

Adventurous Learning

Energy Conserving

School Report 2010 - 2011

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

School Report 2010-2011

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Introduction

Adventurous Learning Energy Conserving

After the joyful celebration of the 150th Anniversary of the school, Sacred Heart Canossian College was ready to embark on another adventurous journey to continue the mission of love of the Canossian Sisters through providing an all-round education of Christian virtues and Formation of the Heart. With over a century-old experience, we are confident to empower our youngsters to be women of integrity and versatility with global awareness.

The theme ‘Emmanuel’ – ‘God is with us’ – permeated the religious activities throughout the year. Such is adopted in view of the conflicting values this ever-changing society endorses. It is time students learned to open their heart to God and to be more aware of His presence in their lives. Academic-wise, they were encouraged to be adventurous learners who could map out their learning journey. Civic-minded-wise, the students were entrusted with full responsibility in implementing energy-conserving on school campus and elsewhere.

To prepare our students to be life-long learners, the school has been focusing, in the recent years, on grooming them into becoming autonomous learners. This year, the emphases were formative assessment and giving students specific feedback. These adjustments in learning and teaching would inform students of what to improve and how to do so. At the same time, the Self-access Learning Centre (SALC) was entrusted with the task to further develop students’ generic study skills and extended writing skills to support their success in other subjects. Self-assess Content and Language Integrated Learning (CLIL) resources were in place to facilitate students’ autonomous learning.

This second year of the implementation of the New Senior Secondary School Education continued to witness the efforts of the staff to address learner diversity and to enhance students’ higher order thinking skills. Besides the school-based staff development programmes on questioning techniques and special educational needs, departmental and inter-departmental lesson observations also rendered valuable opportunities for our teaching staff to refine their learning and teaching strategies. Overseas and local professional exchange further enabled them to develop new initiatives in Differentiated Instruction.

In addition, our teachers have also made conscious and concerted effort to integrate green elements into the subject curriculum, as green education has always been a key concern of Sacred Heart Canossian College. The weekly sharing of the green tips by the green prefects gave many practical guidelines for students to live a green life. The installation of a photovoltaic system (PV system) on the rooftop of the classroom block in 2010 was yet another attempt to promote environmental education and to introduce sustainable source of energy in school.

Besides caring for Nature, our students continued to share their love with people in need through various service projects and opportunities. Representatives of our Student Council Eclore, in particular, went to Nepal to follow up on the progress of the Child-care Centre Project which was partly financed by the fund-raising efforts of the previous Student Council cabinets. We believe that learning through service is an important element in the formation of the heart. Therefore, students are strongly encouraged to have an in-depth reflection on their service experiences.

Being global citizens, students are provided with enormous opportunities to explore subject matters through F6 extended learning programmes and other cultural exchanges. At the same time, students were encouraged to be adventurous learners. This summer, the School Choir will take part in 1st World Choir Championships for Youth and Young Adults in Austria. Likewise, a group of student leaders have taken up the challenge of organising the Fifth Canossian Global Youth Conference, catering the interests of 100 delegates from different parts of the world. It is never easy to be an adventurous and autonomous learner, yet, we hope the seed has been sown. It is our earnest desire that the seed will grow, blossom and bear abundant fruits one day.

2010-11 has been another festive year to witness the unity of the Sacred Heart Community. Sacred Heartists, from kindergarten to secondary, past and present, united to make the twenty-million 150th Anniversary Project a reality. The first phase of the project is expected to be completed by the end of August 2011. The provision of more classrooms allows the school to meet the demand of the double-cohort year. The second phase, which is expected to be completed by the end of 2012, will provide us with an auditorium with more up-dated lighting and audio-visual equipment for Performing Arts experiences. By that time, the new Information Technology Centre will also be established. With these additions, students can select resources that best suit their learning interests and needs. This is definitely a big move towards our goal of cultivating learner autonomy among our students.

We are blessed by the good Lord with very dedicated past students, committed colleagues, caring parents and dynamic students who never tire of working for the betterment of the school and the community, the well-being of one-self and the people around. With deep gratitude, we would continue to look up to our Exemplar Jesus Christ, undertake the challenge of the mission entrusted to us and accompany our students with the same love of His Sacred Heart.

School Management

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

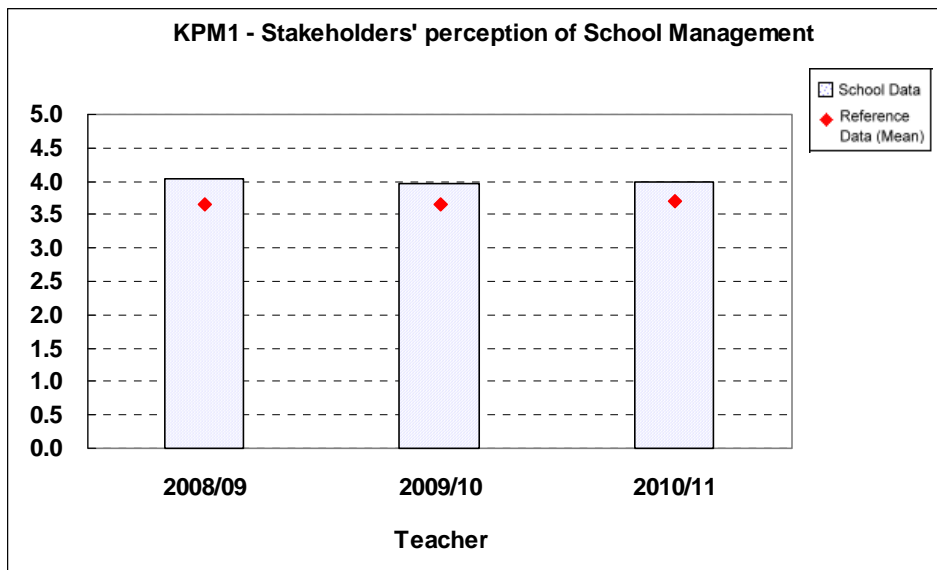
Members of the School Management Committee (2010-2011)

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

Management & Organization

KPM 1 - Stakeholders' perception of School Management

		School Year	Mean	S.D.	Effect size
1.1	The average score of teachers' perception of School Management	2008/09	4.1	0.7	Very large
		2009/10	4.0	0.8	Very large
		2010/11	4.0	0.5	Very large



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

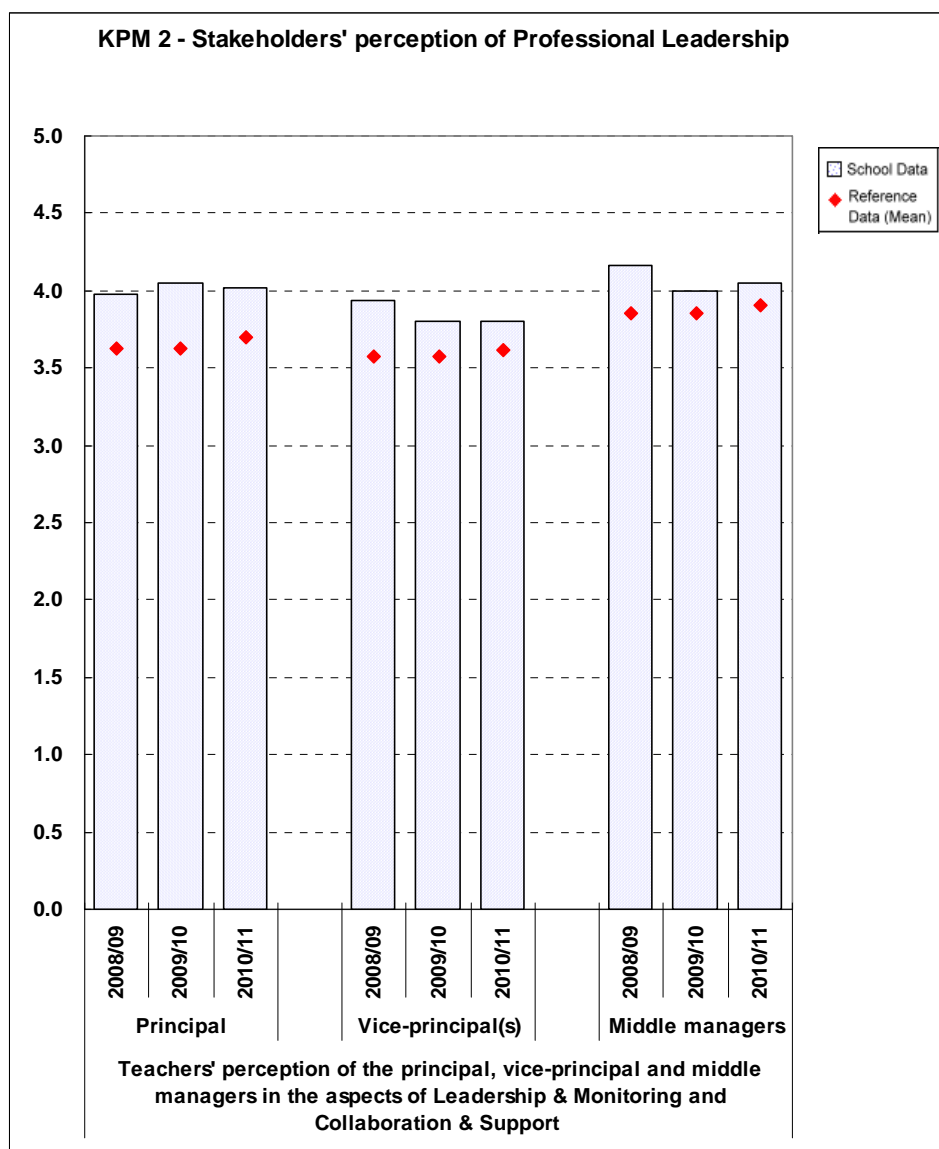
$$\text{Effect Size} = | \text{MeanS} - \text{MeanR} | / \text{SD}$$

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

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

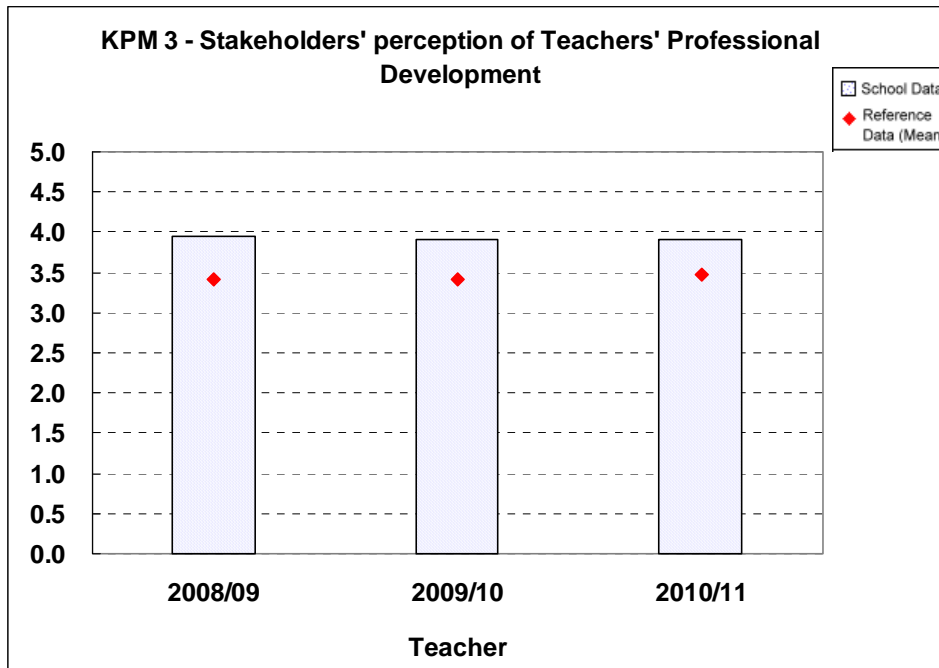
KPM 2 - Stakeholders' perception of Professional Leadership

		School Year	Mean	S.D.	Effect size
2.1	The average score of teachers' perception of the principal in the aspects of Leadership & Monitoring and Collaboration & Support	2008/09	4.0	0.7	Very large
		2009/10	4.1	0.8	Very large
		2010/11	4.0	0.7	Large
2.2	The average score of teachers' perception of the vice-principal in the aspects of Leadership & Monitoring and Collaboration & Support	2008/09	3.9	0.7	Very large
		2009/10	3.8	0.8	Moderate
		2010/11	3.8	0.9	Small
2.3	The average score of teachers' perception of the middle managers in the aspects of Leadership & Monitoring and Collaboration & Support	2008/09	4.2	0.5	Very large
		2009/10	4.0	0.7	Moderate
		2010/11	4.1	0.7	Large



KPM 3 - Stakeholders' perception of Teachers' Professional Development

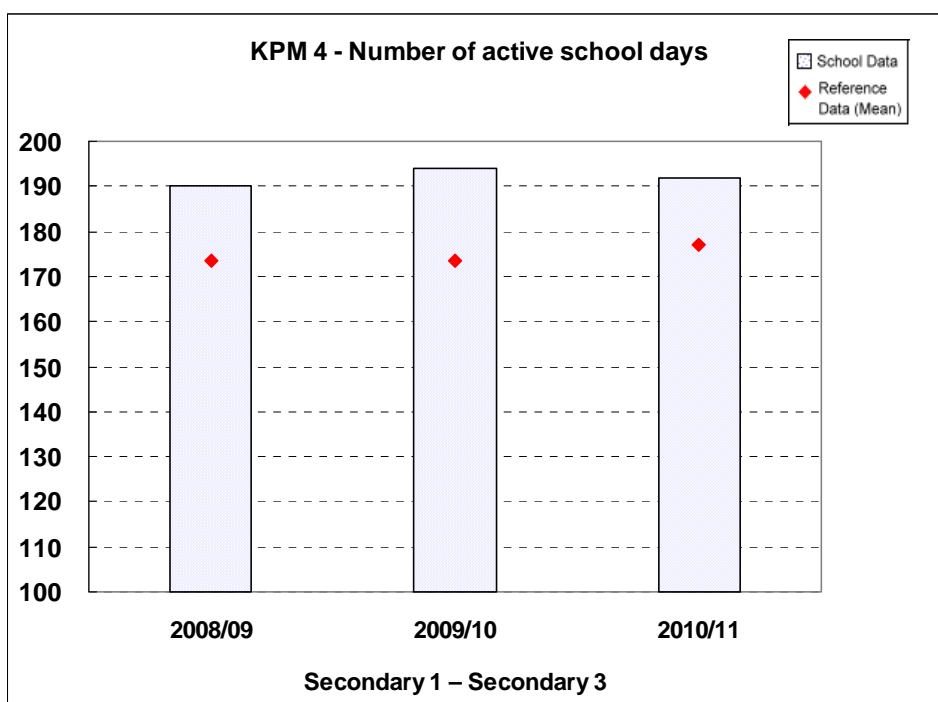
		School Year	Mean	S.D.	Effect size
3.1	The average score of teachers' perception of Teachers' Professional Development	2008/09	4.0	0.6	Very large
		2009/10	3.9	0.7	Very large
		2010/11	3.9	0.6	Very large



Learning & Teaching

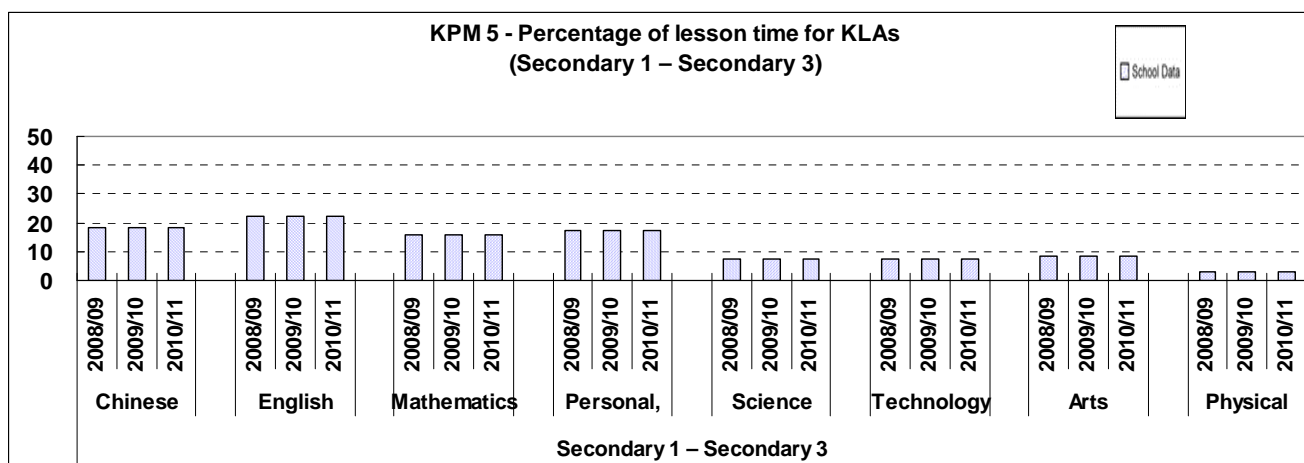
KPM 4 - Number of active school days

		School Year	Day(s)	Effect size
4.1	Secondary 1 – Secondary 3	2008/09	190	Very large
		2009/10	194	Very large
		2010/11	192	Very large



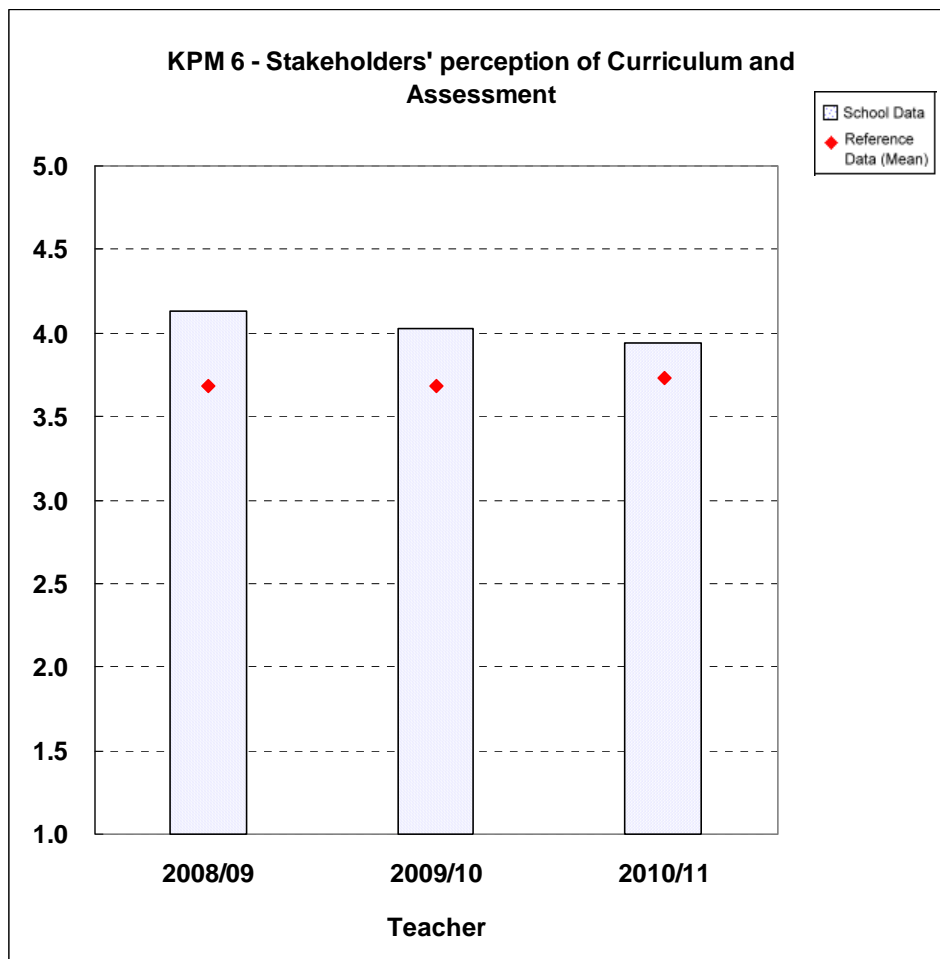
KPM 5 – Percentage of lesson time for KLAs

Secondary 1 – Secondary 3		School Year	School Year
5.1	Chinese Language Education	2008/09	18.2
		2009/10	18.2
		2010/11	18.2
5.2	English Language Education	2008/09	22.2
		2009/10	22.2
		2010/11	22.2
5.3	Mathematics Education	2008/09	15.7
		2009/10	15.7
		2010/11	15.7
5.4	Personal, Social & Humanities Education	2008/09	17.2
		2009/10	17.2
		2010/11	17.2
5.5	Science Education	2008/09	7.6
		2009/10	7.6
		2010/11	7.6
5.6	Technology Education	2008/09	7.6
		2009/10	7.6
		2010/11	8.1
5.7	Arts Education	2008/09	8.6
		2009/10	8.6
		2010/11	8.6
5.8	Physical Education	2008/09	3.0
		2009/10	3.0
		2010/11	3.0



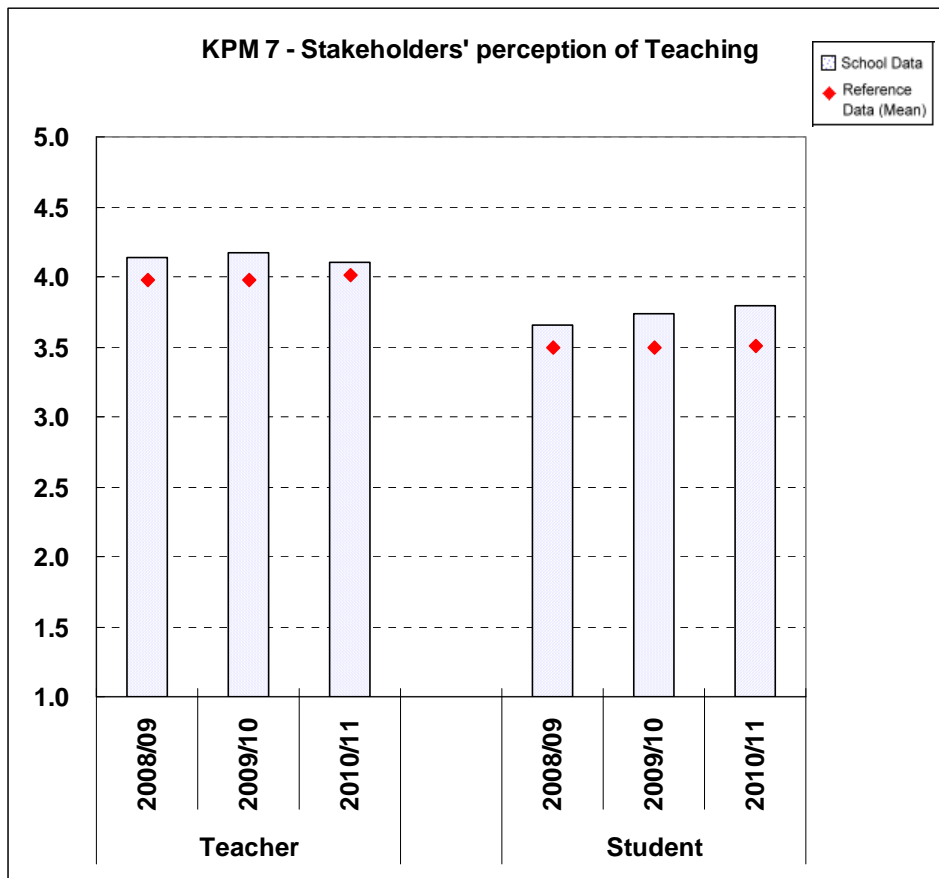
KPM 6 – Stakeholders' perception of Curriculum and Assessment

		School Year	Mean	S.D.	Effect size
6.1	The average score of teachers' perception of Curriculum and Assessment	2008/09	4.1	0.6	Very large
		2009/10	4.0	0.7	Very large
		2010/11	3.9	0.6	Large



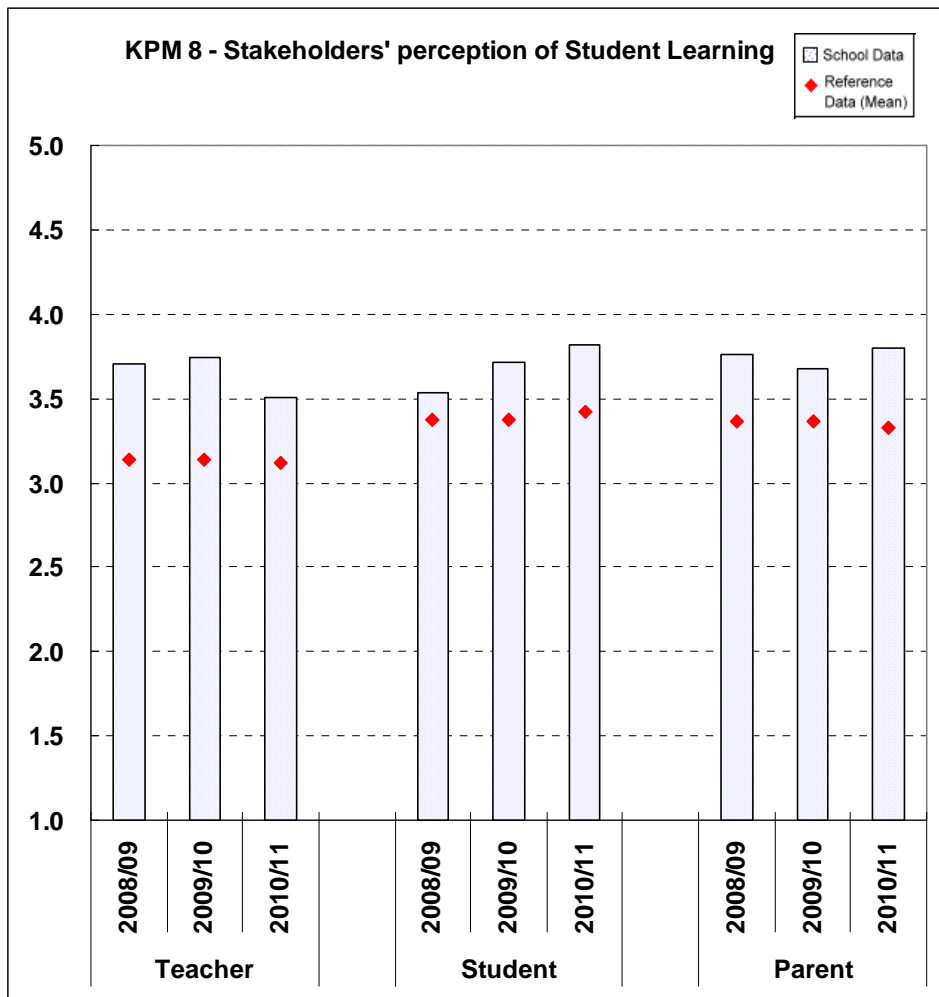
KPM 7 – Stakeholders' perception of Teaching

		School Year	Mean	S.D.	Effect size
7.1	The average score of teachers' perception of Teaching	2008/09	4.1	0.7	Moderate
		2009/10	4.2	0.6	Large
		2010/11	4.1	0.6	Moderate
7.2	The average score of students' perception of Teaching	2008/09	3.7	0.8	Moderate
		2009/10	3.7	0.8	Very large
		2010/11	3.8	0.8	Very large



KPM 8 – Stakeholders' perception of Student Learning

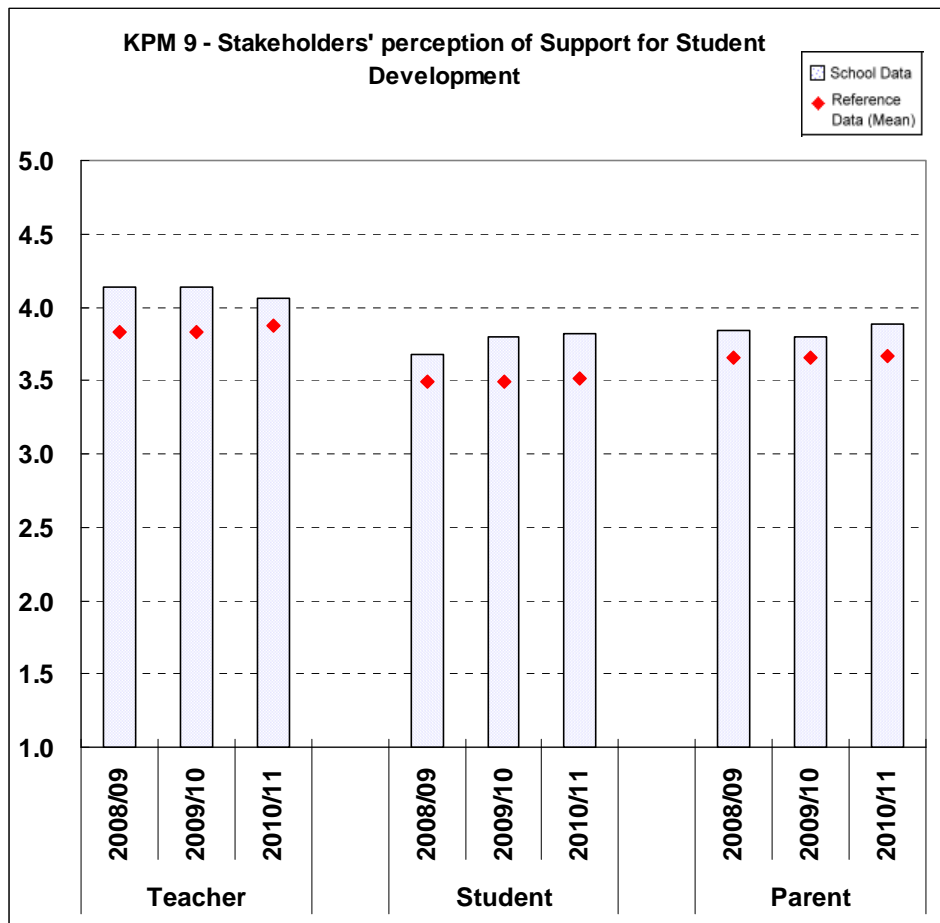
		School Year	Mean	S.D.	Effect size
8.1	The average score of teachers' perception of Student Learning	2008/09	3.7	0.7	Very large
		2009/10	3.7	0.7	Very large
		2010/11	3.5	0.9	Very large
8.2	The average score of students' perception of Student Learning	2008/09	3.5	0.8	Large
		2009/10	3.7	0.8	Very large
		2010/11	3.8	0.8	Very large
8.3	The average score of parents' perception of Student Learning	2008/09	3.8	0.8	Very large
		2009/10	3.7	0.8	Very large
		2010/11	3.8	0.7	Very large



Student Support & School Ethos

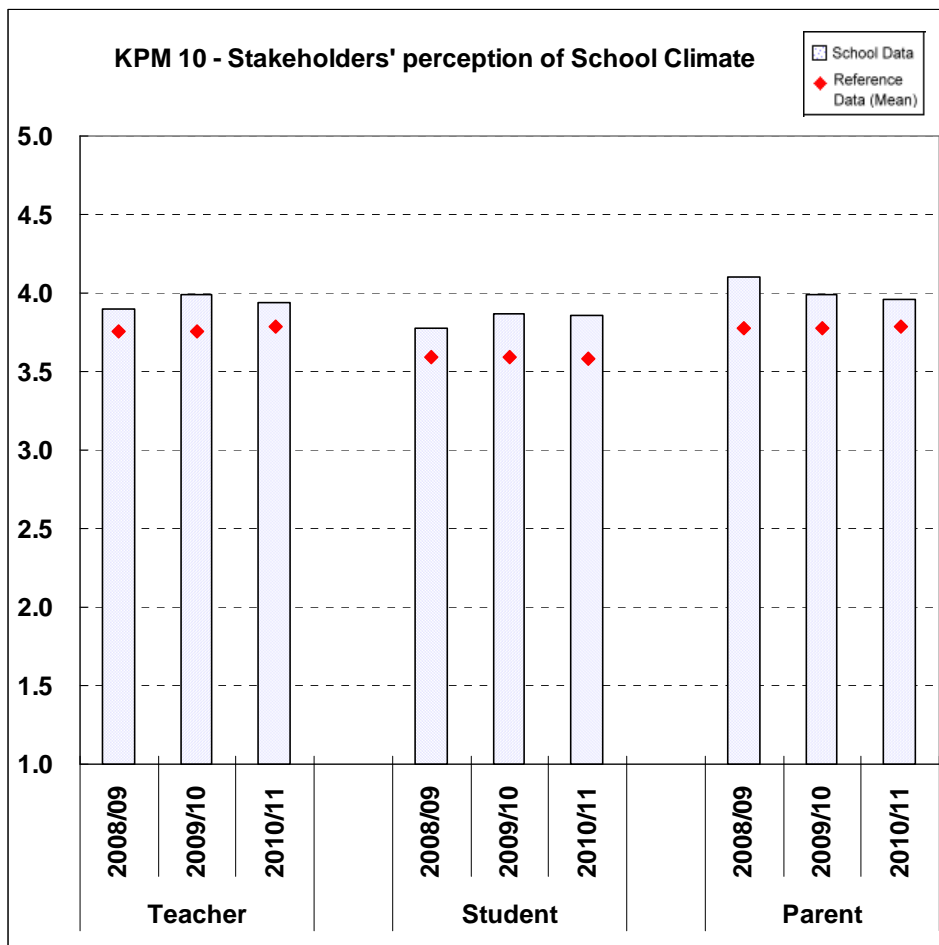
KPM 9 – Stakeholders' perception of Support for Student Development

		School Year	Mean	S.D.	Effect size
9.1	The average score of teachers' perception of Support for Student Development	2008/09	4.1	0.6	Very large
		2009/10	4.1	0.6	Very large
		2010/11	4.1	0.6	Large
9.2	The average score of students' perception of Support for Student Development	2008/09	3.7	0.8	Large
		2009/10	3.8	0.8	Very large
		2010/11	3.8	0.8	Very large
9.3	The average score of parents' perception of Support for Student Development	2008/09	3.8	0.7	Moderate
		2009/10	3.8	0.7	Small
		2010/11	3.9	0.7	Moderate



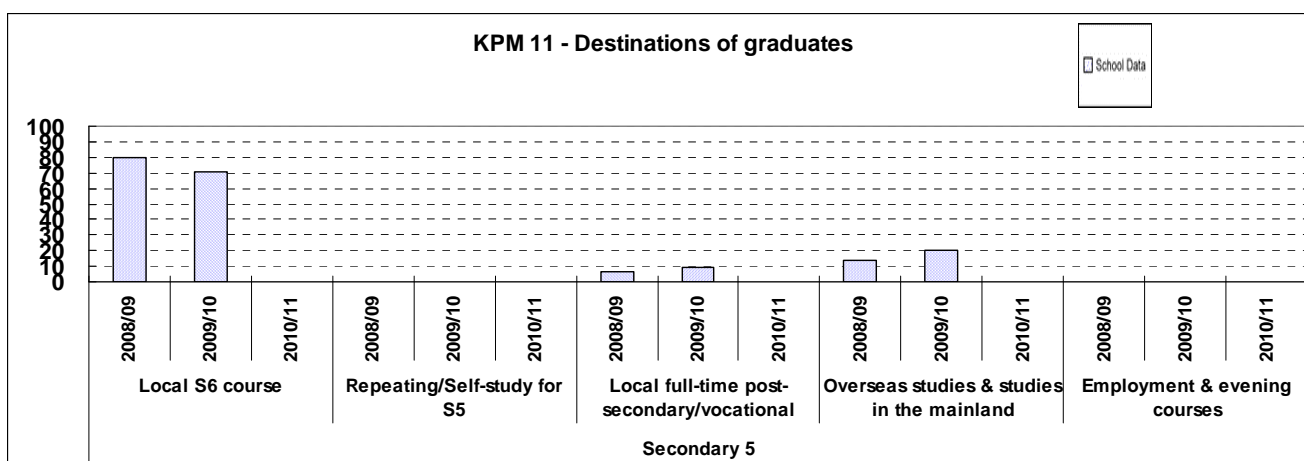
KPM 10 – Stakeholders' perception of School Climate

		School Year	Mean	S.D.	Effect size
10.1	The average score of teachers' perception of School Climate	2008/09	3.9	0.7	Small
		2009/10	4.0	0.7	Large
		2010/11	3.9	0.7	Moderate
10.2	The average score of students' perception of School Climate	2008/09	3.8	0.9	Moderate
		2009/10	3.9	0.8	Very large
		2010/11	3.9	0.9	Very large
10.3	The average score of parents' perception of School Climate	2008/09	4.1	0.7	Large
		2009/10	4.0	0.7	Moderate
		2010/11	4.0	0.7	Small

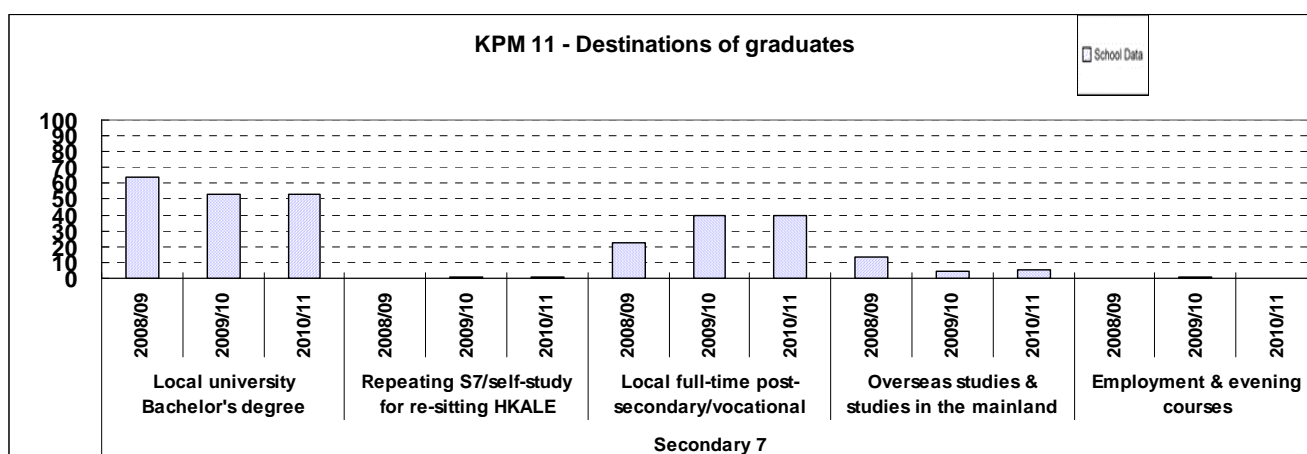


KPM 11 – Destinations of graduates

Secondary 5 graduates		School Year	Percentage
11.1	Local S6 course	2008/09	79.9
		2009/10	70.9
		2010/11	--
11.2	Repeating S5/self-study for re-sitting HKCEE	2008/09	0.0
		2009/10	0.0
		2010/11	--
11.3	Local full-time post-secondary/vocational training courses	2008/09	6.2
		2009/10	9.0
		2010/11	--
11.4	Overseas studies & studies in the mainland	2008/09	13.9
		2009/10	20.1
		2010/11	--
11.5	Employment & evening courses	2008/09	0.0
		2009/10	20.1
		2010/11	--

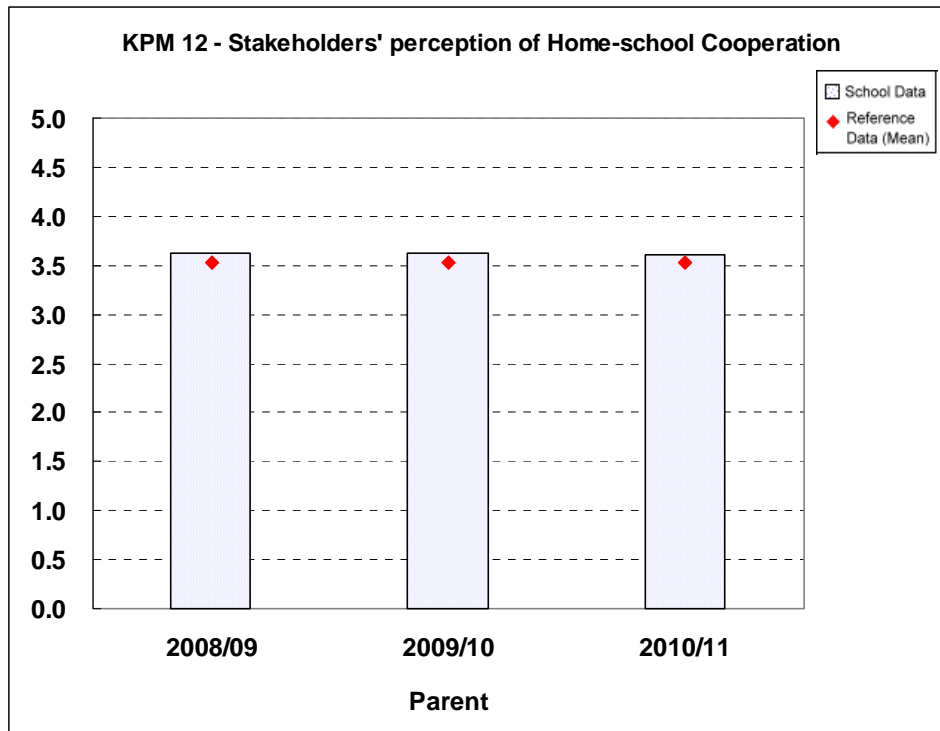


Secondary 7 graduates		School Year	Percentage
11.6	Local university Bachelor's degree courses	2008/09	64.2
		2009/10	53.5
		2010/11	53.3
11.7	Repeating S7/self-study for re-sitting HKALE	2008/09	0.0
		2009/10	0.9
		2010/11	1.0
11.8	Local full-time post-secondary/vocational training courses	2008/09	22.1
		2009/10	39.8
		2010/11	40.0
11.9	Overseas studies & studies in the mainland	2008/09	13.7
		2009/10	4.9
		2010/11	5.7
11.10	Employment & evening courses	2008/09	0.0
		2009/10	0.9
		2010/11	0.0



KPM 12 – Stakeholders' perception of Home-school Cooperation

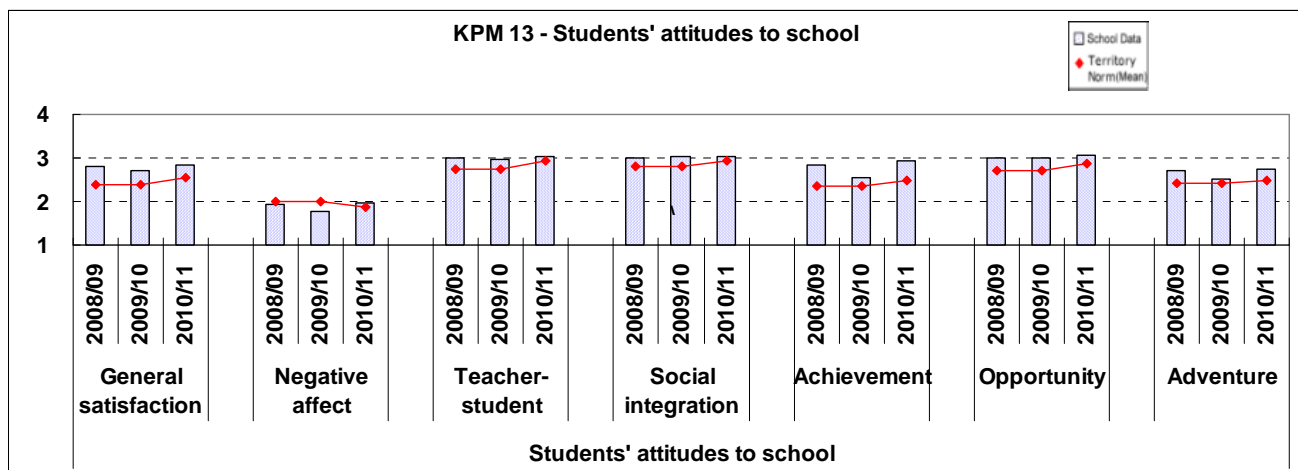
		School Year	Mean	S.D.	Effect size
12.1	The average score of parents' perception of Home-school Cooperation	2008/09	3.6	0.8	Small
		2009/10	3.6	0.7	Small
		2010/11	3.6	0.8	Small



Student Performance

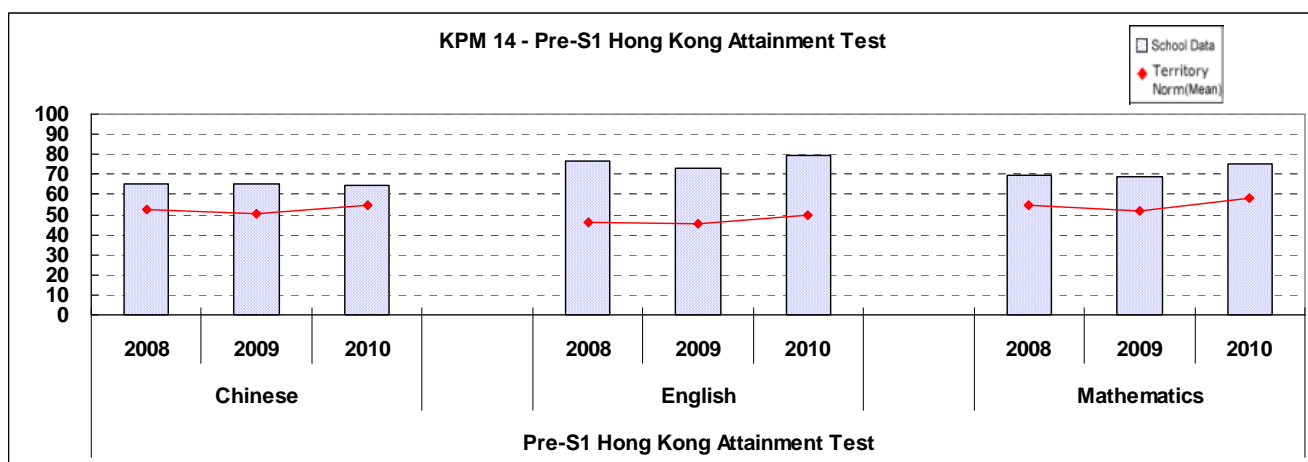
KPM 13 - Students' attitudes to school

		School Year	Mean
13.1	General satisfaction	2008/09	2.8
		2009/10	2.7
		2010/11	2.8
13.2	Negative affect	2008/09	2.0
		2009/10	1.8
		2010/11	2.0
13.3	Teacher-student relationships	2008/09	3.0
		2009/10	3.0
		2010/11	3.0
13.4	Social integration	2008/09	3.0
		2009/10	3.0
		2010/11	3.0
13.5	Achievement	2008/09	2.8
		2009/10	2.5
		2010/11	3.0
13.6	Opportunity	2008/09	3.0
		2009/10	3.0
		2010/11	3.1
13.7	Adventure	2008/09	2.7
		2009/10	2.5
		2010/11	2.8



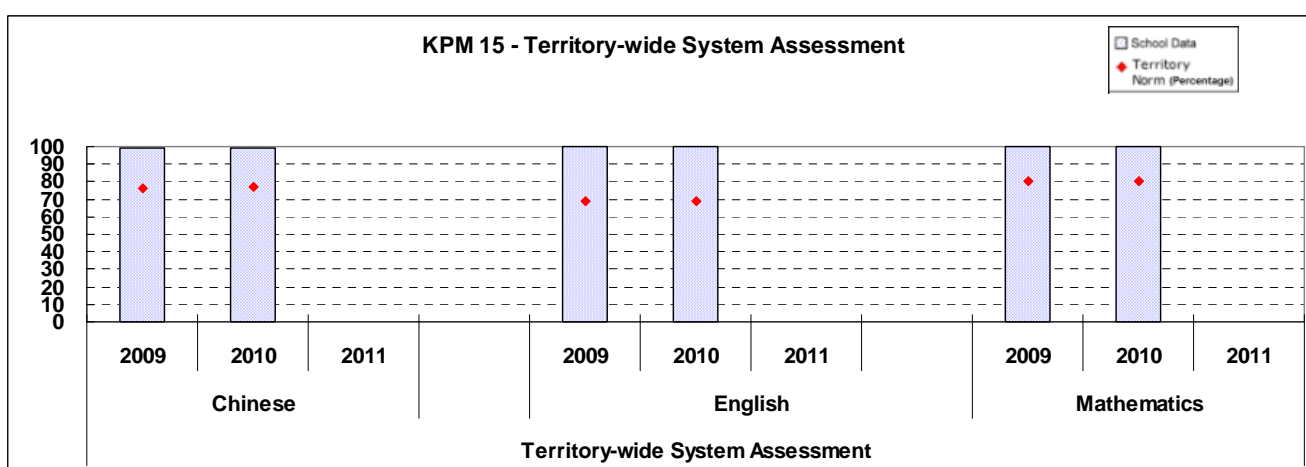
KPM 14 – Pre-S1 Hong Kong Attainment Test

		School Year	Mean	Effect size
14.1	Chinese	2008	65.4	Large
		2009	65.5	Large
		2010	64.2	Small
14.2	English	2008	76.4	Very large
		2009	73.2	Very large
		2010	79.6	Very large
14.3	Mathematics	2008	69.2	Moderate
		2009	69.1	Very large
		2010	75.4	Moderate



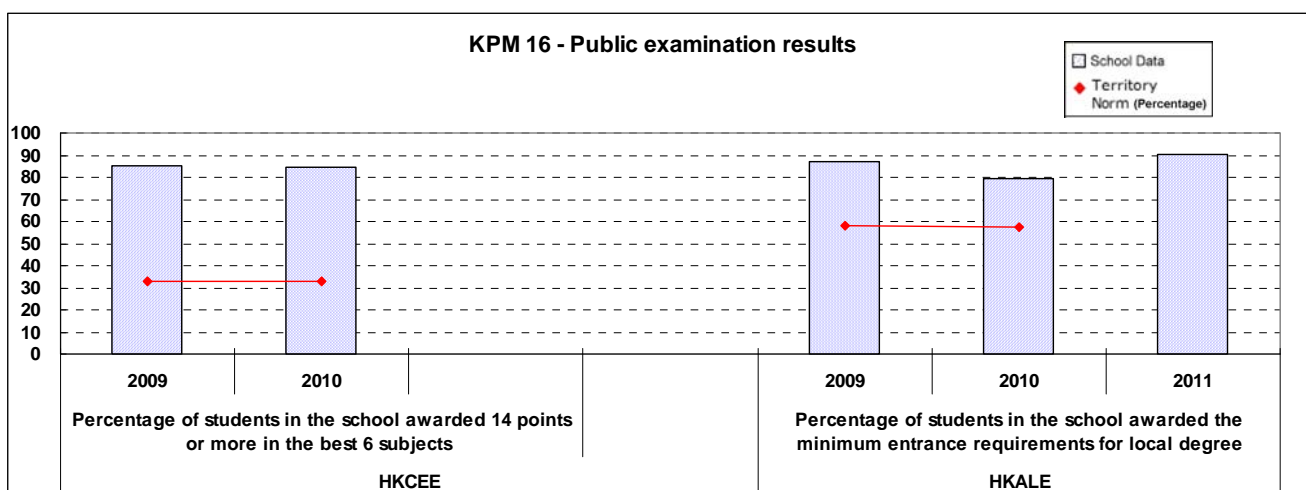
KPM 15 – Territory-wide System Assessment

		School Year	Percentage
15.1	Chinese	2009	99.0
		2010	99.0
		2011	---
15.2	English	2009	100.0
		2010	100.0
		2011	---
15.3	Mathematics	2009	100.0
		2010	100.0
		2011	---



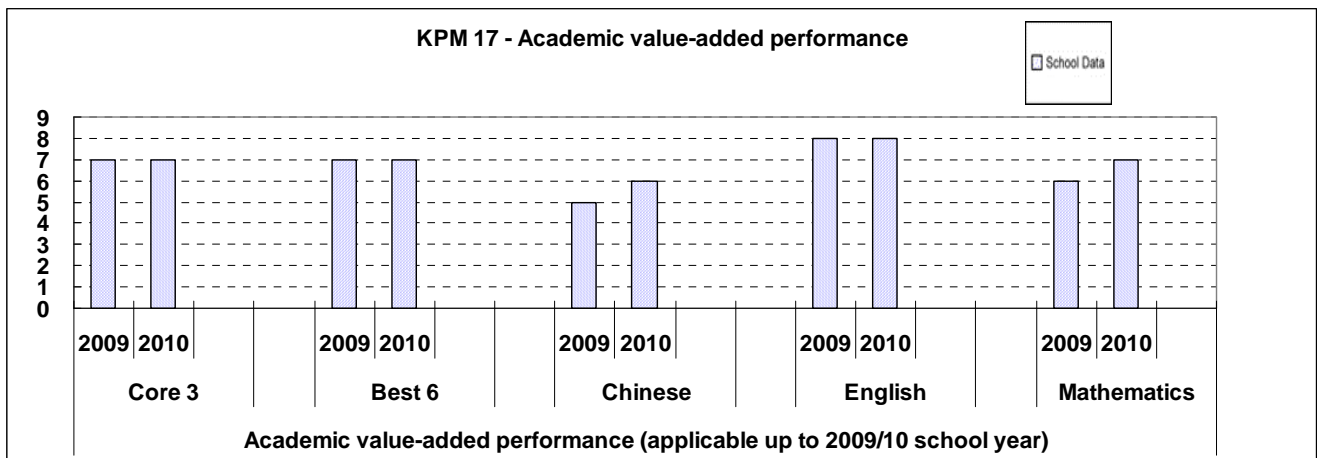
KPM 16 – Public examination results

			School Year	Percentage
16.1	HKCEE	Percentage of students in the school awarded 14 points or more in the best 6 subjects	2009	85.1
			2010	84.8
			2011	---
16.2	HKALE	Percentage of students in the school awarded the minimum entrance requirements for local degree courses	2009	87.4
			2010	79.4
			2011	90.5



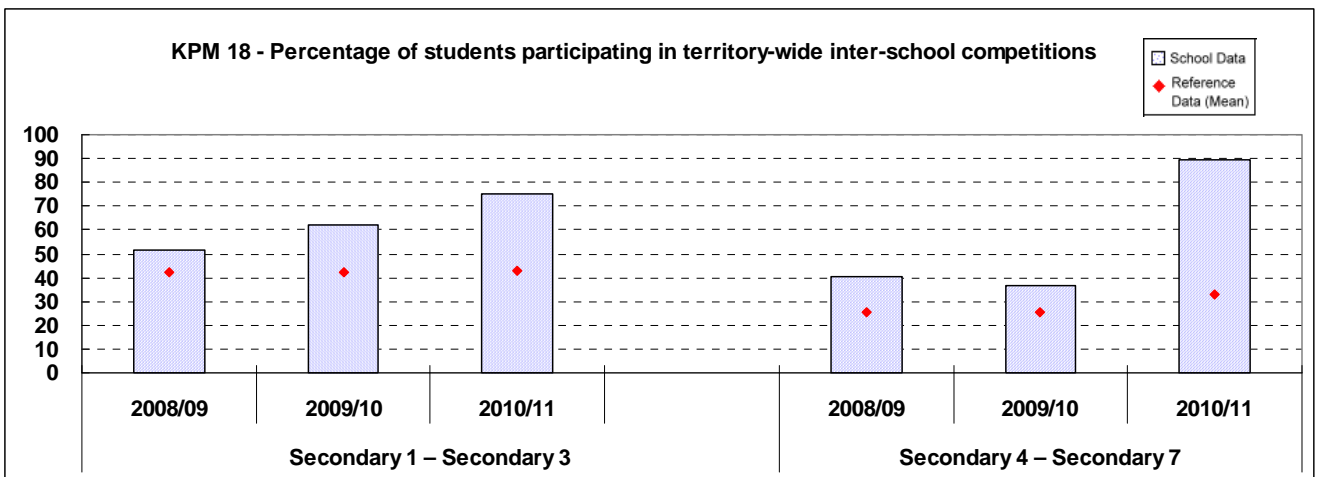
KPM 17 – Academic value-added performance

		School Year	Stanine
17.1	Core 3	2009	7
		2010	7
		2011	N/A
17.2	Best 6	2009	7
		2010	7
		2011	N/A
17.3	Chinese Language	2009	5
		2010	6
		2011	N/A
17.4	English Language	2009	8
		2010	8
		2011	N/A
17.5	Mathematics	2009	6
		2010	7
		2011	N/A



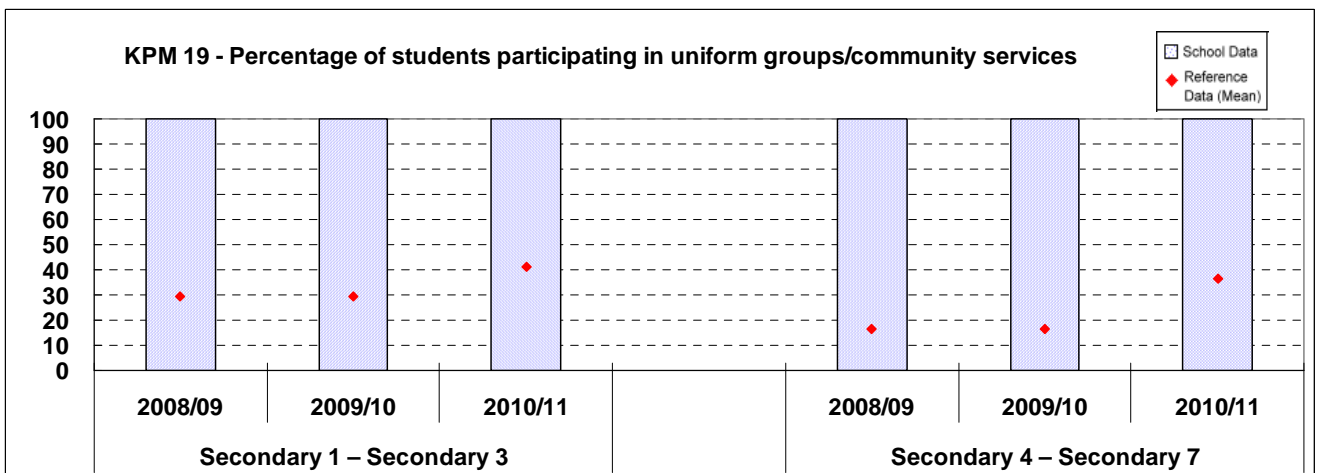
KPM 18 – Percentage of students participating in territory-wide inter-school competitions

		School Year	Percentage	Effect size
18.1	Secondary 1 – Secondary 3	2008/09	51.7	Small
		2009/10	62.1	Large
		2010/11	75.3	Large
18.2	Secondary 4 – Secondary 7	2008/09	40.2	Very large
		2009/10	36.7	Large
		2010/11	89.3	Very large



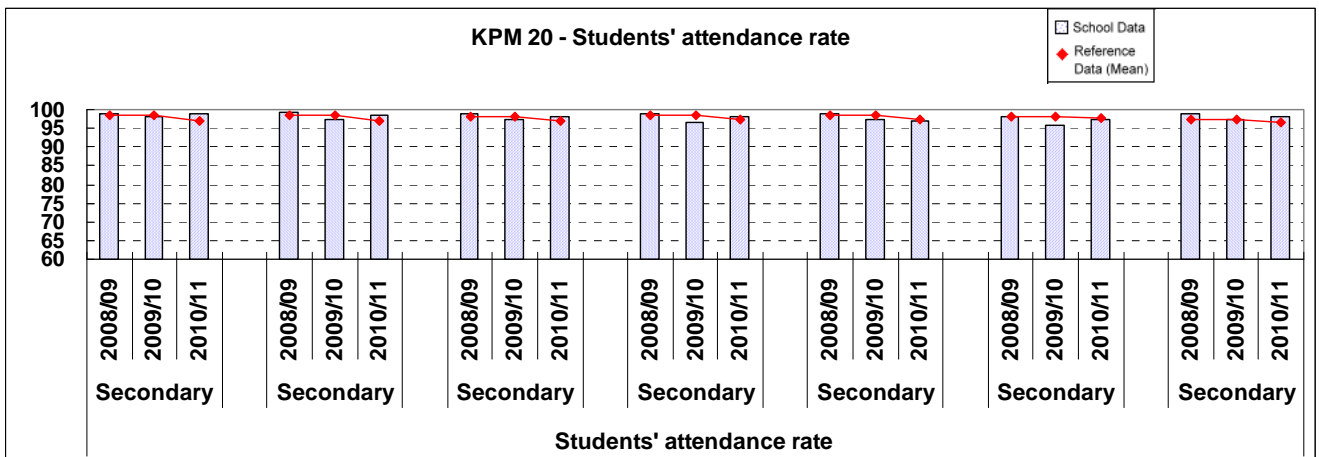
KPM 19 – Percentage of students participating in uniform groups/social and voluntary services

		School Year	Percentage	Effect size
19.1	Secondary 1 – Secondary 3	2008/09	100.0	Very large
		2009/10	100.0	Very large
		2010/11	100.0	Very large
19.2	Secondary 4 – Secondary 7	2008/09	100.0	Very large
		2009/10	100.0	Very large
		2010/11	100.0	Very large



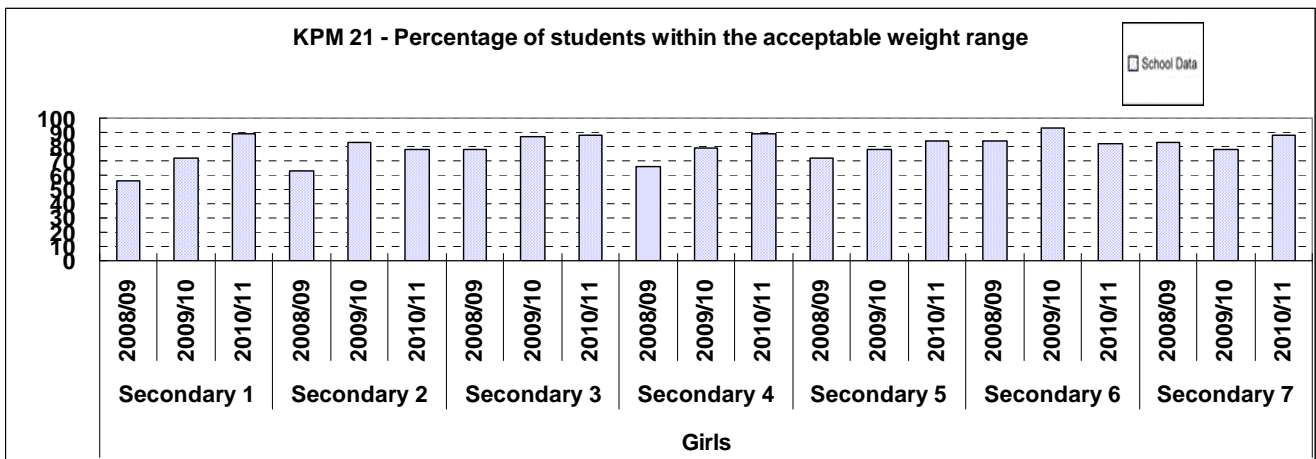
KPM 20 – Students’ attendance rate

		School Year	Percentage	Effect size
20.1	Secondary 1	2008/09	98.9	Small
		2009/10	98.1	Moderate
		2010/11	98.9	Moderate
20.2	Secondary 2	2008/09	99.1	Moderate
		2009/10	97.5	Very large
		2010/11	98.6	Moderate
20.3	Secondary 3	2008/09	98.7	Moderate
		2009/10	97.5	Moderate
		2010/11	98.1	Moderate
20.4	Secondary 4	2008/09	98.7	Moderate
		2009/10	96.4	Very large
		2010/11	98.0	Small
20.5	Secondary 5	2008/09	98.7	Small
		2009/10	97.4	Very large
		2010/11	97.1	Small
20.6	Secondary 6	2008/09	98.3	Negligible
		2009/10	96.0	Very large
		2010/11	97.4	Small
20.7	Secondary 7	2008/09	98.8	Large
		2009/10	97.3	Negligible
		2010/11	98.1	Moderate



KPM 21 – Percentage of students within the acceptable weight range

		School Year	Percentage
21.1	Secondary 1	2008/09	56.0
		2009/10	72.2
		2010/11	88.6
21.2	Secondary 2	2008/09	63.0
		2009/10	82.8
		2010/11	78.1
21.3	Secondary 3	2008/09	78.0
		2009/10	86.8
		2010/11	88.0
21.4	Secondary 4	2008/09	66.0
		2009/10	79.5
		2010/11	88.6
21.5	Secondary 5	2008/09	72.0
		2009/10	78.4
		2010/11	84.4
21.6	Secondary 6	2008/09	84.0
		2009/10	93.3
		2010/11	82.4
21.7	Secondary 7	2008/09	83.0
		2009/10	78.0
		2010/11	88.5



Financial Summary

School's annual financial position in 10-11 (updated at 31 Aug 2011)

	Income \$	Expenditure \$
BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
I. Government Fund		
(1) OEBC Grant		
(a) General domain		
• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers/clerks and workmen)	4,486,078.00	3,308,604.11
• School & Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)	844,303.00	1,692,361.86
• Consolidated Subject Grants (for various subjects) Expenses of subjects, functional groups and committees	206,470.67	180,944.30
• SBM Supplementary Grant	167,013.00	13,880.00
• Composite IT Grant	408,203.00	492,445.00
• Other Grants (including Training and Development Grant, Enhancement Grant, etc.)	34,763.00	21,573.23
Sub-total :	6,146,830.67	5,709,808.50
(b) Special domain		
• Grants related to student support (After-school Extended Chinese Learning for Non-Chinese Speaking Students)	25,000.00	3,840.00
• Programme Funds for Implementation of Whole School Approach to Guidance & Discipline	7,234.00	31,779.80
• Capacity Enhancement Grant Salaries for one teacher to help teachers prepare teaching aids, exercises and assist / take part in teaching, to release teachers' teaching duties and non-professional duties. Hire outside services to assist in curriculum development	471,771.00	415,906.68
Sub-total :	504,005.00	451,526.48
(2) COMPOSITE FURNITURE AND EQUIPMENT GRANT	1,614,493.53	285,283.40
II. SCHOOL FUNDS (GENERAL FUNDS)		
• Tong Fai	336,131.00	405,492.50
• Donations & Scholarships	356,891.10	60,219.30
• Fund-raising	0.00	0.00
• Collection of fees for specific purposes (electricity charges for air-conditioning)	263,400.00	217,713.00
Sub-total :	956,422.10	683,424.80
Total surplus for 10/11 school year		2,091,708.12

Major Concerns 2010-2011

Major Concern 1: Green Education - Energy Conservation and Healthy Diet

Achievements

- All departments incorporated topics related to energy conservation, healthy diet and low carbon lifestyle in their curriculums. More in-depth discussions were held during lessons with reference to related topics and issues.
- Conservation practices such as giving e-assignments were formed in the distribution of L&T materials. Other information was disseminated through e-mail and school web page.
- Installation of solar panel was completed and solar energy has become an energy source of the school.
- Hygrometers were installed in all classrooms and special rooms. With the guidelines on the use of air-conditioners, students' concepts of energy conservation were enhanced.
- Green Diet Week, jointly organised by Green Torch, Health Education Team and Home Economics Department, received active responses from students.
- Joyful Fruit Day and a photo-taking competition were held in Green Diet Week. Joyful Fruit Day created opportunities for students to share their favourite fruits with teachers and classmates. In the photo-taking competition, images related to healthy diet and green lifestyle were captured and used to produce postcard-size message cards for students to write their words of appreciation to their friends and teachers.
- Various talks on energy conservation and environmental protection were organised.
- Green Prefects arranged weekly sharing of green tips during the morning assembly.
- Students formed the habit of bringing their own reusable water bottles, containers and cutlery for lunch, school picnic and Christmas party. Attention to the use of recycled materials was emphasized in all extra-curricular activities.
- Concerns about nutritional values were listed among the major priorities in the selection of new lunch box supplier.

Reflection

- Students' concept of "use less" could be further enhanced.
- Application of ideas learnt from the talks could be encouraged.
- Data on the use of energy generated by our solar panel could be presented to raise students' awareness of the usefulness of renewable energy.
- Constant reminders on recycling paper, metal and plastics should be given throughout the school year.
- More healthy food with low fat content and fresh fruits should be included in the lunch box menu.

Major Concern 2: Learning & Teaching - Adventurous Learning

Achievements

- Bonus marks system was introduced to all departments to provide students extrinsic encouragement to answer challenging questions.
- The NSS curriculum led to more diverse lesson plans with various learning activities on social issues that encouraged and increased peer interaction and feedback.
- Specific oral and written feedbacks given in different forms of formative assessment enabled students to make further improvement on their academic performance.
- Peer questioning and feedback sessions provided opportunities for students to appreciate the questions raised by others.
- Peer lesson observations allowed teachers to share their teaching practices and exchange ideas on giving specific feedback.
- Students were ready to take up challenges and explore different areas of interest.
- The second stage of SALC project was launched.
- Peer sharing sessions on Staff Development Day created an occasion for teachers to share good examples and comment on each other's specific feedback strategies.
- School-based staff development programmes focusing on questioning skills and giving specific feedback were organised. Guest speakers were invited to conduct workshops on Staff Development Day to introduce various questioning techniques to arouse students' interests and increase their participation in classroom learning.

Reflection

- Higher order thinking in the NSS curriculum reflected students' need for acquiring related learning and study skills.
- More teacher guidance could be given to students to further cultivate their questioning habits, which help them understand complicated issues that require higher level thinking skills.
- Teachers may allow more time for students to work on their assignments so that they can try their best and enhance the effectiveness of their learning through the process.
- Teachers may introduce more topics of students' interests that are also related to their daily lives.
- The school may conduct assemblies to explain the importance of learner autonomy.
- "Language across curriculum" needs to be further strengthened to make students become motivated learners in different subject areas.

End of Report

Sacred Heart Canossian College

School Report 2010-2011

endorsed by the School Management Committee (2011-2012):

Sr Agnes Law
School Supervisor

Sr Veronica Fok
School Principal

Sr Susanna Yu
Representative of
Canossian Missions

Sr Rosangela Cesati
Representative of
Canossian Missions

Sr Marie Remedios
Representative of
Canossian Missions

Sr Theresa Chien
Representative of
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Ms Catherine Wong
Representative of
Canossian Missions

Ms Agnes Ng
Alumnae Representative

Mrs Connie Lau
Parent Representative

Mr Ignatius Chow
Teacher Representative

Miss Nicole J Tavares
Independent