

Passionate about Learning

Caring through Respect

School Report 2011 - 2012

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.

School Report 2011-2012

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Introduction

Passionate about Learning Caring through Respect

2011-12 has, without doubt, been a year of challenges, opportunities and blessings for Sacred Heart. The double cohort year inevitably posed a great demand on the students, the staff and the school. Yet with all these challenges, we witnessed greater collaboration among the staff to accompany Sacred Heartists on their learning journey. Formation of the Heart continued to have a special place in the education provided by Sacred Heart.

Inspired by the life of Jesus, the members of the Sacred Heart family strived to love, respect and care for the people around. ‘Following Jesus’ was not just the theme of various religious activities and celebrations throughout the year but also the motivating force for our students to serve those in need. They did not just show their love and care for those around them but also reached out to different groups like the homeless, the ethnically South Asian children, the blind, and the less privileged. Sacred Heartists learnt to appreciate and embrace diversity with gratitude through these experiences. Besides, students were provided with numerous opportunities to deepen their understanding and reflection on ‘respect’ through sharing and various school activities such as inter-class slogan competition, appreciation cards and Love Tree. In fact, living up to the virtues of respect and love are the essential qualities of a Sacred Heartist.

In addition to the spiritual and character formation, equal stress was placed on the academic development of students. Increased learner diversity has rendered the necessity of turning differentiated instruction, formative assessment and giving specific feedback into regular practice. Facilitating students’ ability to learn through English was another school concern. The Medium of Instruction Focus Inspection provided the school with a good opportunity to review the language policy and the effectiveness of various supporting programmes to assist our students. The effort of the school in providing support to students in learning through English was greatly appreciated by the inspection team from the Education Bureau. The P-I-E (Planning – Implementation – Evaluation) process of the school, the various initiatives to enhance students’ ability to learn through English and the performance of the students impressed our reviewers. The second phase of the SALC (Self Access Learning Centre) project, in particular, was a notable example of how language support could facilitate students’ learning of Junior Humanities. On the basis of all these experiences, the school will continue to support initiatives in language across curriculum and cross departmental collaboration.

The NAS (New Academic Structure) and the NSS (New Senior Secondary) curriculum have been arousing much public concern ever since their introduction. Our school is no exception in this respect. The first HKDSE (Hong King Diploma of Secondary Education) examination has put enormous pressure on both students and teachers. Finding extra time to cover the NSS curriculum, the School-based assessment of various subjects and the compulsory IES (Independent Enquiry Study) have actually left little space for students and teachers to reflect deeply on their learning and teaching. Nevertheless, the introduction of the NAS did provide an invaluable opportunity for

greater inter-team collaboration so as to empower our students to face this educational change. Our Careers and Further Studies Team, Counselling Team, Learning and Teaching Advancement Team and Homeroom teachers have been working closely together this year for this purpose.

Being passionate learners, Sacred Heartists are encouraged to be adventurous and to go global. For example, in order to provide a more stimulating learning atmosphere for students taking German, this year Sacred Heart has successfully found a partner school in Germany through the PASCH programme of the Goethe Institut. An encounter with visitors from Germany and the sharing sessions with German students through video conferencing facilities enabled our students to have wider exposure and enhance their motivation to learn the language. Students have been increasingly ready to take part in different kinds of inter-school competitions and activities organised by tertiary institutes or other external organisations. In addition to the various extended learning and cultural exchange programmes initiated by the school, some students are ready to stretch themselves even further. This summer, two S4 students, with the support of our Alumnae Association, will attend summer courses at Oxford University while some students, sponsored by the Goethe Institut, will attend a language course in Germany.

Students' learning will definitely be enhanced by the improvements in school facilities. The completion of the first phase of the 150th Anniversary Project in August 2011 provided the school with the much needed classrooms to meet the demand of the double cohort year in 2011-2012. The second phase, i.e. the auditorium and the IT centre, is well underway. We are grateful to alumnae and parents for their invaluable professional advice and generous donations. The whole school community is looking forward to the completion of the project by the end of 2012 to add more colour to the learning and aesthetic development of our students.

Sacred Heart has always been blessed with dedicated and capable alumnae as well as caring and helpful parents. Besides sponsoring the extended learning activities and offering various scholarships, they have been generous in offering services to the school in different areas such as giving advice to the school in different areas, providing support to students in need, mentoring students, giving careers talks and working voluntarily to contribute to school activities. With their support, our students are able to have wider exposure and enjoy an enhanced learning environment.

With deep gratitude and appreciation, we praise our Heavenly Father for all the challenges and blessings He has given to the school this year.

"Give thanks to the Lord for he is good, his faithful love endures forever!"

Psalm 107:1

Bearing the education mission of our Foundress St Magdalene of Canossa in mind, we will continue to accompany our students so that they can become women of integrity and versatility with global awareness, deeply rooted in the greatest love of the Sacred Heart of Jesus.

School Management

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

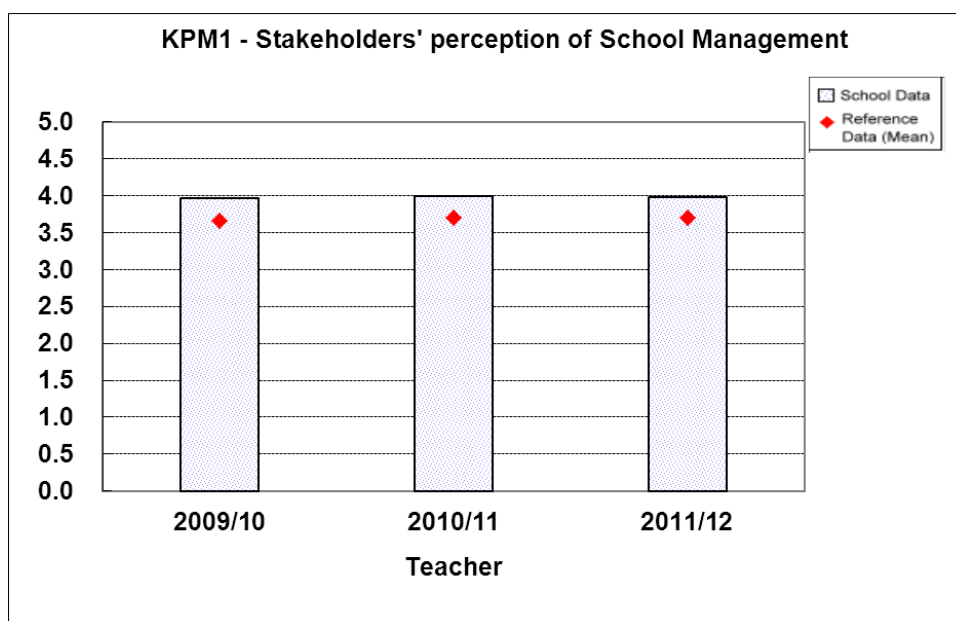
Members of the School Management Committee (2011-2012)

Sr Agnes Law	School Supervisor
Sr Veronica Fok	School Principal
Sr Rosangela Cesati	Representative of Canossian Missions
Sr Marie Remedios	Representative of Canossian Missions
Sr Theresa Chien	Representative of Canossian Missions
Sr Susanna Yu	Representative of Canossian Missions
Ms Catherine Wong	Representative of Canossian Missions
Mr Ignatius Chow	Teacher Representative
Ms Agnes Ng	Alumnae Representative
Mrs Connie Lau	Parent Representative
Miss Nicole J Tavares	Independent

Management & Organization

KPM 1 - Stakeholders' perception of School Management

		School Year	Mean	S.D.	Effect size
1.1	The average score of teachers' perception of School Management	2009/10	4.0	0.8	Very large
		2010/11	4.0	0.5	Very large
		2011/12	4.0	0.7	Very large



In accordance with the new phase of the School Development and Accountability Framework, 'Effect Size' has been added to the reports on Key Performance Measures and the Stakeholder Survey on the ESDA in order to facilitate schools to analyse the data. 'Effect Size' is used to gauge the difference between the means of two sets of variables. Standard Deviation will be used to determine the magnitude of the difference indicating the strength of the effect. It can be represented by the following formula:

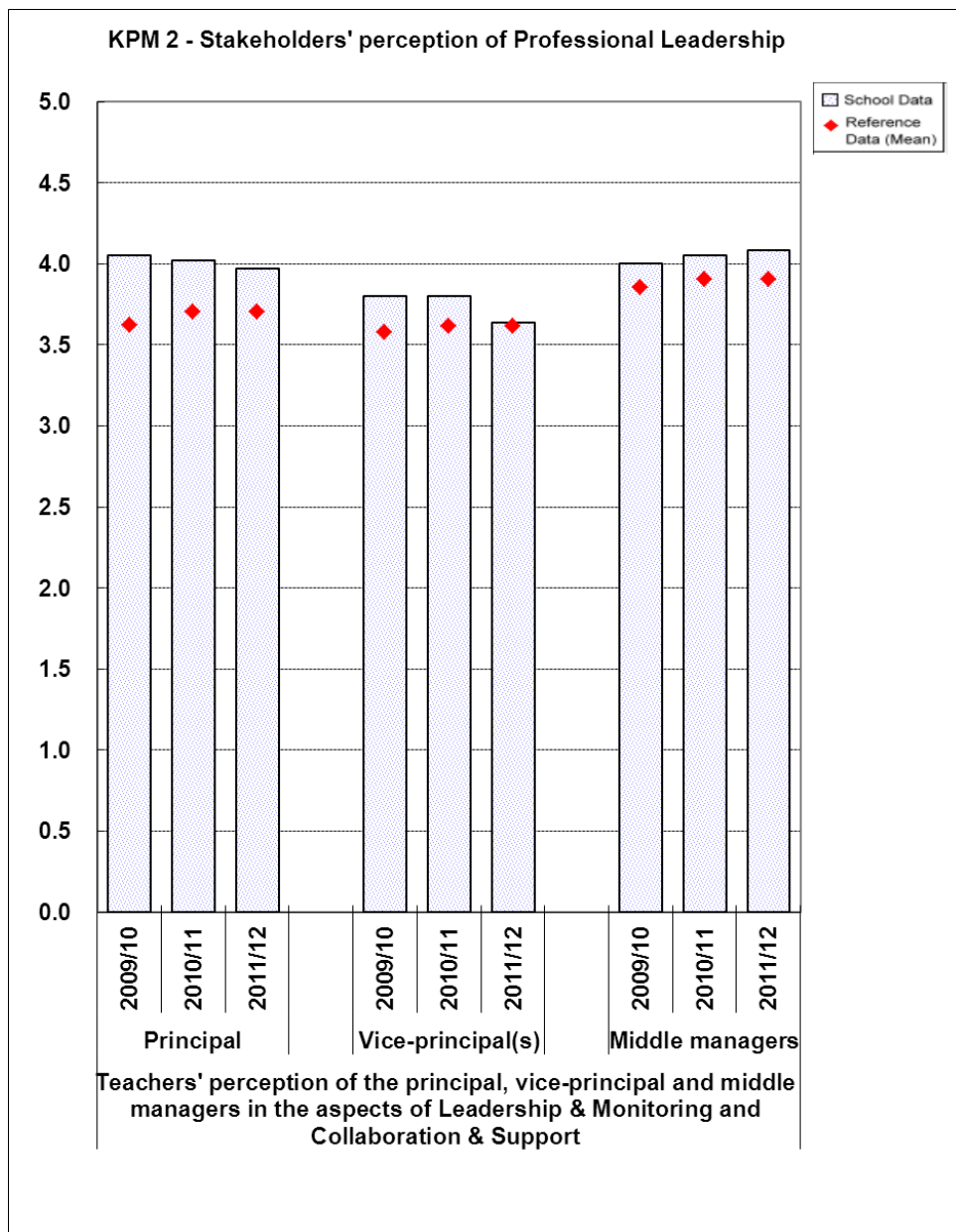
$$\text{Effect Size} = | \text{MeanS} - \text{MeanR} | / \text{SD}$$

MeanS is the mean of the school data; MeanR is the mean of the norm or the reference data; SD is the Standard Deviation of the norm or the reference data. When 'Effect Size' is 0, there is no difference between the two means. The greater the value of 'Effect Size' it becomes, the greater and the more significant the difference it makes. According to the value of 'Effect Size', the strength of the effect can be classified in the following table:

Effect Size	Description
< 0.20	Negligible
0.20 – 0.49	Small
0.50 – 0.79	Moderate
0.80 – 0.99	Large
>= 1.00	Very large

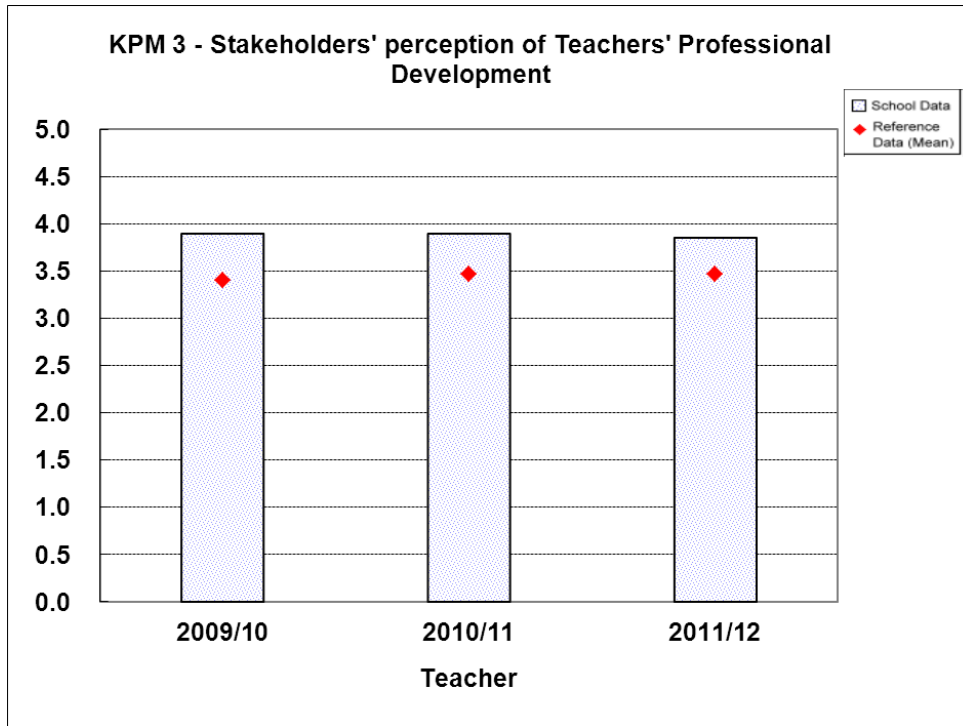
KPM 2 - Stakeholders' perception of Professional Leadership

		School Year	Mean	S.D.	Effect size
2.1	The average score of teachers' perception of the principal in the aspects of Leadership & Monitoring and Collaboration & Support	2009/10	4.1	0.8	Very large
		2010/11	4.0	0.7	Large
		2011/12	4.0	0.8	Moderate
2.2	The average score of teachers' perception of the vice-principal in the aspects of Leadership & Monitoring and Collaboration & Support	2009/10	3.8	0.8	Moderate
		2010/11	3.8	0.9	Small
		2011/12	3.6	0.9	Negligible
2.3	The average score of teachers' perception of the middle managers in the aspects of Leadership & Monitoring and Collaboration & Support	2009/10	4.0	0.7	Moderate
		2010/11	4.1	0.7	Large
		2011/12	4.1	0.6	Very large



KPM 3 - Stakeholders' perception of Teachers' Professional Development

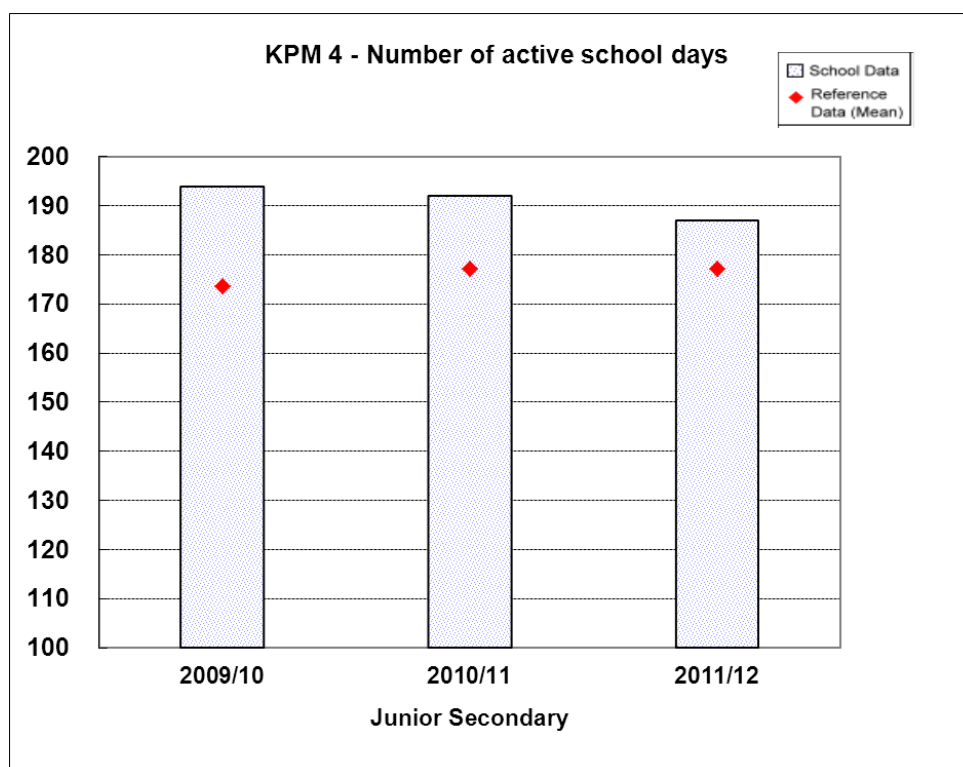
		School Year	Mean	S.D.	Effect size
3.1	The average score of teachers' perception of Teachers' Professional Development	2009/10	3.9	0.7	Very large
		2010/11	3.9	0.6	Very large
		2011/12	3.9	0.6	Very large



Learning & Teaching

KPM 4 - Number of active school days

		School Year	Day(s)	Effect size
4.1	Secondary 1 – Secondary 3	2009/10	194	Very large
		2010/11	192	Very large
		2011/12	187	Very large

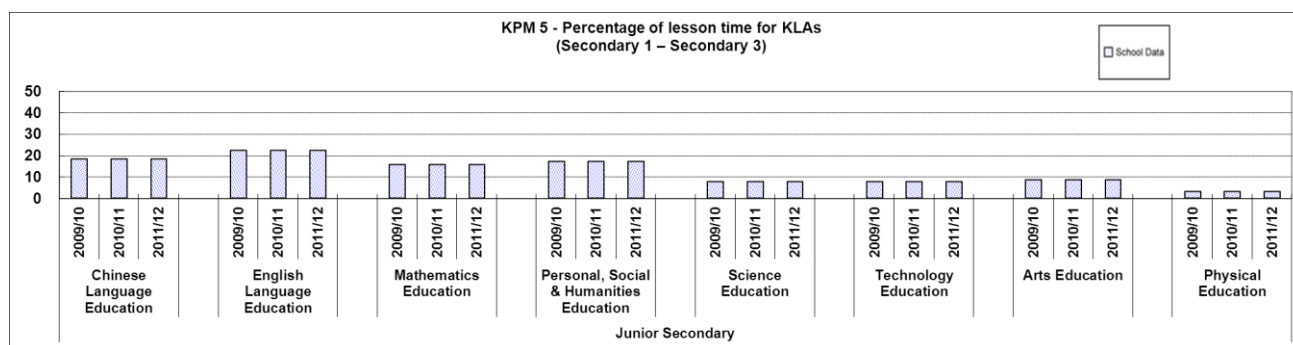


The number of Active School Days consists of the following two components:

- 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 organized for the whole school or whole class-level of students. The learning activities should have clear educational purposes and learning objectives for students' participation such as Sports Day or Project Learning Day and students are entitled to learning opportunities to broaden their learning experiences.

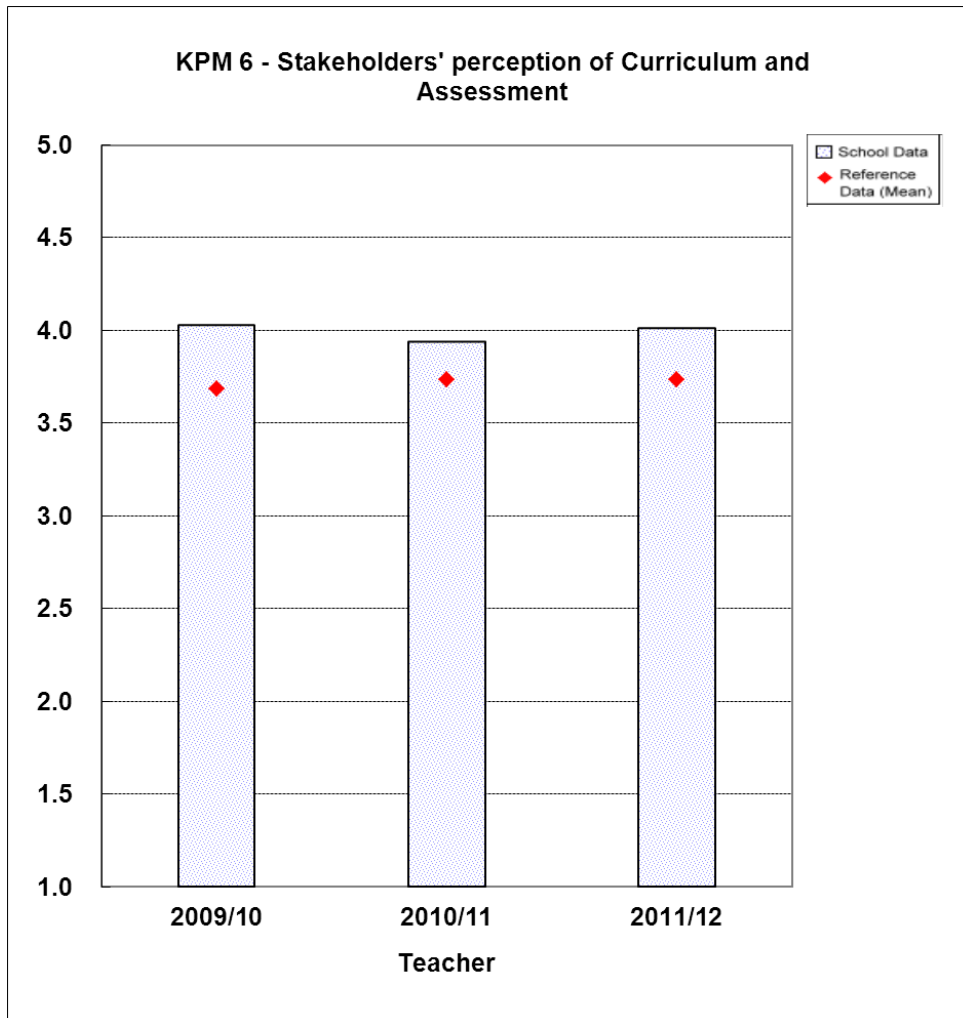
KPM 5 – Percentage of lesson time for KLAs

Secondary 1 – Secondary 3		School Year	School Year
5.1	Chinese Language Education	2009/10	18.2
		2010/11	18.2
		2011/12	18.2
5.2	English Language Education	2009/10	22.2
		2010/11	22.2
		2011/12	22.2
5.3	Mathematics Education	2009/10	15.7
		2010/11	15.7
		2011/12	15.7
5.4	Personal, Social & Humanities Education	2009/10	17.2
		2010/11	17.2
		2011/12	17.2
5.5	Science Education	2009/10	7.6
		2010/11	7.6
		2011/12	7.6
5.6	Technology Education	2009/10	7.6
		2010/11	7.6
		2011/12	7.6
5.7	Arts Education	2009/10	8.6
		2010/11	8.6
		2011/12	8.6
5.8	Physical Education	2009/10	3.0
		2010/11	3.0
		2011/12	3.0



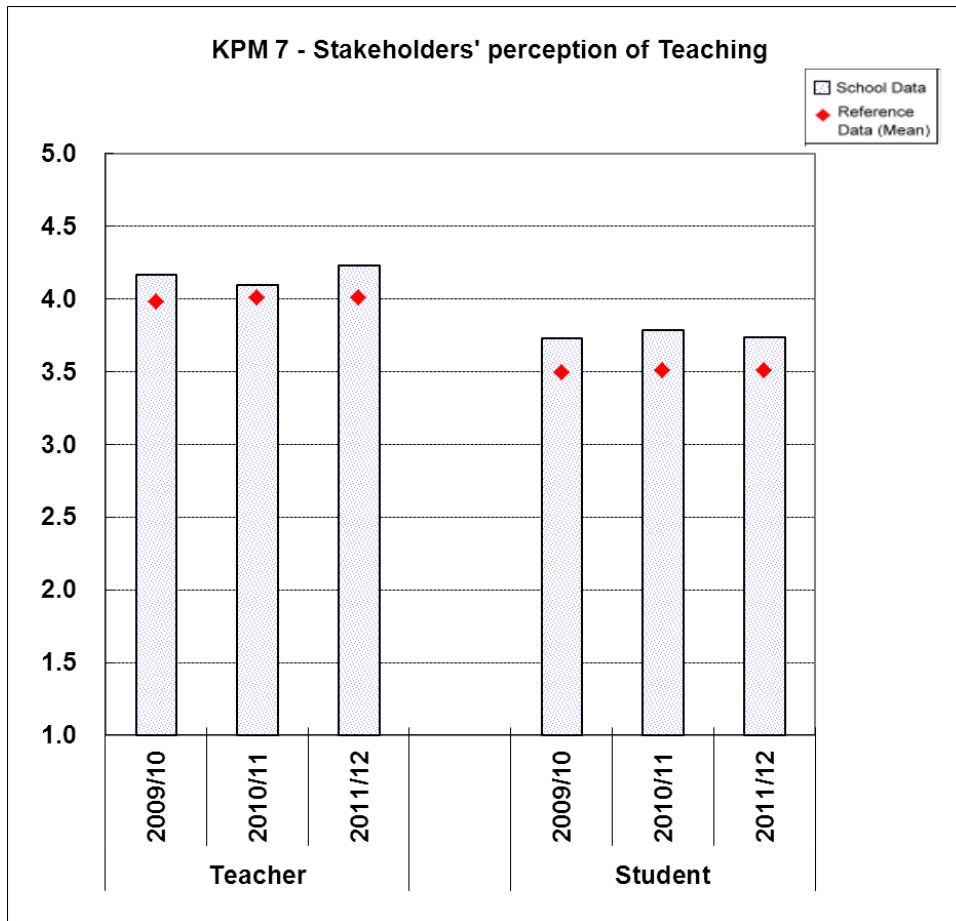
KPM 6 – Stakeholders' perception of Curriculum and Assessment

		School Year	Mean	S.D.	Effect size
6.1	The average score of teachers' perception of Curriculum and Assessment	2009/10	4.0	0.7	Very large
		2010/11	3.9	0.6	Large
		2011/12	4.0	0.6	Very large



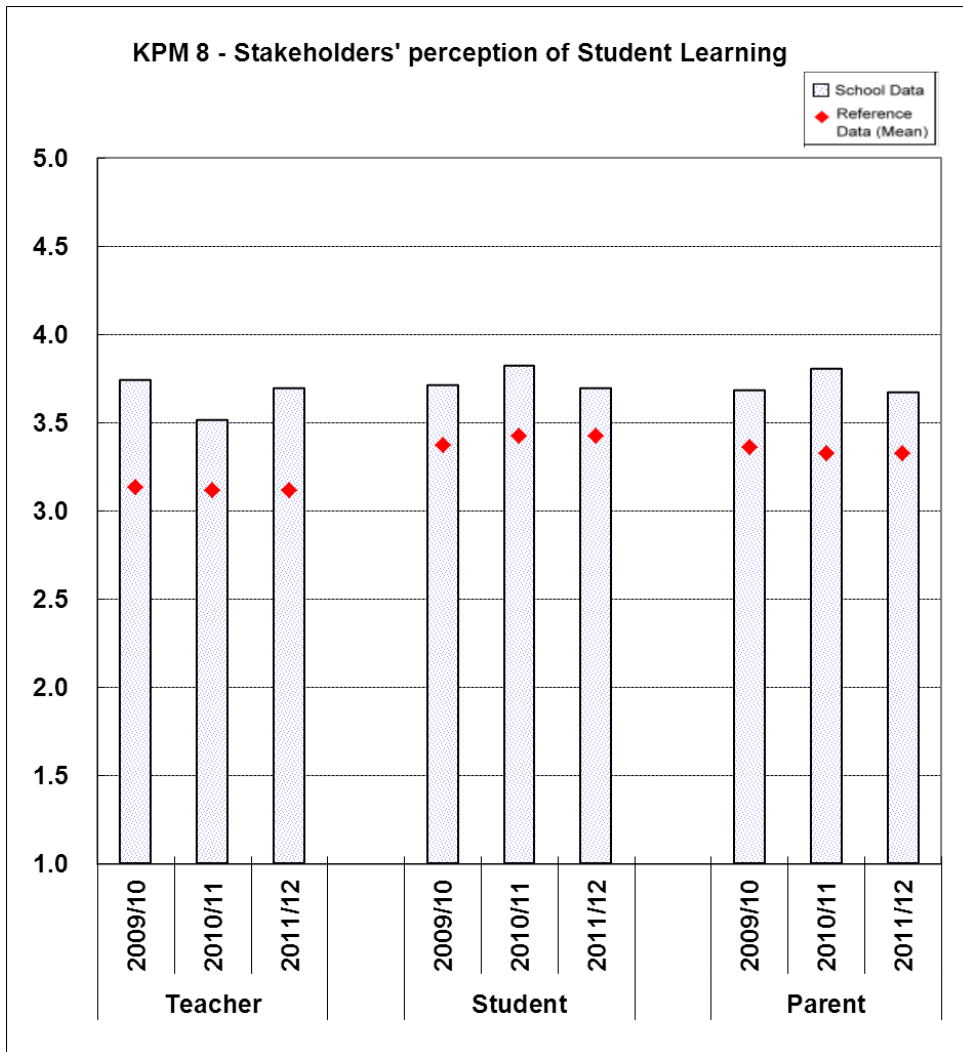
KPM 7 – Stakeholders' perception of Teaching

		School Year	Mean	S.D.	Effect size
7.1	The average score of teachers' perception of Teaching	2009/10	4.2	0.6	Large
		2010/11	4.1	0.6	Moderate
		2011/12	4.2	0.6	Very large
7.2	The average score of students' perception of Teaching	2009/10	3.7	0.8	Very large
		2010/11	3.8	0.8	Very large
		2011/12	3.7	0.8	Very large



KPM 8 – Stakeholders' perception of Student Learning

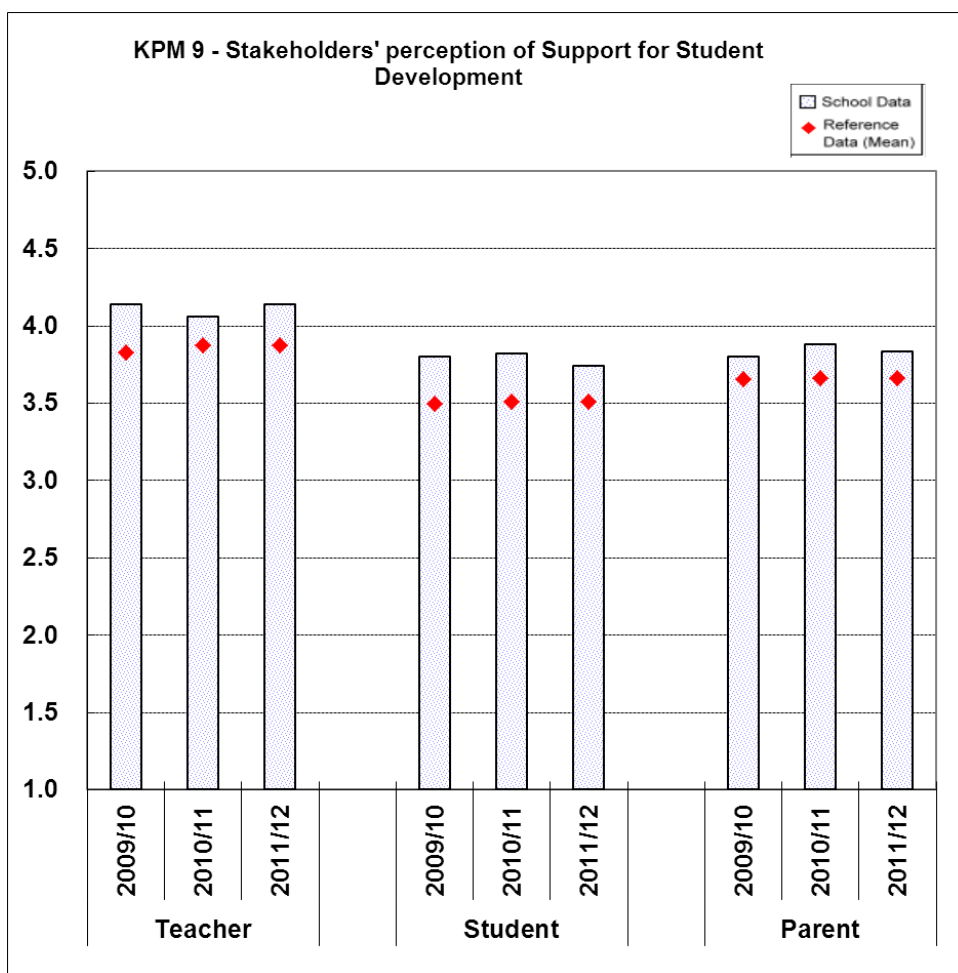
		School Year	Mean	S.D.	Effect size
8.1	The average score of teachers' perception of Student Learning	2009/10	3.7	0.7	Very large
		2010/11	3.5	0.9	Very large
		2011/12	3.7	0.8	Very large
8.2	The average score of students' perception of Student Learning	2009/10	3.7	0.8	Very large
		2010/11	3.8	0.8	Very large
		2011/12	3.7	0.8	Very large
8.3	The average score of parents' perception of Student Learning	2009/10	3.7	0.8	Very large
		2010/11	3.8	0.7	Very large
		2011/12	3.7	0.8	Very large



Student Support & School Ethos

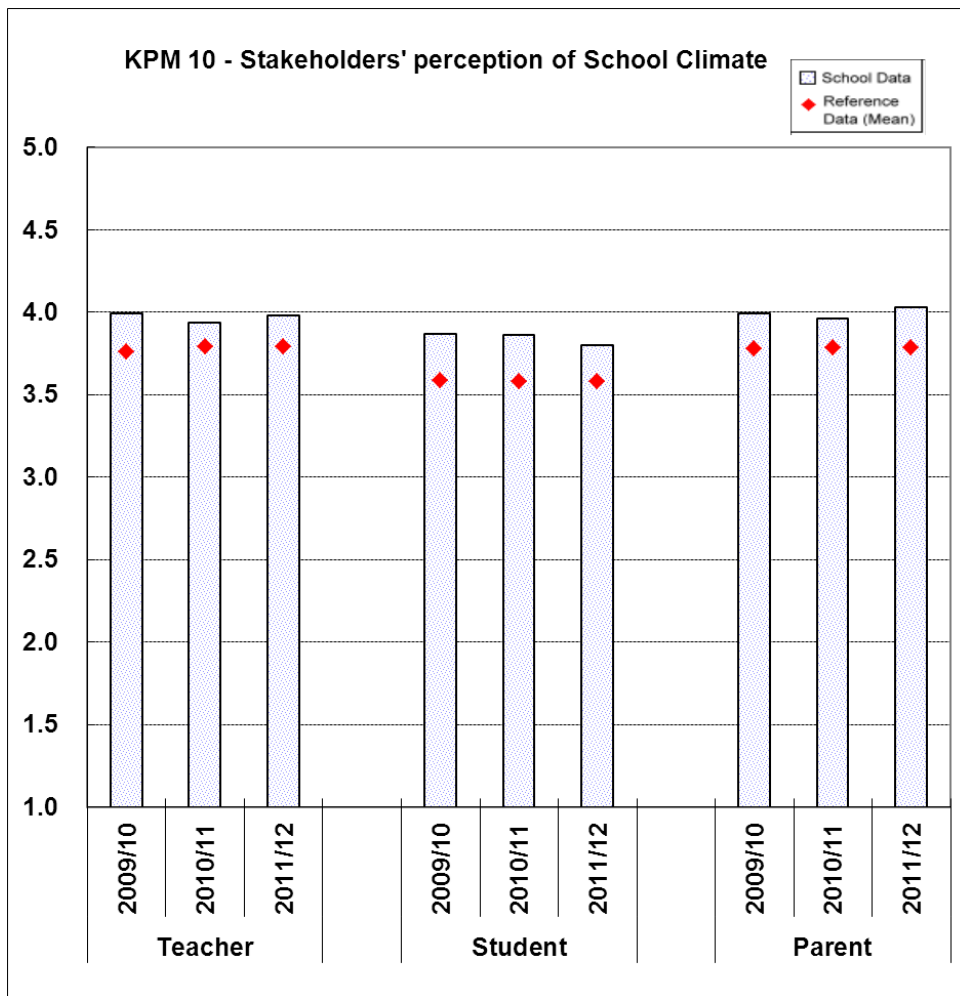
KPM 9 – Stakeholders' perception of Support for Student Development

		School Year	Mean	S.D.	Effect size
9.1	The average score of teachers' perception of Support for Student Development	2009/10	4.1	0.6	Very large
		2010/11	4.1	0.6	Large
		2011/12	4.1	0.6	Very large
9.2	The average score of students' perception of Support for Student Development	2009/10	3.8	0.8	Very large
		2010/11	3.8	0.8	Very large
		2011/12	3.7	0.8	Very large
9.3	The average score of parents' perception of Support for Student Development	2009/10	3.8	0.7	Small
		2010/11	3.9	0.7	Moderate
		2011/12	3.8	0.7	Small



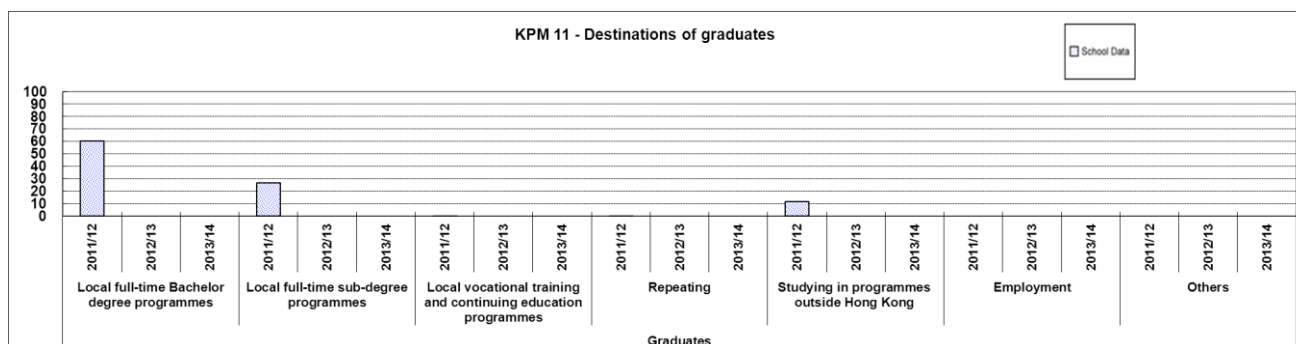
KPM 10 – Stakeholders' perception of School Climate

		School Year	Mean	S.D.	Effect size
10.1	The average score of teachers' perception of School Climate	2009/10	4.0	0.7	Large
		2010/11	3.9	0.7	Moderate
		2011/12	4.0	0.6	Moderate
10.2	The average score of students' perception of School Climate	2009/10	3.9	0.8	Very large
		2010/11	3.9	0.9	Very large
		2011/12	3.8	0.8	Very large
10.3	The average score of parents' perception of School Climate	2009/10	4.0	0.7	Moderate
		2010/11	4.0	0.7	Small
		2011/12	4.0	0.7	Moderate



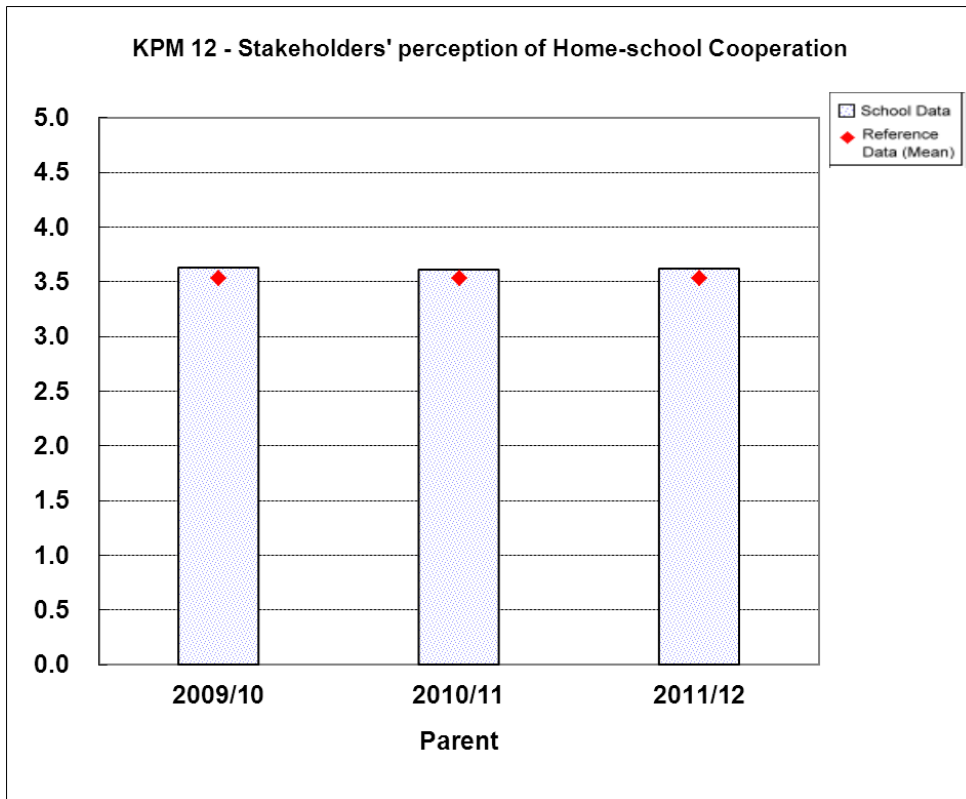
KPM 11 – Destinations of graduates

		School Year	Percentage
11.1	Local full-time Bachelor degree programmes	2011/12	60.2
		2012/13	---
		2013/14	---
11.2	Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2011/12	26.5
		2012/13	---
		2013/14	---
11.3	Local vocational training and continuing education programmes including programmes offered by Project Yi Jin, YPTP&YWETS of Labour Department, VTC, CICTA, Caritas, HK Christian Service Kwun Tong Vocational Training Centre, and YMCA	2011/12	0.7
		2012/13	---
		2013/14	---
11.4	Repeating	2011/12	1.2
		2012/13	---
		2013/14	---
11.5	Studying in programmes outside Hong Kong	2011/12	11.4
		2012/13	---
		2013/14	---
11.6	Employment	2011/12	0.0
		2012/13	---
		2013/14	---
11.7	Others	2011/12	0.0
		2012/13	---
		2013/14	---



KPM 12 – Stakeholders' perception of Home-school Cooperation

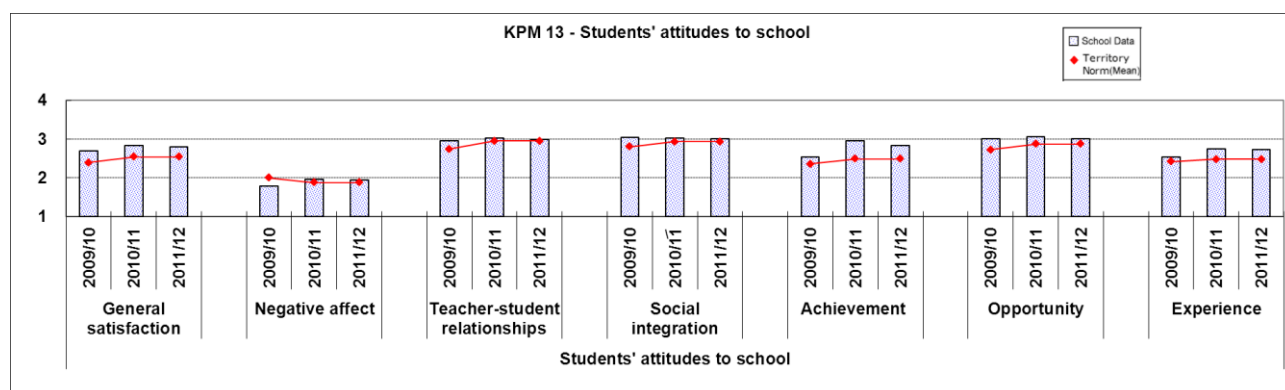
		School Year	Mean	S.D.	Effect size
12.1	The average score of parents' perception of Home-school Cooperation	2009/10	3.6	0.7	Small
		2010/11	3.6	0.8	Small
		2011/12	3.6	0.8	Small



Student Performance

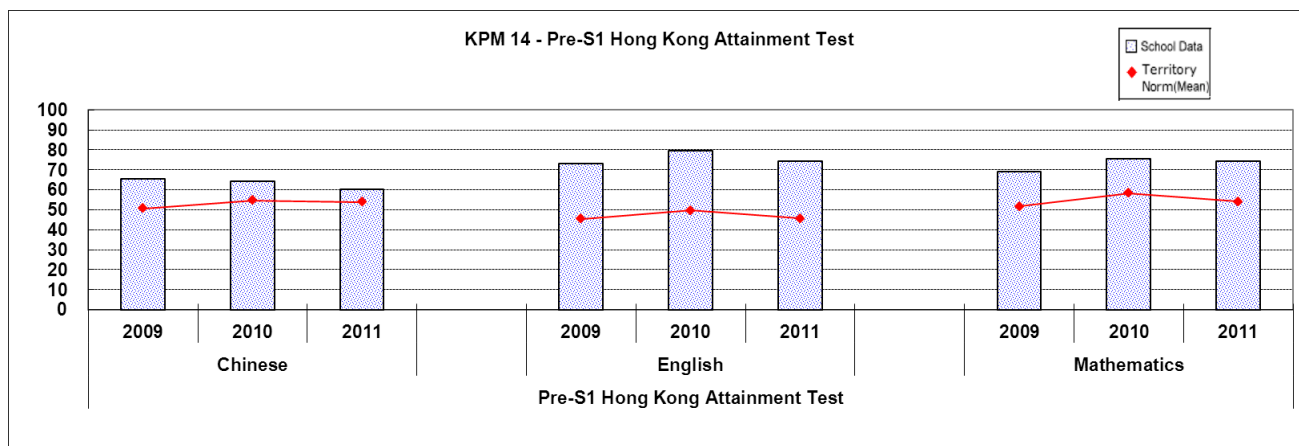
KPM 13 - Students' attitudes to school

		School Year	Mean
13.1	General satisfaction	2009/10	2.7
		2010/11	2.8
		2011/12	2.8
13.2	Negative affect	2009/10	1.8
		2010/11	2.0
		2011/12	2.0
13.3	Teacher-student relationships	2009/10	3.0
		2010/11	3.0
		2011/12	3.0
13.4	Social integration	2009/10	3.0
		2010/11	3.0
		2011/12	3.0
13.5	Achievement	2009/10	2.5
		2010/11	3.0
		2011/12	2.8
13.6	Opportunity	2009/10	3.0
		2010/11	3.1
		2011/12	3.0
13.7	Experience	2009/10	2.5
		2010/11	2.8
		2011/12	2.7



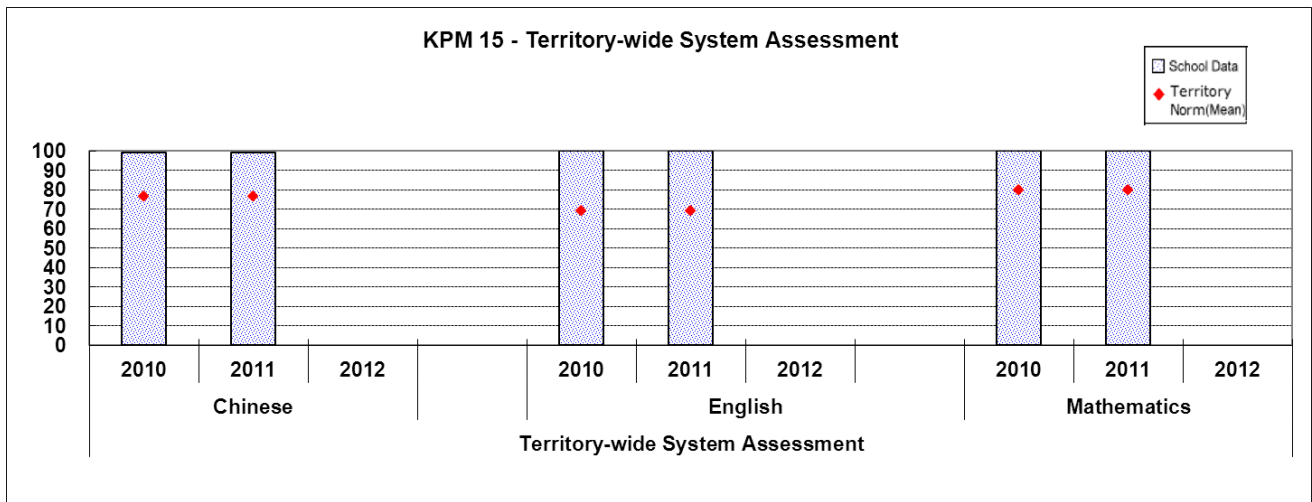
KPM 14 – Pre-S1 Hong Kong Attainment Test

		School Year	Mean	Effect size
14.1	Chinese	2009	65.5	Large
		2010	64.2	Small
		2011	60.3	Small
14.2	English	2009	73.2	Very large
		2010	79.6	Very large
		2011	74.1	Very large
14.3	Mathematics	2009	69.1	Moderate
		2010	75.4	Moderate
		2011	74.2	Large



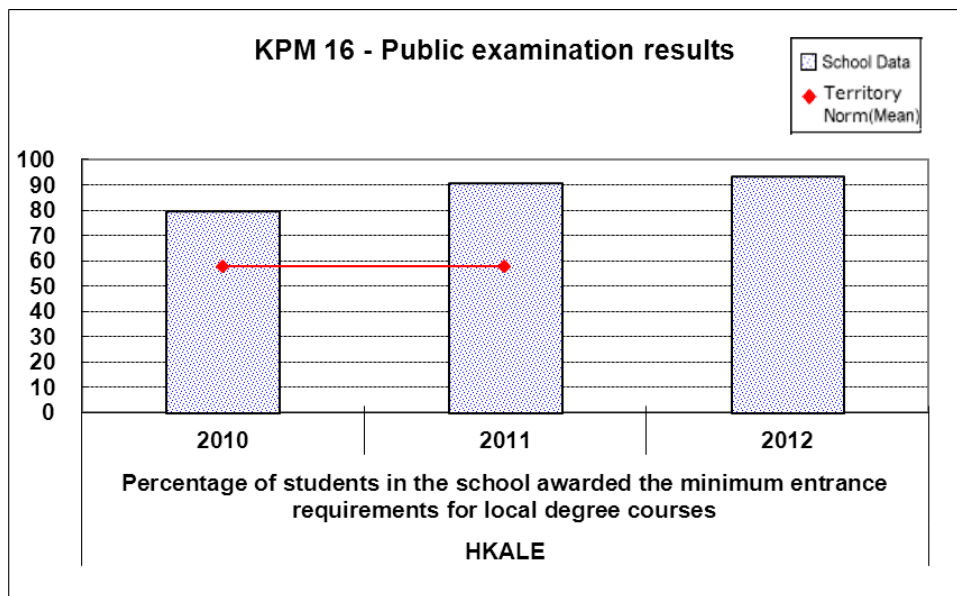
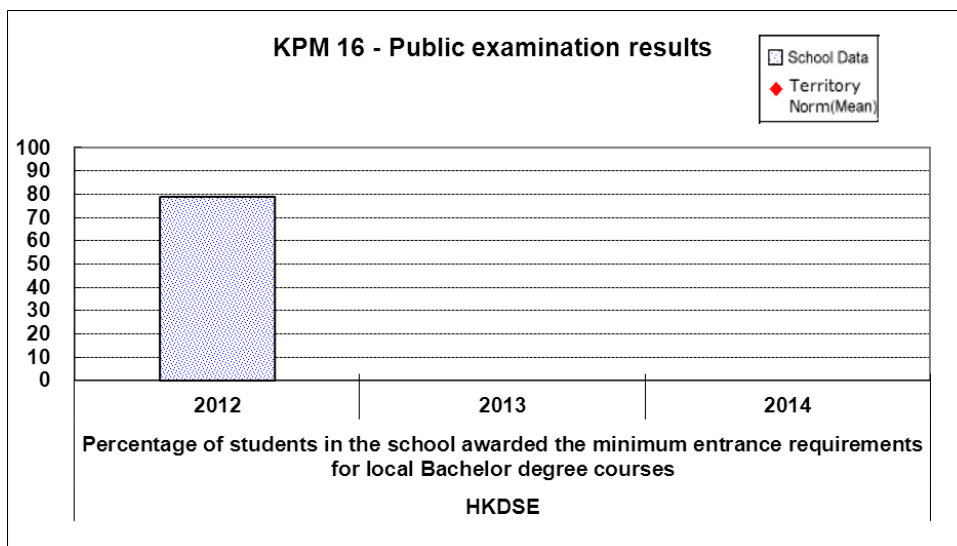
KPM 15 – Territory-wide System Assessment

		School Year	Percentage
15.1	Chinese	2010	99.0
		2011	99.0
		2012	---
15.2	English	2010	100.0
		2011	100.0
		2012	---
15.3	Mathematics	2010	100.0
		2011	100.0
		2012	---



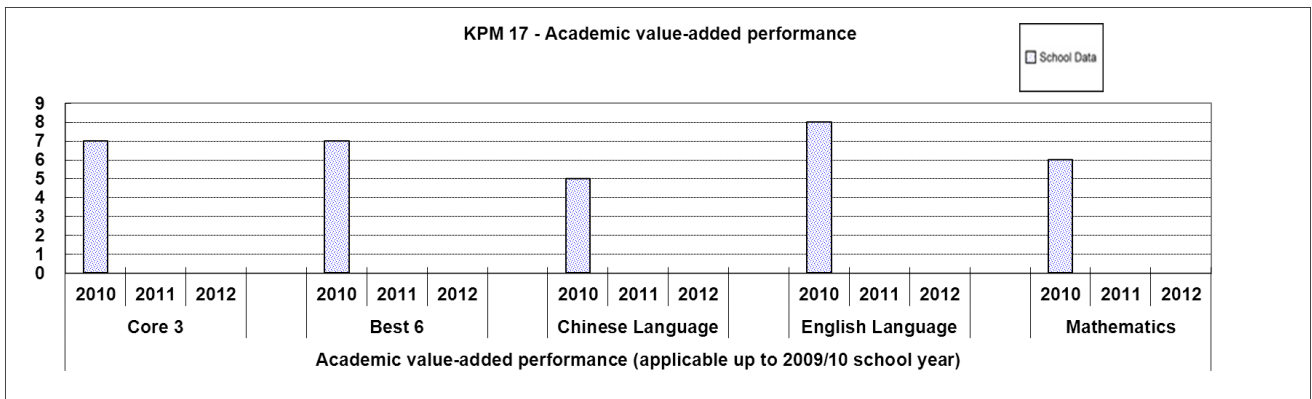
KPM 16 – Public examination results

			School Year	Percentage
16.1	HKDSE	Percentage of students in the school awarded the minimum entrance requirements for local Bachelor degree courses	2012	78.4
			2013	---
			2014	---
16.2	HKALE	Percentage of students in the school awarded the minimum entrance requirements for local degree courses	2010	79.4
			2011	90.5
			2012	93.5



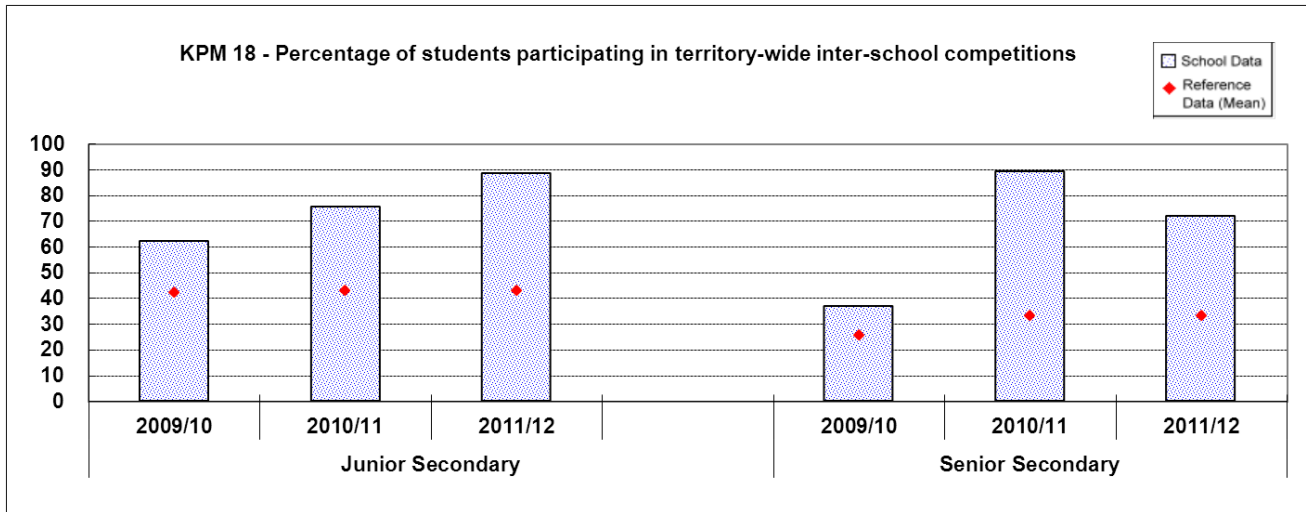
KPM 17 – Academic value-added performance

		School Year	Stanine
17.1	Core 3	2010	7
		2011	N/A
		2012	N/A
17.2	Best 6	2010	7
		2011	N/A
		2012	N/A
17.3	Chinese Language	2010	6
		2011	N/A
		2012	N/A
17.4	English Language	2010	8
		2011	N/A
		2012	N/A
17.5	Mathematics	2010	7
		2011	N/A
		2012	N/A



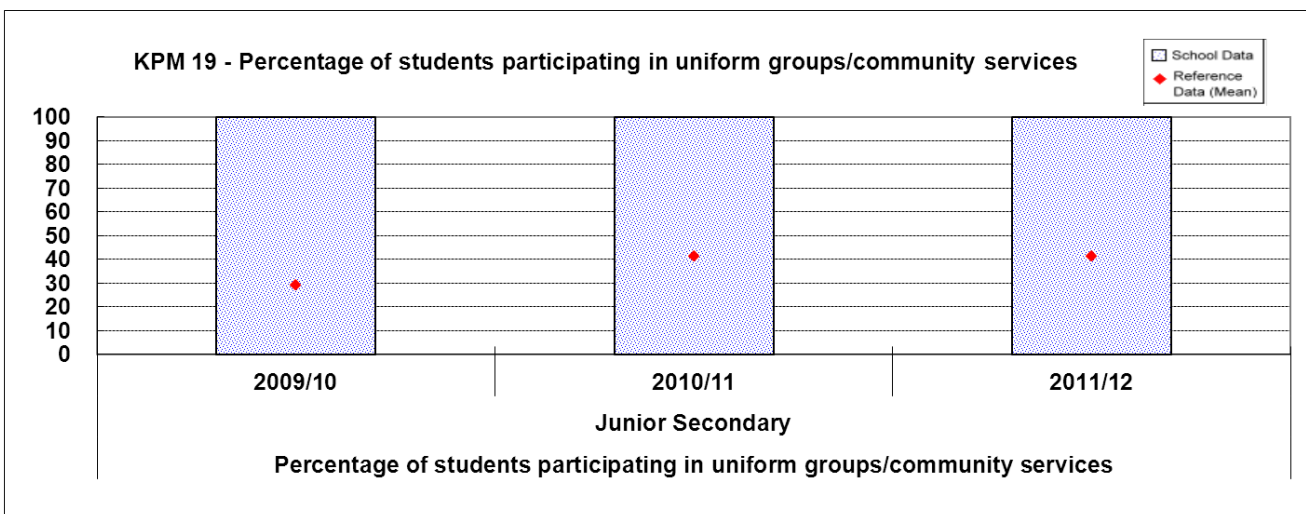
KPM 18 – Percentage of students participating in territory-wide inter-school competitions

		School Year	Percentage	Effect size
18.1	Secondary 1 – Secondary 3	2009/10	62.1	Large
		2010/11	75.3	Large
		2011/12	88.3	Very large
18.2	Secondary 4 – Secondary 7	2009/10	36.7	Large
		2010/11	89.3	Very large
		2011/12	71.7	Very large



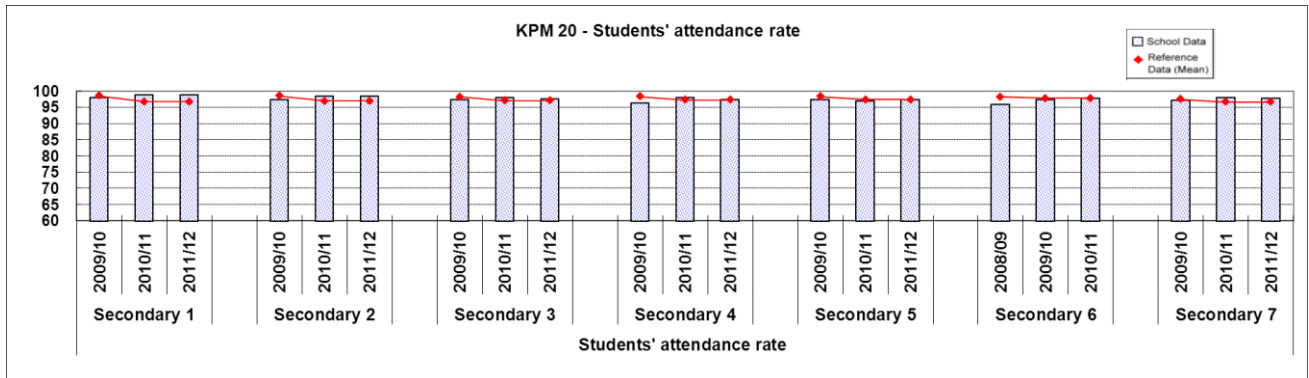
KPM 19 – Percentage of students participating in uniform groups/social and voluntary services

		School Year	Percentage	Effect size
19.1	Junior Secondary	2009/10	100.0	Very large
		2010/11	100.0	Very large
		2011/12	100.0	Very large



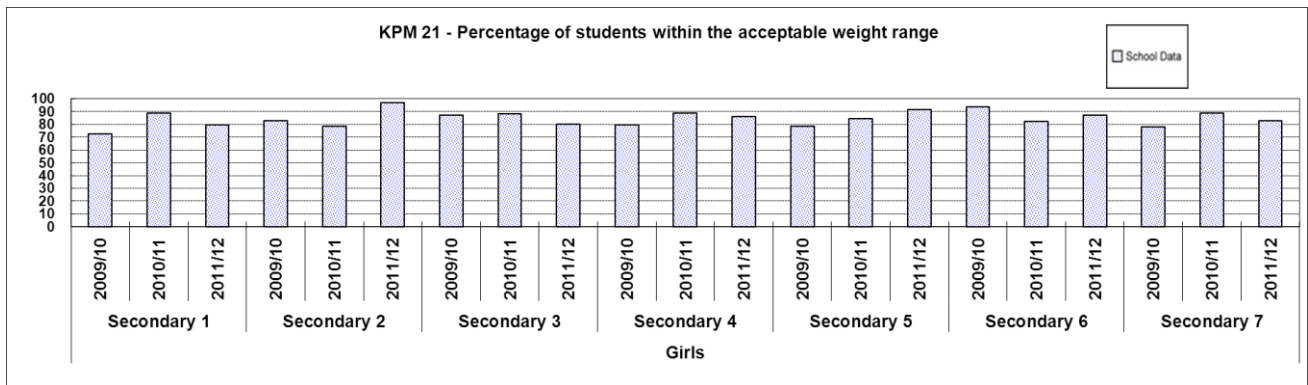
KPM 20 – Students’ attendance rate

		School Year	Percentage	Effect size
20.1	Secondary 1	2009/10	98.1	Moderate
		2010/11	98.9	Moderate
		2011/12	99.0	Moderate
20.2	Secondary 2	2009/10	97.5	Very large
		2010/11	98.6	Moderate
		2011/12	98.5	Moderate
20.3	Secondary 3	2009/10	97.5	Moderate
		2010/11	98.1	Moderate
		2011/12	97.6	Small
20.4	Secondary 4	2009/10	96.4	Very large
		2010/11	98.0	Small
		2011/12	97.5	Negligible
20.5	Secondary 5	2009/10	97.4	Very large
		2010/11	97.1	Small
		2011/12	97.8	Negligible
20.6	Secondary 6	2009/10	96.0	Very large
		2010/11	97.4	Small
		2011/12	97.8	Negligible
20.7	Secondary 7	2009/10	97.3	Negligible
		2010/11	98.1	Moderate
		2011/12	97.8	Moderate



KPM 21 – Percentage of students within the acceptable weight range

		School Year	Percentage
21.1	Secondary 1	2009/10	72.2
		2010/11	88.6
		2011/12	79.4
21.2	Secondary 2	2009/10	82.8
		2010/11	78.1
		2011/12	97.0
21.3	Secondary 3	2009/10	86.8
		2010/11	88.0
		2011/12	80.0
21.4	Secondary 4	2009/10	79.5
		2010/11	88.6
		2011/12	86.0
21.5	Secondary 5	2009/10	78.4
		2010/11	84.4
		2011/12	91.5
21.6	Secondary 6	2009/10	93.3
		2010/11	82.4
		2011/12	87.2
21.7	Secondary 7	2009/10	78.0
		2010/11	88.5
		2011/12	82.6



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
English Language	Pre-S1 Summer Enrichment Course for potential students
Mathematics	Enrichment courses for potential students
Chinese	Enrichment and Enhancement courses
Physical Education	Bollywood Dance for S5 students & coach fees
Visual Art	Chinese Painting lessons for S3 students
Catholic Formation Core Team	Part-time pastoral care worker
	Part-time drama teacher
Various Departments	Enrichment and enhancement course for students

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
1. Part-time (HE) teacher	Sept 2011 – Aug 2012	322,700.00
2. Part-time JH teacher & SALC assistant	Sept 2011 – Aug 2012	181,420.05
3. Temporary English teacher	Sept 2011 – Aug 2012	353,310.00
4. Language Consultant	Sept 2011 – Aug 2012	252,200.00
	Total	1,109,500.05

Financial Summary

School's annual financial position in 11-12 (updated at 31 Aug 2012)

	Income \$	Expenditure \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
I. Government Fund		
(1) OBEG Grant		
(a) General Domain		
• Admin Grant	4,853,288.00	3,677,084.40
• School & Class Grant	933,673.00	1,600,425.27
• Consolidated Subject Grants (for various subjects) Expenses of subjects, functional groups and committees	226,209.03	234,665.01
• SBM Supplementary Grant	176,366.00	19,569.05
• Composite IT Grant	431,062.00	545,412.00
• Other Grants (including Training and Development Grant, Enhancement Grant, etc.)	37,162.00	112,993.34
Sub-total :	6,657,760.03	6,190,149.07
(b) General Domain		
• Grants related to student support (After-school Extended Chinese Learning for Non-Chinese Speaking Students)	50,000.00	14,315.00
• Programme Funds for Implementation of Whole School Approach to Guidance & Discipline	7,639.00	22,845.08
• Capacity Enhancement Grant Salaries for one teacher to help teachers prepare teaching aids, exercises and assist / take part in teaching, to release teachers' teaching duties and non-professional duties. Hire outside services to assist in curriculum development	498,185.00	472,512.13
Sub-total :	555,824.00	509,672.21
(2) COMPOSITE FURNITURE AND EQUIPMENT GRANT	633,160.00	749,401.40

Major Concerns 2011-2012

Major Concern 1: Learning & Teaching - Passionate about Learning

Focus 1: To groom students into motivated and confident learners through enhancing their ability to improve/ excel themselves

Focus 2: To empower students to form good learning habits through promotion of study skills and self-discipline

Achievements

- Messages of 'being passionate about learning' were disseminated to the whole school on various occasions such as school reopening ceremony and morning assemblies. Both teachers and students were well aware of the school theme. Important elements in study skills and time management were also communicated to the school community through morning/guidance assemblies. Workshops on study skills and time management were organised for different levels of students.
- The Learning and Teaching Advancement Team coordinated the internal SBA projects submission deadlines and the common test schedule so as to allow students adequate time for preparation and revision. Assignment and test schedules were sent to different departments for reference. All staff members regarded this coordination effective and important.
- In addition to the regular year-end prize-giving ceremony, a prize presentation ceremony was held in February to acknowledge students' effort and outstanding academic performance in the first term examination. The prize presentation ceremony received very positive feedback from teachers, students, as well as parents. It served the dual function of acknowledging the effort of students and motivating them to strive for further improvement.
- Tutorial classes and remedial lessons were arranged by different subject departments and individual students for students who needed extra help.
- The Medium of Instruction Focus Inspection (MOI FI) team from the Education Bureau appreciated the various initiatives of the school to help students learn through the medium of English. The P-I-E cycle of the school on the use of English as the medium of instruction, in particular, impressed the inspection team.
- The Self-Access Learning Centre provided remedial support for S1 and S2 students who were relatively weak in Junior Humanities. Both teachers and students found the support of SALC timely and effective. Most of the students who participated in the programme had remarkable improvement in their performance in the JH final examination.
- The teaching staff believed in the importance of communicating to students the syllabus of each subject and the skills required. Subject departments devised their own strategies to help students understand public examination requirements.
- Students took a greater initiative to take part in a wide range of academic activities beyond the classroom. Scholarships and financial aid were offered to encourage students to take part in overseas academic exchange programmes during summer holidays.

Achievements

- Cultural exchange activities were organised to increase the learning motivation of students taking German and to provide opportunities for these students to use the language in a real life.
- Two identical workshops on Content and Language Integrated Learning (CLIL) were organised for the teaching staff at the beginning of the school year. Resources on CLIL for different subjects were purchased and placed in the SALC.

Reflection

- The monthly planner was not very effective in helping students manage their time properly. Some class representatives failed to put down the activities and assignments on the planner. A more effective means to help students manage their time is to be explored.
- Teachers found the coordination of major assignments in the senior forms helpful and they hoped that it could be extended to the junior forms.
- Most colleagues considered collecting samples of good questions and specific feedback strategies an important means of fostering staff development. Academic departments are encouraged to arrange subject-based sharing sessions to broaden the skills of setting good questions and giving specific feedback.
- The sharing by HoDs on good practices was not organised due to the MOI FI. Opportunities for such sharing could be provided in the coming year.
- With the success of CLIL in JH, it was recommended that similar initiatives could be implemented in other subject areas in the coming year. Some staff members were not aware of the CLIL resources purchased by the SALC. The SALC could update all teachers on its resources during staff information sessions regularly.
- With the completion of the first cycle of the NSS curriculum, it is important for the school to review the existing curricula and to analyse the correlation of students' school exam results and their performance in the HKDSE.

Major Concern 2: Student Quality - Caring through Respect

Focus 1: To further nurture the value of respect among our students through consideration and care

Focus 2: To promote a positive and appreciative atmosphere both inside and outside the school

Achievements

- Various talks were organised to raise students' awareness of different perspectives of others. Teachers reflected that most students, especially those in S3, S4 and S5, were attentive and involved seriously in discussion on the topic of cyber bullying. Many students found the talks very useful.
- Students were glad to receive Appreciation Notes. They found the notes very encouraging. The activity helped them boost their confidence and self-esteem. They would like to receive more Appreciation Notes from teachers in the future.
- Students wrote Appreciation Cards to their classmates with wholeheartedness. In general, they were very enthusiastic in inviting classmates and teachers to give them the cards. The activity successfully generated a positive and appreciative atmosphere.
- With the help of the Student Council, a Gratitude Programme was organised during Appreciation Week. Activities held in the week, such as hot pot dinner, were regarded as successful because teachers and students became closer to each other. Students expressed an eagerness to have more activities of this kind. They suggested that the eligibility criteria for joining these activities should be relaxed.
- The location of Love Tree was not desirable in promoting students' participation. Yet, the words of appreciation were touching and filled with warmth and love. Students expressed their gratitude not only to their classmates and teachers, but also to the janitor staff. Some of the messages were also posted in the classrooms for further sharing among classmates.
- Students did not pay attention to the quotes about consideration and care, possibly due to the design and the location where they were posted up. On the other hand, the quotes competition held in the second term successfully helped students develop a stronger sense of consideration and care.

Reflection

- Students preferred having frequent and direct reminders about caring and respecting others from teachers throughout the school year.
- The value of respect and appreciation could be stressed through Appreciation Notes and Cards.
- Application of ideas learnt from the talks and sharing could be promoted.
- Talks on topics such as cyber bullying can be conducted by teachers to cater for our students' needs.
- Students could also be further encouraged to express their appreciation and gratitude to teachers and janitor staff.
- Appreciation Week could be held before Christmas to further improve the thanksgiving atmosphere.

End of Report

Sacred Heart Canossian College

School Report 2011–2012

endorsed by the School Management Committee (2012-2013):

Sr Agnes Law
School Supervisor

Sr Veronica Fok
School Principal

Sr Susanna Yu
Representative of
Canossian Missions

Sr Theresa Chien
Representative of
Canossian Missions

Sr Marie Remedios
Representative of
Canossian Missions

Sr Bernadette Au
Representative of
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Ms Catherine Wong
Representative of
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Ms Josephine Tjia
Alumnae Representative

Mrs Connie Lau
Parent Representative

Mr Ignatius Chow
Teacher Representative

Miss Nicole J Tavares
Independent