

*Celebrating a life of solid foundation
and sound values*

School Report 2015 - 2016

*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

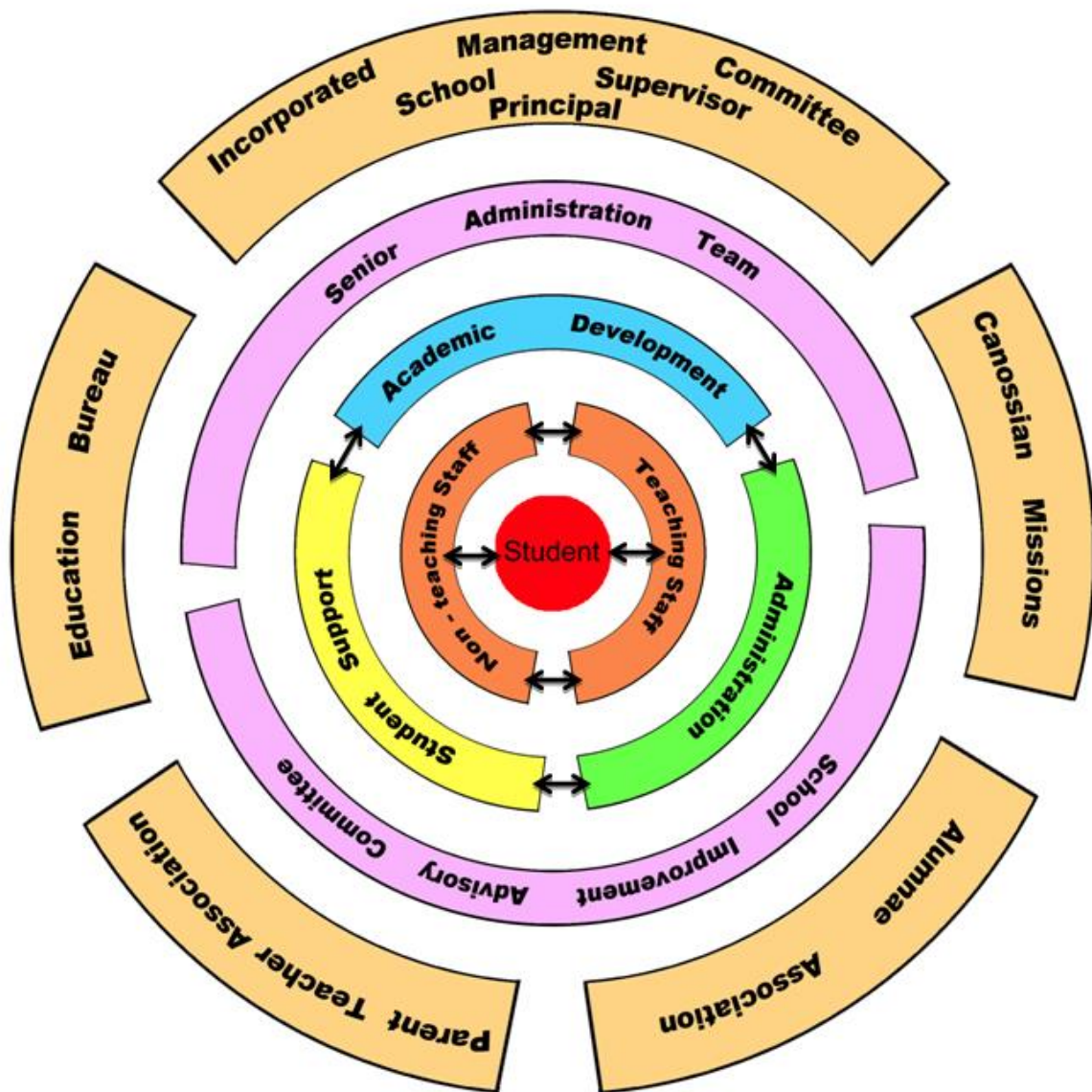
Loving and caring

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

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 (2015-2016)

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 Thomas Hung	Alternate Teacher Manager
Mr Alain Chan	Parent Manager
Mr Kelvin Lee	Alternate Parent Manager
Ms Josephine Tjia	Alumni Manager
Mrs Connie Lau	Independent Manager

School Report 2015-2016

I. Introduction

Celebrating a life of solid foundation and sound values

Recognising the importance of a good foundation for future development and sound values for making wise decisions, the school set ‘Celebrating a life of solid foundation and sound values’ as the theme for the academic year 2015-16. We are grateful that the school community has been blessed with abundant opportunities to help our students build a solid foundation and cultivate sound values throughout the year.

Bearing individual differences in mind, St Magdalene of Canossa, our Foundress, encouraged Canossian educators to handle each student ‘in the way she is made, valuing the benefit of education in the formation of the heart.’ Inspired by the spirit of our Foundress, the school proposed to all departments and teams a school-based life education framework which emphasises the cultivation of Christian and Canossian values of love, truth, justice, family, life, as well as humility and the development of important life skills at the beginning of the school year. To allow our staff a deeper understanding of Christian and Canossian values, a sharing session was included in each staff meeting. Sr Agnes Law, our School Supervisor, was invited to conduct a staff formation session ‘Curriculum in Canossian Schools’ for all the Heads of Department. It is heartwarming to find that all departments and teams responded positively to the recommendation of the school and integrated the life education curriculum into their formal and informal curriculum.

Examples of such initiatives are numerous. The Heartslink Community Project continued our love for children in Southern District with modified programmes which better catered to the needs of primary school students, and these programmes were well received by both primary school teachers and students. The S3 Sacred Heart Entrepreneur (S.H.E.) Challenge ‘Love in Action’ connected the school with the greater community of Hong Kong. The project not only helped raise funds for two local social enterprises and develop life skills of our students, but also heightened the awareness of social justice and social responsibility among Sacred Heartists. In December, members of the Religious and Moral Education Department, the Catholic Formation Core Team and the school pastoral care worker were blessed with the opportunity to share with Canossian educators from Singapore on building up Canossian school ethos. The exchange was inspiring and it was hoped that similar exchanges could be arranged in the future.

Apart from integrating the school-based life education curriculum into their own, all academic departments also responded actively to the challenges and demands posed by the latest development in education. In response to the focus inspection carried out in September, the Chinese Language Department had a thorough discussion on the issue of using Putonghua as the medium of instruction

and an in-depth study will be carried out in the coming year. With the help of the Staff Development Team and the Learning and Teaching Advancement Team, a total of eight school visits were arranged for all teachers to engage in professional exchanges and dialogues with those from Sacred Heart Canossian School, City University of Hong Kong and six secondary schools. In addition to the insights about learning and teaching in different Key Learning Areas, our teachers also gained a better understanding of mobile learning. The school was impressed with the readiness of our teachers for trying out new learning and teaching strategies after the visits. To prepare for the implementation of WiFi 900 in the school year 2017-18, an e-learning working group was set up in the second term to explore the possibility of introducing e-learning in different disciplines.

Learning from their teachers and becoming more self-motivated, our students are more ready to step out of their comfort zone and challenge themselves further. The past year has witnessed an increasing number of students who have taken part in external competitions in different disciplines and levels. The school community was excited with the outstanding performance of an S6 student at the 67th Intel International Science and Engineering Fair and a group of S3 students in the Hong Kong Youth Science and Technology Innovation Competition. The performances of our students in other areas such as mathematics, business management and languages were also impressive. Higher-order thinking skills, collaborative learning and application of knowledge to life situations were evident. The creativity of students and their language skills have been further developed with the publication of two books – ‘尋三國’ (*Searching for the Three Kingdoms*) and *The Guardian of Life*. The remarkable performances of our school music teams, sports teams, dance teams and artists proved the multiple talents in our students.

In facilitating the whole person development of our students, the school administration is aware of the importance of building a support system. Efforts were made to digitise school documents and find effective ways to communicate school policies to different stakeholders. After the pilot scheme with S1 parents in March, the school will issue e-circulars to S1 and S2 parents next year and the scheme will be extended to other secondary levels. Providing a caring and supportive environment for our staff and students has always been one of the main concerns of the school. Measures to create more time and space for our staff and students will be further explored in the coming year.

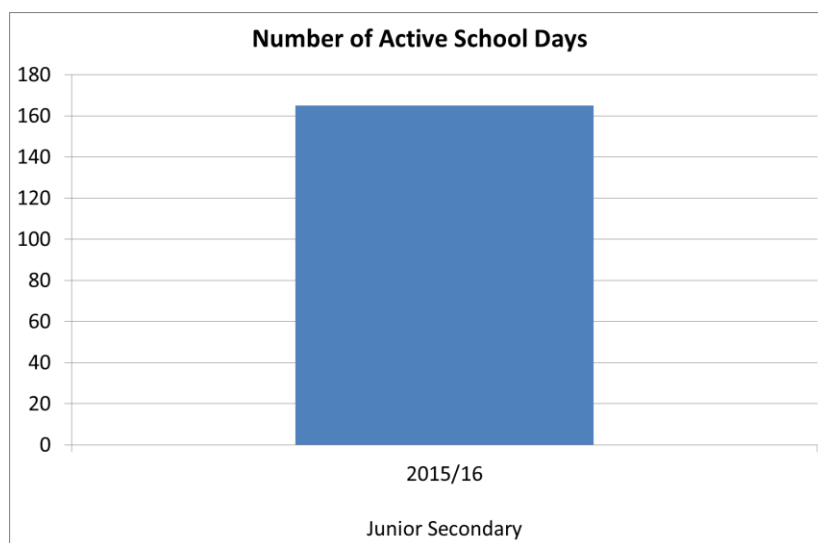
Thanks to our Heavenly father, Sacred Heart has always been blessed with supportive staff, parents and alumnae. We thank our teachers for their availability and readiness to accompany our students on their growth journeys, especially when our students are going through trials and difficulties. We thank our supporting staff for providing our students with a clean school campus and an environment conducive to learning. We thank our parents, in particular the Parent-Teacher Association, for their unfailing support and readiness to share their expertise with the school in areas such as tender evaluation. We thank our alumnae who have always been active in sharing their experiences and giving advice to our students on further studies and career planning. The generosity of our parents and alumnae is always a source of encouragement for students to achieve academic

excellence and enables many of them to take part in a variety of extended learning programmes to broaden their exposure.

With gratitude, we will continue the fine tradition of Sacred Heart Canossian College and groom our students as women of integrity and versatility with global awareness in a Canossian environment. With the support of all stakeholders, under the guidance of the Holy Spirit and building on the foundation laid over the years, members of the Sacred Heart community are ready to explore the wonders of life as curious learners and life explorers.

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 2015-2016 is 165.



III. Curriculum

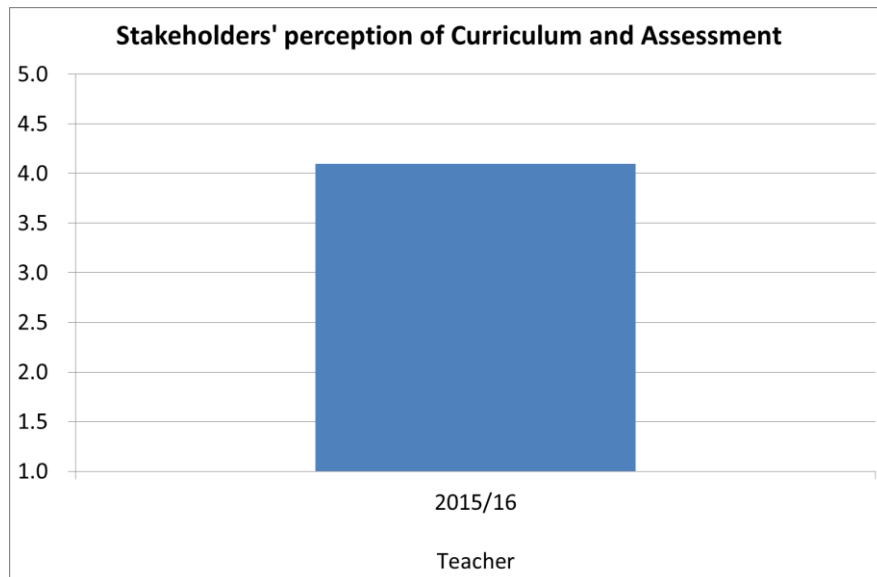
1. Structure

	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
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	*	*	*

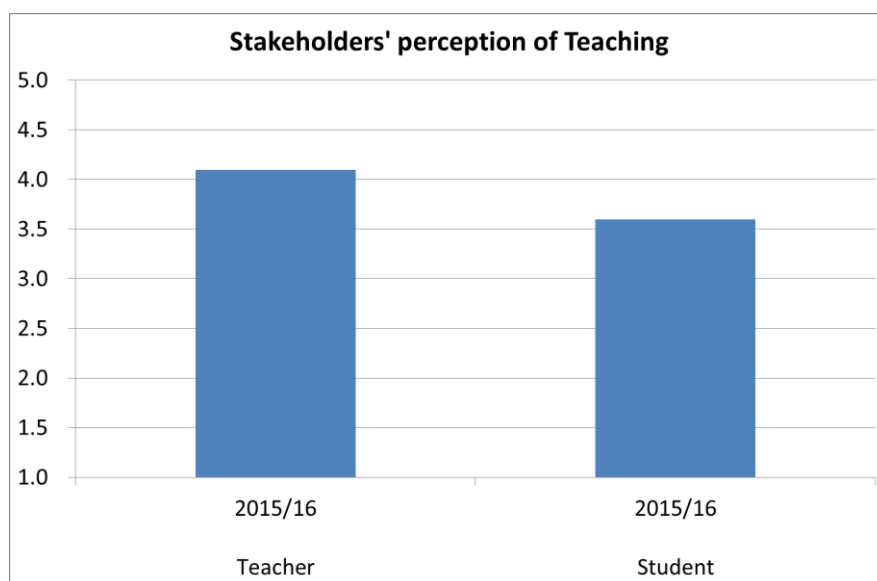
2. Stakeholder's perception of Curriculum and Assessment

	Mean	Standard deviation
The average score of teachers' perception of Curriculum and Assessment	4.1	0.5



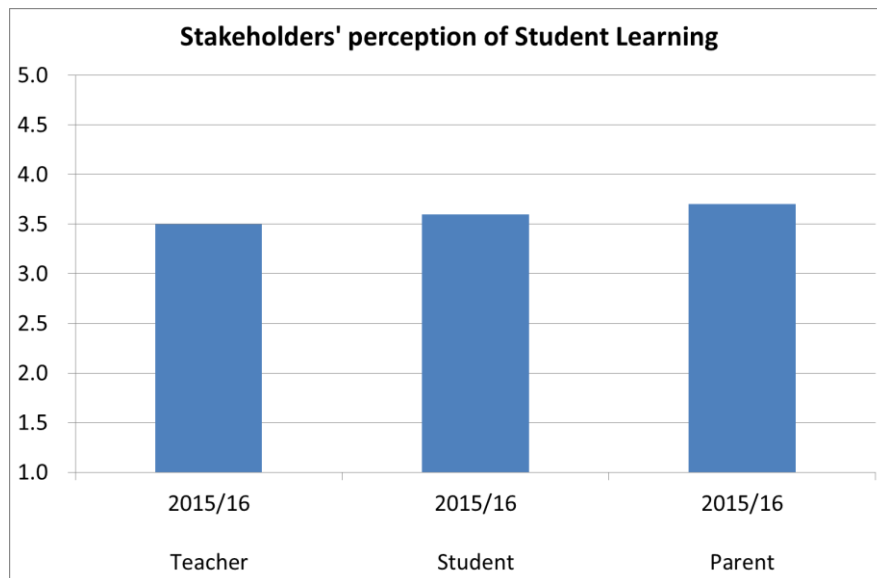
3. Stakeholder's perception of Teaching

	Mean	Standard deviation
The average score of teachers' perception of Teaching	4.1	0.5
The average score of students' perception of Teaching	3.6	0.8



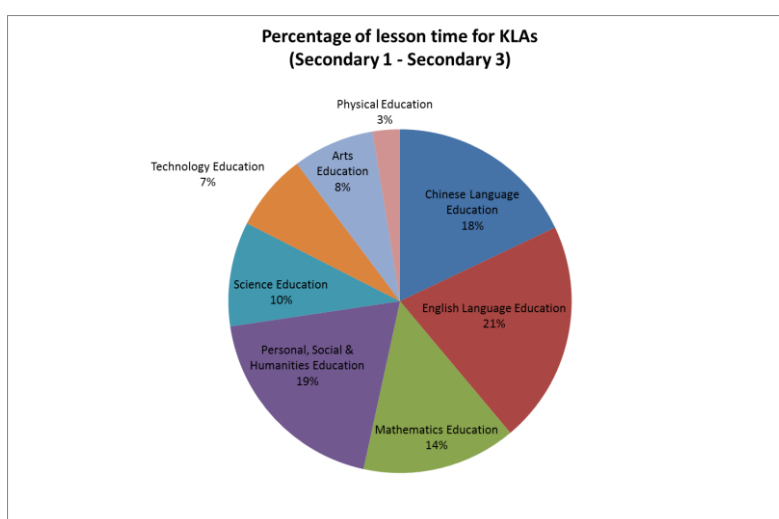
4. Stakeholder's perception of Student Learning

	Mean	Standard deviation
The average score of teachers' perception of Student Learning	3.5	0.7
The average score of students' perception of Student Learning	3.6	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	17.95%
English Language Education	20.94%
Mathematics Education	14.53%
Personal, Social & Humanities Education	19.23%
Science Education	9.83%
Technology Education	7.26%
Arts Education	7.69%
Physical Education	2.56%



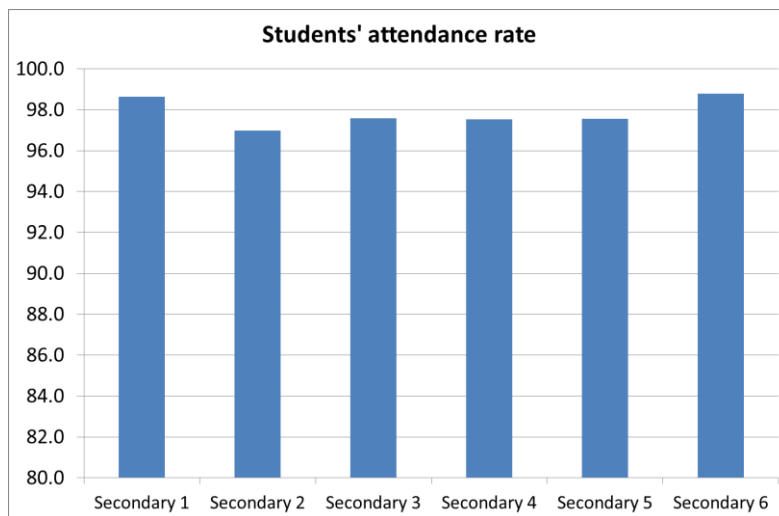
V. Class Structure and Number of Students

Level	Number of students in September 2015	Number of students in July 2016
Secondary 1 (1A-1F)	189	188
Secondary 2 (2A-2F)	181	178
Secondary 3 (3A-3F)	191	189
Secondary 4 (4A-4F)	191	189
Secondary 5 (5A-5F)	174	174
Secondary 6 (6A-6F)	161	161
Total	1087	1079

VI. Students

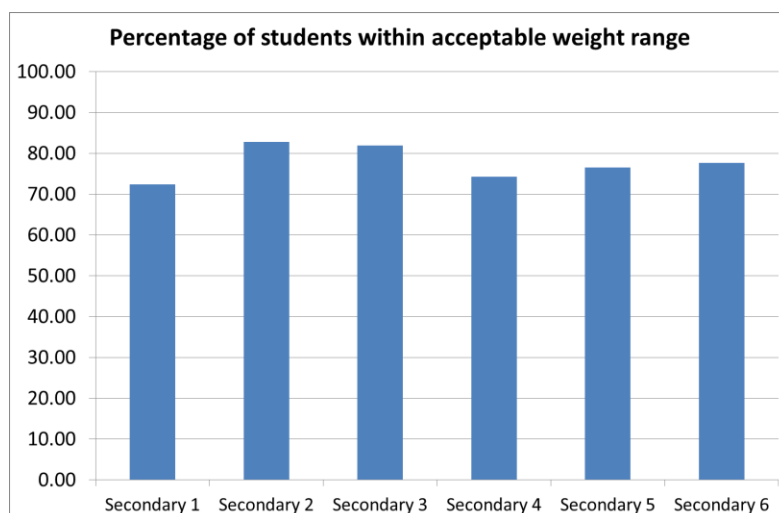
1. Attendance rate of students

	Percentage
Secondary 1	98.6
Secondary 2	97.0
Secondary 3	97.6
Secondary 4	97.5
Secondary 5	97.6
Secondary 6	98.8



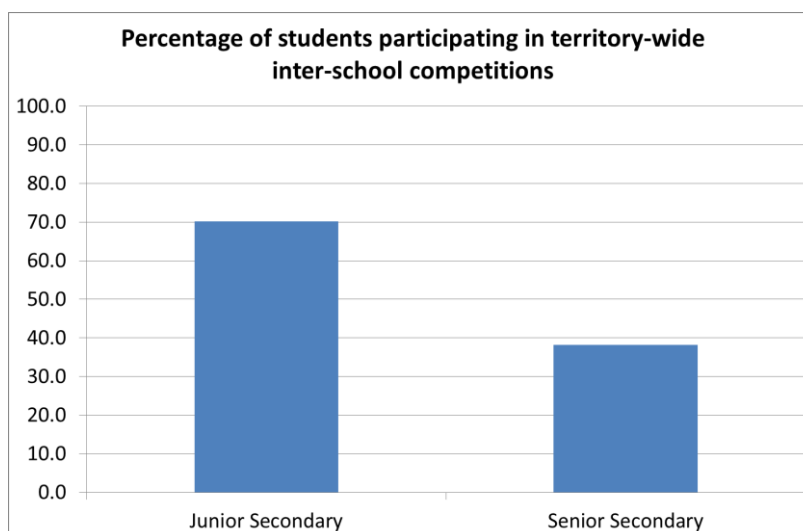
2. Percentage of students within acceptable weight range

	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



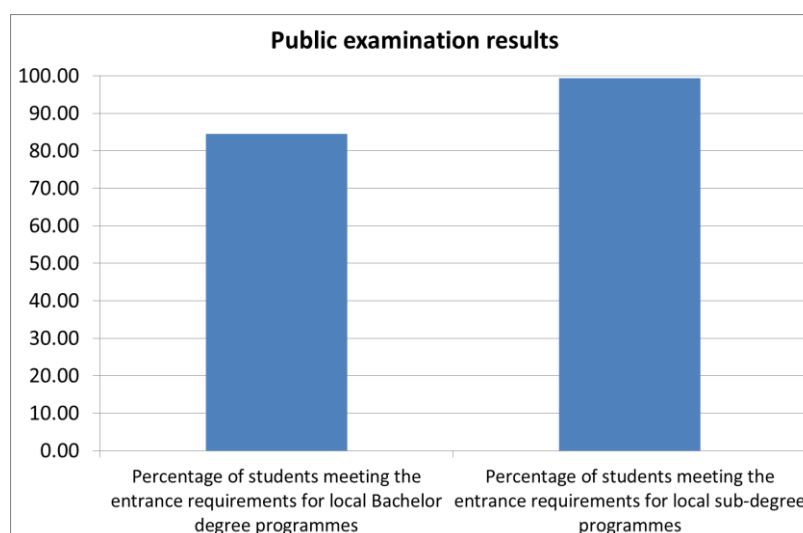
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	70.1
Secondary 4 – Secondary 6	38.2



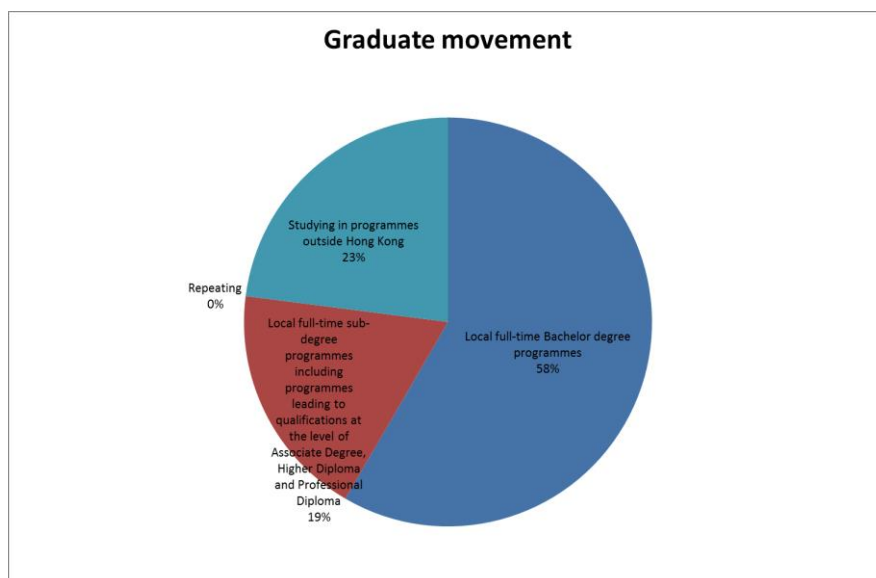
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2016	84.5
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2016	99.4



5. Graduate movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2016	58.4
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2016	18.6
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2016	0.0
Repeating	2016	0.0
Studying in programmes outside Hong Kong	2016	23.0
Employment	2016	0.0
Others	2016	0.0



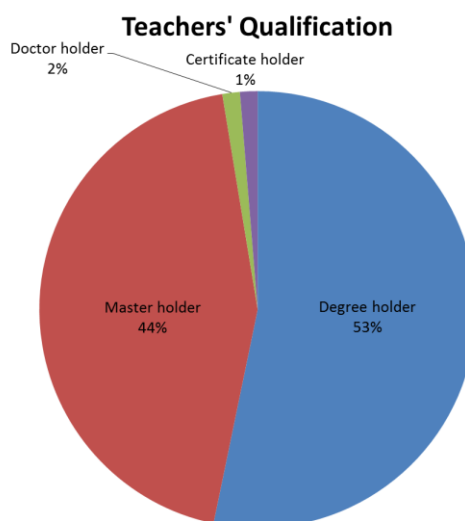
VII. Staff

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	6	6
Non-teaching Staff (Technicians)	0	5	5
Janitor Staff	2	13	15
Teaching Assistant	0	1	1
Part-time Pastoral Worker	1	0	1
Part-time Clerical Staff	0	1	1

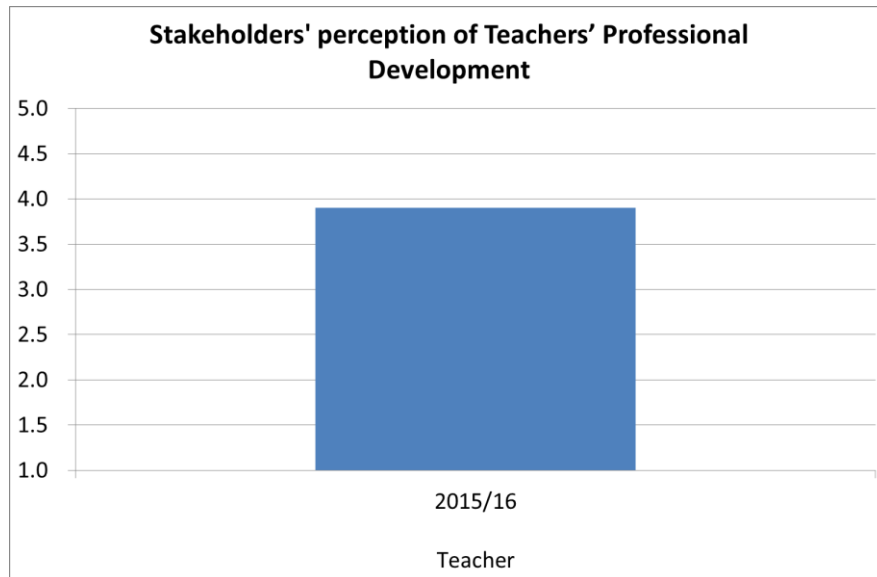
2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.30
Degree holder	41	53.25
Master holder	34	44.15
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	3.9	0.7



VIII. Major Concerns 2015-2016

Major Concern 1: Learning & Teaching – Grooming students to be responsible learners through a whole school approach

Focus 1: Student Learning - Forming a positive learning attitude and cultivating basic study habits and self-management skills

Focus 2: Teacher development - Having greater professional exposure and acquiring advanced teaching strategies

Achievements

- **Focus 1**

The whole school community worked together to empower students to reflect on positive learning attitude and enhance their study skills and the self-management skills.

Following the guidelines provided by the Homeroom Teachers Board, all Homeroom Teachers (HRTs) and Homeroom Partners (HRPs) actively helped their students to set goals, make plans and evaluate the progress throughout the year. HRTs made use of the first period of Day VI to have individual interviews with students. HRTs and HRPs also helped students to evaluate their learning progress and performances after common test and First Term Examination. All S1 to S5 students gave a brief presentation on their reflection of the learning journey to their parents and teachers during the interview on Parents' Day.

Different learning strategies such as peer evaluation, formative feedback, small-scale student teaching, extended learning activities, forums, field trips and projects were explored by teachers to enhance students' learning. Students were encouraged to form study groups among themselves. Enhancement and enrichment courses were also organised for students of different abilities. In addition to study skills covered in the curricula of different subjects, the Student Learning Support Team and the Learning and Teaching Advancement Team conducted separate training sessions for S1 and S4 students. To give extra support to students in need, the Learning and Teaching Advancement Team also organised class visits to help students reflect on the difficulties encountered and provide them with advice and suggestions on learning attitudes and study skills.

Morning assemblies served as a good platform for both teachers and students to share their reflection on learning, social issues and life experiences. Out of the 23 sharing sessions by teachers, 15 were about experiences and insights on positive learning attitudes and self-management skills. Topics such as Becoming a passionate and curious learner, exploring around with sense of wonder, achieving our goals with determination and overcoming difficulties with perseverance were included in the sharing. Students also made use of the occasion to present their reflections on learning and student qualities. Various learning strategies, study skills, self-management skills as well as reflections on social issues were presented by all classes during the morning assemblies throughout the year.

• **Focus 2**

Throughout the year, teachers were provided with many opportunities to have professional dialogues with their colleagues as well as teachers from other schools.

The Staff Development Team and the Learning and Teaching Advancement Team worked together to organise a total of seven school visits for the teaching staff to exchange ideas with teachers of the same Key Learning Areas in other schools. One visit was arranged with our primary school to have a better understanding on student learning in primary school with the aim of facilitating students' transition from primary to secondary school life.

Date	School visited	Areas of Concern	Focuses
22/9/2015	Sacred Heart Canossian School	Chi, Eng, Math	1. Curriculum in primary education and its interface with junior secondary education
2/11/2015	St Mary's Canossian College	Chi, Eng	1. Implementation of school-based programmes for capable students and potential achievers 2. Curriculum in junior secondary and its interface with senior secondary education
3/11/2015	True Light Middle School of Hong Kong	Math, ICT	1. Sharing on strategic planning and implementation of e-learning in Mathematics 2. School tour: The new library, computer room and multi-purpose room
4/11/2015	St Stephen's College	Chi, Eng, LS	1. Sharing and discussion on 'Active Learning' 2. Sharing and discussion on extending learning outside the classroom
7/1/2016	HKUGA College	Cultural Subjects, L&S and junior Geog	1. Implementation of school-based differentiated instruction programmes 2. Discussion on various academic and pedagogical concerns on common difficulties faced in teaching
6/4/2016	Munsang College	Geography Economics Chi Hist	1. Implementation of school-based programmes for students with different abilities 2. Discussion on various academic and pedagogical concerns on common difficulties faced in teaching 3. Curriculum in junior secondary and its interface with senior secondary education
6/4/2016	St Francis Xavier's College	IS, Chem, Bio, Phy	1. Discussion on various academic and pedagogical concerns on common difficulties faced in science teaching

All teachers took part in the school visits and 25 percent of them took part in more than one school visit. They were impressed by the collaboration and the passion of teachers in these schools.

A group of 15 English Language teachers from Mainland China visited our school in December 2015. They had lesson observations and sharing sessions with our senior students and teachers from the English Language Department. Both parties found the exchange fruitful and inspiring.

To prepare the staff for the implementation of WiFi900 and e-learning in 2017-18, school-based workshops on mobile learning were organised for the department heads in January 2016 and the teaching staff in May 2016. Teachers found these workshops a helpful start in preparation for e-learning.

More about mobile learning was explored by the Chinese Department in the second term. 'EduVenture' was used in the cultural visit to Ping Shan Heritage Trail and the response was positive and encouraging. A trial group was also formed by eight teachers from different disciplines to experiment various e-learning strategies, platforms and apps such as Schoology, Padlet, Plickers, Kahoot and Nearpod. Our Vice Principal, inspired by the workshops, took part in the 'EduVenture 戶外考察教件設計比賽' and was awarded the first prize in junior secondary section.

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Reflection

- More sharing sessions could be arranged for teachers to reflect on the school visits and share their inspirations. The culture and the strengths of the school should be taken into consideration while exploring new strategies.
- While helping students to cultivate good learning habits and acquire self-management skills, it is also important to encourage students to stretch their potential and strive for excellence. At the same time, students should be encouraged to read widely so as to widen their horizons.
- With more resources given to cater for learner diversity, different departments could further explore the areas of curriculum fine-tuning, teaching strategies, assignments and assessments so as to bring more benefits to students.

Major Concern 2: Student Quality

Focus 1: Developing a framework of school-based life education to enhance understanding of

Catholic core values and the Canossian spirit

Focus 2: Empowering parents to accompany students on their journey of growth by strengthening parent education

Achievements

● **Focus 1**

At the beginning of the school year, a draft of life education curriculum was presented to the staff in the first staff meeting. Team Heads and Departments Heads were reminded to integrate the core values and life skills into their curriculum and activities. Results of the questionnaire on core values and life skills completed by departments and teams showed that most of the departments and teams had integrated the core values of the school and life skills into the curriculum and activities organised during the year. Nearly all departments and teams were satisfied with the framework of the core values and life skills. During the year, activities such as visits, competitions, talks, service programmes, workshops, sharing were organised in addition to Careers Explorers and Low Carbon Week to provide students with opportunities to cultivate positive attitudes and to reflect on their own values and motivations.

All the teachers acquired a deeper understanding on the core values and the Canossian spirit through the sharing given by the school supervisor and school principal at the general staff meetings throughout the year. A special sharing session 'Profile of Canossian Education and Educators' was arranged by the school sponsoring body in September 2015 for all teachers joining the school after 2012. A deeper understanding on the Canossian spirit enabled the new teachers to better integrate the values advocated by the school into student activities. To further empower our teachers to include the core values and life skills into the formal and informal curricula, a workshop on 'SHCC Graduates' Profile and KLA Curriculum Mapping' was organised for all Department Heads in May 2016.

The sharing with Canossian educators from Singapore on 'School Ethos' in December 2015 provided another valuable opportunity for the school to reflect on the values and spirit promoted.

● **Focus 2**

In addition to regular parent activities, parent education sessions were added to various Parents' Nights in this year. The S3 and S4 Parents Nights focused on Life Planning whereas that of S1 inspired parents on how to accompany their adolescent daughters. The new addition was welcomed by both the parents and the teachers. On the annual Parents' Day, a clinical psychologist was invited to give a sharing on '網絡情 親子心'. Parents also found the sharing of the speaker inspiring.

Reflection

- A good variety of activities were provided by different teams/departments to help students nurture positive attitudes and values such as gratitude, appreciation and respect. However, time and space remained the main concern for teams/departments in integrating the core values and life skills more effectively.
- The quality of the programmes, rather than the quantity, should be the focus. Proper post-activity evaluation should be conducted by the organising party so that improvement could be made and the extent of integration of the core values and life skills could be better reflected.
- Value education is about 'Life Impacting Life'. Therefore, life examples from the members of the school community are important.
- Introducing parent education in Parents' Night is effective. As the attendance of Parents' Night is normally high, the message can reach a good proportion of parents.

Major Concern 3: Administration

Focus 1: Digitising school documents

Focus 2: Communicating school policies to stakeholders effectively

Focus 3: Providing a supportive environment for learning and teaching

Achievements

- Existing school documents were digitised and the practice of digitising school documents will continue next year.
- Documents in the staff manual were updated and staff members were informed of the changes accordingly.
- The IT team introduced Information Security Guidelines to staff members, raising their awareness of information security in management of accounts and data, both internal and public.
- New school policies such as ‘Application for Paid Outside Work’ and ‘Handling School Complaints’ were adopted after consulting the staff members/different stakeholders and getting approval from the Incorporated Management Committee. They were made known to different stakeholders, in staff meeting as well as through eclass and hardcopies.
- The e-notice pilot scheme was implemented in S1. After consultation and evaluation with various stakeholders, the e-notice system would be in use in to S2 next year.
- School facilities and equipment were well maintained to provide a supportive environment for learning and teaching.
- To empower the staff members to handle emergency situations more effectively, all members of the Crisis Management Team attended the training workshop ‘校園危機談判’.

Reflection

- For environmental reason, the staff manual files for individual teachers will be replaced by a reference copy in the staff room and staff common room. Soft copies will remain available on e-class.
- Staff sharing sessions on information security will be continued in order to raise the awareness of our staff of the issue and foster learning of different ways to enhance information security.
- Reminders on details and resource management after the implementation of the e-notice system will be given.
- To enhance school administration, more training on crisis management and handling complaints would be provided to the staff.
- In general, there is a concern by the staff on the workload related to administration. Making good use of the ‘Strengthening Administration Management Grant’ to reduce workload is of utmost importance.

IX. Student Development

1. Learning and Teaching

1.1 Learning and Teaching

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 and students are provided with opportunities to develop their capacity to the full.

- Besides the regular Heads of Department meetings, a special meeting with Heads of the three core subjects was arranged at the beginning of the school year to discuss the support measures offered to students in the remedial classes and the elite class. Flexible curriculum and different learning and teaching strategies would be explored to cater for the needs of the students concerned.
- Evaluation with teachers showed that having clear goals and motivation to seek constant improvement were of utmost importance for potential students. Guidance on multiple pathways was essential for students with relatively weaker academic ability.
- During the mid-year evaluation meetings, classes that needed special assistance were identified. Members of the Learning and Teaching Advancement Team visited these classes to help students review their performance in the examination. Students were able to share the difficulties encountered and teachers gave advice and suggestions during the visits. Such visits were found to be fruitful.
- A survey and workshops on study habits and examination skills were organised for S4 classes and the students found them helpful in identifying their study patterns and formulating better study strategies. A study skills workshop was also arranged for S1 students. For students who needed special assistance in studies, after school tutorial groups were arranged.
- Various strategies such as formative feedback, online resources and peer teaching were adapted by departments to help students to become reflective and self-directed learners.
- Students were encouraged to make use of different opportunities to stretch their potential. There was an increasing number of students taking part in different competitions, both locally and internationally. The 'Pipe Organ' project of S6 Physics students were another example of the efforts our students made to take up challenges in their learning.

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 Club
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	Heartslink Community Service Project	
Religious groups		
1. Catholic Society	2. Young Canossian Helpers	3. Liturgical Team
4. Apostleship of Prayer	5. Legion of Mary	6. S1 Instruction
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	
<p>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.</p> <p>In 2015-16, the SAAT organised two training workshops 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 the activities could enjoy and benefit from the activities more. Advice on time management skills was offered to those student leaders who were granted permission to take up more than one post. Individual guidance was also provided when needs arose. A mid-year evaluation meeting was held to review the performance of student leaders in early 2016. 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.</p> <p>The Student Council is the major student body of the school. Its activities covers different aspects of the school lives 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, it also raised the awareness of Sacred Heartists on their role as global citizens through the Dress Casual Day which raised funds for Food Angel. The Fun Fair 'Colorido', held in March 2016, offered an opportunity for Sacred Heartists to celebrate their talents and raise funds for the S5 Extended Learning Week. The collaboration between the Student Council and Parent-Teacher Association was well-received.</p> <p>The six Houses continued to unite different levels of Sacred Heartists through supporting their house members in the Swimming Gala, the Athletics Meet as well as different inter-house competitions and activities.</p>		
1.3 Extended Learning Activities		
<p><u>S5 Extended Learning Week</u></p> <p>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 2015-16, the following programmes were organised:</p> <ul style="list-style-type: none"> • Outward Bound Programme – students stretched their physical limits through a series of outdoor challenges 		

- Study Tour to Nansha (Guangzhou) & Macau – students learnt more about entrepreneurship from enterprises in the Mainland; the tourism industry & education in Macau
- Cultural & Historical Study Trip to Xian, China – students gained inspirations to preserve and promote Chinese culture
- Cultural Study Tour to Taiwan – students broadened their horizons through exploring Taiwanese arts and culture
- Eco Tour to Kenting, Taiwan – students explored the nature through various outdoor activities and visited the recycling infrastructures in south Taiwan
- Cultural Study Tour to Nagoya, Japan – students attended a school exchange programme and learnt Japanese culture and the advanced technology in the manufacturing industries through various workshops

Other Extended Learning Activities

According to the SLP record, 212 programmes were organised this year. The distribution of programmes across levels is as follows:

S1	S2	S3	S4	S5	S6
95	117	149	220	185	23

The distribution of programmes among OLE components is as follows:

OLE components	Number of programmes organised in 2015-16 (as at 14 July 2016)
Spiritual, moral and civic education	71
Community Services	33
Career-related experiences	28
Aesthetic education	76
Physical education	48

There were 49 Extended Learning Wednesday programmes organised for S1-S6 students in 2015-16:

S1	S2	S3	S4	S5	S6
7	8	11	10	9	2

The nature of the programmes is as follows:

Nature of the programmes	Number of programmes organised in 2015-16
Programmes with OLE components	36
Academic-related programmes	13 (LS, IS, Geography, Third Language)

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, together with facilitating 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.

- Home period curricula from S1 to S6 have been revised to enhance students' self-understanding and development.
- 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. These programmes included an interviewing skills workshop, alumnae sharing on multiple pathways, mock release programme and a talk on preparation for release of HKDSE results and consultation session with the University of Hong Kong.
- Career Interest Inventory developed by Hong Kong Association of Careers Master and Guidance Masters (HKACMGM) was provided to S5 students as an optional programme to enhance their self-understanding on careers aspiration and to assist their planning for further studies after graduation.
- A talk on life planning was conducted to allow S4 students to be aware of the importance of career and life planning in senior secondary school. A potential development workshop was conducted by Breakthrough for about 60 S4 students to help them explore their own strength and realise their potential in order to bring out the best in themselves.
- The AA Mentorship Programme gave S4 students opportunities to form bonding with alumnae who shared their career-related and life experiences. The 'Avenue of Sacred Heartist' was organised in which students had to produce a record of their learning from the mentors, especially on how the Sacred Heart spirit was passed on.
- Two series of career explorers were organised for S4 and S5 students during the year. Twelve guest speakers were invited to the school to introduce students to different careers and the prerequisites of entering these careers. Some junior students who were very eager to explore different careers also joined the programme at their own will.
- Two talks on overseas studies were organised. The talk on study opportunities in Germany was co-organised with the Third Language Department for all German students and it was also open to students who were interested. Another talk on study opportunities in Austria was organised for S5 parents during S5 Parents' Night. It was good to let both parents and students know more about different opportunities on overseas study.

Information on career-related activities outside school and activities organised by different post-secondary institutions was passed to the students through the school homepage and they were active in joining these external activities, with the encouragement from homeroom teachers.

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.

Visit / Outing

	Date	Number of participants
1. Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution	15 October 2015	(18) S3 students
2. Service to Fu Hong Society	14 November 2015	(41) S4-S6 students
3. Visits to Hong Kong Correctional Service Museum (Stanley)	19 th March 2016	(3) S5 students

Talk / Interview

	Date	Number of participants
1. Rehabilitation Pioneer Project	7 October 2015	All S3 students

Others

	Date	Number of participants
1. Film show	7 July 2016	(24) S1 – S5 students

Among all the activities organised in 2015-2016, the following activities were highly recommended by the students and teachers.

- Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution (15 October 2015)
- Service to Fu Hong Society (14 November 2015)
- Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution (15 October 2015)
This activity was organised for S3 students and 18 of them joined the programme. It provided them with a chance to visit the correctional institution, meet an inmate and understand the reasons and consequences the inmate faced when she committed a crime. As the participants had the chance to have face-to-face conversation with an inmate, they had a better awareness of being a self-disciplined person. After the visit, the participants shared their experiences with other S3 schoolmates during home period.

There was also a talk organised by the Hong Kong Correctional Services to all the S3 students on 7 October 2015, which introduced 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 to both the visit and the talk. They recommended organising a similar activity next year.
- Service at Fu Hong Society (14 November 2015)
The service was organised for S4 to S6 students. After the service, students reflected that the mentally challenged people were very lovely and friendly. They also learnt to appreciate and show appreciation to the disadvantaged.

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.

During the year, various programmes were organised for students to understand the disadvantaged and the challenges faced by society. Students participated actively in school talks and forums. These activities helped to arouse their social awareness and they were valuable opportunities to help students develop a strong sense of 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
Through out the year	Class sharing on civic and global issues Preparation for ad-hoc materials to homeroom teachers
October 2015	Visit to the Legislative Council
December 2015	Visit to the 'Dialogue in the Dark'
March 2016	Talk by Retina Hong Kong - Sharing by the visually impaired on their difficulties to integrate in society
	City Forum on the issue 'the future of Hong Kong'
April – May 2016	Civic talks for S4 and S5 students on the issue 'the future of Hong Kong' - Student sharing on the issue and their experience in participating in City Forum
June 2016	Civic talk for S4 and S5 students on the Universal Pension Scheme - Sharing by government officials, teachers and students

2.4 Counselling

Following the School Development Plan, the Counselling Team aims at grooming students to be responsible learners and cultivating Catholic core values and Canossian spirit among students.

- **Guidance Sisters Scheme**
All the Guidance Sisters were empathetic and patient when communicating with their 'small sisters'. They became role models of positive attitudes and values. Small Sisters also acquired good learning attitude and self-management skills in the scheme. They respected and appreciated their Guidance Sisters. Quality relationships and team spirit were evident throughout the school year.
- **Special Programmes for Repeaters**
Activities such as night walk and running a stall in the Stanley bazaar were organised to enhance their self-esteem and self-confidence. They were motivated and gained great sense of achievement, in particular, through running a stall in the bazaar.
- **Resources for Homeroom Periods on cultivating different core values have been reviewed and updated at the beginning of the school term.**
- **Sharing on their life journeys by speaker with physical disabilities and past students were arranged for S4 & S5 students. They were encouraged to persist in pursuing their goals.**
- **Students learnt a lot by taking charge of voluntary services from planning to implementation. Their understanding on the needs of the underprivileged in the community increased and they managed to engage them in the activities.**
- **A talk by Clinical Psychologist on online relationship was arranged on Parents' Day.**
- **S1, S2 & S3 parents were able to learn more about their daughters from the talks organised throughout the year**
- **Several talks were organised for students with different needs so as to equip them with skills to face adversities.**
- **Staff development**
 - a. The Social Worker conducted short talks on counselling skills during two of the weekly

Counselling Team meetings. Counselling teachers gave positive feedback to the talks.

- b. Sharing on case handling enhanced teachers' support and case management abilities. The weekly sharing also sustained positive team spirit among Counselling teachers.

Name of programme / workshop / talk	Participants
Stress Management Workshop	S6
Talk on facing adversity	S5
Sharing with past students	S4
Repeaters Programme	S1-4
Love Project	S1
Guidance Sister Scheme	S1,3-5
S1 Accompanying Your Daughter	S1 Parents
S3 Subject Choice	S3 Parents
S4 Life Planning	S4 Parents
網絡情，親子心	All Parents

2.5 Discipline

The aims of the Discipline Team are to help maintain an orderly school atmosphere necessary for effective learning and teaching; 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.

- The Global Awareness Week was organised in November 2015. Students attended lessons and language workshops conducted by international tutors and learned about different cultures, languages and global issues. Students reflected that this programme had empowered them to brush up their communication skills and enhanced their global awareness.
- Eighteen high achievers in Geography, Biology and Liberal Studies joined an ECO tour to Kenting during the Extended Learning Week in November. This tour provided them with the opportunity to learn more about geographic features, marine ecosystem and sustainable development in Taiwan. Students reflected that this tour enabled them to explore the beauty and wonder of the nature and apply their learning to society and self-development.
- A workshop for public speaking was organised for S3 AoLs in November 2016. This workshop

empowered students to excel their presentation and communication skills.

- A Chinese Language Pull-out Program called ‘Creative Chinese Writing Workshops’ was organised for 30 S6 students who were talented in Chinese writing from October to December 2015. After six sessions of training, students learned more about and appreciated the aesthetic dimensions of Chinese novels and poems, which further enhanced their writing skills.
- After joining the Chinese Language Pull-out Program ‘讀《三國》遊中國’ from October 2013 to March 2014, a book titled ‘尋三國’ which was a collection of more than 30 pieces of Chinese creative writings and reflections, was published in January 2016 by the participants. They reflected that the experience empowered them to excel in their creative writing.
- A Biology Pull-out Program called ‘Dolphin Snapshot’ was organised for S3 AoLs in January 2016. This program provided a chance for students to visit the back of the house of dolphins. Students reflected that they had a better understanding on the threats that dolphins faced due to human activities.
- A Drone Training Program was organised in January 2016. Six students who were talented in studying ICT and Physics were trained to be the school official controllers of the drone. Students were preparing themselves to join the inter-school drone filming competition in the coming year.
- Six students who were good at E&RS joined a local Minority Inclusion Tour in March 2016. They visited Hindu Temple, Mosque, Indian grocery store and other places. They had an in-depth dialogue with Hindus, Muslims and ethnic minorities in Hong Kong.
- Twenty S4 and S5 AoLs joined the Ocean Park Learning Camp in April 2016. Students learned 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 lessons.
- Twenty sports team members joined the Sports Pull-out Program in July 2016. During the program, they learned how to play Bubble Soccer and Kin-Ball. These learning experiences further enhanced their collaboration and communication skills.
- Twenty S3 AoLs joined the Leadership Training Camp in July 2016. They explored their potential by stepping out of their comfort zones and learned to be good leader.
- During the summer vacation, three S3 high achievers attended courses at Oxford University. Another twelve S4 and S5 students, nominated by their English teachers, attended the Oxbridge University Preparation Camp organised by Schools of Southern District in August 2016. Students had an opportunity to enhance communication skills, learn from and exchange ideas with outstanding leaders from around the world to develop critical leadership skills in a global context.
- A school-based identification system was established. The team identified S1 gifted students through posting questionnaires online in order to minimise use of paper. Results of the questionnaires and the report of the survey had been posted onto e-class for reference.

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.

- Two different class-based workshops ‘由內出發・自我增值’ and ‘知己知彼・身體形象’ were arranged for S2 and S3 students respectively. Homeroom teachers welcomed these workshops

as they thought that the teaching approach was very interactive. They observed that students in general were attentive and willing to participate. The contents were also relevant to some of the catholic core values such as love, life and truth.

- The Health Education Team also took an active role in alerting the school community to the potential spread of disease in the school and the community.

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 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 1st period on Day VI to help students to reflect on 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 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 these skills to their service and reflect on their experiences. All students were encouraged to fulfil at least five 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 one's identity for improving one self, 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 were 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 attitude 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	Core values	Life skills and life plans	Topic / Organisation
S 1	24 November 15	Life & Love	Understanding yourself	保護自己 / 明愛愛與誠機構
S 4	24 February 16	Deepening the six core values and the Canossian spirit	Interpersonal skills (peers/intimate)	戀愛大作戰 / 明愛愛與誠機構
S 5	16 March 16			性濫交與性病 / 明光社
S 6	5 October 15			家・人生另一章 / 明愛愛與誠機構

Homeroom period

Form	Date	Core values	Life skills and life plans	Topic / Organisation
S2A S2B	19 January 16	Family & Humility	Interpersonal relationships (peers/family)	同性戀 / 新造的人協會
S2C S2D	28 January 16			
S2E S2F	15 February 16			
S3A S3B	19 January 16	Truth & Justice	Decision making abilities	男女身體界線 / 明光社
S3C S3D	28 January 16			
S3E S3F	26 February 16			

3. Student Support

Academic Support

The Learning and Teaching Advancement Team, the Student Learning Support Team, the SEN Coordination Team, the Ambassadors of Learning and Gifted Education Team, the School Social Worker and the school-based Educational Psychologist worked together to provide academic support to students with special needs in their learning.

Assessments, referrals, remedial classes, tutorials, extended learning programmes, workshops on study/examination skills as well as individual counselling and learning programmes were arranged for students, depending on individual needs.

Student Guidance

The school adopts a whole school approach on student guidance. All teachers are companions of students on their growth journey. Teachers provide individual guidance to students during Home Periods and after school. The Careers and Further Studies Team is entrusted with the special responsibility of providing students with guidance on life planning, careers exploration and further studies. School Social Worker and Counselling Team, in particular, take care of students who need special assistance. Workshops and sharing sessions are organised according to the needs of the students.

In both areas, parents always remain the chief collaborators of the school.

Financial Assistance

The school promotes student development for all and takes care of students with financial difficulties. The Student Financial Assistance Team helps students with their costs in different learning programmes. Financial resources include 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 2015-2016, 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 Grants
- 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 and contribution from the Parent-Teacher Association): subsidy for S5 students on their Extended Learning Week programmes
- SHCC Alumnae Association Education & Charitable Fund: subsidy on extended learning programmes
- SHCC Student Welfare Fund Assistance Scheme: subsidy on lunch boxes, 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 opportunities because of financial difficulties.

4. Student Performance

Academic Performance

- In 2016, 84.5% of S6 graduates met the entrance requirements for local bachelor degree programmes and 99.4% of them met the entrance requirements for local sub-degree courses.
- Among all graduates, 58% of them accepted offers for local full-time bachelor degree programmes, 23% accepted offers for overseas programmes and 19% accepted local full-time sub-degree programmes.

Other Achievements

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

- The Hong Kong Scholarship for Excellence Scheme
- The Grantham Scholars of the Year Award 2015-2016
- The Fung Scholarship for Global Exposure
- Sir Edward Youde Memorial Prize
- 2015 年香港島傑出學生選舉 香港島十大傑出學生（高中組）
- 2015 年南區優秀青年嘉許計劃 南區優秀青年及少年
- 第三十屆全國青少年科技創新大賽 - 醫學與健康學 一等獎
- First Prize of German writing competition 'Fashion and sustainability': participation in the 'Schools: Partner for the Future' Scholarship for a three-week German language course in Germany
- 'Schools: Partner for the Future' Scholarship for a three-week German language course in Germany
- Sir Robert Black Trust Fund Committee Grants for Talented Students in Non-academic Fields 2015-2016
- Grand Prix of Nations 2015 Category GP2 – Youth Choir Gold Medal
- 52nd Schools Dance Festival Oriental Dance – Secondary School Overall Champion
- Taiwan Sprint Orienteering Championships Sprint - Girls under the age of 16 Champion
- Inter-school Volleyball Competition Girls C Grade Champion
- Inter-school Swimming Competition Girls C Grade 4x50m Freestyle Relay Champion

A list of the awards and scholarships rewarded to our students can be found on pp.9-46 of the graduation booklet (2015-16) of the school.

X. Staff Development

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

- A variety of staff development programmes, including the talks ‘How to Help Unmotivated Students’ and ‘Unfailing Patience on Teaching’; the film show *Boychoir* and sharing’; mindfulness training, staff formation programmes ‘Catholic Education and Canossian Mission’; ‘Catholic School Teachers Day 2016’; and IT workshops ‘How to Enhance Students Interaction and Collaboration by Computer-supported Collaborative Learning Systems’ were organised in 2015-16.
- In general, teachers found the programmes stimulating, focused and clear. The majority of participants found the workshops useful and able to meet their expectations.
- Most of them found that the sharing ‘How to Help Unmotivated Students’ make them focus more on learners’ diversity and give them an opportunity to reflect on their teaching methods.
- Most of the teachers liked the movie as it was inspiring and relevant to their teaching experience.
- Eight staff induction programmes were organised for new teachers throughout the school year so as to familiarise them with school life at different stages of the school year. The new teachers found the topics very useful, especially the one about school goals and Canossian mission.

General Staff Development Programmes

Date	Activity	Target
26 August 2015	Talk: ‘How to help unmotivated students’	All staff
	Mindfulness training	
23 September 2015	Sharing: ‘Unfailing patience in teaching’	All staff
	Film watching and sharing: <i>BoyChoir</i>	
13 January 2016	IT workshop: ‘To Enhance Students Interaction and Collaboration by Computer-supported Collaborative Learning Systems’	HoDs
3 March 2016	Department-based Development Programme - How to improve learning and teaching	All staff
5 April 2016	Talk on mental health	All staff
17 May 2016	IT workshop: ‘To Enhance Students Interaction and Collaboration by Computer-supported Collaborative Learning Systems’	Non-HoDs
	Talk: ‘How to integrate the Canossian Mission into the curriculum’	HoDs+L&T Adv.Team
	Catholic School Teachers’ Day 2016	All staff

New Teachers Induction

Date	Activity	Target
25 August 2015	New Staff Induction Programme I School Reopening	New Teachers
8 September 2015	New Staff Induction Programme II CCA(Role of club advisors/outing arrangement) Classroom management and discipline	New Teachers
19 September 2015	Canossian New Staff Seminar	New Teachers
11 September 2015	New Staff Induction Programme III Sharing on Canossian Education	New Teachers
21 September 2015	New Staff Induction Programme VI IT training (Use of the Interactive White Board and Room Booking System) OLE and SLP records	New Teachers
20 October 2015	New Staff Induction Programme V Duties of invigilation, input of examination marks and the SAMS system, writing student comments	New Teachers
15 February 2016	New Staff Induction Programme VI Interviewing skills for Parents Day	New Teachers

School Visits

Visits to the following schools were organized

Date	Event
22 September 15	School Visit to Sacred Heart Canossian School
2 November 15	School Visit to St. Mary's Canossian School
3 November 15	School Visit to True Light Middle School of Hong Kong
4 November 15	School Visit to St. Stephen's College
7 January 16	School Visit to Hong Kong University Graduate College
6 April 16	School Visit to St. Francis Xavier's College
6 April 16	School Visit to Munsang College
13 May 16	Inter-school Sharing and Lesson Observation (St. Francis Xavier's College)

XI. Financial Summary

School's annual financial position in 2015-2016 (as at 31 August 2016)

<u>FINANCIAL REPORT FOR 2015-2016</u>			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A08	Premises	\$1,335,500.0	\$1,076,851.3
A9-A19	Administration	\$4,435,594.8	\$4,240,874.3
C01-C24	Curriculum	\$1,032,231.5	\$681,232.7
P01-P33	Pastoral Care	\$1,432,949.0	\$1,152,753.6
	Total	\$8,236,275.3	\$7,151,711.9
	% Spent		86.83%

*Paid by different sources of funding

EOEBG Income 15-16	8,714,075.14
Expenditure 15-16	6,885,639.66
Deficit of Specific Grants 15-16*	(1,449,900.97)

* Deficit of SSCSG and CLPG

Special Collection	Purpose	Income	Expenditure
Tong Fai	0.5 Teacher	\$ 145,484.00	\$ 145,484.00
Fee for specific purposes	0.5 Teacher	\$ 164,920.00	\$ 164,920.00

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	\$18,600.00
Chinese and Chinese History Education	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	\$12,030.50
English Speech & Debating	Training for debate team members	\$10,000.00
Physical Education	Sports training programmes (swimming & athletics)	\$42,639.00
Drama Education	Drama training course	\$22,500.00
Visual Art	Chinese painting class	\$16,800.00
Music Department	School team training (for musically gifted students)	\$88,800.00
Self-access Learning Centre	Teaching assistant to support the daily operation of SALC	\$90,190.80
Religious Formation	Part-time pastoral care	\$86,703.99
Economics	Tutorial lessons after school	\$3,150.00
	Total	\$391,414.29

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
3 Contract (Chi) teachers	September 2015 – August 2016	\$ 955,984.50
2 Contract (Eng) teachers	September 2015 – August 2016	\$ 679,979.60
1 Contract (Science) teacher	September 2015 – August 2016	\$ 233,941.00
1 Contract (Math) teacher	September 2015 – August 2016	\$ 361,297.75
1 Contract (PE) teacher	September 2015 – August 2016	\$ 150,985.80
	Total	\$ 2,382,188.65

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: \$32,684.3

Grant in Year 2015-2016: \$126,000.00

NSS Domain	Programme	Target	Amount (\$)
English Language	Oxbridge University Preparation Camp	S4, S5	11,888
Chinese Language	Chinese Creative Writing Workshop	S6	31,320
Chinese Language	Publication ‘尋三國’	S4, 5	17,500
Biology & Liberal Studies	Ocean Park Learning Camp	S4, S5	17,280
Biology & Liberal Studies	ECO Tour to Kenting	S5	36,000
English & Liberal Studies	Global Awareness Week	S4, 5	30299.80
ICT	Drone Training Workshop	S4	6000
E&RS	Ethnic Minority Inclusion Tour	S4	600
Chemistry	Science Pull-out Program organised by CUHK	S5	5040
		Total	155,927.80
		Balance	2756.50

4. Career and Life Planning (CLP) Grant

The grant was used 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 number of school-based programmes were provided for students of different levels.

Grant received from Government for Year 2015-2016: \$541,560.00

Item	Target	Amount (\$)
Salary expenses	/	539,720.80
School-based Programme		
Interviewing skills workshop	S6	8100.00
Mock release programme	S6	6500.00
Talk on preparation for release of HKDSE results	S6 students, parents and staff	2600.00
Potential Development Workshop	S4AB	5000.00
Career Interest Inventory	S5	2535.00
Talk on Life Planning	S4	1300.00
Young Leaders and Entrepreneurs	S3	14,486.00
Careers Explorer	S1 to S6	221.50
Resources		
Library books on career education and life planning	/	3617.02
	Total	\$584080.32
	Balance	(42520.32)

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	9	16,332.90
Western Instrumental Classes	2	3,181.50
Chinese Orchestra (Dizi)	1	324.20
Dance Classes	2	3,819.10
Drama Course	7	2,213.00
Sports Training	9	9,325.60
German/ Spanish Language Courses	4	10,537.60
Summer Debate Workshop	1	1,018.40
Concert Tour to Singapore	1	340.70
	Total	47,093.00

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	9	10,266.10
Western Instrumental Classes	2	1,999.70
Chinese Orchestra (Dizi)	1	203.80
Dance Classes	2	2,400.40
Drama Course	7	1,390.80
Sports Training	9	6,075.70
German/ Spanish Language Courses	4	6,623.40
Summer Debate Workshop	1	640.10
	Total	29,600.00

End of Report

Sacred Heart Canossian College

School Report 2015-2016

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor

on 26 October 2016