

*Celebrating the Past with Gratitude
Embracing the Future with Hope
Sharing our Life in Love*

School Report 2019 - 2020

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, 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.

Profile of SHCC Graduates

Growing up in the Sacred Heart family, all SHCC graduates should have found a purpose in life and possess the following Sacred Heart spirit and qualities:

Versatility

Open to growth and changes

- Being able to understand and accept her talents and limitations
- Being aware of and able to manage her emotions and pressure in face of changes and demands; being able to stay positive when meeting failures and difficulties
- Having a sense of wonder and thereby being ready to explore, seek new experiences and risk failure
- Being proactive, creative and resourceful; capable of suggesting ways to deal with new situations and challenges
- Being capable of reflecting on experiences
- Being receptive and respectful to the opinions of others

Integrity

Sound in moral and religious values

- Forming her conscience on true moral values and having good reasons for her decisions
- Being courageous in upholding social justice and the principle of honesty
- Being responsible for her behaviour with an understanding of the impact of her words and actions on others
- Having some knowledge of and respect for religion and knowing the teaching of Jesus Christ
- Being able to reflect on her experience of God's love for her; realising the need for prayer and for growth in faith; having appreciation of the Eucharist and being familiar with the social teaching of the Church
- Being aware of and able to acknowledge the need for spiritual growth

Charity and Love

Caring for others and embracing diversity

- Being mindful of the needs, limitations and difficulties of others to better assist them
- Showing respect while relating to others
- Understanding the need for sacrifice in helping others
- Understanding cultural differences and embracing diversity; accepting and appreciating people of different backgrounds and abilities

Humility

Simplicity and modesty in all deeds

- Showing appreciation and being grateful for any opportunity, advice and support received
- Serving others with modesty
- Striving for excellence, achieving success, remaining humble
- Cultivating good leadership skills and own leadership style
- Putting herself into the positions of others before making judgments
- Being ready to admit ones' mistakes and willing to correct them

Perseverance

Turning challenges into success

- Having clear goals and working towards them with continued effort and determination
- Facing adversities with courage and patience to achieve success

Intellectual competence

Quest for lifelong learning

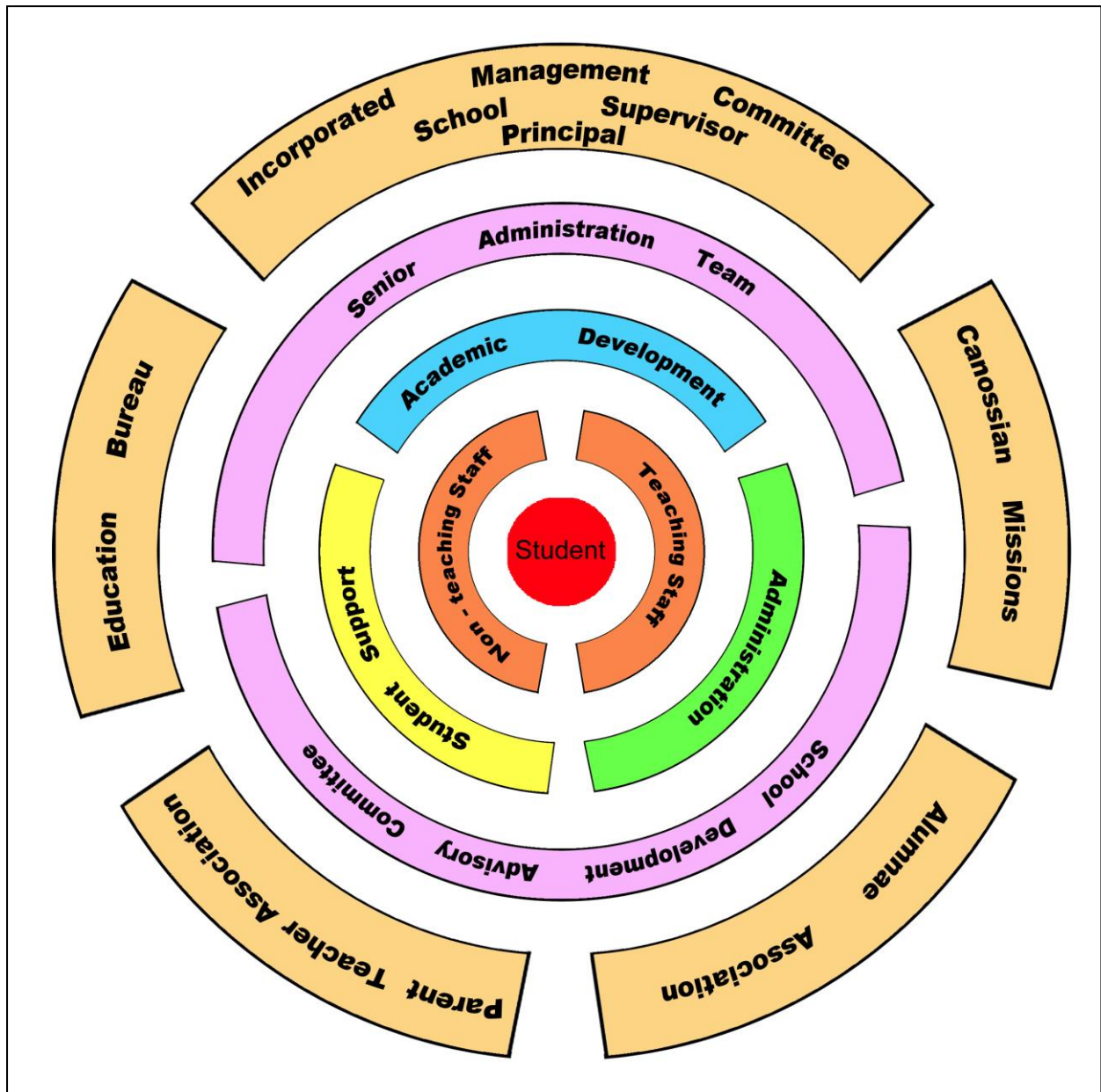
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong learning and to apply knowledge to solve problems

Global citizenship

Understanding the world in which we live

- Being eager to learn about the world
- Being concerned about wider community issues, social and global problems
- Being lawful citizens
- Being able to look beyond the city and to address global concerns
- Being able to respect the wise use of natural resources in a sustainable way
- Being ready to contribute to the community, society and the world

School Management



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 (2019-2020)

Sr Agnes Law	School Supervisor
Sr Veronica Fok	School Principal
Sr Marie Remedios	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Mrs Lucilla Yip	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Mr Kenneth Law	Sponsoring Body Manager
Mr Ignatius Chow	Teacher Manager
Ms Jacqueline Au Yeung	Alternate Teacher Manager
Mr Stephen Lee	Parent Manager
Mr Tony Chong	Alternate Parent Manager
Ms Josephine Tjia	Alumni Manager
Mrs Connie Lau	Independent Manager

School Report 2019-2020

I. Introduction

Celebrating the Past with Gratitude Embracing the Future with Hope
Sharing our Life in Love

The school year 2019-20 is indeed a challenging year for Sacred Heart Canossian College. Because of the COVID-19 epidemic, our scheduled 160th Anniversary celebratory activities have to be postponed. Classes were suspended from February to May 2020 and school life had been seriously affected. Yet, through these difficulties and challenges, we have seen many blessings in disguise and we are indeed very grateful for all these experiences.

Our biggest challenge this year must be the unprecedented class suspension period. During those four months, Sacred Heartists had been trying their best to keep learning under the guidance of the teachers. To engage students in learning at home, our teachers made use of various online platforms such as Google Classroom, video teaching and real-time online teaching. With the effort of teachers and students, departments of many subjects were able to follow their teaching schedules. The final examination helped to further assess learning and teaching effectiveness during class suspension and the teaching curriculum will be fine-tuned with reference to the examination performance. In addition to learning and teaching, special packages were prepared for Homeroom Teachers to help students cope with stress during the epidemic. Both the academic and psychological needs of the students were well addressed.

Despite a number of staff development programmes being cancelled, the online teaching experiences during class suspension have boosted the confidence of many teachers in eLearning and most of them are ready to explore more eLearning strategies in the coming year. Besides, our teachers also brought in new ideas with the inspirations they drawn from professional exchanges. New S2 projects on energy conversion and plant growing introduced by a Science teacher after attending an overseas education conference is an example of how our teachers take a reflective approach to their professional development for the benefit of our students.

Following the footsteps of the Canossian Sisters who travelled from the other side of the continent to serve the needs of the young girls in Hong Kong 160 years ago, Sacred Heartists brought the spirit of charity in humility to the needy children and women in Cambodia. Our S5 students and members of SHCC Z Club organised different learning activities for the children in Cambodia and conducted personal hygiene programmes for the local women during their Extended Learning Week 2019. The effort of SHCC Z Club was rewarded with the Emma L. Conlon Service Award 2020. The love of our students is not only for the distant ones, but also for those around them. In February, the Student Council initiated a Mask Donation Campaign to collect masks and hand sanitizers for the needy. This timely response to the needs of people received support from our past students. To support all Sacred Heartists, Love Packages were prepared by the Student Council and the Parent Teacher Association for every student when classes resumed. It was truly wonderful to see how our students and parents share their love and care for one another, especially in our 160th anniversary year.

Our junior form students also made good efforts to celebrate the school anniversary through connecting with the community and serving the needy. In their Project-Based Learning (PBL), our S2 students worked on the revitalisation of historic buildings in Hong Kong under the guidance of the senior Ambassadors of Learning who had taken courses on the topic and design thinking. Our S3 students set up companies in school to raise funds for three social enterprises: the

Hong Kong Association for Specific Learning Disabilities, Community Spirit Charity Limited and Changing Young Lives Foundation, social enterprises SHE Challenge had given support in previous years. At the same time, they planned to study the effectiveness of the support given to these organisations. Unfortunately, the outbreak of the coronavirus upset their work; but it was exactly under such circumstances that our S3 students learnt to apply their generic skills to solve problems, to make timely decisions and appropriate adjustments. The difficulties they overcame gave them essential skills that constitute the important components of the entrepreneurial education.

To further empower Sacred Heartists to face the challenges in life, we launched a formal whole school positive education project in this academic year. Building a positive school environment is the concerted effort of every member on the campus. To familiarise all the supporting staff with the spirit of positive education, a special workshop for was organised them in addition to those for the teachers. Together with the groundwork laid in previous years, S1 Homeroom Teachers and Partners implemented the positive education curriculum in home periods. Different programmes on positive education were also organised for S2 to S6 students. The project also covered parents as family is the essential component of the growth of our students. Besides talks, S1 parents were invited to the school for a candle light dinner with their daughters. It gave a unique occasion for the parents and daughters to know each other more deeply. Parents and students, as well as teachers, gave encouraging feedback on the experience. Although the positive education curriculum could not be fully implemented and some programmes had to be cancelled due to class suspension, students had a taste of this positive education project.

The School Management is keen on providing a supportive environment for every member of the Sacred Heart community. In response to the spread of virus, we installed a thermal imaging camera and an intercom system, as well as arranged for the application of quantum photocatalyst coating on school campus. Together with the conversion of administration room into staff room, the School had been making efforts to provide a safe and healthy environment for all members. To make better use of space for inquiry-based, collaborative and creative learning, the computer-assisted learning laboratory and the multimedia learning centre will be converted into a multi-purpose computer-assisted learning laboratory during summer holidays. We anticipate the conversion of these rooms promote active and collaborative learning among students and facilitate the development of STEM education in the coming year.

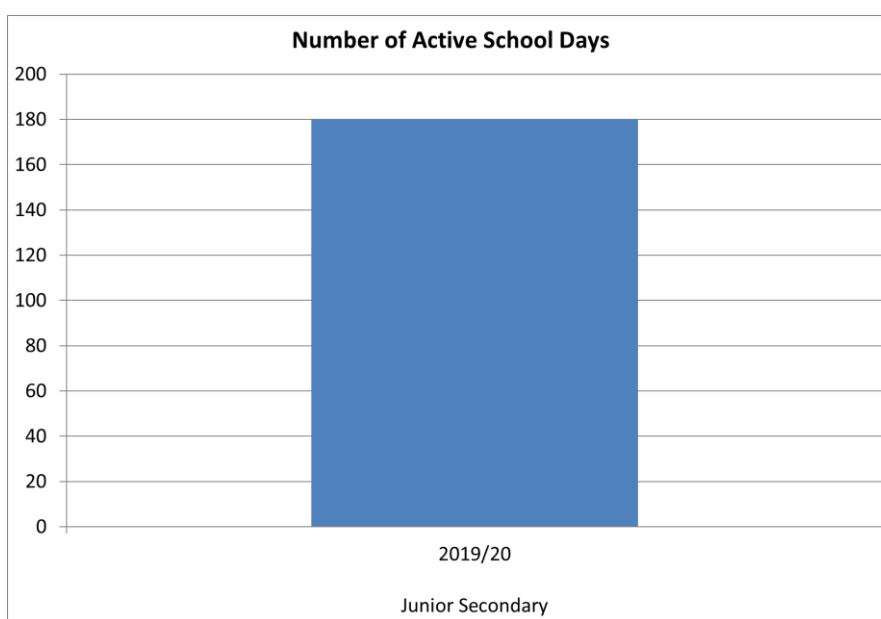
With advice from the Incorporated Management Committee and the Education Bureau, trust and support from the alumnae and parents, dedication of the staff and hard work of the students, Sacred Heart Canossian College has sailed through the challenges and difficulties safely. The School is grateful to all parties and above all, to God for His blessings and protection. The experiences in this year further confirm that we are blessed and loved. On this basis, we will continue to celebrate the past with gratitude, share our life in love and embrace the future with hope.

*'Out of the fullness of his grace he has blessed us all,
giving us one blessing after another.'*

John 1: 16

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 2019-2020 is 180.



III. Curriculum

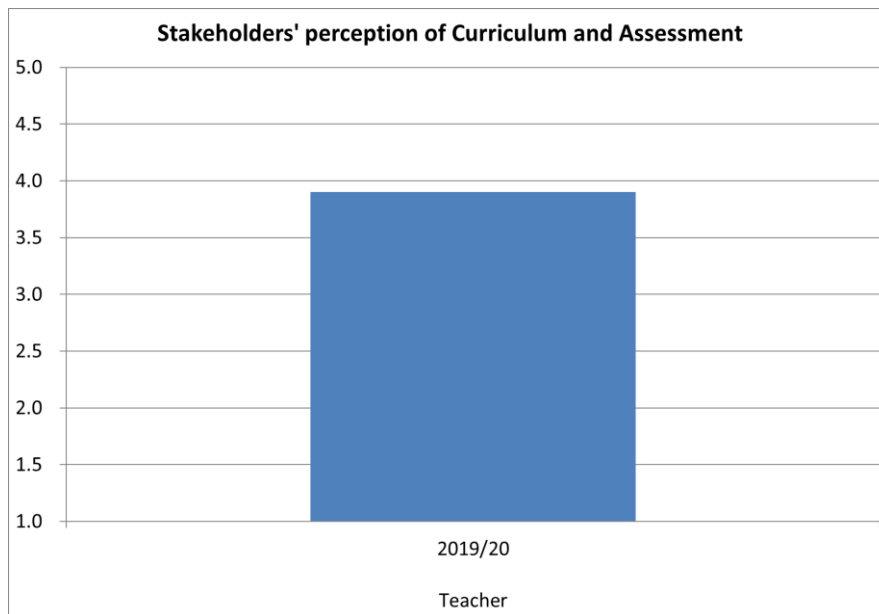
1. Structure

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

	S4	S5	S6
Art of Living		*	
Business, Accounting and Financial Studies	*	*	*
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	*	*	

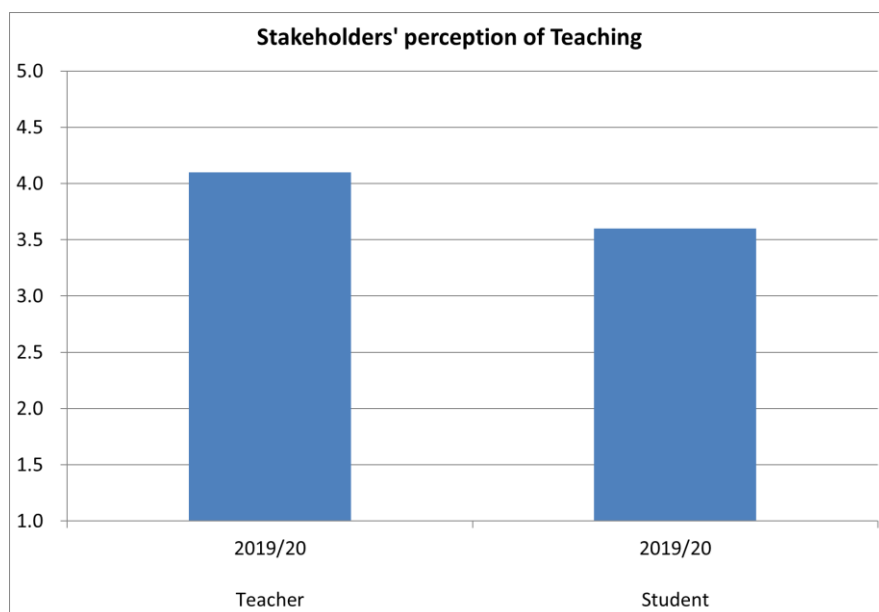
2. Stakeholder's perception of Curriculum and Assessment

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



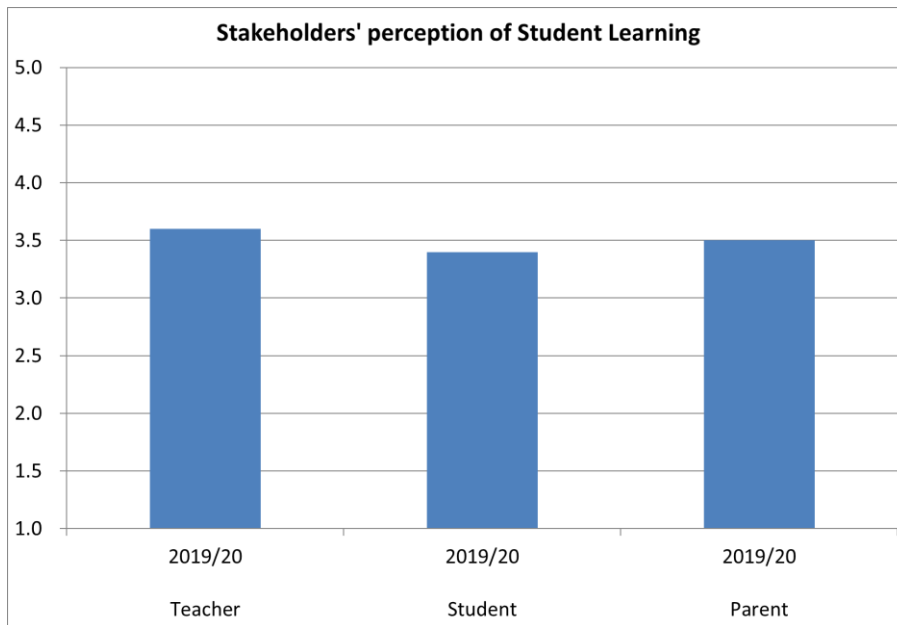
3. Stakeholder's perception of Teaching

	Mean
The average score of teachers' perception of Teaching	4.1
The average score of students' perception of Teaching	3.6



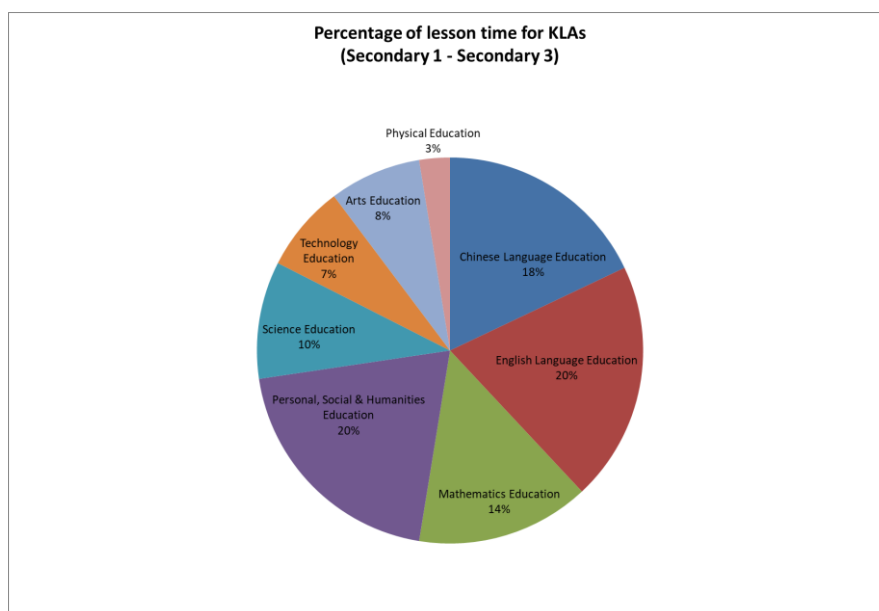
4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.6
The average score of students' perception of Student Learning	3.4
The average score of parents' perception of Student Learning	3.5



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%



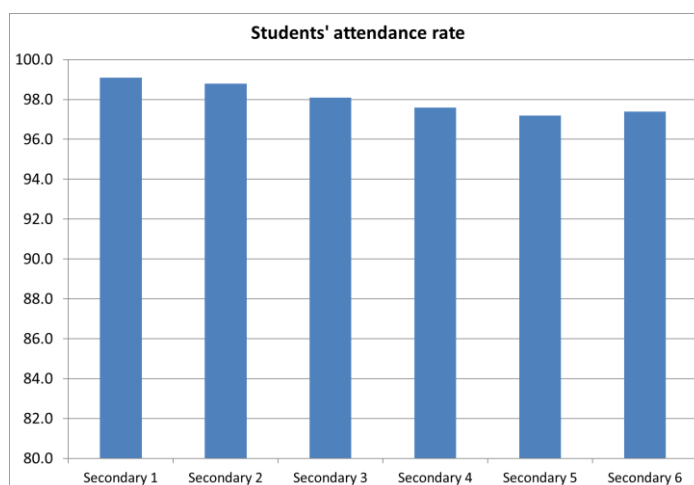
V. Class Structure and Number of Students

Level	Number of students in September 2019	Number of students in July 2020
Secondary 1 (1A-1F)	191	187
Secondary 2 (2A-2F)	175	170
Secondary 3 (3A-3F)	171	166
Secondary 4 (4A-4F)	156	151
Secondary 5 (5A-5F)	135	131
Secondary 6 (6A-6F)	151	151
Total	979	956

VI. Students

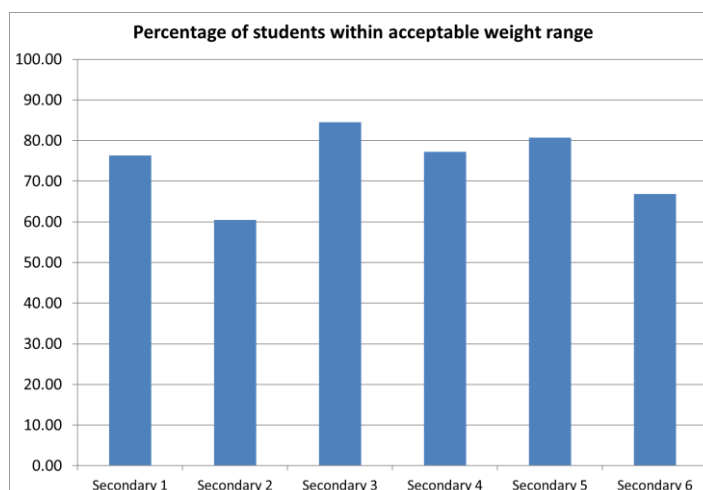
1. Attendance rate of students

	Percentage
Secondary 1	99.1
Secondary 2	98.8
Secondary 3	98.1
Secondary 4	97.6
Secondary 5	97.2
Secondary 6	97.4



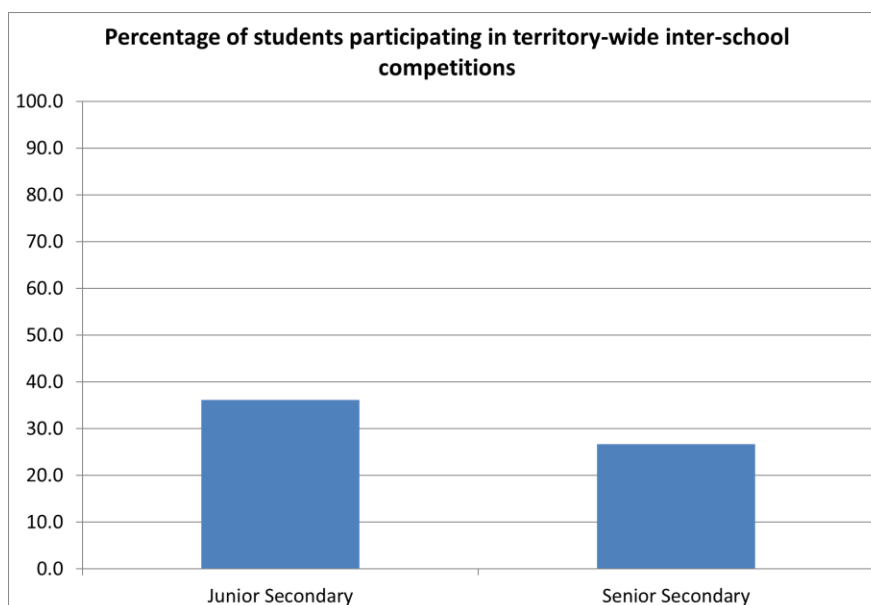
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	76.32
Secondary 2	60.47
Secondary 3	84.52
Secondary 4	77.27
Secondary 5	80.74
Secondary 6	66.89



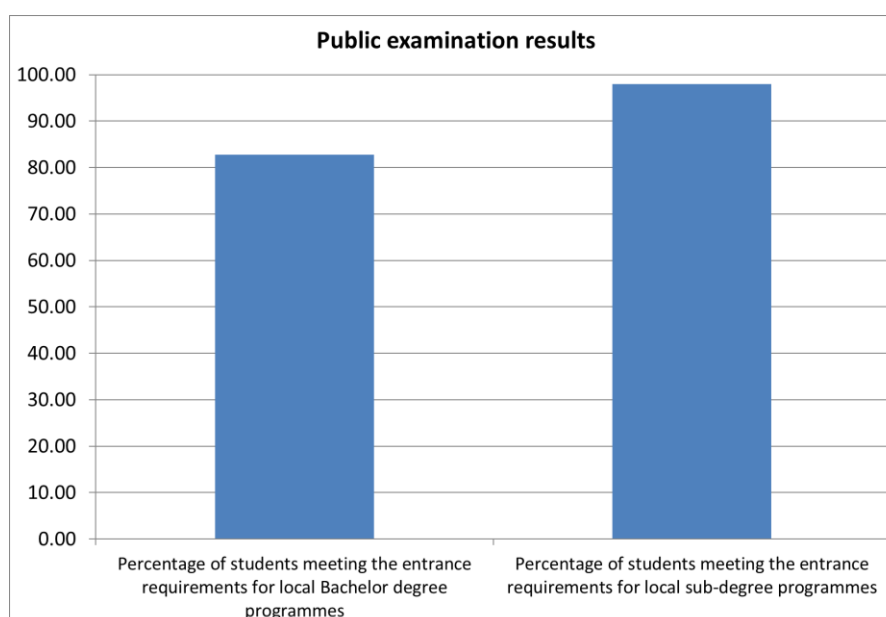
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	36.1
Secondary 4 – Secondary 6	26.7



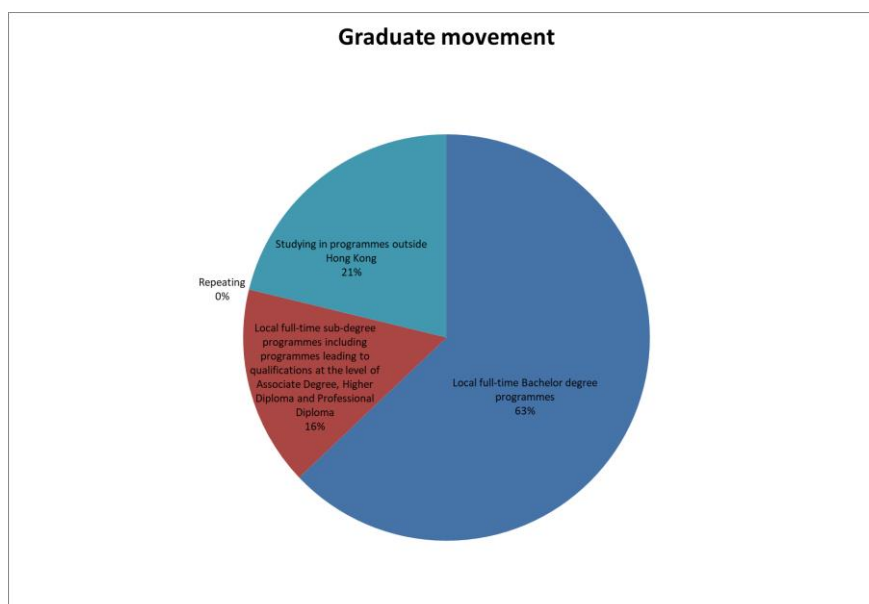
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2020	82.78
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2020	98.01



5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2020	62.9
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2020	15.9
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2020	0.0
Repeating	2020	0.0
Studying in programmes outside Hong Kong	2020	21.2
Employment	2020	0.0
Others	2020	0.0



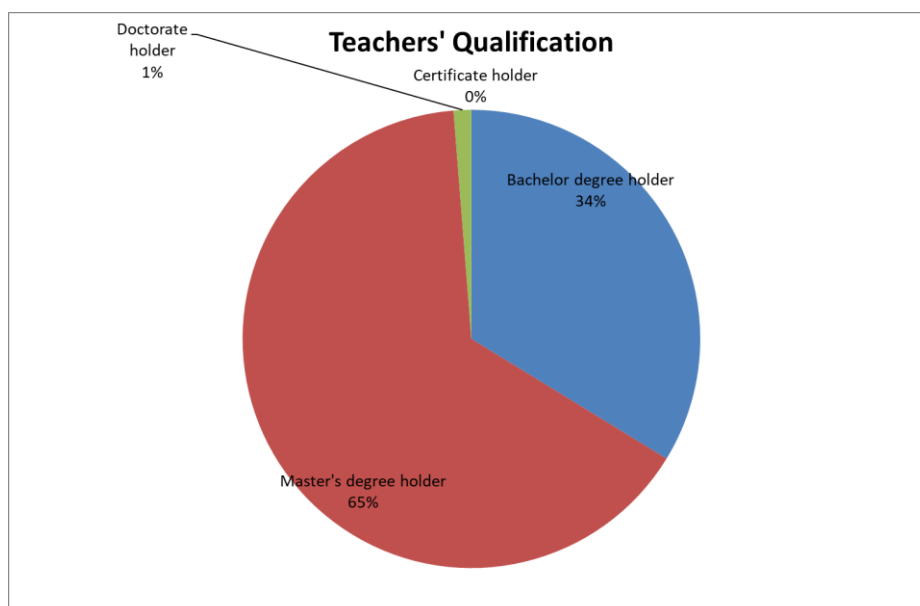
VII. Staff

1. Strength

	Total
Regular Teaching Staff	76
Contract Teaching Staff (Full-Time)	3
Contract Teaching Staff (Part-Time)	1
Teaching Assistants	2
Clerical Staff	8
Non-teaching Staff (Technicians)	4
Janitor Staff (Full-Time)	15
Janitor Staff (Part-Time)	0

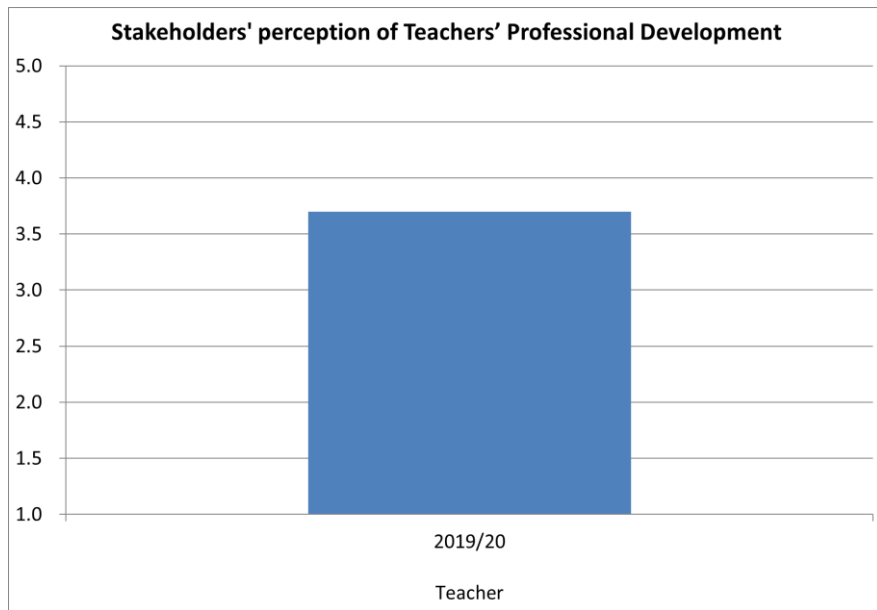
2. Profile of Teaching Staff

Teachers' Qualification	Number	Percentage
Certificate holder	0	0
Bachelor degree holder	27	33.75
Master's degree holder	52	65
Doctorate holder	1	1.25
Total	80	100.00



3. Perception of Professional Development

	Mean
The average score of teachers' perception of Teachers' Professional Development	3.7



VIII. Major Concerns 2019-2020

Major Concern 1: Empowering students to be autonomous life-long learners

Focus 1: Grooming students to become confident and enthusiastic life-long learners

Focus 2: Supporting teachers to be effective mentors of students

Achievements

- **Focus 1**

To allow students to take charge of their own learning journey, homeroom teachers/partners (HRTs/HRPs) set aside two home periods for students to work out their learning plans in September. Students were encouraged to set goals in different areas including their study, CCA and their personal development. HRTs had personal interviews with students during home periods and religious periods to help students understand their own strengths and limitations, as well as evaluate their learning experiences. Due to school suspension in the second term, there was not enough time for students to have a comprehensive evaluation on their learning journey at the end of the school year. Yet, the homeroom teachers managed to have a home period to evaluate the performance in the common test in November 2019.

Subject departments adopted a variety of strategies to groom students to be confident and enthusiastic life-long learners. Split class arrangements were made for the three core subjects in junior forms. Both teachers and students appreciated the small class arrangements. Students showed significant improvement in their performance in Mathematics as reflected in their examination results. Teachers also adopted various differentiated instruction strategies such as specially designed worksheets, mixed-abilities groupings in favour of scaffolding to address learner diversity. Formative and timely feedbacks were given to enable students to make improvement accordingly. Individual and small group tutorials were arranged for students during lunchtime as well as after school, or even on Saturdays by departments like Chemistry, Economics, BAFS, Mathematics, Chinese Language and English Languages departments to facilitate their learning. Subject departments like Mathematics, Chinese Language and Liberal Studies departments also offered tutorial sessions for gifted students. To enhance learning effectiveness during the deferral of class resumption, department such as Economics and English Language continued to offer special assistance to potential achievers through Google Meet. Special one-to-one online tutorials were arranged for students with special educational needs to help them to catch up with the learning progress.

Many inter-school activities and competitions were cancelled due to the outbreak of the pandemic in the school year 2019-20. Yet, it did not stop our students from learning beyond the classroom. It was found that there was an increase in the number of students taking part in Biology Explorer. All S4 and S5 Chemistry students enrolled in the self-learning programme, 'Chemistry Online Self-study Award Scheme' (COSAS) organised by the Education Bureau in January 2020 and about 25% of the participants obtained Bronze award or above. Online self-paced quizzes prepared by the History Department were extended to S1 to S3 students this year. Departments like Mathematics organised pull-out programmes, including 'Mathematics Adventure Programme' for students with special interest in the subject. Students were encouraged to widen their exposure and stretch their potential through taking part in various external activities. Despite the difficult year, students took part in a number of events and competitions like Budding Poets (English) Award, RTHK Speaker 2020, HKFYG English Speaking Contest, The WYNG Philomathia Student Essay Contest 2020, and Commonwealth Essay Competition with the encouragement from their English Language teachers. The BAFS Department provided us with another example. Many S4 and S5 students took part in various competitions like JA Company Programme, HKICPA Case Study Competition

and HKCC Marketing Competitions. A number of students came back with prizes and awards.

To engage students in deep learning, higher-order thinking skills were incorporated in the learning and teaching process by different departments. Activities involving higher-order thinking skills like case study, discussion, role-play and debate were arranged to help students to apply and enhance these skills. Challenging questions of various types were also set in tests and examinations. The Sacred Heart Enterprise Challenge (SHE Challenge) and the Project-based Learning (PBL) further enhance the abilities of the S3 and S2 students to apply their higher-order thinking skills, problem solving skills and generic skills in life. The outbreak of the pandemic actually offered a precious learning opportunity for students in which they had to adjust their plans to cope with the sudden change in the macro-environment.

Reading has always been a concern of the school. Many departments have incorporated reading in the curriculum. Different tasks involving reading like newspaper cutting, book report and research were given to students. To encourage students to find meaning in reading, opportunities were provided for students to connect the content of the text with the real world. Reading also helped to promote the learning atmosphere of the subject. The reading scheme of the Integrated Science Department received enthusiastic response from the junior students, 81.5% and 71.8% of students had completed the online journal of the reading scheme in the first term and the second term respectively, 95.3% of the respondents agreed that they have learnt new knowledge from reading. 92.3% of respondents agreed that reading could arouse the science-learning atmosphere. To arouse students' interest in reading, lunchtime library book sharing sessions were organised in the first term. e-Book library has been set up to further enhance easy accessibility of both fiction and non-fiction for teachers and students. During the class suspension period, it was encouraging to see the increasing number of books being checked out and the rising number of patron book requests ranged from fiction to non-fiction books.

- **Focus 2**

As teachers play an important role in the whole person development of students, the professional development of teachers deserves much attention.

All the teaching staff members have attended a half-day joint Canossian secondary schools staff development programme 'Be a Canossian Teacher, Not Just a Teacher' to acquire a better understanding on the spirit of a Canossian educator.

To empower teachers to groom students to be a happy, purposeful individual, two workshops on positive education, namely 'How to build up a positive emotion' and 'Positive Education: a PERMA model' were organised in the first term of the year. Over 75% of teachers found both programmes appropriately designed and practical.

To enhance the teaching and learning effectiveness, the Pedagogy Exploration and Enhancement Team was set up to explore and recommend effective teaching strategies to the teachers. Despite some hindrance due to class suspension, the Team managed to conduct four peer lesson observations among the team members and three post-lesson observation sessions in the first term to share ideas on deep learning. The Team, in collaboration with the Staff Development Team conducted a peer sharing session in August 2020.

To provide better support to the students, two homeroom teachers were invited to share their experiences in handling students' problems and designing home period materials with all the homeroom teachers and partners in October 2019. During the class suspension period, homerooms teachers met the representatives from Learning & Teaching Advancement Team, Discipline Team, Counselling Team and the SENCO to discuss the difficulties encountered by students and the

support measures. The meeting was an effective channel for mutual communication and thus better support could be offered to students. Sharing sessions/ conferences were held, whenever necessary, to empower teachers to accompany students with special educational needs better.

With the outbreak of the pandemic, there has been a drastic change to the learning mode of students. The following measures were employed to empower teachers to cope with the change: Online workshops were organised to help teachers learn how to use Google Meet and Google Classroom for distance learning. Guidelines and videos on the use of different Apps were also prepared for teachers' self-learning. e-Mails were sent to teachers to provide regular updates. Individual support was given to teachers by phone or live chat on instant messaging tools. The teachers found these arrangements helpful and they were better prepared for this new mode of learning.

Reflection

- Due to the outbreak of the pandemic, many extended learning activities have been cancelled. Projects in collaboration with external institutes like the National Institution of Technology, Kumamoto College cannot be carried out as scheduled. More creative way of exchange can be explored.
- At the same time, a new teaching mode has emerged and become increasingly important. Our colleagues have to prepare themselves for a mixed mode of learning and teaching in future.
- A more creative form of extended learning activities has to be arranged so that learning of students will not be impeded by the change in macro-environment.
- Curriculum modification can be considered in the elite class so as to further stretch the potential of the students.
- More inter-departmental collaboration to enrich the learning experiences of students can be fostered.
- Using data to inform learning and teaching did not receive much attention this year and it can be further explored in the coming year.

Major Concern 2: Empowering students to form positive outlooks on life and enabling students to live as happy, purposeful and independent individuals

Focus 1: Establishing the framework of SHCC values education, integrated with positive education

Focus 2: Equipping parents with knowledge of positive education to accompany students on their journey of growth

Achievements

● **Focus 1**

Students are constantly encouraged to cultivate the qualities of a Sacred Heartist. The profile of SHCC graduates was printed in the Student Companion and special activities were designed by the HGCG (2019-2020) to help students reflect on these qualities. Teachers helped students understand and strengthen these virtues during home periods.

Positive education was formally introduced to S1 home periods in this school year. Ten teaching packages were to be implemented by the HrTs/HrPs in the home periods this year, with 5 periods in each term. However, due to the outbreak of the pandemic and the deferral of class resumption, only 5 teaching packages could be conducted in the first term. Evaluation on these first five teaching packages were carried out and the packages were modified according to the feedback of the teachers and observers. Both teachers and students responded positively to these teaching packages. The complete positive education curriculum will then be implemented in the following school year.

Mass orientation programmes on positive education were also conducted for S2 to S6 students at the beginning of the school year. Despite the fact that the level-based positive education activities for S5 and S6 students could not be conducted as scheduled, a Positive Education Day was successfully arranged for S2 to S4 students to explore their character strengths and deepen their learning of core values.

To better prepare the staff for the full implementation of positive education, two workshops, namely 'How to build up a positive emotion' and 'Positive Education: a PERMA model' were organised for the teaching staff and another workshop entitled 'An Introduction to Positive Education' was organised for all non-teaching staff.

To help students identify their strengths and weaknesses, encouraging, positive and formative feedbacks were given to students. Different programmes and talks were organised by different departments and teams to empower students to build a positive learning attitude when facing challenges. The Character Development Team, together with the Hong Kong Blind Sports Federation, conducted a form assembly for S2 students during which the speaker gave positive messages to students on how to face adversity. A series of talks on Catholic core values were arranged for students in the first term. The participants found these talks inspiring and helpful. Other programmes and activities like the LOVE project, Heartslink community service project, the Low Carbon Week and workshops on social skills have enabled the students to have a better understanding of the core values of the school and the qualities of a Sacred Heartist. Students were offered opportunities to reflect on the messages received in these programmes and activities. This helped to internalise the learning of students.

In view of the development of the pandemic, the Homeroom Teachers Board, the Counselling Team and the social workers had prepared a leaflet entitled 「疫境自強聖心人」 to encourage the Sacred Heartists to face adversity with positive attitudes.

● Focus 2

Parents have always been important collaborators of the school in the whole-person development of students. This year, the targets of parent education are the S1 parents. During the S1 Orientation Day, the school arranged a sharing session on positive education for the new S1 students and their parents. Sharing sessions addressing the developmental needs by Educational Psychologists and school social workers were arranged. A new initiative, 'Candle Light Dinner' was held in January 2020 to provide an opportunity for parents and students to have a deeper understanding of one another. These activities were welcomed and appreciated by parents.

Reflection

- The incorporation of values education elements in the activities of different teams and departments can be further strengthened.
- RME plays an important role not only in spiritual formation of students, but also values education. Due to the unexpected class suspension, the review of RME curriculum with reference to the core values of the school and positive education elements was not completed. The task will have to be continued in the following year.
- Greater collaboration among Life Education Teams and the NGOs can be fostered.
- Home periods can be better deployed to help students reflect after the mass programmes.
- Extending parent education on positive education to senior forms is a developmental direction for the coming years.
- How to assess the effectiveness of values education is an important issue to be explored.

Major Concern 3: Administration

Enhancing positive relationships in the Sacred Heart Family

Focus 1: Enhancing the wellness of students and staff of Sacred Heart

Focus 2: Ensuring sustainable development in school management

Focus 3: Sustaining positive school ethos

Achievements

- With reference to the proposals made by staff members concerning the improvement in the Sacred Heart community, existing school facilities were repaired and new equipment was added.
- IT facilities were updated to enhance eLearning and equipment was lent to both students and teachers for online lessons during the class suspension period from February to May 2020.
- In the first term, soups and fruits were offered to staff on a monthly basis to help relieve stress and boost positivity among colleagues. Hot drinks were offered to students on very cold days, enhancing their spirits and strengths. Candies and chocolates also helped to cheer the students up and relax the tense atmosphere on campus created by the social unrest.
- The 160th Anniversary Celebration Coordination Committee made timely adjustment of the celebratory programmes, School History Project and Anniversary Fund-raising Project, as affected by the COVID-19 pandemic.
- Besides regular and thorough cleaning, quantum photocatalytic coating was applied to the school campus and furniture. The school also prepared sufficient anti-epidemic items including infrared thermometers, masks, sanitiser and alcohol spray to keep the school environment safe and prevent the spread of the pandemic.
- Special arrangements were made in classrooms, College Hall, corridors and staff room patio to keep safe distancing between students and teachers. Extra facilities like the vending machine, fans and umbrellas were installed to enhance the wellness of students and teachers after class resumption.
- To ensure sustainability at the management level, the Extended Senior Administration Team studied the staff force and devised the plan in July 2020 for reallocation of duties to be implemented in 2020-2021. Potential candidates were identified and entrusted with a greater role in management.
- The MMLC and CAL were renovated so as to make the two venues more flexible for different kinds of learning activities.
- The Campus TV provided a video on the Cambodian Service Project which helped to pass on the Sacred Heart spirit of sharing and service.

Reflection

- The improvement of the school facilities was appreciated by the staff and the students. The School will continue to upgrade the school facilities.
- Our students' and staffs' health and safety are our top concern. The School will stay vigilant and continue with various anti-epidemic measures.
- The physical, mental and spiritual wellness of students and staff are of great importance. Wellness programmes addressing these will be organised.
- With teachers taking up new responsibilities after the duty reallocation, greater support can be provided to colleagues taking up new tasks.
- With the pandemic still evolving, some of the 160th anniversary celebratory activities will be further postponed and even scaled down. Yet the school will continue to embrace the challenge with gratitude, faith and hope.

IX. Student Development

1. Learning and Teaching

1.1 Learning and Teaching

The Learning and Teaching (L&T) Advancement Team is responsible for the academic development of students and its related arrangements. The Team and the CDC members coordinate subject departments in improving curriculum development and suggesting better practices so that a balanced and viable curriculum can be devised to promote self-motivated learning among students. They will be empowered to develop their capacity to the full.

- Sharing sessions were arranged for teachers to share their reflection on different teaching strategies and practices to promote higher-order thinking skills and reading.
- The School continued split class arrangement for the three core subjects so as to help potential achievers to build a stronger foundation for their studies in senior forms.
- Since September 2018, the school-based support programme has provided S6 gifted students with extra support and appropriate challenges. Through this programme, subject teachers prepared tailor-made exercises for individual students to help them excel in the HKDSE examination. It was suggested that such a programme should start earlier, for example in S5 second term so that these students could better prepare themselves for the public examination at an earlier stage.
- A survey and workshops on study habits and examination skills were organised for S4 students in November 2019. The workshops were held on class basis this year. A more in-depth discussion was held and students were able to have a better understanding about the learning style of individual classes.
- With the outbreak of COVID-19, the L&T Advancement Team followed the updates and the instructions from EDB closely and coordinated the learning and teaching activities of the school to ensure that students can maximise their learning opportunities.
- The L&T Advancement Team prepared an attendance record and a homework submission record for respective classes during the class suspension period since February 2020. By collecting the information using Google Sheets, homeroom teachers were able to keep a closer eye on the academic progress of their students throughout the class suspension period and provide timely assistance for students who required academic support.
- The L&T Advancement Team started a centralised coordination of summer assignments for permitted cases at the end of the school year. All students involved could receive clear instructions from the school and complete the assignment according to the requirement under all the online arrangements at the end of the school year.
- With concerted efforts of teachers in exploring the effectiveness of e-Learning in different subjects, professional dialogues on the use of different apps and peer lesson observations became a common practice among colleagues in 2019-2020. Flipped classroom and open classroom were further explored to enhance learning and teaching effectiveness and prompt in-depth professional exchange.

1.2 Co-curricular Activities

Clubs		
Animal Awareness Society	Art Club	Chinese Culture Club
Chinese Speech & Debating Society	Computer / Internet Club	Dance Club

Clubs		
Drama Club	English Speech & Debating Society	History Society
Home Management & Housecraft Club	Third Language	Maths Adventure Programme
Music Society	Photography Club	Putonghua Club
Science Society	Sports Society	

Service Groups		
Zonta Z	Heartslink Community Service Project	

Religious Groups		
1. Catholic Society	2. Young Canossian Helpers	3. Liturgical Team
4. Apostleship of Prayer	5. Legion of Mary	6. S1 Instruction

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 2019-2020, the SAAT organised one training workshop to better prepare student leaders to take up their responsibilities. Advice was given to them on organising different student activities so that they could have better planning, and the participants of their programmes could enjoy and benefit from the activities to a higher degree. 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. Members of the SAAT also gave advice to different teams and clubs on the organisation of whole school and joint school activities throughout the year.

The Student Council is the major student body in the School. The activities of Student Council covered different aspects of the school life of Sacred Heartists. Due to the outbreak of COVID 19, a lot of activities were cancelled. In such an adverse situation, the Student Council endeavoured to show their love and care to the community through the mask donation campaign. Their love and care was shared by their schoolmates through the love package after school resumption.

The six Houses continued to unite Sacred Heartists of different levels through supporting their house members in the Swimming Gala and Athletics Meet. Due to the development of the COVID-19 pandemic, many inter-house competitions and club activities were cancelled.

1.3 Extended Learning Activities

S5 Extended Learning Week

S5 Extended Learning Week is organised every year to provide opportunities for S5 students to develop and explore various areas in OLE and the senior secondary curriculum. In the year 2019-2020, the following programmes were organised:

- Service Trip to Siem Reap, Cambodia
- Cultural & Environmental Study Tour to Kansai & Kyoto Prefecture, Japan
- Historical and Cultural Experience Tour to Okinawa, Japan
- English Media Production & Cultural Study Tour to Singapore
- Chinese Literature and Visual Arts Study Tour to Taipei, Taiwan
- EcoTour to Giant Panda Base, Sichuan, China

Other Extended Learning Activities

1. According to SLP records, 101 programmes were organised this year.

2. Distribution of the programmes:

S1	S2	S3	S4	S5	S6
18	28	33	53	67	11

3. Nature of programmes according to OLE components:

OLE components	Number of programmes organised in 2019-20
Spiritual, moral and civic education	36
Community services	22
Physical education	13
Aesthetic education	45
Career related experiences	21

Extended Learning Fridays

1. According to the ELF records, **39** programmes were supposed to be organised this year. However, 20 programmes had to be cancelled due to social events and the COVID-19 pandemic.

2. Nature of the programmes were as follows:

Nature of the programmes	Number of organised (proposed) programmes in 2019-2020
Programmes with OLE components	10 (19)
Joint forces (OLE + Departments)	0 (2) (Geography + Green Torch)
Academic related programmes	7 (14) (LS, RME, Third Lang, PTH, Chin Lit, STEM Team, PBL team)
Positive Education	1 (2)
Open Day Preparation	2 (2)

3. No. of programmes organised for S1 – S6 were as follows:

S1	S2	S3	S4	S5	S6
2 (8)	4 (7)	4 (8)	3 (8)	5 (11)	3 (6)

2. Student Qualities

2.1 Careers and Further Studies

The Careers and Further Studies Team aims to develop life planning skills of students, including self-understanding, 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 for career aspirations. Moreover, to enable students to live as happy, purposeful and independent individuals, the programmes organised this year and the home period materials provided by CFST mainly cover the character strengths of courage (bravery, persistence, honesty, zest) and wisdom (creativity, curiosity, judgement, love of learning, perspective) and the Catholic core values of life.

In September 2019, a survey was conducted among S4 and S5 students concerning the careers they were interested in. The information collected facilitated the invitation of guest speakers for careers talks. Some new programmes were organised for different forms, including “Career Trends & Plan For Future! Talk” provided by Junior Achievement Hong Kong for S5 students, “Talk on Life Planning” provided by Hong Kong Federation of Youth Groups for S4 students and S2 students respectively and “Engineer In School Programme” provided by CLP Holding Ltd. (jointly organised with Green Torch) for S3 students, and “Life Planning Activity – Hospitality Industry Exploration” provided by Vocational Training Council (jointly organised with the Home Economics Department) for S1 students. Students were serious in reflecting on their learning from these programmes.

Besides, “Savvy Planner Workshop”, provided by the Hong Kong Federation of Youth Groups, was organised for S1 students on a voluntary basis. 76 students joined the programme and they learnt the money management concepts essential for life planning. They also enjoyed the interactive board game immensely.

Concerning the support to S6 students and their parents, admission staff and student ambassadors from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong Polytechnic University were invited to conduct admission talks and consultation sessions on 27 September 2019 to facilitate the JUPAS application of students. Besides, the programme “Preparation for the release of HKDSE Results” was organised on 27 June 2020 to allow S6 students and their parents prepare well for the release of HKDSE results. Mr Ng Po Shing, Student Guidance Consultant of Hok Yau Club, gave a talk on how parents could support their daughters on the release of HKDSE results. Parents and students found the talk very informative.

To provide support to S3 students and their parents concerning subject choices for senior secondary education, “S3 Subject Choice Seminar” was organised on 7 December 2019. Ms Vanessa Li, Senior Programme Manager, Admissions and Academic Liaison Section, Registry, the University of Hong Kong, gave a talk on “Pathway for Life Planning through Subject Choice” which highlighted how the subject choices might affect students’ choices for further studies in post-secondary education and their careers.

Furthermore, careers teachers had personal interviews with potential academic achievers and SEN students in the first period of Day 6 to provide them with guidance on goal setting, time management and study skills and to explore with them their future study plans.

Apart from the programmes organised by the Careers and Further Studies Team, students joined different career-related programmes offered by other organisations to enrich their career related experiences and to facilitate the exploration of career aspirations. These included “JA Future Skills at Bloomberg” and “JA X Bloomberg Women’s Buyside Network – Virtual

Mentorship Program” organised by Junior Achievement Hong Kong, “Girl Spark 2020” organised by Hong Kong Association for Computer Education and programmes on further studies organised by different universities.

2.2 Character Development

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

A) Visits / Outings / Other activities

	Date	Number of participants
1. Service to the elderly with dementia	22 Oct 2019	6 (S1 & S2 students)
2. Rehabilitation Pioneer Project–Reflective Path	19 Nov 2019 (cancelled due to class suspension)	20 (S3 students)
3. Visits to the Grassroots in Sham Shui Po	Dec 2019 (cancelled due to social events)	S4 to S6 students
4. Promotion of book about moral development in the notice board	Throughout the year	For the whole school

B) Talks / Interviews

	Date	Number of participants
1. Rehabilitation Pioneer Project – Education Talk	6 Dec 2019	All S3 students
2. Talk on Facing Adversity by Hong Kong Blind Sports Federation	11 Dec 2019	All S2 students

Among all the activities organised in 2019-2020, the following activities were highly recommended by students and teachers:

- Rehabilitation Pioneer Project
 - Service to the elderly with dementia
 - Talk on Facing Adversity
 - Promotion of books
- Rehabilitation Pioneer Project – Reflective Path was originally scheduled for 19 November 2019. This activity was organised for S3 students to develop their understanding of importance to follow law and order, through a wide range of activities such as mock court hearing, simulated reception procedures, custody in dormitories and single cells, foot drill training, simulated work groups and a sharing session by inmates. Due to school suspension, it was not carried out. It is recommended that the project should be organised again in the coming year.
 - The Education Talk organised by the Hong Kong Correctional Services for all S3 students on 6 December 2019 introduced the function of the Hong Kong Correctional Services and the importance of being a responsible and law-abiding citizen in Hong Kong. Students participated actively in the talk and showed positive feedback on both the activity and the talk. It is recommended that a similar activity could be organised again in the coming year.
 - Service to the elderly with dementia was an activity co-organised with Sage Bradbury Home for The Elderly. In the activity, students played games with the elderly and used Google Map to introduce different places to the elderly so as to refresh their memories of visiting certain places in their younger years. The students enjoyed the service and agreed that

they could explore new ways of serving the elderly. The service allowed students to show their love and concern for the elderly and reminded them to respect their elderly family members. It is suggested that services for the elderly or needy be organised in subsequent years so as to let students apply their knowledge in helping others.

- The talk on Facing Adversity was organised by Hong Kong Blind Sports Federation on 11 December 2019 for all S2 students. The speaker gave positive messages to the students concerning facing adversity. Most of the students showed interest during the talk and it encouraged them to have more enthusiasm in their learning and daily activities. It is suggested this type of talk be carried out for junior students next year.
- Promotion of books about moral and character development will continue to be posted on the notice board to increase students' awareness on the books that are interesting and that can help them to develop good moral characters.

2.3 Civic Education

The Civic Education Team aims to enhance students' social awareness, develop their analytical and critical thinking skills, sense of citizenship and social responsibility.

This year, the team helped provide some valuable opportunities for students to express their concerns on various social issues in the class morning sharing sessions and make constructive arguments for social justice through the participation in the City Forum. The flag hoisting ceremony also created an atmosphere to help them develop a strong sense of citizenship to society and the nation.

Time	Programme
Assembly for special events	National Day - Hoisting of National Flag and Regional Flag - Student sharing
Throughout the year	- Class sharing on civic and global issues - Preparation of ad-hoc materials for Homeroom teachers

Due to class suspension, talks like media education was cancelled.

2.4 Counselling

The Counselling Team aims to empower students to form positive outlooks on life and be happy, purposeful and independent individuals. Programmes offered in the school year 2019-2020 were as follows:

- Guidance Sisters Scheme
Through training, Guidance Sisters realised their role and set personal development goals. They performed their responsibility as the guiding angels to S1 newcomers with love and care. Opportunities to lead activities enhanced students' leadership and sensitivity to others' need.
- Reach Programme
Sharing of past students and talks given by the Education Psychologist helped repeaters identify the necessary qualities and habits for academic improvement. Study skills workshops conducted by subject teachers enhanced students' study effectiveness. Participation in voluntary service enhanced students' sense of achievement and efficacy.
- Buddies Programme
Social skills workshop equipped participants to be good company for peers who need concern and support.
- Love Project
S1 classroom visits by senior students created a warm and welcoming atmosphere. Their sharing of school life and study skills helped S1 students to better adapt to new school environment.

- Inspiring message

Inspiring quotes were posted near the main gate to cultivate positive values of life and love. Tips on communication skills were posted in every classroom to encourage friendly conversation.

- Case management and staff development

Students in need received individual counselling, and help on social/ communication skills. Special workshops were tailor-made for these students. Informal sharing sessions on case handling were held to enhance teachers' competence in counselling.

Names of programme / workshop / talk / service in 2019 – 2020	Participants
Sharing on handling emotion cases	Teachers
Guidance Sisters Scheme	S1, S3 – S5
Reach Programme Social Service Day I & II	S1 – S2
Reach Programme	S1 – S5
Love Project	S1, S3 – S5
Talk on Life Fighter	S3
Stress Management Workshop	S6
Talk on Family Relationship	S1
Talk on Community Integration	S4
Workshop on Social Issue	S3 – S5

2.5 Discipline

The 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 students, the following programmes and policies were implemented this year.

- Talks on drug abuse were held for S3 students. Students learnt how to say 'NO' to drugs.
- A talk on online safety was held for S2 students. They learnt how to protect their privacy and stay safe online. Students showed respect to others while social networking online.
- Students wore proper school uniform on school days and for supplementary lessons.
- Students came to school on time. 11 students (S1 – S6) were given formal punishments for being late to school in first term.
- Most of the students attended online lessons and handed in homework on time. Some students were found not handing in homework on time and did not turn up for online lessons during class suspension. Discipline teachers followed up the cases with the HrTs.
- Our students are generally well-behaved. However, some of them are lack of self-discipline and self-management skills. They always need clear instructions and guidance.

2.6 Gifted Education

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

- The team nominated gifted students in different domains to join competitions and pull-out programmes outside school. Four S1 to S4 high achievers were nominated to join Gifted Programmes organised by CUHK in August 2020. Five outstanding students were nominated to join Academy for the Gifted organised by HKU. Five S2 to S5 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.
- A Design Thinking Workshop was organised in November 2019. With the theme of “Sustainable Development”, workshops and outing were organised for S4 & S5 AoLs. It provided a chance for the students to identify problems and to solve problems in creative ways, which enhanced their creativity and critical thinking skills and trained them to be the mentors of S2 PBL.
- A Chinese Language pull-out programme was organised for S6 students who were talented in Chinese in December 2019. Students discovered and appreciated the aesthetics dimensions of Chinese novels and poems and further enhanced their writing and reading skills.
- Global Leaders Workshop was co-organised by the Hong Kong Federation of Youth Groups and our team for the S4 Ambassadors of Learning. The speaker shared with students insights on sustainable production and judicious consumption of earth’s resources. During the workshop, students had the opportunity to create their own moisturising cleansing lotion using organic ingredients. Students were able to identify the character strengths of the leaders, so as to form positive self-images.
- Some of the programmed projects could not be carried out due to the social unrest and the pandemic in 2019-2020. For example, Sir Ti Liang Yang English Language Ambassadors Outreach Programme and Disney’s world of Physics.

2.7 Health Education

The Health Education Team aims to promote a healthy lifestyle in school. Students are empowered with different health related life skills.

A talk on emotional eating was organised for S5 students in the first term. It was conducted by an experienced social worker. The talk was interactive and it gave students a better understanding on the relationship between stress and emotional eating. The social worker also introduced ways to cope with stress and explained how to identify the early symptoms of different types of eating disorder. The talk empowered students have better stress management skills and the wisdom to choose the right kind of food to eat in order to relieve their stress level. The talk received positive feedback from all S5 homeroom teachers and they all agreed that it should be arranged again for the S5 students in the coming year.

Due to the suspension of school in the second term, the workshops for S2 were cancelled.

2.8 Religious Activities and Service Learning

Religious activities at SHCC are coordinated by the 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 or underprivileged as exhorted by our Foundress, St Magdalene of Canossa.

Whole school activities such as Eucharistic Celebrations and Christmas Celebration were held to help students experience and reflect on the love of God in their lives. Guest speakers were invited to share with the students about Catholic core values. Religious groups meetings were held during the first period on Day VI to help students reflect on their life experiences from the faith perspective. Faith sharing sessions were also held during religious periods to help students understand more about their faith and its relationship with their lives. Other activities, e.g. Easter Programme, Foundress Day and Foundress Week were cancelled because of the COVID-19 pandemic. Monthly Masses in the second term, Way of the Cross and the Sacrament of Reconciliation during the Lenten season were also cancelled.

In line with the theme ‘Faith, Hope and Love’, all religious activities were organised to evangelise and strengthen the faith of Catholic students. The Catholic Society had invited some guest speakers to share with the students about repentance and gratitude by watching a film named ‘Along with the Gods: The Two Worlds’. Another talk on female’s role as a daughter and a wife in a family to witness God’s love was also arranged. During Christmas, cookies were made and distributed to the elderly during the visit to St. Mary’s Home. Christmas carolling was arranged to share the joy and love of Jesus’ birth to our neighbours.

Service learning constitutes an important part of the Religious and Moral Education (RME) curriculum. Virtues of different saints were emphasised and practical skills to serve various target groups were introduced. Students were encouraged to apply these skills to their service and reflect on their experiences. They were encouraged to share what they have with people in need in order to become more sensitive to the needs of the underprivileged in society. Although not much service opportunities were available because of the pandemic, students tried to show love and care to their family members and used some creative ways to serve the needy, e.g. teaching children with financial difficulties through online platforms, donating masks or hand sanitisers to charitable organisations, etc.

2.9 Sex Education

The Sex Education Team aims to help students acknowledge and appreciate their identity for improving themselves, taking new initiatives and serving others.

As students are better equipped with knowledge of sensitive topics on sex, they adopt a more positive attitude towards sex education and are more willing to seek correct sex knowledge. Talks, form assemblies and workshops were organised this year 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.

Activities on the theme “Empowering students to form positive outlooks on life. Enabling students to live as happy, purposeful and independent individuals” were organised:

Form Assembly

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S1	24 Oct 19	Life & Love	Understanding self	保護身體 / 公教婚姻輔導會	Ms Dora Au

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S6	22 Oct 19	Deepening the six core values and the Canossian spirit	Family	真愛值得等 / 公教婚姻輔導會	Ms Leung HY

Homeroom period

Form	Date	Core values	Life skills and life plans	Topic / Organization	Teacher-in-charge
S2A S2B	27 Nov 19	Family & Humility	Interpersonal relationships (peers/family)	同性戀 / 公教婚姻輔導會	Ms Candy Chun
S2C S2D	11 Nov 19				
S2E S2F	18 Nov 19				

2.10 STEM Education

The 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 economic, scientific and technological development. Various KLA-based and project-based activities ranging from taste programmes to gifted pull-out programmes were organised for students.

- An overseas STEM exchange tour – The Ecotour to Giant Panda Base, Sichuan, was arranged co-organised with Hong Kong Ocean Park Academy, for the S5 students. Before the tour, students attended the workshop on taking 360 photos and preparing virtual reality (VR) video. In the 5-day tour, the students participated in the field visit to Wolong, home of the giant panda and other wild animals and experienced the daily routine of care worker for the giant panda. The instructors introduced the working principles of infrared camera and the students set two infrared cameras to record the wildlife in the conservation area. They also visited the earthquake relic site in Sichuan and exchanged with local students during the school visit.
- A group of S2 students participated in the 'STEM in Life Science Challenge'. They investigated the factors affecting plant growth by using hypotonic systems. The challenge was postponed to September 2020 because of the COVID-19 pandemic.
- Three STEM projects namely "Project on Technology", "Project on 3-D printing" and "Project on Science" were introduced in S2 PBL. S2 students worked on the projects under the supervision and guidance of teacher advisors. The project outcomes were planned to be showcased in the school 160th anniversary Open Days, which were cancelled because of the suspension of classes due to the COVID-19 pandemic. Before the suspension of classes, the groups had completed 70% of the work.
- Three sessions of computer-aided design (CAD) workshops were organised for all S1 students. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in Integrated Science and Mathematics.

- The 7 KLA-based projects planned in junior Science curriculum, junior Mathematics curriculum and junior Home Economics curriculum were cancelled because of the suspension of classes due to the COVID-19 pandemic.

3. Student Support

Academic Support

Throughout the year, the Learning and Teaching Advancement Team, the Student Learning Support & SEN Coordinating Team, the Ambassador of Learning and Gifted Education Team, school social workers, academic departments and the school-based Educational Psychologist collaborated to provide academic support for students of diverse abilities.

To enhance the abilities of students in study, workshops on study skills and examination skills were arranged. Subject teachers shared learning tips with the potential achievers in the sharing sessions held by the Counselling Team. After-school tutorials and subject-specific enhancement programmes were organised for students in need of extra help. One-to-one online tutorials were also arranged for students with special educational needs during the class suspension period. Tablets were lent to students to facilitate their online learning at home when face-to-face teaching was suspended.

Professional assessments, referrals and special arrangements for internal tests and examinations were offered to the SEN students with the help of the school-based educational psychologist. The school also assisted the eligible students to apply for Special Examination Arrangements in HKDSE.

School-based subject specific pull-out programmes were arranged for students with special talents to stretch their potential further. They were also recommended to join the gifted programmes in the related discipline organised by various tertiary institutes like CUHK and HKU.

(For specific support offered by different teams and departments, please refer to their individual reports.)

Student Guidance

The School adopts a whole school approach to student guidance. All teachers are companions of students on their growth journeys. Homeroom teachers and homeroom partners provide individual care and guidance to students during home periods and after school. Students guidance assemblies and mass programmes were organised during home periods and OLE Fridays to equip students with knowledge and skills to cope with different aspects of life. The Careers and Further Studies Team is entrusted with the responsibility to provide students with guidance on life planning, careers exploration and further studies. The school social workers and Counselling Team take care of students who need special assistance. Workshops and sharing sessions on topics such as pressure coping strategies were organised according to the needs of students. The Catholic Formation Core Team and pastoral care worker offer guidance to students in the area of spiritual formation. The Student Learning Support & SEN Coordinating Team take care of students with special educational needs. Workshops and extra tutorials lessons were organised according to the needs of students.

In all aspects, parents and alumnae always remain the chief collaborators of the school.

(For student guidance given by different teams and departments, please refer to their individual reports.)

Financial Assistance

The School promotes student development for all and it is the aim of the School that students will not be deprived of appropriate learning opportunities because of financial difficulties.

The Student Financial Assistance Team offers help to students with financial difficulties. 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 2019-2020, students received financial assistance from various sources:

- Government Financial Assistance Scheme: school textbook assistance, travel subsidy and internet access charges subsidy
- EDB Grant for school-based after school learning and support programmes
- EDB Student Activities Support Grant
- 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 the Student Council and Parent-Teacher Association): subsidy for S5 students for their Extended Learning Week programmes
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs
- SHCC Welfare Fund for Special Needs
- JaneClare Education Fund: subsidy for learning references and programmes
- Nicola and Kenneth Bursaries (run by the Island School Trust)
- 蘋果助學金

The Team offered information about financial resources and provided guidance to students in their application for various financial assistance schemes and funds.

Support Measures for Implementing Whole School Approach to Integrated Education

The School adopts the ‘Whole School Approach to Integrated Education’ for students with special educational needs (SEN) and commit to providing specific measures for these students to enhance their learning and personal development. The Student Learning Support & SEN Coordinating Team is established to formulate school policies for students with SEN and to coordinate the support provided for SEN students. The Team collaborates with the Educational Psychologist (EP), social workers, Counselling Team, Learning & Teaching Advancement Team, homeroom teachers and subject teachers concerned to devise individual learning programmes and provide peer support for students with SEN.

In the school year 2019-2020, the SENCO and different teachers were nominated by the School to attend the training courses organised by the Education Bureau / tertiary institutes to equip themselves with professional knowledge on integrated education. School-based sharing sessions were conducted to help homeroom teachers to accompany and assist the SEN students. Case conferences were also held between parents, the EP, the Learning and Teaching Advancement Team, social workers and subject teachers so that appropriate support could be given to individual students concerned. With the consent of parents, briefings to the subject teachers on the needs of the students were arranged by SENCO so that timely and effective assistance can be provided. Apart from conducting assessments and referrals, special arrangements were also made for SEN students during the common test and examination periods. Collaboration with parents and professionals was cultivated to provide appropriate support for the SEN students. Special training workshops and after-school tutorials (both face-to-face & online tutorials) were also arranged to facilitate the development of SEN students in different areas.

4. Student Performance

Academic Performance

- In 2020, 82.8% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 98.0% of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 63% attended local full-time bachelor degree programmes, 21% opted for overseas programmes and 16% attended local full-time sub-degree programmes.

Other Achievements

Our students are getting increasingly ready to stretch themselves beyond the classroom. Some of them participated actively in different local and international competitions and many of them had outstanding achievements while a number of others were awarded with different scholarships and prizes. These include:

- Student of the Year (Organised by South China Morning Post and The Hong Kong Jockey Club) – Most Nurturing Environment Award
- Sir Edward Youde Memorial Prize
- Lugard Scholarship
- Upward Mobility Scholarship 2020
- Emma L. Conlon Service Award (Organised by Zonta International) – First Place
- Outstanding Z Girl Award (Organised by Zonta Club of the New Territories)
- 第 32 屆香港特別行政區傑出學生選舉 (元朗青年商會主辦) 十大傑出學生
- 2019 年香港島傑出學生選舉 十大傑出學生 (初中組)
- 2019 年南區優秀青年嘉許計劃 南區優秀少年, 優秀青年及卓越表現獎
- Scholarship for Standard Course for Teenagers: Level A2 at the Goethe-Institut Hongkong (Organised by Goethe-Institute of Hongkong)
- HKU Academy for the Talented – Academic Scholarships for Summer Programmes 2019
- AmCham Charitable Foundation Prize Book Award 2019-2020
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2019-2020
- 71st Hong Kong Schools Speech Festival – Solo Prose Reading (Non-Open), 詩詞集誦, 詩詞獨誦 – Champion
- Grand Prix of Nations, Gothenburg 2019 (Organised by Interkultur) Category GP2 Youth Choirs – Gold Medal – Top Level
- Grand Prix of Nations, Gothenburg 2019 (Organised by Interkultur) Category GP6 Musica Sacra with accompaniment – Gold Medal – Top Level (mixed choir with St Paul's College)
- 4th European Choir Games, Gothenburg 2019 (Organised by Interkultur) Category O6 Musica Sacra with accompaniment – Champion – Golden Diploma – Level VII (Mixed choir with St Paul's College)
- 2019 Hong Kong Youth Music Interflows – Symphony Orchestra Contest – Secondary School – Class A – Silver Award
- Tokyo International Youth Music Competition 2019 – Tokyo Grand Final – Piano – Youth Class – Champion
- Tokyo International Youth Music Competition 2019 – Hong Kong Regional Final – Piano – Youth Class – Champion
- Hong Kong Schools Music Award Competition (Organised by Hong Kong Children Arts and Sports Development Association) – Piano Solo – S1-S3 Group – Champion
- 第二十三屆南區少年兒童歌唱大賽 中學合唱組 – 冠軍
- A.S. Watson Group Hong Kong Student Sports Award 2019-2020
- Inter-School Sports Competition 2019-2020 – Swimming – Division Two – Girls B Grade – Overall – 1st runner-up
- Inter-School Sports Competition 2019-2020 – Swimming – Division Two – Girls B Grade – 4x50m Free style relay, 100m Free style, 200m individual Medley – Champion

- Inter-School Sports Competition 2019-2020 – Swimming – Division Two – Girls C Grade – 100M Breast stroke, 50M Breast stroke – Champion
- HKCC Business Excellence Contest (Organised by Hong Kong Community College) – Gold Award
- JA Company Programme 2019-2020 – Creating Shared Value Award and Best Social Innovation Award – Champion

Details of the scholarships and awards our students received can be found in the Student Achievements 2019-2020 booklet.

X. Staff Development

The Staff Development Team had three goals for the year 2019-2020: (i) supporting teachers to be effective mentors of students; (ii) equipping teachers in building up a healthy lifestyle and integrating the core values of the school into their daily teaching; and (iii) supporting new teachers to integrate into the SHCC teaching environment.

- In the first year of our three-year development plan for promoting positive education at SHCC, a workshop on ‘How to build up a positive emotion’ was conducted at the beginning of the school year. Another experiential workshop on the PERMA model was held in January 2020.
- In order to promote higher order thinking skills in teaching and learning, the Pedagogical Exploration and Enhancement Team was set up. Teachers from each of Chinese Language, English Language and Mathematics Department shared ideas and strategies on the incorporation of higher-order thinking skills in the classroom.
- To equip teachers in building up a healthy life in spiritual aspects, the Joint Canossian School Staff Development Day ‘Be a Canossian Teacher, Not Just a Teacher’ was organised at the beginning of the school year to enhance staff members’ understanding of the mission of Canossian educators.
- Six staff induction programmes were organised for new teachers at different stages of the academic year to familiarise them with school life. New teachers welcomed the six sessions and showed appreciation to the school for providing support to their first year at SHCC.
- The Day Trip to Macau and one of the new staff induction sessions on Parents’ Day preparation were cancelled due to class suspension.

On the whole, teachers found the activities inspiring and fruitful. The majority of participants found the content of the workshops useful.

Staff Development Programmes

Date	Activity	Target
29 Aug 2019	Positive Education: ‘How to build up a positive emotion’	All teachers
29 Aug 2019	Joint Canossian Secondary School Staff Development Day on ‘Be a Canossian Teacher, Not Just a Teacher’	All teachers
2 Jan 2020	Positive Education: ‘the PERMA model’	All teachers, clerical staff, technicians and janitor staff

New Teachers Induction

Date	Activity	PIC
6 Jul 2019 and 16 Aug 2019	New Staff Induction Programme I: Sharing on Canossian Education and general administration, IT training (use of the interactive white board and room booking system)	School Principal Vice Principals and Assistance Principal, IT Team
11 Sep 2019	New Staff Induction Programme II: Counselling and Discipline	Counselling Team & Discipline Team
12 Sep 2019	New Staff Induction Programme III: CCA (Role of club advisors/outing arrangement), OLE and SLP records	SAAT, OLE Team and SLP Team

Date	Activity	PIC
23 Oct 2019	New Staff Induction Programme IV: Duties of invigilation, input of examination marks and SAMS system, writing student comments	SAMS Team
10 Jun 2020	New Staff Induction Programme VI: Promotion meeting, extra summer assignments for CP cases and S4-5 supplementary lessons	L&T Adv. Team

XI. Financial Summary

School's annual financial position in 2019-2020 (as at 31 August 2020)

FINANCIAL REPORT FOR 2019-2020			
Code	Programme Item	Total Allocation (HK\$)	Total Expenses (HK\$)
A01-A08	Premises	1,555,500.00	1,076,681.10
A09-A18	Administration	4,817,025.00	4,716,383.90
C01-C24	Curriculum	1,544,244.20	759,392.90
P01-P36	Pastoral Care	3,274,368.10	1,418,092.05
	Total	11,191,137.30	7,970,549.95
	% Spent		71.2%

EOEBG Income 19-20 (HK\$)	75,587,890.44
Expenditure 19-20 (HK\$)	73,741,309.80

XII. Report on the use of Special Grants

School's annual financial position in 2019-2020 (as at 31 August 2020)

1. Capacity Enhancement Grant (CEG)

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

Department	Programme	Amount (HK\$)
Music and History and Chinese History	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	479,853.50
Chinese & English Speech & Debating	Training for debate team members	35,960.00
English Language	S1-S3 English Enhancement Programme	37,600.00
	Total	553,413.50

2. 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: HK\$1,484.03

Grant in the Year 2019-2020: HK\$140,400.00

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Creative Writing Workshop	S6	11,020.00
Science	Disney's World of Physics	S4 & S5	7,635.00
Higher Order Thinking Skills	Design Thinking Workshop	S4 & S5	10,120.00
Humanities	Global Leaders Workshop	S4	252.00
English Language & Leadership	Subsidising gifted students to join local or overseas summer programmes	S4 & S5	8,960.00
		Total	37,987.00
		Balance	103,897.03

The following programmes had been cancelled due to the epidemic:

1. English Pull Out Program – Sir Ti Liang Yang English Language Ambassador Outreach Programme
2. Leadership Training Overnight Camp
3. High Table Dinner (Organised by Wah Yan College Hong Kong)
4. Overseas Ambassadors Programme (Organised by HKFYG Leadership Institute)
5. Overseas Summer Programmes

3. Student Activities Support Grant (SAS Grant by the EDB)

The Grant supports students with financial needs to participate in life-wide learning activities.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	1	927.47
Western Instrumental Classes	4	3,062.54
Dance Classes	2	3,447.84
EcoTour	1	3,159.48
Youth World Leadership Congress 2020	2	7,200.00
歷史文化, 自然資源與環境保育探索之旅	1	1,884.00
Service trip	2	4,434.64
	Total	24,115.97

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

The programme supported students with financial needs for after-school activities organised by the school.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	1	1,224.53
Western Instrumental Classes	4	4,043.46
Dance Classes	2	4,552.16
Sports Training	2	1,580.00
Chinese Literature and Visual Arts Study Tour	1	6,250.00
Culture & Environmental Study Tour	1	4,191.91
EcoTour	2	8,421.43
Service trip	3	11,144.70
	Total	41,408.19

5. Learning Support Grant

The school used this grant to provide learning support to students with special educational needs (SEN).

Grant in the year 2019 – 2020: \$165,000.00

Surplus of 2018 – 19: \$11,353.97

Total income: \$176,353.97

Item	Amount (HK\$)
After-school (Face-to-face) & Online Tutorials	114,600.00
Multiple Intelligence (Art Therapy) Workshop	44,800.00
Study Skills Workshop	9,600.00
Teaching Kits for Mental Health Education	4,998.00
S6 Stress Management workshops	1,170.69
Buying equipment for listening exams	890.00
Total	176,058.69

6. Life-wide Learning Grant

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences (✓)					
								I	M	P	S	C	
Drama Development	Drama training course	Students are encouraged to develop their aesthetic sense through being exposed to different forms of art and performing arts. The school provides students with opportunities to be involved in devising, writing and performing scenes that are created with their unique teenage perspectives. This not only encourages students to be creative but also to learn to work with the whole team, coordinating with crew members in different positions, raising their awareness of the importance of team work.	Oct 2019 – Jan 2020	S1 – S5	Practices and rehearsals went on smoothly until school suspension due to the pandemic.	6,500.00	E5	✓		✓			✓
Music Development	School Orchestra and Chinese Orchestra	<ul style="list-style-type: none"> - To provide specialised training for students who are musically gifted - To broaden the musical horizon of our students. - To raise cooperation and collaboration spirit through team training 	Sep 2019 – Jul 2020	S1 – S5	<ul style="list-style-type: none"> - Due to the pandemic, the orchestra joined only one competition (Interflow-School Orchestra) and was awarded Silver Prize - Various instrumental ensembles performed at the Gala Dinner of Canossa Hospital in Dec - Regular weekly training sessions were held for both orchestras and ensembles till class suspension in Jan - Wind ensemble resumed their training via online in July 	57,135.00	E5	✓		✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences (✓)				
								I	M	P	S	C
Physical Development	Sports Training Courses, S3 Swimming Course, Overseas Training Courses	The programmes can provide opportunities for talented students to have advanced and intensive trainings. Students will be able to strengthen their specific skills of certain kinds of sports and will have sufficient confidence to overcome the difficulties during the competitions.	Sep 2019 – Aug 2020	S1 – S6	Swimming lessons and overseas training courses were cancelled due to the outbreak of the pandemic.	5,665.00	E6	✓		✓		✓
Video-production Skills Development	Campus TV, Video production training course	The training course aims at cultivating creativity and pursuing aesthetic development of our students in video production.	Sep 2019 – Dec 2019	S1 – S5	17 S2-5 students attended a 6-day intensive course, co-organised by M21 Media. All of them reached 80% attendance. They divided into group of 5-6 and submitted a 5-min video as the final project of the course.	17,000.00	E1, E5, E6	✓		✓		✓
Extended Learning Activities	S5 Extended Learning Week 2019 & various exchange and study tours	<ol style="list-style-type: none"> To ensure necessary exposure of our students for balanced and whole-person development to meet the learning goals of the curriculum; To understand more about students' own personal strengths and weaknesses; To excel students' talents in various fields; To nurture students to be global citizens with global awareness; To strengthen students' national identities through cultural exchange activities 	Sep 2019 – Aug 2020	S1 – S5	<ul style="list-style-type: none"> All S5 students were able to join one of the programmes in the S5 Extended Learning Week 2019 15 S2 and S3 students participated in a cultural study tour to the Mainland (Ningxia) in Oct, organised by the EDB. Evaluation on the S5 Extended Learning Week 2019 had been done through students' evaluation form and oral feedback from the accompanying teachers. 	205,186.44	E4	✓	✓	✓	✓	✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences (✓)				
								I	M	P	S	C
Learning Beyond Classroom	S1 Life Planning Programme - Hospitality Industry Exploration	The programme aims at introducing the hospitality industry to inspire junior secondary students and discover possibilities in their own life planning.	8 Nov 2019	S1	6. Successful cross-team/ departmental collaboration between Careers and Further Studies Team and Home Economics Department. 7. Life planning was promoted to all S1 students (183 participants) to encourage career and life goal setting and reflection at junior secondary level. 8. The participant satisfaction was high, according to the workshop evaluation	33,890.00	E5, E6	✓	✓	✓		✓
Learning Beyond Classroom	Indoor climbing experience	The students have to find the best available routes to climb to the top of the bouldering wall in the activity. It provides an opportunity for students to overcome challenges and obstacles and to develop their problem-solving skills. They can also learn from and appreciate one another's talents.	16 Jan 2020	S1	All students tried the basic form of indoor rock climbing under the guidance of the coaches.	29,600.00	E1, E2	✓		✓		
Project Based Learning	Project for S2 Students	Cross-curriculum project-based learning: STEM, Culture and Generic Skills.	Sep 2019 – Mar 2020	S2	Students started to work for the project in the first term and quality work was observed in the process. However, the pandemic prevented the final display of the work.	19,314.27	E1, E2 & E7	✓	✓	✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences (✓)				
								I	M	P	S	C
Service project	Sacred Heart Enterprise Challenge	To empower students with - entrepreneurial skills, including teamwork, leadership, communication and other professional skills, - essential life-long thinking skills, including focusing skills, information gathering skills, organising skills, analysing skills, generating skills, and integrating skills. - the ideas of running a social enterprise & ethics in business decision making.	Sep 2019 – May 2020	S3	Upon completion of the programme, students are able to: 1. Apply their business and entrepreneurial skills to education, career, and service pursuits. 2. Recognise the significance of personal responsibility, financial literacy, leadership, and teamwork in making positive life decisions. 3. Appreciate one's ability to contribute to his/her future and the community.	330.00	E2	✓	✓		✓	✓
Language	Entry Fee for 71st School Speech Festival	To be able to join 71 st School Speech Festival	Nov 2019 – Apr 2020	S1 –S5	No competition was arranged due to the pandemic	590.00	E1					

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Estimated Number of Student Beneficiaries

Total number of students in the school:	979
Estimated number of student beneficiaries:	979
Percentage of students benefitting from the Grant:	100%

7. Promotion of Reading Grant

Balance brought forward 2018 – 2019: HK\$32,933.85

Grant in the year 2019-2020: HK\$72,310.00

Item	Amount (HK\$)
e-Book library set up	43,156.83
Book and magazines	11,523.81
Reading enhancement	12,378.00
Total	67,058.64
Balance	38,185.21

Evaluation:

- The Reading Grant was spent mainly on supporting the initial set up of the e-book library instead of other pre-arranged reading promotion activities like the local and overseas writers' talks and annual book fair as they were cancelled due the outbreak of COVID-19 pandemic and the social movement in Hong Kong. The e-book library platform is originated in New Zealand which provides a great variety of e-books which sourced from a great range of disciplines produced by different well-known publishers and popular teen writers. It was observed that since the launching of the e-book library during the class suspension period until now, the number of active loans has increased to over 400 e-books being checked out. This is an encouraging sign indicating that students have started to read with their own choice of book at their own pace. In the long run, it is hoped that more funding can be allotted to expanding the current e-book library with more fiction and non-fiction popular titles as well as developing the Chinese e-book library platform for teachers and students alike.
- With the funding, the school spent on book vouchers for a school-based Reading Enhancement Scheme. The scheme attracted students from more academically competent classes to read more extensively. It was observed that those students who received Bronze Level in S1 and S2 are more likely to challenge Silver and Gold Level.
- The funding further supported S4 – S6 subscription of Reader's Digest. Each class had a monthly copy for circulation to read for leisure and during the reading period. Some teachers made use of the articles in the periodical in English Language learning.

End of Report

Sacred Heart Canossian College
School Report 2019-2020

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor
on 29 October 2020