

Soaring with Aspirations

Holy Family Canossian College
Annual School Report 2020-2021

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I.

Our Vision-Mission

We are committed to realizing students' potential by providing an all-round education in a dynamic learning and teaching environment that enhances Christian values of love and unity, and grooming them into motivated, caring individuals with a strong sense of social responsibility and national identity through lifelong learning.

我們的願景與使命

我們致力發掘學生的潛能，提供一個充滿活力的學與教環境，推動全人教育，好讓學生效法基督關愛共融的精神，追求善德。我們勉力啟迪她們積極上進，終身學習；並以樂於服務的熱忱關心社群，貢獻國家。

II. Our School

Introduction to the School

Holy Family Canossian College is a government aided English secondary school for girls founded by the Sisters of the Canossian Daughters of Charity. The school was completed in October 1972 and the official opening was held on 21 December 1973. The school first came into existence with 400 students and 13 teaching staff. Under the guidance and concerted efforts of Canossian Sisters and teachers, it steadily grew and expanded in all aspects. The School consisted of S1 to S6 classes, with 729 students and 78 teachers and staff.

Following the Canossian philosophy of education, our teachers are dedicated in their commitment to offering an all-round development to our students. Emphasis is on grooming students' potential to become caring and self-directed learning individuals. The school motto: United In Love draws its inspiration from the Holy Family of Jesus, Mary and Joseph. Teachers and students together strive to shine forth the spirit of Peace, Joy, Harmony and Praise, living in communion of hearts for ongoing formation and growth.

School Premises and Facilities

The school occupies an area of about 4338 square metres with 31 well-equipped air-conditioned classrooms. There are 4 laboratories and various special rooms catering for the diverse needs of the school curriculum. The School Improvement Programme was completed in 2006, with a new block erected to provide more space and facilities for learning and teaching. In preparation for the Senior Secondary Education, the English Language Centre, the Chinese Language Centre, the Library, the Personal, Social and Humanities Education (PSHE) Resource Centre and the Lecture Theatre are well-equipped with up-to-date resources to encourage self-directed and self-access learning activities to take place. In the promotion of STEM education, a STEM Room is set up to provide students with dynamic learning approaches to unleash their creative potential in STEM projects.

School Management

School-based management started in 1995. The **Incorporated Management Committee (IMC)** was established in 2013 and was composed of fourteen members.

Composition of the Incorporated Management Committee (IMC)

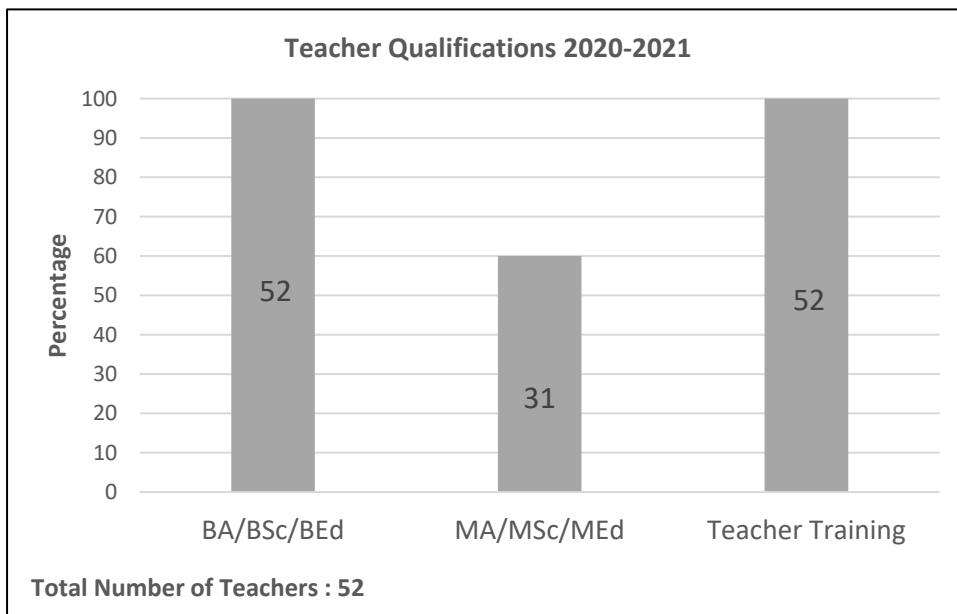
Member Year	Sponsoring Body	Principal	Parents	Teachers	Alumna	Independent
2020-2021	7	1	2	2	1	1

Our Teachers

No. of Teachers

Year	2018-2019	2019-2020	2020-2021
Number of Teachers	49	51	52

Teacher Qualifications 2020-2021

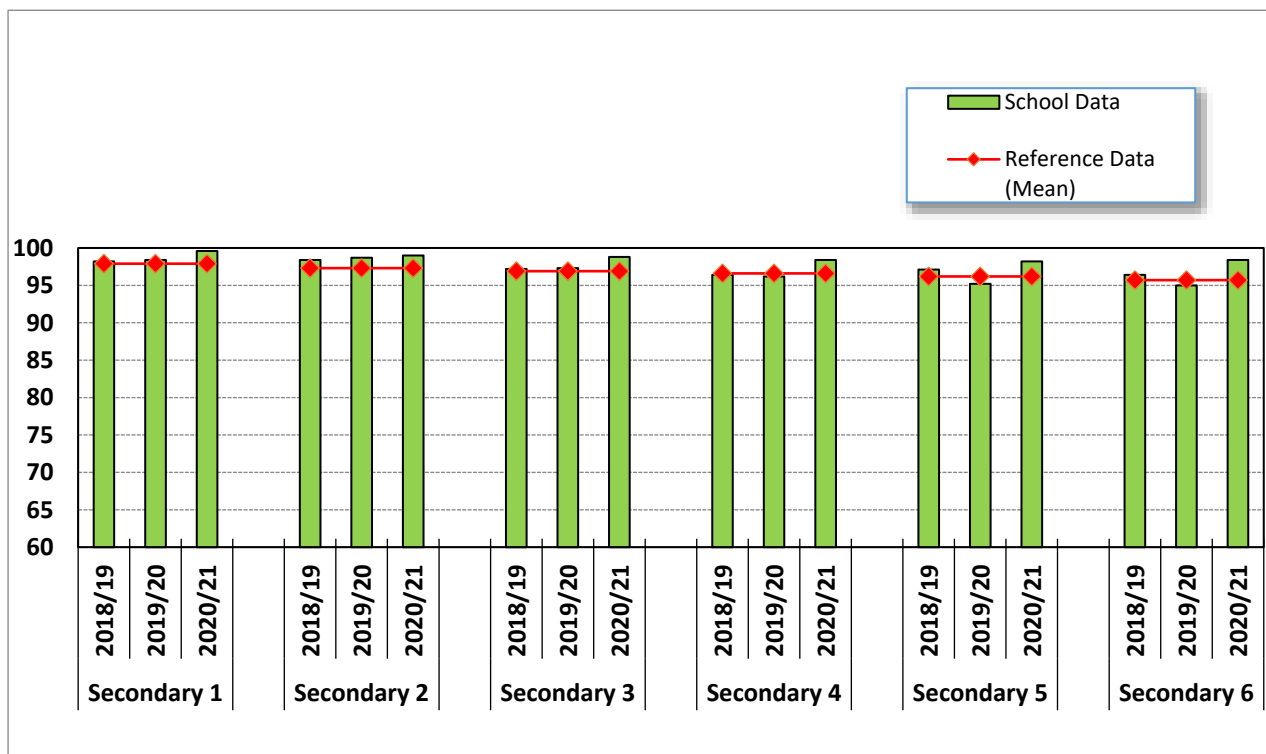


III. Our Students

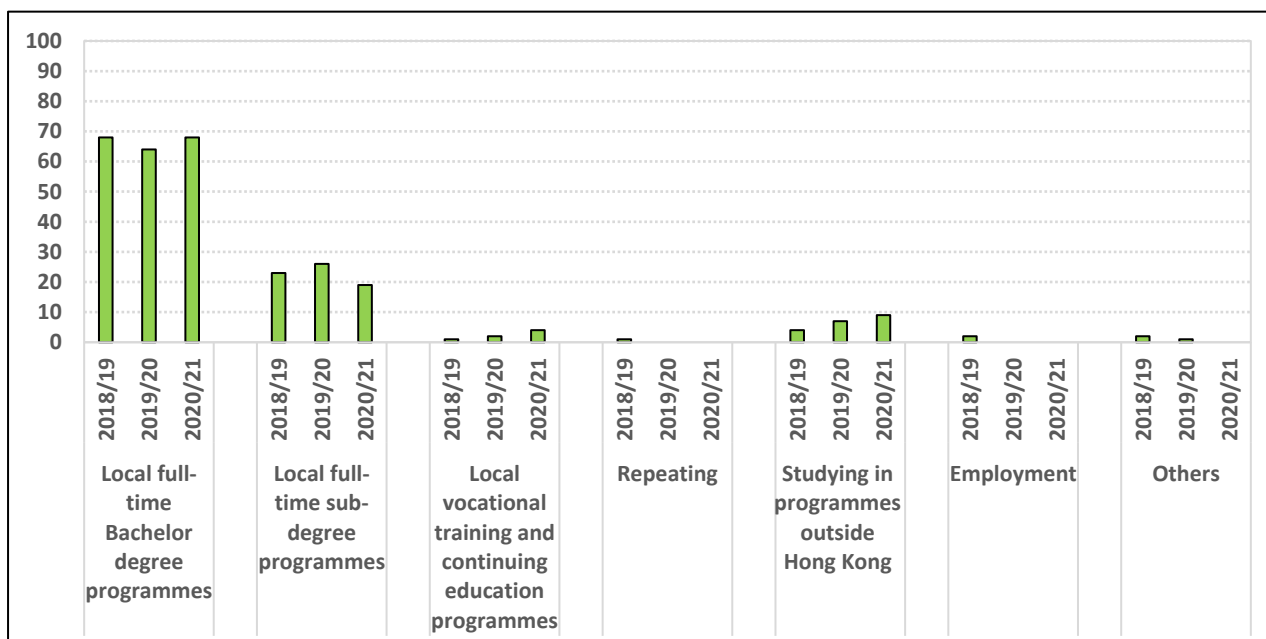
Class Organisation (on 2 September 2020)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Enrolment	131	129	132	118	116	103	729

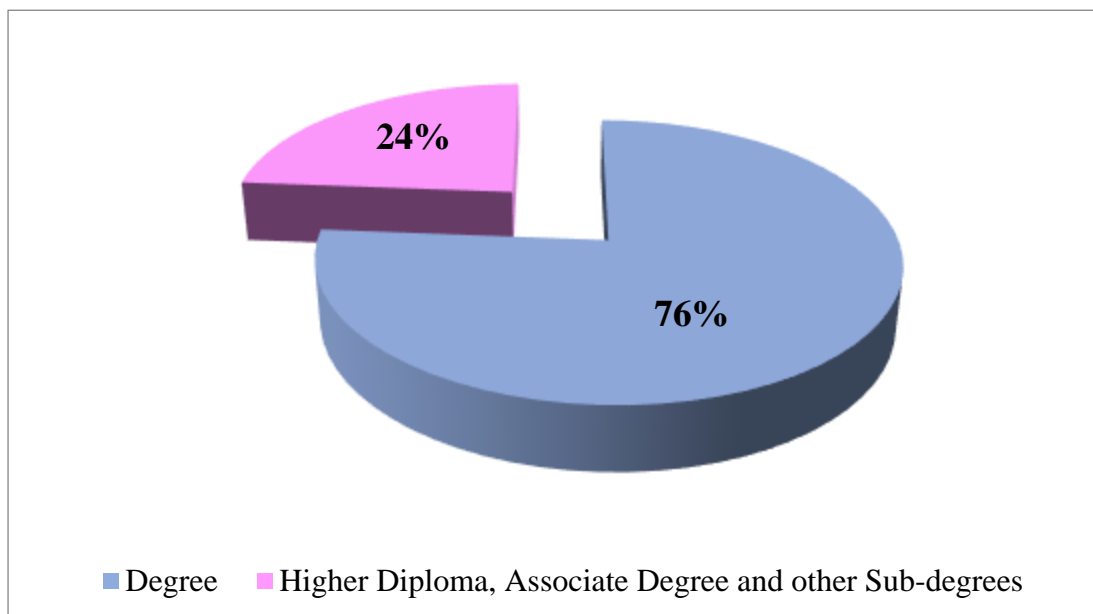
Student Attendance



Destination of Exit Graduates



S6 Graduates' Movement - by Study Programme (2020-2021)



Support for Student Development

- Inspired by the spirit of our Foundress, various departments and teams worked on an organized framework which emphasised the cultivation of Christian and Canossian values of love, truth, justice, family, life and humility as well as the development of important life skills.
- The Guidance Team, the Discipline Team, the Careers Guidance Team, the Moral and National Education Team, the Class Teachers' Team, the Special Educational Needs Coordinator (SENCO), School Social Workers and the Prefect of Studies worked collaboratively to review students' academic progress and wellbeing. The early identification and intervention equipped students with better skills and confidence in meeting life challenges. Clearly defined procedures were formulated to give guidance and support to all teachers in addressing the diversified needs of students.
- The Religious Formation Team and the Moral and National Education Team implemented various programmes for students to develop a positive mindset, display their empathy and compassionate heart towards humanity, particularly towards the less privileged.
- The Moral and National Education Team implemented the Positive Education programme by introducing different character strengths to students in order to inculcate them with positive values. Students were asked to complete the character strength survey at the beginning of the school year. Each student received a profile of her own character strengths, with the top five and bottom five character strengths, enabling her to reflect on her qualities and set goals to work on certain character strengths. In addition, they learned to cultivate, nurture and develop personal strengths as well as potential.
- The school-based Service Learning Curriculum and the Careers and Life Planning (CLP) Programme equipped students with life skills and developed their positive attitudes in life.
- The internal scholarship schemes prepared students to stretch their potential and enhanced their motivation to learn inside and outside school.

IV. Our Learning and Teaching

In face of unprecedented challenges in the 2020-2021 School Year, we continue to receive bountiful provisions from God which surpass all human understanding. With the yearly theme “Soaring with Aspirations”, our students are guided to set learning goals, with the vision to achieve excellence through diligence and perseverance. Our students are motivated to learn independently, with their personal qualities and life skills strengthened, in the hope that their aspirations will take flight.

- Amidst the COVID-19 pandemic, more e-learning tools and platforms were employed by teachers to support students’ self-directed learning. Learning tasks were designed by using Nearpod, Google Document, Google Jamboard, Kahoot and Mentimeter to test students’ understanding of concepts and knowledge. Video links and web links were shared with students for their self-access outside classroom in enhancing their learning and consolidation of lessons. The IT in Education Team also provided IT support by introducing several kinds of online tools to enhance learning and teaching effectiveness.
- Facilitated by language teachers, students worked on continuous assessment tasks of Chinese and English Languages, allowing them to build their habits to become self-motivated learners. Students were encouraged to take greater ownership of their learning through a multitude of pre-learning activities including pre-writing tasks and researching on social issues. In both Chinese and English Languages, students were encouraged to read e-books and do online learning tasks to enhance their language proficiency, as shown in the progress reports.
- In science subjects, online resources were provided at different levels to cater to students’ overall abilities. Students were able to make use of concept maps to consolidate their learning experience. Some small-scale assessment tasks were designed using Google Form to check their understanding on subject matters. The feedback of assignments and learning video clips were uploaded to OneNote or Google Site for students’ further exploration, thus enhancing their autonomy in learning.
 - In Biology, home DIY experiments were designed for students to carry out safe and simple scientific investigations at home. They were requested to submit a report requiring higher-order thinking skills as a consolidation of their knowledge.
 - In Chemistry, concept maps and experiment videos were posted regularly on Google Classroom for more able students.
 - In Physics, pre-lesson information search approach was found to be useful in raising students’ interest in learning. Students were motivated to find out how physics could be applied to the current technology to improve the quality of life.
 - In Integrated Science, students had to complete the lesson preparation booklet with feedback given by teachers in lessons.
 - In S3, the Science Education KLA conducted the enquiry-based Scientific Investigation annually to stimulate students’ innovative thinking in science and reinforce their problem-solving abilities. In view of the pandemic this year, students were assigned to do their scientific investigation on an individual basis with a problem-solving task designed by Science Teachers.

- With the concerted effort from the Mathematics Department and STEM Team, an online competition was successfully held during the Easter holidays. To broaden their horizons, students were required to solve a series of fun Mathematics puzzles and answer questions about the design of two STEM projects named “Investigating the products of photosynthesis” and “Designing a mini catapult with paper rolls”. It was encouraging to see that the participation rate was 75% among the students, which showed the success of this joint endeavour.
- STEM Education aimed to develop students’ problem-solving skills and cultivate their interest in Science, Technology, Engineering and Mathematics. This year, the school continued to provide ample opportunities for students to expand their horizons and unleash their creativity. STEM workshops were organized for students to expand their horizons in technology and science. For instance, S5 students made soaps which were shaped by the moulds they created using 3D drawing software and printing; S4 students created Augmented Reality (AR) and Virtual Reality (VR) games using applications, then experienced them with VR goggles; S2 students actualised what they learned about electricity and magnetism by assembling magnets, batteries and small parts to create a working fan. Students reflected that they developed more understanding and passion in STEM and were inspired by technologies such as AR, VR and 3D printing, which they rarely came across in daily life.
- In PSHE subjects, a wide range of learning and teaching strategies was employed to enhance students’ motivation in learning. For instance,
 - in Economics, students were interested in reading economic news and issues which they applied in analyzing some social phenomena like the shortage of face masks;
 - in History, some projects like poster-drawing and film reviews were assigned to students and bonus marks would be given to those students who submitted their work accordingly;
 - in Chinese History, students were assigned to visit the online museum and do the worksheet which was related to some topics in the curriculum, enabling them to consolidate their knowledge as well as appreciate the Chinese Culture and Chinese History;
 - in Religious Education, a self-access corner was set up in Google Classroom where useful reference materials such as Faith Q & A, Religious Trivia, Bible Verse Day Day Bite (“聖經金句句甘”) and others were made available to students in engaging in self-learning outside the classroom. Students could, according to their own pace and competence, explore the corner on their own accord. It enabled students to listen to God’s wisdom and live a more abundant life;
 - Project-based Learning (PBL) was a year-long learning task for S2 students with the aim to improve their research methods, boost their data analysis and refine their presentation skills. The theme “Heritage Conservation and Revitalization” selected this year was to increase students’ awareness towards the historical buildings around them which they rarely noticed, thus raising their awareness towards issues pertaining to heritage conservation. Some skillsets and related concepts were taught online with the support of self-recorded YouTube videos.

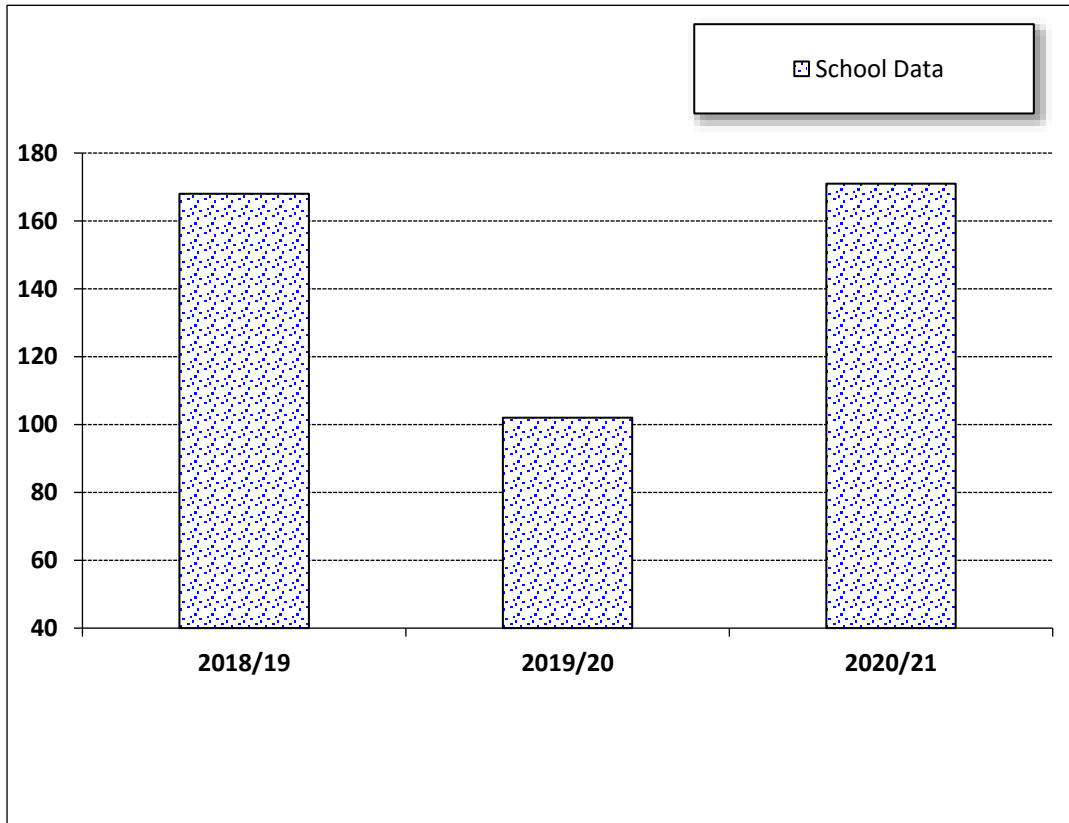
Curriculum

The curriculum is summarized as follows:

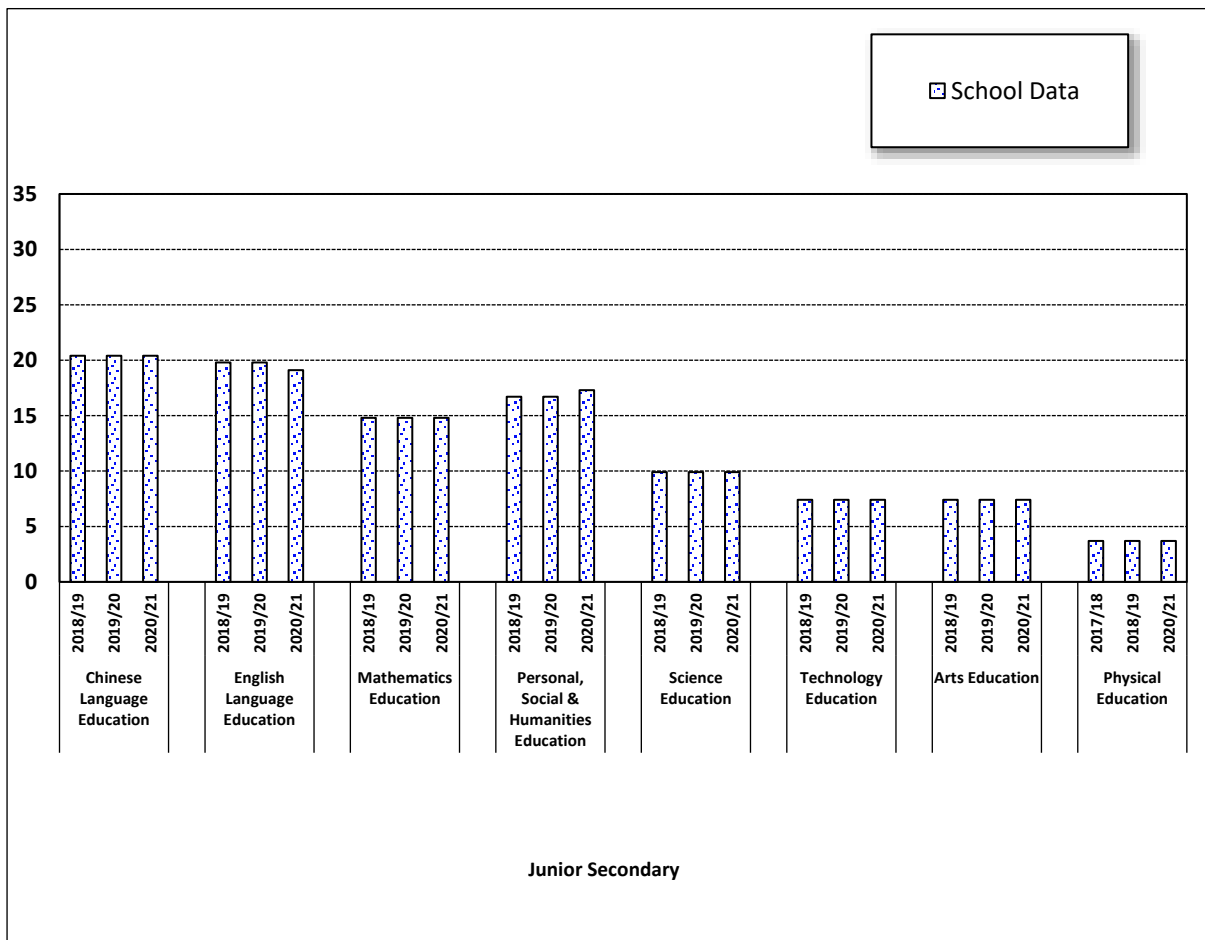
Subject	Level					
	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Liberal Studies				*	*	*
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
Chinese History	*	*	*	*	*	*
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Putonghua	*	*	*			
Integrated Science	*	*				
Physics			*	*	*	*
Chemistry			*	*	*	*
Biology			*	*	*	*
Chinese Literature				*	*	*
Economics				*	*	*
Business, Accounting and Financial Studies				*	*	*
Ethics & Religious Studies				*	*	*
Physical Education	*	*	*	*	*	*
Visual Arts	*	*	*	*	*	*
Music	*	*	*			
Home Economics / Needlework	*	*	*			
Life and Society	*	*				
Project-based Learning #	*	*				
Drama and Language Arts #	*		*			
Scientific Investigation #			*			

School-based Curriculum

Number of Active School Days



Lesson Time (by percentage) for the 8 Key Learning Areas



V. Major Concerns (Achievements and Reflections)

Priority 1: To Strengthen Students' Ability to Implement Self-directed Learning – *Learning with Passion*

Achievements

Empower students to take greater ownership of their learning through engaging them in pre-lesson preparation

- To empower students to administer self-directed learning, the use of online teaching as well as learning resources and platforms were implemented in full swing this year. Learning and teaching materials were uploaded to online platforms like Google Classroom, Google Drive, Edpuzzle, allowing students to conduct pre-lesson preparation.
 - In Chinese Language, teachers uploaded the notes and exercises to the Google Classroom and Google Drive for students to engage in pre-lesson preparation. Students could make good use of the e-learning platform to raise questions and receive teachers' timely feedback. Some task sheets were designed for students to do before lessons and teachers would give bonus marks to students according to their performance. To assist students in doing pre-lesson task sheets, some e-learning auxiliary tools (「看漢閱讀網」/「華藝電子書」) were employed.
 - In English Language, a range of e-Learning tools were employed to allow easier pre-lesson preparation such as tasks on Google Classroom and shared word/ excel documents on Google Drive. For example, students were motivated to do pre-writing preparation such as brainstorming ideas on mind maps and study theme-related vocabulary before they write. A number of quizzes were designed to drive students to consolidate what they had learned in order to lay a solid foundation for future learning. One example was S1-S2 Reader quizzes, which aimed to check students' understanding of the assigned readers. These quizzes, together with other continuous assessments, accounted for up to 30% of the subject total and is a vital component of formative assessments for learning.
 - In Mathematics, Google Classrooms were created for each level and extra online resources were uploaded for both high-achieving and low-achieving students as well as made available for their self-directed pre-lesson preparation. Pre-lesson preparation and preview quizzes were assigned to students to encourage their self-directed learning. Subject teachers could also spot students' misconception at an early stage. Most students agreed that pre-lesson preparation was useful and they could enhance their understanding of concepts. Senior form students were encouraged to revise junior-form topics through the EdPuzzle platform. Students could earn bonus points towards their Daily performance component.
 - In Senior Liberal Studies and Junior Life & Society, bonus marks were awarded to students for completing pre-lesson tasks. Teachers found the incentive approach effective in engaging students in lesson preparation. Small tasks were designed by using Nearpod and Google Suite to test students' understanding of concepts/ knowledge.
 - In other PSHE subjects, students were able to do pre-lesson preparation like checking the meaning of the vocabulary items before lessons. They were required to explore some guiding questions, and discussion with the class on the questions was conducted before the coverage of the main content. Relevant lesson resources, such as the

background knowledge of certain topics and guidelines on reflection, were provided online by teachers to facilitate students' pre-lesson preparation. Bonus marks were introduced to encourage students' participation and enhance their performance in pre-lesson preparation. In general, teachers as well as students agreed that the above approaches were effective to help students prepare for lessons and deepen their understanding of the topics covered.

- To arouse students' interest in lesson preparation in Science, students were assigned to do a presentation about the application of technology related to their studies. Online resources including concept maps, simulations, experiment videos and supplementary exercises were available for students on the Google Classroom. Articles and experiment samples of difficult topics were posted regularly on the Google Classroom for more able students. Most students were confident in making use of the lesson worksheets and online learning assessment uploaded onto the Google Drive or available at the website / mobile app of textbook publisher for their practice at their own pace.
- In Music, an online listening resource (Naxos Music Library) was subscribed to promote students' self-motivated learning by listening to classical music and other different kinds of music. A log record of reference worksheet was provided for students to explore different musical elements during the pre-composition activity.

Reflections

- In general, pre-lesson preparation was useful to enhance student's learning as they could preliminarily grasp the essential topic knowledge. The majority of students agreed that online resources were provided adequately for pre-lesson preparation in addition to classroom teaching. The online resources provided extra help for them to complete their homework and ease their revision process as they were well acquainted with the knowledge through pre-lesson preparation.
- Teachers agreed that bonus marks awarded to students for completing pre-lesson tasks, small-scale assessment tasks and quizzes consisting of questions with different levels of difficulties were effective to help students prepare for lessons, deepen their understanding of topics and further encourage them to engage in pre-lesson preparation.
- As reflected by teachers, tasks that required higher-order thinking skills and fostered critical thinking could be assigned to students to cater for learner diversity.
- Apart from bonus marks, some other measures like designing interesting pre-lesson tasks could be implemented to increase students' intrinsic motivation to engage in preparation before lessons.
- For mass and fruitful resources uploaded to the e-learning platforms, teachers' follow-up actions would be expected to ensure that students make good use of the resources for self-directed learning.

Priority 2: To Cultivate Students' Positive Outlook of Life with a Sense of Self-awareness
– Cultivating a Positive Mindset

Achievements

Enhance positive education

- To help students learn to cultivate, nurture and develop personal strengths as well as potential, the Moral and National Education Team conducted a character strength survey among all students in September 2020. The corresponding results were also sent to Class Teachers who would then do the follow-up work.
- To foster students' positive values, some virtues like wisdom, courage, humanity, justice, temperance and transcendence emphasized in the Moral and National Education Team were shared by Civic Leaders in Edpuzzle. Under the careful guidance of teachers, Civic Leaders prepared video clips regarding positive education for schoolmates, which in turn encouraged them to put positive values into action.
- In the second term, all teachers were invited to share different books, songs, video clips and quotes through a programme named "Holy Family Cheers You Up" in order to encourage students to face adversities with courage.
- A mindfulness workshop was conducted successfully in the Student Learning Week, where students actively engaged in the activity and understood more on ways to handle stress.
- In view of the pandemic, the S4 service training programme was conducted online. Through this training session, students acquired skills in organising programmes for the needy. Besides, they made some artistic and decorative coasters to be sold for charity. This service training programme created a caring and positive learning environment to help students show their empathy towards others, thus cultivating a positive outlook of life.
- When students experienced hardships, their feelings might cloud their judgement and they needed to lean on others for support. Thus, different monthly themes that promoted positive education and the encouragement of teachers and schoolmates played important roles in shaping their thoughts as well as reinforcing their outlook of life with a sense of self-awareness.
- The Guidance Team organised talks concerning stress and expectation management for S6 students to help them cope with pressure in facing the public examination. Moreover, several life education talks were organized for students at other levels to foster positive thinking and values.

Reflections

- Teachers agreed that the positive education implemented by the Moral and National Education Team helped students cope with negative emotion and experiences with a positive attitude. Students generally agreed that the survey of character strengths boosted their self-understanding and self-confidence. Class Teachers conducted the sharing sessions of four different character strengths smoothly. It was suggested that the sharing sessions could be conducted in September in the following year so that students could set goals based on better understanding on different character strengths. Other than that, the duration of Class Teachers' periods was too short for sharing sessions, instead activity periods with a longer duration could be used. In the next academic year, a whole-school approach would be adopted to continue help students cope with negative emotion and develop a positive mindset to face adversities.

- In the survey of character strengths, some words of characters introduced in English were quite difficult to be interpreted by junior form students or some senior form students. The difficult terms could be replaced by other easier synonyms.
- Through the positive monthly themes shared by the Principal, teachers, and students during the morning assembly, Class Teachers agreed that students could learn to face their pressure and challenges in life with courage. It was suggested that students could reflect on the topics shared by the speakers after the morning assembly.
- After the stress management and expectation management talks, students agreed that they learned how to cope with pressure arising from internal and external exams, enhance their time management skills, increase their confidence in life planning, have a clear direction of goal-setting and gain a sense of achievement. It was observed that S6 students, comparatively, were not too stressful.
- Stress management talks could be held upon the request of Class Teachers. If a particular class was facing great stress, the Class Teachers could discuss measures and follow-up arrangements with the Guidance Team.

Priority 3: To Enrich Students' Life Skills – *Soaring with Aspirations*

Achievements

1. Boost students' self-management skills with the habit of setting goals and priorities, getting organized and conducting self-evaluation

- Class Teachers took the initiative to show concern for and give advice to students who needed to improve their self-management skills. They communicated with their parents and let them know the progress of students' academic performance and their psychological well-being. This home-school cooperation was found to be useful and effective.
- Home-school cooperation and parent education were strengthened through seminars for parents, especially for S1-S2. Frequent online seminars like "How to build Positive Emotion", "Self-repair for Tired Parents", "Adolescents – Not Get Lost in the Net" and so on were organized by the school and timely information regarding parent education provided by the EDB was disseminated to parents through School App.
- Class Teachers agreed that in Students' Handbook students' goals and strategies were more concrete with more specific questions which guided them in planning, time management and self-evaluation. Owing to the suspension of face-to-face teaching, Class Teachers focused on showing individual care in calling students one by one. Nevertheless, some students needed more support regarding their mental stress and emotion. To these students, discussing too much about goals might become a stressor. Thus, Class Teachers exercised their own discretion, or they followed the Guidance Team's advice when conducting evaluation with those students.
- Class Teachers agreed that the "Goal-setting and Self-assessment Form" could assist most of the low achievers in self-management. The school Social Workers were invited to give advice to some of the low achievers who needed more individual attention.
- Students in each form participated in careers programmes based on their needs. Junior form students focused on setting goals and priorities after understanding more about their personalities, while senior form students worked on exploring various options of careers

and further studies.

- S1-S3 “Finding Your Colours of Life” and S4-S5 “Career Mapping” workshops were held. Students worked on the worksheets with the guidance of the Class Teachers and Careers Teachers using the resources provided. Students completed the task sheets and showed that they were able to reflect and set goals. They received useful information about options for careers and further studies.
- Several careers talks were held by past students, The University of Hong Kong (HKU), The Hong Kong Polytechnic University, Vocational Training Council and the Hong Kong Institute of Chartered Secretaries (HKICS). Students commented that the talks allowed them to know more about different disciplines and industries.
- An online S5 HKU Consultation Day was held in April 2021, in which student ambassadors from the university shared information about different disciplines with our girls. This helped students understand more about the programmes they were interested in.
- The online workshop of S6 mock HKDSE release of results was presented in October 2020. Almost all the participants agreed that the programme helped them understand more about the multiple pathways upon graduation, thus building their confidence in preparing for university interviews. The mock exam result slips allowed students to know more about their current academic performance, hence they could set achievable goals for making improvements.

Reflections

- Most Class Teachers agreed that the acts of giving advice to students individually concerning their self-management skills, and contacting their parents in case of unsatisfactory academic performances, were useful.
- Class Teachers agreed that the fine-tuned arrangements in the “Goal-setting and Self-assessment Form” assisted low achievers or specific students in their self-management. Parents could be invited to write feedback for the students (e.g. whether students were implementing their goals on monthly basis) to show their support.
- Through careers programmes conducted by the Careers Guidance Team, students agreed that they learned about their own ability, personality, as well as options for careers and further studies. They then set goals and priorities, hoping to realise their potential by studying more effectively, being more self-disciplined and having a renewed sense of focus in life. In the absence of activity periods this year, the careers workshops were held during Class Teachers’ periods and students spent time reflecting on their study and careers goals after the sharing by Class Teachers.
- Some students were found to have a short-term vision. To help students develop a long-term vision and be more optimistic about their future, their career and life planning had to be reinforced in the hope that students could equip themselves with the knowledge, skills and attitudes to make wise choices in accordance with their interests, abilities and orientations; and integrate their career / academic aspirations with whole-person development and life-long learning.

Achievements

2. Promote deep reflection on Christian core values and Canossian spirit

- Students of different levels were guided to explore and reflect on the Core Christian values (Truth, Justice, Love, Life and Family) and the Canossian spirit in Religious Education lessons with the topics listed below:

	S1	S2	S3	S4	S5	S6
Truth	Idols worshipping & superstition	Peace	Honesty	Kingdom of God	Christian unity Interfaith dialogue	Mass media
Justice	The passion of Christ	Freedom & responsibilities	Protect the nature	Prophet	Corporate Social Responsibility	Prejudice Human dignity
Love	Forgiveness	Love & sex Cyber bullying	Poverty in HK	Sharing Community service Teaching of Jesus	Option for the poor	Marriage Embracing our own weakness
Life	Creation of God	Healthy life Abortion	Suffering & death	Death ethic Miracle	Human cloning Genetic engineering	Anxiety
Family	Reconciliation	Family conflict	Gambling	Caring for the aging family member	Growing to adult	Extramarital relationship

Through students' reflection, it could be seen that students were inculcated with core values of Catholic education and these values were put into their daily practice.

- Core Christian values were also shared by the Principal, teachers and students in the Morning Assembly, Christmas Liturgy, On-line Retreats and Catholic Leaders Formation.
- The theme of the Christmas Liturgy was "The people that walked in darkness have seen a great light (Isaiah 9:1)". Prepared by the Catholic Society, the liturgy began with an inspirational drama which emphasized the following messages:
 - Care and mutual assistance among people were important.
 - We should not be discouraged or disappointed by the unsatisfactory events in life.
 - Even in the darkest days, as long as we stood together and remained persistent in praying, Jesus would answer our prayers by bringing hope, peace and joy to the world. Positive feedback had been received both from teachers and students.
- On 8 May 2021, all school members commemorated our Foundress' Feast Day. This year, we celebrated it one day in advance during the first period on 7 May 2021 with the theme "Following in the footsteps of our Foundress, St. Magdalene of Canossa, to overcome adversity". Through Father Simon Li's inspiring sharing, we were reminded to overcome every challenge using our spiritual energy, which was a result of our loving relationship with Lord Jesus as well as the humility and charity revealed by our Foundress. We had to regard challenges as opportunities to receive God's blessings, bear witness to the teaching of our Foundress and learn to bring Jesus' love and hope into the world. The celebration of our Foundress Day inspired students to emulate her charism and passion for life. Most participants agreed that the activity helped them to learn from our Foundress

in being humble and showing appreciation towards others with love and integrity.

- For Truth and Justice in Catholic core values, students were guided to enhance their ability to think from multiple angles. A related talk about cyber bullying was held by the Discipline Team, with the aims of raising students' concern on internet security and privacy and enabling them to understand the pros and cons of using the internet. Students were reminded not to disclose their personal information on the internet and to be responsible internet users. In the internet world, they should respect each other and should not participate in cyber bullying. In addition, they learned about the internet crisis and related preventive measures.
- In the Principal's sharing about the monthly theme "Living up to the Canossian Spirit" in May 2021, students were reminded to revisit and reflect on the "Profile of HFCC Graduates" stated in the Students' Handbook and were then guided by Class Teachers about the importance of equipping themselves with those positive traits during the Class Teachers' Time.
- Students were encouraged to learn from others with a humble heart. Subject teachers showed sample work or good practice to students who would then learn from others' strengths with a humble heart.
 - In English Language, students appreciated the work of their peers and had their outlook broadened. Deep appreciation of peers' work was achieved through the publication of students' good work in the booklet "Aspire to inspire" to be published in the following school year. In addition, all S3 students participated in the form activity "S3 Responses to Reading", in which they read with pleasure and reflected on their reading experiences. Good work would be displayed in school or uploaded online for the appreciation of students in other forms.
 - In Music lessons, students were encouraged to learn from each other in group work and to celebrate others' success by sharing good composition work within and among classes, with a heightened sensitivity towards appreciating others' achievements.
 - In Integrated Science, S1 students learned about conservation of natural resources and endangered species, while S2 students learned about pollution. Some S1 students designed creative and beautiful posters about protecting endangered species. The posters were shown on the board at the covered playground. They became more aware of their responsibility in protecting and conserving the environment, in the hope that they could put conservation strategies into practice in their daily life. A sense of wonder, as well as the love and appreciation towards biodiversity and the natural environment were instilled in students when they came across issues about conservation of endangered species and natural resources.
 - During laboratory sessions in Biology, students showed appreciation of good practical skills of others, like making good microscopic slides and focusing on a clear image using light microscopes. While presenting 3D models in S4 projects, students took a close look at others' work placed in the laboratory. They admired and appreciated the technique, creativity and choice of materials adopted for model making.

Reflections

- Through the above activities, students were observed to further develop the Foundress's virtues of being humble and charitable and live up with the Catholic core values. Meanwhile, Class Teachers explained the results of the 24 character strengths to deepen students' understanding of the traits which could match the "Profile of HFCC Graduates".
- Through the talk about cyber bullying organised by the Discipline Team, students agreed that they learned to use social media in a proper way and manage to tell the difference between true and false information. This educational and informative talk enabled students to stay alert and could be held again in the future.
- Through the Class Teachers' Team, Class Teachers could be reminded to go through the "Profile of HFCC Graduates" with students during Class Affairs Time. The essential traits and Canossian spirit might be further elucidated by teachers in the Form Assembly at the beginning of the school year. Students could then be encouraged to give examples of how they could take action to exemplify these qualities and set related goals in the new school year.
- The annual sale of Caritas raffle tickets could also promote the spirit of being charitable.
- The sharing of good practices among students could be sustained as this helped students understand the expected assessment criteria, learn from their peers and appreciate each other's work. Samples of students' good work could be shared as part of the pre- or post-writing task. In addition, good work of students could be compiled into booklets by the Chinese and English Departments.

Achievements

3. Widen students' horizons through extended learning

To widen students' horizons through extended learning, students' initiatives in engaging in extended learning were reinforced, with the following highlights:

- To ameliorate the effects of reduced lesson time due to half-day school amidst the pandemic, the English Department strived to make the best use of e-Learning resources to better support students' home learning.

➤ *LightSail*

In collaboration with the School Library and the Reading Enhancement Team, English teachers introduced to S1 and S2 students LightSail, which was an online English reading programme. The online reading platform allowed students' access to a wide variety of English books based on students' reading proficiency while the libraries were closed. From the student survey, quite a number (48.9%) of S1-S2 students commented that LightSail allowed them to read more easily and conveniently. Feedback was positive and majority of students (95.5%) said they would like to use LightSail instead of Reading Award Scheme (RAS) journal to record their reading progress.

➤ *English Builder*

The online English enhancement programme continued to motivate junior form students in developing their language competencies outside classroom. Most students could complete the target number of English Builder lessons (160 lessons) and the completion rates (S1: 74.3%; S2: 90.8%; S3: 90.2%) across all junior levels were satisfactory. Students' feedback was positive and most commented that the social issues and global news were beneficial and that they had acquired lots of useful vocabulary items from the

programme.

- English teachers used a range of e-learning tools to support students' learning such as e-newspaper, Google Classrooms, online quizzes etc. Continuous formative assessments (e.g. Reader quizzes, compositions, Reading & Writing Portfolio, speaking assessments) were not halted due to the reduced lesson time. For most of the English language papers, continuous assessments still accounted for up to 30% of the paper total.
- It was the first year for Chinese Speech and Debate Team to join official debate competitions outside school. Some team members participated in the 2nd Hong Kong Secondary Schools Debate Competition organized by the Hong Kong Schools Debate Federation and The 36th Sing Tao Inter-School Debating Competition co-organized by Sing Tao Daily, The Standard and the Education Bureau (EDB). To further polish debate skills, committee members of the Chinese Speech and Debate Team also joined with the Chinese Debate Team of Good Hope School and S.K.H. Kei Hau Secondary School to organize friendly debate competitions. These competitions strengthened their debate skills and boosted their self-confidence.
- S1 and S2 students were assigned to conduct a scientific investigation at home in the second term, with a view to enhancing their interest in Integrated Science. Students tackled the problems they encountered when carrying out the experiment at home by themselves. Most of them were able to conduct the experiments and submitted a completed report. 39.6% of S1 students liked doing scientific investigation at home while 80% of S2 students found that the scientific investigation report could help them understand fair test / topic.
- Our students participated in online STEM workshops held by The Open University of Hong Kong (OUHK) under the Jockey Club STEAM Education Resources Sharing Scheme. In the workshops, students utilized the materials provided to extract their own DNA and make molecular edible food and beverages under the instruction by postgraduates from OUHK through Zoom. Students reflected that they gained a better understanding in DNA analysis by creating novel cuisines with precipitation reactions.
- In collaboration of the STEM Team, the PSHE Learning Community and Moral & National Education Team, morning assembly sharing was done regularly on Mondays and Thursdays, posing thought-provoking questions that allowed students to relate to their experience in their daily life. For example, "Is it safe to eat something that is dropped on the floor for more than three seconds?" This kind of mythical question was raised by STEM Prefects during the morning assembly on Mondays, followed by a detailed explanation on Thursdays. Apart from STEM topics, other sharings concerning personal growth, moral and national education and life-wide learning experiences were also carried out during morning assembly sharing sessions. It was encouraging to see students actively responded and attempted to answer the questions; some even provided answers with well-supported scientific arguments, indicating their interest and passion in problem-solving.
- To promote the conservation of recycling materials by the Moral and National Education Team, a domestic recycling competition was held smoothly. Students showed initiative to carry out recycling at home and some of them used different kinds of waste to create new items in their own way, demonstrating their creativity and determination to conserve

natural resources.

- Although most of the competitions were cancelled due to the pandemic, Holy Familians still strived to achieve in a number of external competitions.
 - In the MI Young Writers Award 2021, three students were shortlisted as the finalists (5-15th place) and nine students were shortlisted as the top 50 entries. The school was also granted 'The Most Enthusiastic School Award' for the senior section.
 - A group of dedicated S5 students joined the Statistical Project Competition for Secondary School Students with the project entitled "A diminishing future of our home: A study on the low birth rate in Hong Kong" held by the Hong Kong Statistical Society and received the First Prize. Another group of S5 students joining the same competition with the project entitled "What makes Hong Kong an attractive state? – Lifting the lid on IMMIGRATION RATE" received the Second Prize. A more proactive attitude with learner autonomy and a demonstration of their analytical skills were found to have developed among the participants in this competition.
 - Some senior students actively participated in the 9th Inter-school Competition of Project Learning on Hong Kong's History and Culture held by the Hong Kong Museum of History. With passion and devotion, one group received the Merit Award, being applauded for their abilities in discussing authentic Hong Kong historical and cultural issues.

Reflections

- By showing sample work to students who could learn from their peers, most teachers agreed that students could appreciate and learn from others' strengths with a humble heart.
- A total of fifteen sharing sessions concerning personal growth, moral and national education and life-wide learning experiences were held by student representatives of the Moral & National Education Team, the PSHE Learning Community and STEM Team during the morning assembly. A wide range of issues in History, Life and Society, Economics, Geography and Chinese History were covered. To be more interactive, the audiences could respond to the questions raised in the sharing through sending email to the representatives. Students generally found the information inspiring and relevant to their daily life and some agreed that such experiential learning aroused their interests in exploring more.
- To enhance students' participation in extended learning activities, the Google Classroom platform could be used to disseminate the information. A successful example came from the Moral and National Education Team, in which students participated in the Q&A promotion via Google Classroom platform. They were provided with more information on national security and national identity on Google Classroom for further exploration. Students watched videos on Edpuzzle in enriching themselves with different values, positive education and boosting their national identity.
- During class suspension due to COVID-19, teachers provided abundant resources like e-book, information of competitions and so on for students. Most teachers agreed that more students took the initiatives to access those resources and participate in the extended learning activities.

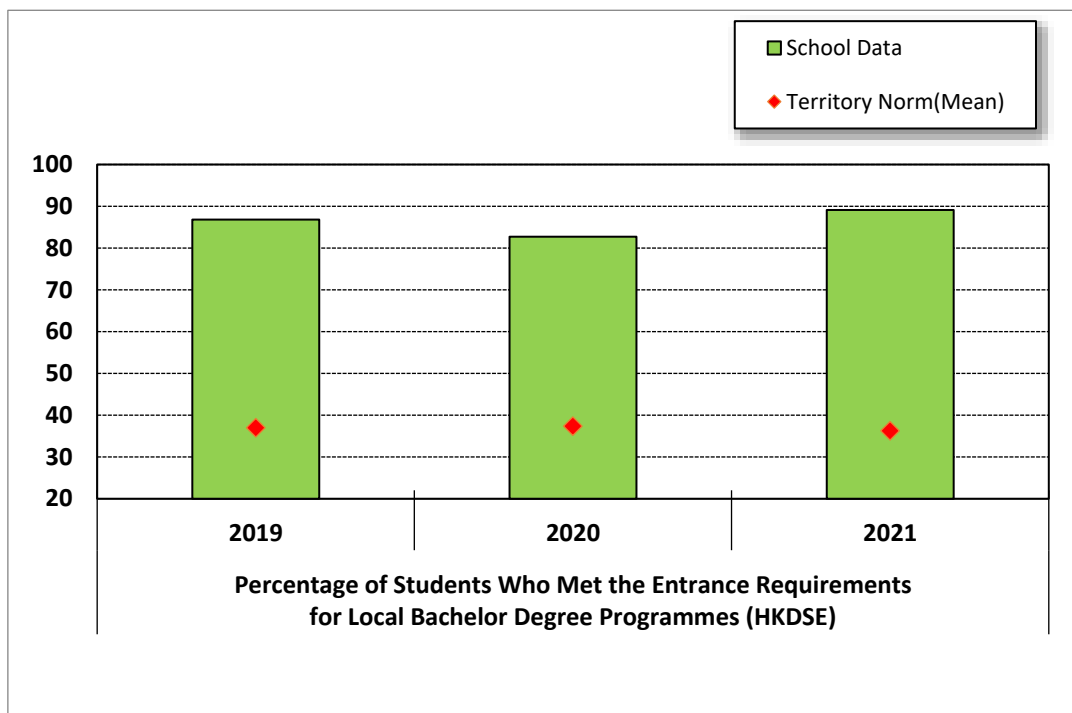
VI. School Financial Summary

Financial Report as at 31 August 2021

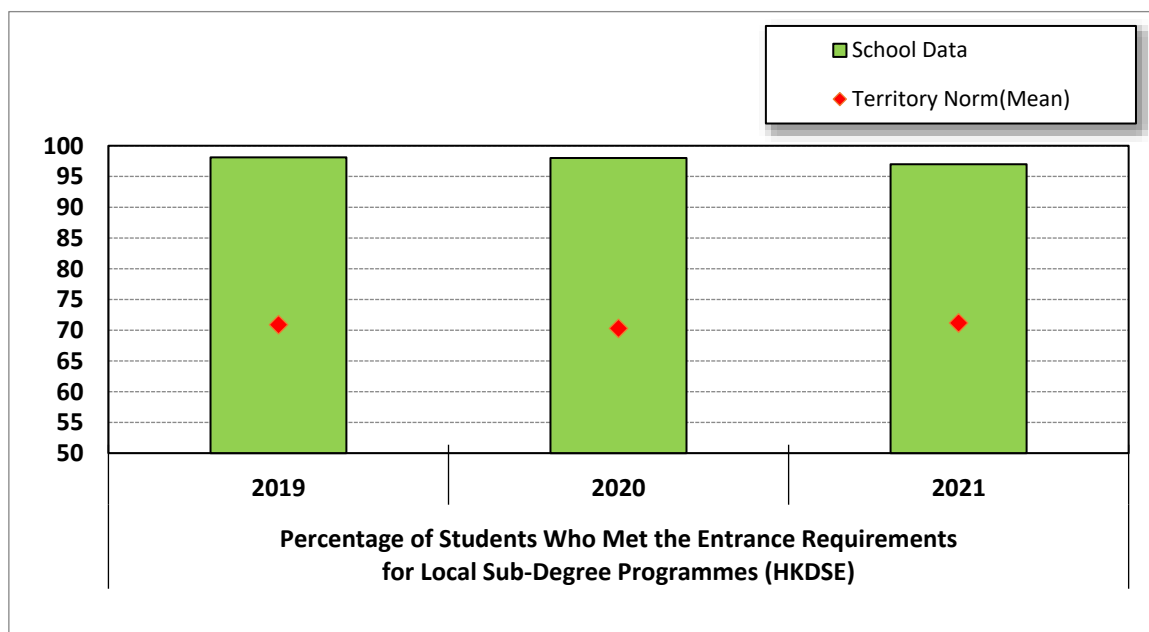
Particulars	Surplus B/F & Income \$	Expenditure \$	Balance \$
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2019-2020 B/F)	4,302,475.90		
(a) Baseline Reference	2,009,379.02	1,976,036.75	
(b) Administration Grant	4,026,619.09	3,607,881.24	
(c) Capacity Enhancement Grant	638,461.00	671,618.48	
(d) Composite Information Technology Grant	490,804.00	378,106.00	
(e) Air-conditioning Grant	580,253.50	336,779.20	
(f) School-based Management Top-up Grant	50,350.00	15,100.00	
(g) Amount transferred to Other Grants	0.00	39,354.54	
(h) Reserved Fund for Severance/Long Service Payment	106,145.64	0.00	
Sub-total:	12,204,488.15	7,024,876.21	5,179,611.94
Surplus of EOEBG:			
(2) Grants outside EOEBG (Accumulated Surplus 2019-2020 B/F)	2,365,026.50		
(a) Home-School Cooperation Grant	25,740.00	25,740.00	
(b) Teacher Relief Grant	1,091,630.69	987,968.87	
(c) Diversity Learning Grant – Other Programmes	45,935.95	31,300.00	
(d) Career and Life Planning Grant	81,347.52	81,347.52	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for After-School Support for NCS Students	199,435.00	49,435.00	
(g) One-off Grant-Promotion of Chinese History & Culture	12,085.00	12,085.00	
(h) Information Technology Staffing Support Grant	334,636.02	334,636.02	
(i) Promotion of Reading Grant	88,603.10	84,493.00	
(j) School Executive Officer Grant	542,198.16	528,540.00	
(k) Learning Support Grant	60,298.40	46,703.90	
(l) Life-wide Learning Grant	1,964,410.58	941,146.64	
(m) Student Activities Support Grant	55,250.00	55,250.00	
(n) Hong Kong Schools Drama Festival	1.69	1.69	
(o) Special Support Grant-Enhance Cleansing	100,000.00	100,000.00	
(p) Grant for Supporting NCS Students to learn Chinese History & Culture	99,751.00	99,751.00	
(q) Support Online Learning of Needy Student	5,280.00	5,280.00	
(r) Student Grant for ApL(C) (2021-23 Cohort)	13,400.00	13,400.00	
Sub-total:	7,615,029.61	3,397,078.64	1,852,924.47
Surplus of Grant Accounts Outside EOEBG:	-2,365,026.50		
II. School Funds			
(Accumulated Surplus 2019-2020 B/F)	8,931,464.48		
(a) Tong Fai	7,408,994.77	394,681.53	
(b) Approved Collection for Specific Purposes Account	767,382.05	119,999.60	
(c) School Development Fund	89,856.62	0.00	
(d) Student Scholarship Fund	389,388.36	55,000.00	
(e) OLE Development Fund	441,309.82	131,196.00	
(f) Student Welfare Fund	387,369.47	0.00	
Sub-total:	18,415,765.57	700,877.13	8,783,423.96
Surplus of School Funds:	-8,931,464.48		
Accumulated Surplus of Government Funds 2020-2021 B/F 2021-2022:			7,032,536.41
Accumulated Surplus of School Funds 2020-2021 B/F 2021-2022:			8,783,423.96
Total Accumulated Surplus as at the End of 2020-2021 School Year:			15,815,960.37

VII. Performance of Students

Public Examination

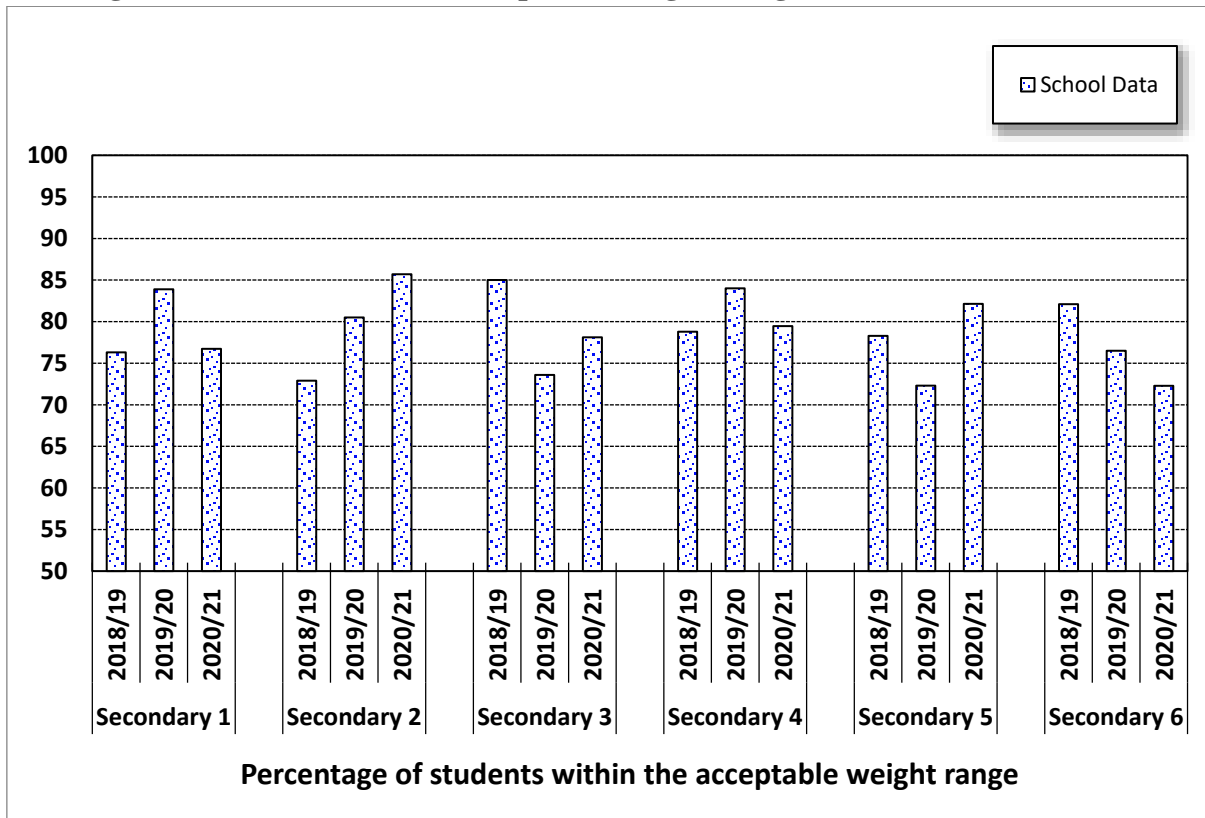


Public Examination

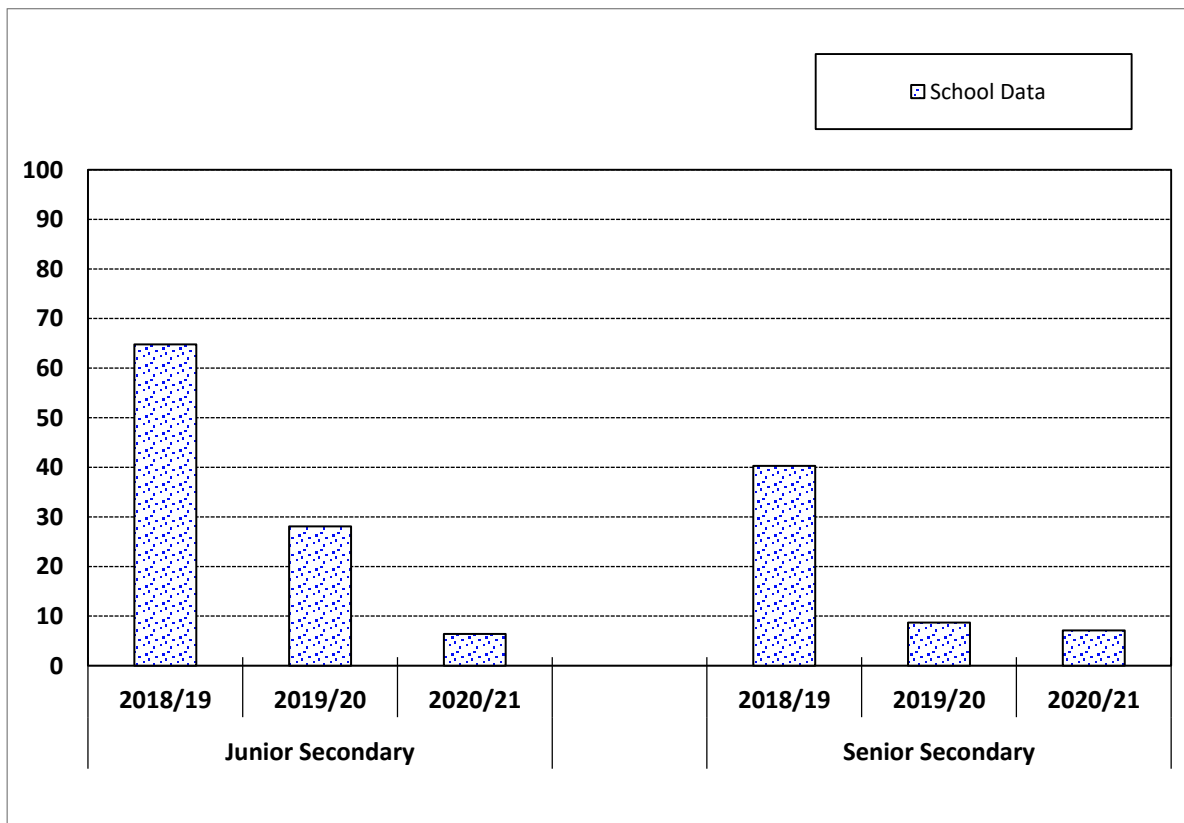


Physical Development

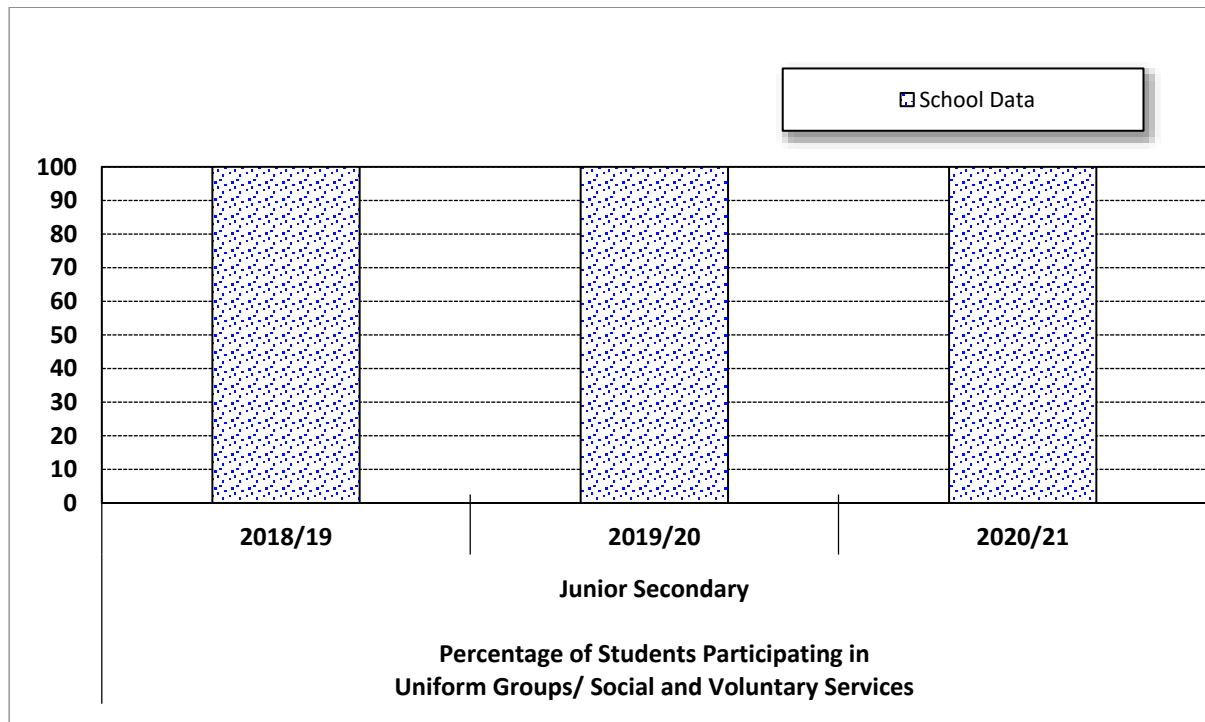
Percentage of Students within the Acceptable Weight Range



Student Participation in Inter-school Events



Student Participation in Uniform Groups/ Social and Voluntary Services



Summary of International and Inter-school Activities and Prizes Won

Academic	No. of Awardees in ()
1. 72nd Hong Kong Schools Speech Festival	
Chinese Section	
粵語散文獨誦	亞軍 (1)
English Section	
Dramatic Duologue	
Secondary 5 and 6	3rd (2)
Solo Verse Speaking (Non-open)	
Secondary 3 and 4	1st (2) 2nd (3) 3rd (4)
Secondary 5 and 6	1st (1) 3rd (1)
2. 2021 學界創意達人大賽 (寫作)	冠軍 (1)
3. 第十一屆大學文學獎	少年作家獎 (1)

4. 「菁英盃」作文入圍賽	三等獎(1)
5. 校園作家大招募計劃 2020-2021	優異獎 (1)
6. 2020-2021 中國中學生作文大賽 (香港賽區)	優異獎 (5)
7. 全港青年中文故事創作比賽(2020-21 年度)	優異獎 (1)
8. Canadian English Writing Competition 2021 (Arch Cup)	Silver (1)
9. The Standard - The 10th English Writing Competition 2020-2021 Senior Group	Merit Award (3)
10. Hong Kong International Exchange of Artist & Culture Association - The 56 th English Writing Competition Youth Group (Age 16-18)	Championship
11. 2020 Hong Kong Mathematical Games Open (HKMGO)	Champion (1) Silver (1) Bronze (4)
12. 2020 Hua Xia Cup National Mathematical Olympiad Invitation Competition (Hong Kong Division)	3 rd prize (1)
13. 2021 Hong Kong & Macau Mathematical Olympiad Open Contest (HKMO) cum Asia International Mathematical Olympiad Open Contest (AIMO) Trial	Pass (19)
14. 2021 Asia International Mathematical Olympiad Open Contest (AIMO) Semi-Final	Silver (1) Bronze (3)
15. 第九屆校際香港歷史文化專題研習比賽	Merit Award (4)
16. Statistical Project Competition for Secondary School Students Senior Section	1 st prize (6) 2 nd prize (6)

Music

1. 73rd Hong Kong Schools Music Festival

粵曲獨唱 - 平喉獨唱 - 中學高級組 1st (1)

Piano Solo - Grade Six 3rd (1)

Visual Arts

1. 同創 SEN 友善社區四格漫畫創作比賽

季軍 (1)

優異獎 (3)

2. 全港中、小學生街道牌設計比賽

冠軍 (1)

優異獎 (1)

3. The CU Stroke Angels “Join the Movement to Prevent Stroke” Video Contest

Outstanding Student
Ambassador Award (8)

Dance

1. 第 54 屆學校舞蹈節比賽

中國舞 獨舞

甲級獎 (2)

袋鼠盃 2021 舞蹈比賽

金獎 (1)

Service

1. 2020-2021 九龍城區傑出學生選舉

初中組

優異獎 (1)

高中組

優異獎 (1)

2. 2019-2020 香港紅十字會傑出紅十字青年會員選舉

西九龍總部傑出紅十字青年會員

(1)

Scholarships and Awards

External

1. HK Student Sports Award

(1)

2. 2020-2021 Rev. Joseph Carra Memorial Education

(1)

Grants

Secondary 4 – Secondary 6

3. 2020-2021 Sir Edward Youde Memorial Prizes

(2)

4. 2020 Upward Mobility Scholarship

(2)

5. 2021 Upward Mobility Scholarship	(2)
6. 2019-20 青苗學界進步獎	(20)
7. 2020 黃廷方獎學金	(1)

VIII. Key Issues of School Development Plan 2021-2022

Major Concerns	Intended Outcomes / Targets	Strategies
To cultivate a positive mindset despite obstacles and develop a positive attitude towards life	<ul style="list-style-type: none"> A whole-school approach is involved in the enhancement of the life education programme implemented by the newly established Pastoral Care Board. Teachers are called for a commitment to address students' needs and promote positive values. Students are able to offer each other mutual support and create a learning atmosphere in promoting positive values. 	<ul style="list-style-type: none"> To strengthen communication among functional groups which implement the life education programme To carry out the "Gate-keeper" Programme organised by the EDB To maintain the activity periods during half-day school on Friday and introduce a Life-wide Learning Day for students' participation in other learning experiences To encourage students to: <ul style="list-style-type: none"> develop positive learning attitudes instead of giving up easily (learn from mistakes, make use of teachers' feedback for learning) achieve whole-person development and embrace positive values and attitudes through school-based award systems and National Security Education (NSE)
To instill in students a grateful heart and to never take things for granted	<ul style="list-style-type: none"> A whole-school approach is adopted in the celebration of the 50th anniversary with a grateful heart. Teachers instill a sense of appreciation and gratefulness in students in character formation and enhance their personal qualities. Students learn to reflect on things they have with gratitude. 	<ul style="list-style-type: none"> To enable students to be thankful for opportunities they have through the preparation and performance in relation to the 50th anniversary, enhancing their sense of belonging and achievement To develop a grateful heart through a Gratitude Diary To express gratitude to our Foundress and school members involved in establishing the school for 50 years, appreciating their efforts and contribution To foster positive attitudes towards life by developing a grateful mind and not taking everything for granted

Major Concerns	Intended Outcomes / Targets	Strategies
To develop students to be humble, appreciate others and transform their weaknesses to strengths	<ul style="list-style-type: none"> • A whole-school approach is encouraged to facilitate self-enhancement by appreciating others' efforts and learning from one another. • Teachers assist students in developing a humble heart and provide them with opportunities to learn from each other. • Students have a sense of focus in their life planning and have an open mind to pursue their goals. 	<ul style="list-style-type: none"> • To remind students to learn from our Foundress in being humble and charitable • To assist students in realising their potential, strengths and weaknesses through career and life planning programmes • To enable students to take heed of and show appreciation towards people and their good deeds, as well as to develop a positive outlook on life • To make improvements by conducting ongoing evaluations and engaging in regular reflections

Appendix I: Progress and Evaluation Reports of Various Grants

Summary on the Usage of Various Grants

Description	C.E.G.	C.I.T.G.	L.S.G.	D.L.G.	C.L.P.G.	I.T.S.S.G./ S.E.O.G.	L.W.L.G.
Life-wide Learning Activities, Equipment, Consumables and Learning Resources							\$941,146.64
Enhancement, Remedial Programmes and Other Activities							
Hire Service for Speech Therapy			\$46,703.90				
Employment of IT Administration Officer	\$671,618.48						
Internet, Network, Engineering Works, System Maintenance, IT Facilities		\$378,106.00					
Employment of STEM & IT Technician						\$334,636.02	
NSS, Gifted & Programmes				\$31,300.00			
Employment of School Executive Officer						\$528,540.00	
Employment of Temporary Teachers, Learning & Teaching Materials					\$81,347.52		
Total	\$671,618.48	\$378,106.00	\$46,703.90	\$31,300.00	\$81,347.52	\$863,176.02	\$941,146.64

Evaluation on the Usage of Various Grants

Capacity Enhancement Grant (CEG):

- The English teacher was effectively deployed to allow the smooth running of various language programmes such as the online English Reading programme *LightSail* as well as the Phonetics Course and Fluency Course for S1-S2 and S3-S4 students respectively. Without the support of the extra manpower, such programmes could not have been organized to facilitate students' extended English learning especially during the pandemic. In general, students' language competency was enhanced.
- Together with the use of CLPG and TRG, a Mathematics Teacher deployed could assist the Mathematics Department in coping with the diverse needs of students, promoting pre-lesson preparation, lesson engagement and self-initiated learning among students with continual usage of e-learning platforms and mobile devices in school. During school suspension, online teaching as well as online formative assessments like preview quizzes were effectively delivered by this teacher. Students' competence in Mathematics was enhanced. Moreover, the deployment of the Mathematics Teacher reduced the workload of teachers who engaged in careers and life planning programmes.
- An IT Administration Officer was recruited from September 2020 to August 2021 to offer help in the integration of mobile computing devices and information technology in teaching.
- Enhancement and Remedial Programmes
 - For Chinese Language, the Chinese Department arranged enhancement classes for S1 students. The participants agreed that the additional classes improved their study skills and enhanced their language standard as well as confidence. Most of the students' academic performance was improved. Their knowledge and understanding of Chinese culture were also strengthened.
 - Based on the Pre-S1 English Attainment Test results, the weakest 40 students were invited to join the Pre-S1 Summer English Remedial Programme. Most participants agreed that the programme assisted them in adapting to English as the medium of instruction.
 - Pre-S1 Mathematics Remedial, S5 Mathematics Enhancement and Remedial Classes were conducted by past students and a service provider. Teachers expressed that students could benefit from consolidating their subject knowledge that was recently learned. In the internal assessment to be done in November, the Mathematics Department would see if participants concerned would show improvement in the assessment, as reflected in the comparison of standard scores.
 - For Liberal Studies, enhancement and remedial classes were conducted online by alumnae. The majority of the participants agreed that they gained a better

understanding of the subject knowledge and examination strategies. They managed to apply them in tests and examinations. As a result, their academic performance was enhanced.

- For Geography, the tutorials were not arranged due to class suspension in relation to the epidemic development of COVID-19.

Life-wide Learning Grant (LWLG)

- Music Instrumental Learning Programme: For instrumental learning programme, most students reflected that they were benefitted with an improvement in their instrumental playing skills and they acquired knowledge in instrumental playing. They agreed that the instrumental teachers stimulated their interest in music and instrumental playing. The instrumental teachers responded positively concerning students' learning progress while students engaged actively under online lesson mode.
- Music Enhancement Project: Under COVID-19 pandemic, only online rehearsal sessions could be arranged. The conductor agreed that students took more initiative in preparing for upcoming rehearsals because they had to play solo parts under the arrangement of online setting. Students reflected that they were more aware of time management and were looking forward to face-to-face orchestra rehearsal in the future.
- Chinese Classical Dance: There was a Chinese dance performance on 25 July 2021 and several training sessions were conducted in July 2021. It was observed that students' skills and interests in Chinese Classical Dance and Sports were strengthened. Through group performance, their communication skills and team spirit were further strengthened. Students agreed that their understanding of Chinese culture, virtues and aesthetics were enriched.

The evaluation of the rest of items was presented in the Report on the Use of the LWL Grant.

Diversity Learning Grant (DLG):

- Gifted programmes for high achievers were suspended due to COVID-19 outbreak.
- For the Network Physical Education (PE) Programme, students acquired in-depth knowledge and skills in PE, sports science, sports sociology and sports psychology. They developed a positive attitude regarding sportsmanship and explored their potential in the sports activities. Moreover, they became more mature in time management and gained problem-solving skills.
- For the Network Music Programme, both the Music teacher and students agreed that the network programme coordinated by the Institute of Hong Kong Senior Secondary School Music Education (IHKSSSME) equipped students with the necessary knowledge required

in the HKDSE Curriculum. The programme-in-charge exercised careful planning and implemented the curriculum well. The assessment could also reflect the students' progress.

Teacher Relief Grant (TRG):

- A Mathematics and Physics Teacher was deployed to boost students' competence, with the improvement of students' performance shown in internal assessments.
 - Some hand-made equipment designed by the Teacher were used in demonstration, which raised students' interest in learning Physics.
 - One class of S3 Mathematics was split into two groups, thus small-class teaching was made possible. This additional manpower allowed closer monitoring of students' progress both inside and outside classroom. Individual assistance during lesson aided students' understanding of lesson content. Less-achieving students were especially benefitted.
- Some supply teachers were recruited to substitute teachers who took study and sick leave. They were found to be professional and helpful as they helped relieve teachers' workload.

Composite Information Technology Grant (CITG):

- IT equipment and supporting services were found to be sufficient and useful.

Information Technology Staffing Support Grant (ITSSG):

- A STEM and IT Technician was deployed to support the maintenance of the information systems well. His work also included the protection of network security and the provision of technical support for e-learning and STEM.

Additional Funding for Non-Chinese Speaking Students (NCS) & Non-recurrent Grant for Supporting Non-Chinese Speaking (NCS) Students:

- The procurement of reading materials regarding Chinese Language and Culture enhanced the NCS student's interest and motivation towards Chinese Language and Chinese History.
- The student agreed that she had developed interest and ability in Chinese Language and Culture. Her confidence and performance in this subject were enhanced as reflected in the internal assessments.

One-off Grant for the Promotion of Chinese History and Culture (CHCG):

- A number of Chinese History and Culture library books were purchased and recommended for students to read.
- Students were assigned to read e-books from a provider (華藝電子書) and do book reports accordingly.

- It was observed that some students' motivation and interest towards Chinese History and Culture was further enhanced.

Student Activities Support Grant (SAS Grant):

- The SAS Grant enabled the students with financial needs to participate in life-wide learning activities (e.g. Music Instrumental Courses, Speech and Music Festival). They could achieve the learning objectives in experiential learning.

Learning Support Grant (LSG):

- The Guidance Team organised some workshops and small groups to cater for the diverse needs of SEN students and assist them in reviewing their careers and life planning.

Promotion of Reading Grant (PRG):

- Subscriptions to Hyread and Epoint plus offered platforms for students to read a wide selection of Chinese and English books despite the school suspension period.
- The subscription to *Lightsail* offered extra reading exercises to S1 or S2 students, which fostered self-directed learning among students, and strengthened their reading skills.
- The use of *Lightsail* promoted a reading culture despite the closure of the library and the school suspension period, with a record of reading time of 28,507 minutes and a total of 5,380 books being read by our students. 96% of the students preferred *Lightsail* work rather than working on the old Reading Award Scheme journals. The Reading Enhancement Scheme and the English Department would modify the existing Reading Award Scheme to suit the needs of HFCC students.
- Hyread and Epoint plus attracted a steady readership, with a record of 631 e-books being viewed. The Reading Enhancement Team will further promote these platforms in the next academic year to make the access of E-books compulsory for junior form students.
- The Chinese and English e-books encouraged students to develop the habit of reading e-books.
- Teachers agreed that the extra reading resources fostered self-directed learning among students, and strengthened their reading skills.

School-based Management Top-up Grant:

- The legal advisory service related to school governance was procured in the period from 1 April 2021 to 31 March 2022. The service was found to be useful.
- The School Sponsoring Body (SSB)-based seminar regarding the staff employment and staff discipline was conducted by Dr Albert So on 14 April 2021. The seminar was found to be inspiring and informative.

Students' Potential and Achievements

- The percentage of students who attained 3322 or above in core subjects was 89% in the 2021 Hong Kong Diploma of Education Examination (HKDSE). With diversified God-given talents, three of our best students got admitted into highly competitive degree programmes, including Bachelor of Science in Speech and Hearing Sciences at the University of Hong Kong as well as Bachelor of Laws and Architectural Studies at the Chinese University of Hong Kong.
- Apart from academic studies, students demonstrated their diversified God-given potential in other learning experiences.

Staff Development

- On 26 August 2020, Mr Chan Tak-heng, the former Principal of Pui Ching Middle School and Chiu Chow Association Secondary School, was invited to give an inspiring talk on local, national and international education issues as part of the core training elements under the refined teachers' professional development framework. Revealing trends in national and international education development, the talk stimulated teachers to ponder on the significance of educators to prepare students for the future UVCA ("Uncertain, Volatile, Complex and Ambiguous") world. Mr Chan also prompted teachers to think about the changing role of Hong Kong under China's growing influence as an economic powerhouse worldwide. Teachers were enlightened to enhance their global vision to motivate students so that they can be better prepared for future challenges.
- On 19 September 2020, our experienced Physics Teacher, Mr Philip Lee, was invited by True Light Middle School of Hong Kong as a guest speaker for its professional development. The sharing included students' learning stimulated by innovative tailor-made apparatus and in-depth discussion of teaching pedagogies. In addition, he was interviewed by Television Broadcasts Limited (TVB) on 20 January 2021 at school, about an episode (尋人記) which was broadcasted on 16 April 2021. This episode was well received, and he was appreciated for his enthusiasm and devotion to students' pursuit of their dreams.
- On 26 September 2020, a formation session, attended by the Special Educational Needs Coordinators (SENCOs) from both primary and the secondary sectors, was presented by the Canossian Schools Board. The SENCOs from different Canossian schools were invited to share their experiences and Sr Agnes Law concluded the sharing with some discussion topics with them afterwards.
- On 10 October 2020, a New Canossian Teachers' Orientation and Native-speaking English Teachers' (NETs) Gathering were held by the Canossian Secondary Schools Board. In the first session, Sr Agnes Law shared her reflections on Our Lady of Sorrows with the new teachers and the NETs. She encouraged them to face adversities with faith, hope and perseverance. In the second session, Ms Catherine Wong shared some tips with the new teachers with regard to daily teaching. The sharing proved to be practical and useful for the new teachers. After the first session, the NETs shared among themselves their teaching experiences in Hong Kong. They enjoyed the sharing and were eager to form a network

with one another for mutual support.

- On 29 October 2020, a seminar regarding mental health and well-being was organised by the Caritas to help teachers understand the importance of mindfulness as a way to relieve from pressure. Teachers took time to meditate with soothing music from nature and were given ideas on ways to relieve from an overwhelmingly crowded mind. In the enrichment session that followed, the staff relished the chance to relax their body and mind through various activities like baking, wire lettering, stretching and ball games.
- To enhance our school-based life education programme, the Principal, the Coordinator of the Moral and National Education Team and two other teachers participated in a Life Education Programme offered by the Education University of Hong Kong from February 2021 to June 2022. Different speakers were invited to share their insights in implementing value education promoted by the EDB and in handling cases of students affected by emotional upheaval.
- On 26 March 2021, a seminar was held to provide teachers with useful information about the causes, symptoms and complications of self-harm among teenagers. The seminar was conducted by an Educational Psychologist from the EDB to help teachers better understand the reasons behind students' self-injury and the necessary follow-up work regarding students who exhibit the tendency to inflict self-harm. The seminar was concluded by the School Social Worker and the Guidance Mistress with the sharing of flowchart indicating the steps involved in a school-based approach when suspected cases arise.
- On 2 June 2021, a whole school review with the Planning-Implementation-Evaluation (P-I-E) approach was conducted to examine the major strengths and areas for enhancement, which would be considered in the strategic planning for school development and the implementation of major concerns in the next academic year.
- On 10 and 17 June 2021, a Joint Canossian Schools Staff Development with the topic "Mission and Implementation" was held for Middle Managers. Participants were enlightened by the thought-provoking talk given by Sr Agnes Law and Ms Catherine Wong and were reminded of the mission and essential qualities that should be upheld by all Canossian Middle Managers.
- On 19-20 July and 31 August 2021, a solicitor, Dr Albert So, was invited to conduct a talk with the topic "Legal Talk Related to National Security Law & National Anthem Law" for the teaching and non-teaching staff to understand the implementation of National Security Education.

School Development

The 2020-2021 School Year has been an arduous time for all school members. In face of unprecedented challenges, we continued to receive bountiful provisions from God which surpass all human understanding. All our teachers and other staff members were ready to accompany students on their journey of growth, especially when they had to go through trials and tribulations. In the next school year, a Pastoral Care Board will be set up so as to strengthen our students' life skills, values, attitudes and wellbeing. It was hoped that our students would recognize their own strengths, develop positive attitudes, equip themselves with various strategies to overcome obstacles and gain an overview of their life planning.

Submission of Annual School Report 2020-2021

for Endorsement by the

Incorporated Management Committee

Submitted by:

Ms Cheng Ming Wai, Cara

Principal

The IMC of Holy Family Canossian College

Endorsed by:

Sr Chun Wai-tak, Theresa

Supervisor & Chairperson

The IMC of Holy Family Canossian College

Date: 12 October 2021

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