

Curious Learner

Life Explorer

School Report 2016 - 2017

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 Roman Catholic secondary school founded by the Canossian Missions in Hong Kong and Macau.

The Canossian Daughters of Charity is a Roman Catholic religious order founded by Marchioness Magdalene, now St Magdalene of Canossa, from the House of Canossa in Tuscany, Italy.

Soon after the first Canossian Sisters arrived from Italy in 1860, they established a school for girls. This Italian Convent School, with 40 students being taught Chinese, English and Portuguese, was the beginning of the present Sacred Heart Canossian College. The first headmistress of the school was Sister Emily Bowring (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 aims at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.

We are committed to the principle that all students can develop to their full capacity. We adopt a liberal approach to learning and teaching which encourages self-motivation, understanding, creativity and character development: an approach which stresses not only getting a good grade per se but most importantly the development of the students' knowledge, skills and attitude in the spiritual, academic, social, aesthetic and physical aspects.

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

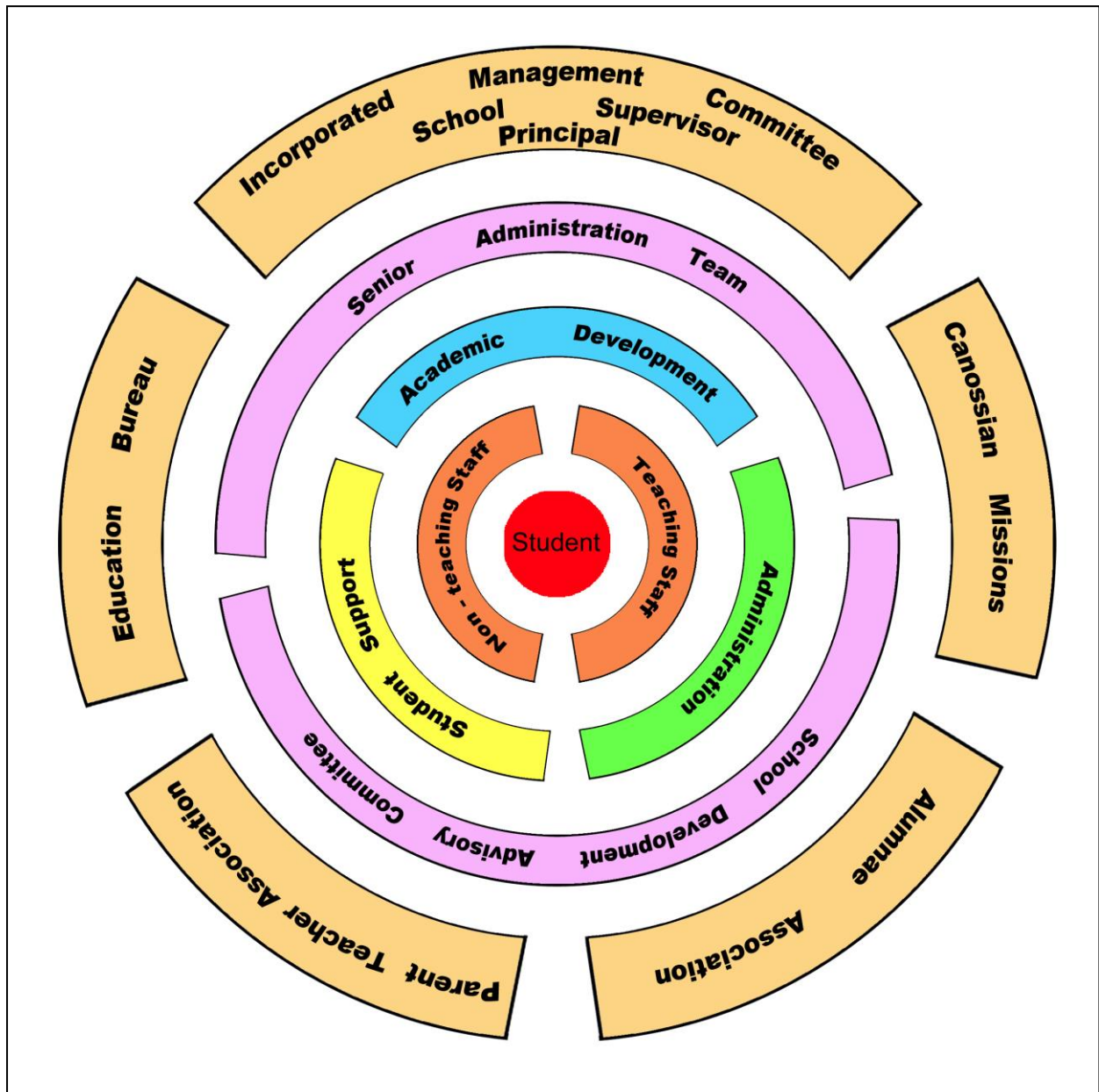
Loving and caring

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 (2016-2017)

Sr Agnes Law	School Supervisor
Sr Marie Remedios	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Mrs Lucilla Yip	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Dr Ken Chow	Sponsoring Body Manager
Sr Veronica Fok	School Principal
Mr Ignatius Chow	Teacher Manager
Mr Thomas Hung (1/9/2016 - 8/3/2017)	Alternate Teacher Manager
Ms Jacqueline Au Yeung (9/3/2017 - 31/8/2017)	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 2016-2017

I. Introduction

Curious Learner Life Explorer

To the theme of the school development cycle of 2015-16 to 2017-18 ‘Grooming students into motivated and confident learners with sound values’, the school set ‘Curious Learner Life Explorer’ as the theme for the school year 2016-17. We believe that helping students develop their ability to learn is more important than imparting knowledge itself in the 21st century. Curiosity and a sense of wonder towards life enable students to step out of their comfort zone and welcome every learning opportunity and challenges in life with gratitude and courage. Under the blessings of the Lord, the school has provided many opportunities for Sacred Heartists to develop their curiosity, further explore life and gain a deeper understanding on the core values of the school: charity, life, family, truth, justice and humility.

Formation of the heart has always been a distinguishing feature of Canossian education. Throughout the year, Catholic Formation Core Team, Life Education teams and student bodies have organised various programmes for Sacred Heartists to have a deeper reflection on the core values in their lives. Our Catholic Society and Student Council organised Hunger 20 to provide a precious opportunity for their schoolmates to reflect on the issues of poverty and justice. During Easter celebration, a volunteer magician inspired Sacred Heartists on how to serve and spread the message of God in a creative way. The Food Recycling Programme, Sea Classroom and Coastal Watch – Sea Without Litter helped our students get a deeper understanding on the importance of green life and reflect on their own life styles. Through participating in City Forum, our students learnt to understand a social issue from different perspectives. The numerous service programmes organised by different teams and bodies such as The Love Project and the service trip to Cambodia were occasions where our students put their beliefs in action.

Cultivating sound values among our students has always been a major concern of Sacred Heart. At the same time, the school has been working hard to provide opportunities for students to explore life further. We invited Miss Shiza Shahid and Mr Clifford A. Hart to speak to our students. Not only did they impress our students with their passion for life and learning, but also inspired them to search for their own cause. Careers Expo, job shadowing programmes and talks on further studies organised by Careers and Further Studies Team enabled our students to have a deeper understanding on various opportunities regarding their future, allowing them to have better life planning. The simulation game about the elderly and the sharing by the physically challenged helped our students become more empathetic. Global Awareness Week and Extended Learning Week empowered our students to learn beyond the classroom and grow as global citizens.

Apart from spiritual and personal development, our teachers are always doing their best to enhance the academic development of our students. With the installation of better Wi-Fi facilities in the summer of 2017, mobile learning will move onto a new stage at Sacred Heart in the academic year 2017-18. To prepare for this challenge, the school devised a three-year development plan on eLearning last academic year. On the foundation laid in the previous year, our teachers continued to attend different professional development programmes on eLearning, organised by external institutes and school-based, as they explored further on how eLearning could address learner diversity and enhance learner autonomy. A small eLearning community was formed at Sacred Heart in which try-outs, peer lesson observations and sharing were frequently conducted among members. The positive feedback from students towards mobile learning raised the enthusiasm of these teachers. This small eLearning community gradually reached out and our teachers were invited by other secondary schools to share their experience on staff development days. The efforts of our teachers in promoting eLearning were recognised by tertiary institutes. One of our teachers was awarded the first prize in the junior secondary section of the EduVenture teaching package design competition and in the mobile outdoor learning section of The International Outstanding eLearning Award 2017.

In addition to the above efforts to groom students to be active, motivated and self-directed learners, the school also strives to empower Sacred Heartists to develop an inquiring mind through the promotion of STEM education. The school adopts a holistic approach and offers taste programmes, intermediate programmes and pull-out programmes for students of different abilities. Activities such as Hour of Code, wind-power car design, fire extinguisher design and packing box design allowed students to integrate and apply the generic skills and knowledge they have acquired across the school curriculum. The highlight of the year – the robotics competition – demonstrated the problem solving skills of our S2 students. Participation in Maker Faire Hong Kong 2017 clearly showed the readiness of our students to share their learning with people in the community. The good result they achieved in Girls for Tech is a great encouragement for the staff and the students.

With the blessings of our Heavenly Father, our students have outstanding performances in many areas in this academic year. Their achievements are the results of their tireless efforts and collaboration of different stakeholders. The school has always been blessed with supportive staff, parents and alumnae. We thank our teachers for their dedication and commitment to being companions and facilitators of our students on their growth journeys. Our parents, in particular the Parent-Teacher Association, are our valuable partners. We thank them for their support to the school and their readiness to share their expertise with our students in activities such as Careers Expo and job shadowing. Our alumnae are the pride of the school. We thank them for being fine examples for our students and their passion in contributing for the betterment of the school and the community.

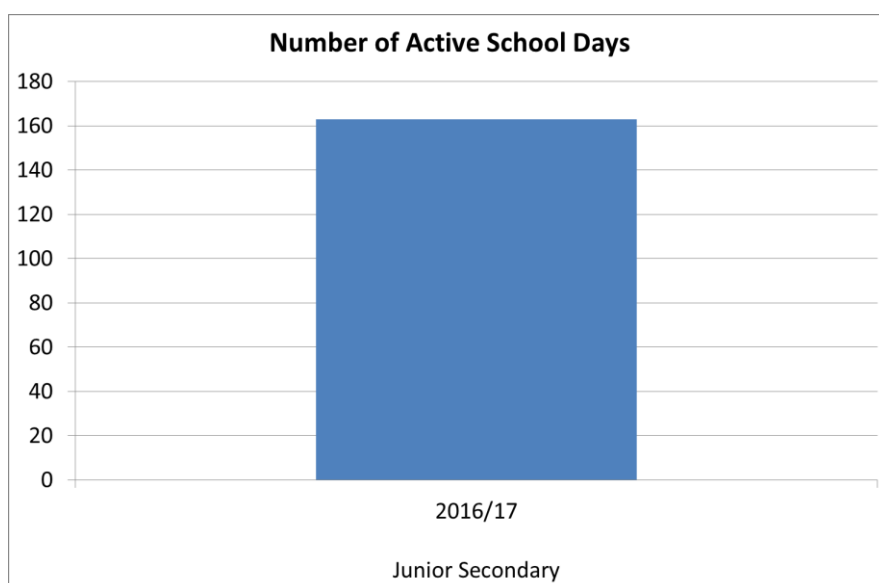
With gratitude and under the guidance of the Holy Spirit, we promise to keep striving to provide the suitable soil for our Sacred Heartists to grow into women of integrity and versatility with global awareness and sound values.

I am continually thanking God about you, for the grace of God which you have been given in Christ Jesus; in him you have been richly endowed in every kind of utterance and knowledge

1 Cor 1:4-5

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 2016-2017 is 163.



III. Curriculum

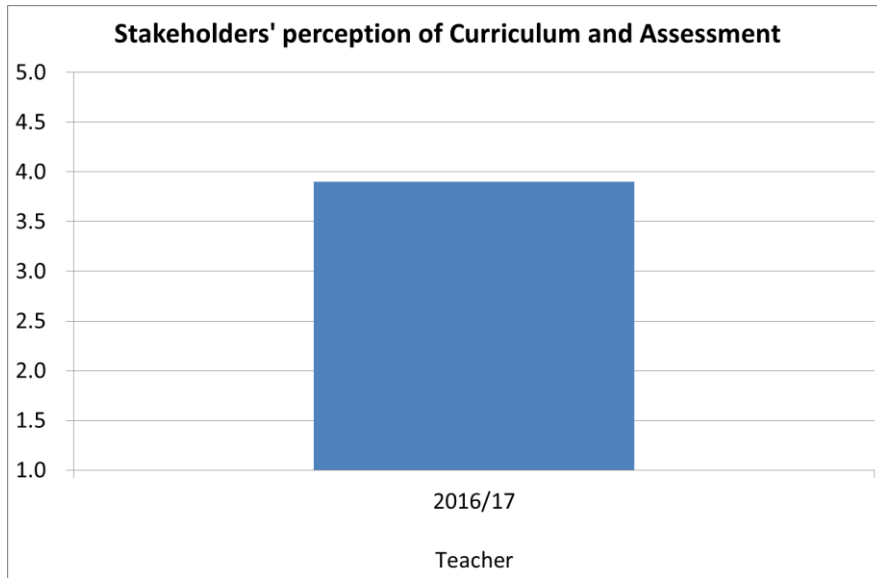
1. Structure

	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	*	*	*

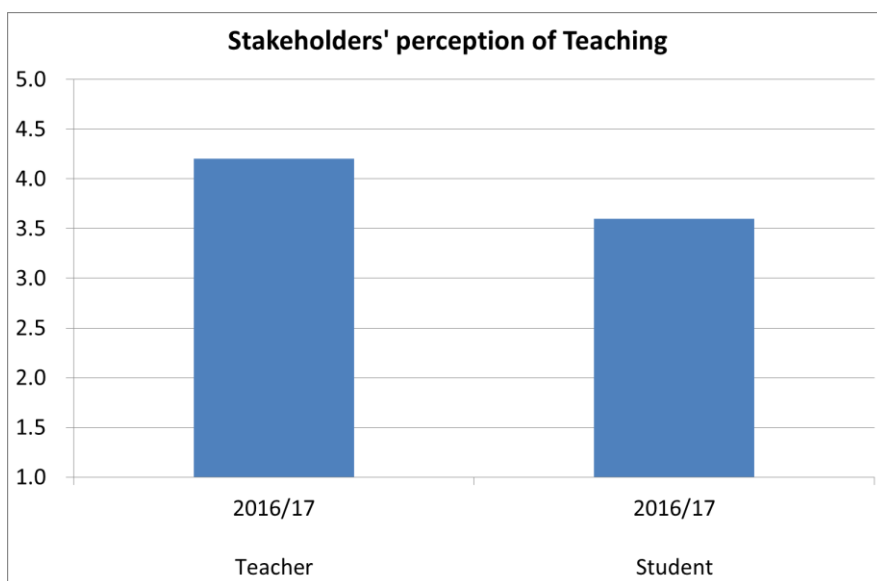
2. Stakeholder's perception of Curriculum and Assessment

	Mean	Standard deviation
The average score of teachers' perception of Curriculum and Assessment	3.9	0.7



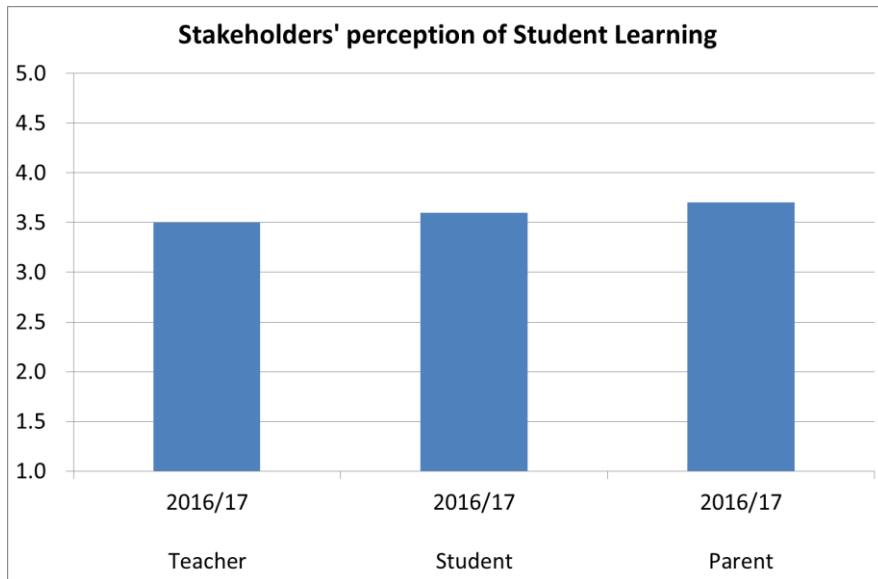
3. Stakeholder's perception of Teaching

	Mean	Standard deviation
The average score of teachers' perception of Teaching	4.2	0.6
The average score of students' perception of Teaching	3.6	0.7



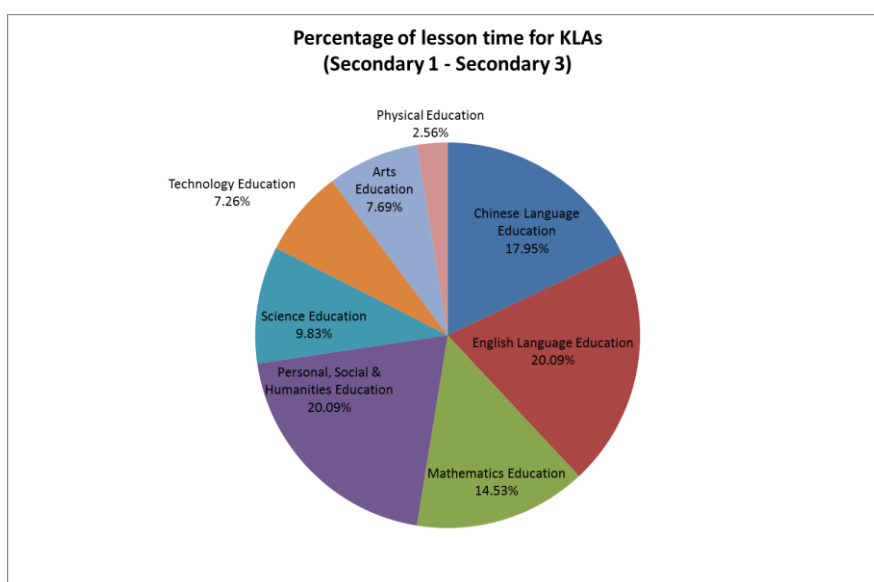
4. Stakeholder's perception of Student Learning

	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	20.09%
Mathematics Education	14.53%
Personal, Social & Humanities Education	20.09%
Science Education	9.83%
Technology Education	7.26%
Arts Education	7.69%
Physical Education	2.56%



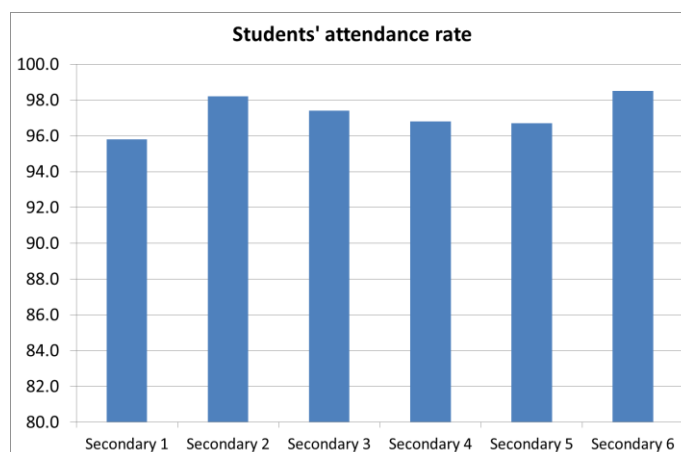
V. Class Structure and Number of Students

Level	Number of students in September 2016	Number of students in July 2017
Secondary 1 (1A-1F)	186	184
Secondary 2 (2A-2F)	178	177
Secondary 3 (3A-3F)	179	176
Secondary 4 (4A-4F)	183	176
Secondary 5 (5A-5F)	175	174
Secondary 6 (6A-6F)	162	162
Total	1063	1049

VI. Students

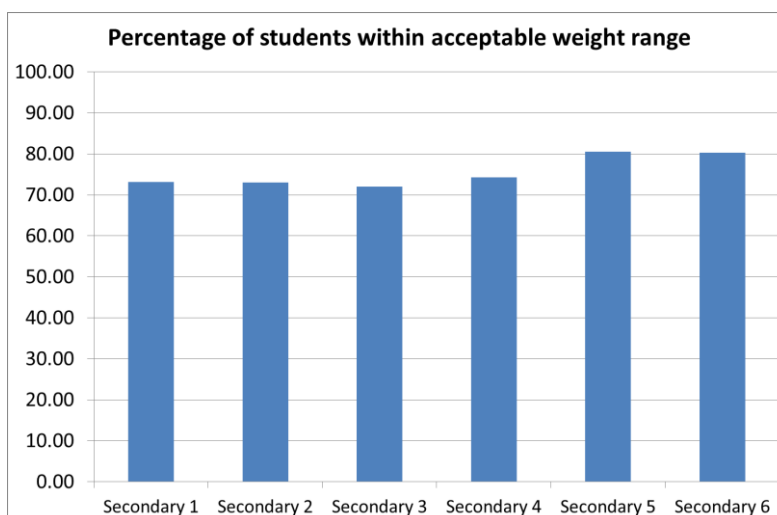
1. Attendance rate of students

	Percentage
Secondary 1	95.8
Secondary 2	98.2
Secondary 3	97.4
Secondary 4	96.8
Secondary 5	96.7
Secondary 6	98.5



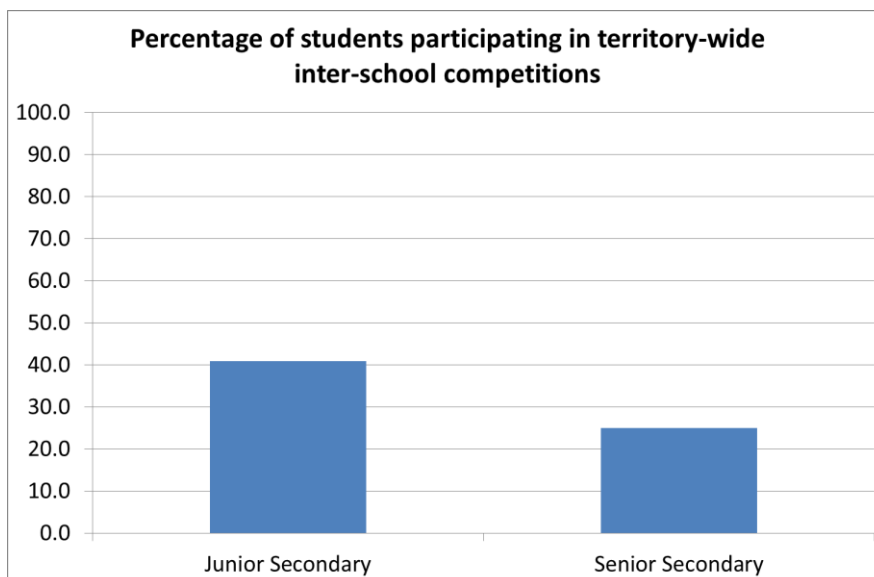
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	73.12
Secondary 2	73.03
Secondary 3	72.07
Secondary 4	74.32
Secondary 5	80.57
Secondary 6	80.30



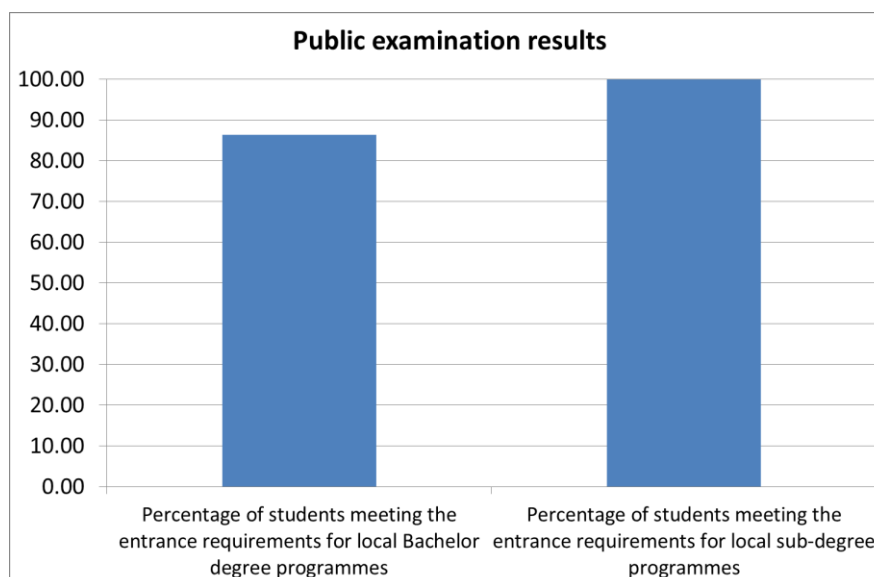
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	40.8
Secondary 4 – Secondary 6	25.0



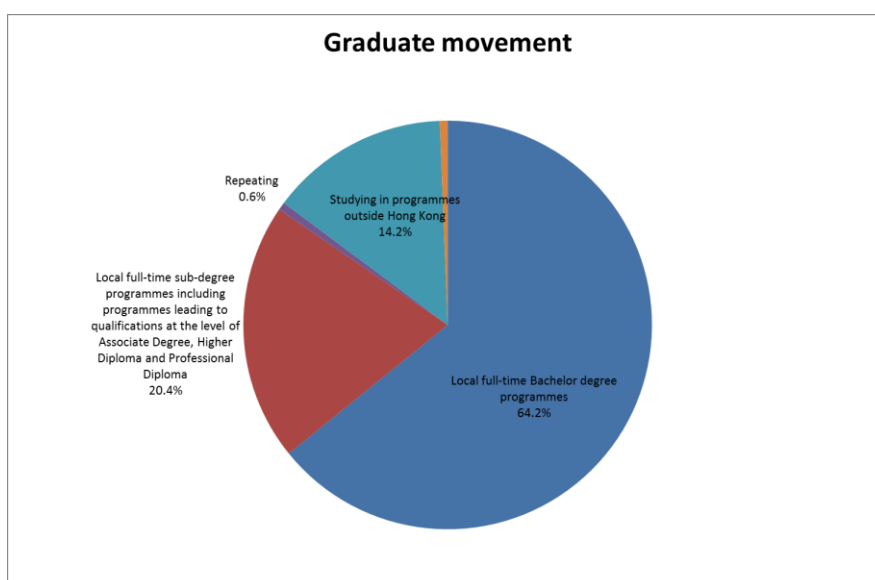
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2017	86.4
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2017	100.0



5. Graduates movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2017	64.2
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2017	20.4
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2017	0.0
Repeating	2017	0.6
Studying in programmes outside Hong Kong	2017	14.2
Employment	2017	0.6
Others	2017	0.0



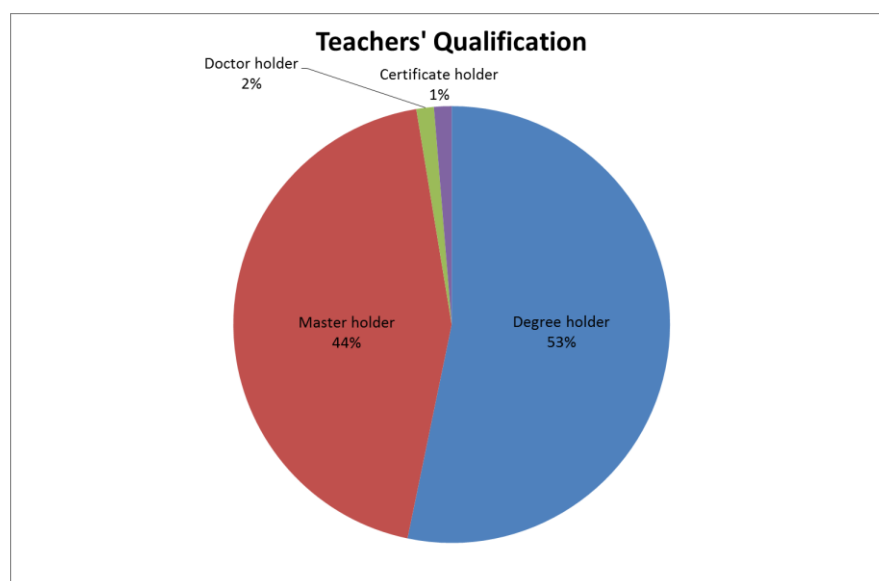
VII. Staff

1. Strength

	Total
Regular Teaching Staff	68.6
Contract Teaching Staff (Full-Time)	8.4
Contract Teaching Staff (Part-Time)	1
Clerical Staff	6
Non-teaching Staff (Technicians)	5
Janitor Staff	15
Teaching Assistants	1
Pastoral Care	1

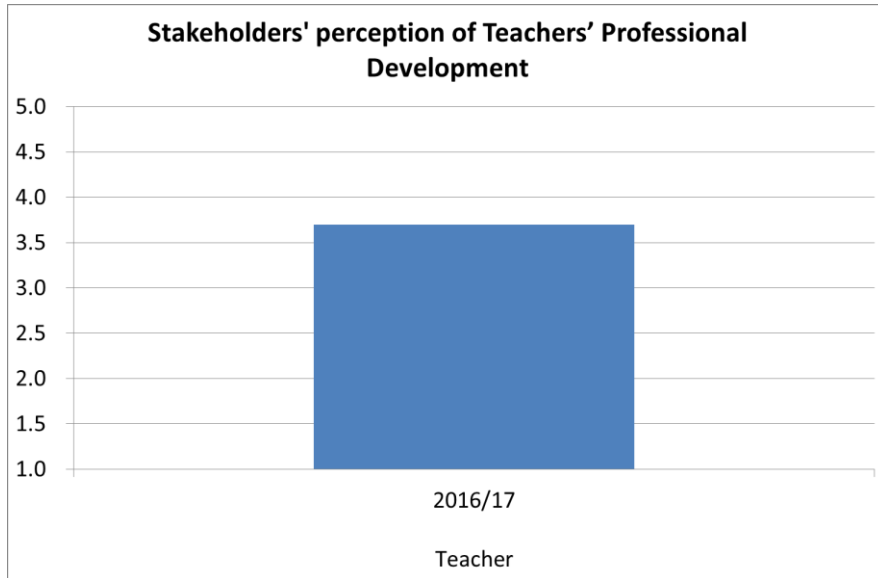
2. Profile of Teaching Staff

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	3.7	0.7



VIII. Major Concerns 2016-2017

Major Concern 1: Learning & Teaching – Encouraging students to be an enthusiastic reader with an enquiring mind

Focus 1: Student Learning - Developing a sense of curiosity towards the world; being ready to explore and cultivating an interest in reading

Focus 2: Teacher development - Adopting effective teaching practices and sharing useful ones among teachers

Achievements

- **Focus 1**

The whole school community worked closely to empower students to develop their curiosity and a sense of wonder towards life. Students are able to step out of their comfort zones and welcome every opportunity and challenge in life with gratitude and courage.

The school year 2016-17 witnessed the development of STEM Education in our school. Through setting up STEM Development Coordinating Team and with the support from EDB, various teams and departments, different STEM-related activities were organised to enhance students' curiosity and enduring mind.

S1 'Wind-powered car' Project, S2 'Fire-extinguisher design' Project and S3 'Hand-made optical device' Project initiated by Science and Physics Departments showed the STEM education development in our school through formal curriculum. Through the projects, students developed skills such as designing, planning, evaluation of different proposals and problem solving skills. Their participation in S1 'Hour of Code', S2 Robotics Competition, Inter-house Mathematics Competition, Maker Faire Hong Kong 2017 were other significant examples which proved that they have the drive to stretch their potential and welcome every learning opportunity and challenge in their lives. The success in being the 1st runner-up in 'Girls for Tech' competition was an encouragement to our students and teachers.

Active participation in activities inside and outside school was not only for their own learning achievement; our students also treasured the opportunity to teach, share and serve others with love and gratitude. This year, senior ICT students became student tutors and taught the juniors of Sacred Heart Canossian School to design web pages. They also served as teaching assistants in the S1 Hour of Code lessons and provided technical support to S2 students in PBL Robotics Competition. Some even reached out to volunteer for the City University of Hong Kong at 'Hour of Code HK' on 4 December 2016. Through joining different STEM activities, students not only developed their curious and logical minds, but also enhanced their power in facing adversity, eventually gaining a deeper understanding on the core values of the school – charity, life and humility.

Besides promoting STEM education, we also provided valuable opportunities for students to widen their scope and explore life further. This year, with the support from the Women's Foundation, Other Learning Experiences Team invited Ms Shiza Shahid, the co-founder of the Malala Fund and Mr Clifford A. Hart, the former US Consul General to Hong Kong and Macau to speak to our students.

They impressed our students with their passion for life and learning, at the same time inspired them to search for their own cause.

The school morning assembly served as a good platform for both teachers and students to share their reflections on reading, in addition to the prescribed reading book sharing students do during the reading periods. In the twenty teacher sharing sessions on Wednesdays, eight of them were insights into reading. Books such as *I am Malala* by Malala Yousafzai and *Steve Jobs* by Walter Isaacson were recommended by teachers. Through the book sharing, students gained a deeper understanding on the core values of life, family, truth and justice. In order to arouse students' interest in reading, the school gave a quiz on the book *The Guidance of Life*, written by a group of Sacred Heartists. Before the quiz, every student was given a copy of the book to read and prepare for the quiz which was given at the morning assembly on 28 October. 'Thematic Book Display' and 'Book Crossing' were also organised by the School Library and Reading Team. Teachers from different KLAs required students to explore topics in their subjects through extended reading course work. It was found that more competent students became interested in leisure reading.

- **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.

Two school visits were arranged for teacher representatives of STEM Coordinating Team, Reading Team and the School Library to share with teachers of the same areas in other schools.

Date	Event	Focus
10 Jan 2017	School Visit to St Joan of Arc Secondary School	STEM Education
15 June 2017	School Visit to Elegantia College	Promotion of reading

Besides, teachers and students from Changduk High School in Korea also visited our school in December 2016. They visited some lessons and attended sharing sessions with our students and teachers. All parties found the exchange fruitful and inspiring.

The year 2016-17 was also one of further development in eLearning at our school. A small eLearning community was formed in which try-outs, peer lesson observations and sharing were frequently conducted among members. This small eLearning community gradually reached out to others. The sharing on IT in Education on 4 and 5 January 2017 provided a platform for them to share their eLearning practices with their colleagues. With the positive response and support from teachers, the eLearning Team organised another three school-based workshops on eLearning in March. Workshops on how to design teaching materials using Plickers, Nearpod and Kahoot! were conducted. Teachers found the content very organised and practical, and the workshops met their expectations.

Staff Development Team invited Mr Eric Luk, the Educational Development Officer of CUHK, Mr Li Tien Man, teacher representative of S.K.H. St. Mary's Church Mok Hing Yiu College, Mr Wong Chi Wai of Ju Ching Chu Secondary School (Yuen Long), and our Vice Principal, Ms Lam Mei Yi to conduct a seminar on the application of EduVenture X and Eduventure@VR in learning and teaching. Besides teachers of our school, members from other Canossian Schools were also invited to the seminar so as to build a platform for professional dialogues among teachers. Teachers who attended the seminar agreed that the speakers were very professional and their sharing was

very useful. They also commented that Ms Lam's sharing on using EduVenture to teach Chinese Literature was particularly inspiring.

Efforts of our teachers in promoting eLearning were recognised by outsiders including schools, educational institutes and the tertiary institutes. Our teachers were invited by other secondary schools to share their experience on staff development days. Our Vice Principal was requested by HKEdcity and the CUHK to allow the shooting of one of her mobile outdoor lessons named 'Walking on the Main Street' and to be uploaded on the HKEdcity website as an example for sharing with teachers in Hong Kong. Ms Lam later took part in the International Outstanding e-Learning Awards Competition organised by the University of Hong Kong and was given the Gold Award in mobile outdoor learning stream.

All these showed the unfailing effort made by our teachers in equipping themselves to maintain high standards in the education profession. They also set a role model to our youngsters to encourage them be active and enthusiastic learners.

Reflection

- As some students have yet to form the habit of reading, more book sharing sessions by teachers and students at the morning assembly or lunch time could be arranged so as to arouse students' interest in reading and encourage them to read extensively.
- While helping students to stretch their potential and learn beyond the classroom, it is also important to encourage students to strive for excellence with passion and integrity. They should be educated not only to become a successful person in society, but also a person with gratitude and humility for the betterment of the world.
- More sharing among teachers of the school and those from other schools could be arranged in order to widen the exposure of the teachers and build up a passionate and professional learning community in our school.
- With the installation of wifi, teachers should be encouraged to explore mobile learning as their teaching strategies.
- Quality pull-out STEM programmes would be organised for students who are talented in this area.

Major Concern 2: Student Quality

Focus 1: Implementing the framework of school-based life education

Focus 2: Strengthening parent education

Achievements

- **Focus 1**

To concretise the goals of Canossian education for the formation of the heart, team heads and departments heads integrated the core values and life skills into their curriculums and activities.

During the year, Catholic Formation Core Team, Life Education teams and our student bodies had been organising a series of programmes to facilitate deeper reflections on the core values among Sacred Heartists. Hunger 20 was one of the activities to provide opportunities for students to reflect on the issues of poverty and justice.

A volunteer magician was invited to share his experience at our Easter celebration on how he served and spread the message of God creatively. Other service programmes, including ‘Simulation Programme on Ageing’, service trip to Cambodia, and ‘Love Project’, enabled students to reflect on values such as love, family, and justice. Careers Expo, job shadowing programmes and talks by past students on further studies allowed students to understand the need for life planning and search for their purpose of life.

Students were exposed to different community events to sharpen their critical thinking skills and increase their awareness of social issues. They participated in *City Forum*, and shared their opinions at the morning assembly. Talks on fair trade and consumer responsibility, and the daily struggles of a lady with physical disabilities successfully inspired our students to be more connected to society. The Global Awareness Week and Extended Learning Week also empowered students to learn beyond the classroom and develop a sense of responsibility as global citizens. The Low Carbon Week, food remains recycling, ‘Sea Classroom and Coastal Watch – Sea Without Litter Project’ reminded our students of the importance of living a green life.

Students found that the core values were to be consolidated most effectively in Religious & Moral Education, Life and Society and Homeroom periods. Over 85% of the respondents indicated that it was very likely for them to apply the six core values into their daily life.

Parent education sessions were introduced into Parents’ night. Topics like life planning of students, difference between primary and secondary school lives were explored.

- **Focus 2**

In addition to the regular parent activities, parent education sessions on different topics were organised at Parents’ Nights this year. Our school social worker and counselling teachers organised a workshop for parents to spot the differences between primary and secondary school lives and share their experiences in coping with the differences.

The talk held at S1 Parents’ Night inspired the audience on how to accompany their daughters to learn. The one held at S4 Parents’ Night focused on life planning, with the emphasis on

their coaching and supporting role. Having attended the talk, parents of S5 students understood more about their daughters' stress. Participants generally gave positive feedback on the sharing.

Reflection

- A wide variety of activities were provided by different teams/departments to help students consolidate the core values in a school-based life education curriculum. However, time and space remained the main concern for teams/departments to integrate the core values and life skills more effectively, especially for senior form students.
- Prompt responses to social issues are deemed essential in stimulating our students. More timely preparation for the relevant homeroom period materials will be desirable.
- More support should be provided for homeroom teachers to increase their sensitivity towards students' academic and emotional needs.
- The use of post-activity questionnaires was shown to be a good practice for collecting feedback and identifying students' needs. It could also provide reference for better quality control in the future.
- The use of latest news to discuss the core values of truth and justice was very effective.
- In view of the popularity of the social media, the utilisation of online platform for enhancing exchange of parenting experience or supporting parent education could be considered.
- In view of the increasing and diverse needs of the students, more support could be provided for homeroom teachers to increase their sensitivity towards to the academic and emotional needs of the students. An environment promoting and practising the core values of the school provide the good soil for students to grow.
- The student survey on the integration of core values into the curriculum and extra-curricular activities showed a positive response. The result reflected that more emphasis could be put onto truth, justice and family in the following school year as most of the activities in this year seemed to have focused more on love, life and humility.

Major Concern 3: Administration

Focus 1: Digitising school documents

Focus 2: Communicating school policies to stake holders effectively

Focus 3: Providing a supportive environment for learning and teaching

Achievements

- The SHCC information security guidelines were added to the staff manual documents and evaluated at the annual staff review. The data will be analysed and fine-tuning made accordingly next year.
- Documents in the staff manual were updated throughout the year and staff members were informed of the changes accordingly.
- A document server was set up for storing internal documents. Workshops were organised to help teachers map the network drive in their computers.
- The e-notice system was implemented in S1 and S2 in the first term, and S3 to S5 in the second term. Over 80% of the teacher respondents gave positive feedback about the system in the evaluation.
- School facilities and equipment were well maintained to provide a supportive environment for learning and teaching.
- Seven cameras and a new recorder were installed on the campus. This improved security and upgraded the school premises management.
- The organic garden was relocated to G/F, and well taken care of by the Organic Gardening Club.
- With Strengthening Administration Management Grant, a fast photocopier with a finisher for stapling, folding and punching replaced the stencil units in the school office. This allowed faster printing at a lower cost, which increased efficiency yet minimised errors in folding, and reduced workload for the supporting staff. It also enabled printing of question papers in HKDSE formats.
- The school library system was also upgraded with Strengthening Administration Management Grant. A self check in/out kiosk was set up. The library management system was upgraded with the introduction of the UHF RFID Book Label Tags and Reader for stock checking and book search. The library layout was redesigned to match the new system and to provide a more relaxing environment for students to enjoy leisure reading.
- New LS teachers and all clerical staff in the school office attended English courses with the Language Consultant to improve their English proficiency to enhance their effectiveness in teaching and handling of office duties.

Reflection

- The upgraded library system, including the access system, will be in full operation in the coming year.
- As priority is given to the tasks that will facilitate learning and teaching, the schedule of digitising past student records could not be followed.
- With the installation of wifi, clear guidelines should be given to the students on the use of

internet resources.

- Staff sharing sessions on information security and resource management will continue in order to raise the awareness of the staff on the issues and different ways to enhance information security while practising mobile learning.
- In order to maximise the use of the eNotice system, homeroom teachers will offer more assistance to parents who do not have the habit of checking and replying eNotices.

IX. Student Development

1. Learning and Teaching

1.1 Learning and Teaching

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.

- Besides the regular Heads of Department meetings, special meetings with HoDs , CDC and SDAC members to review the S1-S3 remedial class arrangement and grouping of S4-S6 electives were also arranged. Further discussion was also made among teachers in Staff Review session.
- Discussion among teachers showed that small class teaching with flexible curriculum and different learning and teaching strategies were important for potential students at junior levels; and three electives for senior form students could widen their scope of knowledge. Besides, more time for language learning and personal interviews with homeroom teachers should be provided to S6 students for their preparation of the HKDSE examination and JUPAS. A modified S6 timetable will therefore be introduced in 2017-18.
- At the mid-year evaluation meetings this year, students and classes requiring special assistance were identified. Members of the Learning and Teaching Advancement Team met the parents and students on Parents' Day and visited the classes afterwards to help students review their performance in the examination. Parents and students were able to share the difficulties they encountered. Teachers gave advice and suggestions at the interviews and class visits. Such interviews and visits were fruitful.
- Survey and workshops on study habits and examination skills were organised for S4 students during the year. L&T Advancement Team conducted a workshop for individual S4 classes individually and students found it helpful in letting them share their study problems freely in class, identify their strengths and weaknesses in studying and formulate better study strategies. However, due to the tight schedule of home periods, it was difficult to organise all six workshops before the mid-year examination so the workshops on study habits and examination skills could be held at form assemblies in the next school year.
- Study skills workshop was also arranged for S1 students and after school tutorial groups were arranged for those who needed special assistance in academic study.
- Various strategies such as formative feedback, online resources, peer teaching and eLearning were employed by subject departments to engage students in active learning, both inside and outside the classroom. Students were encouraged to make use of different opportunities to stretch their potential.
- The school year 2016-17 witnessed the development of STEM Education in our school. Through setting up STEM Development Coordinating Team and with the support from EDB, various teams and departments, different STEM-related activities were organised to enhance students' curiosity and enduring mind. S1 'Hour of Code', S2 Robotics Competition, Inter-house Mathematics Competition, Maker Faire Hong Kong 2017 were other significant examples which proved that they have the drive to stretch their potential and welcome every learning opportunity and challenge in their lives. The success in being the 1st runner-up in 'Girls for Tech' competition was an encouragement to our students and teachers.

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	

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

In 2016-17, 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 could enjoy and benefit from the activities more. Advice on time management skills was offered to student leaders who were allowed to take up more than one post. Individual guidance was also provided when needed. A mid-year evaluation meeting was held to review the performance of student leaders in early 2017. Besides, members of SAAT also gave advice to different teams and clubs on the organisation of whole school and joint school activities throughout the year.

Student Council is the major student body of the school. The activities of Student Council covered different aspects of the school life of Sacred Heartists. Apart from student welfare, both academic related activities and talent development programmes such as joint school oral practice and internal talent quest were held. In addition, they also raised the awareness of Sacred Heartists of their role as a global citizen through raising funds for Food Angel and the Hunger 20 on Dress Casual Day. The Fun Fair 'Wanderlust', held in March 2017, offered an opportunity for Sacred Heartists to celebrate their talents and raise funds for the S5 Extended Learning Week. The collaboration between Student Council and Parent-teacher Association was well-received.

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

1.3 Extended Learning Activities

S5 Extended Learning Week

S5 Extended Learning Week is organised every year to provide opportunities for all senior secondary students to develop and explore various areas in the OLE and NSS curriculum. In the year 2016-17, the following programmes were organised.

- Outward Bound Programme – Students stretched their physical limits through a series of outdoor challenges.
- Service Trip to Siem Reap, Cambodia – Students rendered service to village children in the remote area of Banteay Meanchey Province, Cambodia and explored the culture of Khmer.
- Cultural & Environmental Study Tour to Korea – Students learned the environmental protection measures in Korea through visiting recycling facilities, water museum and Cheonggyecheon. K-pop culture was also studied through exchange activities with a local university and a visit to a TV broadcasting company,
- Historical & Creative Industries Study Tour to Korea – Students experienced the military training of Korea and visited some historical sites, and explored creative industries by visiting the related company. An exchange programme with a local secondary school was held after the week.
- Cultural & Eco Study Tour to Okinawa, Japan – Students explored the nature through various activities/workshops and visited historical sites on Ryukyu culture
- Dance & Art Study Tour to Kunming, China – Students attended dance and art courses on Chinese ethnic minority culture.

Other Extended Learning Activities

According to SLP records, 168 programmes were organised this year. The distribution of programmes across levels is as follows:

S1	S2	S3	S4	S5	S6
66	72	93	138	136	29

The distribution of programmes among OLE components is as follows:

OLE components	Number of programmes organised in 2016-17 (as at 11 July 2017)
Spiritual, moral and civic education	48
Community services	23
Career-related experiences	32
Aesthetic education	57
Physical education	51

There were 50 Extended Learning Wednesday programmes organised for S1-S6 students in 2016-17.

S1	S2	S3	S4	S5	S6
8	7	8	9	7	4

The nature of the programmes is as follows:

Nature of the programmes	Number of programmes organised in 2016-17
Programmes with OLE components	31
Academic-related programmes	14 (LS, Geography, Chinese Language, Learning Support Team)
Joint forces (OLE + Departments)	5 (OLE + ICT + STEM) (OLE+ LS + Hist)

2. Student Qualities

2.1 Careers and Further Studies

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

- Students gained insight into the workplace by joining career-related experiences such as job shadowing, careers visits and careers talks. The careers chosen were based on the interest of S4 and S5 students shown in a survey done in September 2016 and the resources available.
- For job shadowing, eleven organisations were involved and there were around 30 S5 participants. They were very positive about the programme.
- For careers visits, three visits were organised in February, 2017, including visits to High Court, Trinity Chinese Medicine Clinic Limited and Jardine Aviation Services. In April, 2017, three more visits were organised, including visits to Pacific Basin Shipping Limited and Coats & Bank Consortium Trust Company Limited. Among them, the visit to Jardine Aviation Services and Bank Consortium Trust Company Limited were held under the Business-school Partnership Programme 2016/17 organised by the Hong Kong General Chamber of Commerce. Most of the visits were over-subscribed, showing that students, especially junior form students, liked to join such activities.
- Careers Expo was held on 22 April 2017. A keynote speech with two sessions of nine parallel talks were organised for S4 and S5 students and open to S3 students. There were 34 guest speakers, including parents and alumnae. Fifty-two S3 students attended the programme on a voluntary basis and around 100 parents accompanied their daughters to attend the programme.
- Information on career-related activities outside school and activities organised by different post-secondary institutions was passed to the students through school homepage. Students were active to join these external activities to explore their careers aspirations with the encouragement from homeroom teachers. Three S5 students joined the programme of Chinese medical practitioners (仁醫青年醫者先導計劃) and eight S5 students joined the Summer Banking Career Programme organised by Caritas–Hong Kong. Sixteen students from S2 & S3 participated in JA Engineering Discovery Day organised by Junior Achievement Hong Kong which enabled them to explore engineering. Twenty-four students from S4 and S5 joined Hong Kong International Entrepreneurs Festival 2016 organised by the Education Bureau which gave them a better idea on how to pursue their own dreams and become more creative in exploring their career aspirations.
- Regarding cultivating the Catholic core values of life, love, humility and justice and the Canossian spirit among students with collaborative effort, past students and guests with different careers shared their career journeys and their positive values in life such as work ethnics at Careers Expo, job shadowing and career visits. Career talk on the legal profession and career visit to High Court were arranged to cultivate the core value of justice. Career talks on the medical field and education, job shadowing programme at Oxfam cultivated the core values of life and love. CFST also gave individual attention to weaker students through arranging interviews on Day 6.
- 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. They included an interviewing skills workshop, alumnae sharing on multiple pathways 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 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 workshop called Dream Runner was conducted by Hong Kong Federation of Youth Groups for S4A & S4B students to help them explore their own strength and realise their potential in order to bring out the best in themselves.
- Talks on overseas and local studies were organised for students and parents on S5 Parents' Day and Parents' Day for S1 – S5. It was good to let both parents and students know more about different opportunities on overseas and local study.

2.2 Character Development

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

A) Visits / Outings

	Date	Number of participants
1. Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution	24 Nov 2016	18 S3 students
2. Service to Fu Hong Society	12 Nov 2016	41 S4 & S6 students
3. Simulation Programme On Ageing	8 Apr 2017	17 S1-S3 students
4. Food Remains Recycling: 剩菜回收體驗	28 Apr 2017	15 S4 & S5 students
5. Rehabilitation Pioneer Project–Drama and Music Performance of 'Creation and Rehabilitation'	28 Jun 2017	21 S4 students

B) Talks / Interviews

	Date	Number of participants
1. Talk by Ms Wong Ming Yan	26 Oct 2016	All S1-S2 students
2. Youth forum	21 Nov 2016	30 S4 & S5 students
3. Rehabilitation Pioneer Project – Education Talk	30 Nov 2016	All S3 students

Among all the activities organised in 2016-2017, the following activities were highly recommended by students and teachers:

- Rehabilitation Pioneer Project
- Simulation Programme on Ageing,
- Food remains recycling
- Rehabilitation Pioneer Project–S3 Visit to Lo Wu Correctional Institution was held on 24 November 2016. This activity was organised for S3 students and eighteen students joined the programme which 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 crime. As the participants had the chance to have face-to-face conversation with an inmate, they enhanced their 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 an afterschool talk organised by the Hong Kong Correctional Services for all S3 students on 30 November 2016 to introduce the function of the Hong Kong Correctional Services and the importance of being a responsible and law-abiding citizen in Hong Kong. Students participated actively in the talk and showed positive feedback on both the visit and the talk. They recommended organising a similar activity next year.
- The Simulation Programme on Ageing organised by the Aberdeen Kai-Fong Welfare Association Social Service Centre for S1 to S3 students included a workshop on ageing and a service for the elderly. In the workshop, students were given chances to accomplish different tasks which let them understand the daily lives of the elderly and learn the skills of serving the elderly. After the workshop, they had a chance to serve the elderly at a nearby elderly day care centre. The students taught the elderly to do exercises, played games and sang with the elderly. They enjoyed the service and agreed that they could learn more skills about serving the elderly through the workshop. The service let students show their love and concern for the elderly and reminded them to respect their elderly family members.
- The food remains recycling activity ‘剩菜回收體驗’ was an activity organised by the People Service Centre on 28 May 2017 for S4 and S5 students. In this activity, students visited two wet markets in Lok Fu. They had to collect the remaining food in the market and gave them to the needy, including single parent, lower income groups and the elderly. The organisation also conducted a short debriefing and taught students about the current situation on food wastage in Hong Kong. Most students agreed that this activity helped them remember not to waste food and taught them how to preserve food remains to help the needy. It put forward the value of love and concern for others and students learnt to be more environmentally friendly.

2.3 Civic Education

Civic Education Team aims 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. These activities helped 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
Throughout the year	Class sharing on civic and global issues Preparation on ad-hoc materials to homeroom teachers
October 2016	Visit to the Legislative Council
November 2016	Talk by the Association For the Handicapped - Sharing by the physically challenged on their positive attitude on their recovery
December 2016	Visit to the ‘T-Park’
April 2017	City Forum on the issue ‘the future of Hong Kong’
June 2017	Talk by the Hong Kong Fair Trade Power - Sharing on consumer rights and responsibilities

2.4 Counselling

Counselling Team aims to encourage students to be an enthusiastic reader and cultivating Catholic core values and the Canossian spirit among students. Programmes offered in the school year 2016-2017 are as follows:

- Guidance Sisters Scheme
Guidance and Small Sisters increased their understanding of themselves and their personalities. They were aware of their strengths and weaknesses with the focus on self-management abilities and developed better organisational and time management skills. Guidance Sisters and S1 sisters mixed well with one another in the 'Love Project' which enhanced their leadership and study skills..
- Buddies Programme
The newly recruited ambassadors proactively approached and supported students with emotional fluctuation and those who are socially isolated. A loving learning atmosphere was cultivated.
- Repeaters Programme
Repeaters were motivated and encouraged to take up challenges. Activities such as movie sharing provided platforms for them to share their feelings and experiences. Core values and the Canossian spirit was also promoted.
- A voluntary activities package was arranged. Students learnt a spectrum of emotions and mental health issues through talks and bookmark making.
- A talk by Educational Psychologist on study skills was arranged on S1 Parents' Night.
- Several talks on the topics of life goal planning and strengthening parenting for parents of S4 students, with the emphasis on their coaching and supporting role, were held.
- School social worker and counselling teachers organised a workshop for parents to spot the differences between primary and secondary school life and share their experiences of coping with the differences.
- The Thanksgiving cards moved our students as they wrote heartfelt messages to their parents. The value of family and love in our students was significantly cultivated.
- Staff development
 - Weekly sharing on counselling skills or knowledge learnt from seminars, training and daily tasks was considered very valuable in peer learning. It sustained positive team spirit among counselling teachers.
 - Sharing on case handling enhanced teacher support and case management abilities, particularly on students with emotional disturbances.

Names of programme / workshop / talk	Participants
Workshop on mental health	S3-S5
Workshop on learning attitude	S1-S4
Sharing with SAHK Ambassadors	S4
Sharing with past students	S5
Talk on facing challenges	S2
Talk on family	S1
Repeaters Programme	S1-S4
Love Project	S1, 3-5
Guidance Sisters Scheme	S1, 3-5
Buddies Programme	S3-S4
S1 How to accompany your daughters to learn	S1 Parents
S4 Life planning	S4 Parents
S5 Knowing about your daughters' stress	S5 Parents
'還我本色'	S1-5 Parents
Sharing with teachers on handling emotional cases	Counselling Teachers

2.5 Discipline

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

- The annual cleaning was held at the end of school year to educate our students on the importance of cleanliness.
- Students were allowed to stay in their classrooms before the morning assembly. They attended the morning assembly on time after being reminded by discipline teachers and prefects.
- Thirty students joined an Anti-drug poster design competition organised by the Western Police Station. Three of them were awarded with prizes.
- Talks on drug abuse were held for S3 students. They learnt how to say no to drugs.
- We organised a talk on online safety was held for S2 students. They learnt how to protect their privacy and stay safe online.

It was found that more students were well-behaved when attending mass programmes in the school hall.

2.6 Gifted Education

Ambassador of Learning and Gifted Education Team aims to identify more capable students as the Ambassadors of Learning (AoL) 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 February 2017. 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 power up their communication skills and enhance their global awareness.
- Two History high achievers joined a study tour to Seoul during the Extended Learning Week in November. This tour provided them with the opportunity to learn more about the history and culture of Korea.
- A Leadership and Public Speaking Workshop was organised for ten S4 AoLs in November 2016. Participants were taught to understand the value of strong presentation skills and they were introduced to the techniques that define impactful speeches. Participants felt that with a small class size of ten, they could practice extensively and receive individual feedback.
- An English Pull-out Programme was organised for ten S2 English High Achievers in February 2017. They watched a play called *Romeo & Juliet UNTOLD* by Shakespeare's Globe and shared their reflection during the discussion conducted by Mrs Winnie Poon.
- A Chinese Language Pull-out Programme called 'Creative Chinese Writing Workshops' was organised for thirty S6 students who were talented in Chinese writing from October to December 2016. After five sessions of training, students discovered and appreciated the aesthetic dimensions of Chinese novels and poems and further enhanced their writing skills.

- A Biology Pull-out Programme called ‘Polar Voyage’ was organised for S3 AoLs in January 2017. This programme provided a chance for students to visit the back of the house of penguins. They felt that they had a better understanding on the threats that penguins faced due to human activities.
- Twenty S4 and S5 AoLs joined the Ocean Park Learning Camp in April 2017. They 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 in lessons.
- Twenty S3 AoLs joined the Leadership Training Camp in July 2017. They explored their potential by stepping out of their comfort zones and learned to be good leader.
- Three S5 AoLs joined the Mental Health Youth Ambassador Program called ‘LOOK AT MI’ organised by the Hong Kong College of Psychiatrist from October 2016 to May 2017. They organised a Mental Health Awareness Week in April 2017. Students reflected that their awareness on mental health was enhanced.
- Five S4 & 5 students who were talented in Languages, Mathematics, Humanities and Leadership were nominated to join Pull-out Programmes organised by The Hong Kong Academy of Gifted Education.
- Two S3 students who were talented in Mathematics were nominated to attend the HKUST Dual Program organised by the Center of the Development of the Gifted and Talented of the HKUST. One S4 Mathematics high achiever was nominated to join Mathematical Thinking and Problem Solving Course organised by the HKUST in August 2017.
- During the summer vacation, two S5 high achievers were nominated to join the CUHK Summer Institute 2017. This programme gave the students a head start in their journey to undergraduate studies and let them experience the vibrant campus life the CUHK has to offer. One S4 AoL was nominated to join an exchange programme to Taiwan. She had the opportunity to enhance communication skills, learn from and exchange ideas with outstanding leaders from around the world to develop her critical leadership skills in a global context.
- A school-based online identification system was established to identify S1 gifted students through questionnaires.

2.7 Health Education

Health Education Team aims to promote a 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.

- An OLE talk was arranged for S1 teaching them the importance of keeping a correct posture. Class-based workshops ‘由內出發・自我增值’ and ‘進食失調・多面睇’ were arranged for S2 and S3 classes respectively. These workshops involved the element of positive education. Most of the S3 students agreed that the workshop helped them understand the media’s distorted view on beauty and they were better equipped to refuse judging others and themselves by physical appearance. A majority of the students found the content of the workshops informative and agreed that the lesson goals were achieved. The workshops helped students love and accept themselves more, raised their self-esteem and allowed them to see the truth.
- Health Education Team played 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 Catholic Formation Core Team, Religious and Moral Education Department and Catholic Society. The primary focuses of their efforts are as follows:

- to give prime concern to religious education and faith development of students;
- to cultivate the core values of the school among students;
- to develop the social responsibility of our Catholic students in the context of the third millennium;
- to challenge our students to reach out to the needy as exhorted by our Foundress, St Magdalene of Canossa.

Whole school activities such as Eucharistic Celebrations, Christmas Celebration, Easter Programme, Foundress Day and Foundress Week were held to help students experience and reflect on the love of God in their lives. Religious groups meetings were held during the first period on Day 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 for students to receive the Sacrament of Reconciliation. Level-based pilgrimages were arranged to strengthen the religious faith of students.

In line with the theme 'Light of the world, salt of the earth', a member of 'Faith and light' was invited to share with students her experiences with the intellectually-challenged on how she could be the messenger of god. 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 the school campus and to arouse the spirit of sacrifice, repentance and almsgiving among students.

During Easter Celebration, a volunteer magician enlightened the school community on how to evangelise in a creative way. Canossian sisters were invited to share how they lived out the mission of St. Magdalene of Canossa during Foundress Week. Together with Student Council, Hunger 20 was organised to help students reflect on the issues of justice and poverty and how we could share with people in need. Religious and Moral Education Department organised Catholic Formation Day for Catholic students of each level. Service learning constitutes a major part of the Religious and 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 fulfilled five hours of community service and became more sensitive to the needs of the underprivileged in society. Students were encouraged to share what they have with people in need.

2.9 Sex Education

Sex Education Team aims to help students acknowledge and appreciate their identity for improving themselves, 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. They developed positive attitudes on sexuality through class activities and showed a desire to learn about health issues in their community. They also developed sensible and sympathetic attitudes towards current issues.

Talks, form assemblies and workshops were organised to guide students to know more about sex. Displays on latest information were put on the Sex Education Board. It encouraged students to become more motivated learners.

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

Form Assemblies

Form	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher in-charge
S1	10 Nov 16	Life & Love	Understanding self	保護自己 / 明愛愛與誠機構	Ms Dora Au
S4	12 Dec 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	Ms Candy Chun
S5	7 Feb 17			認識青少年性罪行 / 明光社	Ms Leung HY
S6	12 Oct 16			家·人生另一章 / 明愛愛與誠機構	Miss Chang WF

Home Period

Form	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher in-charge
S2A S2B	6 Mar 17	Family & Humility	Interpersonal relationships (peers/family)	同性戀 / 新造的人協會	Ms Candy Chun
S2C S2D	13 Mar 17				
S2E S2F	15 Mar 17				
S3A S3B	26 Oct 16	Truth & Justice	Decision making abilities	即食戀愛 / 明光社	Miss Carol Lee
S3C S3D	10 Nov 16				
S3E S3F	12 Oct 16				

Parents Workshops

Date	Core values	Topic / Organisation	Teacher in-charge
26 Nov 16	Family & Humility	戀愛教育 / 香港明愛「愛與誠」綜合性教育計劃	Ms Candy Chun

2.10 STEM Education

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

- The Hour of Code was organised for all S1 students in October 2016. Students had a taste of coding in the one-hour workshops held by the City University of Hong Kong. Students reflected that the level of difficulty of the workshops was suitable.
- Wind Powered Car Design Project was designed for S1 Integrated Science in February 2017 and the Fire Extinguisher Model Design Project was included in S2 Integrated Science in April 2017. Students were required to complete the projects by applying scientific knowledge, considering pros and cons of various designs and eventually making the model for competitions. Students found the projects fun and interesting.
- A robotics competition was successfully held in the Fun Fair in March 2017. Twelve groups of S2 students competed in two challenges – the Running Maze challenge and Balloons Piercing challenge – with computer programs and robots they designed. Both the students and guests found this feature activity of the year exciting and enjoyable. Because of the brilliant design of the robots, our school was invited to showcase the design at the Maker Faire 2017 at Hong Kong Polytechnic University where students shared with other robot makers in Hong Kong. The winners in the robotics competition were nominated to participate in the STEM in mBOT Competition in July 2017. They attended training workshops to extend their knowledge and won the Best Performance Award in the competition.
- The Packing Box Design Project was organised for S2 Mathematics in March 2017. Students were required to make use of the computational skills in the calculation of the most cost effective design of the packing box.
- The Hologram Design Project was organised for S3 Mathematics in March 2017. Students were required to calculate the angles and dimensions for a square-based hologram. They also made a special video by using an app and tested the self-made holograms. A challenging task of making a pentagon-based hologram was given to higher achievers. Students reflected that they enjoyed doing the project.
- A group of S5 students joined the Girls for Tech VR Competition organised by Hong Kong Computer Society and the Women's Foundations in April 2017. Their entry titled *Super Girl* brought them the first runner-up. They shared their enthusiasm in technology in the post competition interviews with *Ming Pao Weekly* and Women's Foundations.
- The Inter-house Math and Science Competition was held in April 2017. The six houses competed in two tasks – Math Relay and the Marshmallow Challenge. Some students commented that the tasks were challenging.
- Two post-exam STEM activities were organised for S1 and S2 students in July 2017. S1 students attended workshops to have a taste of coding, computer-aided design and robotics. S2 students visited Electrical and Mechanical Services Department and Zero Carbon Building in Kowloon Bay. They knew more about the latest technology in energy saving and environmental protection from the visit. Both S1 and S2 students commented that the activities had aroused their interests in respective areas.

3. Student Support

Academic Support

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

Assessments, referrals, remedial classes, tutorials, extended learning programmes, workshops on study and 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 to student guidance. All teachers are companions of students on their growth journey. They provide individual guidance to students during home periods as well as after school. CFST 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 all areas, parents always remain the chief collaborators with the school.

Financial Assistance

The school promotes student development for all and takes care of students with financial difficulty. Student Financial Assistance Team helps students with the costs in different learning programmes. Resources for such assistance include financial assistance schemes offered by the government and other organisations, educational funds donated by alumnae and different groups, as well as school-based assistance schemes.

In 2016-2017, 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 for after school activities
- Hong Kong Jockey Club Life-wide Learning Fund: subsidy for co-curricular activities
- Hong Kong Schools Sports Federation Pilot Scheme for Student Athlete Support: subsidy for sports training programmes
- SHCC S5 Extended Learning Fund (raised from the school Annual Fun Fair organised by Student Council and Parent-Teacher Association): subsidy for S5 students for their Extended Learning Week programmes
- SHCC Alumnae Association Education & Charitable Fund: subsidy for extended learning programmes
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs
- JaneClare Education Fund: subsidy for learning references and programmes

The Team offered information about financial resources and 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 difficulty.

4. Student Performance

Academic Performance

- In 2017, 86.45% of the S6 graduates met the entrance requirements for local bachelor degree programmes. All of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 64.2% attended local full-time bachelor degree programmes, 14.2% opted for overseas programmes and 20.4% attended 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 2016
- The Fung Scholarship for Global Exposure
- Sir Edward Youde Memorial Prize
- Agricultural Products/ Marine Fish Scholarship
- 2016 年香港島傑出學生選舉 香港島傑出學生（高中組）
- 2016 年香港島傑出學生選舉 香港島優秀學生（初中組）
- 2016 年南區優秀青年嘉許計劃 南區優秀青年及少年
- 2016 年南區優秀青年嘉許計劃 卓越表現獎
- Gold Award in the December 2016/ January 2017 HKICPA Examination in BAFS Paper 2 – Fundamentals of Financial and Management Accounting English Paper
- Shortlisted in the South China Morning Post Student of the Year 2016 – Performing Artist
- ‘Schools: Partner for the Future’ Scholarship for a three-week German language course in Germany
- ‘Connected Worlds’ Scholarship for a five-day digital workshop in East Asia
- HKU Academy for the Talented – Academic Scholarships
- Orientale Concentus IX – International Choral Festival in Singapore – Equal Voices (Junior) and Chamber Gold Grade III
- Asia Cantate International Choral Festival 2016 – Equal Voices Choir (Junior Youth) Gold B and The Most Promising Choir Award
- 69th Hong Kong Schools Music Festival String Orchestra – Secondary School – Intermediate Champion
- 53rd Schools Dance Festival Oriental Dance – Secondary School Overall Champion
- Joint School District Orienteering Championships 2016-2017 Hong Kong Island – Girls B Grade Champion
- 5th Asian Orienteering Championships – Middle 1 Girls under the age of 14 Champion
- 2016 年第十一屆香港國際武術比賽 – 42 式太極拳競賽套路, 42 式太極劍競賽套路, 陳式 56 式太極拳競賽套路, 老八掌 金牌港國際武術比賽
- Hong Kong Open Diving Championships cum Hong Kong Diving Invitational 2016 – Women’s 1M Springboard Open A Champion

A list of the awards and scholarships obtained by our students can be found on pp.10-46 of the 2016-2017 school graduation booklet.

X. Staff Development

Staff Development Team aims to help teachers develop skills in different areas, including the focuses of the academic year. It also helps new teachers adapt to the teaching environment more easily, and form a clear understanding of the Canossian education mission for all teachers.

- A variety of staff development programmes, including talks such as ‘Early Identification of Students with Specific Learning Difficulties (SPLD) – Dyslexia’, a film show on *The Taste of Youth* and the post-film sharing by the movie director, staff formation programmes ‘Physical Health and Wellness’, ‘School-based Teachers’ Professional Sharing on IT in Education’, ‘Seminar on “EduVentureX and EduVenture@VR”’, and ‘School-based Workshops on eLearning’ were organised in 2016-17.
- On the whole, teachers found the programmes inspiring and fruitful. The majority of participants found the seminars and workshops useful and able to meet their expectations.
- Most of them found the sharing on ‘Early Identification of Students with Specific Learning Difficulties (SPLD) – Dyslexia’ clear and useful. In particular, the activities let them experience the difficulties faced by these students. However, they like to get more tips on how to help SPLD students in the lesson.
- Most of the teachers liked the movie *The Taste of Youth* as it was inspiring and related to our students. Teachers also appreciated the sharing by the director.
- In order to equip teachers to use IT in education, SDT worked with eLearning Team to organise three seminars for them. The school-based teachers’ professional sharing conducted by eLearning Team focused on using different eLearning applications to enhance teaching and learning. Most of our colleagues found the sharing sessions relevant and useful. The speakers were well prepared. However, teachers would like the school to organise workshops on designing learning tasks with those applications. To respond to the needs of teachers, eLearning Team organised three school-based workshops on eLearning in March. Most participants found the ideas very systematic and practical, meeting their expectations.
- Staff Development Team invited Mr Eric Luk, the Educational Development Officer of CUHK , Mr Li Tien Man, teacher representative of S.K.H. St. Mary's Church Mok Hing Yiu College, Mr Wong Chi Wai of Ju Ching Chu Secondary School (Yuen Long), and our Vice Principal, Ms Lam Mei Yi to conduct a seminar on the application of EduVenture X and Eduventure@VR in learning and teaching. Besides teachers of our school, members from other Canossian Schools were also invited to the seminar so as to build a platform for professional dialogues among teachers. Teachers who attended the seminar agreed that the speakers were very professional and their sharing was very useful. They also commented that Ms Lam’s sharing on using EduVenture to teach Chinese Literature was particularly inspiring.
- Six staff induction programmes were organised for new teachers throughout the school year to let them become familiar 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 the Canossian mission. They suggested conducting workshops related to IT earlier.

Staff Development Programmes

Date	Activity	Target
26 August 2016	Film watching and sharing: <i>The Taste of Youth</i>	All staff
31 October 2016	SD Programme on 'Early Identification of Students with Specific Learning Difficulties (SPLD) – Dyslexia'	All Staff
4&5 January 2017	Teachers' Professional Sharing on eLearning	All Staff
2 March 2017	Department-based Staff Development : Seminar on EduVenture X and Eduventure@VR	50 SHCC teachers 32 Canossian teachers
9, 13&23 March 2017	School-based Workshops on IT in Education	Interested teachers
31 May 2017	Staff Development Programme on Physical Health and Wellness	All staff

New Teachers Induction

Date	Activity	Target
25 August 2016	New Staff Induction Programme I School Reopening	New Teachers
7 September 2016	New Staff Induction Programme II CCA(Role of club advisors/outing arrangement) Classroom management and discipline	New Teachers
12 September 2016	New Staff Induction Programme III Sharing on Canossian Education	New Teachers
23 September 2016	New Staff Induction Programme IV IT training (Use of the Interactive White Board and Room Booking System) OLE and SLP records	New Teachers
21 October 2016	New Staff Induction Programme V Duties of invigilation, input of examination marks and SAMS system, writing student comments	New Teachers
21 February 2017	New Staff Induction Programme VI Interviewing skills for Parents Day	New Teachers

School Visits

Visits to the following schools were organised:

Date	Event	Focus
10 January 2017	School Visit to St Joan of Arc Secondary School	STEM Education
15 June 2017	School Visit to Elegantia College	Promotion of reading

XI. Financial Summary

School's annual financial position in 2016-2017 (as at 31 August 2017)

FINANCIAL REPORT FOR 2016-2017			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A08	Premises	\$1,245,500.0	\$1,090,183.4
A9-A18	Administration	\$4,767,616.4	\$4,567,849.5
C01-C24	Curriculum	\$1,211,182.5	\$850,568.3
P01-P33	Pastoral Care	\$1,718,748.0	\$1,476,527.2
	Total	\$8,943,046.9	\$7,985,128.4
	% Spent		89.3%

*Paid by different sources of funding

EOEBG Income 16-17	8,893,578.64
Expenditure 16-17	7,707,223.03
Deficit of SSCSG 16-17	(1,691,383.30)

Special Collection	Purpose	Income	Expenditure
Tong Fai	0.5 Teacher	\$141,520.00	\$141,520.00
Fee for specific purposes	0.5 Teacher	\$160,580.00	\$160,580.00

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	23,400.00
Chinese and Chinese History Education	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	15,169.80
Chinese and English Speech & Debating	Training for debate team members	33,350.00
Physical Education	Sports training programmes (swimming & athletics)	40,299.00
Drama Education	Drama training course	59,300.00
Music Department	School team training (for musically gifted students)	120,000.00
Religious Formation	Part-time pastoral care	233,100.00
Economics	Tutorial lessons after school	9,000.00
	Total	533,618.80

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 (\$)
2 Contract Teachers (English)	September 2016 – August 2017	713,869.30
1 Contract Teacher (PE)	September 2016 – August 2017	158,760.00
3 Contract Teachers (Chi Lang)	September 2016 – August 2017	842,134.00
1 Contract Teacher (Math)	September 2016 – August 2017	349,083.00
2 Contract Teachers (Sci)	September 2016 – August 2017	647,921.00
	Total	2,711,767.30

* The balance was covered by the surplus of EOEBG

3. Diversity Learning Grant

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

Beginning Balance: \$2,756.5

Grant in Year 2016-2017: \$126,000.00

NSS Domain	Programme	Target	Amount (\$)
English Language	Leadership & Public Speaking Workshop	S4	4,500.00
Chinese Language	Chinese Creative Writing Workshop	S6	24,360.00
Mathematics	Mathematics Course for exceptionally gifted students organised by HKUST CDGT	S4	11,500.00
Biology & Liberal Studies	Ocean Park Learning Camp	S4, S5	17,380.00
History & Liberal Studies	Study Trip to Korea	S5	4,000.00
English & Liberal Studies	Global Awareness Week	S4, S5	50914.10
Liberal Studies	CUHK Summer Institute	S5	7,000.00
Life Planning	Study tour to Taiwan	S4	3,000.00
Music	Strings & Choral Masterclass	S4,S5	5,600.00
		Total	128,254.10
		Balance	502.40

4. Career and Life Planning (CLP) Grant

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

Grant received from Government for Year 2016-2017: \$ 566,880.00

Item	Target	Amount (\$)
Salary expenses	/	490,200.00
School-based Programme		
Interviewing skills workshop	S6	18,200.00
Sharing on multiple pathways	S6	79.80
Talk on preparation for release of HKDSE results	S6 students, parents and staff	3,250.00
Career Interest Inventory	S5	2,610.00
Dream Runner (成功在夢)	S4A&S4B	9,100.00
Young Leaders and Entrepreneurs	S3	12,333.00
Careers Explorer	S3 to S5	7374.00
Cambridge Occupational Analysts Programme – Preview	S4-S6 students	19,600.00
Resources		
Library books on career education and life planning	/	3,728.00
	Total	566,474.80
	Balance	405.20

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	11,879.80
Western Instrumental Classes	5	6,721.30
Dance Classes	5	7,674.70
Drama Course	1	268.00
Sports Training	12	12,518.80
German/ Spanish Language Courses	3	7,202.40
Summer Debate Workshop	1	670.00
	Total	46,935.00

6. Strengthening School Administration Management Grant

The school used this grant to initiate improvement measures for enhancing school administration management, thereby unleashing teachers' capacity.

Item	Amount (HK\$)
Grant Received	250,000.00
Upgrading the library system	16,000.00
Installation & printing expenses of new printing machine	77,105.00
Installation of new CCTV machine	34,780.00
Total	127,885.00
Balance as at 31 Aug 2017	122,115.00

7. 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	15,186.70
Western Instrumental Classes	5	8,592.30
Dance Classes	5	9,810.70
Drama Course	1	342.60
Sports Training	12	16,003.90
German/ Spanish Language Courses	3	9,207.30
Summer Debate Workshop	1	856.50
	Total	60,000.00

End of Report

Sacred Heart Canossian College
School Report 2016-2017

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor

on 24 October 2017