



*Treasuring our Life*  
*Lifting Up Our Mind*

Holy Family Canossian College  
Annual School Report 2021-2022

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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 678 students and 76 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 has been 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)

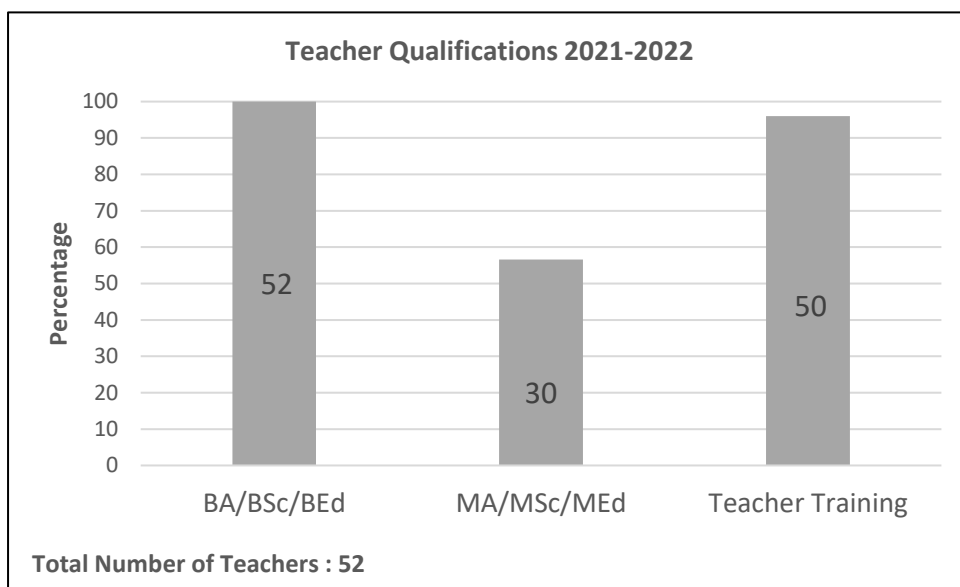
Member Year	Sponsoring Body	Principal	Parents	Teachers	Alumna	Independent
2021-2022	7	1	2	2	1	1

## Our Teachers

### No. of Teachers

Year	2019-2020	2020-2021	2021-2022
Number of Teachers	51	52	52

### Teacher Qualifications 2021-2022

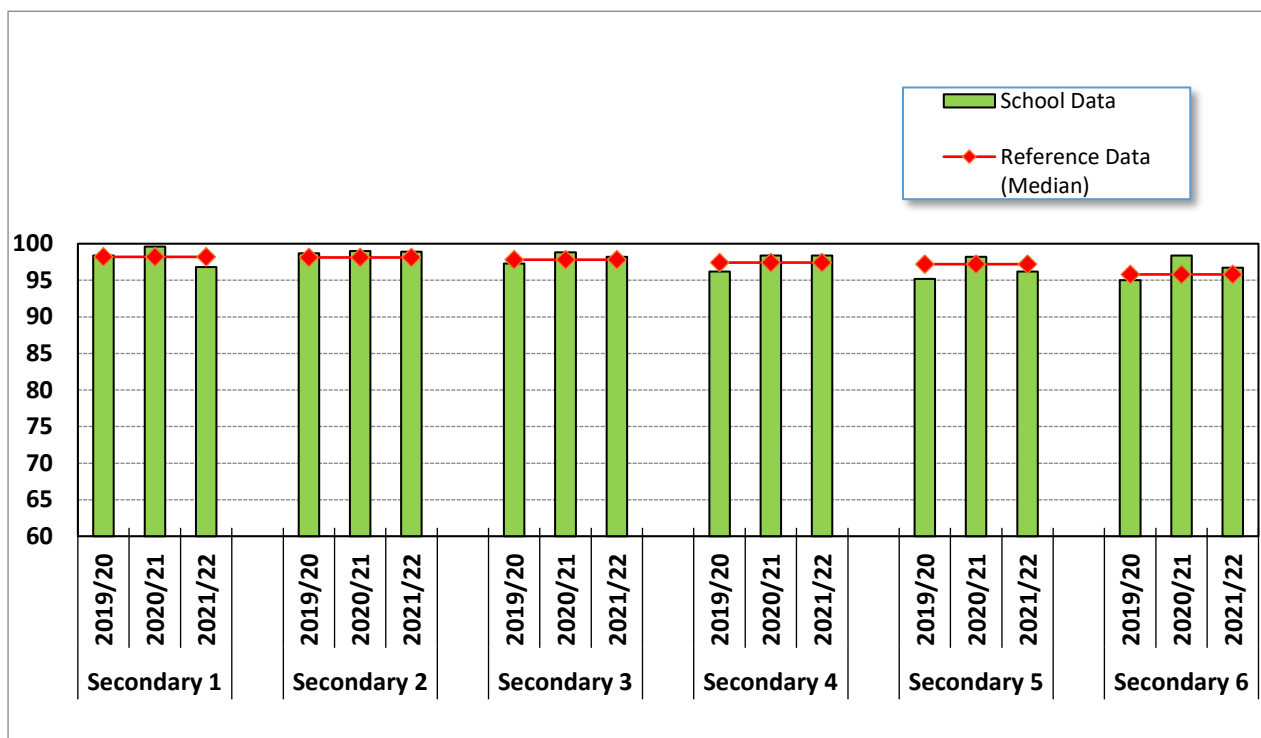


## III. Our Students

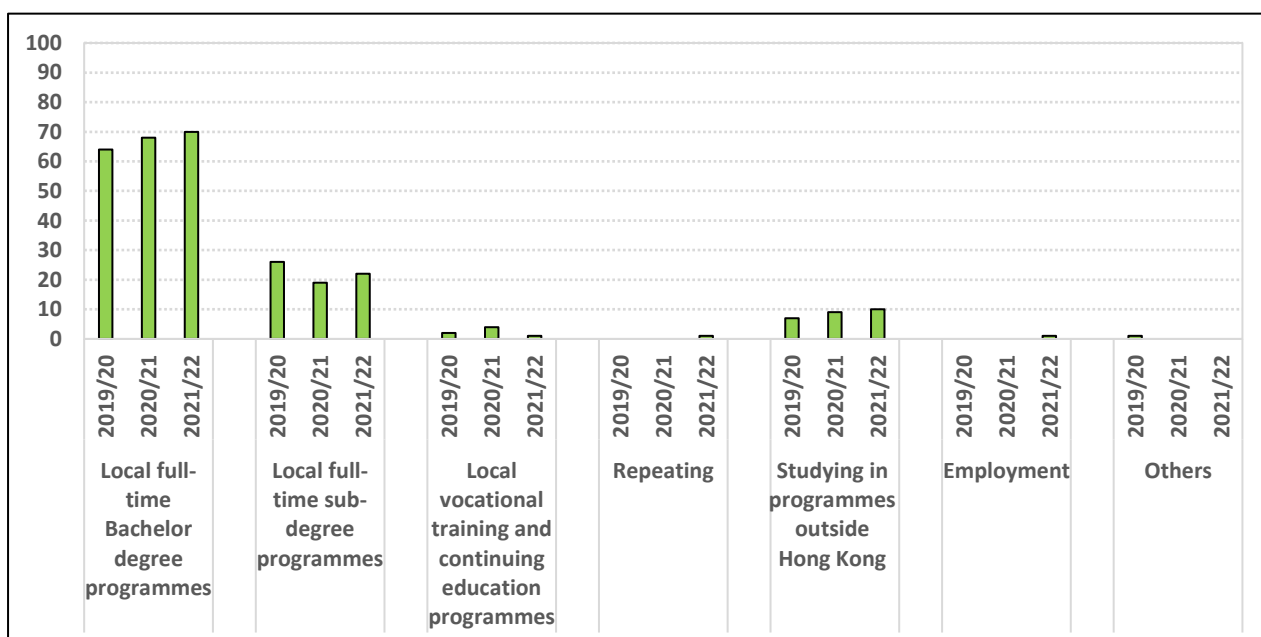
### Class Organisation (on 2 September 2021)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Enrolment	120	114	117	118	103	106	678

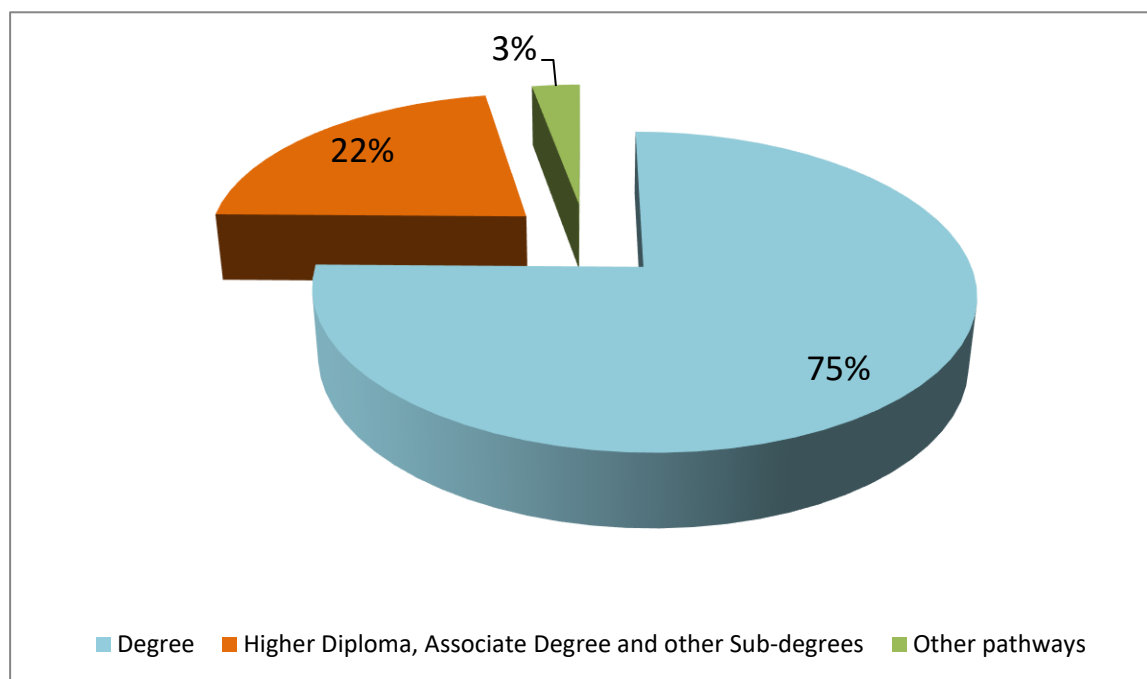
## Student Attendance



## Destination of Exit Graduates



## S6 Graduates' Movement – by Study Programme (2021-2022)



### 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 Pastoral Care Board had been newly established. Under the Pastoral Care Board, the collaboration of Guidance Team, the Discipline Team, the Careers Guidance Team together with the Careers and Life Planning (CLP) Division, the Moral and National Education Team, the Class Teachers' Team, the Special Educational Needs Coordinator (SENCO), School Social Workers and the Prefect of Studies was strengthened to work effectively and review students' academic progress and well-being. The early identification and intervention equipped students with better skills and confidence in meeting life challenges. Regular meetings with teachers were held on Tuesdays after school to discuss students' matters. Clearly defined procedures were formulated to give guidance and support to all teachers in addressing the diversified needs of students.
- The CLP Division under Careers Guidance Team had been set up to help students develop a long-term vision, develop their positive attitudes in life and become more optimistic about their future, in the hope that they could equip themselves with the knowledge, skills and attitude 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.
- Led by the Coordinator of the Pastoral Care Board, the Religious Formation Team and all other functional groups implemented the school-based Service Learning Curriculum and various other programmes for students to develop positive values, cultivate 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, indicating the top five and bottom five character strengths, which enables 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 internal and external scholarship schemes prepared students to stretch their potential and enhanced their motivation to learn inside and outside school.

## **IV. Our Learning and Teaching**

During this school year amidst COVID-19, we thank God not only for the good things we receive, but also for the strength that we have in dealing with trials and tribulations. With the yearly theme “Treasuring our Life Lifting Up our Mind”, our students were guided to learn to be thankful for the tough times, which could train them to be more persevering and allowed them to turn every adversity into an opportunity.

- In almost all subjects, teachers gave timely feedback to students during lessons while constructive feedback was written down on assignments to assist them in learning from their mistakes. Teachers also shared good practice of students’ assignments and their work with common mistakes among students. Students were encouraged to learn from their peers’ work and identified their own mistakes or misconceptions. This could motivate them to learn from one another and avoid repetitive mistakes. To cater for students with different learning progresses, teachers gave feedback to students individually in order to bridge their learning gap. With qualitative feedback, students were found to be more confident and motivated in learning. In addition, more advanced questioning techniques including probing, redirection and reverse were adopted in classroom teaching. Thinking skills were developed for scaffolding of abstract concepts. It was also observed that less able students showed more engagement in classroom learning.
- To cultivate gratitude, in PSHE subjects, a year-long history project in the field of Project-based Learning (PBL) was carried out by S2 students. Focusing on the theme of conservation and revitalization, students were asked to choose one local heritage site to study in detail. The aims were to promote the importance of proper and timely maintenance of historical buildings and appreciate others’ efforts in engaging in heritage conservation. A total of six local heritage sites were given to students as options, including Wong Tai Sin Temple, Central Market, the former Nan Fung Cotton Mills, Kom Tong Hall (Dr Sun Yat-sen Museum), the former Police Married Quarters and 618 Shanghai Street. Throughout the school year, students completed different worksheets, which trained their skills in writing up proposals, designing questionnaires, analyzing first-hand and second-hand data, and even carrying out site visit. Yet, due to the ongoing



pandemic, the site visits were not mandatory, and the groups could decide to make the entire PBL an online research project. Every time a new worksheet was given, e-lesson videos and in-class instructions were given to provide input for them. In addition, S4 and S5 students were also recruited at the beginning of the school year to be PBL Prefects. Their main tasks were to supervise the groups, provide their past experience in engaging in PBL, guide discussion during the Activity Periods, while S2 students displayed gratitude for the guidance and advice of their senior counterparts during the scheduled discussion sessions.

- In STEM Education, many STEM activities involved the use of new technologies.
  - Students made their first attempts in trying out puzzle design with Cospaces and drone programming as part of their extended learning students. During the activities, students faced a lot of challenges, and they were guided by professional teachers to face them and think of solutions. It was observed that teachers scaffolded students in thinking, rather than providing answers to them directly.
  - A team of S5 students joined the 1<sup>st</sup> Hong Kong Secondary School Cosmetic Formulation Competition organised by the City University of Hong Kong (CityU) and the Hong Kong Society of Cosmetic Chemists in mid-2021. They attended a comprehensive workshop to gain hands-on experience regarding cosmetics synthesis in the Chemistry laboratory at CityU. With the use of various chemicals and apparatus, our students were successful in making various cosmetics products. After a fruitful lecture at CityU delivered by the representatives from Hong Kong Society of Cosmetic Chemists on the properties of active ingredients commonly used in cosmetics, the passion of our students was ignited and they would like to continue to create their own formulations with desired properties. They aimed at making cosmetics suitable for sensitive and oily skin types, so their formulations involved rich moisture and the minimal use of preservatives to avoid allergies. Through two months of constant trials and errors, students developed a greater interest in Chemistry and gained a better understanding of the chemistry of cosmetics.
  - In the collaboration between the STEM Team and the Chinese Language Department, a project entitled "Creative Writing with VR (風景寄我情——由虛到實的寫作教學)" was organized for all S2 students. With the enthusiasm and active participation of students, we are honoured to be the Silver Awardee in the Chinese Language Education stream of the International Outstanding e-Learning Awards (國際傑出電子教學獎)(2021/22), presented by the e-Learning Development Laboratory of the University of Hong Kong.
  
- In Religious Education (RE), a sense of achievement was experienced by students with different talents. Various classroom activities, such as drama, group discussion, debate and presentation, had been arranged for students to showcase their individual skills and talents, such as oral presentation, drawing, scriptwriting and graphic design. In line with the yearly theme "Treasuring our Life Lifting up Our Mind", students were guided by RE teachers to explore and search for related quotes, wisdom and knowledge from the Bible and reflect on them accordingly. They were encouraged to release their emotion and

pressure during adolescence by entrusting their worries to God through prayers. In doing so, students were more likely to be enlightened and equipped with the ability to tackle and resolve their daily obstacles instead of giving up easily.

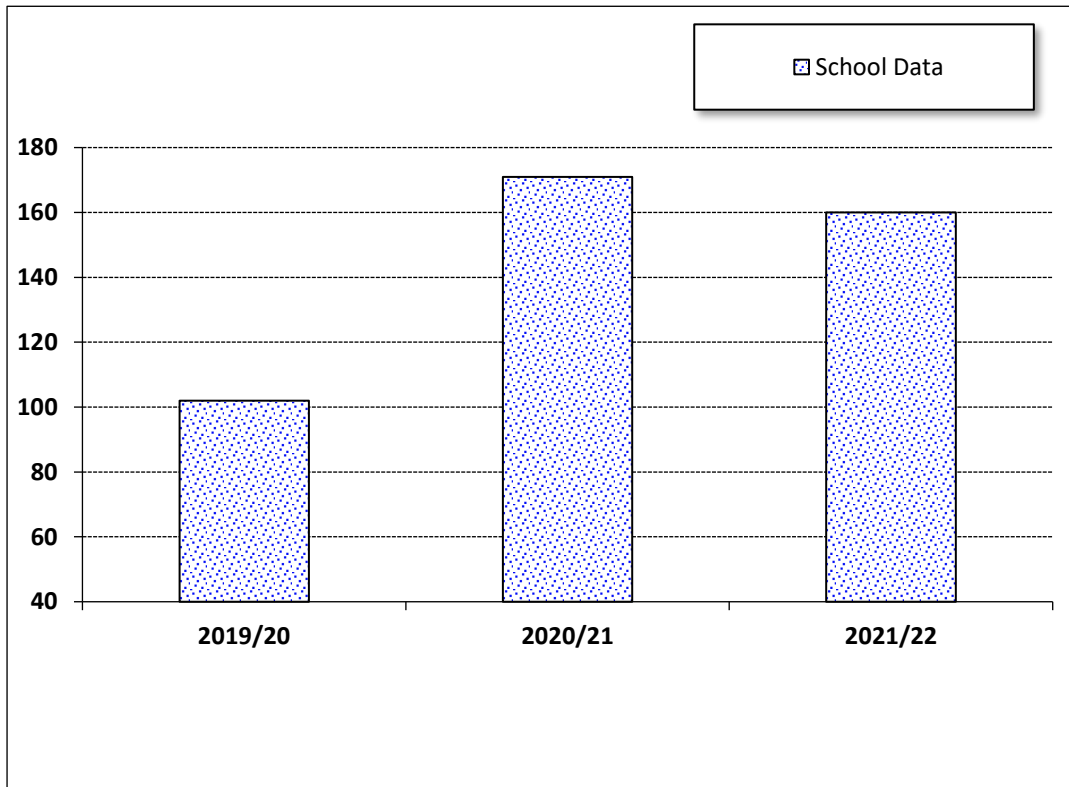
## Curriculum

The curriculum is summarized as follows:

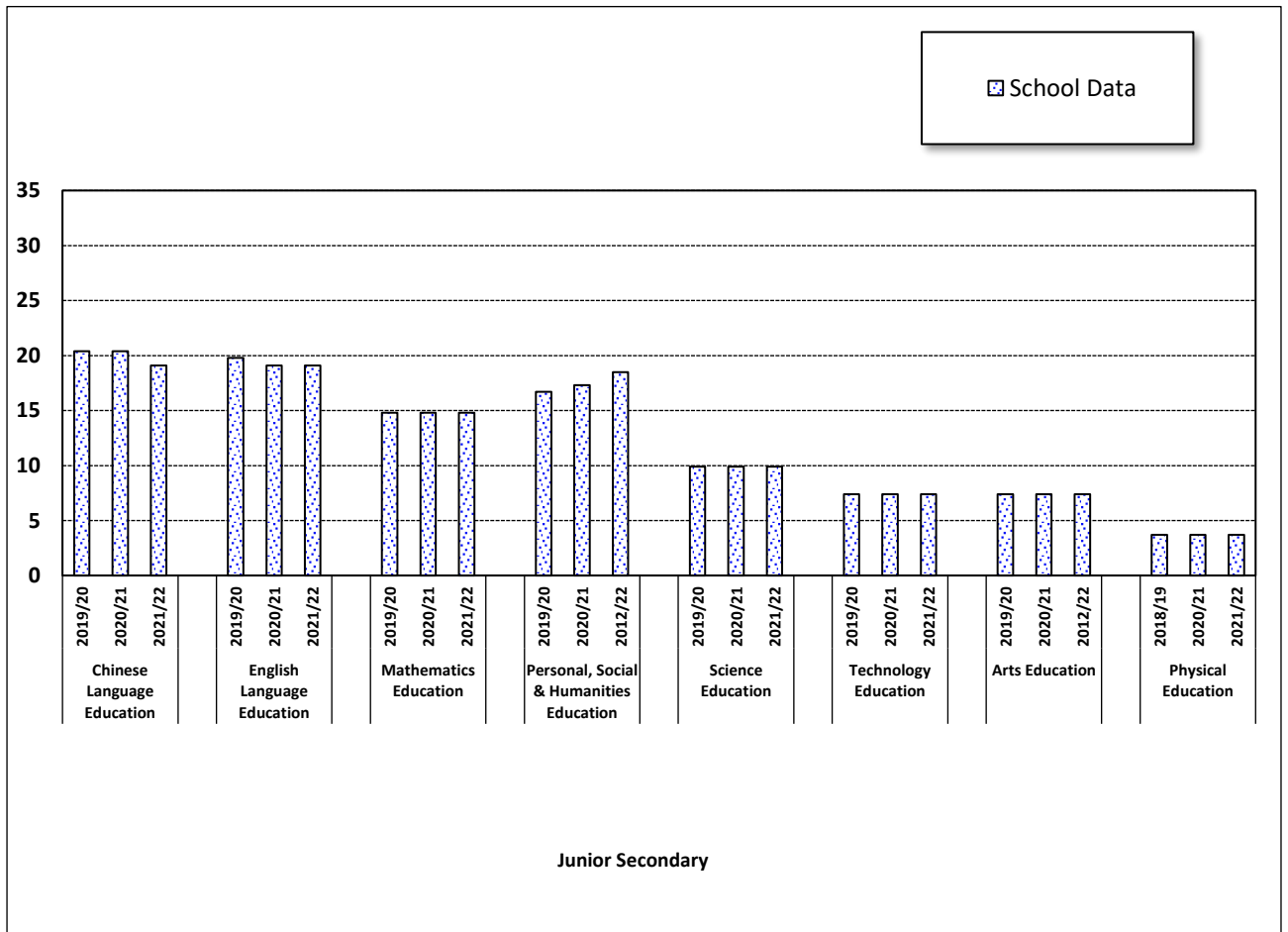
Level \ Subject	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Liberal Studies					*	*
Citizenship and Social Development				*		
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
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 cultivate a positive mindset despite obstacles and develop a positive attitude towards life – Treasuring our Life Lifting Up our Mind

Achievements
<p><b>1. Strengthen communication among functional groups which implement the Life Education programme</b></p> <p>Under the Pastoral Care Board, different functional groups including the Guidance Team, Discipline Team, Moral and National Education Team, Careers Guidance Team with CLP Division and Religious Formation Team implement the Life Education programme collaboratively. In view of students' diverse needs, different themes are designed: <i>Life as a Gift &amp; Perseverance</i> in S1, <i>Self-love &amp; Sharing of Love</i> in S2, <i>Playing with Stress</i> in S3, <i>Charity in Action</i> in S4, <i>Opportunities in Failure</i> in S5 and <i>United in Love</i> in S6.</p> <p>➤ <i>Life as a Gift &amp; Perseverance</i> in S1: The programme was successfully conducted in five activity periods during the Second Term. The sharing and reflection session were found to be fruitful, enabling students to reflect on their exhibition of perseverance.</p> <p>➤ <i>Self-love &amp; Sharing of Love</i> in S2: Song appreciation during Morning Assemblies was newly introduced to students, which they found enjoyable and heartwarming.</p> <p>➤ <i>Playing with Stress</i> in S3: Class Teachers were invited to join the activities or games organized by S3 students during Physical Education (PE) lessons. The activities or games were full of fun and most of the students enjoyed them with full engagement.</p> <p>➤ <i>Charity in Action</i> in S4: No service visit was conducted, instead, a reflection session was held in May 2022.</p> <p><i>Opportunities in Failure</i> in S5: Six to eight S5 students were engaged in individual counselling on CLP. Students thought the counselling session was meaningful. They enjoyed the private sessions, which enabled them to freely express their feelings. In addition, S5 Career Exploration Workshop was conducted on campus on Life-wide Learning Day. Eleven guests from HKFYG/AA/PTA coming from different industries were invited to share about their career, including the jobs of a civil servant, a civil engineer, a banker, a lawyer, a nurse, a social worker, a slasher and so on.</p> <p>➤ <i>United in Love</i> in S6: The activities were held during the lessons of various departments, like Taizé Prayer in RE lessons, the box decoration in Art of Living lessons, Dreamcatcher making in Visual Arts lessons and peer encouragement card in Class Teachers' period. Due to the pandemic, the Thanksgiving Mass was cancelled and the "Cheer You Up Programme for S6" could not be broadcasted on campus. On the other hand, the cheering and positive messages collected were sent to S6 students directly. In addition, under the support from the School Sponsoring Body, Canossian Sisters offered daily prayers to S6 students of all Canossian schools. Each Sister prayed for seven S6 students daily and some Sisters sent handwritten encouragement cards for them more than once. S6 students felt supported and touched.</p> <p>On the whole, some teachers agreed that the collaboration among functional groups was strengthened under the guidance from the Coordinator of Pastoral Care Board.</p>
Reflections
<ul style="list-style-type: none"><li>• A Pastoral Care Board was successfully set up, which proved to be effective in strengthening</li></ul>

the cooperation of different functional groups and related parties like *Coordinators of the Parent-Teacher Association (PTA)*, *Extra-curricular Activities (ECA)* and *Students with Special Educational Needs (SEN)*. Three meetings were held per academic year, with evaluations of programmes completed and suggestions made for improvements. The implementation plans were aligned with the school's major concerns. The plans for the next school year would be adjusted according to the suggestions made in the evaluation meetings. Updates on pastoral care were presented to colleagues in the Staff Information Session on Tuesdays. The operation of Pastoral Care Board could be introduced or promoted more to colleagues.

- Through S1-S6 Life Education programme, collaboration among different parties were achieved. In general, the aforesaid programme would be fine-tuned in arrangements and continue to be implemented in the next school year.
  - S1: Due to the lack of activity periods, the organic farming talk could be cut down to one session. Either one personal growth challenge or farming challenge could be conducted as there might not be a long period like a Special Vacation for students to engage in the activities.
  - S4: The reflection session was not well-received by students as its format was not interactive. It was observed that students were less engaged, compared to the programmes of previous years. Thus, it was suggested that the activity could be held via other formats in the future, for example, online interaction could be used while students were performing the services.
  - S5: Individual counselling on CLP could be conducted online, like this year, to ensure flexibility. Parents could be approached to motivate low achievers to join the individual counselling sessions.

### **Achievements**

#### **2. Carry out the “Gate-keeper” Programme organised by the EDB**

- Some Student Ambassadors were selected as “Student Gatekeepers” and attended two sessions of face-to-face workshops on 2 November 2021 and 7 December 2021. In the workshops, students learned about emotional regulation, various types of mental disorders, different signs of self-harm and suicidal tendency, as well as relevant coping strategies.
- The camp was held online on 12 March 2022. Social workers from the Baptist Oi Kwan Social Service provided strategies in coping with stress for “Student Gatekeepers”. They were attentive and had acquired the counselling skills necessary to help their peers with emotional difficulties.
- “Student Gatekeepers” were invited to promote positive thinking and understanding of mental health in school in the second term, in the hope that students would adopt a more positive and proactive approach when facing difficulties. Students enjoyed watching the video prepared by the Gatekeeper Ambassadors and acquired skills in consoling peers who are in distress. Most of them knew that they would seek help from adults when facing difficulties.
- In promoting the “Gate-keeper Programme”, most teachers and students agreed that they could exhibit better support and care towards one another. Some students believed that they formed stronger support with their peers and they cared more about one another.

## Reflections

- All Student Ambassadors agreed that they gained a better understanding of mental health and emotional status. They also agreed that they had acquired skills in providing peer counselling. Most of them agreed that their understanding of depression, self-harm and suicidal behaviour had been deepened.
- Mental health education should be promoted to more students and teachers in the next academic year. Organised training sessions would be provided for Guidance Leaders to equip them with the knowledge and skills required to promote the mental health of their schoolmates. It was expected that a peer supportive culture would be cultivated.

## Achievements

### 3. Maintain the activity periods during half-day school on Friday and introduce a Life-wide Learning Day

- Even during half-day school, students were given opportunities in participating in Other Learning Experiences (OLE). During the activity periods, activities related to Positive Education or Life Education, such as Study Skills Workshop, Positive Education Talk, Mindfulness Workshop, Character Strength Workshop and Personal Growth Workshops were carried out by Class Teachers and other related specialists.
- For personal growth workshops conducted by Class Teachers, teachers found that students generally enjoyed the workshops and found them useful for their personal development. In some OLE activities, guest speakers were invited to share useful tips in managing mental health and setting life goals. Students found these activities interesting and useful as they acquired various life skills, which in turn fostered their self-understanding, enhanced their skills in emotional management, financial management, interpersonal relationship, problem solving, resilience and so on, as observed by teachers.
- On top of the Friday activity periods, a Life-wide Learning (LWL) Day was introduced and was successfully held on 29 July 2022. Different themes of OLE for all levels were introduced to provide opportunities for students to learn outside classrooms and widen their horizons.
  - S1: Personal Growth Training Camp in Ma Wan
  - S2: Talk on Social Manners followed by PSHE-related Outings in Central and Western District
  - S3: AR Dodgeball Game & Electroplating Workshop (STEM Activities)
  - S4: Visit to Hong Kong Heritage Museum in Shatin
  - S5: Careers Exploration Workshop
- On the whole, teachers and students agreed that there was an adequate exposure in OLE even with the half-day school arrangement. Through OLE, students agreed that their horizons were widened, with their positive values and attitudes nurtured.

## Reflections

- The OLE activities related to Positive Education and Life Education would continue to be held in the next school year in order to promote positive values among students. The Values Education Team would be set up, in the hope that Values Education would be further

reinforced through OLE activities and within the curriculum. Moreover, a Values Education Day would be introduced in the First Term.

- For the LWL Day, a wide range of workshops, talks and outings enriched students' OLE in various aspects. Due to the long Special Vacation in March & April 2022, the LWL Day originally planned in April 2022 had to be deferred to July 2022. However, the hot weather on 29 July 2022 made outdoor activities impossible, thus only indoor activities could be held. In view of this, the activities for the LWL Day should be held before the arrival of summer in the future. Moreover, the arrangement could be improved with more flexibility in the allocation of venue and manpower, the availability of contingency plans, and an earlier briefing session to the teachers involved. The Coordinator of each form should be aware of the details of the rundown and limitations of the venue to ensure the smooth implementation of the programme.

#### **Achievements**

#### **4. Encourage students to develop positive learning attitudes instead of giving up easily**

- The Setback Education Workshop was successfully held on 7 October 2021. It included a Positive Education Talk and an Expressive Art Workshop under the theme "To Accept Change". The feedback collected from students was positive. They enjoyed the talk, the art of clay making and expressive art activities. Most of them agreed that they accepted changes more easily and knew how to express their feelings after the workshop.
- Various activities related to the theme "Perseverance" were carried out in the Second Term, with the aim to cultivate a positive learning attitude among students, such as the pilot-scheme of "Perseverance" for S1 and the Holy Family Cheers You Up Programme for all students. In the Holy Family Cheers You Up Programme, teachers' positive messages and encouraging words in relation to the school themes "Perseverance" and "Gratitude" were shared with students via our School App, with the aim to lift up the spirit of students and connect Holy Familians together amidst the pandemic. It was observed that, with these activities, students learned about the importance of perseverance and knew that they should not give up easily in their daily life.
- Academically, teachers paid heed to give constructive and qualitative feedback in order to motivate students to learn. Amidst the pandemic, e-learning platforms such as Google Classroom allowed instant feedback, which enhanced teaching and learning effectiveness. On the other hand, students were encouraged to make use of teachers' feedback in their learning. Through the evaluation on learning and teaching done by students, they agreed that teachers' feedback helped them in learning, optimizing work progress, keeping them on track, thereby encouraged them to be perseverant. Good practices were observed in subjects like
  - Physics: Teacher gave timely feedback to students through Google Classroom and written assignments. Some hints and methods were given to students to do corrections. It was found that most students did their corrections with correct methods and could avoid making the same mistakes again.
  - Chemistry: Book inspection was conducted in all classes. Teachers were able to give appropriate and constructive feedback by marking and writing comments

meticulously. Improvements had been shown in the overall performance of students' work and the quality of their corrections.

- **Biology:** Teachers provided qualitative feedback in assignments to facilitate students' learning and motivate them to attempt questions. Teachers also helped students do proper corrections and compiled their mistakes as a summarized reminder to help students to avoid repetitive mistakes. Teachers showed care and provided constructive feedback to encourage students with less satisfactory performance in assessments to continue to work on their progress. As a daily routine, teachers always created a free, positive and encouraging atmosphere to encourage students to attempt challenging questions in regular classes and provided instant feedback for them accordingly.
- **Literature in English:** During lessons, teachers assessed students' understanding of the set texts through interactive tools like Mentimeter and Bamboozle. Teachers' immediate feedback helped students clarify misconceptions and fine-tune their understanding towards the texts.
- **Visual Arts:** Teachers were aware of the importance of giving timely and qualitative feedback to students. Students' classwork and pre-lesson preparation uploaded to Google Classroom allowed teachers to give individual feedback and advice for improvement though online lesson mode was enforced. Interim Critique sessions were conducted in most of the assignments as well as School-based Assessments (SBA) in S4 to S6 so that students could receive constructive and quality feedback from the teacher and their peers and further improved their work. This also encouraged the exchange of ideas and students were able to learn from each other through observing, comparing and examining peers' works.

On the whole, a majority of the students agreed that teachers' feedback helped them in learning, optimized their work process and kept them on track. Teachers observed that most students were able to do proper corrections and avoid repetitive mistakes.

- Apart from teachers' support, some centralized remedial classes (core subjects for S1-S3 and all subjects for S4-S6) were conducted for less able students by qualified tutors. Attendance was satisfactory, with the majority of students achieving 80-100% of attendance rate. Despite the fact that not every student got remarkable improvement in the internal assessments, participants commented that the centralized remedial classes were effective in raising their confidence in learning, bridging their learning gap and enabling them to cope with negative emotion arising from academic pressure. As a whole, positive feedback was received for these after-school classes, like in some core subjects:
  - **Chinese Language:** The Chinese Department arranged enhancement classes for S1, S3 and S4 students. The participants agreed that the additional classes improved their study skills and enhanced their language standard. Most of the students' academic performance was improved.
  - **English Language:** After-school English enhancement classes were arranged for S1-S5 students. The classes were mostly online except for a few S4-S5 lessons in the First Term due to half-day school arrangement. Attendance was satisfactory with



an attendance rate of over 90% for most participants. Feedback from tutors and students was positive. Students were cooperative and attentive as a whole. Some students reported that they became more confident in using English after the course. Majority of participants would appreciate the opportunities for more (pre-exam) practices if the course could run again in the future. It would be easier to monitor students' progress and provide individual support if enhancements could be arranged face-to-face.

- Mathematics: Due to the suspension of face-to-face lessons, all lessons in the Second Term were conducted online and thus, the teaching and learning effectiveness was challenged. All online lessons were monitored by the Head of Mathematics Department and students were engaged in the learning tasks during the online lessons. From the evaluation, students agreed that they were able to acquire certain study skills and the lesson content was satisfactorily delivered. Handouts prepared by the tutors were of appropriate standard and were found useful in bridging the learning gap.
- Liberal Studies: Students actively participated in class discussions and got more opportunities to apply different examination skills acquired. They were more confident in answering the tutors' questions and learned considerably from the tutors' explanation. They were able to reflect on their performance based on the tutors' feedback.

On the whole, students concerned agreed that the centralized remedial classes were effective in raising their confidence in learning, bridging their learning gap and enabling them to cope with negative emotion arising from academic pressure.

- In PE lessons, some touching stories of athletes during their races (like the 2020 Olympic Games and Paralympic Games, 2022 Winter Olympics) were delivered to each class at least once per term. Students were impressed by the stories and appreciated the positive values and attitudes presented in each story. However, in view of half-day class arrangement, students were unable to experience the longer duration of face-to-face PE lessons and it was difficult for their cardiovascular exercise habit and training to be developed within a limited time. Instead, they could receive more theoretical knowledge of the benefits of fitness exercise. In addition, students welcomed the new 9-minute walk or run test with the running monitor system this year. Their motivation to participate in it was markedly improved. The majority of students agreed that regular exercises associated with greater emotional well-being and more perseverance could lift up their mind.

### **Reflections**

- The name of Setback Education / Life Education would be changed to Values Education in the next school year. Canossian Values Education and the ten priority values and attitudes introduced by EDB would be further implemented.
- Feedback on activities related to "Perseverance", "Gratitude" and other positive values indicated that they were well-received by students, parents and teachers. These related activities would continue to be implemented. To facilitate the arrangement of school activities, an online spreadsheet would be adopted for the allocation of activity periods.

- Through lessons and assignments, good practice on teachers’ constructive and qualitative feedback would continue and would be shared among teachers.
- To cater for learner diversity, extra enhancement or remedial classes would continue to be conducted. For students of junior levels, Subject Teachers would give individual coaching or conduct extra classes in small class size. A new after-school class, Jolly Learning Club, would be set up and conducted by qualified past students mainly for some low achievers. The aims were to enhance their study skills, strengthen their learning attitudes towards academic studies as well as developing their positive attitudes. For students at senior levels, extra enhancement or remedial classes conducted by Subject Teachers or qualified tutors would continue to be arranged according to students’ needs.
- The PE Department would continue to convey positive messages regarding how adopting a healthy lifestyle can lift up one’s mind, and introducing athletes’ life story as well as their hardship to students.

**Priority 2: To instill in students a grateful heart and to never take things for granted**  
**— Embracing Love Exhibiting Gratefulness**

<b>Achievements</b>
<p><b>Develop a grateful heart through a Gratitude Diary</b></p> <ul style="list-style-type: none"> <li>• To encourage students to develop a grateful heart, students were introduced to the concept of a “Gratitude Diary” by the Principal at the beginning of the school year, during which they were taught to express gratitude by writing down thankful words in their Students’ Handbook. Students were guided to be thankful amidst difficult times, which in turn train them to be more persevering and allow them to turn every adversity into an opportunity. However, it was observed that only a fair number of students actually wrote down thankful words in their student handbooks. On the other hand, students learned to be thankful for the help they received from their teachers, family members and friends through “S1 Life as a Gift &amp; Perseverance” programme.</li> <li>• It was observed that through various activities related to perseverance, students learned to be thankful for the difficult times, which could train them to be more persevering and allowed them to turn every adversity into an opportunity.</li> </ul>
<b>Reflections</b>
<ul style="list-style-type: none"> <li>• Gratitude Journal (once per month) instead of Gratitude Diary would be introduced. Students were encouraged to write down their thankful words on the column of Gratitude Journal in Students’ Handbook. More guidance would be given to students.</li> <li>• Some meaningful quotations relating to thankfulness would be printed at the bottom of the column of Gratitude Journal, providing insights to students to reflect on their own experiences.</li> <li>• Class Teachers would be invited to give constant reminders to students about the importance of gratitude and developing the habit of showing their gratitude. Positive feedback could be given to students.</li> <li>• Students could be invited to share their Gratitude Journal during Class Teachers’ time.</li> </ul>

**Priority 3: To develop students to be humble, appreciate others and transform their weaknesses to strengths — Humbling Ourselves    Appreciating Others**

**Achievements**

**Assist students in realising their potential, strengths and weaknesses through Career and Life Planning Programmes**

- During the pandemic, some activities were held online, like individual counselling workshops on CLP organized by the Hong Kong Federation of Youth Groups (HKFYG), in order to reinforce students' well-being.
- S1-S3 "Finding Your Colours of Life" and S4-S5 "Career Mapping" workshops were held during activity periods. With the guidance of Class Teachers, students understood more about their ability and personality, thus reflected on their goals regarding further studies and careers. The in-class sharing and discussions allowed them to learn about their strengths and weaknesses and consider how they could realise their dreams by setting suitable goals and priorities. Almost all students agreed or strongly agreed that the objectives of the workshops were achieved.
- The CLP Team was assigned to conduct four of the in-class workshops. They included:
  - S1: What is Life Planning? (held on 26 November 2021)
  - S2: Understanding one's Strengths and Weaknesses (held on 14 January 2022)
  - S3: Setting My Life Goals (held on 10 June 2022)
  - S4: Thoroughly Analysis; Strictly Implement (held on 10 June 2022)

Guided by their Class Teachers, students across different levels successfully revisited and reflected on the goals they set / the skills they acquired / the personal qualities they possessed. Various methods such as videos, group discussion, teachers' sharing, and mini tests were used by Class Teachers to instill the idea of making wise choices in accordance with their interests, abilities and orientations.

- Using the updated e-lesson resources provided by the EDB and CLAP for Youth @ JC, together with the existing materials used in the past, students across different levels were able to develop a holistic understanding of CLP and receive information or have their skills trained with regard to their respective level.
- According to the result of the evaluation questionnaires, most of the students enjoyed the videos and the discussion time, which enable them to understand the diverse job prospects in society. Besides, students also reflected that they enjoyed listening to the sharing of their Class Teachers, which added a personal touch to the information presented in the session. Through these workshops, students learned about their own ability, personality, as well as options for careers and further studies. They then set goals and priorities, hoping to realize their potential by studying more effectively, being more self-disciplined, learning to be more appreciative of others and becoming humbler. Through these, they would develop a sense of focus in life and gain a global vision. According to the results received, students mostly agreed or strongly agreed that the workshops were helpful in integrating their past experiences with their academic and career aspirations. They were overall quite engaged and were also satisfied with the provision of group discussion sessions with classmates to get inspiration from each other. The use of videos and other sharing of real-life examples also made them realise that various skills might be needed for

their future career and it was important to have stronger self-management skills (e.g. setting priorities, having self-reflections regularly) so as to start equipping themselves starting from their secondary school years. It was observed that students concerned had learned to form a clearer understanding towards life-planning. A gradual improvement was observed in their motivation and strategies in learning. Some students concerned found the CLP programme effective in helping them build a better self-image and form stronger strategies in dealing with certain adversities in life through setting achievable goals.

- Group CLP counselling workshops: The group counselling workshop was overall a successful one. Four sessions were held for each group in October to November 2021. Six students joined the “I Can” Workshop targeting junior form students, whereas five joined the “I Do” Workshop targeting senior form students. According to the questionnaire results provided by the HKFYG, all of the students were satisfied with the content and the overall arrangement of the event. For junior form students, they all agreed that the workshop could support them in enhancing their motivation in learning and building a more positive self-image. For senior form participants, they believed that it could help them understand their future prospect, establish clearer life goals and boost their motivation in implementing their plans. All of them agreed that similar workshops could be held next year. However, the participation rate was slightly lower than expected as many Class Teachers found it difficult to recruit students, especially students with relatively weaker academic performance, who was the target group of this workshop. For a more efficient deployment of resources, it is hoped that this programme could be made mandatory to the target students, so that they could be benefitted from this programme in the coming school year.
- Individual CLP counselling workshops: The individual counselling workshop was overall successful. They were held towards the end of the Special Holiday in late April. Six S5 students participated in the programme. From the students’ written feedback, they agreed that the programme actually helped them know more about their future pathway and ways to achieve their goals and that the school should keep the programme for the students next year. Some of them also specified the relaxing one-to-one discussion with the social workers could really help them discuss their current issues freely, thereby boosting their self-esteem during the process. After the end of the individual counselling sessions, a detailed evaluation report on each student was given to the school by the HKFYG. It included detailed elaboration on why certain students present certain aptitudes, and how their past experiences might have affected their motivation, with a clarification of their life goals and future career plans. During the discussion with Class Teachers, they reflected that the detailed evaluation report was helpful in assisting them to learn more about their students.
- S5 Career Field Visit on LWL Day: Due to the ongoing pandemic, the field visit was cancelled. Instead, a Career Exploration Workshop was carried out on the postponed LWL Day on 29 July 2022. To better prepare the students for the programme, a briefing

session by social workers from the HKFYG was conducted on 27 July 2022. During the event, 10 guests across various fields including professionals and slashers were invited by the HKFYG, the Alumnae Association (AA), and the PTA to share with the S5 students. During the programme, students were very keen on asking the guests questions and worked hard to jot down information useful to them. Students reflected that they learned a lot of things that could not be learned in their typical school life through the programme, which widened their horizons in that they understood more about the true nature of various jobs. During the debriefing session held by the HKFYG social workers, students were divided into groups and shared with their class their respective findings. Other students could also learn about the jobs that they did not hear from (i.e. sessions that they did not attend). Overall, the event was a successful one.

### **Reflections**

- Through CLP Programmes, students had the opportunity to have in-depth sharing and know more about themselves, especially for individual sharing. They could also reflect on their learning attitudes and values towards life from the experience. These programmes would continue to be held in the next school year.
- However, there was time restriction and students had to be given more time to share their own opinions and experiences. There was also limited discussion time, which did not allow them to have in-depth discussions. If possible, more time should be given to this activity.
- For individual CLP programme, the activity could be held online so that students would be more willing to participate in it and share with the professionals. This programme could be made compulsory for low achievers to join.

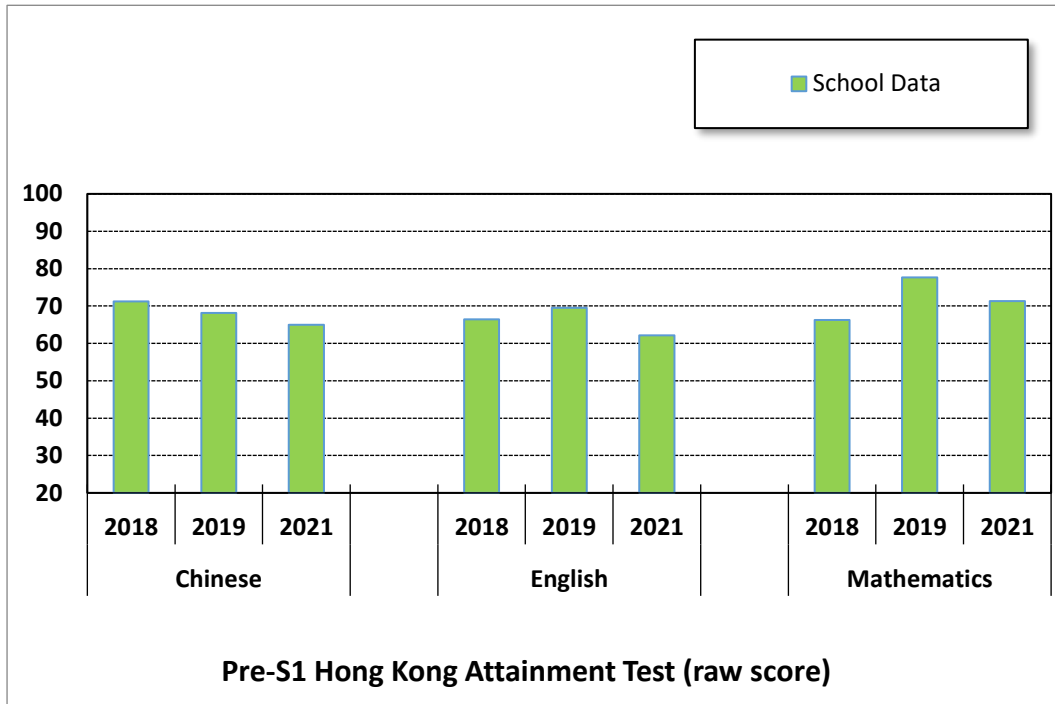
## VI. School Financial Summary

### Financial Report as at 31 August 2022

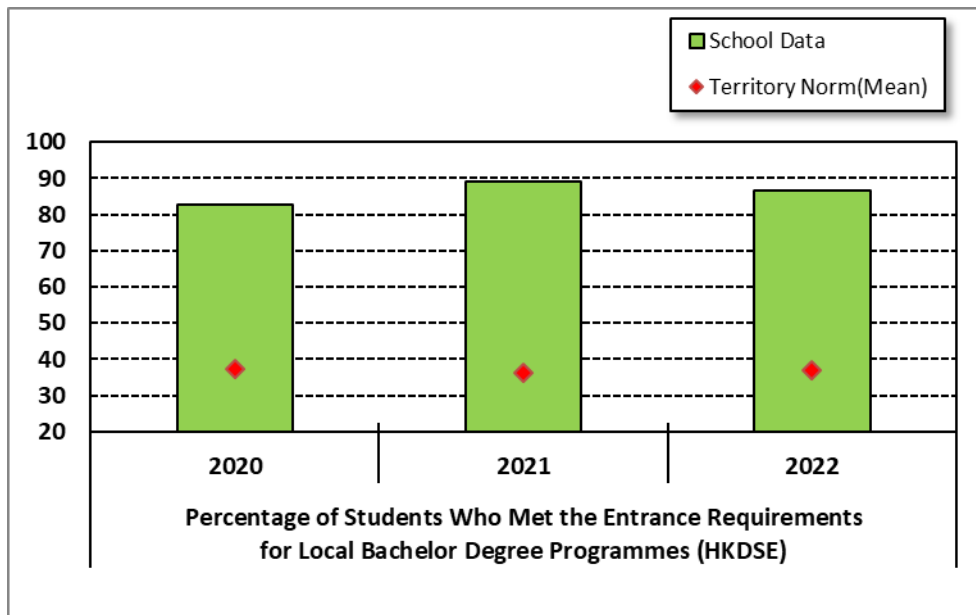
Particulars	Surplus B/F & Income \$	Expenditure \$	Balance \$
<b>I. Government Funds</b>			
(1) EOEBG (Accumulated Surplus 2020-2021 B/F)	5,062,873.99		
(a) Baseline Reference	2,024,221.64	2,270,143.74	
(b) Administration Grant	3,919,819.28	3,665,503.64	
(c) Capacity Enhancement Grant	642,934.00	844,595.00	
(d) Composite Information Technology Grant	494,240.00	516,391.33	
(e) Air-conditioning Grant	584,170.50	354,794.60	
(f) School-based Management Top-up Grant	50,702.00	56,385.00	
(g) Amount transferred to Other Grants	6171.64	13,742.00	
(h) Reserved Fund for Severance/Long Service Payment	110,566.31	0.00	
Sub-total:	12,895,699.36	7,721,555.31	
Surplus of EOEBG:			5,174,144.05
(2) Grants outside EOEBG (Accumulated Surplus 2020-2021 B/F)	1,852,924.47		
(a) Home-School Cooperation Grant	25,780.00	25,780.00	
(b) Teacher Relief Grant	667,375.88	362,011.00	
(c) Diversity Learning Grant – Other Programmes	86,635.95	74,922.70	
(d) School-based After-school Learning & Support Grant	34,800.00	0.00	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for Support for NCS	301,050.00	51,000.00	
(g) Information Technology Staffing Support Grant	335,538.00	335,538.00	
(h) Promotion of Reading Grant	66,961.10	53,009.50	
(i) School Executive Officer Grant	553,926.76	533,865.00	
(j) Learning Support Grant	120,071.50	91,073.30	
(k) Life-wide Learning Grant	2,197,530.94	1,619,578.42	
(l) Student Activities Support Grant	52,000.00	52,000.00	
(m) Special Anti-epidemic Grant	37,500.00	37,500.00	
(n) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	300,000.00	37,438.00	
(o) Cleansing & Security Workers Subsidy	88,000.00	88,000.00	
(p) Student Grant for ApL(C) (2021-23 Cohort)	13,400.00	13,400.00	
Sub-total:	7,263,494.60	3,375,115.92	
Surplus of Grant Accounts Outside EOEBG:	-1,852,924.47		2,035,454.21
<b>II. School Funds</b>			
(Accumulated Surplus 2020-2021 B/F)	8,783,423.96		
(a) Tong Fai	8,169,198.35	3,779,523.80	
(b) Approved Collection for Specific Purposes Account	647,464.64	7,864.00	
(c) School Development Fund	89,856.62	0.00	
(d) Student Scholarship Fund	372,388.36	55,000.00	
(e) OLE Development Fund	316,963.82	8,281.50	
(f) Student Welfare Fund	404,775.77	0.00	
Sub-total:	18,784,071.52	3,850,669.30	
Surplus of School Funds:	-8,783,423.96		6,149,978.26
<b>Surplus of Government Funds 2021-2022:</b>			7,209,598.62
<b>Refundable to EDB 2021-2022:</b>			(133,800)
<b>Accumulated Surplus of Government Funds 2021-2022 B/F 2022-2023:</b>			7,075,798.26
<b>Accumulated Surplus of School Funds 2021-2022 B/F 2022-2023:</b>			6,149,978.26
<b>Total Accumulated Surplus as at the End of 2021-2022 School Year:</b>			13,225,776.52

## VII. Performance of Students

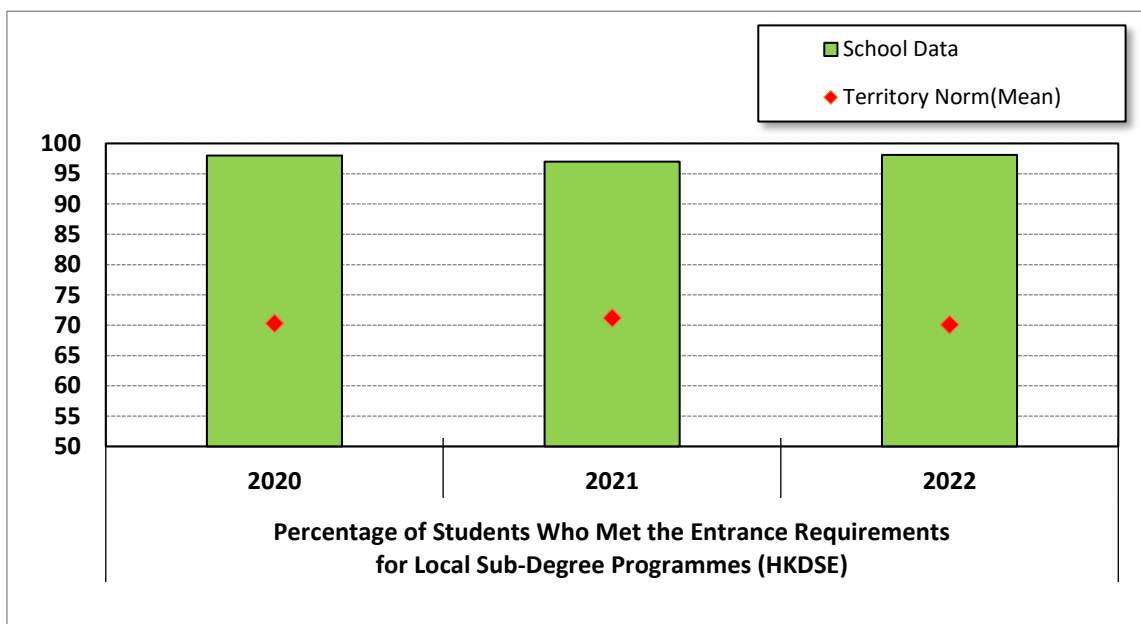
### Pre-S1 HKAT



### Public Examination

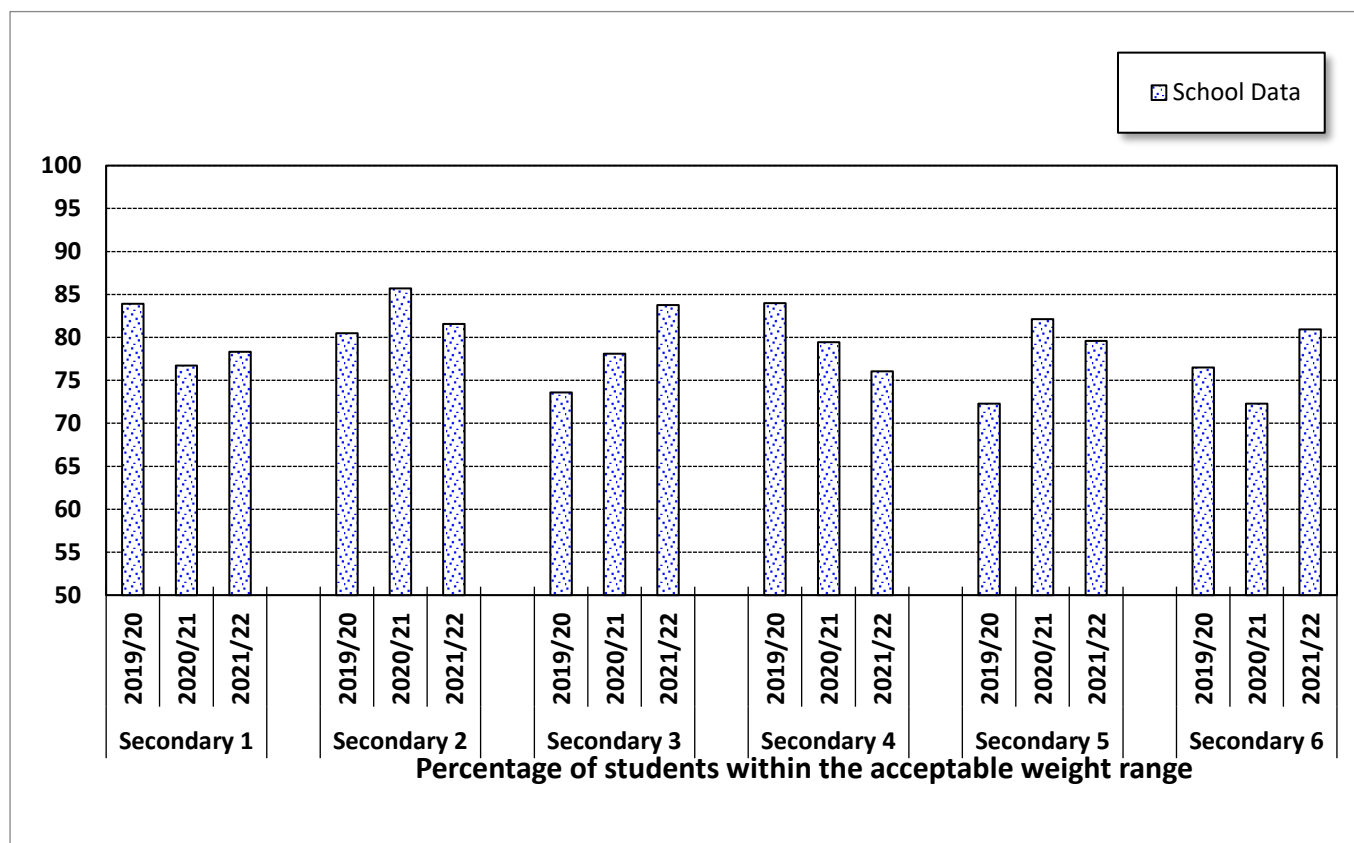


## Public Examination



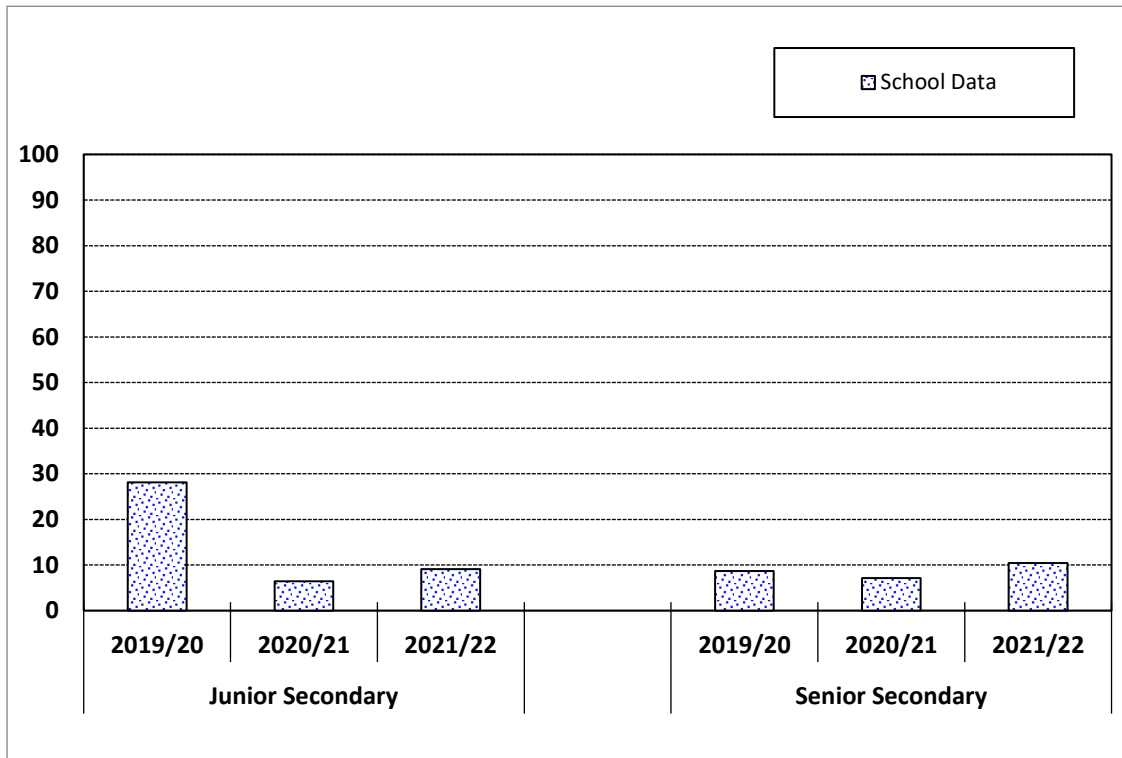
## Physical Development

### Percentage of Students within the Acceptable Weight Range

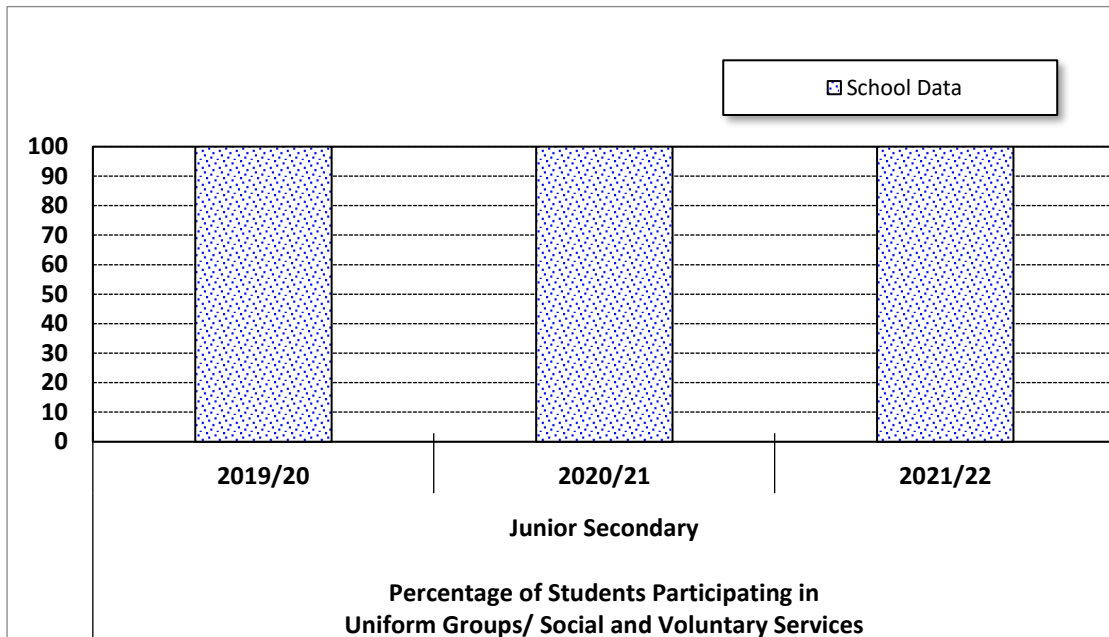




### Student Participation in Inter-school Events



### Student Participation in Uniform Groups/ Social and Voluntary Services



## Summary of International and Inter-school Activities and Prizes Won

<b>Academic</b>	<b>No. of Awardees in ( )</b>
<b>1. 73<sup>rd</sup> Hong Kong Schools Speech Festival</b>	
<b>Chinese Section</b>	
粵語散文獨誦	亞軍 (1)
普通話詩詞獨誦	冠軍 (1)
<b>English Section</b>	
Solo Verse Speaking:	
Secondary 1 and 2	2nd (2)
Secondary 3 and 4	1st (1) 2nd (2) 3rd (1)
Secondary 5 and 6	1st (3) 2nd (1) 3rd (2)
Public Speaking Solo:	
Secondary 5 and 6	3rd (2)
<b>2. 「好山好水好香港」2021 年全港中小學生創意寫作比賽</b>	
高中組	季軍 (1)
<b>3. 香港大學法治教育徵文比賽 2021</b>	
	優異獎 (1)
<b>4. 2021-2022 年全國青少年語文知識大賽「菁英盃」現場</b>	
<b>作文</b>	
初賽	
高中組別	二等獎 (2) 三等獎 (1)
決賽	
高中組別	三等獎 (2)
<b>5. 第三十三屆中學生閱讀報告比賽</b>	
中文廣泛閱讀組 (初級組)	季軍 (1)
<b>6. 「疫症無情，人間有情」徵文比賽</b>	
	三等獎 (1)

- |                                                                                                                     |                              |
|---------------------------------------------------------------------------------------------------------------------|------------------------------|
| <p>7. 第8屆創意總動員2022：我和電子學習伙伴的奇遇記<br/>寫作比賽<br/>初中寫作組（中文組）</p>                                                         | <p>優異獎 (1)</p>               |
| <p>8. 2021/2022 第三屆扶輪香港青少年微小說創作比賽 -<br/>「回憶·禮·」</p>                                                                 | <p>積極參與獎 (3)</p>             |
| <p>9. 《百年歷史當代中國》青史·青少年·青燈 中小學歷史<br/>文章閱讀徵文比賽</p>                                                                    | <p>優異獎 (2)</p>               |
| <p>10. 星島第三十七屆全港校際辯論比賽<br/>第二回合初賽</p>                                                                               | <p>最佳交互答問辯論員 (1)</p>         |
| <p>第三回合初賽</p>                                                                                                       | <p>最佳交互答問辯論員 (1)</p>         |
| <p>11. 第二屆「童行盃」全港校際服務辯論比賽</p>                                                                                       | <p>最佳辯論員 (1)</p>             |
| <p>12. <b>Good People, Good Deeds: English Writing<br/>Competition 2021-2022</b><br/>Bronze Award, Middle Level</p> | <p>(1)</p>                   |
| <p>13. <b>Saying of Wisdom (SOW) Creativity Contest: A<br/>Moment in Time</b><br/>Junior Secondary Division</p>     | <p>Commendable Award (2)</p> |
| <p>Senior Secondary Division</p>                                                                                    | <p>Commendable Award (2)</p> |
| <p>14. <b>The Poet of the School Award</b></p>                                                                      | <p>(1)</p>                   |
| <p>15. <b>2021/22 Statistical Project Competition for Secondary<br/>School Students</b><br/>Senior Section</p>      | <p>2nd (1)</p>               |

## Culture

1. 第五屆「中國歷史校際精英問答比賽」(中學組)  
初賽小組 冠軍 (1)

## Music

1. 74<sup>th</sup> Hong Kong Schools Music Festival (2022)  
Pipa Solo - Intermediate 1st (1)

## Art

1. 向老師致敬學生比賽 2021  
書籤設計比賽 (中四至中六) 優異獎 (1)
2. 國際卓越華文書法比賽 2021  
硬筆書法:  
初中組 優異獎 (2)  
  
高中組 季軍 (1)  
優異獎 (12)  
  
毛筆書法:  
高中組 亞軍 (1)
3. 正向價值標語設計比賽 冠軍 (1)  
校內優異獎 (10)
4. 植物藝術繪畫比賽 2022  
中學組 亞軍 (1)

## Sports

1. Inter-school Athletics Competition Division II  
Girls A Grade 1500m 3rd (1)
2. Inter-school Swimming Competition Division II  
Girls A Grade:  
50m Free Style 3rd (1)  
  
Girls C Grade:  
50m Free Style 3rd (1)  
  
100m Breast Stroke 3rd (1)

4x50m Medley Relay 2nd (1)

**3. 全港跳繩網上聯賽 2021 (第一賽季)**

個人花式比賽 13 歲或以上 女子組 (種子組別) 亞軍 (1)

1×10 秒單車速度跳比賽 13 歲或以上 女子組 (種子組別) 亞軍 (1)

1×10 秒二重速度跳比賽 13 歲或以上 女子組 (種子組別) 亞軍 (1)

**Service**

**1. 2021-2022 九龍城區傑出學生選舉**

初中組 優異獎 (1)

高中組 優異獎 (1)

**Scholarships and Awards**

**External**

**1. 2020-2021 青苗學界進步獎** (24)

**2. 2021 黃廷方獎學金** (1)

**3. 2021 第六屆全港青少年進步獎** 進步嘉許獎 (3)

**4. Rev. Joseph Carra Memorial Education Grants**  
Secondary 4 – Secondary 6 (1)

**5. 2021-2022 Sir Edward Youde Memorial Prizes** (2)

**6. HK Student Sports Award** (1)

**7. 2021-2022 香港青年史學家年獎獎學金計劃** (1)

## VIII. Key Issues of School Development Plan 2022-2023

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"> <li>• A whole-school approach is involved in the enhancement of the life education programme implemented by the newly established Pastoral Care Board.</li> <li>• Teachers are called for a commitment to address students' needs and promote positive values.</li> <li>• Students are able to offer each other mutual support and create a learning atmosphere in promoting positive values.</li> </ul>	<ul style="list-style-type: none"> <li>• To strengthen communication among functional groups which implement the life education programme</li> <li>• To carry out the “Gate-keeper” Programme organised by the EDB</li> <li>• 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</li> <li>• To encourage students to:               <ul style="list-style-type: none"> <li>- develop positive learning attitudes instead of giving up easily (learn from mistakes, make use of teachers' feedback for learning)</li> <li>- achieve whole-person development and embrace positive values and attitudes through school-based award systems, values education and National Security Education (NSE)</li> </ul> </li> </ul>
To instill in students a grateful heart and to never take things for granted	<ul style="list-style-type: none"> <li>• A whole-school approach is adopted in the celebration of the 50<sup>th</sup> anniversary with a grateful heart.</li> <li>• Teachers instill a sense of appreciation and gratefulness in students in character formation and enhance their personal qualities.</li> <li>• Students learn to reflect on things they have with gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>• To enable students to be thankful for opportunities they have through the preparation and performance in relation to the 50<sup>th</sup> anniversary, enhancing their sense of belonging and achievement</li> <li>• To develop a grateful heart through a Gratitude Journal</li> <li>• To express gratitude to our Foundress and school members involved in establishing the school for 50 years, appreciating their efforts and contribution</li> <li>• To foster positive attitudes towards life by developing a grateful mind and not taking everything for granted</li> </ul>
To develop students to be humble, appreciate others and transform their weaknesses to strengths	<ul style="list-style-type: none"> <li>• A whole-school approach is encouraged to facilitate self-enhancement by appreciating others' efforts and learning from one another.</li> <li>• Teachers assist students in developing a humble heart and provide them with opportunities to learn from each other.</li> <li>• Students have a sense of focus in their life planning and have an open mind to pursue their goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To remind students to learn from our Foundress in being humble and charitable</li> <li>• To assist students in realising their potential, strengths and weaknesses through career and life planning programmes</li> <li>• 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</li> <li>• To make improvements by conducting ongoing evaluations and engaging in regular reflections</li> </ul>

# Appendix I: Progress and Evaluation Reports of Various Grants

## Summary on the Usage of Various Grants

Description	CEG	LWLG	DLC	TRG	NCSG	CITG	ITSSG	PRG	SASG	LSG	CSG	SBM-TUG	SEOG
Life-wide Learning Activities and related Resources		\$1,619,578.42						\$53,009.50	\$52,000.00		\$37,438.00		
Enhancement, Remedial Programmes and Other Activities	\$567,395.00				\$51,000.00					\$59,825.00			
Hire Service for Speech Therapy										\$31,248.30			
Employment of IT Administration Officer	\$277,200.00												
Internet, Network, Engineering Works, System Maintenance, IT Facilities						\$516,391.33							
Employment of IT Technician							\$335,538.00						
NSS, Gifted & Programmes			\$74,922.70										
Employment of School Executive Officer													\$533,865.00
Employment of Contract Teacher(s)				\$308,315.00									
Employment of Supply Teacher(s)				\$53,696.00									
Consultancy Services and Training Programmes												\$56,385.00	
<b>Total</b>	<b>\$844,595.00</b>	<b>\$1,619,578.42</b>	<b>\$74,922.70</b>	<b>\$362,011.00</b>	<b>\$51,000.00</b>	<b>\$516,391.33</b>	<b>\$335,538.00</b>	<b>\$53,009.50</b>	<b>\$52,000.00</b>	<b>\$91,073.30</b>	<b>\$37,438.00</b>	<b>\$56,385.00</b>	<b>\$533,865.00</b>

## Evaluation on the Usage of Various Grants

### Capacity Enhancement Grant (CEG):

- With the use of CEG and the Teacher Relief Grant (TRG), the Chinese Language Teacher was effectively deployed to allow the smooth running of language enhancement classes for S4 students in order to strengthen their comprehension and writing skills. The Chinese Language Teacher addressed the diverse needs of students with varied abilities, ranging from the gifted ones to those with difficulties in learning the Chinese Language. In general, students' language competency was enhanced.
- An IT Administration Officer was recruited from September 2021 to August 2022 to offer help in the integration of mobile computing devices and information technology in teaching effectively.
- Enhancement and Remedial Programmes
  - For Chinese Language, the Chinese Department arranged enhancement classes for S1, S3 and S4 students. The participants agreed that the additional classes enhanced their study skills and their language standard. Most of the students' learning attitude was improved. Their knowledge and understanding of Chinese culture were also strengthened through some designated topics, with their academic performance improved.
  - The English Department arranged after-school enhancement class for S1-S5 students. Attendance was regular (majority of participants achieved higher than 90% attendance rate) and tutors commented on students' attentiveness. Junior form students appreciated the extra support they received to get them better prepared for the General English paper while senior form students treasured the opportunity to get extra pre-

exam practices. Feedback from both tutors and students was primarily positive. Majority of the participants strongly agreed that they had learned a lot from the programme and found the notes and exercises useful.

- Out of 25 students participating in the S4-S5 Math enhancement classes, 60% of students (i.e. 15 students) showed an improvement in the Second Term, compared with their standard scores in the First Term. From the evaluation, students agreed that they acquired some study / exam skills through the lessons and found the lessons delivered satisfactory in general.
- For Liberal Studies, most of the participants learned to apply different related concepts and examination skills to their answers. They were able to provide relevant answers to different questions and showed improvement in their academic performance.
- For Biology, the enhancement class covered selected topics that were frequently asked in DSE Biology. The tutor selected diversified multiple-choice questions and structured questions that cover the content and skills which are essential and helpful to prepare students for attempting DSE Biology questions. Participants found that the class helped them prepare for the public exam and the tutor explained the concepts clearly and in detail. Participants agreed they understood what was being taught in class and they learned considerably in class.
- For BAFS, feedback from students and tutors was positive. They all agreed that the enhancement and remedial classes helped them consolidate and enhance their knowledge of BAFS.
- For Geography, participants agreed that the programme helped enhance their grasp of skills in the study of the subject and hence their confidence in tackling questions.
- For Physics, a teacher was recruited to boost students' competence. Through tutorial classes, students learned more about the subject. Improvement was shown in the internal assessments. Some hand-made equipment designed by the teacher was used in demonstration, which raised students' interest in learning Physics.
- For PE, students and teachers agreed that the demonstration of sports skills by coaches from the Leisure and Cultural Services Department (LCSD) widened their horizons on sports. They enjoyed the learning process, experienced different coaching tactics and were impressed by the sports equipment provided by the LCSD. Most of them would like to learn more about relevant sports skills in the future.
- For the summer bridging course for new S1 students, students were disciplined and participated actively in class. Some lacked confidence in expressing themselves in English. They agreed the programme could help them adapt to the medium of instruction, familiarize them with the school culture and facilitate their smooth transition from primary to secondary



school life.

#### Life-wide Learning Grant (LWLG)

- English Drama Workshops: The drama workshop was conducted online this year due to the pandemic. Most students showed improvements in their acting skills and were invited to participate in the online drama festival organized by the institution. Students were able to gain experience and get exposed to actors and actresses from other schools through the online performance. Besides, students were able to have their confidence boosted by performing in front of the audience. Their linguistic competence and presentation skills could be raised through performing the script.
- Instrumental Learning Programme & other Music Groups: The instrumental classes were conducted online this year. Most students showed improvements in instrumental playing skills throughout the year. The tutors expressed that the arrangement of the online classes allowed instrumental teaching and learning despite the threats of pandemic. However, more effective teaching could take place if students were required to switch on the camera during online lessons. Many students expressed that their instrumental tutors were teaching effectively and could help them improve their musical skills. For other music groups, the competitions were either cancelled or postponed until after final examination due to the pandemic. While preparing for the competition throughout the span of the whole academic year, students showed their determination and perseverance in making improvements despite the fact that the planned project or competition might be cancelled at any time due to the unforeseeable development of the pandemic. The teacher agreed that students' aptitude towards music making was developing, and leaders of the groups were gaining more experience in coordination and collaboration with others, with their leadership skills improved.
- Music Enhancement Project: The orchestra training was carried out alternately online and face-to-face mode during the pandemic. The Music teacher agreed that students were more interested in orchestral music appreciation. Furthermore, the teacher observed that attendance rate was improved because there were fewer other ECA activities available during the pandemic. The conductor agreed that students were very well-behaved in general, with their instrumental playing skills ever improving during online sessions. However, the prolonged online practice might affect students' sense of ensembleship. Most students agreed that the coaching from the conductor was very effective and could motivate them to excel in their instrumental playing skills.
- Experiencing music production for the anniversary celebration: The project was postponed to August 2022 due to the pandemic. From the feedback of students, their interest and

aptitude towards music making were enhanced through hands on experiences in music production with professional studio crews. Their knowledge in music technologies and skills were nourished, with their life experience enriched.

- Chinese Classical Dance: Through training sessions, it was observed that students' skills and interests in Chinese Classical Dance and Sports were strengthened. They agreed that their understanding of Chinese culture, virtues and aesthetics were enriched. Their communication skills and team spirits were further developed

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

#### Diversity Learning Grant (DLG):

- Some gifted programmes were promoted for high achievers. One S4 student was shortlisted to take a Mathematics course held by the Hong Kong University of Science and Technology (HKUST) Dual Program. Another S1 student was shortlisted to take Adventures in Mathematics course and a workshop on Debate and Public Speaking Skills held by the Chinese University of Hong Kong. As observed by teachers, students involved could actualize their potential and talents through their participation in gifted programmes.
- For the Network PE Programme, S5 and S6 students involved agreed that the programme had helped them in the preparation of DSE PE. Their knowledge, skills and attitude were improved. Their overall attendance was satisfactory.
- For the Network Music Programme, one S4 and one S5 student participated in it. Students' learning progress and performance has been formally reported to the school with a learning report issued by the institute each term. The music network programme, with its carefully planned curriculum, allowed students to prepare themselves for the required knowledge and skills in taking the DSE.

#### Teacher Relief Grant (TRG):

- 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.

#### Additional Funding for Non-Chinese Speaking Students (NCS):

- Through the diversified after-school support programmes held by a qualified tutor, the student concerned agreed that she had developed interest and ability in Chinese Language and Culture. Her confidence in this subject were enhanced as shown in her performance in Chinese Language. The reference books and other interactive learning resources could

assist her in learning Chinese.

#### Composite Information Technology Grant (CITG):

- IT equipment and supporting services including software license, software subscription, internet access service and so on were found to be sufficient and useful, with high availability and fault tolerance.
- The IT and AV Technician provided effective technical support and troubleshooting services for staff. She also provided support to the setup, installation and maintenance of all IT and AV equipment.

#### Information Technology Staffing Support Grant (ITSSG):

- An IT Technician was deployed to provide IT support to the school. The information systems were well maintained, network security was protected and technical support for e-learning was provided.

#### Promotion of Reading Grant (PRG):

*Procurement of e-book platforms (LightSail and Hyread) to foster self-directed learning and extensive reading*

- For LightSail, from October 2021 to June 2022, a total of 11,641 minutes of reading time was recorded. The total number of books completed by our students was 25,596. Many students displayed a remarkable Lexile improvement. The accuracy of students' responses to questions was 70%. All the teachers and most of the students (70%) preferred to use LightSail for the Reading Award Scheme next year. Some students, however, reported technical difficulties while using the platform.
- For Hyread, from September 2021 to July 2022, a total of 733 book items were viewed or checked out by students. Around half of the students agreed that the provision of e-books from Hyread offers valuable resources during the time of the closure of the School Library and the school suspension period, and that Hyread allowed them to read books more easily and conveniently. Some students, however, reported some technical issues regarding its operation, and expressed that they would like to see a greater variety of e-books.
- These reading platforms were found to be useful, particularly during school suspension and the period of library renovation.

#### Student Activities Support Grant (SAS Grant):

*Subsidy for students with financial needs to participate in life-wide learning activities organised or recognized by school*

- The SAS Grant enabled the students with financial needs to participate in life-wide learning activities (e.g. Music Instrumental Courses, Dancing Courses and Drawing Classes). The recipients agreed that with the SAS Grant, they could achieve the learning objectives in experiential learning.

#### Learning Support Grant (LSG):

- With the coordination of SENCO, Miss Grateful Programme was conducted to foster students' positive attitudes. Students involved gave very positive feedback to the programme. They liked making the handicrafts and could gradually engage in the activities. The after-school remedial classes were effective in developing their study skills which helped them attempt higher level of academic tasks.

#### One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development:

##### *Subscription of digital South China Morning Post (SCMP) and online teaching resources from publishers*

- Teachers found the learning and teaching resources procured from the publisher useful in the implementation of the new subject as there was no textbook available on market in this first year.
- Both teachers and students agreed that the SCMP helped the learning and teaching of the new subject as they were able to get access to related materials in English.

#### School-based Management Top-up Grant (SBM – TUG):

- Legal advisory service related to school governance was procured in May 2022. The service was found to be useful.
- To refresh and update school administrators on important issues in school management and development, the SSB-based seminar regarding A Glimpse of Mediation and the Apology Ordinance in the School Setting was conducted by Dr Albert So on 3 May 2022. The seminar was found to be inspiring and informative.
- Some School Managers participated in related seminars for their professional development with some fees deducted from the captioned grant. The seminars were found to be useful.

#### **Students' Potential and Achievements**

- The percentage of students who attained 3322 or above in core subjects was 86.7% in the 2022 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 Quantitative Finance and Bachelor of Laws at the University of Hong Kong as well as Risk Management Science 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 21 August 2021, the new teachers of this school year gathered at Canossian Missions (Caine Road) to get inspired as to how to become Canossian educators through a talk conducted by Sr Agnes Law, followed by some Principals' sharing. After that, they visited the heritage, chapel and artifacts exhibition in the Canossian Missions where they gained knowledge about the history and charity work of our SSB.
- On 31 August 2021, teachers from six Canossian secondary schools attended a seminar regarding the core training on teachers' professional roles, values and conduct together. Facilitated by a legal consultant and an experienced mediator, Dr Albert So, the training session provided teachers with valuable information related to Hong Kong National Security Law and enlightened teachers about issues to pay heed to in a bid to facilitate the implementation of National Security Education in the new academic year. The session was informative and inspiring.
- On 25 September 2021, a formation session, attended by the SENCOs from both primary and 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 afterwards.
- On 27 October 2021, an Educational Psychologist from the EDB, Ms Ivy Wong, provided teaching staff with essential information concerning crisis management, including practical tips on school management, different stages and levels of intervention, various degree of psychological support, as well as the strategies in handling the media. Then, Ms Cindy Wong, a lecturer from The Education University of Hong Kong, led a thought-provoking discussion and prompted teachers to ponder on some stimulating questions regarding Life Education. Through this staff development programme, teachers understood the significance of Life Education and received practical tips in its implementation in school. The staff development programme ended with experience sharing by three teachers and a concluding remark by the guest speaker. The overall programme was truly an enriching experience for all.
- On 3 December 2021, Ms Christine Leung, Head of the English Department, and Mr Nick Chan, an English teacher, were invited to be the guest speakers in the Professional Development Programme on Optimising Senior Secondary English Language Series "Effective Curriculum Planning and Implementation for English Panel Chairperson" organised by the EDB. In the programme, they introduced the measures to optimise English Language at the senior secondary level, discussed and explored strategies to plan and implement the optimised senior secondary English Language curriculum, and ways to cater for learner diversity and enhance students' English learning with the released time.

- On 28 June 2022, 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.

### **School Development**

What blessings can we count during this school year amidst COVID-19 which has made our school life so difficult? We thank God not only for the good things we receive, but also for the strength that we have in dealing with trials and tribulations. Our students, staff, parents, alumnae and all other stakeholders stand united, being resilient as a community in challenging times. In this spirit, we embrace challenges when facing unforeseeable events in life. On our upcoming 50<sup>th</sup> anniversary, our school has embarked on some major projects of renovating the School Library and IT Innovation Lab as well as installing LED walls to add more contemporary touches to the school infrastructure and pave the way for nurturing students' talents in technology. Meanwhile, our Canossian Values Education with *Gratitude* as an important core value will be enhanced in order to further foster students' positive values. Under God's abundant gifts and grace, we will remain youthful, vibrant and energetic, in nurturing talents and empowering innovation.

**Submission of Annual School Report 2021-2022**

**for Endorsement by the**

**Incorporated Management Committee**

Submitted by:

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**Ms Cheng Ming Wai, Cara**

*Principal*

*The IMC of Holy Family Canossian College*

Endorsed by:

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**Sr Shiu Yuen-fun, Magdalen**

*Supervisor & Chairperson*

*The IMC of Holy Family Canossian College*

Date: 13 October 2022

# **Living in Gratitude**

# **Thanksgiving in Blossom**

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