

Learning with Passion

Living with Integrity

School Report 2017 - 2018

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

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General Information on Sacred Heart Canossian College

School History

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

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

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

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:

INTEGRITY

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

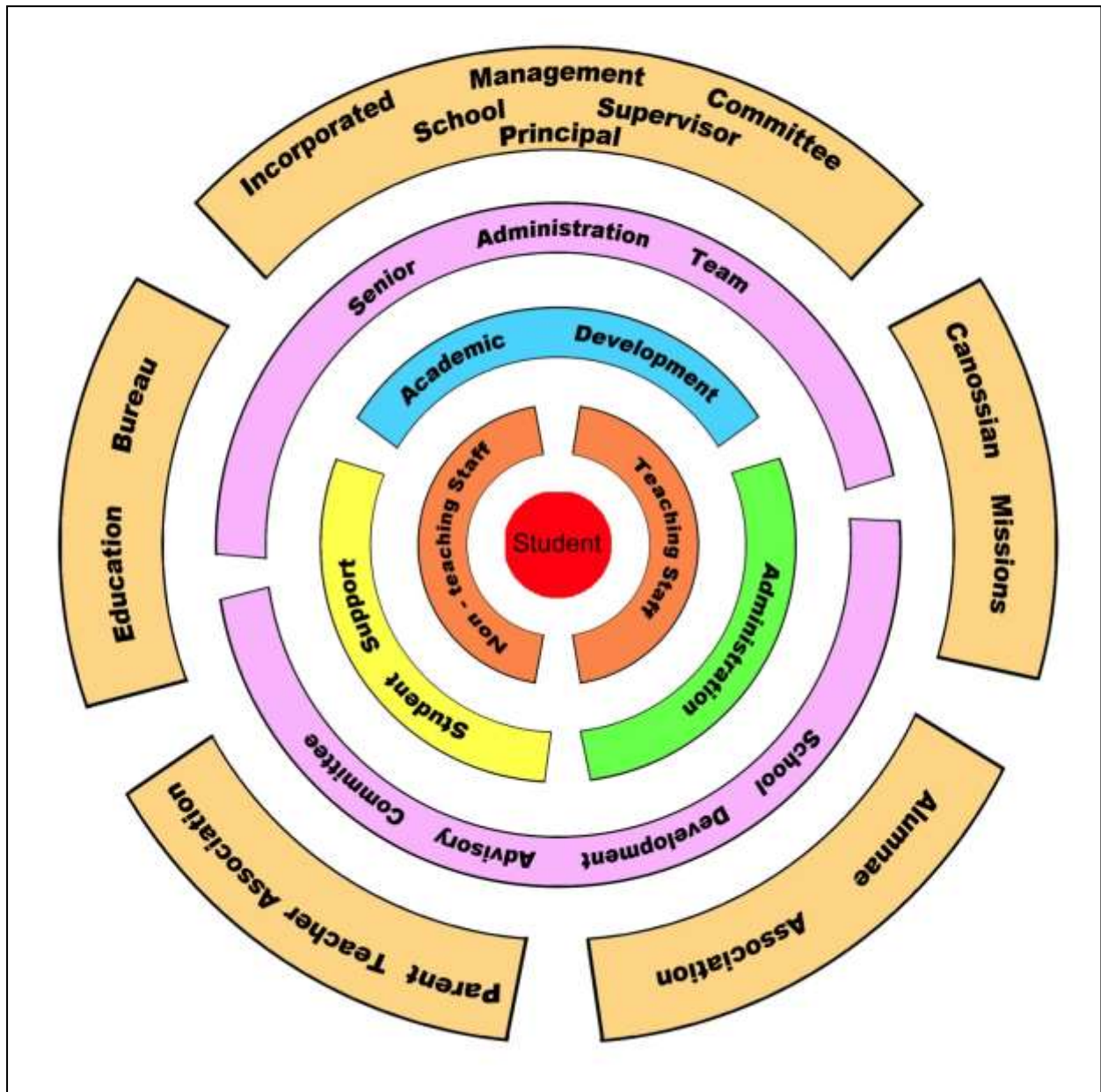
Loving and caring

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

Willing to serve others

1. Is committed to serving 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



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 (2017-2018)

Sr Agnes Law	School Supervisor
Sr Marie Remedios	Sponsoring Body Manager
Sr Virginia Wong	Sponsoring Body Manager
Mrs Lucilla Yip	Sponsoring Body Manager
Ms Janet Wong	Sponsoring Body Manager
Dr Ken Chow	Sponsoring Body Manager
Ms Catherine Wong	Sponsoring Body Manager
Sr Veronica Fok	School Principal
Ms Lam Mei Yi	Teacher Manager
Ms Jacqueline Au Yeung	Alternate Teacher Manager
Mr Stephen Lee	Parent Manager
Mrs Lesia Yuen	Alternate Parent Manager
Ms Teresina Chan	Alumni Manager
Mrs Connie Lau	Independent Manager

School Report 2017-2018

I. Introduction

Learning with Passion Living with Integrity

Recognising the importance of passion in motivating a lifelong learner and integrity in making wise decisions in face of conflicting values, the school set 'Learning with Passion; Living with Integrity' as the theme for the school year 2017-18. Bearing the school theme and its underlying belief in mind, different teams and departments continued their effort to empower Sacred Heartists to be autonomous learners and women with sound values.

Feeling grateful for the graces received, Sacred Heartists are ready to share their gifts and talents with others, especially those who are in need. Apart from the service programmes organised by different teams and bodies, the whole Sacred Heart community joined hands to raise funds to support a child learning centre in Cambodia through the school Dress Casual Day. Service learning has always been an important component of Canossian education. The S4 Service Day demonstrated the initiatives of our students in response to the needs of different groups in society. The Heartslink community service project, aiming at helping primary school children and the elderly in Southern District, received enthusiastic reaction from the students. The Heartslift educational project provided the opportunity for our music team members to share their talents with students of three primary schools. All these experiences have empowered our students to be more grateful for what they have and treasure every opportunity given to them.

Gratitude is definitely a virtue that the school hopes to find in every Sacred Heartist. Throughout the year, teachers and students were being invited to revisit the profile of a Sacred Heartist. Teachers gathered and brainstormed on the qualities that Sacred Heartists should possess so as to embrace the changes and challenges faced by the contemporary world and grow as women of integrity and versatility. Students were invited to take part in a similar process to identify the characteristics that a Sacred Heartist in the world today should possess. They reflected on the core values of the school, both inside and outside the classroom. Sharing, mass programmes and group discussions have become popular platforms for students to explore their values and beliefs, and acquire a better understanding of themselves. The joint effort of the teachers and students has led to clear directions for the school to groom our students to be women of integrity and versatility with global awareness.

Apart from value education and character formation, learning and teaching also constitutes an important aspect of school life at Sacred Heart. The school year 2017-18 has witnessed the concerted effort of our teachers in exploring the effectiveness of eLearning in different subjects. Professional dialogues on the use of different apps and peer lesson observations have become common practices among colleagues. With the application of eLearning in the lessons, students have been more engaged in learning. Appropriate use of modern technology helps them develop higher order thinking skills and empower them to take charge of their own learning journey.

Flipped classroom and open classroom were further explored to enhance learning and teaching effectiveness and to prompt in-depth professional exchanges. The effort of our teachers to try out new teaching strategies is evident and an eLearning community has been built at Sacred Heart.

As we are making good progress with eLearning, our STEM education is also developing at an encouraging pace. More taste programmes such as rubber band car design, lever balance design and submarine model design were introduced to our junior secondary students. A 3-D printing project was also started in S2 to enhance students' interest and understanding of STEM education. STEM tours to Singapore and Japan were organised for those with a strong interest in the area to stretch their potential further. The outstanding performance of our students in competitions such as the Water Filtering Solution Competition, Hong Kong Primary and Secondary Schools STEM Robotics Competition, as well as Paste Tower Challenge has given new impetus to the development of STEM education in the school.

For students with entrepreneurial spirit, the Sacred Heart Enterprise Challenge (SHE Challenge) is the opportunity where they can demonstrate their problem solving skills and apply various generic skills. Since its introduction in 2014-15, SHE Challenge has been connecting our students with small local charitable organisations such as City of Love. In this experience, our students have their first taste of running a business. More importantly, they have heightened their social awareness. In addition to their community and society, Sacred Heartists also connect themselves with the rest of the world through a variety of programmes offered by the school. Apart from S5 Extended Learning Week and Global Awareness Week, exchange tours have been arranged for students to appreciate the cultures of other countries. The school choir is, at this moment, taking part in an international music festival in Norway. In this summer, our dance students are going to China and those talented in visual arts will fly to Japan. Many more Sacred Heartists are ready to test themselves in ways such as taking a challenging summer course overseas or joining international competitions. The readiness of our students to step out of their comfort zones to be adventurous learners is an essential quality for them to become lifelong learners. The efforts they have been making are well acknowledged.

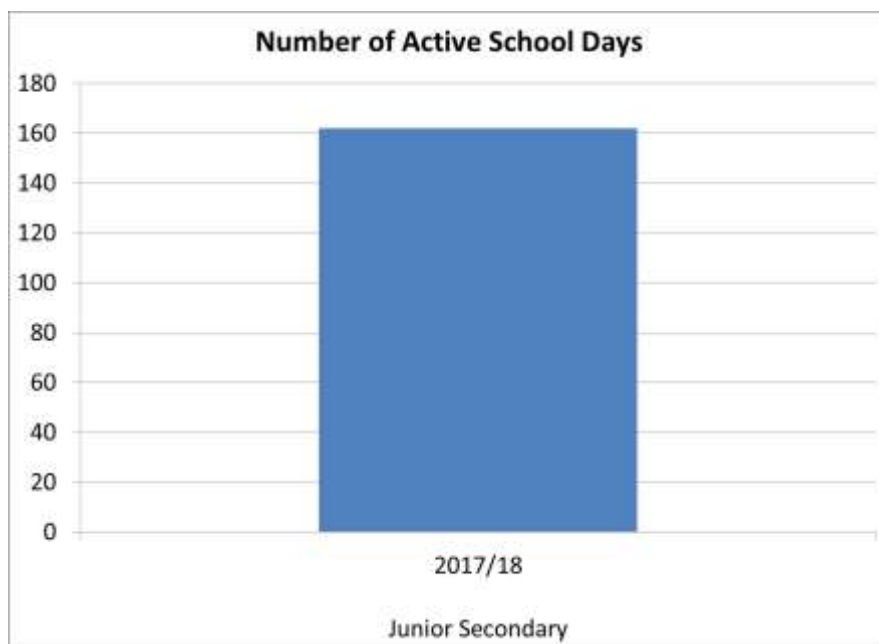
Looking at our work this school year, we must thank our Heavenly Father for the opportunities our students enjoyed and the efforts they have put in developing their potential and sharing their talents with others. We also praise Him for our dedicated staff; for the loving and caring parents; and for our supportive alumnae. Without them, our students would not have had the opportunities they had taken and became who they are now. Under the guidance of the Holy Spirit and with the unfailing love of our Heavenly Father, the school is committed to providing a stimulating and energizing environment for our staff and our students. We will try our best to help our students grow as women of versatility and integrity with global awareness and positive values.

Ask, and it will be given to you; search, and you will find; knock, and the door will be opened to you. Everyone who asks receives; everyone who searches finds; everyone who knock will have the door opened.

Matthew 7:7-8

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 2017-2018 is 162.



III. Curriculum

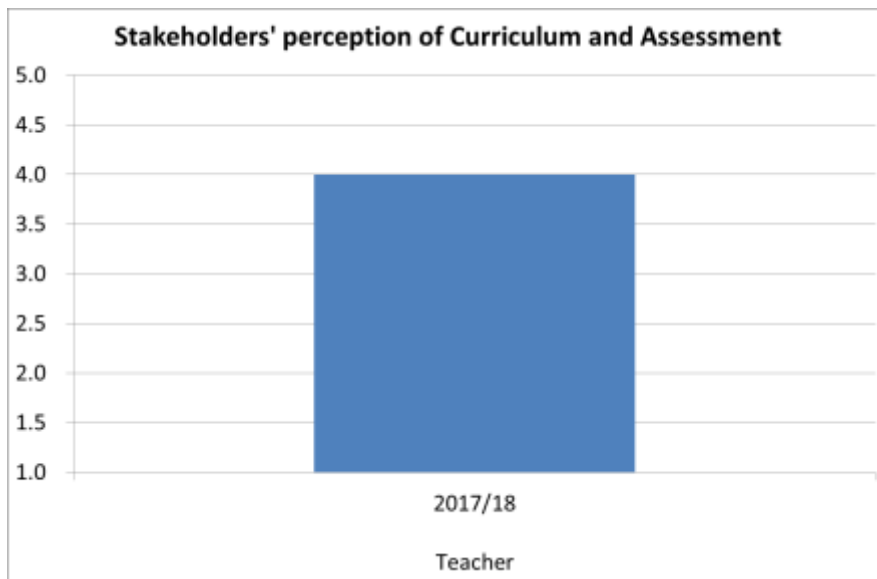
1. Structure

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

	S4	S5	S6
Business, Accounting and Financial Studies (Management/Accounting)	*	*	*
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	*	*	*

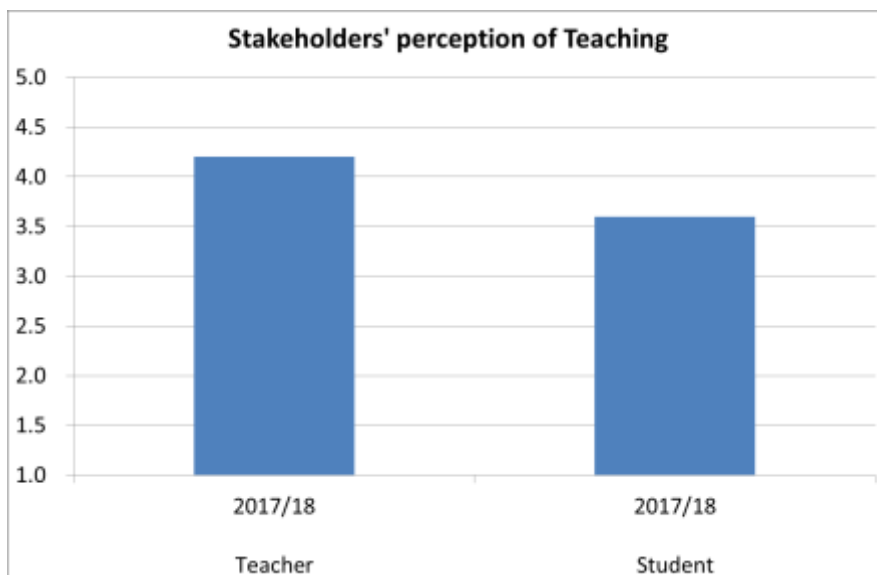
2. Stakeholder's perception of Curriculum and Assessment

	Mean
The average score of teachers' perception of Curriculum and Assessment	4.0



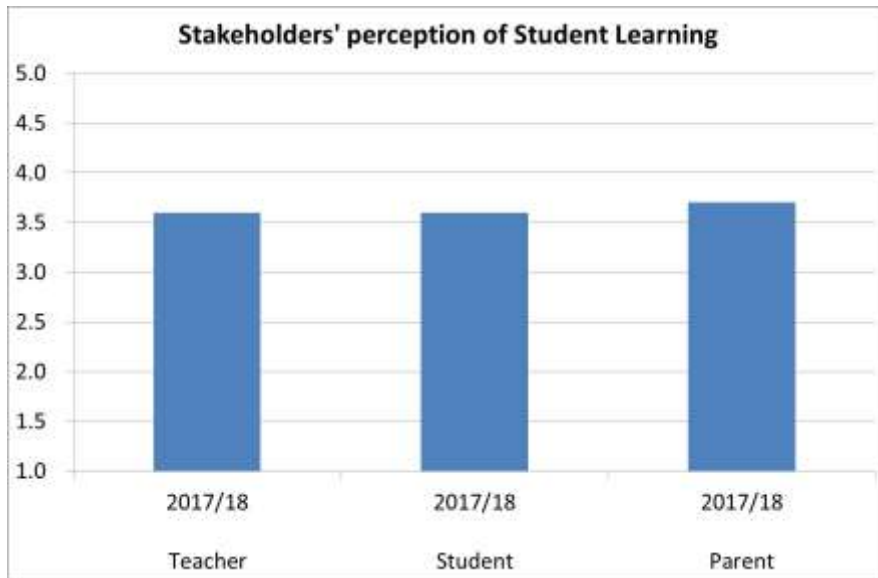
3. Stakeholder's perception of Teaching

	Mean
The average score of teachers' perception of Teaching	4.2
The average score of students' perception of Teaching	3.6



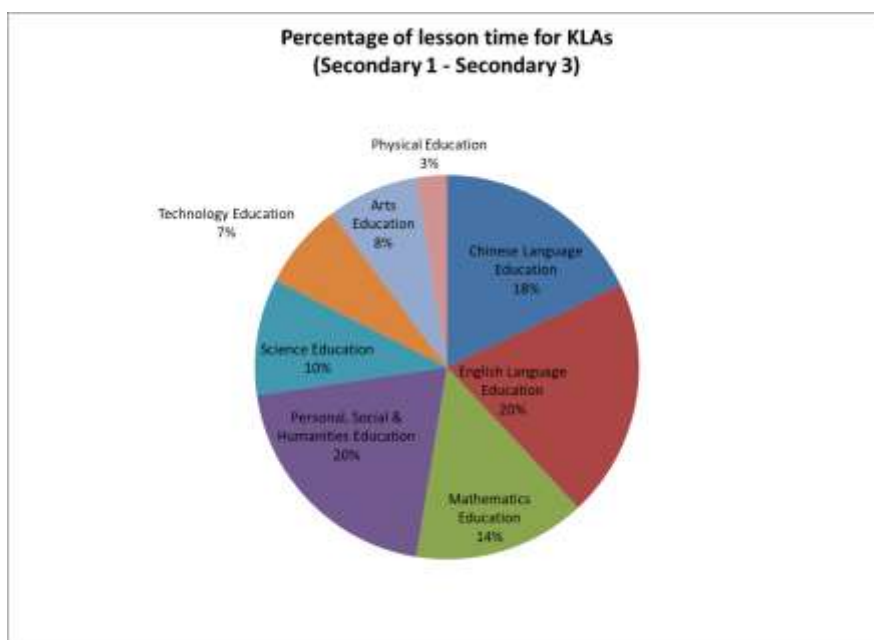
4. Stakeholder's perception of Student Learning

	Mean
The average score of teachers' perception of Student Learning	3.6
The average score of students' perception of Student Learning	3.6
The average score of parents' perception of Student Learning	3.7



IV. Percentage of Lesson Time for Key Learning Areas (S1-S3)

Secondary 1 – Secondary 3	Percentage
Chinese Language Education	17.95%
English Language Education	20.09%
Mathematics Education	14.53%
Personal, Social & Humanities Education	20.09%
Science Education	9.83%
Technology Education	7.26%
Arts Education	7.69%
Physical Education	2.56%



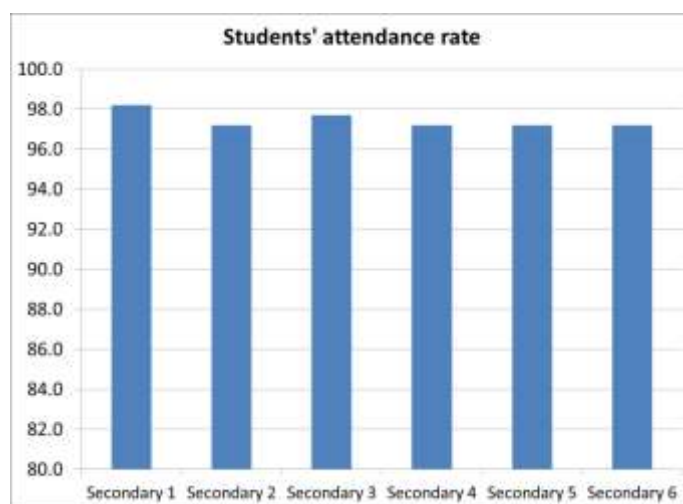
V. Class Structure and Number of Students

Level	Number of students in September 2017	Number of students in July 2018
Secondary 1 (1A-1F)	189	188
Secondary 2 (2A-2F)	175	172
Secondary 3 (3A-3F)	171	168
Secondary 4 (4A-4F)	164	162
Secondary 5 (5A-5F)	164	163
Secondary 6 (6A-6F)	166	166
Total	1029	1019

VI. Students

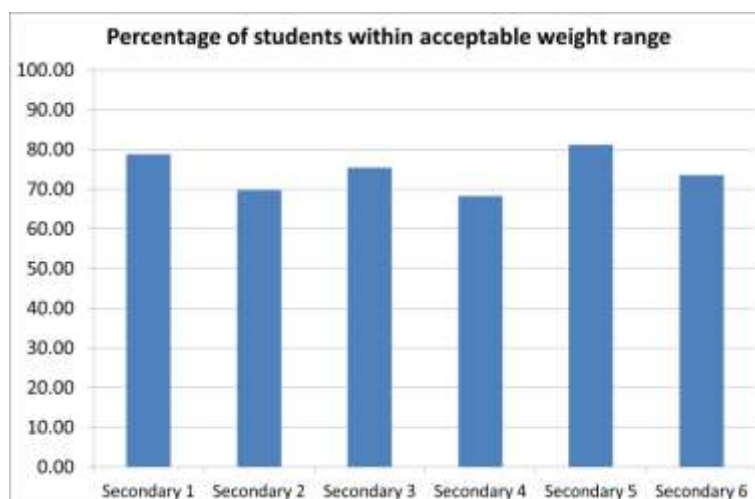
1. Attendance rate of students

	Percentage
Secondary 1	98.2
Secondary 2	97.2
Secondary 3	97.7
Secondary 4	97.2
Secondary 5	97.2
Secondary 6	97.2



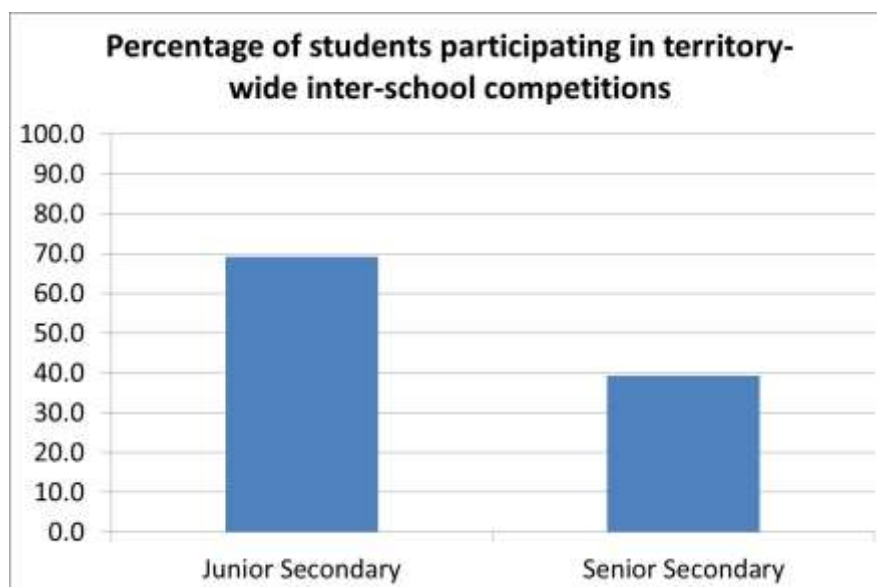
2. Percentage of students within acceptable weight range

	Percentage
Secondary 1	78.84
Secondary 2	69.71
Secondary 3	75.44
Secondary 4	68.29
Secondary 5	81.10
Secondary 6	73.49



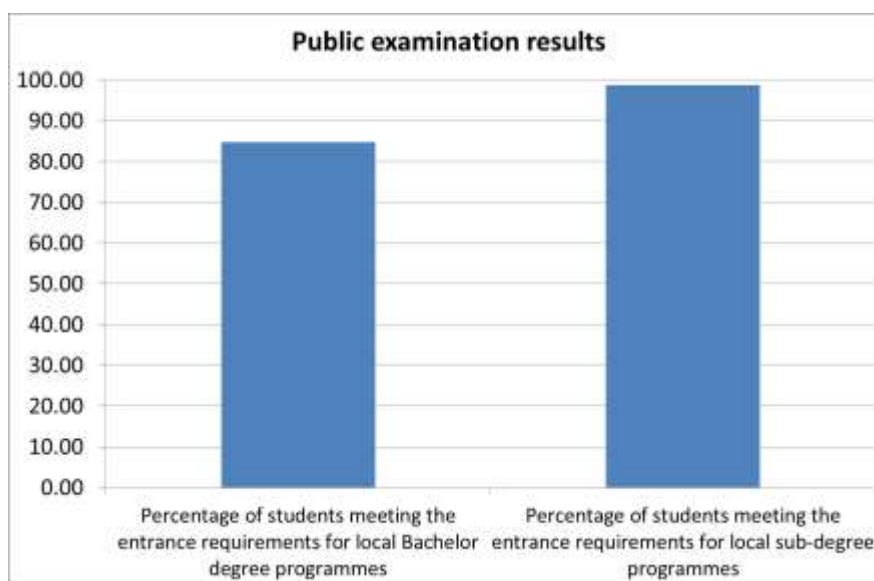
3. Percentage of students participating in territory-wide inter-school competitions

	Percentage
Secondary 1 – Secondary 3	69.2
Secondary 4 – Secondary 6	39.3



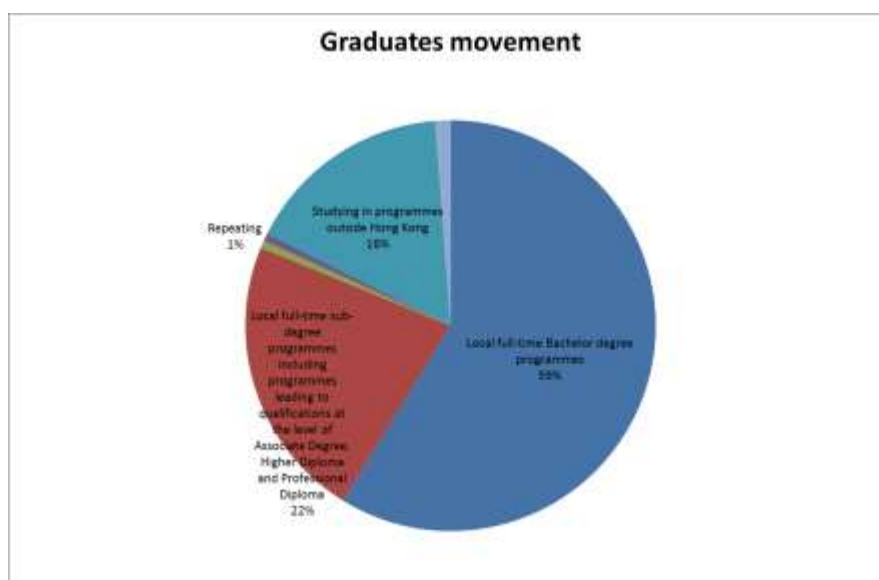
4. Public examination results

	HKDSE exam	Percentage
Percentage of students in the school meeting the entrance requirements for local Bachelor degree programmes	2018	84.85
Percentage of students in the school meeting the entrance requirements for local sub-degree courses	2018	98.79



5. Graduates movement

	HKDSE exam	Percentage
Local full-time Bachelor degree programmes	2018	58.8
Local full-time sub-degree programmes including programmes leading to qualifications at the level of Associate Degree, Higher Diploma and Professional Diploma	2018	22.4
Local vocational training and continuing education programmes excluding full-time Bachelor degree programmes or sub-degree programmes	2018	0.6
Repeating	2018	0.6
Studying in programmes outside Hong Kong	2018	16.4
Employment	2018	0.0
Others	2018	1.2



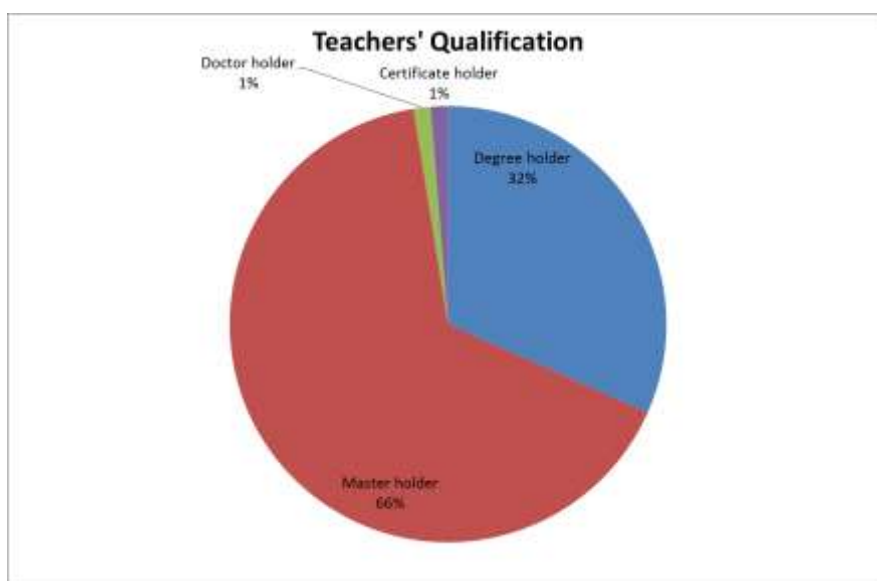
VII. Staff

1. Strength

	Total
Regular Teaching Staff	75
Contract Teaching Staff (Full-Time)	2
Contract Teaching Staff (Part-Time)	1
Teaching Assistants	2
Non-teaching Staff (Technicians)	5
Janitor Staff (Full-Time)	14
Janitor Staff (Part-Time)	2
Clerical Staff	6

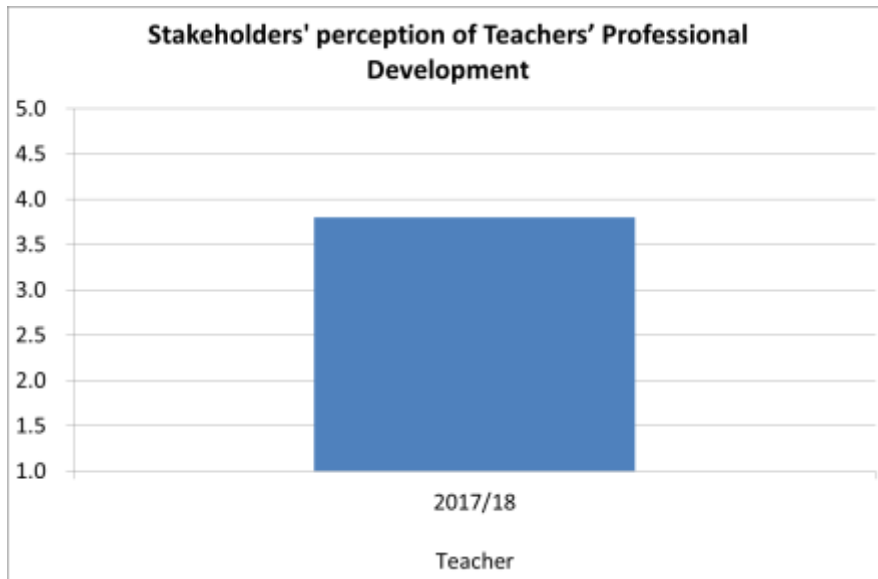
2. Profile of Teaching Staff (as at 1 Sept 2018)

Teachers' Qualification	Number	Percentage
Certificate holder	1	1.27
Degree holder	25	31.64
Master holder	52	65.82
Doctor holder	1	1.27
Total	79	100.00



3. Perception of Professional Development

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



VIII. Major Concerns 2017-2018

Major Concern 1: Learning & Teaching – Empowering students to be an autonomous learner

Focus 1: Student Learning - Learning beyond the classroom with confidence and passion

Focus 2: Teacher development - Building up a passionate and professional learning community at SHCC

Achievements

- **Focus 1**

The whole school community worked closely to encourage students to learn beyond the classroom and empower them to be autonomous learners with confidence and passion.

At the beginning of the school year, homeroom teachers encouraged students to plan their own learning journeys during home periods and discussed the progress of those plans with them throughout the year. Opportunities were provided for students to reflect on and evaluate their learning journeys on Parents' Day and during the last home period in the school year.

Students were encouraged at all times to develop their potential through participating in various interschool competitions and international competitions, and they were active in taking part in such activities. Students talented in singing went to Norway to join the Coralua Trondheim International Choir Festival to explore ways of improving their singing. S4 students joined 'My Smart Hong Kong 2030 – Model Creation Challenge' to test their creativity and problem solving skills, and our S5 students took part in the World Scholar's Cup to stretch their language ability and general knowledge across different disciplines. Their excellent performance and initiative clearly demonstrated their confidence and passion for learning.

The Jockey Club 'Giftedness Into Flourishing Talents' Project (Project GIFT) of the Chinese University of Hong Kong provided a good opportunity for the Gifted Education Team and the Science Department to collaborate to review and refine the S1 Integrated Science curriculum so as to cater for learner diversity in a better way. More taste programmes were introduced to S1 and S2 students. A 3D printing project was introduced to S2 students who were interested in the area. STEM tours to Singapore and Japan were organised for senior students who were gifted in Science. The outstanding performances of our students in competitions such as Water Filtering Solution Competition, Hong Kong Primary and Secondary Schools STEM Robotics Competition, and Paste Tower Challenge were evidence of students' readiness to challenge themselves beyond the classroom.

The Sacred Heart Enterprise (SHE) Challenge continued to be a platform to nurture the entrepreneurial spirit of Sacred Heartists. This year, it also linked our students with small local charitable organisations such as City of Love. The 'Pokfulam Village Project' made S4 Chinese Literature students more closely connected with the neighbourhood. Students stepped out of the classroom and learned through various activities such as field trips, workshops, sharing and essay writing. The multiple intelligences of students were greatly appreciated and they were invited by RTHK to share their learning experiences on air.

Besides the local community, Sacred Heartists also associate themselves with the rest of the world through a variety of programmes offered by the school. Apart from S5 Extended Learning Week and Global Awareness Week, exchange tours were arranged for students to appreciate

the cultures of other countries such as the Art and Cultural Trip in Shikoku (Japan), and the dance training programme in China for students with the talent in the summer of 2018. Many more Sacred Heartists were ready to test themselves in ways such as taking challenging summer courses at renowned universities or institutes.

The readiness of our students to step out of their comfort zones to be adventurous learners is an essential quality for them to become lifelong learners, and reading is an important element of lifelong learning. With updates of the prescribed reading lists and recommended reading lists, new titles and quality authors were introduced to the school community for reading periods. Students were also invited to give recommendation for the reading lists. Most applicants of the Reading Enhancement Scheme were able to fulfil the requirements. To promote reading, many departments also included reading as an area of concern in their learning and teaching. All these efforts helped build up a reading culture in the school.

- **Focus 2**

The school year 2017-2018 has also witnessed the concerted efforts of teachers in exploring the effectiveness of eLearning in different subjects. School-based staff development programmes on IT in Education such as application of Google classroom, flipped classroom and STEAM education were organised for all teachers. Sharing on the use of different apps, professional dialogues and peer lesson observations on eLearning were common practice among teachers. eLearning teaching packages and online resources were developed by subject departments such as History, English Language, Chemistry and Science Departments to enhance student learning.

Full-scale lesson observations focusing on eLearning were conducted by the Principal, Vice-Principal and Department Heads this year. A report on such lesson observations was presented in the Staff Meeting to recognise the efforts made by our staff. Reminders and suggestions were given to further enhance their professional development.

With the application of eLearning, students have become more engaged in learning and they have also been empowered to further develop their higher order thinking skills. Flipped classrooms were also tried out by teachers from the Mathematics and Chinese Language departments. Open classroom was further explored to improve learning and teaching effectiveness and to prompt in-depth professional exchange.

The school also tapped into external resources to enhance learning and teaching. Experienced teachers from other schools were invited to our school to share with our teachers. Collaboration with tertiary institutes such as the Chinese University of Hong Kong and the National Institution of Technology, Kumamoto College from Japan helped with facilitating the development of gifted education, science education and STEM education of the school.

The effort of our teachers in trying out new teaching strategies is evident and an eLearning community has been built at Sacred Heart.

Reflection

- Teachers found eLearning helpful in engaging students in learning and making their lessons more interactive. However, more training on eLearning tools should be provided so that students can maximize their gain from eLearning.
- As teachers are getting more familiar with various eLearning tools, more attention is expected to be given to how eLearning enhances learning effectiveness and higher order thinking ability of students. Classroom management is another area teachers should address. More staff development programmes on learning and teaching strategies, especially on promoting higher order thinking skills, can be arranged in the coming year.
- Although attempts have been made to promote reading, some students have yet to form the habit of reading. It is suggested to put reading as one of the major concerns in the coming year.

Major Concern 2: Student Quality Development

Focus 1: Fine-tuning the framework of school-based life education

Focus 2: Building up a platform to share good parenting practices

Achievements

- **Focus 1**

Throughout the year, different teams and departments continued their effort to enhance their plans, curriculums and learning experiences offered to students so as to consolidate value education and character formation at Sacred Heart. At the same time, they also provided opportunities for deeper reflections on the core values among students. All subject areas were involved in cultivating the core values among students, especially the departments of RME, Life & Society, Chinese Language, Visual Arts and English Language. It is a good idea to integrate value education into learning and teaching as students can sense clear benefits. For instance, students who have joined the eco tour organised by the Conservancy Association reflected that they had not just learnt about environmental protection, but also knowledge of plants.

Students were invited to respond to questionnaires reflecting on their learning of the core values throughout the school year. Over 80% of the respondents agreed that the school helped them understand all six core values, especially on Family, through different channels. They said that they had a better understanding on the six core values from the talks, homeroom periods and form assemblies, and they also applied these values to their daily lives. Over 90% of respondents had applied the values of Love and Family to their daily lives.

The Peer Support Programme was introduced by the Counselling Team to heighten the sensitivity of students to the needs of others and to equip them with necessary skills to be companions of their peers on the growth journey. Participants joined the Youth Mental Health First Aid Course and became certified mental health first aiders.

Sharing by ethnic minorities helped students to be more aware of cultural differences and the adjustment difficulties faced by ethnic minorities in Hong Kong. Together with the sharing by visually challenged athletes, students could appreciate social acceptance and embrace cultural diversity better. ‘Movie Movie’, ‘Love Project’, talks on love, family, life, positive thinking and stress management were organised for students to allow them a better understanding on the core values of the school.

Careers Expo, visits to ICAC, Troutman Sanders International Lawyers and Lo Wu Correctional Institution, as well as a career talk on legal profession sensitized students on the importance of justice and truth. The ‘Food Remains Conservation Programme’ organised by Oxfam Hong Kong and various service programmes organised created opportunities for students to serve the community.

Experiences such as participation in *City Forum* and visit to the Legislative Council were also given for students to sharpen their critical thinking skills and increase their social awareness. A talk on ‘Fake News and Post-truth’ was organised for all S4 and S5 students to share tips on avoiding the pitfalls in understanding the media.

To concretise the core values of the school, both the teachers and students were invited to draw up a list of characteristics that a Sacred Heartist should possess. With their collaborative efforts, the revised profile of SHCC graduates was compiled in July and this provided directions for the school to groom our students to be women of integrity and versatility with global awareness.

- **Focus 2**

In addition to the regular parents activities, various sharing sessions on topics such as ways to accompany their daughters on their growth journey and positive education were organised for parents on parents' nights and Parents' Day this year.

In collaboration with St. Francis' Canossian College, a Personality Dimension Parents' Workshop was conducted to give insights to parents into their parenting skills. Participants gave positive feedback on the sharing.

Reflection

- Homeroom periods could also be used to consolidate students' learning from the activities organised by different teams. They could also be a platform for homeroom teachers and students to give prompt responses to social issues. Values education was integrated relatively smoothly into the homeroom time in junior forms. However, the limited homeroom periods in senior forms restricted the activities and discussions of students.
- Feedback from students showed that they enjoyed participating in activities organised by social service organisations. More collaboration with various NGOs such as WWF and Greenpeace can be planned in future.
- The connection between the core values of the school and the profile of SHCC graduates can be further explored.

Major Concern 3: Administration

Focus 1: Digitising school documents

Focus 2: Communicating school policies to stake holders effectively

Focus 3: Providing a supportive environment for learning and teaching

Achievements

- Documents in the staff manual were being updated throughout the year and staff members were being informed of the changes accordingly.
- The filing system of school documents was revised to become more organised.
- The eNotice system was in full operation and received positive feedback. The Parents App helped enhance the efficiency of eNotice.
- Implementation of WiFi 900 was completed and the level of performance was up to the standard specified in the contract. It facilitated the implantation of eLearning in classrooms.
- Professional IT support service was hired to improve the reliability of the school network and servers. More iPads were purchased and malfunctioning IT facilities were replaced.
- School facilities and equipment were well maintained/upgraded to provide a supportive environment for learning and teaching. Two multifunctional machines were rented to replace the printers in the staff rooms. With guidelines and briefing sessions, higher efficiency was fostered in both operation of the machines and management of printing accounts.
- The upgraded school library system, including the access system, was in full operation this year. The redesigned matching library layout was welcomed by both students and teachers as an environment conducive to reading.
- A half-day staff wellness programme was organised for all the teaching staff. The janitor staff members were invited by the PTA to join their annual outing. These created opportunities for staff members to relax and socialise with each other.
- The longer lunch time was generally appreciated by teachers and students.

Reflection

- The schedule of digitising past student records could not be followed due to priority given to tasks which facilitated learning and teaching. Only technical advice and preliminary quotations from professional companies were obtained and details of access right and school permission to handle confidential staff and graduates records will be investigated.
- Contingency procedures concerning sudden threats of severe weather conditions, SEN cases and notifiable diseases will be updated in the staff manual.
- Staff sharing sessions on resource management will continue in order to enhance the good use and maintenance of the school campus and facilities.
- The web server has been in use for more than seven years and the design of the school web page is not compatible for viewing with different devices. The layout of the school home page may be redesigned with responsive design techniques.
- In order to provide a more supportive environment for the Sacred Heart community, teachers will be consulted on how the clerical staff can offer more assistance and support in administrative work.

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 CDC members and L&T Advancement Team join forces to coordinate subject departments in improving curriculum development and suggesting better practices so that a balanced and viable curriculum can be devised to promote self-motivated learning among students. They will be empowered to develop their capacity to the full.

- In 2017-2018, S4 students were required to take three elective subjects so as to widen their scope of knowledge. Concerning the diversity among our students, special meetings with CDC members, HoDs, and SDAC members were held separately to review and suggest the procedures and criteria of considering applications for the withdrawal of elective subjects in the coming year. Discussions and decisions were also made among teachers in the Whole School Review in June 2018.
- As students showed interest to learn through the use of different media forms, various tools and eLearning strategies were therefore widely implemented in learning and teaching this year. Discussion on the possibility of the implementation of BYOD at SHCC was also held within L&T Advancement Team, CDC and HoDs meetings respectively. It was agreed that in order to let different stakeholders understand more about the BYOD issue, more preparation, training and briefings are needed. Therefore, further discussion among middle managers will be carried out in 2018-2019.
- With the 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 2017-2018. Flipped classroom and open classroom were further explored to enhance learning and teaching effectiveness and prompt in-depth professional exchange.
- At the mid-year evaluation meetings, students and classes requiring special assistance were identified. Members of the L&T Advancement Team met the parents and students on Parents' Day and visited the classes afterwards to help students review their performance in the examination. Teachers gave advice and suggestions at the interviews and class visits. Such interviews and visits were fruitful.
- Survey and workshops on study habits and examination skills were being organised for S4 students during the year. A workshop was held at the form assembly this year. For S4 students, 81.4% reflected that they could apply what they had learnt in the workshop to their studies. Among the skills introduced this year, S4 students commented that note-taking skills were the most useful tool they learnt in the workshop. More examples and in-depth explanation were suggested for the coming year.
- A study skills workshop was also arranged for S1 students and after school tutorial groups were arranged for those who needed special assistance in academic studies.
- STEM Education was being developed at an encouraging pace in this school year. More taste programmes such as rubber band car design and lever balance design were introduced to S1 students; submarine model design and fire extinguisher model design projects were introduced to S2 students. The computer-aided design workshop was organised for all S1 students. 3-D printing was added to S2 PBL. 3-D food printing was also added to the S2 Home Economics curriculum. STEM tours to Singapore and Japan were organised for those with a strong interest in this area to stretch their potential further. The outstanding performance of our students in various competitions such as the Water Filtering Solution Competition and Hong Kong Primary and Secondary Schools STEM Robotics Competition

has given new impetus to the development of STEM education in the school.

- The Jockey Club ‘Giftedness Into Flourishing Talents’ Project launched by CUHK provided extensive support to our school in the implementation of school-based gifted provisions, developing pull-out differentiated curricula for S1 and S2 Integrated Science and building a school-based talent search data bank this year.

1.2 Co-curricular Activities

Clubs		
Animal Awareness Society	Art Club	Chinese Culture Club
Chinese Speech & Debating Society	Computer / Internet Club	Dance Club
Drama Club	English Speech & Debating Society	History Society
Home Management & Housecraft Club	Housecraft Club	Maths Adventure Programme
Music Society	Organic Gardening Club	Photography Club
Putonghua Club	Science Society	Sports Society
Third Language		

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
7. YOUCAT We Chat		

Uniform Groups		
1. Girl Guides - 10th Is. Co.	2. Rangers	3. Red Cross - YU2
4. St. John Ambulance Brigade	5. Junior Police Call	

Student Activities Advisory Team (SAAT) aims to develop the potential of students through co-curricular activities. The team gives advice to student leaders and teachers on how to organise student activities, promote collaborative spirit and encourage students to meet challenges through participating in co-curricular activities.

In 2017-2018, the SAAT organised two training workshops 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. A mid-year evaluation meeting was held to review the performance of student leaders in early 2018. Members of the SAAT also gave advice to different teams and clubs on the organisation of whole school and joint school activities throughout the year.

The Student Council is the major student body in the school. The activities of Student Council covered different aspects of the school life of Sacred Heartists. Apart from student welfare, both academic-related activities and talent development programmes such as joint-school oral practice and internal talent quest were held. In addition, it also raised the awareness of

Sacred Heartists of their role as a global citizen through raising funds for the Piak Snaeng Chah Learning Centre in Cambodia on Dress Casual Day. The Fun Fair ‘Nebulosa’, held in March 2018, offered an opportunity for Sacred Heartists to celebrate their talents and raise funds for S5 Extended Learning Week. The collaboration between the Student Council and Parent-teacher Association was well-received.

The six Houses continued to unite Sacred Heartists of different levels through supporting their house members in Swimming Gala, Athletics Meet, as well as different inter-house competitions and activities.

This year, the History Society was formed on the initiative of a group of S5 students with a strong interest in the subject area. To arouse students’ interest in history, various activities such as sharing sessions and detective games were organised in the year.

1.3 Extended Learning Activities

S5 Extended Learning Week

S5 Extended Learning Week is organised every year to provide opportunities for S5 students to develop and explore various areas in OLE and the senior secondary curriculum. In the year 2017-2018, the following programmes were organised:

- Hong Kong Outward Bound
- Visual Art Study Tour to Taipei, Taiwan
- Service Trip to Qinghai, China
- STEM Study Tour to Singapore
- Cultural Exchange & Study Tour to Brunei
- Cultural Study Tour to Ho Chi Minh City, Vietnam
- Service Trip to Siem Reap, Cambodia

Other Extended Learning Activities

1. According to SLP records, 167 programmes were organised this year as at 11 June 2018.

2. Distribution of the programmes:

S1	S2	S3	S4	S5	S6
48	41	39	97	67	15

3. Nature of programmes according to OLE components:

OLE components	Number of programmes organised in 2017-18
Spiritual, moral and civic education	52
Community Services	40
Career-related experiences	38
Aesthetic education	32
Physical education	43

Extended Learning Fridays

1. There were 31 programmes organised on Extended Learning Fridays this year.

2. Nature of the programmes:

Nature of the programmes	Number of programmes organised in 2017-18
Programmes with OLE components	23
Academic-related programmes	7 (LS, RME, Third Lang, PTH)
Joint forces (OLE + Departments)	1 (OLE + Chin Lit)

4. The distribution of the programmes is as follows:

S1	S2	S3	S4	S5	S6
5	7	7	6	5	3

2. Student Qualities

2.1 Careers and Further Studies

The Careers and Further Studies Team aims to develop life planning skills of students, including goal setting, problem solving, reflective thinking and personal planning; and to facilitate students in career exploration. It also aims to help students develop a positive attitude towards work and learning, equip them to make informed choices for their future studies and life planning; and pave the way to career aspirations.

In September 2017, a survey was responded by S4 and S5 students concerning the careers they were interested in. The information collected facilitated the invitation of guest speakers for careers talks. A careers expo was organised on 10 March 2018 for S4 and S5 students and opened to S3 students and parents. Twenty-nine guest speakers from parents, alumnae and friends shared their career lives and career values with participating students and parents. Mr. Ronald Sum delivered a keynote speech on “Learning with Passion, Living with Integrity” - How secondary school students can better prepare themselves for the world of work’. In the two careers talks, guest speakers not only shared their career lives but also the work values in their careers. Participants gained insights from the positive values of speakers and became aware of personal qualities and qualifications required for different careers. The careers talks on medical field and education cultivated the core values of Life and Love.

Six careers visits, including visits to the ICAC, Lumli Lumlong Painting Studio, Troutman Sanders International Lawyers, Positive Chinese Medicine Clinic, Lo Wu Correctional Institution (Rehabilitation Pioneer Project), and Hongkong Land Limited (Business-Schools Partnership Programme), were organised by the team. Most of these visits were oversubscribed, which showed that students like to participate in career-related programmes. Besides, it was good that two of these visits allowed junior form students to join. Through the careers visits to the ICAC, Troutman Sanders International Lawyers and Lo Wu Correctional Institution, as well as the careers talk on legal profession, participants learnt the importance of the core values of Justice and Truth. After the visit to the ICAC, careers assistants shared their insights gained with the whole at the morning assembly.

Seven job shadowing programmes at AMENPAPA, Jimmie K S Wong & Partners, Sosarchitecture Urban Design Studio Limited, Thales e-Security, Adamant Dental Centre Limited, St James` Settlement Kathleen McDouall Kindergarten and FWD Life Insurance Company (Bermuda) LTD were organised for S4 and S5 students. Participants gained real and unique workplace experiences and first-hand information about job skills and careers. Besides, four students joined a programme on Chinese medical practitioners (仁醫青年醫者先導計劃) and eight students joined ‘Banking Teenstars’ organised by Caritas Hong Kong. Ten students joined the Life Buddies Mentoring Scheme - Job Tasting Programmes. Students were active in joining these programmes and oversubscription was common. Participants prepared questions before the job-shadowing programmes and reflected on what they had learnt after the programmes by completing the booklets. They were serious in reflecting on their learning experiences.

In June 2018, a total of 21 students joined the programme ‘Women in Finance’ launched by the UBS and showed enthusiasm in the networking session with alumnae from SHCC, Maryknoll Convent School and Ying Wa Girls’ School.

Concerning the support to S6 students, a survey was done by S6 students in September, 2017 concerning the study programmes they were interested in. With the information collected, thirteen past students from post-secondary institutions were invited to share their study experiences in the Alumnae Sharing on Multiple Pathways on 13th October 2017. Participants completed a

worksheet for self-reflection to gain insights into their choice of further study plans after secondary school. Interviewing skills workshops were organised to equip students to attend interviews for further studies.

To provide support to parents in guiding students to make choices for further studies, S3 Subject Choice Seminar, a talk for parents in S5 Parents' Night and another talk on preparation for the release of HKDSE results were organised for S3, S5 and S6 parents respectively. For S3 Subject Choice Seminar, more than 150 parents attended and an attendance rate of at least 80% was attained.

For overseas studies, two talks – one on Ireland and another on Austria – were organised at Parents' Day. Although not many parents and students attended the talks, the participants found the talks very informative. They found it good to know about places for further studies which were not very popular.

2.2 Character Development

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

A) Visits / Outings

	Date	Number of participants
1. Service to elderly with dementia	Sep 2017 to Apr 2018	16 (S4 & S5 students)
2. Food Remains Conservation programme	29 Sep 2017	15 (S5 & S6 students)
3. Rehabilitation Pioneer Project – Reflective Path	16 Nov 2017	20 (S3 students)
4. Beach cleaning	10 Dec 2017	13 (S1 students)
5. Simulation Programme On Ageing	12 May 2018	15 (S1-S3 students)

B) Talks / Interviews

	Date	Number of participants
1. Rehabilitation Pioneer Project – Education Talk	24 Nov 2017	All S3 students
2. Talk by World Vision Hong Kong	24 Jan 2018	All S1 and S2 students

Among all the activities organised in 2017-2018, the following activities were highly recommended by students and teachers:

- Rehabilitation Pioneer Project
 - Service to elderly with dementia
 - Food Remains Conservation programme
- Rehabilitation Pioneer Project – Reflective Path was held on 16 November 2017. This activity was organised for S3 students and twenty students joined the programme. Through the simulation of the real situation in prison, students were able to experience the life of inmates in correctional institutions and reflect on the detrimental effects of committing crimes. The project covered a wide range of activities such as mock court hearing, simulated reception procedures, custody in dormitories and single cells, foot drill training, simulated work groups and a sharing session by inmates. After the activity, the participants shared their experiences with other S3 schoolmates during home period.
 - There was also an afterschool talk organised by the Hong Kong Correctional Services for all S3 students on 24 November 2017 to introduce the function of the Hong Kong Correctional Services and the importance of being a responsible and law-abiding citizen in Hong Kong. Students participated actively in the talk and showed positive feedback on both the activity

and the talk. They recommended organising a similar activity next year.

- Service to elderly with dementia was an activity co-organised with the Sage Bradbury Home for The Elderly. In the activity, students played games with the elderly and used Google map to introduce different places to the elderly so as to refresh their memories of going to certain places in their younger years.

The students enjoyed the service and agreed that they could try new ways of serving the elderly, such as teaching them to use Google map. The service let students show their love and concern for the elderly and reminded them to respect their elderly family members.

The Food Remains Conservation programme was an activity organised by the People Service Centre on 29 September 2017 for S5 and S6 students. Most students felt that this activity not only reminded them not to waste food, but also taught them how to preserve food remains to help the needy. It echoed the promotion of the core value of Love and concern for others; and students learnt to be more environmentally friendly.

2.3 Civic Education

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

Throughout the year, various programmes were organised for students to understand the disadvantaged and the challenges faced by society and students participated actively in school talks. These activities helped arouse students' social awareness and they were valuable opportunities to help them develop a strong sense of citizenship to maintain a just and equal society.

Time	Programme
Assembly for special events	National Day & HKSAR Establishment Day - Hoisting of National Flag and Regional Flag - Student sharing
	June-4 th Incident - Student sharing
Throughout the year	Class sharing on civic and global issues Preparation of ad-hoc materials for homeroom teachers
October 2017	School Talk on Ethnic Minorities (S1)
	Talk by Hong Kong Blind Sports Federation (S2) - Sharing by the physically challenged on their positive attitudes towards recovery
November 2017	Visit to the Legislative Council
April 2018	City Forum on 'Freedom of Expression in Hong Kong' (S4 & S5)
	Talk by Dr. Au Ka Lun: 'Fake News & Post-Truth'

2.4 Counselling

The Counselling Team aims to groom students as passionate learners, nurture Catholic core values and the Canossian spirit among them with collaborative effort. Programmes offered in the school year 2017-2018 were as follows:

- **Guidance Sisters Scheme**

At the Guidance and Small Sisters camp, all participants were encouraged to set their personal goals through reading and quality peer sharing. After the camp, they were found to play an active role in improving themselves and developing positive traits.

An inter-flow day with St. Clare's Girls School, St Francis Canossian College and SKH Lui Ming Choi Secondary School was organised for the guidance sisters to share their experiences with one another. They shared how they launched their guidance service, the passion for their mission and the ways to overcome difficulties in the process.

- Reach Programme

Held to help students realise their strengths and weaknesses, past students with experience of repeating were invited to share their experiences and motivate participants to strive for their best in their lives. A talk on study skills was conducted by the Educational Psychologist to enhance students' self-confidence in studying. The activity 'Movie Movie' induced positive thinking among students.

- Buddies Programme

Participants attended the 'Youth Mental Health First Aid' course and completed it with certificates successfully.

- Love Project

To promote a warm and caring atmosphere among S1 students, opportunities were provided for new Sacred Heartists to expand their social network with the senior students. They were also coached to develop self-management skills. A loving learning atmosphere was cultivated.

- Three sharing sessions on study skills and positive education in parenting were conducted at S1 Parents' Night, Parents' Day and PTA meeting.

- Staff development

On top of regular case discussions, a few sharing sessions on case handling were held to enhance teacher support and case management skills, particularly for cases relating to students with emotional disturbances.

Names of programme / workshop / talk / service	Participants
Guidance Prefects inter-flow day	S3-S5
Guidance Sisters Service Training	S1, S3-S5
Guidance Sisters Service Day I, II	S1, S3-S5
Talk on positive thinking and stress management	S4
南區正向中學之旅- 啱氣 Relaxing day	S4
Talk on family	S1
Reach Programme	S1-S4
Love Project	S1, 3-5
Guidance Sisters Scheme	S1, 3-5
Buddies Programme – Youth Mental Health First Aid	S4-S5
S1 How to accompany your daughters to learn	S1 Parents
S4 Life planning	S4 Parents
Talk about life	S2-S3
Stress Management	S6
Sharing on handling emotion cases	Teachers
Movie Movie (positive education)	S1-S5
父母成長、子女成長	S1-S5 parents
『正向』之本，『快樂』之源	S1-S5 parents

2.5 Discipline

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

- Talks on drug abuse were held for S3 students. Students know how to say ‘NO’ to drugs.
- The annual cleaning was held at the end of school year to educate our students on the importance of cleanliness.
- Students returned to classrooms for lessons on time after lunch under the new timetable.
- Students were allowed to stay in their classrooms before the morning assembly. They attended the morning assembly on time after being reminded by discipline teachers and prefects.
- A talk on online safety was held for S2 students. They learnt how to protect their privacy and stay safe online.
- Expected manner and behaviour were taught before hall programmes. More students behaved appropriately during mass programmes in the school hall.

2.6 Gifted Education

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

- The Jockey Club ‘Giftedness Into Flourishing Talents’ Project launched by the CUHK with funding from the Hong Kong Jockey Club Charities Trust in 2017-2019 has provided extensive support in the implementation of the school-based gifted provisions, developing pull-out differentiated curricula for S1 and S2 Integrated Science and building a school-based talent search data bank. Through attending gifted conferences in Taiwan and Thailand, the professional competence in talent development and gifted education of the team members have been enhanced. This project has inspired the team to bring out the best in every student and enhance the strengths and capabilities of all students, and to facilitate the whole-person development and positive well-being of gifted students.
- The Global Awareness Week was organised in February 2018. Students attended lessons and language workshops conducted by international tutors and learnt about different cultures, languages and global issues. Students reflected that this programme had empowered them to power up their communication skills and enhance their global awareness.
- Seven high achievers in STEM joined a study tour to Singapore during Extended Learning Week in November 2017. Thirteen students gifted in science joined a STEM study tour to Kumamoto, Japan in February 2018. These tours provided students with the opportunity to develop their creativity and thinking skills and foster a positive attitude towards learning science and technology.
- A Drone Training Programme was organised in November 2017. Six students who were talented in studying ICT and Physics were trained to be the school official drone. Students were preparing themselves for an inter-school drone filming competition in the coming year.
- A Leadership & Public Speaking Workshop was organised for ten S4 AoLs in July 2018. Participants were taught to understand the value of strong presentation skills and they were introduced to the techniques that define impactful speeches. Students felt that with a small class size of ten, they could practise extensively and receive individual feedback.
- Eight S4 & 5 students who were talented in languages, mathematics, humanities and leadership were nominated to join Pull-out Programmes organised by The Hong Kong Academy of Gifted Education.

- One S4 student who was talented in mathematics was nominated to attend the HKUST Dual Program organised by the Center of the Development of the Gifted and Talented of the HKUST. One S5 mathematics high achiever was nominated to join the Mathematical Thinking and Problem Solving Course organised by the HKUST in August 2017.
- During the summer vacation, four S4 high achievers were nominated to join the Global Young Leaders Conference in the U.S. Students had an opportunity to enhance communication skills exchange ideas and learn from outstanding leaders from around the world to develop critical leadership skills in a global context. One S2 AoL and two S3 AoLs were nominated to join STEM programmes in Thailand and Singapore respectively. These programmes gave them a head start in their journey to learn more in science and technology.
- A Chinese Language Pull-out Programme was organised for S6 students who were talented in Chinese in December 2017. Students discovered and appreciated the aesthetic dimensions of Chinese novels and poems. They also enhanced their writing and reading skills.
- Twenty S4 and S5 AoLs joined the Ocean Park Learning Camp in April 2018. They learnt about the behaviour of fish and investigated the impact of trawling on the marine ecosystem. They promoted the concept of loving the world to their schoolmates during lessons.
- Organising the Global Awareness Week provided an opportunity for students to explore and appreciate the characteristics of different cultures in the world as well as discuss global issues. Catholic core value such as Justice, Truth and Love were cultivated.
- Twenty S3 AoLs joined the Leadership Training Camp in July 2018. They explored their potential through stepping out of their comfort zones and working as a team with respect, love and appreciation.

2.7 Health Education

The Health Education Team aims to promote a healthy lifestyle in school so that students can have a better understanding of the relationship between their health and their growth development. Also, students are empowered to take care of their own health in different aspects so that they are able to explore their own potential and learn to love themselves more.

- Class-based workshops [由內出發_自我增值] and [進食失調·多面睇] were organised for S2 and S3 students respectively. In particular, the workshop for S2 introduced the different character strengths used in positive psychology and raised students' awareness of the importance of looking at themselves with a positive attitude. The workshop for S3 helped them understand the media's distorted view on beauty. A majority of the participating students found the content of the workshop informative and agreed that the lesson goals were well achieved. As a result, they have become more confident and more critical to discern the messages brought by the media.

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 as exhorted by our Foundress, St Magdalene of Canossa.

Whole school activities such as Eucharistic Celebrations, Christmas Celebration, Easter Programme, Foundress Day and Foundress Week were held to help students experience and reflect on the love of God in their lives. 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. Monthly Masses were held to nourish the spiritual life of students. In addition, Way of the Cross was organised during the Lenten season and students were encouraged to receive the Sacrament of Reconciliation to prepare themselves to celebrate the resurrection of the Lord.

In line with the theme ‘Thy Will Be Done’, four guest speakers were invited to share with students their experiences of following God’s will with prayers and perseverance. The Catholic Society also organised various religious activities such as prayer meetings, joint school religious formation day and book exhibition to enhance the religious atmosphere on the school campus and to arouse the spirit of sacrifice, repentance and almsgiving among students.

During Easter Celebration, a guest speaker who was a former prisoner shared his faith journey and how he responded to God’s calling to evangelise in a practical way. Board display and various activities were organised to spread the spirit of St. Magdalene of Canossa during the Foundress Week. Hunger Lunch was organised to help students reflect on the issues of justice and poverty and how we could share with people in need.

The Religious and Moral Education Department organised the Catholic Formation Day for Catholic students of each level. 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 also introduced. Students were encouraged to apply these skills to their service and reflect on their experiences. All students fulfilled five hours of community service and became more sensitive to the needs of the underprivileged in society. Students were encouraged to share what they have with people in need.

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 were better equipped with knowledge of sensitive topics on sex, they adopted a more positive attitude towards sex education and were more willing to seek correct sex knowledge. Talks, form assemblies and workshops were organised to guide students to know more about sex. Displays on latest information were put on the Sex Education Board. It encouraged students to become more motivated learners.

Different activities on the theme ‘Respect myself’ were organised:

Form Assemblies

Form	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher-in-charge
S1	17 Nov 17	Life & Love	Understanding self	網絡陷阱 / 公教婚姻進行社	Ms Dora Au
S4	22 Jan 18	Deepening the six core values	Interpersonal skills (peers/intimate)	戀愛暴力 / Anti 480	Ms Candy Chun
S5	9 Feb 18	and the Canossian spirit	Truth	出租女友的現象 / 明光社	Ms Leung HY

S6	9 Oct 17		Family	過來人分享・ 年輕媽媽對談 / 青躍	Miss Chang WF
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Home Period

Form	Date	Core values	Life skills and life plans	Topic / Organisation	Teacher-in-charge
S2A S2B	19 Mar 18	Family & Humility	Interpersonal relationships (peers/family)	同性戀 / 新造的人協會	Ms Candy Chun
S2C S2D	8 Mar 18				
S2E S2F	15 Mar 18				
S3A S3B	12 Dec 17	Truth & Justice	Decision making abilities	迷戀與曖昧關係 / 明光社	Miss Carol Lee
S3C S3D	19 Dec 17				
S3E S3F	8 Dec 17				

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 ranged from taste programmes to gifted pull out programmes were organised for students.

- Two overseas STEM exchange tours were organised for S4 and S5 students. In the Singapore tour, students attended hands-on workshops about aerodynamics, science, and robotics. The Kumamoto tour was co-organised by National Institution of Technology (NIT), Kumamoto College. Students worked on four STEM projects under the supervision and guidance by NIT professors and students. After the tour, the final project – the UFO catcher machine was accepted to be showcased at the Maker Faire 2018 at Hong Kong Polytechnic University.
- Two STEM projects – robotics and 3-D printing were introduced in S2 PBL. For the project on robotics, twelve groups of S2 students competed in two challenges – the running maze challenge and balloons piercing challenge – with the computer programs and robots they designed. Another twelve groups of students designed 3-D printed lamps and showcased their designs at the school Annual Fun Fair.
- A computer-aided design (CAD) workshop was organised for all S1 students in October 2017. Students learnt the skills of designing and drawing 3-D objects, which were the prerequisites for the KLA-based projects in Integrated Science and Mathematics.
- Lever balance design project and rubber band car design project were introduced in S1 Integrated Science in October 2017 and February 2018 respectively. Submarine model design project and fire extinguisher model design project were introduced in S2 Integrated Science in October 2017 and April 2018 respectively. Students were required to complete the projects by applying scientific knowledge, considering pros and cons of various designs, and eventually make the model for competitions. Students found the projects fun and interesting.
- 3-D food printing was introduced in S2 Home Economics. Students designed cookies by using

CAD program and printed them out using a 3-D food printer. Elite students were nominated to join public 3-D food printing cooking competitions.

- Simple circuit design project and periscope model design project were introduced in S3 Physics in November 2017 and April 2018 respectively. Students were required to design and connect a circuit by soldering different electronic components and they were required to design and make a periscope by applying Physics knowledge.
- Volume of cup project was introduced in S1 Mathematics in February 2018. Students were required to calculate the dimension of a cup with fixed volume and use CAD program to design and print out the cup. Packing box design project was organised for S2 Mathematics in April 2018. Students were required to make use of computational skills in the calculation of the most cost effective design of the packing box. Hologram Design Project was organised for S3 Mathematics in April 2018. Students were required to calculate the angles and dimensions for a square-based hologram. They also made a special video using an app and tested the self-made holograms. Students reflected that they enjoyed doing the project.
- A group of S1 students became the champion in the Water Filtering Solution Competition. Another group became the champion in the Breath of Hong Kong' Concept Design Competition organised by the Junior Chamber Institute Hong Kong.
- A group of S3 students won the 1st runner-up in the Hong Kong Primary and Secondary Schools STEM Robotics Competition.
- A group of S2 students won the 1st runner-up in the Maker Chef – 3-D 設計廚藝公開比賽 2018.
- The Inter-house Math and Science Competition was organised in April 2018. The six houses competed in different tasks related to Mathematics and Science. Some students commented that the tasks were challenging.

3. Student Support

Academic Support

The Learning and Teaching Advancement Team, Student Learning Support Team, SEN Coordination Team, Ambassadors of Learning and Gifted Education Team, school social worker and the school-based Educational Psychologist worked together to provide academic support for students with special needs in their learning.

Assessments, referrals, remedial classes, tutorials, extended learning programmes, workshops on study and examination skills as well as individual counselling and learning programmes were arranged for students, depending on individual needs.

Student Guidance

The school adopts a whole school approach to student guidance. All teachers are companions of students on their growth journey. They provide individual guidance to students during home periods and after school. The CFST is entrusted with the special responsibility to provide students with guidance on life planning, careers exploration and further studies. The school social worker and Counselling Team take care of students who need special assistance. Workshops and sharing sessions are organised according to the needs of students. The Catholic Formation Core Team and pastoral care worker offer assistance to students in the area of spiritual formation.

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

Financial Assistance

The school promotes student development for all and takes care of students with financial difficulty. The Student Financial Assistance Team helps students with the costs in different learning programmes. 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 2017-2018, students received financial assistance from various sources:

- Government Financial Assistance Scheme: school textbook assistance, travel subsidy and internet access charges subsidy
- Government School-based Grants for after school programmes
- Hong Kong Jockey Club Life-wide Learning Fund: subsidy for co-curricular activities
- Hong Kong Schools Sports Federation Pilot Scheme for Student Athlete Support: subsidy for sports training programmes
- SHCC S5 Extended Learning Fund (raised from the school Annual Fun Fair organised by the Student Council and Parent-Teacher Association): subsidy for S5 students for their Extended Learning Week programmes
- SHCC Alumnae Association Education & Charitable Fund: subsidy for extended learning programmes
- SHCC Student Welfare Fund Assistance Scheme: subsidy for lunch box, pocket money and special needs
- JaneClare Education Fund: subsidy for learning references and programmes

The Team offered information about financial resources and guidance to students in their application for various financial assistance schemes and funds. Assistance was also provided by the Team to help students seek suitable financial support so that they would not be deprived of any opportunities because of financial difficulty.

Support Measures of 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 school encourage and give support to the staff to participate in the training courses organised by the Education Bureau for improving their professional knowledge in integrated education. The school SEN Support Team is established with the SEN Coordinator and teacher members under the supervision of the Principal for formulating SEN policies and incorporating such policies into the School Development Plan. The team also collaborates with the Educational Psychologist, Social Worker, Counselling Team, Discipline Team and Homeroom Teachers concerned to provide individual teaching approaches and peer support for students with SEN.

4. Student Performance

Academic Performance

- In 2018, 84.85% of our S6 graduates met the entrance requirements for local bachelor degree programmes, and 98.79% of them met the entrance requirements for local sub-degree courses.
- Among all S6 graduates, 58.8% attended local full-time bachelor degree programmes, 16.4% opted for overseas programmes and 22.4% attended local full-time sub-degree programmes.

Other Achievements

Our students participated actively in different local and international competitions and many of them had outstanding achievements. These include:

- The Fung Scholarship for Global Exposure
- Sir Edward Youde Memorial Prize
- Agricultural Products/ Marine Fish Scholarship
- 2017 年香港島傑出學生選舉 香港島十大傑出學生 (初中組)
- 2017 年香港島傑出學生選舉 香港島十大優秀學生 (高中組)
- 2017 年南區優秀青年嘉許計劃 南區傑出少年, 優秀少年及優秀青年
- Shortlisted in the South China Morning Post Student of the Year 2017 – Performing Artist and Sportsman
- ‘Schools: Partner for the Future’ Scholarship for a three-week German language course in Germany
- HKU Academy for the Talented – Academic Scholarships
- Sir Robert Black Trust Fund Committee Grants for Talented Students in Non-academic Fields 2017-2018
- 69th Hong Kong Schools Speech Festival – Harmonic Speaking, Solo Prose Speaking (Open), 二人獨誦, 詩詞獨誦, 散文獨誦 – Champion
- Hong Kong School Drama Festival 2017-2018 – Adjudicators’ Award
- 2017 World Youth & Children’s Choir Festival – Hong Kong – Children’s Choir Silver A Diploma
- Busan Choral Festival & Competition 2017 – Youth Choir Bronze Award
- 2017 Hong Kong International A Cappella Contest School Division – Choir Ensemble – Champion, and Best Presentation Award
- 2017 Hong Kong Youth Music Interflows – Symphony Orchestra Contest – Secondary School – Class A – Silver Award
- 70th Hong Kong Schools Music Festival – Secondary School Choir – Foreign Language – Girls – First Division – Senior – 1st runner-up
- 70th Hong Kong Schools Music Festival – Secondary School Choir – Foreign Language – Girls – First Division – Junior – 2nd runner-up
- 70th Hong Kong Schools Music Festival – Female Voice Duet (Age 19 or under) – Secondary School – Champion
- 54th Schools Dance Festival Oriental Dance – Secondary School Overall Champion
- Grantham Outstanding Student Athlete Award 2017-2018
- Bank of China (Hong Kong) Rising Star Athlete Award 2017-2018
- A.S. Watson Group Hong Kong Student Sports Award 2017-2018
- 54th Milo/Pram Malaysia Invitational Age Group Swimming Championship 2018 – Girls 11-12 – 200m Butterfly, 800m Freestyle and 4x100m Freestyle Relay – Champion
- Hong Kong Age Group Diving Championships 2017 – Group C Girl’s 1m Springboard – Champion
- Asian Junior and Youth Orienteering Championships – Girls under 16 Sprint – Champion
- Hong Kong Youth Orienteering Championships – Girls under 16 – Champion
- Hong Kong Orienteering Ranking League – Girls under 20 – Middle (Ah Kai Shan) – Champion

- Joint School Orienteering Championships 2017-2018 – Girls C Grade – Champion
- Joint School District Orienteering Championships 2017-2018 – Hong Kong Island – Girls B Grade and Girls C Grade – Champion
- HKOA Annual Championships cum Hong Kong Ranking League 2017 (Ngong Ping) – Girls under 20 – Middle – Champion
- Inter-School Cross Country Competition 2017-2018 Division Three (Area 3) – Girls Overall – Champion
- Inter-Secondary Schools Competition BOCHK Beach Volleyball Cup 2017-2018 Division Two – Girls BC Combined Grade – Champion
- Inter-School Table Tennis Competition 2017-2018 Division Two – Girls C Grade – Champion
- The Bangkok Gymnastics (Moose Games) Invitational Meet 2018 – Girls Level 4 – Beam, Floor, Uneven Bar and Vault – Overall Champion
- The Water Project: One Drop – Water Filtering Solution Competition – Champion
- My Smart Hong Kong 2030 – Model Creation Challenge – Champion and one-week trip to New York, USA

Details of the scholarships and awards our students received can be found in the Student Achievements 2017-2018 booklet.

X. Staff Development

Building up a passionate and professional learning community at SHCC is one of the goals of the Staff Development Team for the year 2017-2018. This year, one of the focuses was on the sharing of good mobile learning practices through peer lesson observations.

- In response to our concern this year, a series of staff development programmes on eLearning was organised, including the school-based IT workshop on Google Classroom as well as a sharing on STEAM education and the use of IT in flipped classroom. A staff development programme on lesson observation was also held to prepare our teaching staff to observe lessons effectively.
- As this was the third year of our 3-year development plan for promoting eLearning at SHCC, teachers were encouraged to try using IT in at least one lesson and make a minimum of one lesson observation related to eLearning inside or outside the school.
- All teachers met the target of using IT in education and their lessons were also observed by the School Principal, Vice-principal and Department Heads. Good practices were found, such as the use of eLearning tool to facilitate L&T with emphasis on value education. Sharing of good practices among department members also took place, such as the one about using Desmos (App) in teaching Mathematics.
- Besides professional development in eLearning, a variety of workshops were organised this year to enrich and enhance the professional development of our staff, such as workshops on gifted education, ‘Conflict Management – Effective Ways to Communicate with Parents’, ‘Revisiting the Profile of SHCC graduates and the efforts of the school’, and an afternoon programme on physical health and wellness.
- On the whole, teachers found the activities inspiring and fruitful. The majority of participants found the content of the workshop ‘Conflict Management – Effective Ways to Communicate with Parents’ useful and able to meet their needs. They especially appreciated the case studies and practical skills covered in the workshop, and the group discussions were very useful. It was suggested that the workshop should be organised again every two years.
- More than 97% of teachers thought that the workshop on revisiting the profile of SHCC graduates allowed them to reflect on the essential characteristics of SHCC graduates. Most of them found the content of the workshop on gifted education clear and it could help them understand the characteristics of gifted students. However, the suggested that there should be less theory and more real case analyses with concrete suggestions in the workshop.
- Six staff induction programmes were organised for new teachers throughout the year to let them become familiar with school life at different stages of the academic year. New teachers welcomed the six sessions and showed appreciation to the school for providing support to their first year at SHCC.

Staff Development Programmes

Date	Activity	Target
25 August 2017	Workshop: Conflict Management – Effective Ways to Communicate with Parents	All teachers
25, 28 and 29 August 2017	School-based IT workshop on Google Classroom	All teachers
3 January 2018	Programme on Gifted Education	All teachers
22 March 2018	Department-based Staff Development : Sharing on good teaching practices among department members in the following areas : <ul style="list-style-type: none"> • Mobile Learning (compulsory) • STEM Education • Learner Diversity • Promotion of reading } Choose 1 from 3 items	All teachers

6 April 2018	Programme on 'Revisiting the profile of SHCC graduates and the efforts of the school'	All teachers
6 June 2018	1. Sharing on using IT in flipped classrooms and STEAM education 2. Staff development programme on physical health and wellness	All teachers
New Teachers Induction		
Date	Activity	PIC
2 August 2017	New Staff Induction Programme I: Sharing on Canossian Education and general administration, IT training (Use of the Interactive White Board and Room Booking System)	School Principal Vice Principals and Assistance Principal , IT Team
4 September 2017	New Staff Induction Programme II: Counselling and Discipline	Counselling Team & Discipline Team
14 September 2017	New Staff Induction Programme III: CCA (Role of club advisors/outing arrangement) OLE and SLP records	SAAT, OLE Team and SLP Team
13 October 2017	New Staff Induction Programme IV: Duties of invigilation, input of examination marks and SAMS system, writing student comments	SAMS Team
5 February 2018	New Staff Induction Programme V: Interviewing skills for Parents' Day	Homeroom Board
4 June 2018	New Staff Induction Programme VI: Promotion meeting , extra summer assignments for CP cases and S4-5 supplementary lessons	L&T Adv. Team

XI. Financial Summary

School's annual financial position in 2017-2018 (as at 31 August 2018)

FINANCIAL REPORT FOR 2017-2018			
Code	Programme Item	Total Allocation (\$)	Total Expenses (\$)
A01-A08	Premises	\$1,245,500.00	\$1,299,717.40
A09-A17	Administration	\$4,496,000.00	\$4,869,911.60
C01-C24	Curriculum	\$1,292,782.50	\$951,291.30
P01-P36	Pastoral Care	\$2,070,401.50	\$1,491,642.90
	Total	\$9,104,684.00	\$8,612,563.20
	% Spent		94.6%

<u>EOEBG</u>	
Income 17-18	\$66,139,160.83
Expenditure 17-18	\$65,581,489.95

Special Collection	Purpose	Income	Expenditure
Tong Fai	0.5 Teacher	\$134,850.00	\$134,850.00
Fee for specific purposes	0.5 Teacher	\$155,930.00	\$155,930.00

XII. Report on the 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 (\$)
Mathematics Education	Enrichment courses for potential students	37,800.00
Chinese and English Education	Enrichment and enhancement courses, extra manpower for Chinese and Chinese History	62,300.00
English Speech & Debating	Training for debate team members	28,000.00
Physical Education	Sports training programmes (swimming & athletics)	38,300.00
Drama Education	Drama training course	43,650.00
Music Department	School team training (for musically gifted students)	110,100.00
	Total	320,150.00

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: \$502.40

Grant in Year 2017-2018: \$140,400.00

Domain	Programme	Target	Amount (\$)
English Language & Liberal Studies	Global Awareness Week	S4 & 5	46,954.00
Chinese	Chinese Creative Writing Workshop	S6	800.00
STEM	Extended Learning Week – STEM Tour to Singapore	S5	14,000.00
Biology & Liberal Studies	Ocean Park Learning Camp	S4 & 5	17,380.00
English Language	Public Speaking Workshop	S4	1,200.00
Aesthetics	Dance Performance in CUHK	S5	805.50
Leadership & Liberal Studies	Canossian Global Youth Conference	S4, 5	8,000.00
STEM	STEM Tour to Kumamoto, Japan	S4 & 5	31,000.00
Mathematics	Mathematics Pull Out Programme organised by HKUST	S5	3,300.00
English Language & Leadership	Subsidising gifted students to Global Young Leaders Conference in Washington D.C. & New York, U.S.	S4	10,000.00
Leadership	Subsidising gifted students to Youth Leader Summit 'EdVenture' organised by the Outstanding Students Association	\$4 & 5	1,900.00
		Total	135,339.50
		Balance	5562.90

3. Career and Life Planning (CLP) Grant

The school used this grant to employ manpower to reduce the teaching load of teachers so as to facilitate the provision of career and life planning education in school. The grant was also used for providing clerical support to Careers and Further Studies Team. In addition, a number of school-based programmes were provided for students of different levels.

Grant received from Government for Year 2017-2018: \$ 100,000.00

Item	Target	Amount (\$)
School-based Programme		
Interviewing skills workshop	S6	12600.00
Sharing on multiple pathways	S6	516.00
Talk on preparation for release of HKDSE results	S6 students, parents and teachers	3,100.00
Young Leaders and Entrepreneurs	S3	2869.30
Careers Expo 2017	S3 to S5 students and parents	4450.10
Careers Visits	S1-S6 students	2700.00
Resources		
Senior Subject Choice and Further Studies Guide, Prospect Guide & Form 6 Further Studies Guide – delivery charges	S3 & S6	125.00
Library books on career education and life planning	S1 – S6	2072.00
	Total	28432.40

4. 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.

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	2	1,537.20
Western Instrumental Classes	4	4,814.70
Dance Classes	5	6,596.40
Drama Course	2	514.60
Sports Training Courses	12	9,658.90
Sports Teams Training Camp	8	1,146.80
German Language Course	1	3,700.00
English Debate Training Workshop	1	117.60
Overseas Study Trips	5	15,353.20
IGCSE Course: German course	1	2,116.40
Guidance Sisters Training Camp	1	119.20
	Total	45,675.00

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

The grant was used to support students with financial needs in after-school activities organised by the school

Programme	Number of students	Amount (HK\$)
Chinese Instrumental Classes	2	2,017.90
Western Instrumental Classes	4	4,333.60
Dance Classes	5	8,659.20
Drama Course	2	675.60
Sports Training Courses	12	12,679.50
Sports Teams Training Camp	8	1505.20
German Language Course	1	3,700.00
English Debate Training Workshop	1	154.30
Overseas Study Trips	5	20,154.00
IGCSE Course: German course	1	2,778.10
Guidance Sisters Training Camp	1	156.00
	Total	58,800.00

6. Strengthening School Administration Management Grant

The school used this grant to initiate improvement measures for enhancing school administration management, thereby unleashing teachers' capacity.

Item	Amount (HK\$)
Balance brought forward from 1 Sept 2017	122,115.00
Upgrading the library system	160,000.00
Printing expenses of new printing machine	12,528.96
Total	172,528.96
Balance as at 31 Aug 2018	(50,413.96)

* The deficit is covered by EOEBG surplus.

7. Learning Support Grant

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

Grant received in 2017-2018: \$ 83,916.00

Item	Amount (HK\$)
Talks & Workshops	20,782.00
Love Project	5,283.03
Tutorial classes	46,000.00
Total	72,065.03

End of Report

Sacred Heart Canossian College
School Report 2017-2018

Endorsed by
the Incorporated Management Committee of
Sacred Heart Canossian College

Sr Agnes Law FdCC

Chairman / School Supervisor

on 8 November 2018