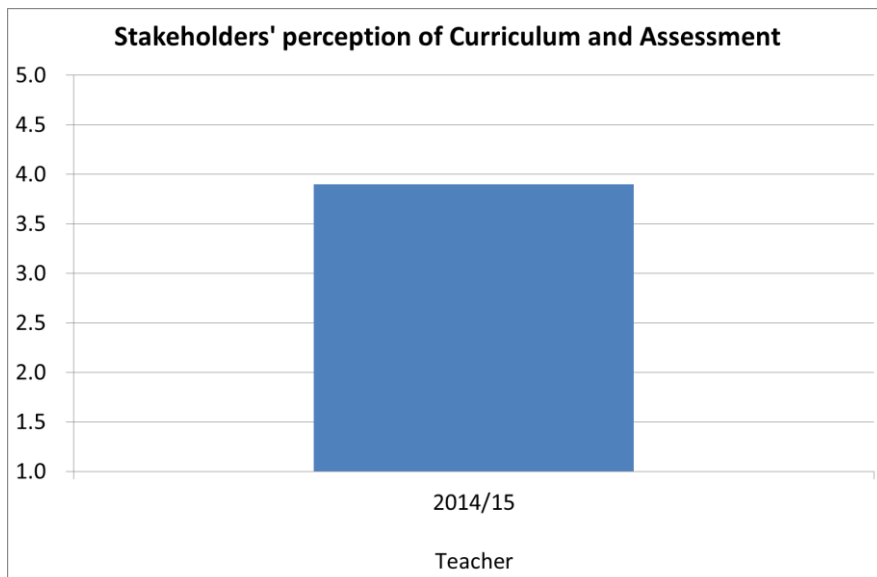
1. Structure

	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	*	*	
Junior Humanities		*	
Life & Society	*		
Literature in English			*
Mathematics	*	*	*
Music	*	*	*
Physical Education	*	*	*
Physics			*
Putonghua	*	*	*
Religious and Moral Education	*	*	*
Visual Art	*	*	*

	S4	S5	S6
Business, Accounting and Financial Studies	*	*	*
Biology	*	*	*
Chinese History	*	*	*
Chemistry	*	*	*
Chinese Literature	*	*	*
Chinese Language	*	*	*
Combined Science (Bio & Chem)		*	*
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	*	*	*

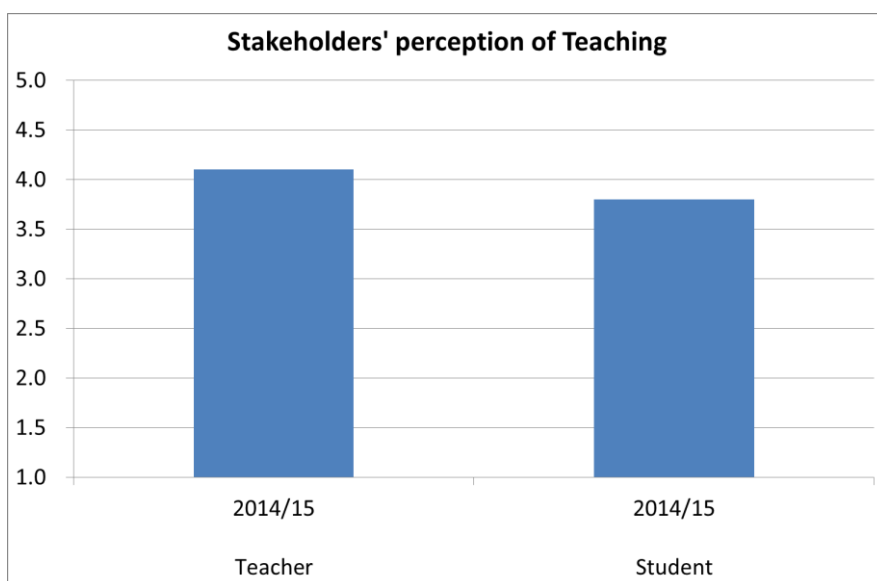
2. Stakeholder's perception of Curriculum and Assessment

	Mean	Standard deviation
The average score of teachers' perception of Curriculum and Assessment	3.9	0.6



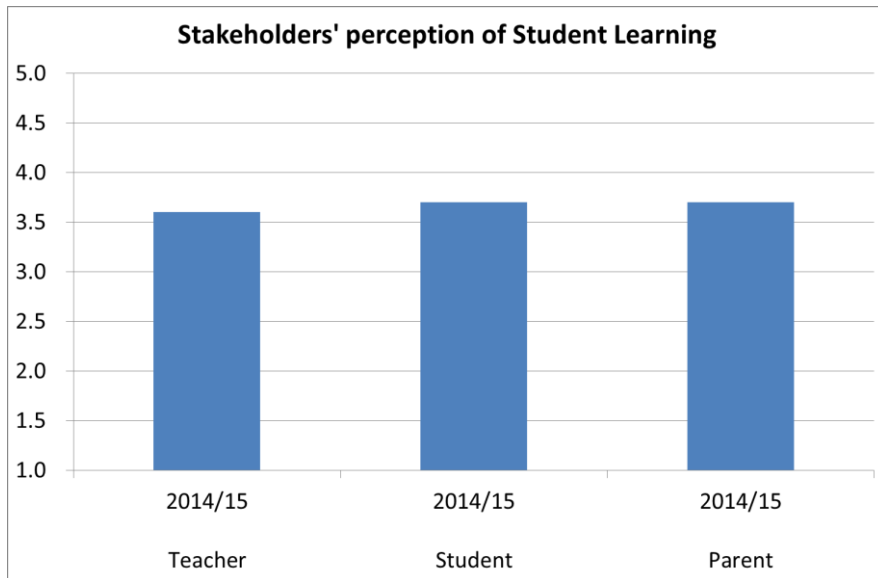
3. Stakeholder's perception of Teaching

	Mean	Standard deviation
The average score of teachers' perception of Teaching	4.1	0.5
The average score of students' perception of Teaching	3.8	0.7



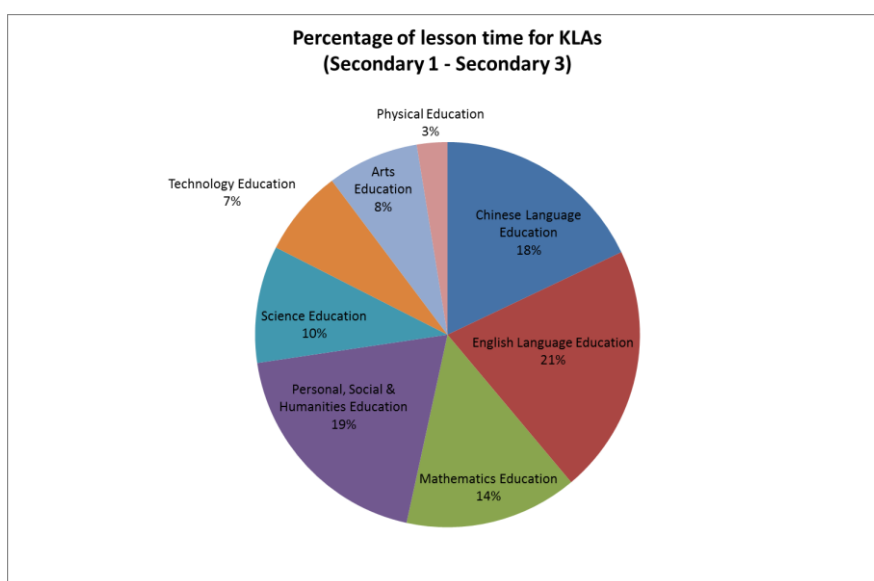
4. Stakeholder's perception of Student Learning

	Mean	Standard deviation
The average score of teachers' perception of Student Learning	3.6	0.8
The average score of students' perception of Student Learning	3.7	0.8
The average score of parents' perception of Student Learning	3.7	0.8



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

Secondary 1 – Secondary 3	Percentage
Chinese Language Education	18.0
English Language Education	20.9
Mathematics Education	14.5
Personal, Social & Humanities Education	19.2
Science Education	9.8
Technology Education	7.3
Arts Education	7.7
Physical Education	2.6



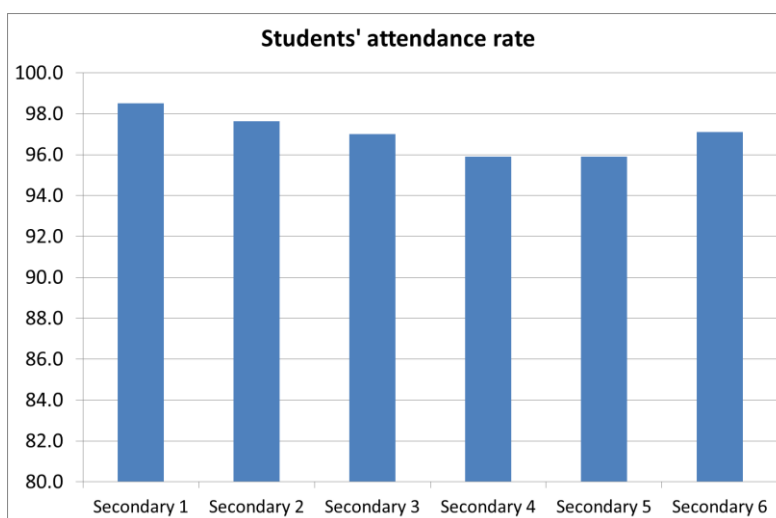
V. Class Structure and Number of Students

Level	Number of students in September 2014	Number of students in July 2015
Secondary 1 (1A-1F)	188	188
Secondary 2 (2A-2F)	192	190
Secondary 3 (3A-3F)	204	202
Secondary 4 (4A-4F)	194	189
Secondary 5 (5A-5F)	179	173
Secondary 6 (6A-6F)	183	183
Total	1140	1125

VI. Students

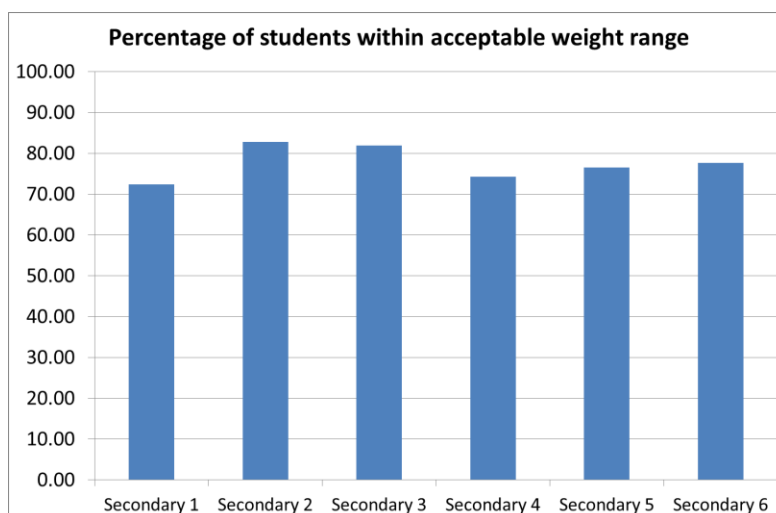
1. Attendance rate of students

	Percentage
Secondary 1	98.5
Secondary 2	97.6
Secondary 3	97.0
Secondary 4	95.9
Secondary 5	95.9
Secondary 6	97.1



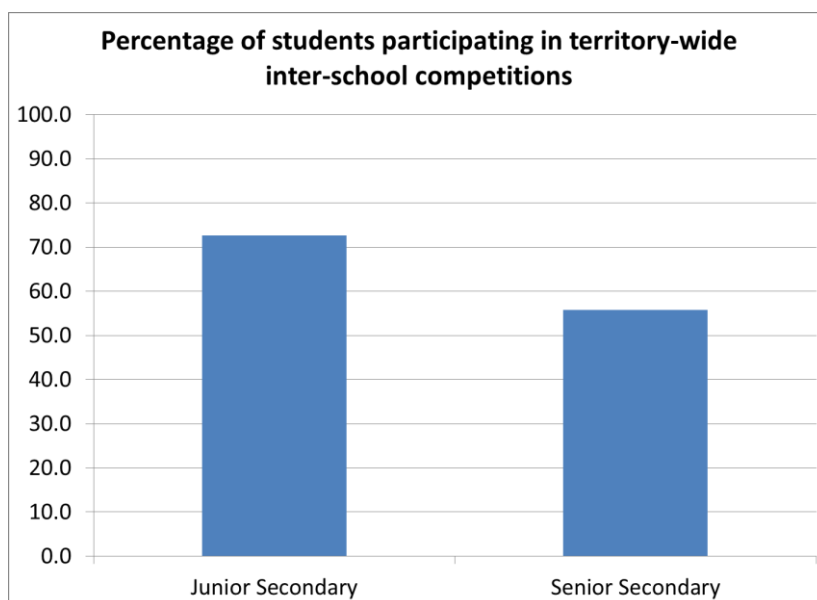
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	72.3
Secondary 2	82.8
Secondary 3	81.9
Secondary 4	74.2
Secondary 5	76.5
Secondary 6	77.6



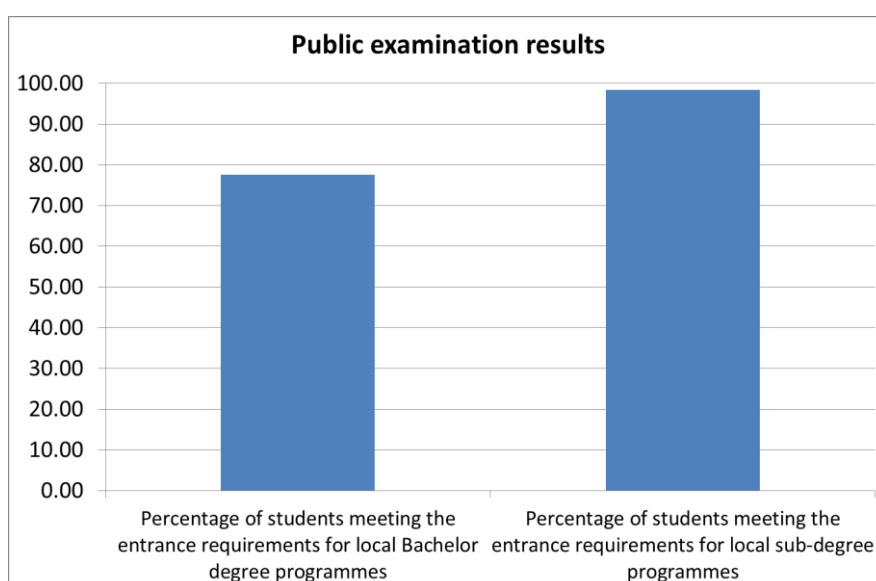
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	72.6
Secondary 4 – Secondary 6	55.8



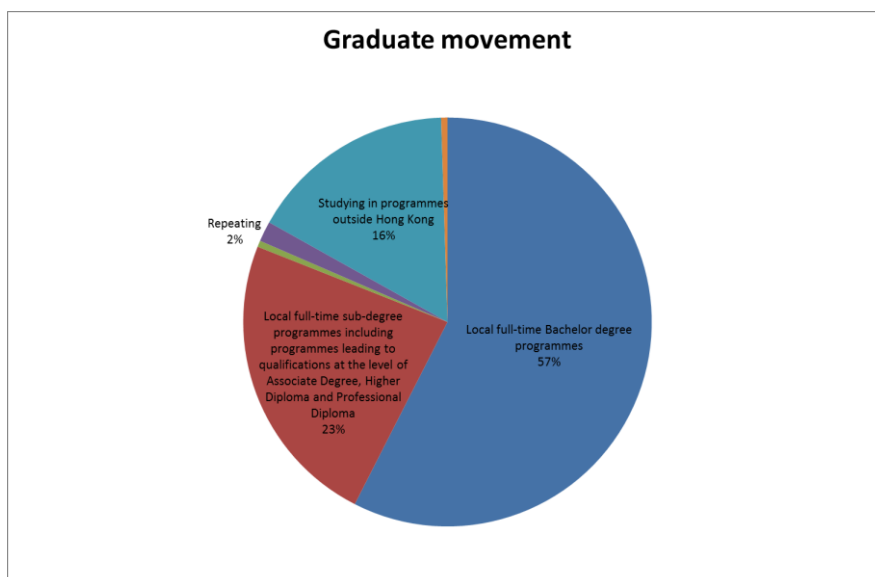
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2015	77.6
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2015	96.7



5. Graduate movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2015	57.5
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2015	23.5
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2015	0.5
Repeating	2015	1.6
Studying in programmes outside Hong Kong	2015	16.4
Employment	2015	0.5
Others	2015	0.0



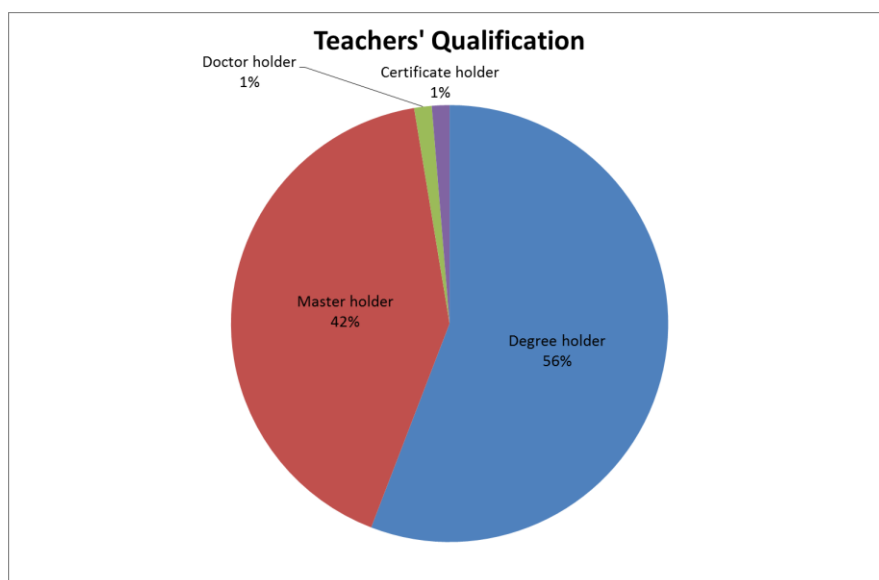
VII. Staff

1. Strength

	Catholic	Non-Catholic	Total
Regular Teaching Staff	29	39.6	68.6
Contract Teaching Staff (Full-Time)	0	7.4	7.4
Contract Teaching Staff (Part-Time)	1	0	1
Clerical Staff	0	7	7
Non-teaching Staff (Technicians)	0	5	5
Janitor Staff	2	13	15
Pastoral Worker (Part-Time)	1	0	1

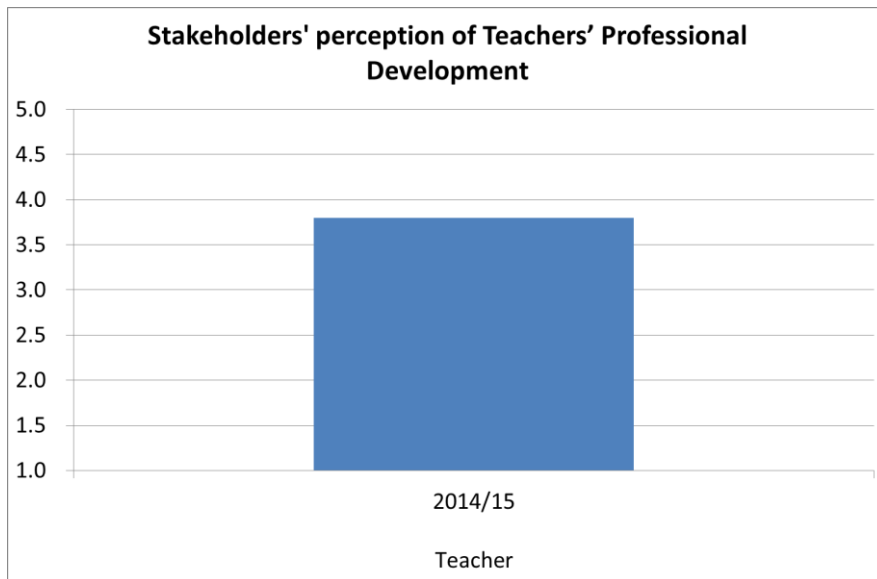
2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.30
Degree holder	43	55.84
Master holder	32	41.56
Doctor holder	1	1.30
Total	77	100.00



3. Perception of Professional Development

	Mean	Standard deviation
The average score of teachers' perception of Teachers' Professional Development	3.8	0.7



VIII. Major Concerns 2014-2015

Major Concern 1: Learning & Teaching – Rooted in Love Empowered to Explore

Focus 1: Empowering students to become confident autonomous learner

Focus 2: Nurturing the value of ‘love’ in our students with whole school effort

Achievements

- Several initiatives aiming at helping students to become autonomous learners were introduced during the year, these including
 - 7-day cycle;
 - new curriculum arrangement in S1 and S3;
 - new academic arrangement in S4; and
 - new school report presentation format.

The 7-day cycle, the new curriculum arrangements in S1 and S3 provided a platform for students to acquire/consolidate their fundamental knowledge of various subjects. Positive feedback was given on these initiatives by various departments on their usefulness in helping to lay the foundation for students to be confident self-learners in senior forms. For example, both Geography Department and History Department found that the new arrangement enabled students to acquire subject specific skills and fundamental subject knowledge which were essential to their learning of the subjects in the future. The new academic arrangement in S4 provided space for the core subject teachers in S4A and B to adjust the teaching pace according to the learning needs of the students.

Teachers, parents and students found the new school report presentation format provided students with more information regarding the performance of students in the class and in the level. A clear understanding of their performances with in-depth reflections helped students refine their own learning journey.

- The new initiative launched by YLE, Sacred Heart Enterprise Challenge, provided a valuable learning opportunity for all S3 students to develop, apply and master the generic skills as well as develop their creativity through running a company and producing the school anniversary souvenirs. The Home-coming Concert organised by the Music Society and the Fashion Show held by the VA Department not only allowed students to sharpen their generic skills, but also enabled them to stretch their potential and bring out their creativity. The Canossian Global Youth Conference 2015, which was organised by students, impressed local and overseas delegates and observers with what young students can achieve with their passion for the betterment of the world. The passion, enthusiasm, confidence, abilities and potential of students were shown and appreciated.
- Sacred Heartists, encouraged and accompanied by their teachers, were more ready to step out of their comfort zone and take up challenges. This school year witnessed an increasing number of students taking part in external competitions, especially in the area of Science. Their

outstanding performance was encouraging. Comparing with the previous year, more self-initiated learning trips in different areas such as women's right, cultural diversity, problems faced by immigrant, achievements of alumnae in the United States and language learning programmes were proposed by our senior students. The construction of the Physics model in the Reading Corner by a group of S6 students signified the willingness of our students in taking up challenges in their academic studies. All these have inspired their schoolmates to be more adventurous in learning.

- Teachers also employed various strategies and means to inspire students to aim high and empower them to be confident autonomous learners, including
 - joint schools oral practices with local and ESF schools;
 - extended learning / bonus questions / creative assignments / challenging tasks;
 - EDB Chemistry online self-learning programme;
 - Biology Explorer;
 - creative writing project;
 - 'WebQuest' of the Home Economics Department;
 - workshops on study skills and examination skills;
 - after school tutorial classes and English Language Enhancement Course;
 - various formative assessment tools;
 - different DI strategies; and
 - formative assessment tools and reflection.

- Various departments and teams made attempts to integrate the value of love in their curriculum. Examples of such attempts included:
 - promoting the importance of being a responsible global citizen and living a sustainable lifestyle in teaching the topics of chemical pollution and resources conservation in Chemistry;
 - understanding and appreciating the value of 'charity' and 'justice' in Chinese Language and Chinese Literature;
 - devising a school-based curriculum of Life and Society in S1; and
 - appreciating the importance of racial harmony and respect to cultural differences in topics such as The Holocaust in S3 History curriculum.

- Different departments and teams also provided numerous opportunities for students to reflect on 'love and respect' and apply their reflection. Example of such opportunities included:
 - discussion on global/social issues related to specific subject discipline by different departments and through personal reflections;
 - service programmes initiated by different departments, such as S4 Service Day by RME Department, the service to SHCS Orchestra by Music Department and Heartlink Community Service Project; and
 - class presentations on sustainable development by Junior Humanities Department.

Reflection

- While providing opportunities for students to excel and stretch their potential, some teachers expressed that it is necessary to help students cultivate good study habits and self-management skills through concerted effort so that they can advance further.
- Teachers also showed concern about how to help students strike a balance between academic studies and ECAs.
- With more resources given to cater for learner diversity, more strategies are to be explored by different departments in the areas of curriculum fine-tuning , teaching strategies, assignments and assessment so as to bring further benefits to students.
- It is necessary to encourage students to read more so that they can widen their horizons.

Major Concern 2: Student Quality – Excel in Unity

Focus 1: To nurture positive values in our students

Focus 2: To develop students' self-management skills and ability to face adversities

Focus 3: To raise students' global awareness and sensitivity

Achievements

- Teachers were active in being role models of students in forming positive values in their lives. For example, 22 teachers shared their experiences and reflections on positive life attitudes/global issues with students during morning assemblies. Homeroom teachers/partners also led students to reflect on these sharing during home periods.
- Various means were employed throughout the year to nurture positive values in students and enhance their global awareness and abilities to face adversities. Examples of such effort are listed below.
 - 'Love Project' – it was successfully held again this year by the Guidance Sisters. Various whole-school activities were organised to spread warmth and care on school campus. Students sent blessings and love messages to one another to show their concern.
 - Students were encouraged to show a greater concern about their sex education by means of talks, form assemblies, workshops and display of information on the Sex Education Board.
 - Form assemblies on stress coping strategies and current issues were organised for S6 students, and S4 and 5 girls respectively in January and May 2015.
 - Different green activities were held on school campus as well as outside school, such as Green Day, Coastal Watch, Earth Hour and the Low Carbon Life-style talk.
 - An extended learning trip to Fukuoka, Japan was organised for S5 students in early November 2014 to provide them with an opportunity to learn and explore the green practices and renewable energy plans adopted in Japan.
 - The Career and Further Studies Team invited past students and guests pursuing different careers to share their study paths and career lives with our students. Participants were invited to write appreciation notes to the speakers.
 - A workshop on potential development was conducted by Breakthrough for S4A and B students to encourage them to realise and actualize their potentials.
 - Some S4 and S5 students participated in 'City Forum' to discuss the construction of the third runway of Hong Kong International Airport, where they learnt to look at a local issue from different perspectives. They also shared their opinions on the issue with their classmates during the form assemblies.
 - A visit to some urban renewal sites in Central was arranged. Students were able to observe in person the impact of renewal projects on the infrastructure of the districts. After the visit, they expressed concern for the needs of people in an empathetic way.
 - Volunteering in the kitchen of Food Angel was arranged. Students helped to prepare lunch boxes for those in need.
 - Students were invited to the activity S1 'Clean Up the World' organised by Green Power Participants cleaned the countryside from which they learnt to play an active role in cleaning our city and exploring the beauty of nature.

- S1 Military Training Day Camp was organised with the aim of empowering our S1 newcomers to get ready for taking up challenges.
- The Day of Mindfulness was organised for S5 and 6 students to savor the joy of the moments of their lives.
- The S3 Rehabilitation Pioneer Project was arranged to allow students to learn about the Hong Kong Correctional Services Department. It enhanced the awareness of our students on self-discipline.

Reflection

- The Homeroom Board Core Team can take a proactive role in monitoring/advising homeroom teachers to conduct home periods more effectively.
- Various green activities successfully aroused students' awareness of environmental protection and active changes in daily lifestyle. Their critical thinking was sharpened after the trip to Japan where they compared the green practices in Japan and Hong Kong.
- Students, those of S4A and B in particular, were more aware of their strengths and developed a more positive view towards their future.
- Students learnt to express their appreciation and gratitude explicitly. Further action in this area can be explored so as to help students form the habit.
- Students who participated in 'City Forum' learnt to accept different opinions and view the current issues with wider perspectives. More discussions on social issues can be arranged for senior form students to cultivate their critical thinking skills and analytical abilities.
- Students' misbehaviour records can be reviewed periodically so that timely remedial and preventive measures can be adopted.

Major Concern 3: Administration

Focus 1: Updating school documentation system and staff manual

Focus 2: Implementation of the appraisal cycle

Achievements

- The school documentation system was reviewed and revised.
- The Administration Core Team was formed, with a new sub-team responsible for school documents. Thirty-three documents in the staff manual were updated throughout the year and staff members were informed of the changes accordingly.
- The IT team has drafted the SHCC Information Security Guidelines to raise the awareness of staff members on information security.
- All new teachers were invited to visit lessons conducted by their Department Heads for staff development purpose. Sharing sessions were held after lesson observation so as to help new teachers identify their strengths and weaknesses.

Reflection

- More lesson observations could be conducted between teachers of different years of experience to encourage experience sharing and reflective learning among staff.
- Staff sharing session can be arranged to draw the attention of staff members to information security and introduce different means of enhancing information security to them.
- It was suggested that the e-circular system could be further investigated.

IX. Student Development

1. Learning and Teaching

1.1 Learning and Teaching Advancement

The aim of the Learning and Teaching Advancement Team is responsible for the academic development of students and its related arrangements. It coordinates subject departments to improve curriculum development and to suggest better practices so that a balanced and viable curriculum can be devised to promote self-motivated learning among students and students are provided with opportunities to develop their capacity to the full.

- A review on the effectiveness of split class arrangement and the small class teaching in junior forms were conducted in 2015.

Date	Content	Persons involved
20 May – 8 June 2015	Survey on the effectiveness of split class arrangement and the small class teaching in junior forms	Teachers of ABC classes in junior forms
9 June 2015	1. Discussion on the findings from the survey 2. Preparation for the evaluation meeting with HoDs on 10 June 2015	L&T Advancement Team
10 June 2015	Evaluation Meeting 1	HoDs of the 3 core subjects, L&T Advancement Team
24 June 2015	Evaluation Meeting 2	4Ps, Head of the Homeroom Board, L&T Advancement Team

New arrangements were proposed for 2015-16 after the meetings:

- S1 students will be divided into three groups according to their performance in the Pre-S1 Attainment Test. Those scoring highest in English, Chinese and Mathematics will be allocated to S1F, while those at the lower end will be allocated to S1A and S1B for small class teaching in the three core subjects. The rest of the students are allocated randomly to class S1C-S1E.
- For S2 and S3 students, they will be ranked according to their annual examination results of Chinese, English and Mathematics. Students with higher total score in the three core subjects will be allocated to classes C, D, E and F randomly and those with lower total score are allocated randomly to classes A and B. Small class teaching in the three core subjects will be arranged for students in these two classes so as to cater to learned diversity.

- Evaluation meeting was also held with the teachers of S4A and 4B to examine the arrangement for the students of these two classes and their performance. It was found that clear goals and the desire to seek constant improvement were of utmost importance for weaker students. In new of this, some teachers requested to have more home periods so that better guidance could be given to students. At the same time, character formation should be stressed.
- Survey and workshops on study habits and examination skills were organised for S4 students during the year. The survey and workshops helped students identify their study pattern and formulate better study strategies.

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	Home Management &
Hong Kong Award for Young People	Housecraft Club	Maths Society/ Maths Adventure Programme
Music Society	Organic Gardening Club	Photography Club
Putonghua Club	Science Society	Sports Society
Third Language		

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	

The Student Activities Advisory Team (SAAT) aims at developing the potential of students through co-curricular activities. The team gives advice to student leaders and teachers on how to organise student activities, promotes collaborative spirit and encourages students to meet challenges through participating in co-curricular activities.

In 2014-15, the SAAT organised two training workshops to prepare student leaders with matters related to student activities. Advice was given to students on organising whole school and joint school events so that better planning could be done and the participants could better enjoy and benefit from the activities. Besides, the team coordinated the first meetings between teacher advisors and committee members so as to foster better communication between the two parties. A mid-year evaluation meeting was held to review the performance of student leaders.

Date	Programmes	Participants
16-19 September 2014	First club meeting with teacher advisors	Executive committees and their teacher advisors
23 September 2014	ECA Briefing Session, Training workshop on Minutes Writing and Financial Management	Chairman, secretary and treasurer of clubs, houses and student units
25 September 2014	Leadership Training Workshop: Proposal Writing and Organising Activities	Chairman and one committee member of clubs, houses and student units
2 February 2015	Mid-year evaluation meeting	Chairman and one committee member of clubs and houses

1.3 Extended Learning Activities

Extended learning programmes for senior secondary levels were first introduced in 2003. These programmes aim at

- concretising the school mission of empowering our youth ‘to be women of integrity and versatility with global awareness’;
- broadening students’ horizons, fostering all-round education and with a better understanding of both national and international perspectives;
- developing the cultural aspect and the character formation of the student as an individual;
- recognising the importance of community service and the cultural aspects in the school curriculum including music, dance, visual arts, sports and language arts;
- enhancing learning of the NSS Curriculum and OLE (Other Learning Experiences) of senior secondary students.

S5 Extended Learning Week is organised every year to provide opportunities for all senior secondary students to develop and explore various areas in the OLE and NSS curriculum. In the year 2014-15, the following programmes were organised.

- Outward Bound Programme – students stretched their physical limits through a series of outdoor challenges.
- The Social Innovation Programme – students explored creativity and learnt more about entrepreneurship from social enterprises in Hong Kong.
- Service for the school children and villagers in the remote inland of Qinghai province in China – students gained insights into love and life.
- Historical sites visits in Nanjing – students gained inspirations to the preserve and promote Chinese culture.
- Cultural exploration in Taiwan – students’ horizons were widened through exploring Taiwanese arts and culinary.
- Visits to recycling and energy plants in Kyushu, Japan – an eye-opening experience to our students on environmental protection measures.

According to the SLP record, 248 programmes were organised this year. The distribution of programmes across all levels is as follows:

S1	S2	S3	S4	S5	S6
82	79	124	180	173	24

The distribution of programmes among OLE components is as follows:

OLE components	Number of programmes organised in 2014-15 (as at 8 August 2015)
Spiritual, moral and civic education	84
Community services	41
Career-related experiences	46
Aesthetic education	102
Physical education	47

There were 40 Extended Learning Wednesday programmes organised for S1-S6 students in 2014-15.

S1	S2	S3	S4	S5	S6
6	10	13	12	10	2

The nature of the programmes is as follows:

Nature of programmes	Number of programmes organised in 2014-15
Programmes with OLE components	21
Academic-related programmes	19

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 pave the way to career aspirations.

- Home period curricula from S1 to S6 have been revised to enhance students' self-understanding and development. A talk on life planning was conducted to allow S4 and S5 students to be aware of the importance of career and life planning in senior secondary school. A series of programmes were arranged for S6 students to prepare for the release of HKDSE results and their plans for further studies after S6, including an interviewing skills workshop, sharing on multiple pathways, mock release programme and a talk on preparation for release of HKDSE results.
- Career Interest Inventory developed by Hong Kong Association of Careers Master and Guidance Masters (HKACMGM) was provided to S5 students to join on a voluntary basis to enhance their self-understanding. A workshop on potential development was conducted for S4A and B students in the hope that they would realise their potential and bring out the best in themselves.
- Two series of career explorers were organised in both school terms. Eleven guest speakers were invited to the school to introduce students to different careers and the prerequisites of entering these careers.
- The AA Mentorship Programme gave students opportunities to form bonding with alumnae who shared their career-related and life experiences. The "Avenue of Sacred Heartist" competition was organised in which students had to produce a video clip of their mentors to demonstrate how the Sacred Heart spirit was passed on.
- A staff development programme on life planning curriculum was conducted to better equip teachers to provide students with guidance on careers and life planning.

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. Also, students are encouraged to serve the community actively so as to cultivate love and respect for the less fortunate.

- Adventure-based Counselling Activity

	Date	Number of participants
S1 Military Training Day Camp	10 October 2014	188 (All S1 students)

- Visits / Outings

	Date	Number of participants
1. The Day of Mindfulness (DoM)	4 October 2014	33 (S5 & S6 students)
2. Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution	12 February 2015	12 (S3 students)
3. S4 Volunteering in the kitchen of Food Angel	14 April 2015	13 (S4 students)
4. S1 "Clean Up the World" by Green Power	19 April 2015	8 (S1 students)

- Talks / Interviews

	Date	Number of participants
1. Rehabilitation Pioneer Project	4 March 2015	204 (All S3 students)

- Others

	Date	Number of participants
1. Class Board Decoration Competition	September 2014	204 (All S3 students)
2. Kung Fu Course	October 2014 – April 2015	8 (S1-S5 students)

- Among the activities organised in 2014-2015, the following three activities were highly recommended by students and teachers:

- (a) The Day of Mindfulness (DoM) (4 October 2014)
- (b) Rehabilitation Pioneer Project – S3 Visit to Lo Wu Correctional Institution (12 February 2015)
- (c) S1 “Clean Up the World” by Green Power (19 April 2015)

- (a) The Day of Mindfulness (DoM) (4 October 2014)

This activity aimed to provide senior students a chance to relax by practising mindfulness exercises. It was also a kind of stress management and life training. Response from the participants (33) was positive and encouraging. Simple mindfulness activities such as meditation, mindful eating and walking were introduced. Both teachers and students agreed that the programme was worth organising again in the coming year. It was also suggested that the programme could be extended to S3 and S4 students.

- (b) Rehabilitation Pioneer Project –Visit to Lo Wu Correctional Institution (12 February 2015)

Eighteen S3 students joined the programme this year. The programme provided them with a chance to visit the correctional institution and meet the prisoners. Participants were active in asking questions during the face-to-face encounter with the prisoners through which they understood the lives and the experiences of the prisoners better. After the visit, the students knew that they should be more self-disciplined and they shared their experience with other S3 schoolmates during home period.

The programme included a talk given by the Hong Kong Correctional Services to S3 students. The talk, which was held on 4 March 2015, intruded the function of the Hong Kong Correctional Services and the importance of being a responsible and law-abiding citizen in Hong Kong. Students showed positive feedback and they agreed that the programme was worth organising again.

- (c) S1 “Clean Up the World” by Green Power (19 April 2015)

This new activity aimed to provide S1 students with a chance to take care of nature. They cleaned the countryside and explored nature actively during the programme. Response from the participating students was positive and encouraging. They enjoyed the programme and showed a serious and responsible attitude. The message of conserving nature was successfully received by the participants. All of participants agreed that the programme was worth organising again in the following year.

2.3 Civic Education

The aim of the Civic Education Team is to enhance students' social awareness, strengthen their understanding towards social issues and develop critical thinking skills.

Various programmes were organised for students to understand the disadvantaged and the challenges faced by society. Students also participated actively in school talks and forums. These activities helped arouse their social awareness and develop a strong citizenship to maintain a just and equal society.

Time	Programme
Assembly for special events	十一國慶及七一香港特別行政區成立 - Hoisting of National Flag and Regional Flag - Student sharing
	六四事件 - Student sharing
Throughout the year	Class sharing on civic and global issues
September 2014	Civic talk on social participation - Student and teacher sharing
November 2014	Visit to the Legislative Council
January 2015	Talk by Retina Hong Kong - Sharing by the visually impaired on their difficulties to integrate in society
February 2015	ACT 香港社會服務聯會-社區考察 (失聰人士的工作)
March 2015	City Forum on the construction of the third runway
April 2015	Civic talk on the construction of the third runway - Student sharing on the issue and their experience in participating in City Forum
April 2015	ACT 香港社會服務聯會 - 社區考察 (舊區重建)

2.4 Counselling

The aims of the Counselling Team are to accompany students in need, to encourage members of the Sacred Heart community to serve with the Canossian spirit, and to promote a loving and nurturing environment on school campus.

- Students with special needs were taken care of by counselling teachers, homeroom teachers and the school social worker. Special programmes were devised according to the needs and situations of individual students. Special lesson and examination arrangements were made during the year.
- Guidance Sisters' Scheme was organised to facilitate the adjustment of S1 students to their secondary school life and cultivate a sense of belonging among Sacred Heartists. Both the big sisters and small sisters enjoyed the companionship of one another.
- Sharing sessions among Guidance Sisters were arranged with St. Francis Secondary School and SKH Lui Ming Choi Secondary School. Our Guidance Sisters found the sharing useful and gained inspiration to improve.
- A one-day service for the physically/mentally handicapped was arranged for students. Students received Prior training from which they learnt how to engage the needy.
- 'Love Project' was organised again this year. It helped create a warm and caring atmosphere on school campus.
- Two sharing sessions by past students were conducted. The past students share their personal experience to encourage students to be strong at times of hardship and challenges.
- Each counselling teacher adopted at least 1 to 2 repeaters to provide intensive individual support to these potential achievers. Group activities were held to cultivate and sustain their positive attitude in this school year. Students who received regular support showed lasting impact on their positive learning attitude.

- Several talks were organised for students with different needs so as to equip them with various skills to face adversities:

Name of programme / workshop / talk	Participants
Stress Management	S6
Time and Stress Management	S4
愛挑戰 (生命熱線)	S2
Talk given by speaker from Orbis	S2 and S3
Sharing with past students	S4

2.5 Discipline

The aims of the Discipline Team are to help maintain an orderly school atmosphere necessary for effective teaching and learning; to promote the school spirit, a sense of belonging and self-discipline among students; as well as to cultivate the spirit of collaboration and school service.

- A two day training camp for discipline prefects was held in the second term. Discipline Prefects learnt leadership skills and other life skills through adventure games and activities. Head Prefects and Group Leaders played an active role in organising the camp.
- Talks on drug abuse and online networking safety were held for S2 and S3 students. They learnt how to say no to drugs and how to protect themselves while engaging in online networking.
- Annual cleaning was held at the end of the school year. It is evident that an annual cleaning is not enough to educate our students to understand the importance of cleanliness. School cleanliness could be improved and students could be reminded of this throughout the year.

2.6 Gifted Education

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

- More than a hundred S1 to S5 outstanding students were nominated by their Homeroom teachers to join the Global Awareness Day Programme in February 2015. Students attended workshops conducted by tutors from different countries to learn about the culture of different countries. Students reflected that this programme had empowered them to improve their communication skills and enhance their global awareness.
- Twelve AoLs attended a local extended learning programme called “Social Innovation Programme”. This programme provided students with an opportunity to learn more about the business and entrepreneurial culture in Hong Kong. Students participated in a myriad of exciting activities, including social enterprises and NGOs visits, sharing from CEOs and social entrepreneurs, and entrepreneurship training conducted by experienced trainers. Students reflected that this programme enabled them to explore developments and challenges of social enterprises in Hong Kong and relate what they had learnt to the development of society and their personal development.
- After joining the Chinese pull-out programme 「讀《三國》遊中國」 from October 2013 to March 2014, six S5 students took the lead to publish a book called 《尋三國》 which was a collection of more than 30 pieces of Chinese creative writings and reflections. Students found their creative writing skills enhanced.

- A High Table Dinner was co-organised with the Home Economics Department in February 2015. A total of eight S6 students attended two social etiquette workshops conducted by Mrs Ivy Yeung before joining the dinner.
- Twenty S4 and S5 AoLs joined the Ocean Park Learning Camp in May 2015. Students learnt about the behaviour of fish and investigated the impact of trawling on the marine ecosystem. Students promoted the concept of “sustainable seafood” to schoolmates during morning assembly and homeroom periods.
- Two S5 students who are gifted in Chemistry were nominated to join a gifted programme organised by the Department of Science at CUHK. They reflected that this programme widened their horizons and they had a deeper understanding about specific topics of Chemistry.
- Six S3 & S4 students who are gifted in Art and Design joined an Art pull-out programme “Traditional Tin Box Making Workshop”. This workshop aimed to preserve Hong Kong’s traditional craftsman culture through making traditional tin boxes. Students reflected that this workshop enhanced their artistic sense and creative thinking skills.
- Thirty S3 AoLs joined the Leadership Training Camp in July 2015. They explored their potential through stepping out of their comfort zones and learnt to be good leaders.
- During summer holiday, thirteen S4 to S6 high achievers organised self-initiated extended learning trips to Germany, U.S., Switzerland, Austria to study issues of global concern, such as the rights of women and cultural diversity. In addition, twelve S4 and S5 students were nominated by their English teachers to attend the Oxbridge University Preparation Camp organised by Schools of Southern District in August 2015. They had an opportunity to learn from and exchange ideas with outstanding leaders from around the world to build critical leadership skills in a global context.

2.7 Health Education

The aim of the Health Education Team is to promote healthy lifestyle in school so that students can have a better understanding of the relationship between their health and their growth development. Also, students are empowered to take care of their own health in different aspects so that they are able to explore their own potential and learn to love themselves more.

- S1 students attended a talk given by St. John Ambulance. Over 75% of them found the talk empower them with some basic first aid skills. More than one-third of the students claimed that they had more confidence to treat very common injuries at home such as burnt, cuts or nose bleeds.
- For S4 students, the Hong Kong Eating Disorders Association Limited (HEDA) conducted class-based workshops for all six classes. The lessons were interactive and received positive feedback from homeroom teachers. Students learnt how to accept themselves and others who were different from them with a positive attitude. They also learnt to embrace their own strengths and weaknesses and show appreciation to their neighbours.

2.8 Religious Activities and Service Learning

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

- to give prime concern to religious education and faith development of 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.

Various whole school activities such as Eucharistic Celebrations, Christmas Celebration, Easter Programme, Foundress Day and Foundress Week were held to help students experience the love of God in their lives. Religious groups meetings were held during the 1st period on Day VI to help students reflect their life experiences from the faith perspective. Faith sharing sessions and Way of the Cross were also organised 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 the students. In addition, Penitential Rite was organised during the Lenten season to for students to receive the Sacrament of Reconciliation. Level-based pilgrimages were arranged to strengthen the religious faith of students.

The 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.

The Religious & Moral Education Department organised the Catholic Formation Day for Catholic students of each level. Service learning constitutes a major part of the Religious & Moral Education (RME) curriculum. Virtues of different saints were emphasised and practical skills to serve various target groups were also introduced. Students were encouraged to apply the skills to their services and reflect on their experiences. All students were encouraged to fulfil at least 5 hours of community service and be more sensitive to the needs of the underprivileged in society.

2.9 Sex Education

The focus of the Sex Education Team is on acknowledging and appreciating the one's identity for making self-improving, taking new initiatives and serving others.

- As students were better equipped with knowledge of sensitive topics on sex, they adopted a more positive attitude towards sex education and will be more willing to seek correct sex knowledge.
- Students developed positive attitudes on sexuality through class activities.
- Students showed a desire to learn and to have healthy about their community.
- Students developed sensible and sympathetic attitudes towards current issues.
- Talks, form assemblies and workshops were organised to guide students to know more about sex.
- Display of latest information on the Sex Education Board encouraged students to become more motivated learners.

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

Form Assemblies

Form	Date	Topic / Organisation	Teacher-in-charge	Venue
S1	12 December 2014	愛身體・尊重人 / 明愛愛與誠機構	Miss Carol Lee	Hall
S4	4 February 2015	相愛・和諧 / 明愛向晴軒	Ms Candy Chun	Auditorium
S5	11 March 2015	身體何價 / 明光社	Ms Leung HY	Hall
S6	3 December 2014	家 / 明愛向晴軒	Miss Chang WF	Auditorium

Homeroom period workshops

Form	Date	Topic / Organisation	Teacher-in-charge	Venue
S2A, S2B, S2C	5 December 2014	裸聊問題 / 明光社	Ms Leung HY	Lecture Room, Activity Room and Special Room
S2D, S2E, S2F	12 December 2014			
S3A, S3B, S3C	28 October 2014	身體@猜・情・尋 / 明光社	Ms Dora Au	
S3D, S3E, S3F	25 November 2014			

Other activities

Form	Date	Topic / Organisation	Teacher-in-charge	Venue
S3 & S5	April – May 2015	Life Horizon Programme / 明愛	Ms Candy Chun	Special Room

3. Financial Assistance

The school promotes student development for all and takes care of students with financial difficulty. The Student Financial Assistance Team helps students towards their costs in different learning programmes. Financial resources 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 2014-2015, students received financial assistance from various sources:

- Government Financial Assistance Scheme: school textbook assistance, travel subsidy and internet access charges subsidy
- Grantham Maintenance Grant: for senior secondary students only
- Government School-based Grant
- Hong Kong Jockey Club Life-wide Learning Fund: subsidy for co-curricular activities
- Hong Kong Outward Bound Subsidy: on course fee subsidy for S5 students participating in the Outward Bound programme
- 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 and contribution from the Parent-Teacher Association): subsidy for S5 students on their Extended Learning Week programmes
- SHCC Alumnae Association Education & Charitable Fund: subsidy for extended learning programmes
- Sr Maria Carla Support Fund for Spiritual Bliss – subsidy for programmes on students' spiritual development
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs

The Team offered information about financial resources and guidance to students in their application for various financial assistance schemes and funds. Assistance was also provided by the team to help students seek suitable financial support so that they would not be deprived of any opportunity because of financial difficulty.

X. Staff Development

The aims of the Staff Development Team are to help teachers develop skills in different areas including the focuses of the academic year; to help new teachers adapt to the teaching environment more easily; and forming a clearer notion of the Canossian education mission.

- Several staff development programmes were organised in 2014-15, including ‘Developing Learner Autonomy to cater for Learner Diversity’, ‘Effective Ways to Communicate with Parents’, ‘Life Planning Education’, ‘Crisis Management: Rules vs Discretion’ and a film show My Voice My Life with sharing. In general, teachers found the programmes inspiring, focused and clear. The majority of participants found the workshops useful and meet their expectations.
- Teachers found the fitness programme and culture awareness programme very useful and they gained more knowledge from these workshops. It was also an opportunity to share with each other.
- Eight staff induction programmes were organised for new teachers throughout the school year so as to familiarise teachers with school life at different stages of the school year. New teachers found the programmes effective in helping them adapt to the new work environment.

General Staff Development Programmes

Date	Activity	Target
26 August 2014	Film watching and sharing	All staff
10 September 2014	Effective ways to communicate with parents	All staff
11 September 2014	Training workshop for the new room booking system	All staff
15 September 2014	Thinking skills workshop	Teachers who joined the school in the year 2008/09 or after
31 October 2014	<ul style="list-style-type: none"> • Introduction of Life Planning Education Curriculum • Staff fitness programme 	All staff
27 November 2014	Developing Learner Autonomy to cater for Learner Diversity	All staff
6 December 2014	校園危機—法與情	New teachers and members of Crisis Management Team
6 January 2015	Workshop on Differentiated Instruction	Teachers who joined the school in the year 2008/09 or after
6 January 2015	Seminar on Interpretation of Value-added Information	HoDs and L&T Advancement Team
12 March 2015	Department-based Development Programme - How to improve our learning and teaching	All staff
5 June 2015	Staff Development Programme: <ul style="list-style-type: none"> • 校園危機—法理依據 	All staff
5 June 2015	Staff recreational programme	All staff

New Teachers Induction		
Date	Activity	Target
25 August 2014	New Staff Induction Programme I School Reopening	New Teachers
1 September 2014	New Staff Induction Programme II IT training (use of e-class/e-service/FTP) OLE and SLP records	New Teachers
5 September 2014	New Staff Induction Programme III CCA(Role of club advisors/outing arrangement) Classroom management and discipline	New Teachers
11 September 2014	New Staff Induction Programme VI Sharing on Canossian Education	New Teachers
14 October 2014	New Staff Induction Programme V Duties of invigilation, input of examination marks and the SAMS system, writing student comments	New Teachers
2 June 2015	New Staff Induction Programme VI Interviewing skills for Parents Day	New Teachers

XI. Financial Summary

School's annual financial position in 2014-2015 (updated at 31 August 2015)

FINANCIAL REPORT FOR 2014-2015			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A09	Premises	\$1,235,500.00	\$1,313,809.50
A10-A19	Administration	\$5,632,677.90	\$5,331,222.10
C01-C24	Curriculum	\$1,073,632.50	\$837,380.90
P01-P28	Pastoral Care	\$1,394,386.00	\$1,218,624.40
	Total	\$9,337,515.50	\$8,702,026.10
	% Spent		93.2%

Special Collection	Purpose	Income	Expenditure
Tong Fai	0.5 Teacher	\$150,800.00	\$150,800.00
Fee for specific purposes	0.5 Teacher	\$162,130.00	\$162,130.00

XII. Report on 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	\$19,200.00
Chinese and Chinese History Education	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	\$194,469.50
English Speech & Debating	Training for debate team members	\$26,000.00
Physical Education	Sports training programmes (swimming & athletics)	\$28,812.50
Drama Education	Drama training course	\$20,000.00
Visual Art	Chinese painting class	\$27,300.00
Music Department	School team training (for musically gifted students)	\$70,000.00
Self-access Learning Centre	Teaching assistant to support the daily operation of SALC	\$82,013.40
Religious Formation	Part-time pastoral care	\$85,674.90
Sex Education	Workshops and form assembly	\$8,900.00
	Total	\$562,370.30

2. Senior Secondary Curriculum Support Grant (SSCSG)

The grant was used for the employment of contract teachers to share the teaching loads of permanent teachers.

Post	Period	Amount
1 Contract (Chin) teacher	September 2014 – August 2015	\$362,204.50
1 Contract (Eng) teacher	September 2014 – August 2015	\$457,460.00
1.5 Contract (Maths/ Science) teachers	September 2014 – August 2015	\$522,593.50
	Total	\$1,342,258.00

3. Diversity Learning Grant

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

Beginning Balance: \$8,378.30

Grant in Year 2014-2015: \$126,000.00

NSS Domain	Programme	Target	Amount (\$)
English	Oxbridge University Preparation Camp	S4, S5	13464.00
Science	Ocean Park Learning Camp	S4, S5	17380.00
Liberal Studies & BAFS	Social Innovation Programme (S5 Extended Learning Week)	S5	38850.00
English & Liberal Studies	Global Awareness Day	S4, 5	29000.00
Art	Chinese Traditional Tin Box (方盆) Making Workshop	S4	3000.00
		Total	101694.00
		Balance	32684.30

4. Career and Life Planning (CLP) Grant

The school used this grant to employ a teacher to reduce the teaching load of teachers in the Careers and Further Studies Team so as to facilitate the provision of career and life planning education in school. The grant was also used for providing clerical support to the Careers and Further Studies Team. In addition, a staff development programme on Life Planning Education and Career Guidance was organised and a number of school-based programmes were provided for students of different levels.

Grant received from Government for Year 2014-2015: \$517,620.00

Item	Target	Amount (\$)
Salary expenses	/	499,603.40
School-based Programme		
Programme on Life Planning Education and Career Guidance	staff	2500.00
Interviewing skills workshop	S6	9000.00
Mock release programme	S6	7100.00
Talk on preparation for release of HKDSE results	S6 students, parents and staff	1800.00
Potential Development Workshop	S4AB	4800.00
Career Interest Inventory	S5	2295.00
Talk on Life Planning	S4 & S5	1000.00
Young Leader Enterprise	S3	4310.80
Careers Explorer	S1 to S6	276.20

Resources		
Teaching resources for home periods on career education	/	2589.00
Library books on career education and life planning	/	4642.79
	Total	539917.19
	Balance	(22297.19)

5. 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.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	10	20,165.00
Western Instrumental Classes	2	4,910.00
Dance Classes	4	5,300.00
Sports Training	10	9,610.00
Drama Course	1	600.00
Spanish/ German Language Courses	2	5,900.00
Red Cross Unit Camp	1	315.00
	Total	46,800.00

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

The grant was used to support students with financial needs in after-school activities organised by the school.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	10	15,193.00
Western Instrumental Classes	2	3,000.00
Dance Classes	4	4,060.00
Sports Training	9	6,097.00
Drama Course	1	200.00
Spanish/ German Language Courses	2	3,700.00
Red Cross Unit Camp	1	150.00
	Total	32,400.00

End of Report

Sacred Heart Canossian College
School Report 2014-2015

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor

on 8th October, 2015