

*Rise to Challenges*

*Excel in Unity*

## **School Report 2013 - 2014**

*We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.*

# Contents

	<b>Page</b>
<b>General Information on Sacred Heart Canossian College</b>	<b>1 - 2</b>
<b>School Management</b>	<b>3 - 4</b>
<b>School Report 2013-2014</b>	
<b>I. Introduction</b>	<b>5 - 6</b>
<b>II. Number of Active School Days</b>	<b>7</b>
<b>III. Curriculum</b>	<b>8 - 10</b>
<b>IV. Percentage of Lesson Time for Key Learning Areas (S1-S3)</b>	<b>11</b>
<b>V. Class Structure and Number of Students</b>	<b>11</b>
<b>VI. Students</b>	<b>12 - 14</b>
<b>VII. Staff</b>	<b>15</b>
<b>VIII. Major Concerns 2013-2014</b>	<b>16 - 19</b>
<b>IX. Student Development</b>	<b>20 - 30</b>
<b>X. Staff Development</b>	<b>31</b>
<b>XI. Financial Summary</b>	<b>32</b>
<b>XII. Report on Use of Special Grants</b>	<b>33 - 34</b>

# 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 nine 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**

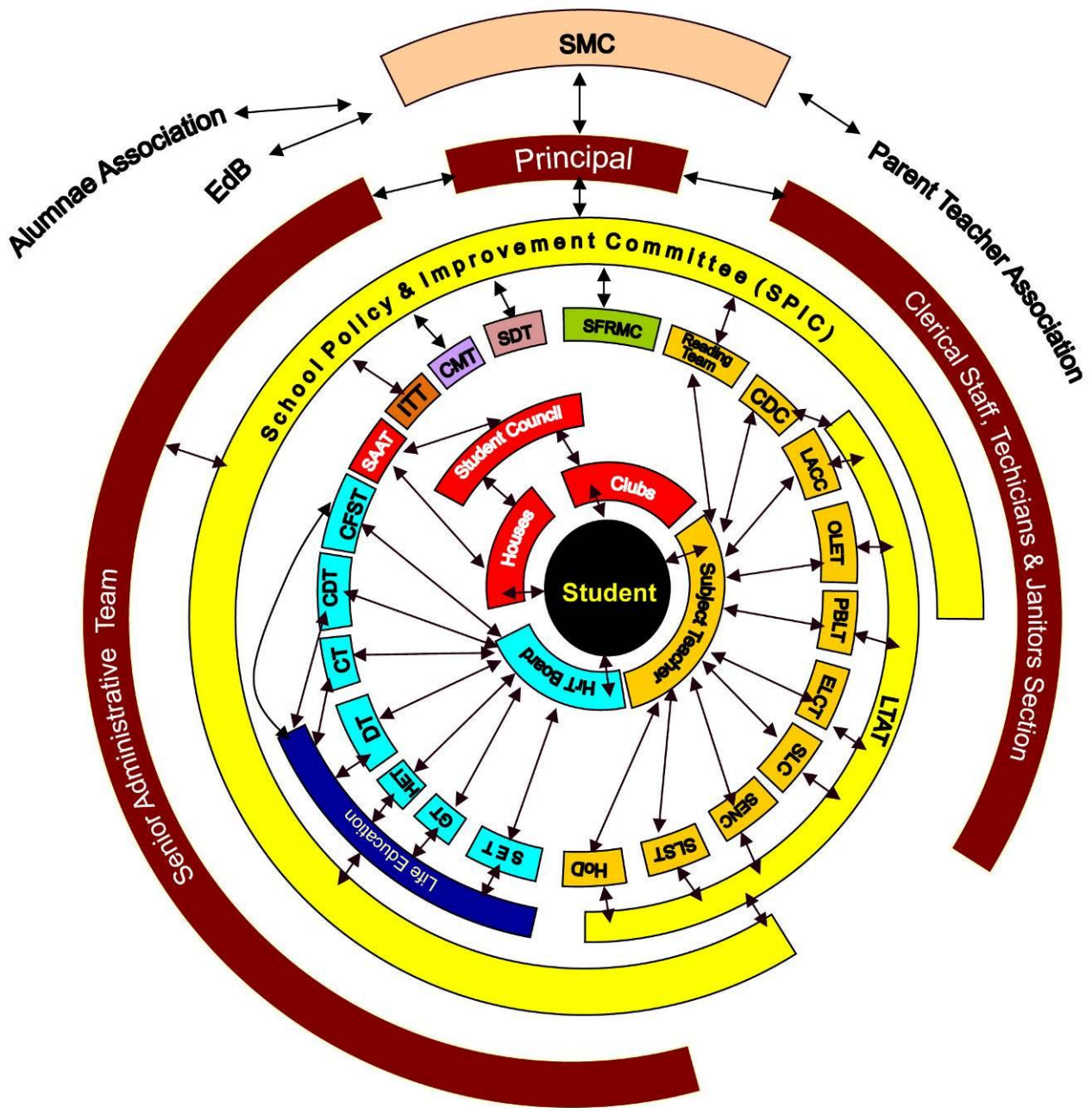
### **Loving and caring**

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

### **Willing to serve others**

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

# School Management



\* Arrows indicate advisory role and accountability held

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

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

School-based management was implemented in our school since 1992.

**Members of the The Incorporated Management Committee (2013-2014)**

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

# School Report 2013-2014

## I. Introduction

### *Rise to Challenge Excel in Unity*

On the groundwork laid the previous years, the year 2013-14 witnessed the continued and concerted effort of Sacred Heart to groom its members to become reflective learners. We believe that it is especially important for our students to be able to pause and ponder on their experiences in this information-packed epoch with conflicting values. Therefore, Sacred Heartists have been encouraged to engage in constant and in-depth reflections on their learning experiences, be it their academic performance, extra-curricular activities or their personal and spiritual development. Home-room periods, morning assemblies and mass programmes were channels where students shared their reflections and experiences with their classmates and schoolmates. Our students came to understand themselves better after reflection and they were encouraged to step out and explore different aspects. Besides the interschool music, dance, sports and speech competitions, Sacred Heartists also participated actively in various competitions and activities in areas like science, art, geography, mathematics, debating and writing as well as entrepreneurial challenges during the year.

Not only did the students, teachers of Sacred Heart also engaged actively in reflective learning. Based on the reviews conducted the previous year, members of different departments have been working on curriculum planning throughout the year so as to prepare for the new academic arrangements implemented in the year 2014-15. Efforts were also made by different departments to challenge students of different abilities. The staff development programmes on 'assessment as learning' and the Canossian spirit provided another opportunity for our teachers to reflect on their learning and teaching strategies. The school also acted as a reflective learner. Reviews on the arrangements of the S5 Extended Learning Week and Project-based Learning were carried out in the year. Such reviews aimed to provide more meaningful and purposeful learning experiences to the students.

Besides reflective learning, collaborative learning was also evident in different aspects of school life throughout the year. Learning activities inside and outside the classroom like discussions, presentations, inter-house and inter class competitions, project-based learning, S3 drama presentation and fun fair provided room for collaborative learning to take place. Teacher-student collaborations in various inter-house events were also encouraged throughout the year.

Through collaborative learning, students have learnt to appreciate and embrace individual differences. Appreciation cards, evaluations and peer assessments provided Sacred Heartists the opportunities to express their appreciation and give constructive comments to their classmates, schoolmates and teammates. Their care and concern for others was not confined to the school campus. The community services rendered by Sacred Heartists, the fund-raising activity for the typhoon victims in the Philippines and the self- initiated trips of the holders of the Li & Fung Scholarship for Global Exposure to study the reconciliation efforts of the Germans after WWII and the poverty issue in Taiwan clearly demonstrated that our students were connected to the world.

The year 2013-14 also saw the changeover from the School Management Committee (SMC) to the Incorporated Management Committee (IMC) of the school. The smooth running of the alumnae manager election and the parent manager election in the last quarter of 2013 completed the formation of the IMC. Sharing sessions on school vision and core Catholic values as well as staff development programmes on legal liability of teachers and financial management were arranged to help the staff understand their role and responsibility. In doing so, the school management hoped to provide effective support for learning to take place in the school.

As usual, our alumnae and parents have given enormous support to the school. The generosity of the alumnae has provided the School with new scholarships in areas like Chinese Culture, speaking, science and leadership. Many past students have become guest speakers, the advisers and mentors in different school programmes. The School is also thankful to our parents for their support to the S5 extended learning programmes, their services and advice in various areas.

Besides, we are also grateful to our dedicated staff for their collaboration, to the Sacred Heartists for their willingness to take up challenges, and last but not the least, to our Heavenly Father for His guidance and blessings. Rooted in the love of Jesus, we are ready to step out to explore, to share and to pass on the greatest love of the Sacred Heart of Jesus in the coming year.

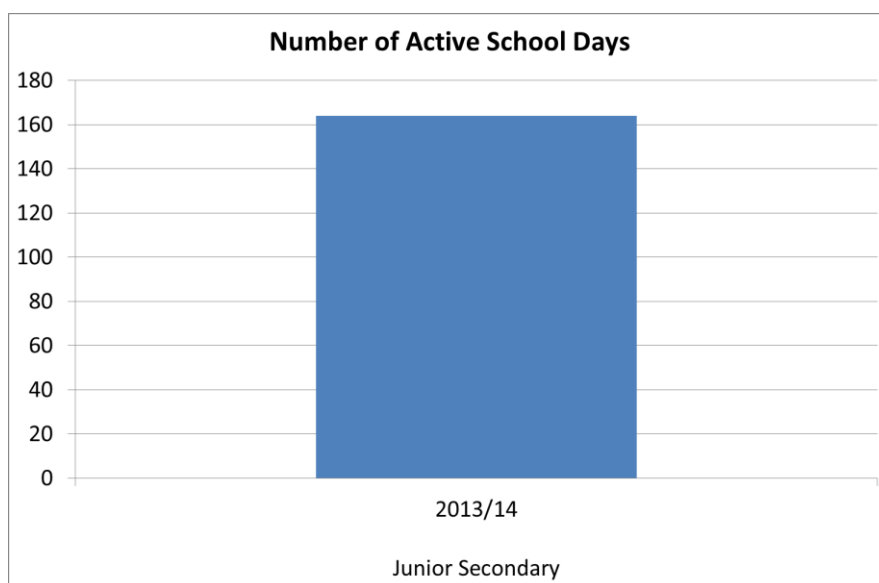
*Rooted in Love*

*Empowered to explore*



## II. Number of Active School Days

- The number of Active School Days consists of the following two components:
  - The number of days in a school year with regular classes for each Key Stage while examination days are excluded;
  - The number of days in a school year with learning activities organised for the whole school or whole class-level of students. The learning activities should have clear educational purposes and learning objectives for participation of students such as Sports Day or Project Learning Day and students are entitled to learning opportunities to broaden their learning experiences.
- The number of active school days for S1 to S3 in 2013-2014 is 164.



### III. Curriculum

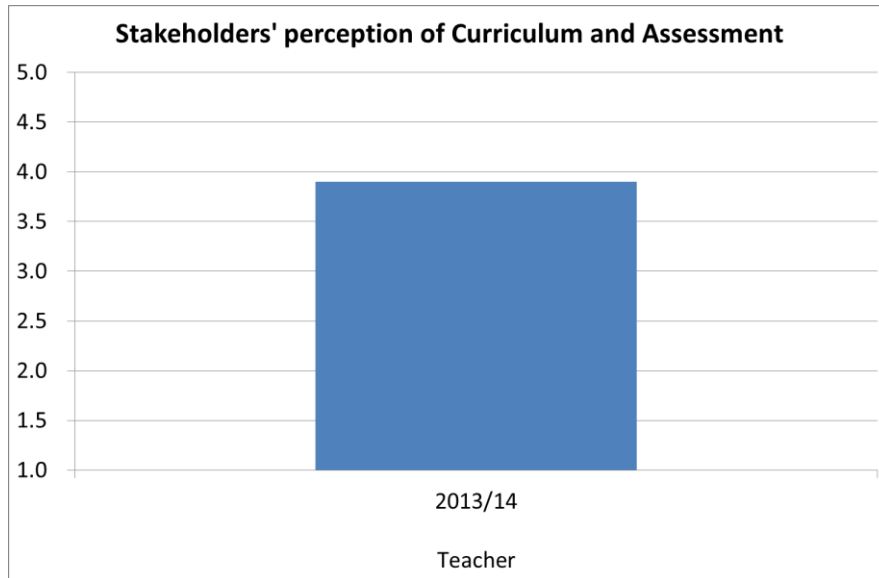
#### 1. Structure

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

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

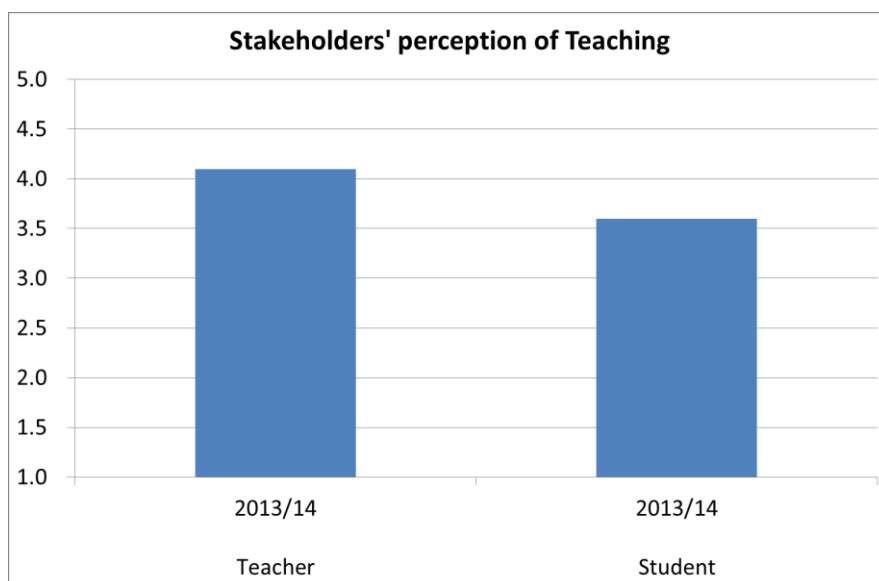
## 2. Stakeholder's perception of Curriculum and Assessment

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



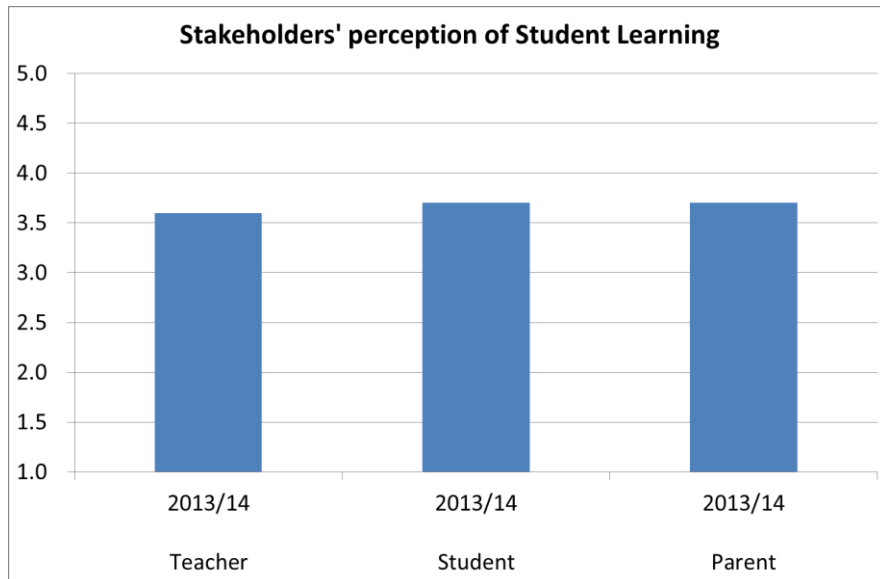
## 3. Stakeholder's perception of Teaching

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



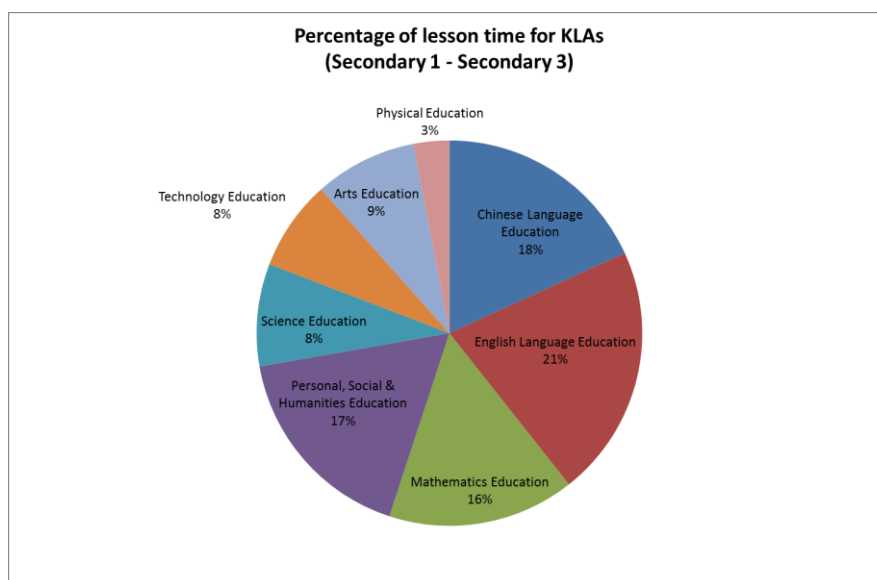
#### 4. Stakeholder's perception of Student Learning

	Mean	Standard deviation
The average score of teachers' perception of Student Learning	3.6	0.7
The average score of students' perception of Student Learning	3.7	0.8
The average score of parents' perception of Student Learning	3.7	0.8



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

Secondary 1 – Secondary 3	Percentage
Chinese Language Education	18.2
English Language Education	21.2
Mathematics Education	15.6
Personal, Social & Humanities Education	17.2
Science Education	8.6
Technology Education	7.6
Arts Education	8.6
Physical Education	3.0



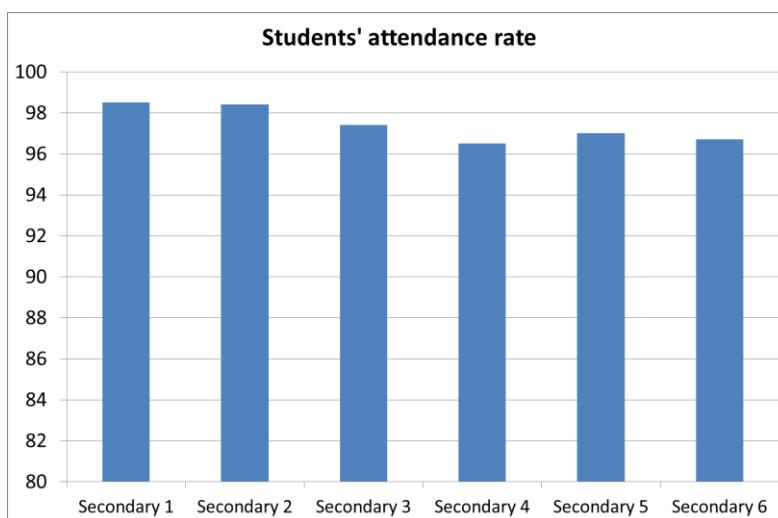
#### V. Class Structure and Number of Students

Level	Number of students in September 2013	Number of students in August 2014
Secondary 1 (1A-1F)	190	188
Secondary 2 (2A-2F)	206	202
Secondary 3 (3A-3F)	215	211
Secondary 4 (4A-4F)	192	180
Secondary 5 (5A-5F)	195	186
Secondary 6 (6A-6F)	186	185
Total	1184	1152

## VI. Students

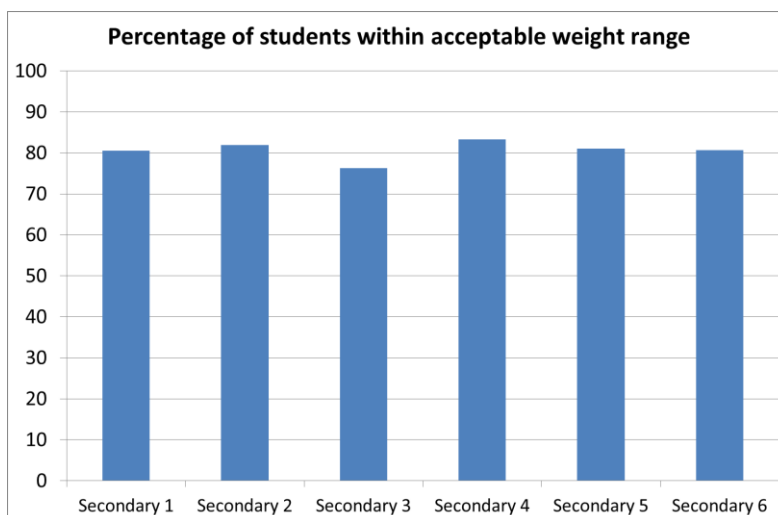
### 1. Attendance rate of students

	Percentage
Secondary 1	98.5
Secondary 2	98.4
Secondary 3	97.4
Secondary 4	96.5
Secondary 5	97.0
Secondary 6	96.7



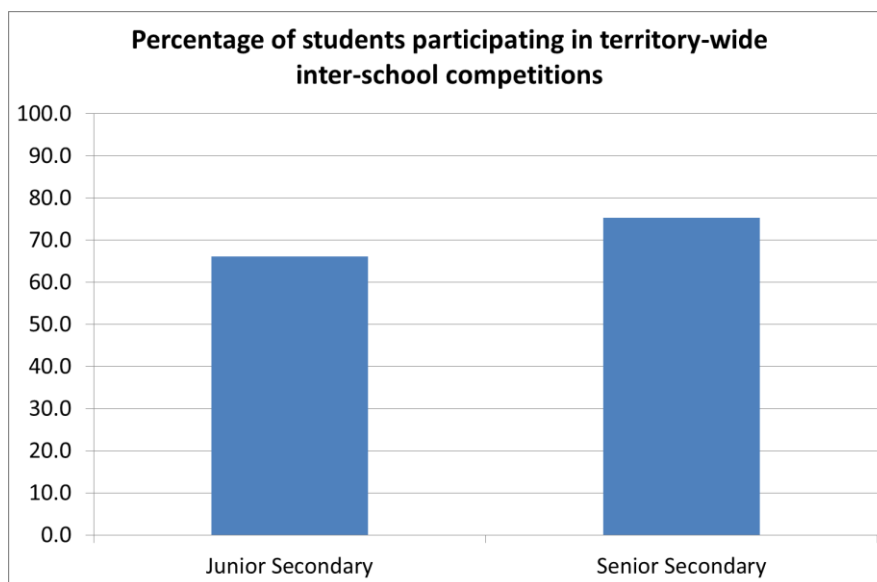
### 2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	80.5
Secondary 2	82.0
Secondary 3	76.3
Secondary 4	83.3
Secondary 5	81.0
Secondary 6	80.7



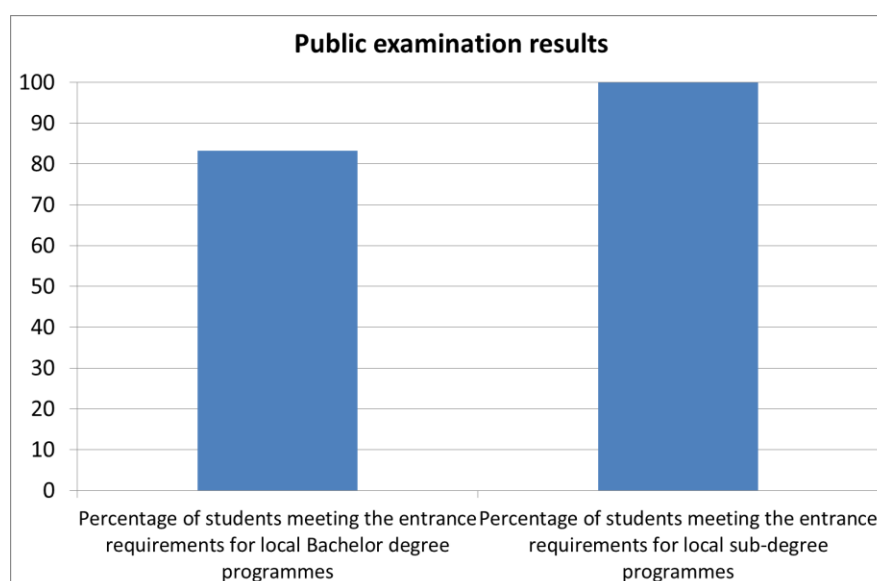
### 3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	66.1
Secondary 4 – Secondary 6	75.3



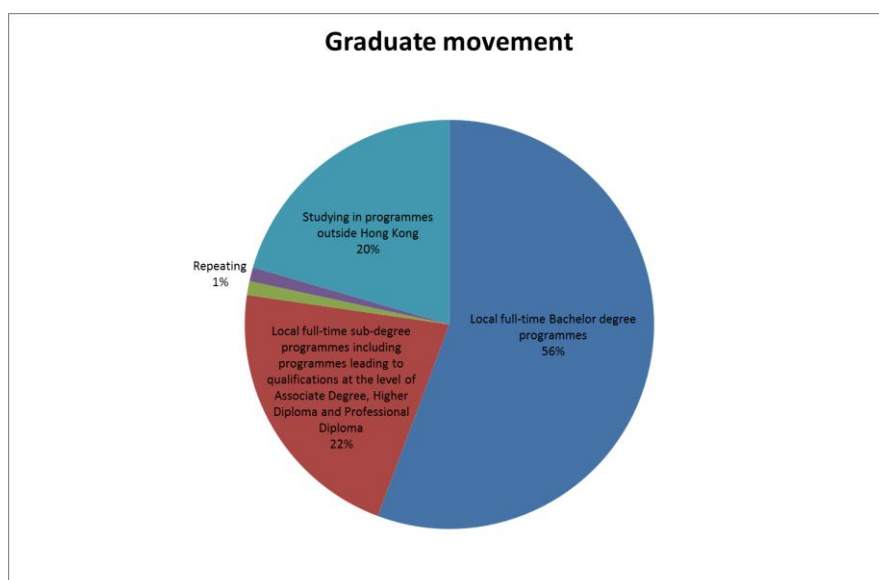
### 4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2014	83.2
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2014	100.0



## 5. Graduate movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2014	55.7
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2014	21.6
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2014	1.1
Repeating	2014	1.1
Studying in programmes outside Hong Kong	2014	20.5
Employment	2014	0.0
Others	2014	0.0

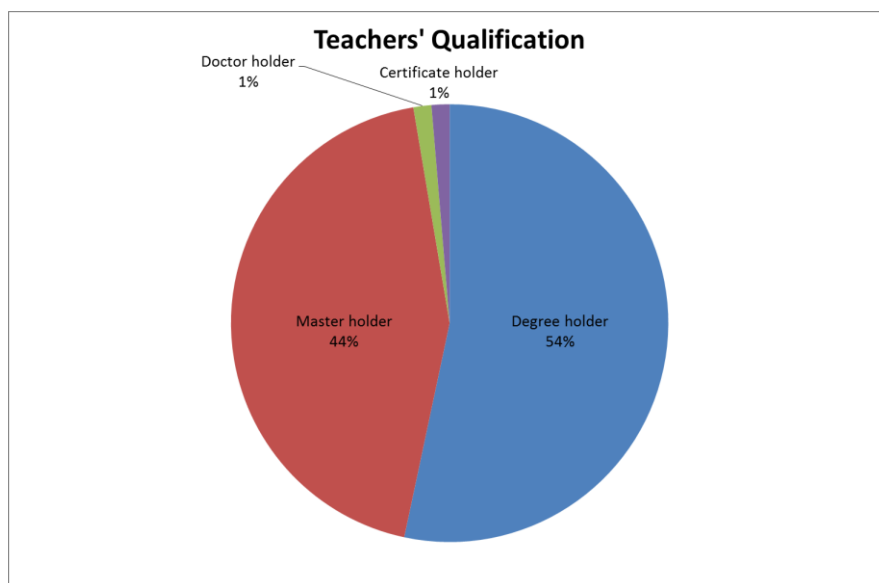




## VII. Staff

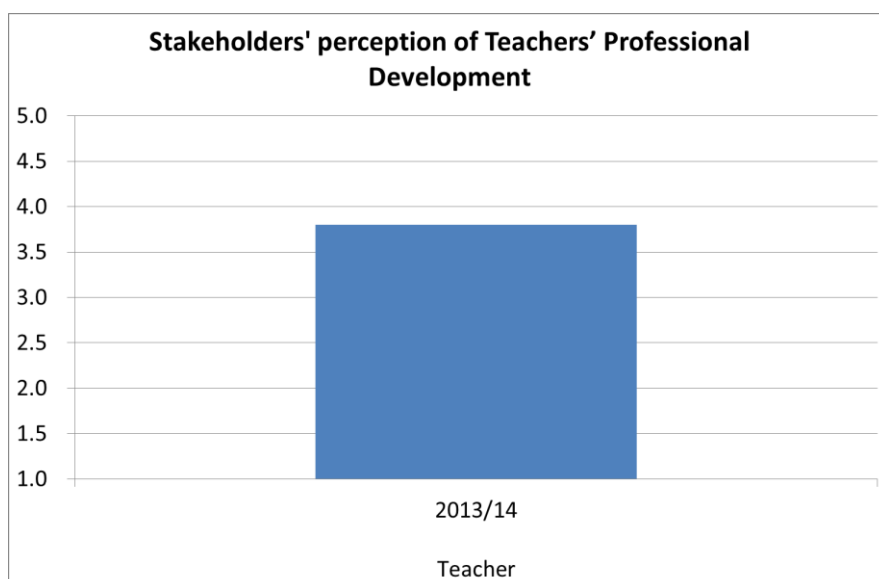
### 1. Profile

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.33
Degree holder	40	53.33
Master holder	33	44.00
Doctor holder	1	1.33
Total	75	100.00



### 2. Perception of Professional Development

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



## VIII. Major Concerns 2013-2014

### Major Concern 1: Learning & Teaching – Rise to Challenges

*All members of the Sacred Heart community equip themselves to excel in all situations*

**Focus 1: Becoming a reflective learner who aims high (School, Departments, Teams, Teachers, Staff and Students)**

**Focus 2: Being ready to take up challenges in all situations**

#### Achievements

- Different departments/teachers set clear goals on enhancing learning and teaching. Various strategies were devised and implemented to achieve these goals and to encourage in-depth reflection of students. Examples of such strategies included:
  - sharing of marked scripts which encouraged students to be more reflective;
  - homeroom teachers encouraging students to write journal entry and share with the homeroom teachers or class, making students engage in reflective learning;
  - introducing an extended learning scheme, Biology Explorer to encourage students to read beyond the curriculum;
  - arranging Chemistry after-class tutorials and introducing new teaching strategies such as co-teaching;
  - encouraging students to set questions on certain topics to challenge one another.
- Various strategies were designed to inspire students to aim high and address learner diversity such as
  - adopting a discovery approach to teaching geometry where students were encouraged to find out the formula themselves;
  - developing a Bonus marks system to challenge students further;
  - organising tutorials and study groups to enhance student learning;
  - giving graded exercises to students;
  - rearranging the teaching sequence of certain topics to cater for the learning needs and capacity of students.
- Students were encouraged to cultivate good learning habits through practices such as
  - encouraging students to jot their own notes: The BAFS Department allowed students to use their notecards in certain quizzes to prompt students to manage their own learning.
  - reminding students to cultivate good time management skills. S6 students had to draw up their study own plans for applying for exemption from inter-school competitions.

- Different departments have finished their curriculum reviews and curriculum mapping. Adjustments in curriculum were also made for the 7-day cycle.
- Working groups were set up to carry out reviews on school report format and PBL. After consulting stakeholders including teachers, students and parents, the draft format of the school report was tabled for discussion by the IMC in June 2014. The IMC Managers approved the change which would be effective from 2014-2015. The new mode for PBL would also be introduced in 2014-2015
- The S1 Life and Society curriculum was ready for implementation in 2014-2015.
- Staff development programmes on different nature such as academic development, pastoral care, Canossian spirit and community awareness organised to equip the teaching staff with knowledge and skills to carry out their responsibilities.
- Staff members were encouraged to reflect on their practices and sharing sessions were arranged for them to share good practices among themselves.
- Making announcement on school homepage helped disseminate activities information to students. More students were willing to take part in various external competitions of many disciplines such as Mathematics, Science and Geography. Encouraging results were obtained.
- Students were willing to engage in different learning trips to explore issues such as poverty, and German-Jewish relationship.

### **Reflection**

- Alternate teaching approaches were used to stretch the potential of students. Yet, these activities were time-consuming and they affected the teaching progress. It is hoped that the 7-day cycle arrangement can provide additional teaching time for certain subjects in 2014-2015.
- Some teaching staff expressed that greater and more concerted effort among teaching staff would be necessary for helping students to form good learning habits such as being punctual with homework submission and having a proactive learning attitude.
- Special effort should be made to help students taking part in external competitions to strike a balance between activities and study.

## Major Concern 2: Student Quality – Excel in Unity

**Focus 1: Acknowledging and appreciating the efforts of one another for self-improvement, new-initiative, serving others and perseverance**

**Focus 2: Working as a team with dignity and respect**

### Achievements

- ‘Love Project’ was successfully held again this year. Guidance Sisters in groups carried out various whole-school activities to spread warmth and care around the campus. Students exchanged their blessings with their schoolmates to support one another.
- In collaboration with the Homeroom Teachers Board Core Team, effort was put into revising the homeroom period curriculum for better arrangement of form assemblies to facilitate the whole-person development of students.
- Verbal and written evaluations were conducted after different activities. For instance, the CDT distributed pre-camp questionnaires for goal setting and post-camp reflection sheets for feedback and future planning. Students actively suggested interesting topics for future consideration. The exercise helped students reflect on their learning experiences and identify their strengths and weaknesses.
- Past students and guests were invited to share their study and career paths. Participants were invited to write a note of appreciation to the speakers.
- Voluntary service was organised by the Counselling Team. Students served the intellectually disabled with patience, love and care.
- A group of S3 and S4 students joined the activity ‘Dialogue in the Dark’ to experience the difficulties of the visually impaired. A debriefing session was conducted by the Civic Education Team to help students reflect on their attitude towards appreciating and recognising the strengths of the disabled in society.
- The Inter-class Discipline Competition was held to boost class spirit and promote the sense of unity.
- Students learnt to work as a team to show respect to the environment through the joint school project – Growing Seed initiated by the committee members of Green Torch. The team won the first prize in a competition on collecting paper for recycling.

### Reflection

- Class spirit was promoted through the inter-class competitions. More class-based activities could be organised.
- Students are encouraged to pay more attention to the cleanliness of their classrooms. Campaign on promoting self-management and sense of belonging could be launched.
- A Low Carbon Day would replace the No Air-conditioning Day to arouse different environmental concerns of students.

### **Major Concern 3: Administration**

#### **Focus 1: Smooth Transition from the SMC to the IMC**

#### **Focus 2: Implementation of Staff Appraisal System**

##### **Achievements**

- The elections of the Alumni Manager and Parent Managers were successfully conducted.
- The transition from SMC to IMC was smoothly carried out.
- Additional clerical staff was employed to support the IMC changeover.
- Training workshops on Canossian education, financial management and legal responsibility of teachers were organised for various stakeholders and staff members concerned.
- Documents on finance management, crisis management and staff recruitment were revised and consultation among staff members would be carried out in 2014-2015.

##### **Reflection**

- Guidelines or sharing sessions on peer lesson observation could be provided to give more help to the teachers concerned.
- It was suggested that a working team responsible for school document updates should be set up.

## IX. Student Development

### 1. Learning and Teaching

#### 1.1 Learning and Teaching Advancement

The aim of the Learning and Teaching Advancement Team is to review the academic arrangement and development in the school. It coordinates subject departments to improve curriculum development so as to devise better practices and offer a balanced and viable curriculum to promote self-motivation among the students and provide students with opportunities to develop to their full capacity.

- In order to let different stakeholders understand the new academic arrangement in 2014-2015, the team organised several briefing sessions for teachers, students and parents.

Date	Briefing session	Target
14 November 2013	Staff Meeting – Understanding the new academic arrangement	All Staff
4 December 2013	Form Assembly – New academic arrangement 1. S3-S6 Form Assembly 2. S1-S2 after Guest Talk	All S3-S6 students All S1-S2 students
23 February 2014	Parents Day – two identical briefing sessions	Open for all parents

- A workshop on study habits and examination skills for S4 and S5 students was organised. A survey was conducted before the meeting to investigate the study habits of senior students and it was found that most senior students were attentive in class. They also developed the habit of jotting notes during lessons and setting goals for their revision. However, senior students were unlikely to review or rewrite their notes after lessons. In addition, they had yet to form a habit of asking questions during lessons and relied heavily on the teacher. The survey result showed that time management and self-regulated studying are the two areas in which students need help to improve.
- The team continued to provide data analysis of student performance in the HKDSE exam, the S3 Territory-wide System Assessments and the Pre-S1 Attainment Test to understand the standard of the students in order to develop suitable plans to improve our learning and teaching.

## 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		

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's Ambulance Brigade	5. Junior Police Call	

The Student Activities Advisory Team aims at nurturing young student leaders by giving advice to both students and teachers on organising activities. We promote collaborative spirit and encourage students to meet challenges through co-curricular activities.

The team organised two training workshops to help student leaders with matters related to student activities. Advice was given to the organisers of whole school and joint school events so that better planning could be made and the participants could enjoy and benefit from the activities.

Date	Programmes	Participants
26 September 2013	ECA Briefing Session, Training workshop on Minutes Writing and Financial Management	Chairman, Secretary and Treasurer of Clubs, Houses and Student Units
3 October 2013	Leadership Training Workshop: Proposal Writing and Organising Activities	Chairman and one committee member of Clubs, Houses and Student Units

### 1.3 Extended Learning Activities

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

- concretising the school mission of empowering our youth to be women of integrity and versatility with global awareness;
  - broadening the horizons of students, fostering all-round education and a better understanding of both national and international perspectives;
  - developing the cultural aspect and character formation of the student as an individual;
  - recognising the importance of community service and the cultural aspects in the school curriculum including music, dance, visual arts, sports, language arts;
  - enhancing learning of the NSS Curriculum and OLE (Other Learning Experiences) by students.
- 
- S5 Extended Learning Week is organised every year for providing opportunities for all senior students to develop and explore various areas in the OLE and NSS Curriculum.
  - Students stretched their physical limits through the Outward Bound programme. They learnt the organisation of various business sectors in Hong Kong and Mainland China via the Business Immersion Programme.
  - Students had wide exposure to different cultures such as Malaysian bungalow and cuisine, Japanese tea ceremony, architecture and yukata (Japanese garment), the life of racial minorities in Hong Kong.
  - Extended learning on various subjects were organised, such as study tours related to environmental protection measures in Singapore and Japan; pilgrimage to Kyushu in Japan on the history of the Catholic church in the Far East; service for the needy in Cambodia and Malaysia on gaining insights into love and life.



## 2. Student Qualities

### 2.1 Careers and Further Studies

The Careers and Further Studies Team aims to help students make informed choices for their future studies and pave the way for their career aspirations.

- A number of talks on further studies were informative for both students and parents. They included Subject Choice Assembly and Seminar for S3; a sharing on Multiple Pathways and a talk on Study Opportunities in China for S5 and S6 students; Mock Release Programme and Preparation for Release of DSE results by Hok Yau Club for S6 students. These programmes pinpointed the need of students to understand study-related choices available to them.
- Two series of Career Explorers were organised in both school terms. Twelve guest speakers were invited to the school to introduce students to different professions and the prerequisites of entering those professions. Two career visits to the Hong Kong Observatory and Llewelyn-Davies Hong Kong Limited – an Architectural Practice were organised.
- The AA Mentorship Programme gave students opportunities to develop friendship with alumnae who shared their career-related and life experiences.

### 2.2 Character Development

The aims of the Character Development Team are to enable students to develop a mode of conduct based a sense of personal dignity; to think positively and creatively; to reason and solve problems systematically and independently. Also, students are encouraged to serve the community actively so as to cultivate love and respect for the less fortunate.

- Adventure-based Counselling Activity

	Date	Number of participants
S1 Military Training Day Camp	12 October 2013 and 19 October 2013	185 (All S1 students)

- Visits / Outings

	Date	Number of participants
1. Rehabilitation Pioneer Project – S3 Visit to Lo Wu Correctional Institution	3 October 2013	18 (S3 students)
2. The Day of Mindfulness (DoM)	30 November 2013	16 (S6 students)
3. Treasure Life – Be your own life	24 February 2014	30 (S4 & S5 students)
4. Movie show – 禁毒電影《毒蘋果》	23 April 2014	16 (S4 & S5 students)

- Talks / Interviews

	Date	Number of participants
1. Rehabilitation Pioneer Project	3 October 2013	212 (All S3 students)
2. S1-S2 Form Assembly 「沉溺網絡」	30 October 2013	284 (All S1 & S2 students)
3. City Forum 「城市論壇」	15 December 2013	15 (S4 students)

- Others

	Date	Number of participants
Kung Fu Course	October 2013 - March 2014	5 (S1-S5 students)

- Among all the activities organised in 2013-2014, the following three new activities were highly recommended by our students and teachers:

- (a) S1 Military Training Day Camp (12 October 2013 & 19 October 2013)
- (b) Rehabilitation Pioneer Project – S3 Visit to Lo Wu Correctional Institution (3 October 2013)
- (c) The Day of Mindfulness (DoM) (30 November 2013)

- (a) S1 Military Training Day Camp (12 October 2013 & 19 October 2013)

As a newly introduced activity this year, 'S1 Military Training Day Camp' was an educational activity to our S1 students. This activity aimed to help our S1 newcomers get ready to take up challenges such as listening to commands carefully before taking action and knowing how to follow instructions. A pre-camp questionnaire for goal setting and a post-camp reflection sheet for future planning were provided so as to make the day camp more educational and meaningful. Besides, evaluations by teachers and students were conducted to collect opinions and a report was also presented to parents during S1 Parents' Night. On the whole, 54.5% of our participants agreed that the programme could increase their understanding of themselves, and 62.2% agreed that the programme could train their mind and make them realise the importance of self-management.

- (b) Rehabilitation Pioneer Project – S3 Visit to Lo Wu Correctional Institution (3 October 2013)

Response from the students was positive and encouraging. This activity aimed to provide students a chance to visit the correctional institution, meet a prisoner to understand why she was imprisoned and what consequence she faced when she committed crime. Through the visit and face-to-face conversation, the students knew more about the correctional system in Hong Kong and enhanced their awareness of being a self-disciplined person and a responsible, law-abiding citizen in Hong Kong. After the visit, the participants shared their experience with other S3 schoolmates during homeroom period and wrote cards to support the prisoners. On the whole, all the students agreed that the programme was worth organising next year.

- (c) The Day of Mindfulness (DoM) (30 November 2013)

This activity aimed to provide S6 students a chance to leave behind their work and worries and simply enjoy happiness by having a series of mindfulness practice activities. Participations spent a full day in a temple to practice sitting meditation, walking meditation, mindful eating, smiling and breathing together. It was a kind of stress management and life training which senior form students should learn. On the whole, all the participants agreed that the programme was worth organising next year.

### 2.3 Civic Education

The aim of the Civic Education Team is to help students develop social awareness and strengthen their analytical and critical thinking skills in different social contexts.

Various programmes were organised for students to visit social enterprises and understand the needs of the disabled and the less privileged. Students also participated actively in a school talk and a forum which helped arouse their social awareness and develop a strong citizenship to maintain a just and equal society.

Time	Programme
Assembly for special events	十一國慶
	六四事件
	七一香港特別行政區成立
Throughout the year	Class sharing on civic and global issues
December 2013	City Forum
February 2014	Activities of Dialogue in the Dark
March 2014	ACT 香港社會服務聯會 - 社區考察 (失聰人士的工作)
April 2014	ACT 香港社會服務聯會 - 社區考察 (政治難民)
July 2014	Civic talk on social participation

### 2.4 Counselling

The aims of the Counselling Team are to cultivate a positive and caring atmosphere conducive to a pleasurable school life, to sustain efforts by the senior students in caring for the junior students, as well as to support teachers in building confidence and taking the initiative to care for students.

- 'Love Project' was organised again this year. Students learnt to spread warmth and care to others by writing best wishes for their schoolmates on the package of the biscuits given to them.
- A day camp was held for Guidance and Small Sisters to meet some mentally handicapped students. They learnt to be more accepting and patient in communicating with the less capable.
- Several talks were organised for different students to equip them with various skills to face adversities:

Name of programme / workshop / talk	Participants
Stress Management	S6
Life "I Love U"	S3
生命故事：張潤恆	S4 - S6
Sharing with past students	S3
Stress and Time Management	S4

- The programme of 'Appreciation cards' was carried out again this year. Students wrote their words of appreciation and encouragement to their schoolmates to foster a loving environment on the school campus.
- An Adventure Training Day Camp was held for S2 students aiming at team building. Students were able to learn to love and care through the pleasurable activities in the camp.
- 'Happy Companion Workshop' was organised for S1 and S2 students for social skills training. Students were coached to openly share their feelings with one another and they learnt to be more appreciative to the efforts of others.

## 2.5 Discipline

The aims of the Discipline Team are to support teachers in maintaining an orderly school atmosphere necessary for effective teaching and learning; to promote the school spirit, a sense of belonging and self-discipline among students; as well as to cultivate a spirit of serving the school so as to enhance collaboration.

- 'Interclass Discipline Competition' was organised throughout the year. The aims of the competition were to encourage students to be more self-disciplined and to maintain school discipline more effectively. Prizes were given to well-performed classes.
- The 2-day training camp for Discipline Prefects was held in the second term. Discipline Prefects learnt leadership skills and other learning experiences through adventure games and activities.
- Talks on drug abuse and online networking safety were held for S2 and S3 students. Students learnt how to say no to drugs and how to protect themselves when engaging in online networking activities.

## 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 efficiently.

- Thirty S3 students were nominated by their English Language teachers to join an English Pull-out Programme 'Global High Flyers Scheme' in October 2013. They attended two workshops conducted by tutors from different countries and learnt about their culture. Students reflected that this programme empowered them to improve their communication and presentation skills.
- Twenty AoLs and Catholics travelled to Kyushu, Japan to learn about Japanese culture and Catholic history during the S5 Extended Learning Week.
- Thirty S4 and S5 students were nominated by their Chinese Language teachers to join a Chinese Pull-out Programme called 「讀《三國》遊中國」 from October 2013 to March 2014. Students attended workshops conducted by writers and visited Man Mo Temple in Shamshuipoo. The series of programmes empowered students to improve their creative writing skills.
- Eight S3 and S4 students joined a Chinese Cultural Trip to Hangzhou in April 2014. They represented Hong Kong to participate in the Youth National Chinese Writing Competition.
- Thirty S4 and S5 AoLs joined the 'Disney's Foundation for Career Success Program' and 'Disney's Hospitality in Practice Program' in November 2013. These programmes allowed the students to explore personal preparation for career interest, the unique Disney culture, and the expansion of individual skill sets to create career opportunities.
- A High Table Dinner was co-organised with the Home Economics Department in February 2014. A total of eight S6 students attended two social etiquette workshops conducted by Mrs Ivy Yeung before joining the dinner.
- Twenty S4 and S5 AoLs joined the Ocean Park Learning Camp in March 2014. Students learnt about the behaviour of fish and investigated the impact of trawling on the marine ecosystem. Students promoted the concept of 'sustainable seafood' to schoolmates during morning assembly and homeroom period.
- Thirty S3 AoLs joined the Leadership Training Camp in July 2014. They explored their potential through stepping out of their comfort zones and learnt to be good leaders.

- A number of summer programmes were held during summer vacation. Six S4 students attended the Global Young Leaders Conference in the US in July 2014. Eight S4 academic high achievers and Miss Mandy Cheung attended the Stanford International Youth Program in the US in August 2014. Eighteen S4 students were nominated by their English teachers to attend the Oxbridge University Preparation Camp organised by Schools of Southern District in August 2014. They had an opportunity to learn from and exchange ideas with outstanding young leaders from around the world to build critical leadership skills in a global context.
- Six S4 and S5 academic high achievers were nominated to join the Gifted Program organised by the Hong Kong Academy of Gifted Education.

## 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. Students will be empowered with different life skills to maintain a healthy body and mindset to face greater challenges.

A talk provided by 青蔥綠葉行動 was organised for S2 students on “How to take care of your skin”. During the talk, different kinds of skin problems were introduced and the causes were well explained. This provided a good opportunity for students to reflect on their own diet, sleeping habit and their emotional management. Also, students learnt how they can take care of their skin properly.

Here is a summary of all the health-related topics introduced to each level during homeroom periods:

Level	Topic	Format	External organiser
S1	General health concepts	Class-based workshops	Health Department
S2	Physical health	Form assembly (Talk)	青蔥綠葉行動
S3	Mental health	Homeroom period	N/A
S4	Psychological health	Homeroom period	N/A
S5	Emotional health	Homeroom period	N/A
S6	Stress management	Homeroom period	N/A

## 2.8 Religious Activities and Service Learning

Religious activities are mainly conducted by the Catholic Formation Core Team and its aims are as follows:

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

Various activities were held, such as the whole school Eucharistic Celebrations, Christmas Celebration, Easter Programme, Foundress Day and Foundress Week. Besides, religious group meetings were held by the six religious groups during the first period on Day VI. Sharing by guest speakers and the Way of the Cross were also carried out during the Religious Period. There was a Monthly Mass each month and rosary prayer would be arranged before the mass. In addition, Penitential Rite was organised during the Lent and a pilgrimage was arranged for Catholic students of each level. Each pilgrimage would follow a specific route to visit a few religious places to strengthen the religious faith of participants.

The Catholic Society also organised various religious activities in order to promote the religious atmosphere on our school campus and deepen the faith of students. These activities included prayer meetings, the joint school religious formation day, a book exhibition and different Lent activities to arouse the spirit of sacrifice, repentance and almsgiving.

The Religious & Moral Education Department was also responsible to organise the Catholic Formation Day for each level of Catholics. For S2-3 Catholic Formation Day, special arrangements were made, such as religious adventure and youth prayer meeting.

Service learning is a major part in the curriculum of Religious & Moral Education (RME). Virtues of different saints were emphasised and practical skills to serve various target groups were also taught. Students applied the skills in their service and reflection was also highlighted.

All students are encouraged to fulfill the 5-hour community service every school year. A summary service record is provided and students are also required to write at least one service record sheet for their reflection after service in order to consolidate and apply what they have learnt in RME lessons. It can help them for their personal growth and be more sensitive to the needs of the under-privileged in society.

## 2.9 Sex Education

The focus of the Sex Education Team is on acknowledging and appreciating the efforts of one another for self-improvement, new-initiative, serving others and perseverance.

- As students are better equipped with knowledge of sensitive topics on sex, they will adopt a more positive attitude towards sex education and will be more willing to seek correct sex knowledge.
- Students will develop positive attitudes on sexuality through class activities.
- Students show a desire to learn and to have healthy about their community.
- Students develop sensible and sympathetic attitudes towards current issues.
- At least one form assembly was organised for each form during the home period. Different topics were chosen for different forms according to their interest and abilities to provide useful information. As students have different interests and learning patterns, a variety of topics on sex-related issues were offered.
- Current and ad hoc issues were discussed. Students discussed and analysed issues from different angles.
- Professionals were invited to conduct tailor-made workshops on online chats and dating for S2 and S3 students during homeroom period.
- Different activities on the theme ‘Respect myself’ were organised as follows:

### Form Assemblies

Form	Date	Topic / Organisation	Teacher-in-charge
S1	26 February 2014	愛身體・尊重人 / 明愛愛與誠機構	Miss Carol Lee
S4	30 October 2013	戀愛大作戰 / 明愛愛與誠機構	Ms Candy Chun
S5	14 March 2014	援交問題 / 明光社	Ms Leung HY
S6	28 October 2013	人生另一章・家 / 明愛愛與誠機構	Miss Chang WF

### Homeroom period workshops

Form	Date	Topic	Teacher-in-charge
S2A & S2B	4 December 2013	裸聊問題 / 明光社	Ms Leung HY
S2C & S2D	10 December 2013		
S2E & S2F	12 December 2013		
S3A & S3B	19 November 2013	愛・情・慾 / 明光社	Ms Dora Au
S3C & S3D	21 November 2013		
S3E & S3F	27 November 2013		

### Post-exam Activity

Form	Date	Topic	Teacher-in-charge
S1 & S2	27 June 2014	戀愛・亂愛 / 母親的抉擇	Ms Leung HY

### 3. Financial Assistance

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

In 2013-2014, 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
- Community Care Fund: subsidy for students participating in cross-boundary learning activities
- Hong Kong Jockey Club Life-wide Learning Fund: subsidy for co-curricular activities
- Hong Kong Outward Bound Subsidy: subsidy on course fee for S5 students participating in the Outward Bound programme
- Hong Kong Schools Sports Federation Pilot Scheme for Student Athlete Support: subsidy for sports training programmes
- SHCC S5 Extended Learning Fund (fund raised from the school Annual Fun Fair and contribution of the Parent-Teacher Association): subsidy for S5 students on their Extended Learning Week programmes
- SHCC Alumnae Association Education & Charitable Fund: subsidy for extended learning programmes
- Welfare Fund for Student Activities (sponsored by Graduates of 1985): subsidy for extra-curricular activities
- Sr Amelia's Fund for Voluntary Services: donated by alumnae, subsidy for service projects
- P & A Barrett Support Fund: subsidy for sports training and instrumental classes
- SHCC Student Welfare Fund Assistance Scheme: subsidy on lunch box, pocket money and school bus service

The Team offered information of financial resources and guidance to students in their application for various financial assistance schemes and funds. After coordination, allocations of certain funding were proposed for approval and endorsement by the Principal and IMC.



## X. Staff Development

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

Several staff development programmes were organised in 2013-2014, including ‘Teachers’ Roles Today’, ‘Assessment for, as and of Learning’, ‘The Spirit of Canossian Education’ and ‘Crisis Management’. In general, teachers found the programmes inspiring, focused and clear. Their understanding of the vision of Canossian educators was effectively enhanced. Feedback on the Sha Tau Kok Eco Tour was also very positive as teachers enjoyed exploring the history of the Sha Tau Kok under the colonial rule. Lastly, four new staff induction programmes were organised for the whole school year. New teachers found the programmes effective in helping them adapt to the new working environment.

Date	Activity	Target
27 August 2013	Staff Development Programme: Pathway of Teachers’ Professional Development—our roles today	All staff
11 September 2013	Staff Development Programmes: <ul style="list-style-type: none"> <li>• Reforming School Assessment Culture Under New Academic Structure</li> <li>• Assessment for, as and of Learning</li> </ul>	All staff
15 November 2013	Staff Formation Programme: Canossian Education	All staff
15 November 2013	Staff Formation Programme: Canossian Education	Middle managers
19 December 2013	Staff Development Programme: Legal Liability of Teaching Profession	All staff
28 January 2014	Department-based Development Programme on Curriculum Planning	All staff
9 April 2014	Staff Development Programme: Sha Tau Kok Eco Tour	All staff
27 August 2013	New Staff Induction Programme I— School Reopening	New teachers
6 September 2013	New Staff Induction Programme II— ECA/ Classroom management and discipline	New teachers
30 October 2013	New Staff Induction Programme III— Duties of invigilators, examination marks inputting and the SAMS system, writing student comments	New teachers
18 February 2014	New Staff Induction Programme IV— Interviewing skills for the annual Parents Day	New teachers

## XI. Financial Summary

*School's annual financial position in 2013-2014 (updated at 31 August 2014)*

<b><u>FINANCIAL REPORT FOR 2013-2014</u></b>			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A09	Premises	\$1,179,500.00	\$1,047,503.71
A10-A20	Administration	\$5,104,716.90	\$4,999,023.90
C01-C24	Curriculum	\$877,486.90	\$711,177.04
P01-P28	Pastoral Care	\$1,048,070.00	\$811,446.19
	<b>Total</b>	<b>\$8,209,773.80</b>	<b>\$7,569,150.84</b>
	<b>% Spent</b>		<b>92.2%</b>

## XII. Report on use of Special Grants

### 1. Capacity Enhancement Grant (CEG)

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

Department	Programme	Amount
Mathematics	Enrichment courses for potential students	24,800.00
Chinese	Enrichment and enhancement courses	15,746.10
Physical Education	Sports training programmes (swimming & athletics)	19,111.00
Drama Education	Part-time drama teacher	277,313.40
Music Department	School Team Training (for musically gifted students)	70,000.00
Self-access Learning Centre	Teaching assistant to support the daily operation of SALC	98,914.03
	<b>Total</b>	<b>505,884.53</b>

### 2. Senior Secondary Curriculum Support Grant (SSCSG)

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

Post	Period	Amount
Contract (Chin) teacher	September 2013 – August 2014	311,409.00
Contract (Eng) teacher	September 2013 – August 2014	394,050.00
Contract (Maths) teacher	September 2013 – August 2014	311,409.00
	<b>Total</b>	<b>1,016,868.00</b>

### 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: \$48,697.80**

**Grant in Year 2013-2014: \$126,000.00**

NSS Domain	Programme	Target	Amount (\$)
Chinese	讀《三國》的那些	S4, S5	25,100.00
Chinese	杭州文化之旅暨第二屆新少年作文大賽	S4	16,000.00
English	Oxbridge University Preparation Camp	S4, S5	22,680.00
Science	Ocean Park Learning Camp	S4, S5	35,079.50
Spiritual	Religious Education Pull-out Programme	S4	1,925.00
Spiritual & Humanities	Pilgrimage and Cultural Study Tour in Kyushu, Japan	S5	38,000.00
Careers	Disneyland Learning Day	S4, S5	8,425.00
Leadership	Leadership Training Day Camp	S4, S5	7,690.00
Leadership	南區勇闖高峰領袖訓練計劃	S4	1,420.00
Leadership	Subsidising an exceptionally gifted student to join the Stanford University Youth Program, US in Summer 2014	S4	10,000.00
		<b>Total</b>	<b>166,319.50</b>
		<b>Balance</b>	<b>8,378.30</b>

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

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

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	7	17,376.00
Western Instrumental Classes	3	7,160.00
Dance Classes	3	6,950.00
Sports Training	10	20,114.00
	<b>Total</b>	<b>51,600.00</b>

**End of Report**

**Sacred Heart Canossian College**  
**School Report 2013-2014**

endorsed by  
the Incorporated Management Committee of  
Sacred Heart Canossian College

Sr Agnes Law FdCC  
Chairman / School Supervisor

on \_\_\_\_\_