

Passionate about Learning

Caring through Respect

School Report 2012 - 2013

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

Contents

	Page
A. Introduction	5 – 6
B. No of Active School Days	7
C. Curriculum	8 – 10
D. Percentage of lesson Time for Key Learning Areas (S1-3)	11
E. Class Structure and No of Students	11
F. Students	12 – 14
G. Staff	15
H. Major Concerns 2012-2013	16 – 19
I. Financial Summary	20
J. Report on use of Special Grants	21 – 22

General Information on Sacred Heart Canossian College

School History

Sacred Heart Canossian College was founded in 1860 by the Canossian Daughters of Charity. It was the first of nine Roman Catholic secondary schools founded by the Canossian Missions in Hong Kong and Macau.

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

Soon after the first Canossian Sisters arrived from Italy in 1860, they established a school for girls. This Italian Convent School, with 40 students being taught Chinese, English and Portuguese, was the beginning of the present Sacred Heart Canossian College. The first headmistress of the school was Sister Emily Bowring (1860 - 1870), daughter of the fourth Governor of Hong Kong, Sir John Bowring.

From "Italian Convent School", it later changed its name to Sacred Heart School, after the Sacred Heart of Jesus. In 1960, the school was officially registered as Sacred Heart Canossian College.

Vision and Mission

The school motto, 'VIA VERITAS VITA', draws its inspiration from Jesus Christ who is THE WAY, THE TRUTH and THE LIFE. We take Christ as our model and seek to follow His footsteps.

The school mission aims at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.

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

Graduate Profile

The three major aspects of Canossian education are Integrity, Versatility and Charity in Humility. The following profile shows how these goals of the Canossian education can be concretised in its graduates. An SHCC graduate is:

INTERGRITY

Sound in moral and religious values

1. Is forming her conscience on true moral values and has good reasons for her decisions.
2. Has some knowledge of and respect for religion and knows the teaching of Jesus Christ.
3. Has reflected on her experience of God's love for her as a Catholic; realises the need for prayer and for growth in faith; has appreciation of the Eucharist and is familiar with the social teaching of the Church.

VERSATILITY

Open to growth

1. Has matured to take responsibility for all aspects of her growth.
2. Is beginning to accept herself - both talents and limitations.
3. Is aware of and able to control expressions of emotions.
4. Has a sense of wonder and thereby ready to explore, seek new experiences and risk failure.
5. Is receptive of and respectful to the opinions of others.
6. Is capable of reflecting on experiences.
7. Is concerned about wider community issues and noble values instead of selfish, materialistic values when choosing a career or style of life.
8. Is ready to take on her responsibilities as a global citizen.

Intellectually competent

1. Is skilled in speaking, reading and writing precisely and fluently in both Chinese and English.
2. Is logical and critical in thinking; convincing in persuasion.
3. Is curious in learning.
4. Is able to consider historical causes, cultural heritage and the environment in evaluating current events.
5. Has acquired skills for life-long learning.

CHARITY IN HUMILITY

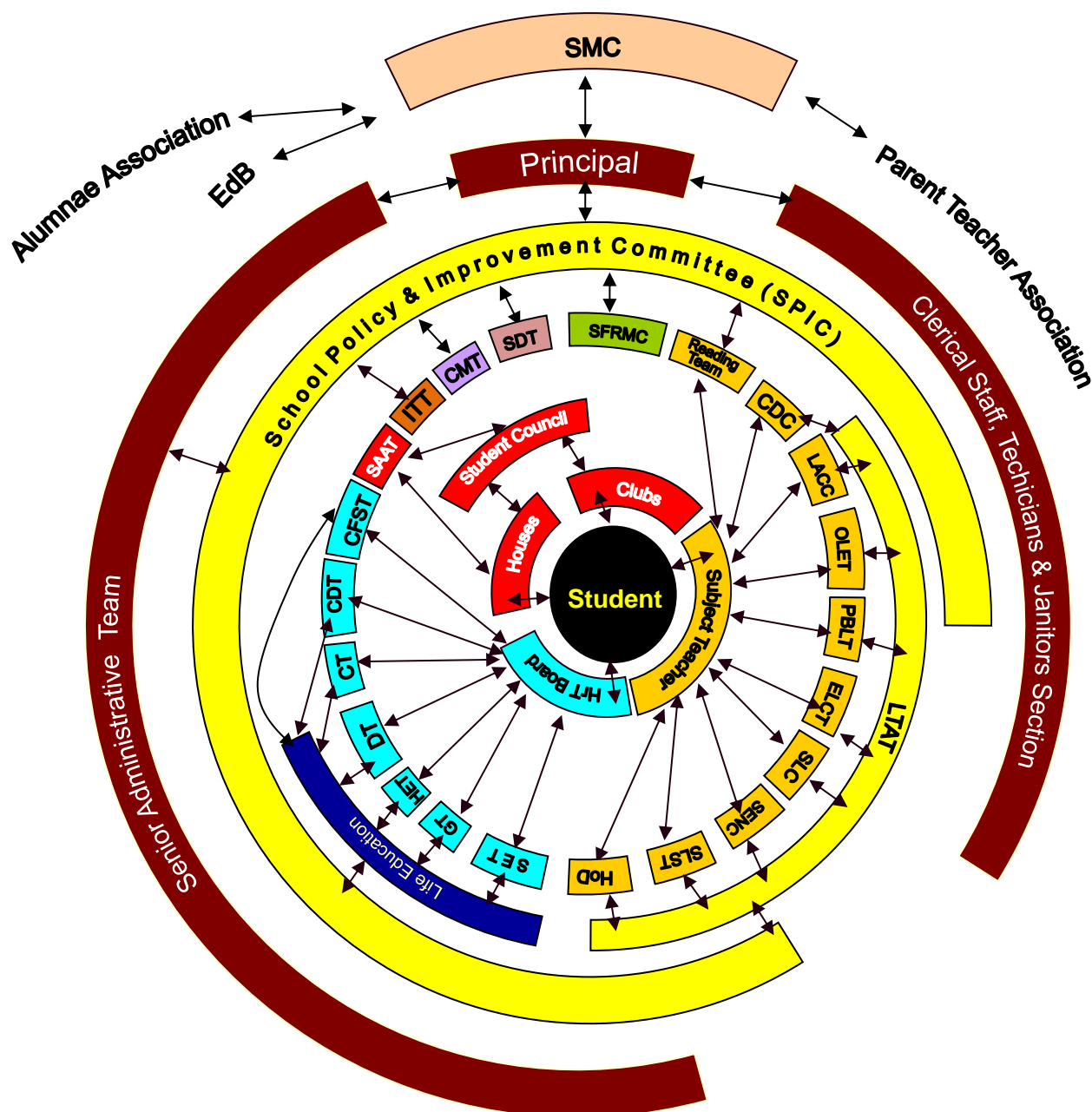
Loving and caring

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

Willing to serve others

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

School Management



* Arrows indicate advisory role and accountability held

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

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

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

Members of the School Management Committee (2012-2013)

Sr Agnes Law	School Supervisor
Sr Veronica Fok	School Principal
Sr Marie Remedios	Representative of Canossian Missions
Sr Bernadette Au	Representative of Canossian Missions
Sr Theresa Chien	Representative of Canossian Missions
Sr Susanna Yu	Representative of Canossian Missions
Ms Catherine Wong	Representative of Canossian Missions
Ms Josephine Tjia	Alumna Representative
Mrs Connie Lau	Parent Representative
Mr Ignatius Chow	Teacher Representative
Miss Nicole J Tavares	Independent Manager

School Report 2012-2013

A. Introduction

Soaring High Celebrating Diversity

Recognising the importance of self-awareness and respect in this ever-changing society characterised by poor human relationship, Sacred Heart believes that reflective learning and respect are two important elements which help our students become women of integrity and versatility with global awareness and a compassionate heart. Therefore, these two areas have become the major concerns of the school year 2012-2013.

Through Religious and Moral Education lessons, sharing during morning assemblies and home periods, students were encouraged to reflect on their experiences and learning journeys so as to find a deeper meaning of these experiences and to soar high. Various co-curricular activities and whole school programmes were launched to help students embrace individual differences and show their appreciation and respect to one another. The ability of Sacred Heartists to be aware of the needs of the people in the community has been clearly shown in the self-initiated service programmes organised by our S4 students this year. Their love and care for the people in need was expressed through various creative service projects for different groups of people in the community. Their reflection on these projects showed us how service became a learning experience for them.

While Sacred Heartists are encouraged to reflect on their learning experiences and performance to adjust their learning strategies accordingly, our teaching staff also strive to be reflective learners. With the full implementation of the New Academic Structure for Senior Education and the inauguration of the first Hong Kong Diploma of Secondary Education Examination (HKDSE), the school year 2012-2013 has become an appropriate time for the school to review its curriculum and related academic arrangements in order to further enhance our students' learning. Professional development courses and workshops on curriculum mapping and assessment were arranged to equip the staff for the curriculum review which was conducted by all subject departments. In this curriculum review exercise, the presence of inter-departmental collaboration was evident in the horizontal curriculum development of the departments. Notable examples were found in the collaboration among Junior Humanities, Geography, History and Economics as well as that among Science, Physics, Chemistry and Biology.

Besides curriculum, the school year 2012-2013 also witnessed the whole school effort to review the effectiveness of various academic arrangements conducive to better support for our students. Working groups were formed to examine the effectiveness of arrangements such as the S3 module system, the number of electives offered to our senior secondary students, timetabling and the introduction of Junior Humanities. With the concerted effort made by our professional and dedicated staff, recommendations were offered to the school management. Feedback from different stakeholders would be sought and the approved changes are expected to be implemented in the school year 2014-2015.

To enhance learning and teaching, the school has also examined the aspects of assessment. Analyses of school and public examination papers were conducted. Our academic departments also studied the correlation between the school examination and public examination for making appropriate adjustments to further our academic advancement.

The provision of all-round education and formation of the heart have always been the dual focuses of the school. Sacred Heartists are not only encouraged to strive for academic advancement but also to become global citizens with a compassionate heart. Our extended learning programmes, different cultural exchange opportunities, sharing sessions on a wide range of issues have helped to connect our students with the world around them and to celebrate differences among people. This year, six S6 students have tried to come out of their comfort zones to embark on a self-initiated journey to Denmark to study the sustainable development of the country. Their experience sharing and the report of their findings would serve as an inspiration to their schoolmates to become explorers in their lives.

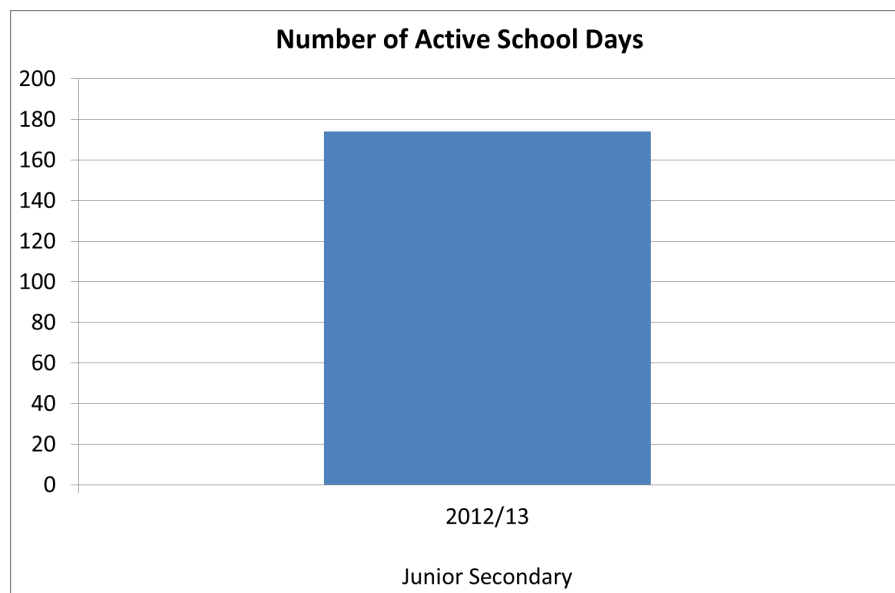
The completion of the 2-year school development project has definitely provided the school with the much needed facilities to make it a better platform to facilitate students' learning. With the professional advice and the generous support of our alumnae and parents, new rooms and updated facilities were added to empower our students to become independent learners. The lectures and sharing sessions held during the inauguration week of Charity Fung Auditorium, and La Vetrina, the variety show celebrating the opening of the auditorium clearly showed how these new facilities further the personal and the aesthetic developments of Sacred Heartists.

Apart from enhancing students' learning and development, the school has also been preparing for the changeover from the School Management Committee (SMC) to the Incorporated Management Committee (IMC). Training sessions on school governance were arranged for teachers, executive committee members of the Alumnae Association (AA) and the Parent-Teacher Association (PTA). Other preparation work such as revision of the constitutions of related bodies and the financial changeover are either already underway or have been completed. With the establishment of the IMC on 31 August 2013, the school will enter a new phase of school governance.

The school year 2012-2013 has been a year filled with gratitude to our alumnae and our parents for their advice and support, to our staff for their dedicated service, and to our students for their perseverance. With the blessing of our Heavenly Father and the groundwork laid this year, united in the Sacred Heart of Jesus, we will embrace the challenges ahead and make the school the fertile soil for our students to grow, to blossom and to bear fruit.

B. No of Active School Days

- The number of Active School Days consists of the following two components:
 - The number of days in a school year with regular classes for each Key Stage while examination days are excluded;
 - The number of days in a school year with learning activities organised for the whole school or whole class-level of students. The learning activities should have clear educational purposes and learning objectives for students' participation 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 2012-13 is 174.



C. Curriculum

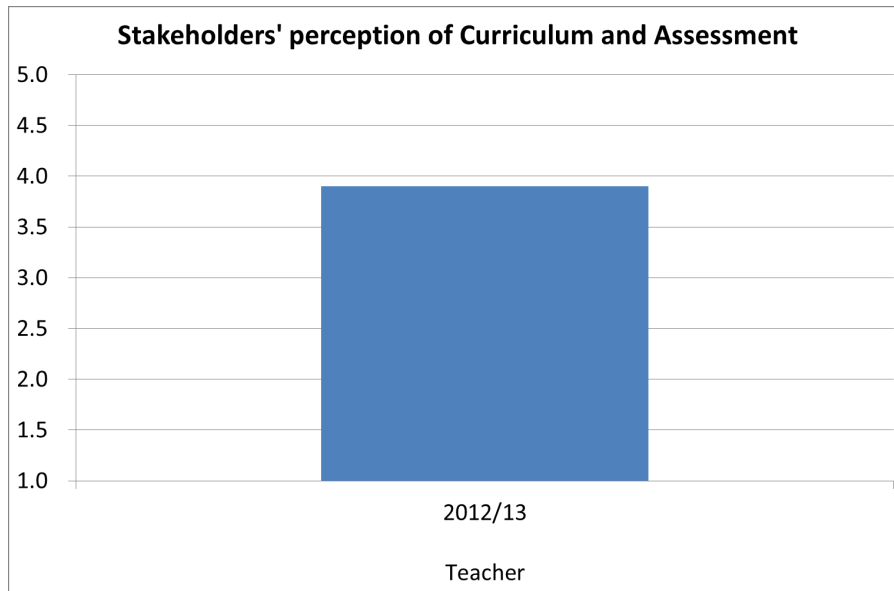
i) Structure

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

	S4	S5	S6
Business,Accounting and Financial Studies	*	*	*
Biology	*	*	*
Chinese History	*	*	*
Chemistry	*	*	*
Chinese Literature	*	*	
Chinese Language	*	*	*
Combined Science (Bio & Chem)	*	*	*
Combined Science (Bio & Phy)		*	*
Combined Science (Chem & Phy)		*	*
Economics	*	*	*
English Language	*	*	*
Geography	*	*	*
History	*	*	*
Homeroom and Religious period	*	*	*
Information and Communication Technology	*	*	*
Liberal Studies	*	*	*
Literature in English	*	*	*
Mathematics	*	*	*
Music	*	*	*
Physical Education	*	*	*
Physics	*	*	*
Religious and Moral Education	*	*	*
Technology & Living		*	
Visual Art	*	*	

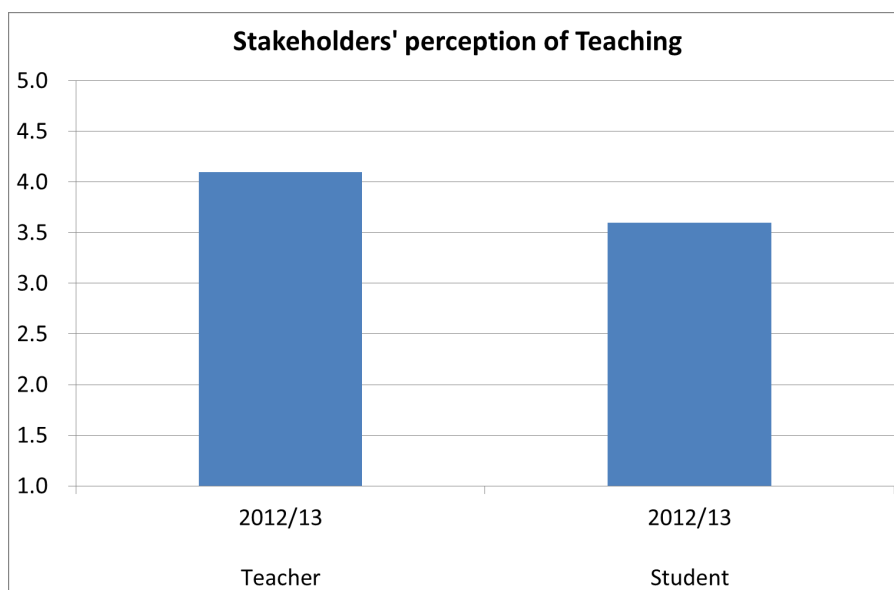
ii) Stakeholder's perception of Curriculum and Assessment

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



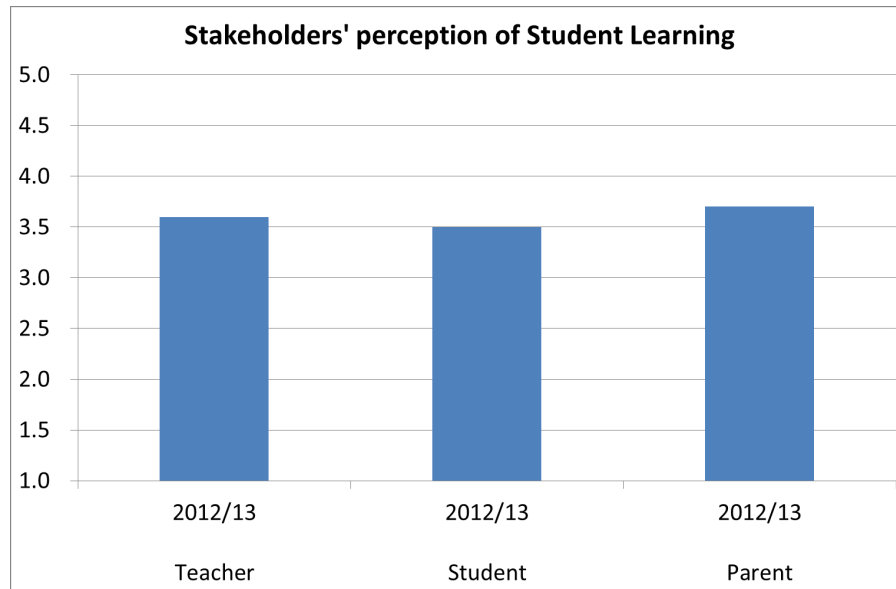
iii) Stakeholder's perception of Teaching

	Mean	Standard deviation
The average score of teachers' perception of Teaching	4.1	0.6
The average score of students' perception of Teaching	3.6	0.8



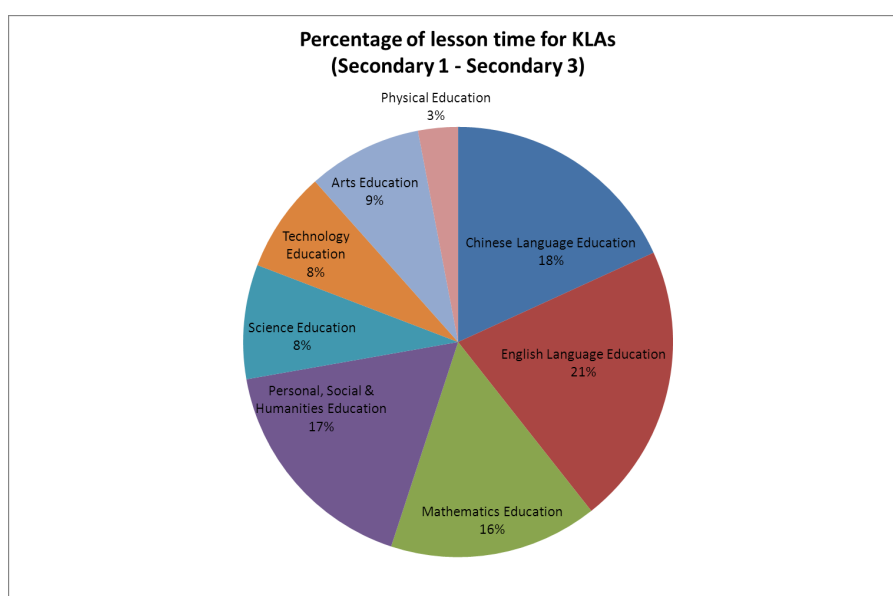
iv) Stakeholder's perception of Student Learning

	Mean	Standard deviation
The average score of teachers' perception of Student Learning	3.6	0.8
The average score of students' perception of Student Learning	3.5	0.8
The average score of parents' perception of Student Learning	3.7	0.8



D. Percentage of lesson Time for Key Learning Areas (S1-S3)

Secondary 1 – Secondary 3	Percentage
Chinese Language Education	18.2
English Language Education	21.2
Mathematics Education	15.7
Personal, Social & Humanities Education	17.2
Science Education	8.6
Technology Education	7.6
Arts Education	8.6
Physical Education	3.0



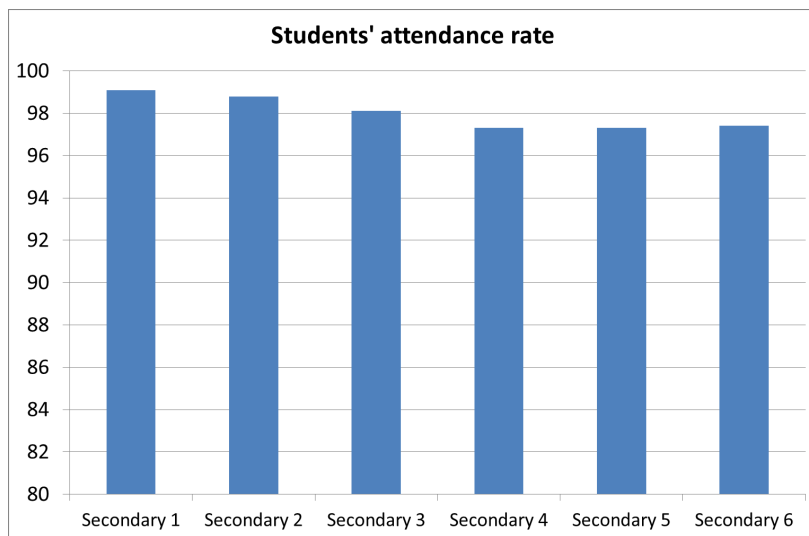
E. Class Structure and No of Students

Level	Number of students in September 2012	Number of students in July 2013
Secondary 1 (1A-1F)	210	208
Secondary 2 (2A-2F)	212	209
Secondary 3 (3A-3F)	207	199
Secondary 4 (4A-4F)	213	202
Secondary 5 (5A-5F)	205	195
Secondary 6 (6A-6F)	172	172
Total	1219	1185

F. Students

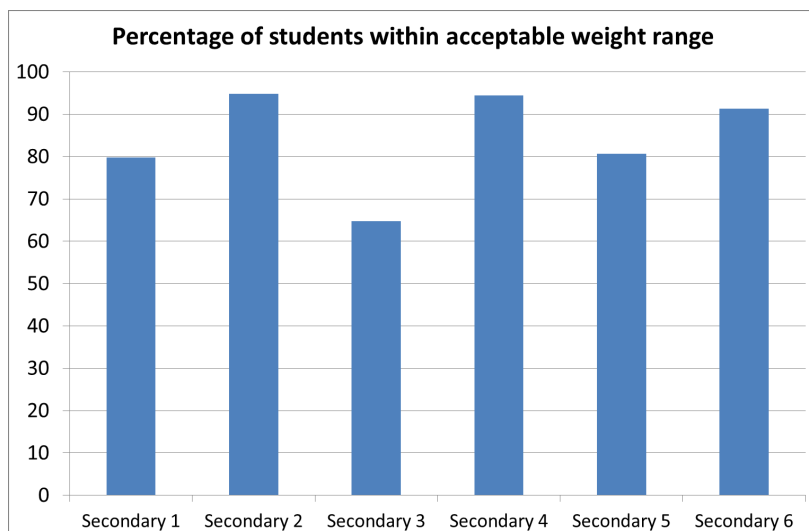
i) Students' attendance rate

	Percentage
Secondary 1	99.1
Secondary 2	98.8
Secondary 3	98.1
Secondary 4	97.3
Secondary 5	97.3
Secondary 6	97.4



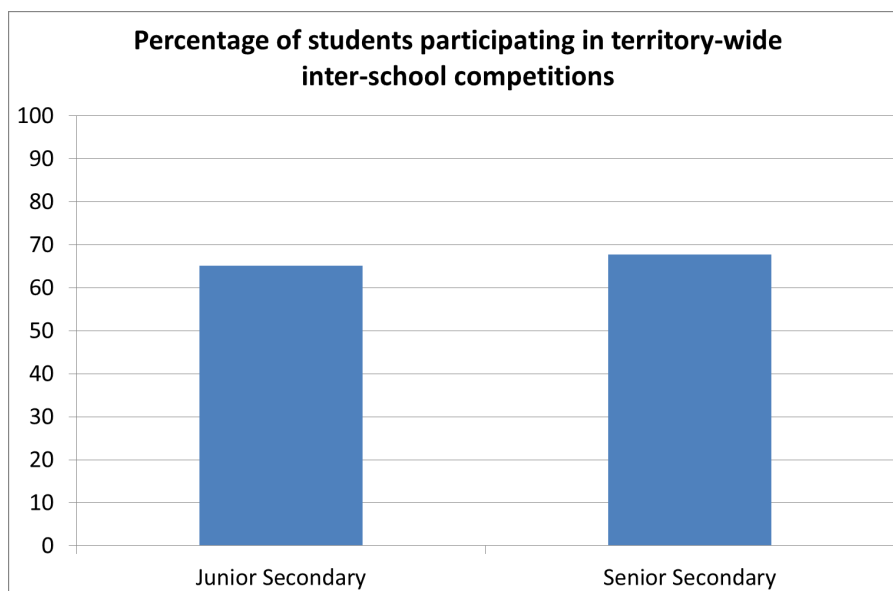
ii) Percentage of students within acceptable weight range

	Percentage
Secondary 1	79.8
Secondary 2	94.8
Secondary 3	64.7
Secondary 4	94.5
Secondary 5	80.6
Secondary 6	91.3



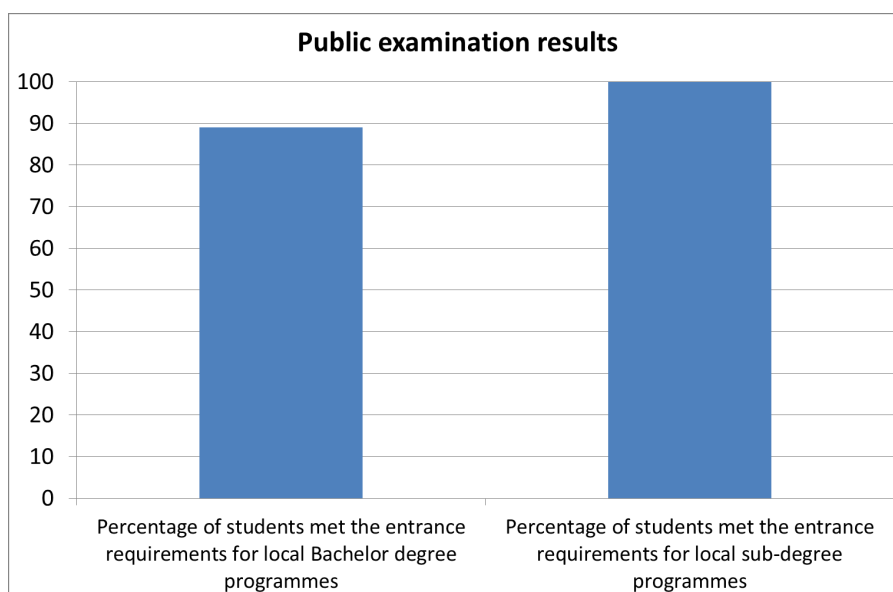
iii) Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 - Secondary 3	65.1
Secondary 4 – Secondary 6	67.7



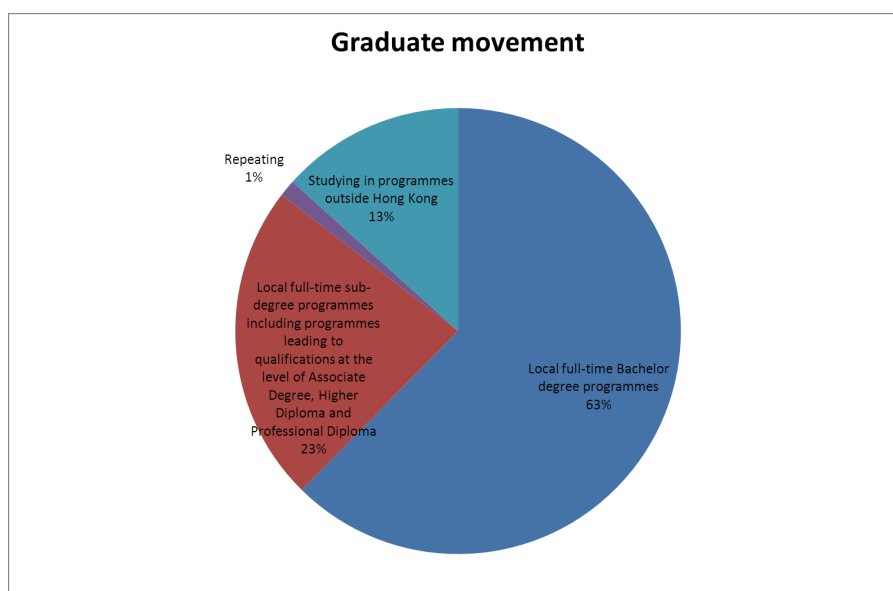
iv) Public examination results

	HKDSE exam	Percentage
Percentage of students in the school met the entrance requirements for local Bachelor degree programmes	2013	89.0
Percentage of students in the school met the entrance requirements for local sub-degree courses	2013	100.0



v) Graduate movement

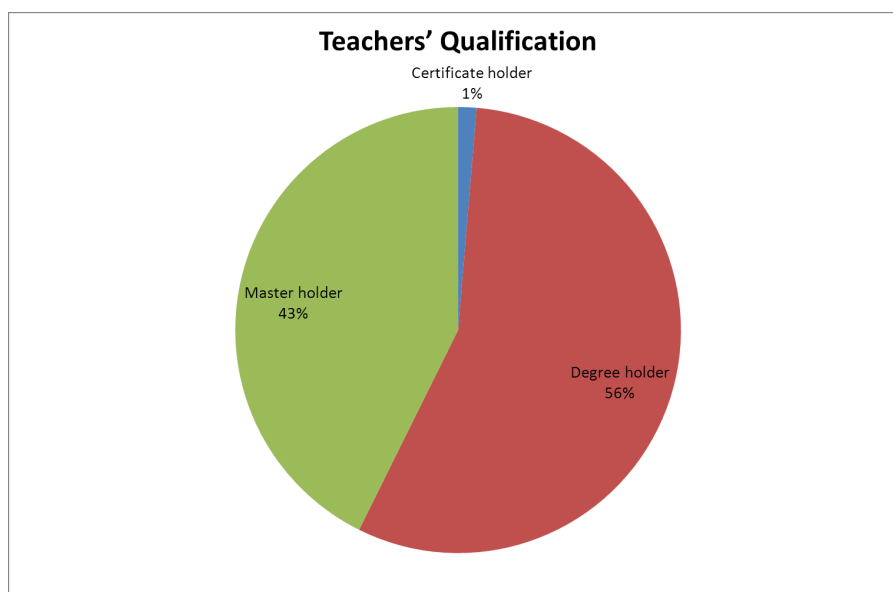
	HKDSE	Percentage
Local full-time Bachelor degree programmes	2013	62.2
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2013	23.0
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2013	0.0
Repeating	2013	1.2
Studying in programmes outside Hong Kong	2013	13.3
Employment	2013	0.0
Others	2013	0.0



G. Staff

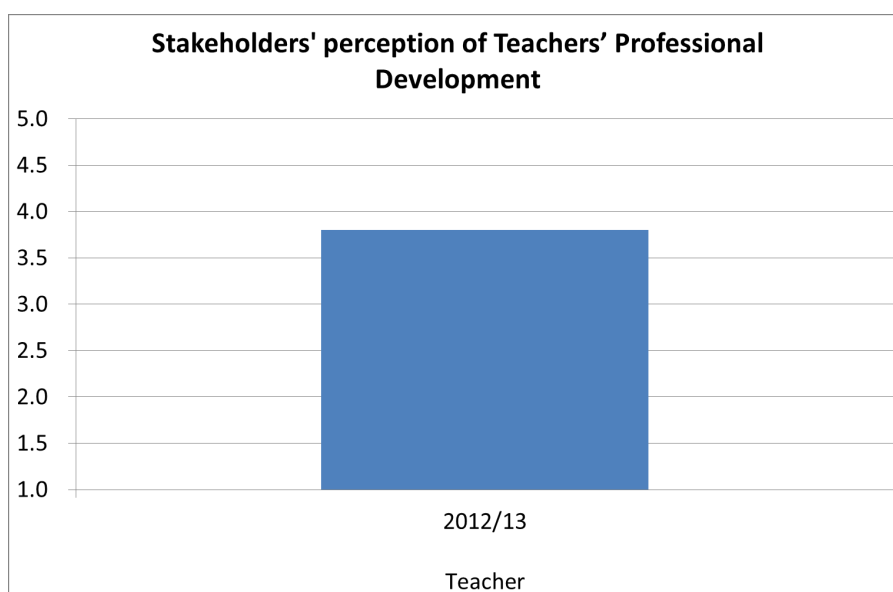
i) Profile

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.33
Degree holder	42	56.00
Master holder	32	42.67
Total	75	100.00



ii) Perception of Professional Development

	Mean	Standard deviation
The average score of teachers' perception of Teachers' Professional Development	3.8	0.6



H. Major Concerns 2012-2013

Major Concern 1: Learning & Teaching - Soaring High

Making concerted effort to enhance learning and teaching towards a higher level of achievement

Focus 1: Empowering staff and students to become reflective learners

Focus 2: Conducting curriculum review

Achievements

- Throughout the year, many opportunities were provided for students and teachers to engage in reflection.
 - A concerted effort to remind students to set goals and devise their action plans was observed during the year.
 - Different departments/teams have provided opportunities for students to reflect on and evaluate their learning journeys in various ways like self-evaluation, individual guidance, evaluation worksheet.
 - During morning assembly and whole school programmes, teachers and students were invited to share their learning experiences as well as their reflections on different issues.
 - Many departments have built in peer assessment/self-evaluation as part of their assessment mechanism. Some students were able to give quality feedback to their classmates and help them identify directions for improvement. Positive impact on students' learning has been observed with peer observation and timely formative feedbacks from teachers.
- All HKDSE Subject Departments have conducted in-depth analysis on the correlation between the public examinations and the internal ones. Teachers and students are more aware of the requirement of HKDSE. Modifications have been made to the learning and teaching strategies accordingly. The 2013 HKDSE results have reflected a better correlation between the public and the internal examinations. Generally speaking, the performance of the 2013 HKDSE students was better than the batch of 2012.
- All subject departments have held meetings to review on the coverage, progression, continuity, language and integration of the curriculum. The proposed change in the curriculum will be implemented in 2013/14.
- With the collaborated effort of the teaching staff, a comprehensive review on the curriculum offered in junior and senior secondary and the related academic arrangements was carried out in 2012-13. The recommended changes were approved by the School Management Committee in June 2013. All the changes would be introduced in 2014/15. 2013/14 would be the preparation year for various teams and departments concerned to ensure the smooth introduction of changes. Cross-departmental meetings were held to review the existing curricula of Junior Humanities and Science. Measures to enhance the existing Science curriculum were identified. To better prepare students for the senior secondary curriculum, it was recommended to have Junior Humanities being replaced by Life and Society, Geography and History.

Reflection

- Some teachers commented the 1-minute silence to reflect on one's learning experience and the sharing of the speaker in the morning assembly was a good start of the day. However, it was quite difficult to ensure that all students were engaged in reflection since the morning assembly was conducted in the Open Playground. It will be more enriching for students if it is carried out in a smaller group like in the classroom under the guidance of the HRTs or HRPs. Time and space are essential for cultivating reflection. At the same time, more in-depth reflection on social issues can be encouraged.
- Some students are found to have low expectation on themselves and as a result, they may not have tried their best in the pursuit of excellence. It is suggested to encourage this group of students to step out of their comfort zone and to aim high in their academic study.
- While some teachers found that peer observation had an important role in enhancing their teaching strategies, some other teachers expressed that it was difficult to find time for peer observation. It was also found that the effectiveness of peer lesson observation depended on the sincere sharing of the staff members involved and whether there was a clear focus during observation. It is highly recommended that teachers should have pre-observation meeting to establish the focus of observation first.

Major Concern 2: Student Quality – Celebrating Diversity

Focus 1: To further nurture the value of respect for individual differences and uniqueness

Focus 2: To reinforce a positive and appreciative attitude among our students through consideration and acceptance

Achievements

- The Life Education Team conducted a whole school survey for all the S1 – S5 students in early May. It aimed at collecting our students' view on how appreciation and respect had been actualised in school. Students generally agreed that they had shown respect and care for the people around them. The majority of the students found themselves being embraced in the atmosphere of respect in school. Sharing sessions were organised for teachers to share their experience and ways in promoting appreciation and respect to our students. Various means were used by them to show their appreciation to students, for example, giving timely oral feedback, recognising slight improvement to boost up self-confidence, etc.
- Helpful suggestions were received from teachers in facilitating students to take up challenges.
- Pocket-sized cards were provided for students to show their appreciation to others and both teachers and students were more enthusiastic in taking part in the activities than last year. Appreciation Notes were provided for students to show their appreciation to their classmates or teachers in the year end. Students treasured these opportunities to express their appreciation and values.
- Various activities like visiting the Sikh Temple, 'Dialogue in the Dark' and 'Love Project' were organised to help students appreciate diversity and showing their love and concerns to others
- More opportunities were created to appreciate students' achievements and effort. A mid-year award presentation ceremony was held to recognise students' academic performance whereas students' services and achievements in other areas were acknowledged in other celebrations gatherings.

Reflection

- After the discussion with the Head Girls' Core Group, it was agreed that showing appreciation to students' effort should be emphasised continuously and to be incorporated into the Annual School Plan in the coming year. Teachers will be encouraged to motivate students to take up challenges by identifying their strengths and appreciating their effort during the process.
- Students will be encouraged to start off with manageable steps in achieving their goals so as to build up their confidence. Teachers could support them by giving appreciation and continuous guidance throughout the year.
- Talks on overcoming obstacles could be conducted for students so that they could learn from others' experiences.
- In the student survey conducted in May, some students expressed that their effort was not well recognised. The school could raise their awareness on this in the Sacred Heart community next year.

Major Concern 3: Administration

Smooth Changeover from School Management Committee to Incorporated Management Committee

Achievements

- The Constitution of the IMC of Sacred Heart Canossian College was approved by the Education Bureau on 1 February 2013.
- The Incorporated Management Committee was successfully set up on 31 August 2013.
- The election of Teacher Manager and Alternate teacher Manager was held in accordance with clause 14.2 of the Constitution of the IMC of SHCC.
- Amendments to the constitutions of the AA and PTA were made to provide for the election of the Alumni Manager and the Parent Managers.
- Additional full-time/part-time staff members were employed to facilitate the changeover arrangement and to lessen the burden on the account officer.
- The fixed asset register was updated in August 2013.
- The school was ready for the asset changeover to be conducted on 3 September 2013.
- Different IMC Training sessions were arranged for teaching staff, senior staff and account officer to familiarise them with the setup of the incorporated management committee and the preparation work.
- Document on school finance was updated.
- The new staff appraisal and review system was introduced and endorsed by the teaching staff. The new system was introduced in September 2013.

Reflection

- The changeover from SMC to IMC created additional demand on the clerical staff. It is advisable to have additional staff helping with the changeover for one more year.
- It is necessary to further enhance the awareness of the teachers on the educational philosophy of the school and their responsibility as a teacher since they are in the frontline to accompany the students on their learning journey.
- Due to the heavy workload of the staff, it is suggested to have a gradual update of the school documents.
- Talks on overcoming obstacles could be conducted for students so that they could learn from others' experiences.

I. Financial Summary

School's annual financial position in 12-13 (updated at 31 Aug 2013)

<u>FINANCIAL REPORT FOR 12-13</u>			
CODE	PROGRAMME	TOTAL	TOTAL
	ITEM	ALLOCATION(\$)	EXPENSES (\$)
A01-A09	Premises	\$1,179,500.00	\$976,044.70
A10-A20	Administration	\$4,641,502.70	\$4,426,702.20
C01-C24	Curriculum	\$1,024,366.40	\$771,228.80
P01-P28	Pastoral Care	\$1,150,157.40	\$906,774.80
	Total	\$7,995,526.50	\$7,080,750.50
	%Spent		88.6%

J. Report on use of Special Grants

1. Capacity Enhancement Grant (CEG)

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

Department	Programme	Amount
English Language	Pre-S1 Summer Enrichment Course for potential students	15,360.00
Mathematics	Enrichment courses for potential students	12,100.00
Chinese	Enrichment and Enhancement courses	12,711.10
Physical Education	Sports Training Programmes (swimming & athletics)	8,000.00
Catholic Formation Core Team	Part-time pastoral care worker	81,900.00
Drama Education	Part-time drama teacher	267,939.60
Music Departments	School Team Training (for musically gifted students)	48,000.00
Self-access Learning Centre	Teaching assistant to support the daily operation of SALC	133,988.40
	Total	564,639.10

2. Senior Secondary Curriculum Support Grant (SSCSG)

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

Post	Period	Amount
Contract (CHI) teacher	Sept 2012 – Aug 2013	296,478.00
Contract (SCI) teacher	Sept 2012 – Aug 2013	375,300.00
Contract (Math) teacher	Sept 2012 – Aug 2013	296,478.00
	Total	968,256.00

3. Balance of Enhancement Senior Secondary Curriculum Support Grant (ESSCSG)

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

Post	Period	Amount
1. Contract English teacher	Sept 2012 – Aug 2013	375,300.00
2. Language Consultant	Sept 2012 – Aug 2013	252,000.00
	Total	627,300.00

4. Diversity Learning Grant

School uses this grant to offer school-based pull-out or off-site gifted education programs on NSS subjects.

Beginning Balance: \$50,502.80

Grant in Year 2012-2013: \$126,000.00

NSS Domain	Program	Target	Amount (\$)
Chinese	讀《三國》的那些	S4, S5	6,000.00
English	Oxbridge University Preparation Camp	S4	13,585.00
Science	Ocean Park Learning Camp	S4	33,360.00
Humanities	四川重建心靈之旅	S5	15,000.00
Spiritual & Humanities	Pilgrimage and Cultural Study Tour in Seoul	S5	40,250.00
Careers	Disney's Foundation for Career Success	S4, S5	7,800.00
Leadership	Leadership Training Day Camp	S4	7,600.00
Aesthetics	Art Jamming Course	S5	4,210.00
		Total	127,805.00
		Balance	48,697.80

5. The Hong Kong Jockey Club Life-wide Learning Fund

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

Program	No of students	Amount (HK\$)
Chinese Instrumental Classes	6	12497.80
Western Instrumental Classes	2	6156.80
Music Activity	1	729.00
Sports training	8	16152.40
Field Trip	1	74.00
Chinese Dance	1	1290.00
Total		36900.00

End of Report

Sacred Heart Canossian College
School Report 2012-2013

endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC
Chairman/School Supervisor
On _____