

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

School Report 2020 - 2021

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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 also known as Canossian Missions in Hong Kong. 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 in 1937, after the Sacred Heart of Jesus. In 1960, the school was officially registered as Sacred Heart Canossian College.

Education Philosophy

A. School Motto

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.

B. School Mission

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.

C. 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

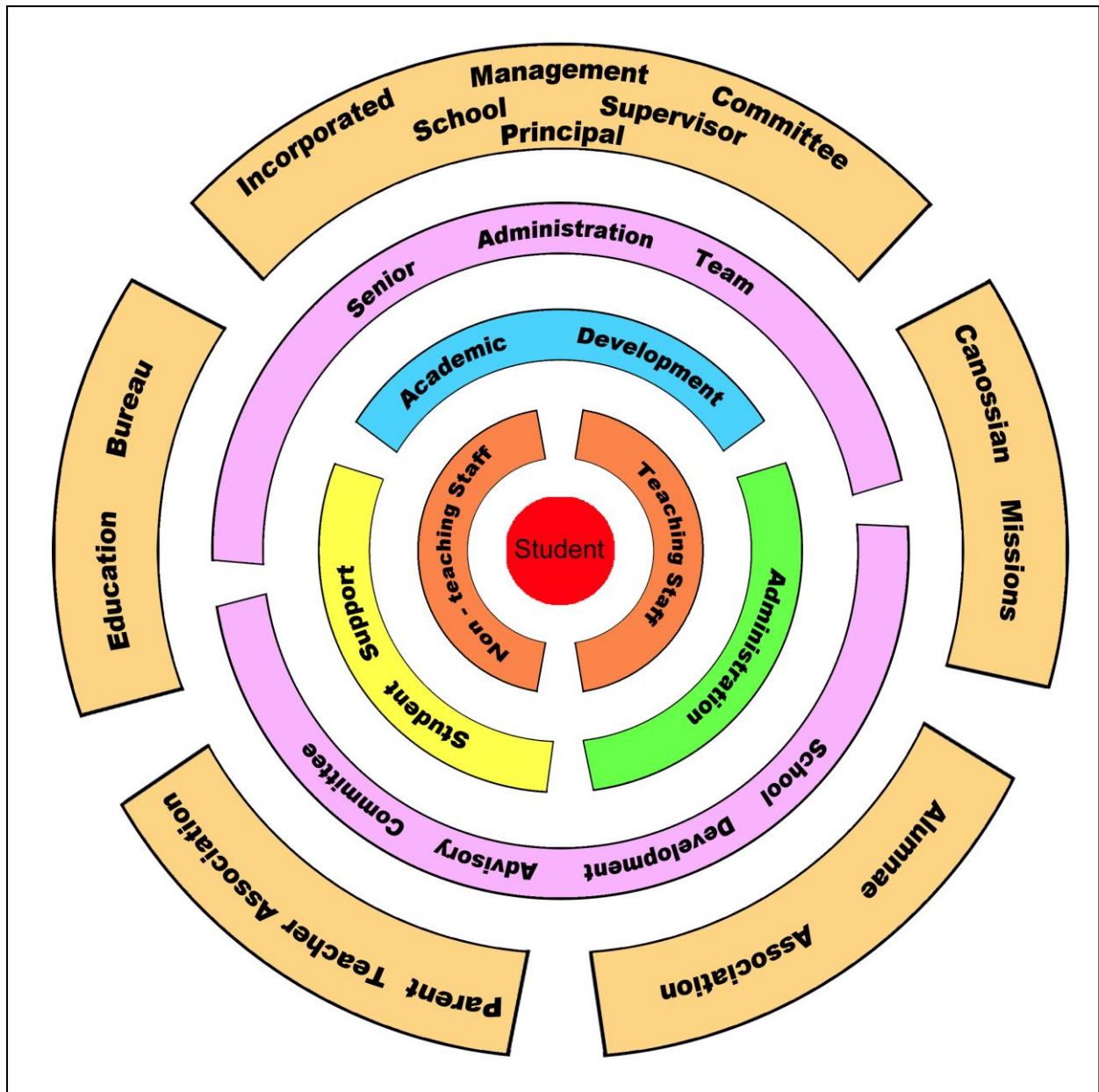
- Skilful in speaking, reading and writing precisely and fluently in both Chinese and English
- Being logical and critical in thinking; convincing in persuasion
- Being able to see the connection between disciplines and apply cross-curricular knowledge
- Making use of generic skills to continue lifelong 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 (2020-2021)

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 2020-2021

I. Introduction

Celebrating the Past with Gratitude

Embracing the Future with Hope

Sharing our Life in Love

The school year 2020-2021 was another year under the effects of COVID-19. Many scheduled activities such as Swimming Gala, Athletics Meet, School Picnic and Fun Fair were cancelled. At the same time, changes in the senior secondary curriculum were introduced and new education policy was announced. Yet, the support from different stakeholders, the hard work of our staff and students, and the opportunities offered to the School during the year taught us to be flexible and adaptable to sudden changes. More importantly, they made us aware that it was again another year filled with abundant blessings from God.

Our school life this year continued to be seriously affected by the pandemic. Fortunately, even when the anniversary celebration was hindered and celebratory events could not be held as scheduled, the gratitude and the readiness of our students to share and serve were not curtailed. The whole school community gathered together joyfully in The 160th Anniversary Eucharistic Celebration on 7 May 2021, offering our praises and thanksgiving to the Lord for his protection and guidance along the years. There was no better way to celebrate the school anniversary than reviving our founding spirit.

Responding to the call to spread the love of God and to serve those in need, the Cambodia Outreach project was launched in the anniversary year. Sacred Heartists raised funds to build a women's centre in Peak Sneng Village, Siem Reap, Cambodia to provide a place for conducting children and women empowerment programmes. It will also be a base for our students to share their lives and talents with the Cambodian women and children. Although the pandemic prevented them from visiting Cambodia this year, the love and concern of our students for those in need went beyond the boundaries. The SHCC Z girls arranged for food and hygiene packs to be delivered to the people in Peak Sneng Village. They even prepared a video and guidelines to teach the villagers how to make hand sanitisers. This belief in love without boundaries was shared by many in the school community. Masks were sent to the Philippines in the first half of 2021 for people struck by COVID-19. All these actions echoed the spirit of gratitude and sharing demonstrated in the Formation of Heart Project and the Heartlink Community Service Project in the previous two anniversary years. The fine tradition of Sacred Heart Canossian College passes on.

Formation of the heart has always been our key concern. Values education plays a special role in student qualities development at Sacred Heart. The six core values – charity (love), family, life, truth, justice and humility – permeate both the formal and informal curriculum. Not only does the Religious and Moral Education Department help our students develop these core values, but all departments and teams have also been working together to foster the core values of the School and qualities spelt out in the profile of a Sacred Heart Graduate. For Positive Education, the S1 curriculum was fully delivered this year. The S2 curriculum was created with a tryout during the post-examination period and it will be taught in S2 Home Periods in the coming school year. For other secondary levels, stress management workshops and Positive Education activities were organised to help our students have a positive outlook of life. The pandemic has a huge impact on mental well-being and optimism is of particular importance to our young people.

After the resumption of face-to-face lessons, the Counselling Team launched the ‘Shining Like Star’ programme to promote a positive and supportive atmosphere at school. Through acts of ‘sharing, affirming and contributing’, students were encouraged to unlock their potential and share their gifts with others. Every student is unique and can be a star, contributing to the betterment of the community in her own way. Realising the importance of parents on the growth journey of the students, the School has been making use of different channels to communicate and collaborate with them. The love and concern of different parties further enhanced the caring atmosphere at Sacred Heart. Love packages jointly prepared by the School, the Parent-Teacher Association and the Student Council; face masks from the Education Bureau; anti-pandemic packages from our alumnae and different bodies in the community; all these showed our students and staff the support they got as they faced the challenges posed by the pandemic.

This caring school atmosphere was also conducive to learning. The mixed learning mode has become a new norm. Both teachers and students adapted readily to the switch between face-to-face lessons and online learning according to the development of the pandemic. Teachers explored various strategies and apps such as flipped classroom and Nearpod to enhance the learning and teaching effectiveness during online learning periods. This actually boosted the confidence of teachers and students to use information technology in enhancing learning and teaching, laying the groundwork for the implementation of ‘Bring Your Own Device’ policy in the coming academic year. In addition to a big leap in the use of eLearning, extensive periods of online lessons also made it clear that face-to-face learning is indispensable. The new learning mode made teachers and students treasure the time they met one another on campus.

In the second half of the academic year, the School spared no effort in responding to the latest changes to education policies while continuing to explore the use of eLearning for effective learning and teaching. The announcements about optimising the four senior secondary core subjects and policies related to national security in school were made by the Education Bureau in February 2021. Our teaching staff studied the impact of the new education initiative under the leadership of the Learning and Teaching Advancement Team and arrived at a decision on the teaching hours allocation mechanism with reference to the guidelines given by the Education Bureau and other related changes. A working committee was also set up to review the current situation relating to national security and the implementation of national security education at school. The working committee will create the work plan for the coming year.

Throughout the year, teachers had been taking an active role to equip themselves to cope with the new learning mode and education policy changes. Sharing sessions were conducted by the Staff Development Team, BYOD working group and the Pedagogy Exploration and Enhancement Team to equip teachers with various eLearning strategies. Staff members were encouraged to share their experiences with one another on different occasions, forming a learning community at Sacred Heart. At the same time, three teachers attended a professional development course on lesson observation organised by the Education University of Hong Kong. It is hoped that learning and teaching can be further improved through enhanced peer lesson observation in the coming year. For the new subject ‘Citizenship and Social Development’ to be offered in S4, related teachers were encouraged to get themselves ready for it. All teachers were also aware of the enhanced professional training stipulated by the Education Bureau and have been taking different professional development courses to fulfil the requirement.

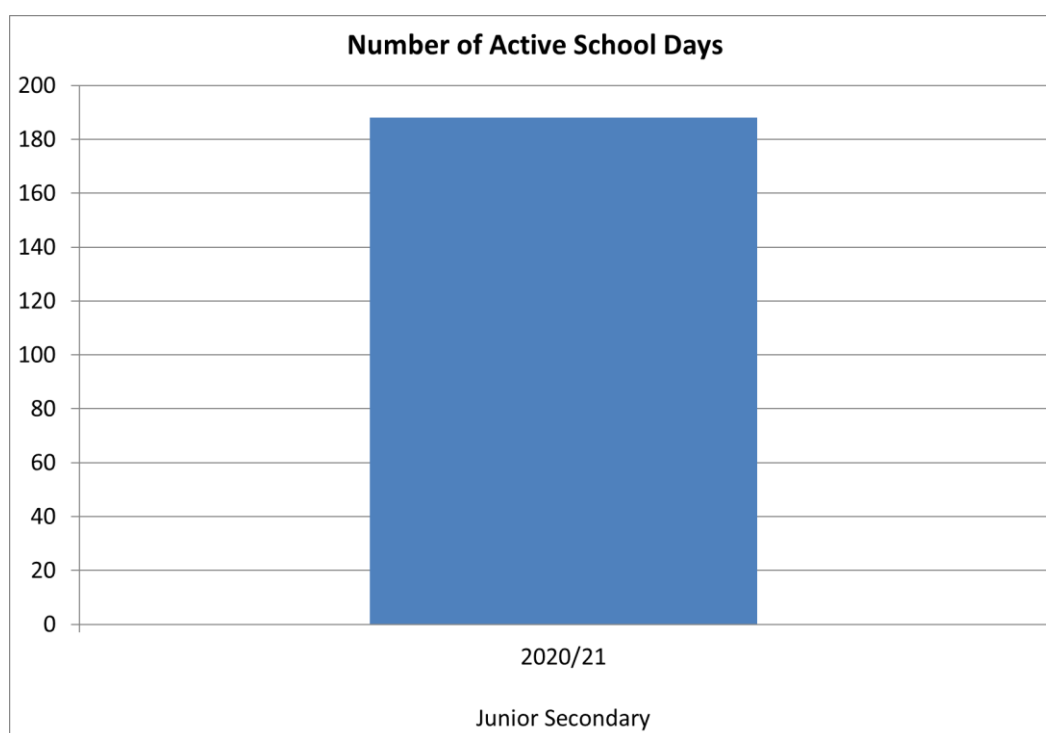
Sacred Heartists, like their teachers, have been engaging in different learning opportunities beyond the classroom. Although physical training and face-to-face activities were discouraged in the school year due to the pandemic, students had been joining online extended learning programmes of diverse nature organised by different teams and departments. These programmes included Careers Expo 2021, computer-aided design workshop, Sports Chat Workshop, Workshops on Business Manners and Interview Skills, Positive Education activities, and even farming activities. Besides

school events, students also seized every opportunity to take part in learning activities outside school. Groups of students joined the Hong Kong Student Science Project Competition 2021. A number of S1 students participated in the project ‘Developing Students’ Innovation Competency through Advanced STEM Learning Experiences’. Thanks to the collaboration between our teachers and various organisations, students were not deprived of chances to learn even when they could not stay in school in the afternoon for activities. After attending the design thinking workshop, some students came up with ideas on helping people to face the pandemic. They designed a robot for spraying sanitisers and a portable steriliser for sterilising masks. It is encouraging that students can make use of their talents to solve real life problems. It would be wonderful to see their designs being put into use on school campus in the coming academic year.

This school year is the last year in the current school development cycle. In April and June 2021, our staff members gathered together to identify the strengths of the School and areas for improvement. Based on their evaluations and reflections, the new school development plan will be drawn up. We pledge to continue to provide a nurturing environment for our students to learn and grow in the new school development cycle. Encouraged by the South China Morning Post Student of the Year – Special Award for Most Nurturing Environment; blessed with the support from different parties such as the Education Bureau, the Incorporated Management Committee, the Alumnae Association, and the Parent-Teacher Association; together with the collaboration of the staff; Sacred Heart Canossian College is ready to sail through challenges and grasp every opportunity to empower our students to learn with commitment and serve with gratitude.

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 2020-2021 is 188.



III. Curriculum

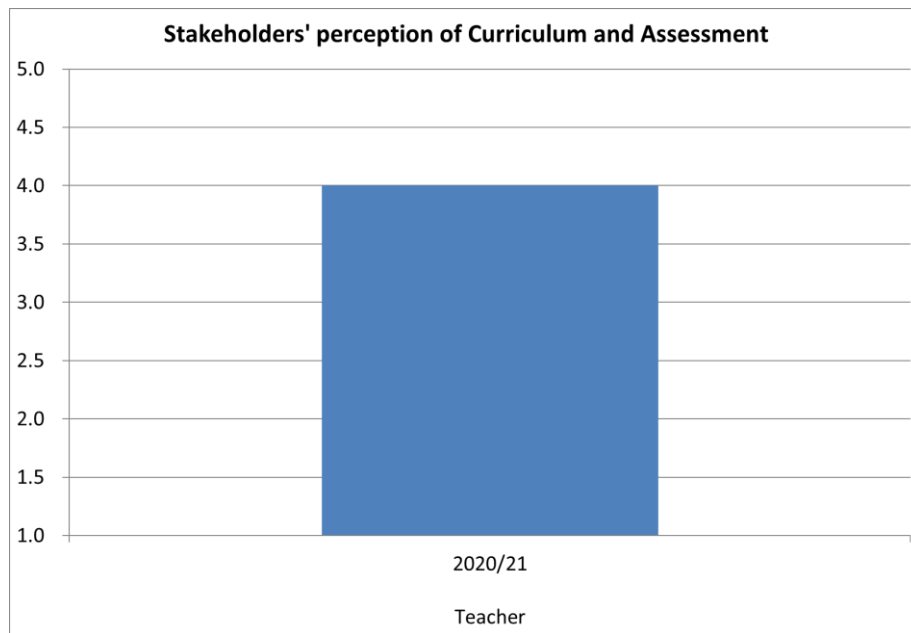
1. Structure

	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	*	*	

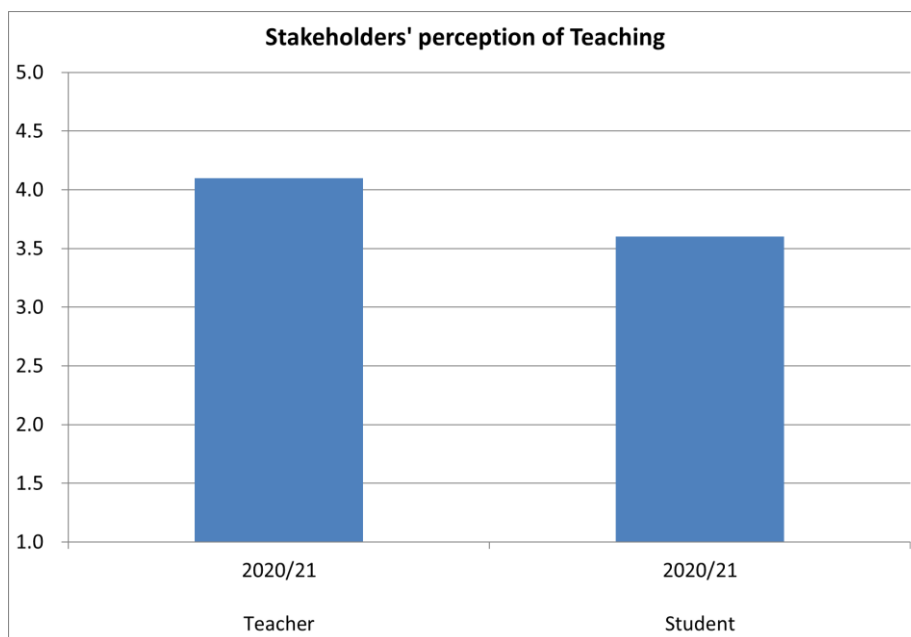
2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	4



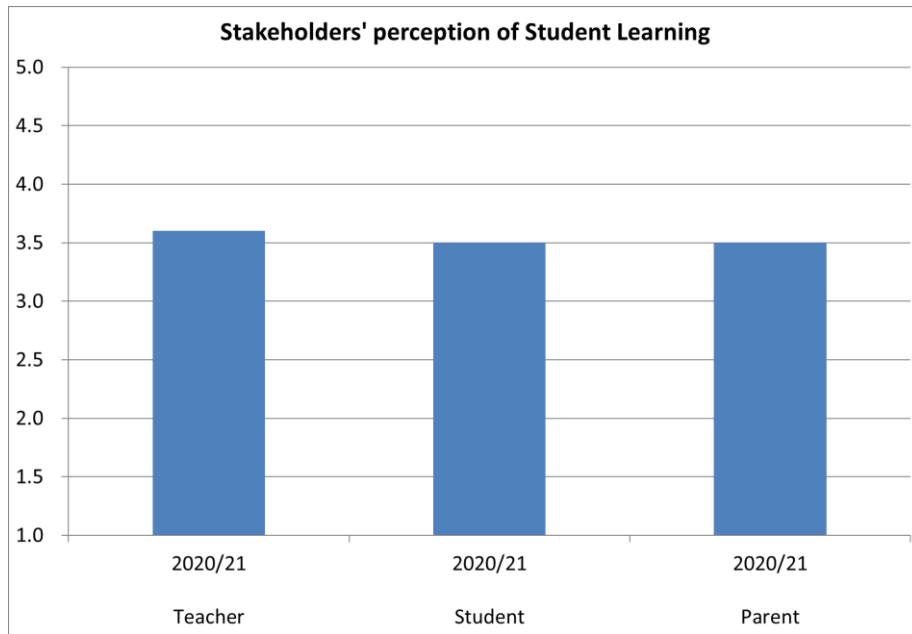
3. Stakeholder's perception of Teaching

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



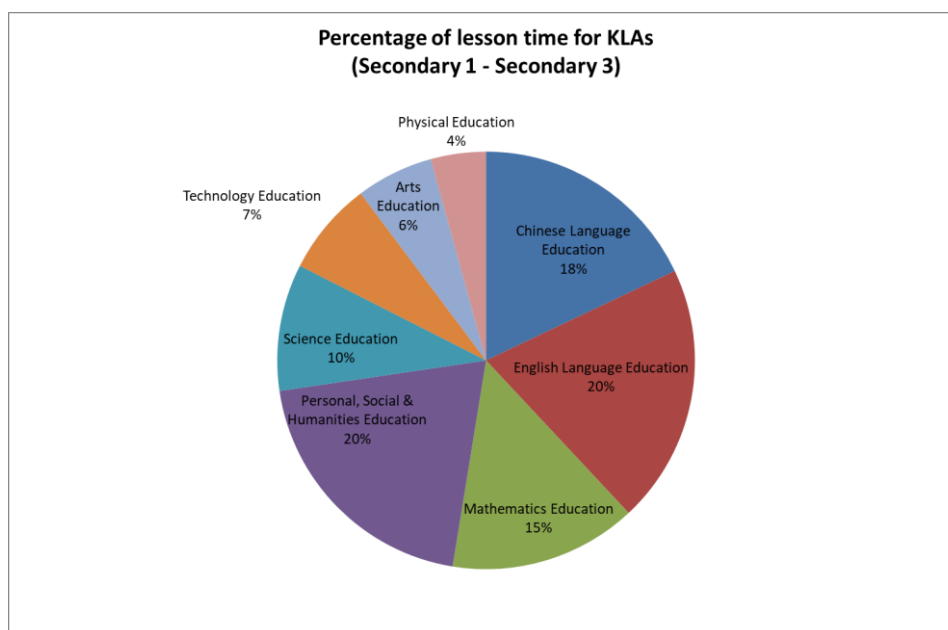
4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.6
The average score of students' perception of Student Learning	3.5
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	5.98%
Physical Education	4.27%



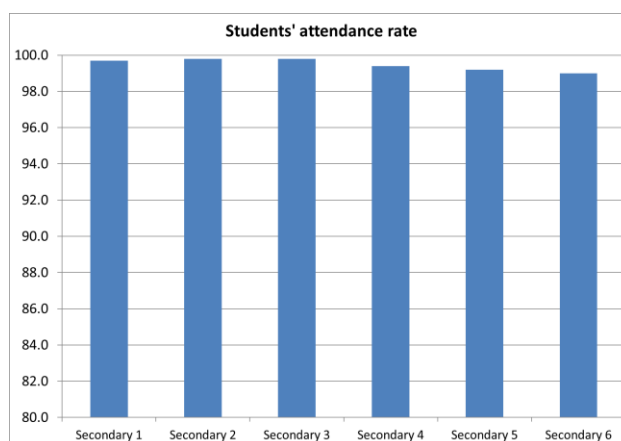
V. Class Structure and Number of Students

Level	Number of students in September 2020	Number of students in July 2021
Secondary 1 (1A-1F)	188	164
Secondary 2 (2A-2F)	177	158
Secondary 3 (3A-3F)	165	153
Secondary 4 (4A-4F)	167	151
Secondary 5 (5A-5F)	138	133
Secondary 6 (6A-6F)	130	128
Total	965	887

VI. Students

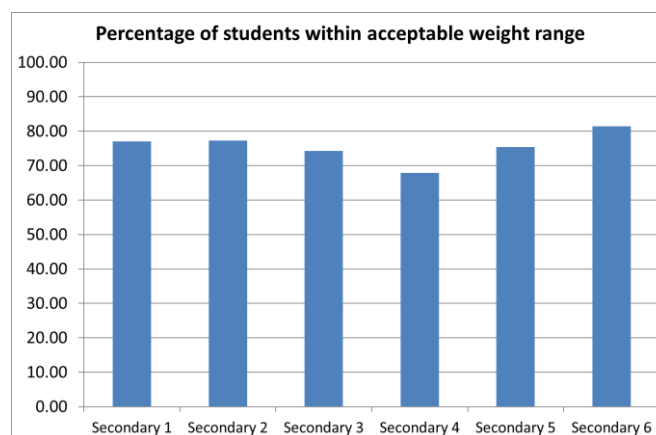
1. Attendance rate of students

	Percentage
Secondary 1	99.7
Secondary 2	99.8
Secondary 3	99.8
Secondary 4	99.4
Secondary 5	99.2
Secondary 6	99.0



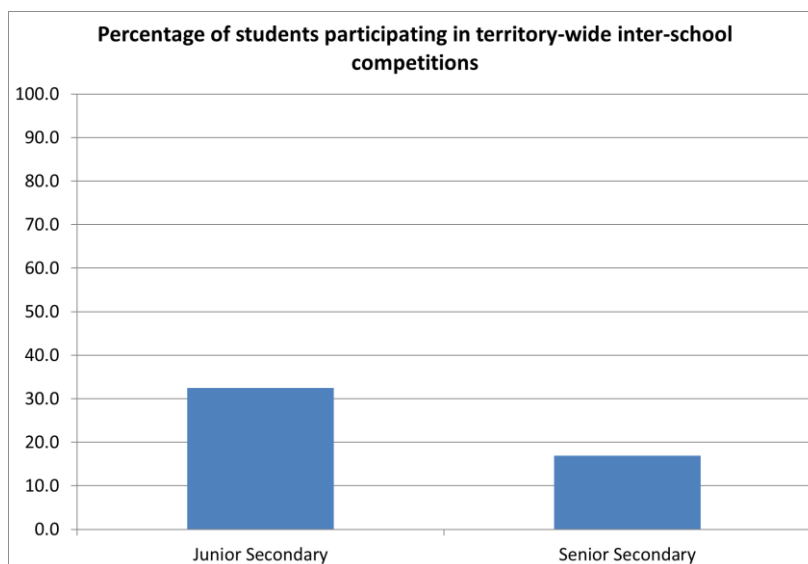
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	77.01
Secondary 2	77.27
Secondary 3	74.23
Secondary 4	67.88
Secondary 5	75.36
Secondary 6	81.40



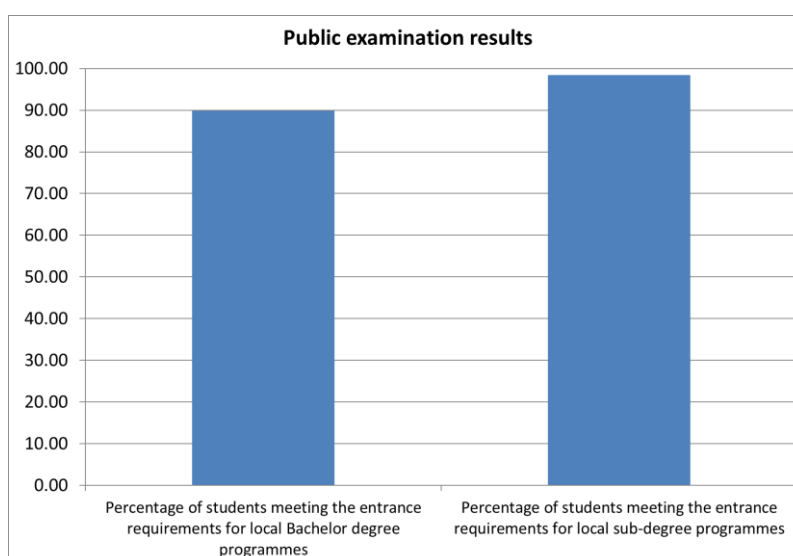
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	32.5
Secondary 4 – Secondary 6	16.9



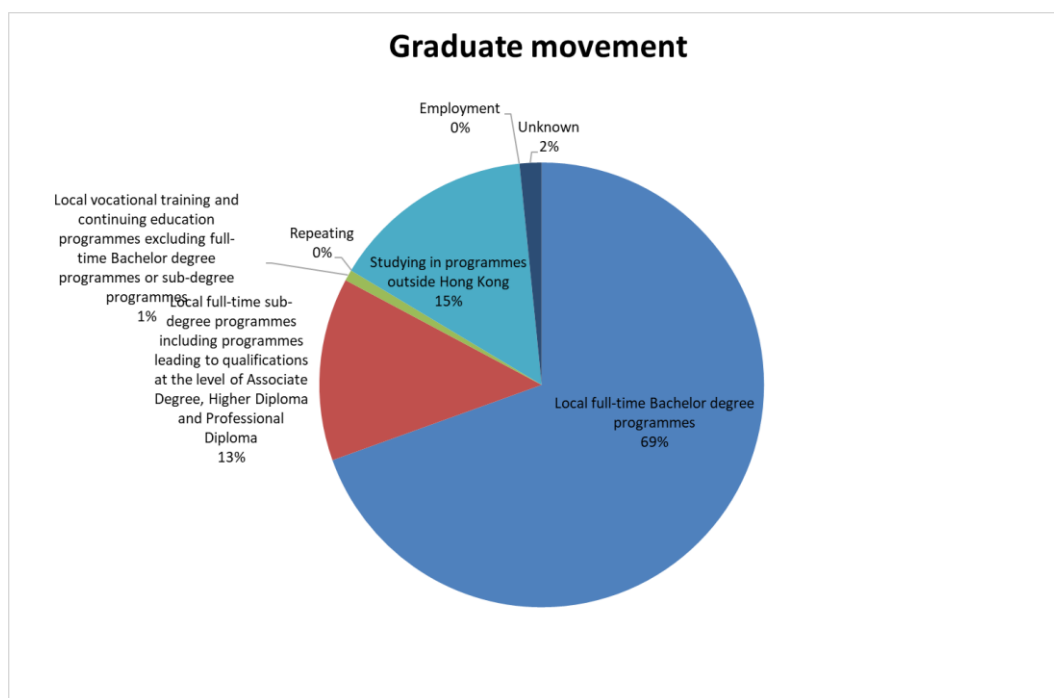
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2021	89.84
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2021	98.44



5. Graduates Movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2021	69.5
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2021	13.3
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2021	0.8
Repeating	2021	0
Studying in programmes outside Hong Kong	2021	14.8
Employment	2021	0
Unknown	2021	1.6



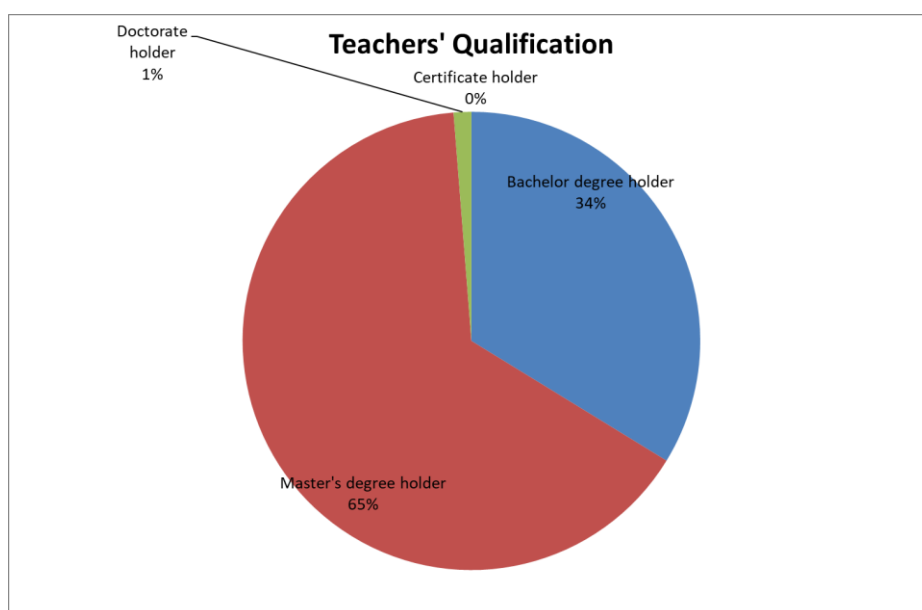
VII. Staff

1. Strength

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

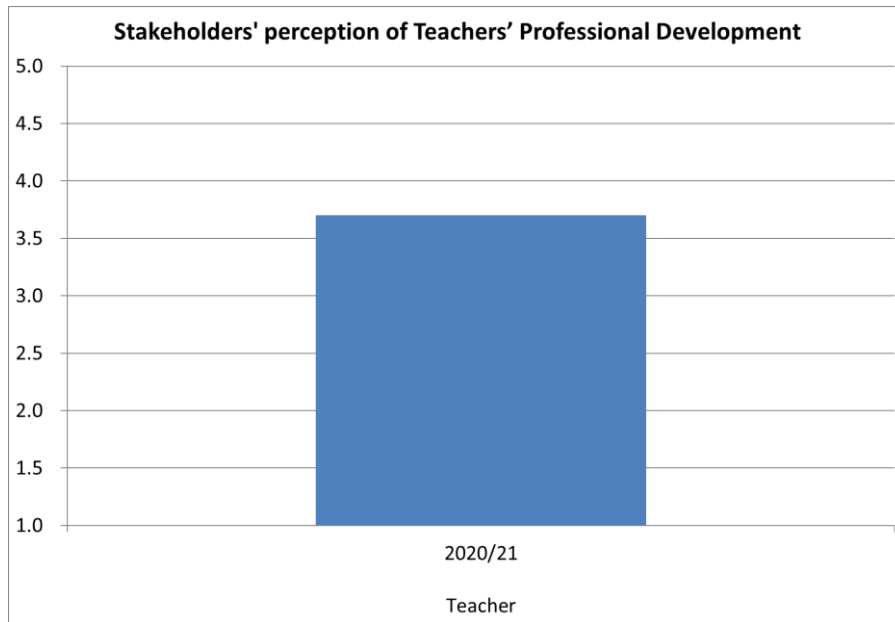
2. Profile of Teaching Staff

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 2020-2021

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

Homeroom Teachers and Partners play an important role in accompanying students on their growth journey. HrTs and HrPs encouraged students to set clear and challenging goals and work out their learning plans during the home periods at the beginning of the school year. In their individual encounter with their HrTs/ HrPs, students shared their evaluation and reflection on their learning experiences with their teachers. Even during suspension of face-to-face lessons, teachers continued to have online counselling with their students. Subject teachers of various departments also encouraged their students to set goals, plan their learning journeys and evaluation their experiences in that particular subject. Formative feedbacks from teachers, peer evaluation and assessment also helped students evaluate their performances.

Remedial support for potential achievers in junior forms in Chinese Language, English Language and Mathematics was found to be useful. In addition, enhancement courses and small group tutorials were arranged by individual departments/ teachers to help students to catch up in their studies. Online one-to-one academic support was also arranged for students who needed special help during the pandemic.

Despite the cancellation of some events such as Swimming Gala, Athletics Meet and School Picnic due to the pandemic, many other whole-school events including Easter celebration, Anniversary Mass and Parents' Day were held as far as possible. The format varied from face-to-face to online according to the development of the pandemic at different periods of the year. Activities on OLE Fridays were held. Activities were either modified or replaced according to the new situations so as not to deprive students of the opportunities to learn beyond the classroom. Cross-team/departmental collaboration in providing learning opportunities for students beyond the classroom was evident during the year. Although many inter-school competitions were cancelled, the students tried their best to take part in various activities organised by external organisations to enhance their learning and widen their exposure. Examples of the activities included Chemistry Online Self-study Programme, Biology Explore, the Jockey Club CoCoon Student Training in Entrepreneurship Programme, Hong Kong Budding Poets, From Players to Page, Poetry Remake Competition, the pull-out programmes organised by the Education Bureau as well as the gifted programmes organised by different tertiary institutes.

Sharing is a key to consolidate the learning experience. Apart from presenting during lessons, various opportunities were also provided for students to share their learning experiences with their classmates and schoolmates. After attending the design thinking workshops, the S5 Ambassadors of Learning act as mentors of their S2 schoolmates, giving advice on their projects of revitalisation of historic buildings in Hong Kong. Although the S2 students could not share their projects during the Fun Fair which was cancelled due to the pandemic, they were ready to share their works with poster and videos. With the assistance of the Campus TV, the Gifted Education Team prepared a video in which students shared their learning experiences in different fields including Visual Arts, Language Arts, Sports and Services after the Prize Presentation Ceremony in July. To empower the teaching staff to accompany students on their growth journey, a number of professional development programmes were arranged throughout the year.

Six new staff induction sessions were arranged from August 2020 to June 2021 to familiarise our new teachers with the school administration, learning and teaching, student support, school culture

and activities.

At the same time, the Homeroom Teachers Board Core Team arranged three level-based sharing sessions to empower HrTs and HrPs to accompany their students in areas like learning and teaching, life planning, values education and life education. Staff Development Team also conducted sharing sessions on useful strategies that help enhance higher order thinking and promote reading. Speakers from the City University of Hong Kong empowered our teachers on ‘如何發揮負面思考的力量’ as well as ‘Meaning of Life and Engagement’ in the two school-based positive education workshops whereas the speaker from the Education Bureau enlightened our staff on achieving deep learning goals through life-wide learning activities.

To enhance eLearning, the Pedagogy Exploration and Enhancement Team explored the use of different eLearning apps and proposed a list of eLearning apps and platforms to the eLearning Steering Committee for further investigation. The eClassroom Support site was set up to share useful information and tips with teachers. The new learning mode resulting from the pandemic and the increasing use of eLearning teaching strategies have paved the way for the implementation of BYOD policy. The implementation plan was drafted in preparation for the new initiative.

Reflection

- In general, the enhancement courses and tutorials assisted the students concerned in their learning. Yet the motivation and attitude of the students exerted an impact on the effectiveness of these courses.
- The performance of students in the HKDSE Chinese Language examinations improved this year. Yet, enhancement of thinking skills and organization can strengthen the abilities of students in writing.
- The setting up of the eLibrary, online author book talks, book sharing and various attempts by different departments to promote reading encouraged students to read. Yet the reading habit of students can be further strengthened.
- The peer lesson observation system has already been well-established. Its role in the professional development of teachers can be further strengthened so as to increase the learning and teaching effectiveness.
- Some departments and teachers have been using data to enhance learning and teaching. However, a more systematic and organised way of using data in planning is to be developed.
- Teachers have been using various eLearning tools like Nearpod, Jamboard, Explain Everything and kahoot to make lessons more collaborative and interactive. It smoothed the way leading to the implementation of BYOD policy.
- Subject departments have adopted various measures to promote deep learning. A more systematic and comprehensive approach to enhance the thinking skills in junior forms can be devised.

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

The teaching and non-teaching staff are our important collaborators in the formation of students. To help our staff to have a better understanding on positive education, two staff development seminars on ‘如何發揮負面思考的力量’ and ‘Meaning of Life and Engagement’ were organized in November 2020 and June 2021 respectively. To empower the staff to adopt a whole school approach to positive education, all new staff were introduced to the basics of positive education at the beginning of the school year.

Positive education was introduced to S1 students during the Home Period. A mixed mode of online and face-to-face lessons was adopted. The feedbacks from students were very positive. Students found that the positive education lessons helped them know more about themselves. The lessons empowered their ability to build positive values which they can apply in their daily lives. The teaching packages were reviewed and modified for use in the coming year. With the assistance of the City University of Hong Kong, the S2 Positive Education curriculum for Home Periods were devised and reviewed. A trial lesson was conducted in S2 classes and feedbacks were collected to enhance the newly designed curriculum.

To help students cultivate a positive outlook towards life, level-based activities were arranged for S2 to S6 students. The focus for S6 students was on stress management so that they can cope with the pressure from HKDSE, while the focus for S5 students was on their ability to face challenges. Students learnt what attitude they should have when facing challenges and understood how they could face challenges more positively. Positive psychology exercises were arranged for S2 to S4 students. To empower the parents to understand the learning experience of the students, a sharing session was arranged for the S1 parents at the beginning of the school year.

To help permeate values education in different areas of school life, departments and teams were reminded to integrate values education in their curriculum and activities. The religious and Moral Education Department revised and mapped their curriculum according to the school-based framework of values education in March 2021.

Activities had been scheduled to deepen the understanding and appreciation of students on Chinese culture. However, because of the pandemic, many activities were cancelled or modified. The scheduled outing to visit the Ping Shan heritage was modified to be an indoor activity. Despite various challenges, the Chinese Language department managed to organise a visit to the Hong Kong heritage Museum during the summer vacation.

Positive messages were displayed on the ground floor to remind students to develop a positive attitude towards life. ‘Shining like Stars’ was organised by the Counselling Team to help students to be more aware of their character strengths, be grateful for them and be ready to share with others. To help students identify their strengths and weaknesses, encouraging, positive and formative feedbacks are given to students. Departments and teams organised activities to encourage students form a positive outlook on life.

Reflection

- The family plays an important role in the development of students. Thus, parent education can be further addressed.
- The development of student qualities cannot always be quantified. The possibility for an assessment framework on student qualities development can be explored.
- The Positive Education curriculum in S1 and S2 has been formally implemented for two years. The curriculum can be reviewed in order to ensure efforts made can be sustained as students move to senior form. The incorporation of values education in the curriculum and activities of different departments and teams can be further strengthened.
- A positive and nurturing learning environment is conducive to student development. A school campus filled with elements of positive education provides suitable stimuli for students to develop positivity.
- Home periods can be better deployed to help students reflect after mass programmes.

Major Concern 3: Administration

Maintaining the supportive and conducive environment

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

Realising the pressure faced by the staff and students during the pandemic, the School organised a number of programmes to address their mental well-being.

To provide opportunities for teachers relax and enjoy life, programmes like mask making, yoga, Nagomi Art and movie viewing were organised by the Staff Development Team and the Staff Welfare Team at different times of the year. Teachers found the activities enjoyable, light-hearted and refreshing. The 'Work from Home' arrangements during the peak of the pandemic were welcomed and appreciated by both the teaching and non-teaching staff. The school management also provided special assistance to teachers to cope with the challenges posed by the pandemic like special scanning set up were installed to facilitate the scanning of examination scripts.

In an attempt to encourage students to face challenges and pressure positively, the 'Love Pack' gift bags to the S6 students were jointly prepared by the Parent-Teacher Association and the Student Council. The programme 'Shining Like Stars' was initiated by the Counselling Team to encourage students to appreciate their own selves and the people around them. During the suspension of face-to-face lessons, online social skills workshops were organised to empower students to build up positive relationships with people around. Homeroom teachers also paid special attention to the emotional needs of the students, besides their academic development. Assistance were provided for students to deal with the difficulties encountered during online lessons.

The welfare and health of the teachers and the students are one of the major concerns of the School. The relocation of the vending machine from the ground floor to the fourth floor was appreciated by the senior students as their classrooms were far away from the tuck shop on the ground floor. Tables with proper partitions were prepared for teachers and students in case they needed to eat at school.

In addition to the regular daily cleaning, quantum photocatalytic coating was applied to the school campus and furniture, as well as air-conditioners. Students were constantly reminded to observe all the precautionary measures against COVID-19. Anti-pandemic items like sanitisers, alcohol sprays and alcohol wipes were provided for both staff and students.

To ensure sustainability of the management and provide opportunity for staff members to contribute to the school administration further, more staff members were entrusted with leading roles during the year. To empower the team leaders and the department heads to take up their responsibility confidently, then attended special training sessions organised by the School Sponsoring Body on the roles and responsibilities of the heads of the departments/ teams. Staff members were also encouraged to take different professional development courses organised by EDB, various tertiary institutions and consultants so as to gain necessary skills and knowledge to perform their responsibilities efficiently and effectively.

Despite the fact that many anniversary activities could not be held as scheduled, the school was grateful for the guidance and protection of God in the past years. The whole school community, together with the retired principals and teachers expressed their gratitude to God and committed themselves to be the transparent vessel of God's love in the Eucharistic Celebration on 7 May 2021. Even though students could not go to Cambodia, they fundraised for the building of a women centre during the Dress Casual Day. The Zonta Z Club arranged for the delivery

of food and hygiene packs to the needy there. Students also made a video and prepared guidelines to teach the villagers there how to make hand sanitisers. All these helped to pass on the spirit of Sacred Heart.

Reflection

- The cancelling of many face-to-face anniversary activities led to the birth of the anniversary webpage. However, the launching of the anniversary webpage is yet to be completed. It is hoped that the webpage can be completed by the end of 2021 and creates a platform that unites different generations of Sacred Heartists.
- The history research project of the school has started. It is hoped that the research stage can be completed in the coming year and a new proposal for the renovation of the Heritage Corner can be ready by the end of the coming school year.
- The garden on the first floor needs to be renovated/ redesigned because of the drainage problem. It is hoped that the new design can further strengthen the green education of the school.
- The school campus management guidelines have to be reviewed with reference to the National Security Law and education and the guidelines set by the Education Bureau.
- The precautionary measures against COVID-19 have to be kept to ensure that the health of the staff and students are properly protected.

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 and to empower students to develop their capacity to the full.

- Teachers from the Pedagogy Exploration and Enhancement Team were invited to share different teaching strategies and practices to promote higher-order thinking skills.
- The School continued to adopt the split class arrangement for the three core subjects in junior forms so as to help potential achievers to build a stronger foundation for their studies in senior forms.
- The school-based support programme 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 2020. The workshops were held on a class basis this year. A more in-depth discussion was held and students were able to have a better understanding of their own learning styles.
- A survey on the learning styles of students was conducted in S1 at the beginning of the school year. Students were informed of their learning style and encouraged to adopt strategies that suit their own styles.
- 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 started a centralised coordination of summer assignments for permitted cases at the end of the school year. All students involved could receive clear instructions and complete the assignment according to the requirement set by the School.
- With concerted efforts of teachers in exploring the effectiveness of eLearning in different subjects, professional dialogues on the use of different apps and peer lesson observations became a common practice among colleagues in 2020-2021. Flipped classroom and open classroom were further explored to enhance learning and teaching effectiveness and prompt in-depth professional exchange.
- With greater use of information technology in learning, the eLearning Steering Committee and Support for eLearning Team drafted the implementation plan of the BYOD policy. After consulting the HoDs and the teaching staff, the BYOD implementation plan was finalised. The L&T Advancement Team, the IT Team, Support for eLearning Team and HoDs worked together to prepare for the implementation of the 1st phase of BYOD in 2021-2022.
- In response to the Optimisation of the Four Senior Secondary Core Subjects, consultation meetings with CDC, HoDs and the teaching staff were conducted to revise the time-tabling, lesson allocation and other related matters for the implementation of the optimising measures in the school year 2021-2022.

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. Due to the pandemic, many scheduled activities had to be cancelled or scaled down. Yet, different student bodies tried their best to provide as many activities as possible for their schoolmates.

In 2020-2021, 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.

A mid-year evaluation meeting was held in March 2021. Two committee members from each club, house and student units met the SAAT teachers and shared their experiences in organising activities. This interactive session allowed the student leaders to learn from one another. The School could also look into the needs of students and respond accordingly.

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. At the beginning of the school year, the students conducted an online welcoming programme for the S1 students, so that the newcomers could become familiar with the school life that was full of vitality. The joint school

exchange programme enabled the participants of both schools to share their learning experiences with their buddies. The Inter-house Quiz at the end of the school year also brought a lot of fun to the contestants and, at the same time, drawn the house members closer and boosted their house spirit.

The six Houses continued to unite Sacred Heartists of different levels through supporting their house members in the drama competition. It was the first drama competition to be held online. Both the audience and adjudicators were amazed by the high level of cooperation within each team and their awesome performances.

1.3 Extended Learning Activities

S5 Extended Learning Week

S5 Extended Learning Week was cancelled due to the pandemic.

Other Extended Learning Activities

1. According to SLP records, 94 programmes were organised this year.

2. Distribution of the programmes:

S1	S2	S3	S4	S5	S6
25	21	35	60	42	7

3. Nature of programmes according to OLE components:

OLE components	Number of programmes organised in 2020-21
Spiritual, moral and civic education	20
Community services	17
Physical education	16
Aesthetic education	32
Career related experiences	27

Extended Learning Fridays (ELF)

1. According to the ELF records, there were **40** programmes that were supposed to be organised this year. However, 6 programmes had to be cancelled due to the COVID-19 pandemic and online sessions were not possible.

2. Most of the programmes were changed to online meetings. 5 programmes had their content changed to pre-recorded teaching materials that were made available to students online so they could learn at their own pace.

3. 11 Extended Learning Fridays were scheduled at the beginning of the year. However, the ELF on 29 January 2021 and on 30 April 2021 were cancelled. At the end, two other days were added in May (14 and 21 May 2021) for the programmes that were previously scheduled on those two dates. 2 programmes were also rescheduled to the Special Learning Days (8-10 February 2021).

4. Nature of the programmes were as follows:

Nature of the programmes	Number of organised (proposed) programmes in 2020-2021
Programmes with OLE components	21 (18) (<i>1 rescheduled to Special Learning Days</i>)
Jointly-organised programmes	1 (1) (CDT + CFST)
Academically-related programmes	14 (11) (LS, PTH, Chin Lang, BAFS, Econ, STEM Team, PBL Team)
Positive Education programmes	5 (5) (<i>1 rescheduled to Special Learning Days</i>)

5. Programmes proposed (organised) for S1 – S6 levels were as follows:

S1	S2	S3	S4	S5	S6
8 (7)	10 (7)	9 (7)	10 (9)	5 (4)	1 (1)

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 growth. Through different programmes and activities, the Team helps students develop a positive attitude towards work and learning, equip them to make informed choices for better life-planning, including their future studies and life planning, paving the way for career aspirations.

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 covered the character strengths of courage (bravery, persistence, honesty, zest) and wisdom (creativity, curiosity, love of learning, perspective), justice (teamwork and leadership) and the Catholic core value of life, family and love.

In September 2020, a survey was conducted among S1 – S5 students concerning education and career planning. The information collected facilitated the planning and invitation of guest speakers for careers talks and mass programmes.

Two new OLE programmes conducted by Swiss Education Group, Hong Kong and Macau on event planning and coordination and business manners and interview skills were organised on a voluntary basis for S4 and S5 students. A total of 107 students signed up and participants had positive feedback on both workshops.

Two talks on overseas studies were organised on 27 February 2021 through Google Meet. 161 parents and students signed up for the talk on Studying in Japan and 165 parents and students signed up for the talk on Studying in Switzerland. The participation rate was higher than organising the talk face-to-face.

Our partnership with Junior Achievement Hong Kong (Plan for Future, sponsored by Youth Development Commission) was reached in different dimensions. JA helped liaise with business experts in conducting a Future Skills and Mock Interview online workshop with S5 students. The JA Youth Life Planning Toolkit was used in S4 home periods. Through this, students had a better understanding of their personality type and value and how it fits into different work environments. S4 HrTs had positive feedback on the toolkit. They found the instructions and PowerPoint slides easy to follow and the Holland Code useful. For the career-related activities, we helped students apply for join JA International Trade Challenge Workshop, JA Career Dimensions 4.0 and JA x McKinsey sharing session.

Careers Expo 2021 was successfully organised online and alumnae from different careers shared their career journeys, their character strengths that fit in their careers and the important values to be upheld in their careers. Students did quality reflection on their learning. This programme was well-received and it is hoped that students are encouraged by the experience of alumnae and a stronger bonding can be built with SHCCAA.

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 University of Science and Technology were invited to conduct admission talks and consultation sessions on 26 September 2020 to facilitate the JUPAS application of students. Besides, the programme “Preparation for the release of HKDSE Results” was organised on 18 June 2021 to allow S6 students and their parents to 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 12 December 2020. Ms Vanessa Li, Senior Programme Manager, Admissions and Academic Liaison Section, Registry, the University of Hong Kong, gave a talk on “Your Pathway to Further Studies and Career” which highlighted how subject choices might affect students’ choices for further studies in post-secondary education and their careers.

Careers teachers met the S3 and S6 students with special needs in the first period of Day 6, providing them with guidance on goal setting, time management and study skills and exploring 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, including HKU Change of Code, which aims to improve the gender ratio in the STEM industry, by encouraging more female students to take up science and technology related subjects.

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.

- Together with the Counselling Team, the Character Development Team encouraged the S1 and S2 repeaters to join the service programme organised by the Boys’ and Girls’ Clubs Association and the Counselling Team. Originally it was decided to be services for the needy in the community. However, due to the pandemic, the organisation could only hold a series of online workshops to raise the awareness of the students about the community. It is good to encourage the repeaters to extend their concern to others and develop their decision-making and communication skills. It is suggested that the CDT and Counselling Team could continue to work together to organise activities for potential achievers, but the format and the partner organisation can be further discussed.
- All S3 students joined the Rehabilitation Pioneer Project organised by the Hong Kong Correctional Services on 20 November 2020. This year, the talk was held online and it provided students with knowledge on how to be a responsible citizen and prevent committing crimes. The students found it meaningful and touching. There was positive feedback from teachers and students on the effectiveness of the activities organised. Therefore, it is suggested that this activity be held next year.
- Joining with the Health Education Team, homeroom period materials were prepared for S2 and S3 HrTs on life education. Homeroom teachers reflected that the materials provided are comprehensive and useful.
- All S1 students joined the Form Assembly Talk organised by the Hong Kong Organ Transplant Foundation on 9 November 2020. The speaker was an athlete and she gave positive messages to the students concerning facing adversity. Most of the students showed interest during the talk and encouraged them to have more enthusiasm in their learning and daily activities.
- All S5 students joined the Form Assembly Talk organised by the Hong Kong Organ Transplant Foundation on 16 November 2020. The speaker introduced organ transplant and the current situation in Hong Kong. Participants reflected that they were able to understand the value of organ donation in helping others and showed interest and awareness on the issue of organ donation.
- All S4 watched the movie about the psychology of an elderly towards her later stage of life before death during the Form Assembly organised by the CNEX Organisation on 20 January 2021. The students understood more about the situation of the elderly and the importance of

showing respect to them. It is suggested that a similar movie appreciation be held next year.

- The CDT representatives promoted a book on perseverance entitled “把課室搬到撒哈拉” through board display. Promotion of books about moral and character development will continue to increase students’ awareness on books that can help them to develop good moral characters.

Some programmed projects like the Study Tour to Taiwan, Disney’s world of Physics, Leadership Training Camp, Paper Plane Workshop etc. Reflective Path for S3, Visit to the Hospital Authority Eye Bank, Golden Library and Service at Food Angel Centre in Chai Wai, could not be conducted due to the pandemic and school suspension in 2020-2021.

2.3 Civic Education

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

This year, the Team helped provide an atmosphere to enhance the development a sense of belonging to society and the nation through the flag hoisting ceremonies of some important regional and national events. The programme of ethnic minority aroused the awareness of students on the less privileged groups in Hong Kong and promoted an appreciative and respectful attitude towards cultural diversity. The programme of City Forum provided a platform for students to take the initiative to have an in-depth discussion of the social issue concerned and develop their critical thinking skills through the interactions with the guest speakers. The talk on media education helped students equip with the skills to identify the truth from various sources and cultivate a supportive environment in social media.

Time	Programme
Assembly for special events	National Day, National Security Day, Establishment of HKSAR - Hoisting of National Flag and Regional Flag - Student sharing
Throughout the year	- Talk on ethnic minority and media education - City Forum - Preparation of ad-hoc materials for HrTs

Due to class suspension, the programmes of the visit to the High Court and the workshop on authentic culture of ethnic minority were 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 2020-2021 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’ needs.
- Reach Programme
Sharing of past students and talks given by the Education Psychologist helped repeaters identify the necessary qualities and habits for academic improvement. Counselling teachers also met with repeaters for advice and support. 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.

- Shining Like Stars
The programme aimed at promoting the positive message that we can “Shine Like A Star”. Students were encouraged to reach for their goals regarding “Sharing, Confirmation and Contribution”.
- 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 2020-2021	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
Shining Like Stars Programme	S1 – S5
Talk on Parenting Kids in New Stage of Life	S1 parents
Workshop on Adaptation to School Life	S1
Talk on Friendship	S2
Sharing by rehabilitant	S3
Workshop on Adaptation to DSE curriculum	S4
Stress management workshop (Zentagle)	S5
Stress and emotional management	S6
Social skills workshop	S1– S3

2.5 Discipline

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

Programmes

- 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.
- A talk on animal awareness was held for S2 students. They learnt how to communicate with animals and how to protect animals in daily life.
- Students wore proper school uniform on school days and for supplementary lessons.

Observations

- Students came to school on time. 13 students (S1 – S6) were given formal punishments for being late to school in the first term.
- Most of the students attended school 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.

- Our team nominated gifted students in different domains to join competitions and pull-out programs outside school. More than fifteen high achievers were nominated to join various pull-out programmes organised by EDB, HKAGE, HKFYG, local and overseas universities, such as Gifted Programmes organised by CUHK, HKUST, HKU Academy for the Talented, HKFYG Summer School for Global Leadership etc.
- A Design Thinking Workshop was organised in November 2020. With the theme of “Innovation in a time of pandemic”, online workshops were organised for S4 and S5 AoLs. It provided a chance for the students to identify problems during the pandemic and to solve problems in creative ways, which enhanced their creativity and critical thinking skill.
- A Maker’s Workshop “Action for Post-Covid” was organised from May to July 2021. In this workshop, students had the opportunity to make prototype of anti-epidemic products using Laser Cutter and other materials. The prototypes of a sanitising robot, portable mask sterilizer with essential oil diffuser, spectacle and mask holder were made.
- A Chinese Language Pull-out Program was organised for S6 students who were talented in Chinese in February 2021. Students discovered and appreciated the aesthetic dimensions of Chinese novels and poems and further enhanced their writing and reading skills.
- Toastmasters International Youth Leadership Programme was organised for S1 to S3 high achievers in English from October 2020 to May 2021. The programme helped participants develop confidence and improve their eloquence. Participants had a chance to practise prepared and impromptu speeches in a supportive environment, and extensive feedback was provided at the end of each meeting by the programme coordinator, the teacher, and special guests.
- Gifted Summer English Creative and Academic Writing Programme was organised for S2 to S4 high achievers in English from July to August 2021. Through this programme, our students developed their ability to generate ideas, think flexibly, and write with richer imagery and vocabulary. Our students reflected that they felt excited to write in English and flourished with confidence and helped their intellectual minds in blooming.
- Two Online Global Enrichment Programmes were organised for the S3, S4 and S5 AoL in December 2020 and February 2021 respectively. Students had the opportunity to compare the similarities and differences between the education systems in different countries and identified their character strengths, so as to equip them for further studies and life planning with global perspectives and to form positive self-images.
- An Online Student Achievement Programme was held in July 2021, so as to showcase different talents and gifts of our students. Outstanding students in different domains, such as Visual Arts, Dance, Multi-Media, Diving, Speech, Service, STEM, shared their learning experiences with their schoolmates and encouraged them to actualise their potentials in different ways.
- Some of the programmed projects could not be held due to the pandemic and school suspension in 2020-2021, which include the Study Tour to Taiwan, Disney’s world of Physics, Leadership Training Camp, Paper Plane Workshop.

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.

Online talks were organised for S2, S3 and S5 students respectively by Hong Kong Eating Disorder

Association. The talk for S5 students empowered students to 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 for S2 students enabled them to know more about the different types of eating disorders and identify early symptoms. The talk for S3 students introduced the different character strengths used in positive psychology and raised students' awareness of the importance of looking at themselves with a positive attitude.

Education about organ donation was promoted in junior forms during the homeroom periods. S2 and S3 HrTs conducted a series of 4 lessons (2 periods per level) on the following themes:

- Holistic health
- Value of life
- Care for the community organ donation

It was found that most students became more aware of the importance of cultivating a healthy lifestyle and staying away from unhealthy habits. Also, they have learnt how to be grateful and respectful individuals and how to cherish their lives.

Students in general were willing to sign a pledge for organ donation/ promote the benefits of organ donation to the community.

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 held online because of the COVID-19 pandemic. Monthly Masses, Way of the Cross and the Sacrament of Reconciliation during the Lenten season were 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 invited Father Joseph Buzzo to share with the students about heaven, purgatory and hell by watching a film named 'Coco'. A joint school activity was organised with St. Mary Canossian College in order to deepen students' relationship with God. Besides, the Catholic Society together with a number of Catholic schools had formed the virtual choir and produced a video on a song 'Make Me a Channel of your Peace' to spread peace and harmony during pandemic. There was also joint school Catholic exchange on how to pray. Last but not least, Father Joseph Buzzo was invited to share the theme 'Have you ever seen the Paschal Lamb' during Lent.

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 many service opportunities were available because of the pandemic, students tried to show love and care to their family members and used creative ways to serve the needy, e.g. teaching children with financial difficulties through online platforms, donating masks or hand sanitisers to charitable organisations, doing online services and so on.

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 to guide students to know more about sex. Displays with the 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 during the year:

Form Assembly

Form	Date	Core values	Life skills and life plans	Topic / Organization
S1	18 January 2021	Life & Love	Understanding self	保護身體 / 公教婚姻輔導會
S4	22 March 2021	Deepening the six core values and the	Interpersonal skills (peers/intimate)	戀愛暴力 / Anti 480
S5	8 June 2021	Canossian spirit	Truth	為戀愛作準備 / 公教婚姻輔導會

Homeroom period

Form	Date	Core values	Life skills and life plans	Topic / Organization
S2A S2B	30 October 2020	Family & Humility	Interpersonal relationships (peers/ family)	同性三分親 / 公教婚姻輔導會
S2C S2D	13 October 2020			
S2E S2F	20 October 2020			
S3A S3B	15 March 2021	Truth & Justice	Decision making abilities	身體親密界線 / 青躍 (Online)
S3C S3D	2 March 2021			
S3E S3F	4 March 2021			

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.

- Two groups of S3 and S4 students participated in the Hong Kong Student Science Project Competition. The S3 group investigated the light duration on plant growth and the S4 group designed a flying machine with linkage design. The S3 group won the "Visitors' Favourite Award".
- Three S1 students participated in the student conference – "Developing Students' Innovation Competency through Advanced STEM Learning Experiences" which was organised by EDB and Hong Kong University of Science and Technology. The students presented their projects of smart recycling bin system and edible straw.
- One S1 student participated in the CUHK Jockey Club AI for the Future Project – Virtual Boot Camp. The student learned about face-recognition and applied it to make an icar.
- Three STEM projects namely "Project on Technology", "Project on 3-D printing" and "Project on Science" were introduced in S2 PBL. Eighty-five S2 students worked on the projects under the supervision and guidance of teacher advisors. The project outcomes were presented to all S1 and S2 students.
- The whole level of S3 and eighty-five S2 students working on the STEM projects of S2 PBL participated in the HSBC Future Skills Development Project – Exploration of Career Possibilities in Engineering and Innovative Technology". A sharing session by professional engineer and an AI workshop were organised.
- Thirty S2 students working on the Project on technology of S2 PBL and two S1 students participated in the STEM Education Project for the Youth organised by the Hong Kong Federation of Education Workers. The students attended the workshops of building a smart car and they are going to participate in a competition in year 2021-2022.
- Twenty-eight students of class 1F participated in the activity "Mystery of Marine Life Stranding" organised by Hong Kong Ocean Park. They visited the laboratory and had case-studies analysing the potential causes of marine life injury and death.
- Computer-aided design workshop was conducted for all S1 students. Students learned the basic skills in designing 3D objects. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in and Mathematics.
- Five KLA-based projects were implemented in junior Science curriculum and junior Mathematics curriculum.

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, training workshops and subject-specific enhancement programmes were organised for students in need of extra help. 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. HrTs and HrPs provide individual care and guidance to students during home periods and after school. Student 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 2020-2021, 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
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs
- Community Care Fund Assistance Programme - Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of eLearning
- 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)

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, HrTs and subject teachers concerned to devise individual learning programmes and provide peer support for students with SEN.

In the school year 2020-2021, the SENCO and different teachers were nominated by the School to attend training courses organised by the Education Bureau/ tertiary institutes to equip themselves with professional knowledge on integrated education. Case conferences were held between parents, the EP, the L&T Advancement Team, social workers and subject teachers so that appropriate support could be given to individual students concerned. Special training workshops and online after-school tutorials were also arranged to facilitate the development of SEN students in different areas. School-based staff development sessions on supporting students with ADHD and dyslexia were conducted to help homeroom teachers to accompany and assist the SEN students.

With the consent of parents, briefing sessions to the subject teachers on the needs of the students were arranged by the SENCO so that timely and effective assistance can be provided. Apart from conducting assessments and referrals, special arrangements were also made for SEN students in the common tests and examinations. Collaboration with parents and professionals was cultivated to provide appropriate support for the SEN students.

4. Student Performance

Academic Performance

- In 2021, 89.4% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 98.4% 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

Despite limitations brought by the pandemic to extra-curricular activities, our students continued the endeavours to unleash their potential. They took part in a range of local and international events with encouraging results. The scholarships and prizes they were given included:

- Sir Edward Youde Memorial Prize
- Upward Mobility Scholarship 2021
- 2021 Zonta Club of the New Territories Young Woman in Public Affairs Award (Organised by Zonta International)
- 南區優秀青年嘉許計劃 南區傑出少年, 南區優秀少年, 卓越表現獎
- Student of the Year (Organised by South China Morning Post) – Performing Artist
- Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2020-2021
- AmCham Charitable Foundation Prize Book Award 2020-21
- Scholarship for Digital PASCH Youth Camp (Organised by Goethe-Institute of Hongkong)
- 72nd Hong Kong Schools Speech Festival – Solo Verse Speaking (Non-Open), Public Speaking Solo – Champion
- The Bangkok International Piano Competition 2020 (Organised by International Classical Music Competition, Thailand) – Piano Duet Category – Final Round – Gold Prize
- King’s Peak International Classical Music Competition 2021 Spring (Organised by King’s Peak International Classical Music Competition) – Strings Group C (Age 11-13) – Harp – First Place
- 73rd Hong Kong Schools Music Festival (Organised by Hong Kong Schools Music and Speech Association) – 箏獨奏 – 中級組 – 冠軍
- 環球星少年首屆全國藝術特長生網絡才藝大賽 (全國藝術特長生才藝大賽組委會暨北京電視台環球星少年欄目組主辦) – 古琴專場 (少年組) – 金獎
- Hong Kong Children and Youth Piano Contest 2021 (Organised by Yuen Long Town Hall) – Open Class – Gold Award
- IYACC The 11th International Music Competition (Organised by IYACC) – Piano-ABRSM Exam Class Grade 5 – Champion
- VMEB Video Competition 2021 Spring Semester (Organised by Vienna Music Examination Board) – Hong Kong Region – Violin Grade 8 – Winner
- The 86th World Children’s Art Conference (Organised by Korea Art Education Association) – 1st runner up
- 「展我繽紛」國際兒童及青少年繪畫大賽 2020 (亞美斯藝術交流主辦) – 少年組 – 金獎
- 2020 彩繪夢想 香港藝術薈英繪畫大賽 (香港當代藝術學院主辦) 少年 A 組 – 兒童畫 – 冠軍
- 中國少年兒童美術書法攝影作品(第 23 卷)暨 2020 華夏兒童美術書法攝影作品展 (中國科技新聞學會及中國少年兒童美術書法攝影作品編輯委員會主辦) – 美術特等獎, 美術壹等獎
- A.S. Watson Group Hong Kong Student Sports Award 2020-2021
- 2021-2022 Division 1 Age Group Long Course Swimming Competition (Organised by Hong

- Kong Amateur Swimming Association) – 200m Backstroke – Girls 11-12 — 1st runner-up
- 2021-2022 Division 1 Age Group Long Course Swimming Competition (Organised by Hong Kong Amateur Swimming Association) – 1500m Freestyle – Girls 15-17 – 1st runner-up
 - 2021-2022 Division 1 Age Group Long Course Swimming Competition (Organised by Hong Kong Amateur Swimming Association) – 400m Individual Medley – Girls Open – 1st runner-up
 - The 21st Millennium Entrepreneurship Programme (Organised by Wofoo Social Enterprises, Rotary Club of Harmony and Prosperity Hong Kong) – 1st runner-up

The list of scholarships and awards our students received was published in the Student Achievements 2020-2021 booklet.

X. Staff Development

The Staff Development Team had three goals for the year 2020-2021: (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 final year of our three-year development plan for promoting positive education at SHCC, a workshop on ‘如何發揮負面思考的力量’ was conducted in the first term. Another experiential workshop on ‘Meaning of Life and Engagement’ was held in June 2021.
- To enhance teachers’ capacity in catering for students with SEN, an online workshop in helping teachers better understand students with ADHD was organised in April 2021.
- In order to promote higher-order thinking skills in teaching and learning, colleagues were encouraged to share effective strategies during General Staff Meetings and Staff Development Days. Academic departments were also guided to conduct their own staff development programmes where members shared effective teaching strategies that can potentially be adopted by other members. The Pedagogical Exploration and Enhancement Team members also shared effective strategies in the use of eLearning tools to promote higher-order thinking skills in the classroom. Ms Susanna Cheung from the Life-Wide Learning Team of the EDB gave a seminar on Achieving Deep Learning Goals through Life-Wide Learning Activities in July 2021. IT Workshops were organised to better familiarise teachers with the use of Google Classrooms and Apple Classrooms.
- To equip teachers in building up a healthy lifestyle and integrating the School’s core values into their teaching, a range of wellness programmes were organised throughout the year: Face mask making, yoga, Nagomi Art, and Movie viewing: Distinction (2018).
- 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. New teachers also joined the New Staff Orientation programmes organised by the Catholic Education Office and Canossian Missions.

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
31 August 2020	Staff Sharing Sessions: ‘Useful strategies that help enhance higher order thinking and promote reading’	All teachers
31 August 2020	IT Workshop: Use of Google Classrooms	All teachers
2 November 2020	Positive Education: ‘如何發揮負面思考的力量’	All teachers
12 April 2021	SEN Workshop: Helping students with ADHD	All teachers
2 June 2021	Positive Education: ‘Meaning of Life and Engagement’	All teachers
5 July 2021	Workshop on Deep Learning	All teachers

New Teachers Induction

Date	Activity	PIC
12 August 2020	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 Principal and Assistant Principal, IT Team
11 September 2020	New Staff Induction Programme II: Counselling and Discipline	Counselling Team & Discipline Team
14 September 2020	New Staff Induction Programme III: CCA (Role of club advisors/outing arrangement), OLE and SLP records	SAAT, OLE Team and SLP Team
27 October 2020	New Staff Induction Programme IV: Duties of invigilation, input of examination marks and SAMS system, writing student comments	SAMS Team
23 February 2021	New Staff Induction Programme V: Interviewing skills for Parents' Day	Homeroom Board
15 June 2021	New Staff Induction Programme VI: Promotion meeting, extra summer assignments for CP cases and S4 – S5 supplementary lessons	L&T Adv. Team

XI. Financial Summary

School's annual financial position in 2020-2021 (as at 31 August 2021)

FINANCIAL REPORT FOR 2020-2021 (EOEBG)			
Code	Programme Item	Total Allocation (HK\$)	Total Expenses (HK\$)
A01-A08	Premises	1,715,500.00	1,224,869.70
A09-A18	Administration	5,097,000.00	5,129,818.80
C01-C24	Curriculum	1,456,662.50	754,443.70
P01-P36	Pastoral Care	3,328,426.00	1,757,087.24
	Total	11,597,588.50	8,866,219.47
	% Spent		76.4%

EOEBG Income 20-21 (HK\$)	73,938,145.44
EOEBG Expenditure 20-21 (HK\$)	72,259,950.92

XII. Report on the use of Special Grants

School's annual financial position in 2020-2021 (as at 31 August 2021)

1. Capacity Enhancement Grant (CEG)

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

Department	Programme	Amount (HK\$)
Liberal Studies and History	Extra manpower for Liberal Studies and History	438,480.00
Chinese & English Speech & Debating	Training for debate team members	96,300.00
English Language	Journalistic writing for S4-5 Students	81,600.00
Physical Education	Summer Training (Swimming)	1,744.00
	Total	618,124.00

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\$103,897.03.03

Grant in the Year 2020-2021: HK\$140,400.00

Domain	Programme	Target	Amount (HK\$)
Chinese Language	Chinese Creative Writing Workshop	S6	10,660.00
English Language	Gifted Summer English Creative and Academic Writing Programme	S4 & S5	18,000.00
Higher Order Thinking Skills	Design Thinking Workshop	S4 & S5	7,500.00
STEM	Maker Workshop	S4 & S5	16,000.00
Humanities	Global Enrichment Program	S4 & S5	2,300.00
Leadership	Online Team Building Workshop	S4 & S5	8,000.00
Intellectual Development	Subsidize gifted students to join local or overseas summer programmes	S4 to S6	52,650.00
		Total	115,110.00
		Balance	129,187.03

The following programmes had been cancelled due to the epidemic:

1. Study Tour to Taiwan
2. Disney's world of Physics
3. Leadership Training Camp
4. Paper Plane Workshop

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	1,000.00
Western Instrumental Classes	2	2,000.00
Dance Classes	2	3,600.00
Courses Organised by Tertiary Institute	2	6,785.00
	Total	13,385.00

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

The Programme supported students with financial needs for after-school activities.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	1	1,095.00
Western Instrumental Classes	2	2,190.00
Dance Classes	2	3,600.00
Courses Organised by Tertiary Institute	1	3,425.00
	Total	10,310.00

5. Learning Support Grant

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

Total expenditure: \$252,200.00

Accumulated surplus by the end of this school year: \$4,880.28

	Item	Objectives	Hire of services Name of service provider (If applicable)	Time of implementation	Target group	Performance indicators / Evaluation methods (If applicable)	Evaluation of effectiveness (If applicable)	Actual/ average expenditure (HK\$)
1.	1 st Term After-school Tutorials	Help students to strengthen their study skills and improve their academic performance in various subjects (Google meet)	Part-time tutors	<ul style="list-style-type: none"> ● 15 Sept 2020 – 17 Dec 2020 ● 1-2 days per week throughout the 1st Term ● Total lesson time: around 211 hours ● \$300 for each session which lasted for 1 hour and 15 mins ● Small groups ● Online after-school tutorials 	<ul style="list-style-type: none"> ● No. of students: 30 ● Tutors: 17 ● Some tutors helped more than 1 student 	<ul style="list-style-type: none"> ● Positive feedbacks on students' performance from 20 responses (from tutors) were received as some tutors submitted more than one questionnaire for respective students. ● Questionnaires were distributed to all students. 17 responses were received. ● Improvement shown in the performance of students concerned 	<ul style="list-style-type: none"> ● About 70% of the respondents found the online tutorials were useful to them and the duration of each online tutorial was appropriate (95%). In general, the tutorials could help to improve their interpersonal skills and release some pressure from the academic aspect. 	63,300.00

	Item	Objectives	Hire of services Name of service provider (If applicable)	Time of implementation	Target group	Performance indicators / Evaluation methods (If applicable)	Evaluation of effectiveness (If applicable)	Actual/ average expenditure (HK\$)
	2 nd Term Online Tutorials	Help students to strengthen their study skills and improve their academic performance in various subjects (Google meet)	Part-time online tutors	<ul style="list-style-type: none"> ● 4 Jan 2021 – 4 Jun 2021 ● 1-2 days per week in the 2nd Term ● S1-S4~\$300 for each session which lasted for 1 hour and 15 mins ● Total lesson time: 267 hours ● One-to-one online tutorials ● Only for SEN students 	<ul style="list-style-type: none"> ● No. of students: 46 ● Tutors: 20 ● Some tutors helped more than 1 student 	<ul style="list-style-type: none"> ● Positive feedbacks on students' performance from 20 responses given by students and 22 responses from tutors respectively ● Questionnaires were given to both students and tutors by sending Google forms ● Improvement shown in the performance of students concerned 	<ul style="list-style-type: none"> ● Students' Feedbacks ● Questionnaires were distributed to all students. 20 responses were received ● 95% of the respondents found the online tutorials were useful to them ● 100% of the respondents claimed that the duration of each online tutorial was appropriate. ● 95% of the respondents claimed that the tutors helped them to know the knowledge they lacked. 	80,100 .00 Subtotal on tutorials: <u>143,400.00</u>
2.	Multiple Intelligence (Art Therapy) Workshop	The workshop aims at encouraging students to express their emotions effectively and strengthening their social skills through creating various types of art work.	Potential Engine 越己堂教育及 心理顧問中心	<ul style="list-style-type: none"> ● Whole year ● 16 Sep 2020 – 26 Feb 2021 ● 8 sessions for each group ● Each session lasted for about 60 minutes 	<ul style="list-style-type: none"> ● No. of students: 5 ● 1st Term: 4 groups ● 2nd Term: 4 groups 	<ul style="list-style-type: none"> ● Positive feedbacks on students' performance from 8 responses given by all students ● Questionnaires were given to tutors by sending Google forms ● Positive feedbacks given by the service provider with detailed individual reports. 	<ul style="list-style-type: none"> ● 100% of the respondents claimed that the Art Workshops are useful to them. The tutor helped me to reflect on changes of emotions and reminded me of ways of expressing my emotions (50% agree; 50% strongly agreed). 	41,600.00

	Item	Objectives	Hire of services Name of service provider (If applicable)	Time of implementation	Target group	Performance indicators / Evaluation methods (If applicable)	Evaluation of effectiveness (If applicable)	Actual/ average expenditure (HK\$)
3	Chinese Reading & Writing Workshop	The workshop aims at enhancing students' reading and writing skills	Seedling Heart 童心苗兒童成長發展中心	<ul style="list-style-type: none"> ● Whole year ● 18 Sep 2020 – 12 Mar 2021 	<ul style="list-style-type: none"> ● No. of students: 4 ● 2 groups 	<ul style="list-style-type: none"> ● Questionnaires were distributed to all student participants. 4 responses were received. 	<ul style="list-style-type: none"> ● 100% of the respondents claimed that the instructor taught them how to pronounce Chinese characters correctly and the understood more about the meaning of Chinese words. ● 75% of respondents claimed that they have become more aware of writing Chinese characters correctly. 	16,000.00
4	Social Skills Workshop	The workshop aims at enhancing students' social skills.	Mastery Speech and Swallowing Clinic Ltd 思卓	<ul style="list-style-type: none"> ● Whole year ● 20 Oct 2020 – 1 Jun 2021 	<ul style="list-style-type: none"> ● No. of students: 5 ● 1st Term: 2 groups ● 2nd Term: 2 groups 	<ul style="list-style-type: none"> ● Questionnaires were distributed to all student participants. One S1 student left school in April. 3 responses were received. 	<ul style="list-style-type: none"> ● 100% of the respondents claimed that the Social Skills Workshops are useful to them while 33.3% said that the workshops are very useful. The tutor guided them how to improve their social and speaking skills. ● 75% of the respondents claimed that the frequency and duration of the workshops were suitable for them. ● 75% of the respondents preferred having online training workshops. 	19,200.00

	Item	Objectives	Hire of services Name of service provider (If applicable)	Time of implementation	Target group	Performance indicators / Evaluation methods (If applicable)	Evaluation of effectiveness (If applicable)	Actual/ average expenditure (HK\$)
5	Study Skills Workshop	The workshop aims at enhancing students' study skills and concentration ability.	Link Education 共融教室	<ul style="list-style-type: none"> ● Whole year ● 23 Mar 2021 – 3 Jun 2021 ● 8 sessions for each group ● Each session lasted for an hour 	<ul style="list-style-type: none"> ● No. of students: 5 ● 1st Term: 2 groups ● 2nd Term: 2 groups ● 	<ul style="list-style-type: none"> ● Questionnaires were distributed to all student participants. 5 responses were received. 	<ul style="list-style-type: none"> ● 80% of the respondents claimed that the instructor helped them to reflect on their study approach and skills and found the Study Skills Workshops useful. ● 80% of the respondents claimed that the frequency and duration of the workshops were suitable for them. ● 80% of the respondents preferred having online training workshops. 	21,600.00
6	Expressive Art Workshop 和諧粉彩小組	Training workshops on stress management for mental health Materials were bought for the Art Workshop	Social Workers & Caritas	<ul style="list-style-type: none"> ● Feb – May 2021 ● One-off programme 	<ul style="list-style-type: none"> ● S1-3 students (including SEN students) 	<ul style="list-style-type: none"> ● Questionnaires were given to all participants 		7,200.00 Sub-total on workshop: <u>105,600.00</u>

	Item	Objectives	Hire of services Name of service provider (If applicable)	Time of implementation	Target group	Performance indicators / Evaluation methods (If applicable)	Evaluation of effectiveness (If applicable)	Actual/ average expenditure (HK\$)
7	Staff Development Programme	Talk on SEN support: How to better support ADHD students Guest Speaker: Ms Venus Yiu (Clinical Psychologist) Format: Zoom Duration: 1 hour	Seedling Heart 童心苗兒童成 長發展中心	<ul style="list-style-type: none"> ● 19 Apr 2021 ● One-off programme 	<ul style="list-style-type: none"> ● All teaching staff 	N/A	<ul style="list-style-type: none"> ● No of participants: 78 ● No of respondents: 78 ● The talk increased my awareness and knowledge on ADHD. (Over 65% agreed/strongly agreed) ● The programme was helpful. (Over 50% agreed/strongly agreed) ● The aim of the programme has been achieved. (About 62% agreed/ strongly agreed.) 	3,200.00
Total								252,200.00

6. Life-wide Learning Grant

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	S	C
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	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 to also learn to work with the whole team, coordinating with crew members in different positions, raising their awareness of the importance of team work.	Arts (Drama)	Oct 2020 – Mar 2021	S1 – S5	30	Practices and rehearsals went on smoothly. Students have tried their best to overcome the challenges in their preparation for the online reader's theatre performance in the Hong Kong School Drama Festival. In the end, 8 students were awarded with Award for Outstanding Performer. Others awards included Award for Outstanding Director, Audio-visual Effects and Outstanding Cooperation.	17,600.00	E5			✓		
2	School Orchestra and Chinese Orchestra 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	Arts (Music)	Sep 2020 – May 2021	S1 – S5	200	Due to the pandemic, all competitions and performance were cancelled. Only weekly regular online rehearsal sessions of both orchestras were held. All coaching sessions for instrumental ensembles were cancelled.	42,250.00	E5	✓		✓		✓

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
3	Instrumental Training Scheme To provide affordable and quality music instrumental learning to students	Arts (Music)	Oct 2020 – May 2021	S1 – S5	88	88 out of 134 students (66%) are eligible for receiving this subsidy who had reached 90% of the attendance. This is a good incentive for encouraging students to attend classes.	8,800.00	E1	✓		✓			
4	‘A Step Forward’ – Summer music workshop To provide professional training for students to explore digital music composition by using iPads and Garageband	Arts (Music)	Jul – Aug 2021	S3 – S5	27	27 students from S3 to S5 enrolled for this programme (2 classes, 10 hours each). They were able to compose at least one piece of work with the iPads and Garageband upon the completion of the course. A mass programme/talk on Pop Music Industry was followed in Sep 2021.	6,000.00	E1, E6	✓		✓		✓	
5	Subsidy for Music instrumental courses To encourage students to participate in learning a musical instrument	Arts (Music)	Sept 2020 – July 2021	S1 – S5	62	A report was obtained from the tutor and feedback was received from students.	\$76,200	E1, E5	✓		✓		✓	
6	Chinese Debate Training To hire a coach for Chinese debate training	Chinese Language	Sept 2020 – July 2021	S1 – S5	13	A report was obtained from the tutor and feedback was received from students.	\$25,840		✓				✓	

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	S	C
7	Visit to Pingshan Heritage Cultural Enrichment	Chinese Language	Feb 2021	S2	180	Part of curriculum, students have to finish a written report after visiting Pingshan.	1,120.00	E2	✓	✓			
8	Project for S2 Students Cross-curriculum project-based learning: STEM, Culture and Generic Skills.	Cross-disciplinary (STEM)	Sep 2020 – Jun 2021	S2	180	Students started to work for the project in the first term and quality work was observed in the process. Students presented their research and learning outcome through online PBL presentation.	712.00	E5 & E7	✓	✓	✓		
9	Talk on Online Safety The talk aims at teaching students how to show respect to others while online social networking as well as privacy preserving, and to avoid online bullying.	Moral, Civic and National Education	7 Dec 2020	S2	180	All S2 students attended the talk. Evaluation forms were done after the talk. No online bullying case was reported to Discipline Team during the school year.	1,300.00	E1		✓			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
10	<p>Talks on ethnic minorities and media education</p> <p>To help students understand the situation of the ethnic minority in Hong Kong and respect cultural differences.</p> <p>To help students understand the impact of mass media on youth and improve their analytical skills when accessing information from public sources</p>	Moral, Civic and National Education	18 Nov 2020, 11 May 2021	S2, S4 & S5	540	The sharing of the ethnic minority allowed them to understand the uniqueness of non-local culture and the ways to show mutual respect to cultural diversity. More time could be allocated for the sharing of their daily life experience. The talk of media education was useful to students to learn some skills to analyse the credibility of on-line sources and reflect their own behaviour when using social media. The students were responsive to the speakers and eager to learn the skills.	4,200.00	E1		✓				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
11	Life planning talks for S2 and S4 Careers Expo for S5 Mock Interview for S6 To develop life planning skills including goal setting, problem solving, reflective thinking and personal planning; and facilitate students in career exploration. The Team invited guest speakers including SHCC alumnae and social workers specialising in life planning to give talks and guidance to students, so that they learn to actualise life planning through goal setting and strategies.	Careers and Life Planning	Sept 2020 – July 2021	S2, S4, S5 & S6	700	Evaluation reports done by the organisations; feedback from students showed that they were engaged, and were able to learn from the experience and insights from the guest speakers. S6 students reflected the mock interview helped them to familiarise with their own strengths and weaknesses in presenting themselves to admission officers in universities.	28,586.00	E5, E9						✓
12	S4 Service Project To provide a chance for all S4 students to organise a service programme to enrich their service experience and to understand themselves more for the betterment of their personal growth.	Community Service	Oct 2020 – May 2021	S4	160	Upon completion of the project, students are able to: Be mindful to the needs of people from different walks of life Organise a service programme Improve their generic skills and share what they have learnt with others	1,387.00	E1					✓	

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences				
				Level	Number of Participants				I	M	P	S	C
13	<p>S5 Extended Learning Week 2019</p> <p>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</p>	Extended Learning	Sep 2019 – Aug 2020	S5 (2019 – 2020)		This is only for the overdue claims of the subsidy of the previous year.	13,000.00	E4	✓	✓	✓	✓	✓
14	<p>Organic Farming Course</p> <p>To let students know more about and experience organic farming, green diet and life-style</p>	Green Education	Apr – Jun 2020	S1 – S5	30	Students reported that they learn more about organic farming but they did not have much time to help with the organic farm at school because of the pandemic	8,850.00	E6		✓	✓		✓

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
15	Virtual Tour to Mil Mill Recycling Plant and Education Centre To allow students to understand the problems faced with recycling beverage cartons and tetra pak in Hong Kong and to understand more about the running of a recycling plant	Green Education	9 Feb 2021	S3	180	Upon completion, students are able to understand more about the recycling plant and know the proper ways of clean recycling	1,800.00	E1		✓				
16	Tier 1 and Tier 2 student support services To relief stress and enhance mental well-being through small-group and class-based workshops To raise awareness of emotional and stress management through form-based talks	Health Education	Feb 2021 – June 2021	S1 – S6	958	Target students enjoyed the workshops and talks. They learn the attitude and skills of stress management	12,171.00	E1	✓	✓				
17	Workshop (進食失調全面睇) To empower students with the knowledge of different types of eating disorders and the ability to identify early symptoms	Health Education	Oct 2020	S2	180	By survey – Google form	3,840.00	E1	✓					
18	Workshop (禍從口出) To let students know how to discern hunger and emotional eating and how to deal with stress the right way	Health Education	Mar 2021	S3	180	By survey – Google form	3,160.00	E1	✓					

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (HK\$)	Nature of Expenses*	Essential Learning Experiences					
				Level	Number of Participants				I	M	P	S	C	
19	Class based workshops during Homeroom Period To allow students to develop appropriate attitudes towards sexuality and intimacy	Sex Education	Oct 2020	S2	180	Succeeded in integrating peer and family relationships education and guiding our students to develop positive attitudes on moral values	3,600.00	E1		✓				
20	Sports Training Courses (Summer) 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.	Physical Education	July 2021 – Aug 2021	S1 – S5	252	Teacher observation and students feedback Inter-school competition	50,980.00	E1, E6	✓		✓		✓	
21	Subsidy for various courses To encourage students to participate in learning of different areas	Training	Sept 2020 – July 2021	S1 – S5	48	A report was obtained from the tutor and feedback was received from students.	\$21,000		✓				✓	
Sub-total of Item 1.1							332,395.90							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
Sub-total of Item 1.2							0.00							
Expenses for Category 1							332,395.90							

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (HK\$)
1	Purchasing iMac and Final Cut Pro (Video Editing Software)	Cross-disciplinary (STEM)	To update and improve the hardware and software in the Campus TV studio so as to inspire students in video editing. To excel students' talents in video editing.	18,133.00
Expenses for Category 2				18,133.00
Expenses for Categories 1 & 2				350,528.90

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, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	958
Number of student beneficiaries:	958
Percentage of students benefitting from the Grant (%):	100%

7. Promotion of Reading Grant

Balance brought forward 2019 – 2020: HK\$38,445.21

Grant in the year 2020-2021: HK\$72,816.00

Item	Amount (HK\$)
Library Newspaper & Magazines	25,589.82
Student Magazines	7,128.00
Author Online Workshop (1)	1,080.00
Author Online Workshop (2)	3,150.00
Teaching Materials	1,085.00
E-book Library	81,009.20
Reading enhancement – Book Coupons	1,200.00
Total	120,242.02
Balance	-8,980.81

Evaluation:

- The Reading Grant was spent mainly on the building up of a more resourceful e-book library with a greater variety of e-books 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, the number of active loans had increased to over 430 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. Other purchases spent on the renewal of the annual subscription of library newspapers and magazines also contributed a significant part of the library resources for students and teachers alike.
- The grant also allowed the school library to organise 2 online authors' workshops for our junior and senior students which focuses on Positive Education and English Literature learning respectively. Most of the student participants found the workshops useful and relevant to their learning. This showed that online workshops were alternatives to face-to-face ones during the pandemic.
- 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 2020-2021

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman / School Supervisor
on 29 October 2021