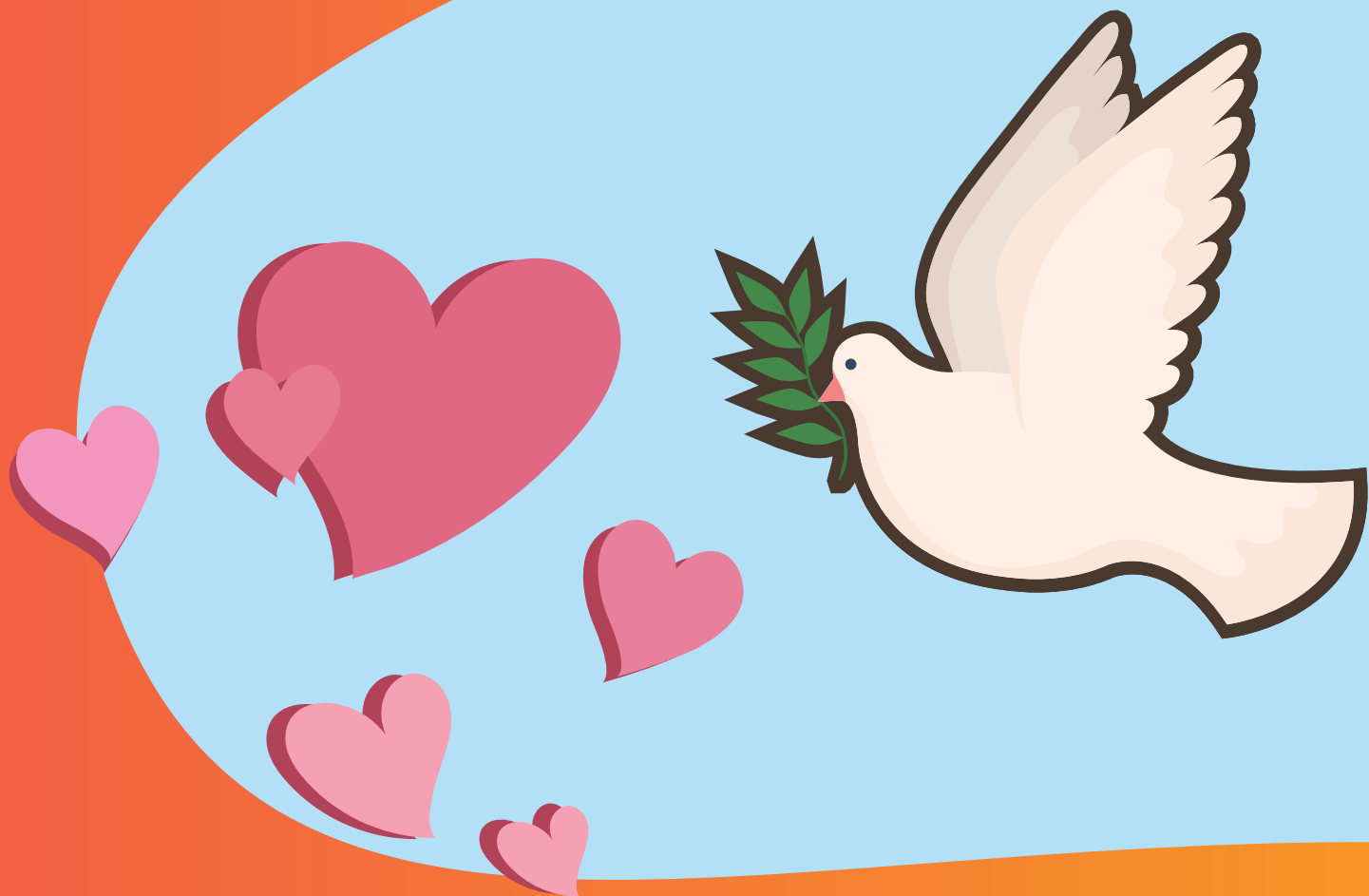




Embracing Love
Exhibiting Gratefulness



Holy Family Canossian College
Annual School Report 2022-2023

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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 and an IT Innovation Lab have 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)

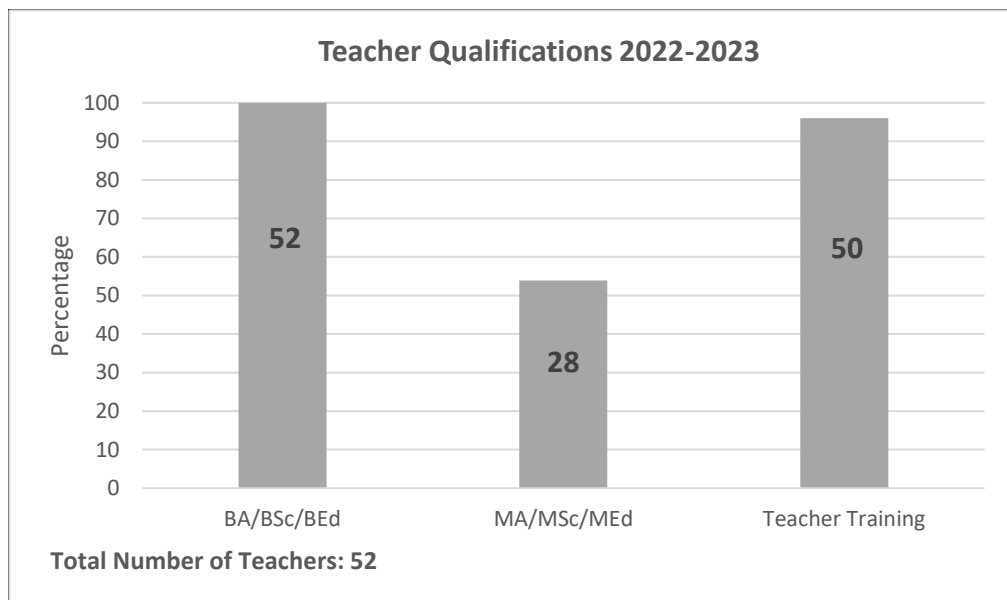
Member Year	Sponsoring Body	Principal	Parents	Teachers	Alumna	Independent
2022-2023	7	1	2	2	1	1

Our Teachers

No. of Teachers

Year	2020-2021	2021-2022	2022-2023
Number of Teachers	52	52	52

Teacher Qualifications 2022-2023

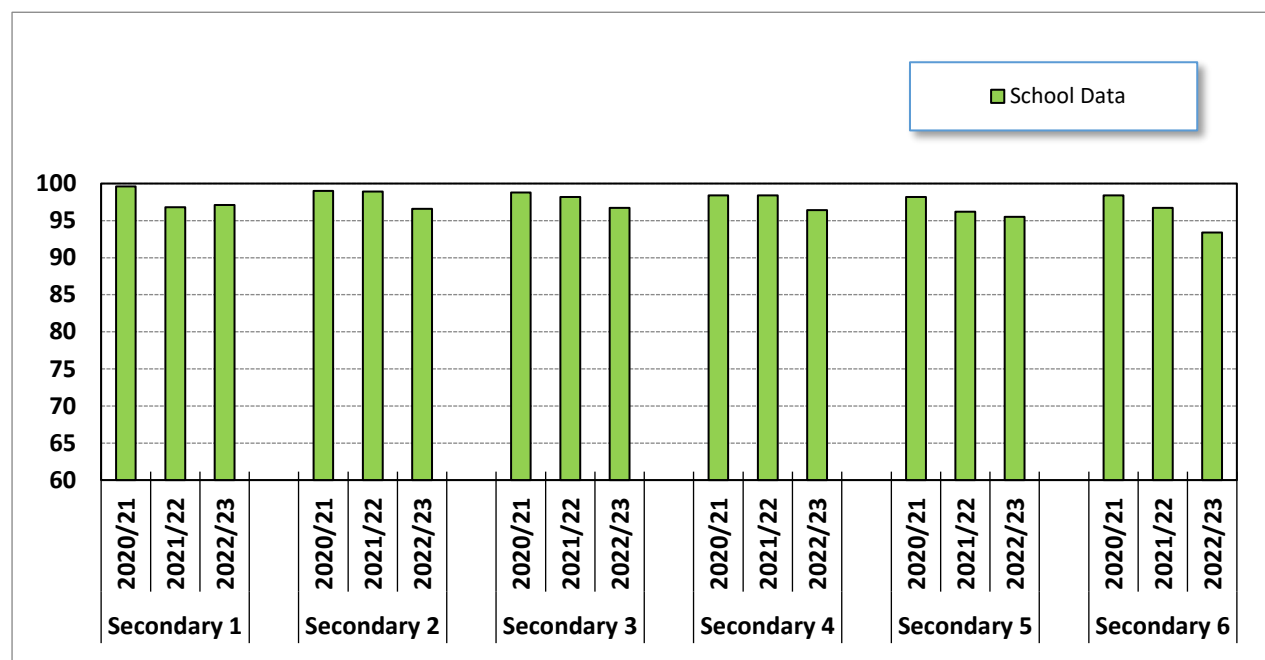


III. Our Students

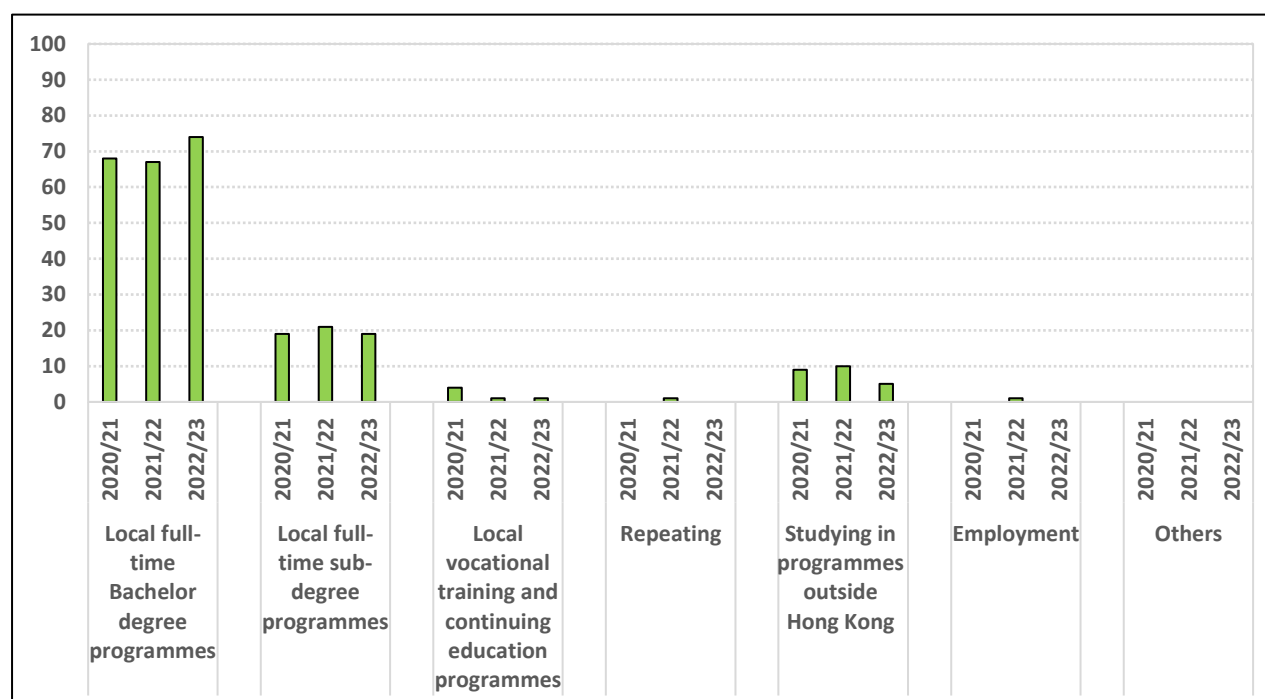
Class Organisation (on 1 September 2022)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Enrolment	124	105	103	103	100	90	625

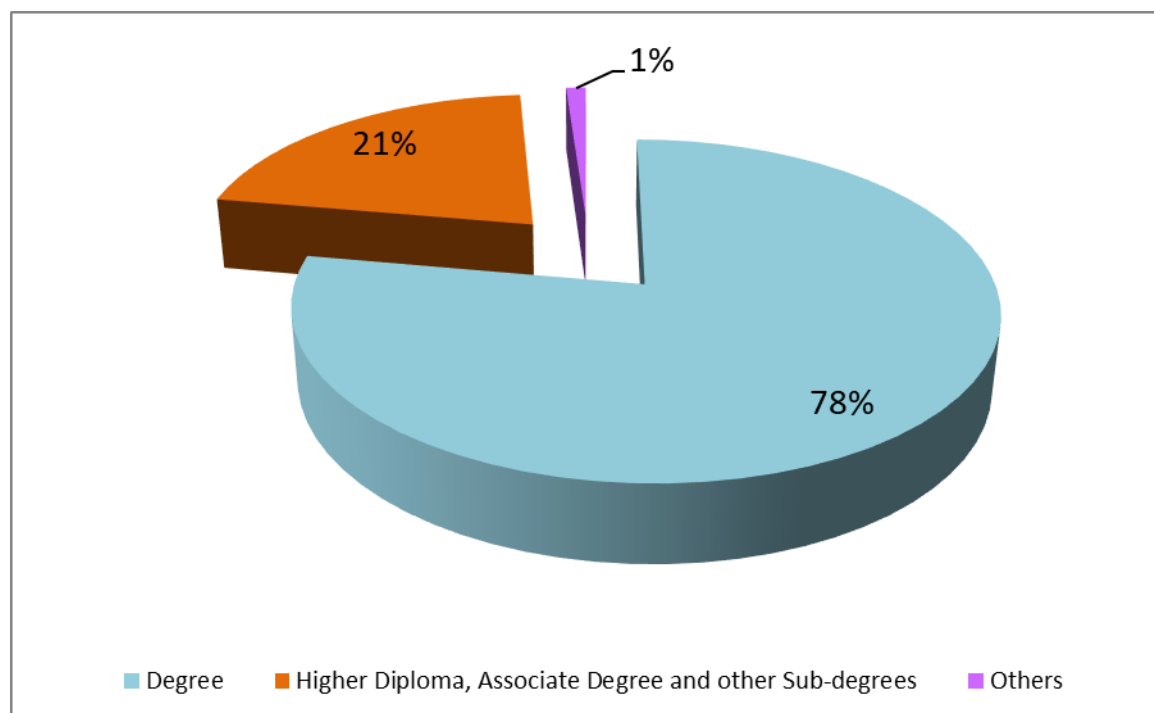
Student Attendance



Destination of Exit Graduates



S6 Graduates' Movement – by Study Programme (2022-2023)



Support for Student Development

- Under Canossian Values Education, students were nurtured to foster positive values in three main areas, namely “Gratitude, Respect and Responsibility”, with “Gratitude” being emphasized in the 2022-2023 school year. Students were encouraged to exhibit gratefulness and pay attention to the good things that happened to them, instead of taking them for granted. The Values Education Team had been newly set up, with a Values Education Day held on 7 October 2022 to encourage students to develop positive values like self-appreciation, gratitude and learn ways to relieve stress. Some highlights of the day included an Expressive Art Workshop and a Values Education Talk.
- 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. Under the Pastoral Care Board, the collaboration of the Religious Formation Team, 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 review effectively students’ academic progress and well-being. The early identification and intervention strategies equipped students with more 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 internal and external scholarship schemes stretched students’ potential and enhanced their motivation to learn inside and outside school.

IV. Our Learning and Teaching

The year 2022 marked a significant milestone in the history of Holy Family Canossian College (HFCC) as we celebrated God's abundant blessings to us for 50 years. Since welcoming our first tranche of students in 1972, we have proudly witnessed the growth of HFCC in terms of scale, capabilities and reputation. To this day, HFCC is recognized as a dynamic secondary school, with a focus on love and unity, charity and humility as well as excellence and innovation. In line with the yearly theme "Embracing Love Exhibiting Gratefulness", students have learned to stay united in love, exhibit gratitude for what they have, treasure learning opportunities and cultivate resilience in facing difficulties.

- "Road to 5**" Programme: With an aim to fully explore and develop the potential of gifted students, the Teaching and Learning Board launched the "Road to 5**" programme to better meet higher-achievers' learning needs. As its name suggests, the programme spans targeted students' senior secondary years, strategically and systematically providing resources and opportunities for their self-access learning at appropriate levels. The success of the programme hinges on the degree of self-motivation and perseverance of the participants. With collaborative effort of various subject departments, teaching and learning materials are within the reach of star students to facilitate their learning in various phases of their senior secondary learning journey. In 2022-2023, a total of 22 S4 and S5 students joined the programme in pursuit of academic excellence.
- iPads and Interactive Smart Blackboard for teaching: As e-learning becomes more prevalent among our teachers, teachers were provided with electronic devices to implement e-learning that would enhance learning and teaching. Along with the e-learning workshops organized by the IT in Education Team, teachers were encouraged to practise e-learning by designing more effective and engaging learning activities. Additionally, a smart blackboard was installed in the IT Innovation Lab as a pilot in practising the e-learning classroom. Some examples of its use include the making of 2D and 3D figures for Mathematics learning, sheet music for Music and volleyball court for tactics learning in Physical Education.
- National Security Education: A whole-school approach for National Security Education had been adopted. The curriculum planning was adhered to the Education Bureau's guidelines. For instance, students were guided to explore topics related to ecological security like biodiversity and conservation through Integrated Science and Biology.
- Values Education: Under Canossian Values Education, values were incorporated into the curricula of different subjects in order to cultivate students' positive values and attitude. For instance, students were trained to develop their writing skills during lesson time. Students who exhibited good work were invited to participate in competitions with themes namely "A Grateful Heart", "Cherish What We Have", "A Proactive Attitude" and "An Optimistic Mind" as organised by the Education Bureau.

- S2 Project-based Learning (PBL): The aims of PBL were to guide students to learn about the historical buildings and culture of Hong Kong and appreciate others' efforts in engaging in heritage conservation. A total of five local heritage sites were given to students as options, including Hong Kong Museum of Medical Sciences, Museum of Tea Ware, Lui Seng Chun, Jao Tsung-I Academy and Tai Kwun. Throughout the school year, students completed different tasks, which trained their skills in writing up proposals, designing questionnaires, analyzing first-hand and second-hand data, and even carrying out site visits. S4 and S5 students were invited to serve as PBL Prefects who supervised groups of S2 students, providing them with PBL skills and led discussions during Activity Periods. S2 students displayed gratitude for their guidance and advice in the process of PBL.

- STEM Education:
 - Echoing the opening of the IT Innovation Lab, a wide range of teaching resources regarding two themes of the IT Innovation Lab, "Environmental Protection" and "Aerospace Development", were designed for students of various levels to arouse their interest and enrich their knowledge. Different departments were involved in the design of these teaching resources. For instance, in Chemistry, S5 students were guided to extend their learning of the green method of generating electricity – hydrogen fuel cell. This technology was widely utilized in modern electric cars. Students were able to learn more about the chemistry reactions, mechanism and development of this clean technology through a combination of articles, videos and photos. At the end of the designed booklet, students reflected on the sustainable development of hydrogen-powered electric cars and suggested potential solutions to tackle current problems regarding environmental pollution.
 - AI Course: A series of ten lessons on artificial intelligence (AI) was successfully implemented in S1 ICT lessons. S1 students were able to quickly grab the basic knowledge of artificial intelligence. With the increasing prevalence of AI-involved technology and the rapid rise of ChatGPT, students have shown great interest in developing and creating technology based on AI.
 - AR Course: A series of ten lessons on augmented reality (AR) was successfully implemented in S2 ICT lessons. Through the learning of software SketchUp and Unity, students were able to create simple 2D and 3D objects. Those objects can be fed into an AR viewing app, so that they can be viewed by anyone with a smart device.
 - Python Programming Course: A series of ten lessons on programming with Python was successfully implemented in S3 ICT lessons. With little foundation knowledge of programming, S3 students first learned the basics of using programming in creating 2D images, followed by animations. The interesting animations were able to arouse students' interest in programming and the exploration of the wide applications of programming.

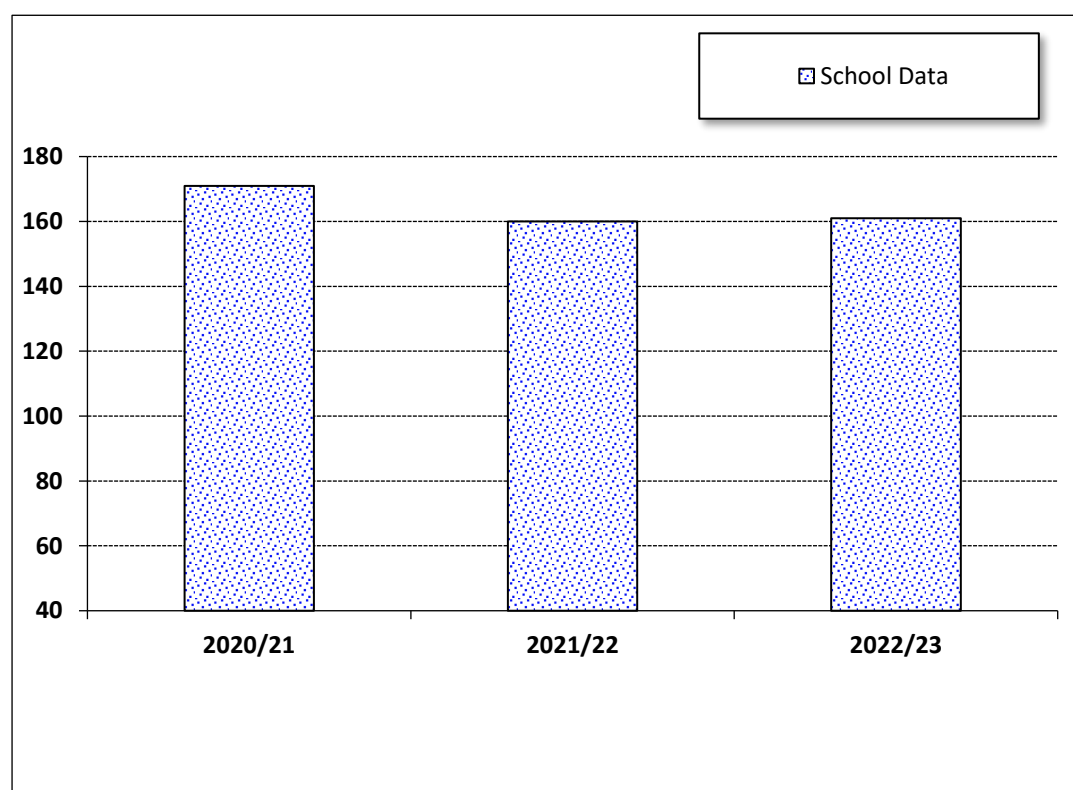
Curriculum

The curriculum is summarized as follows:

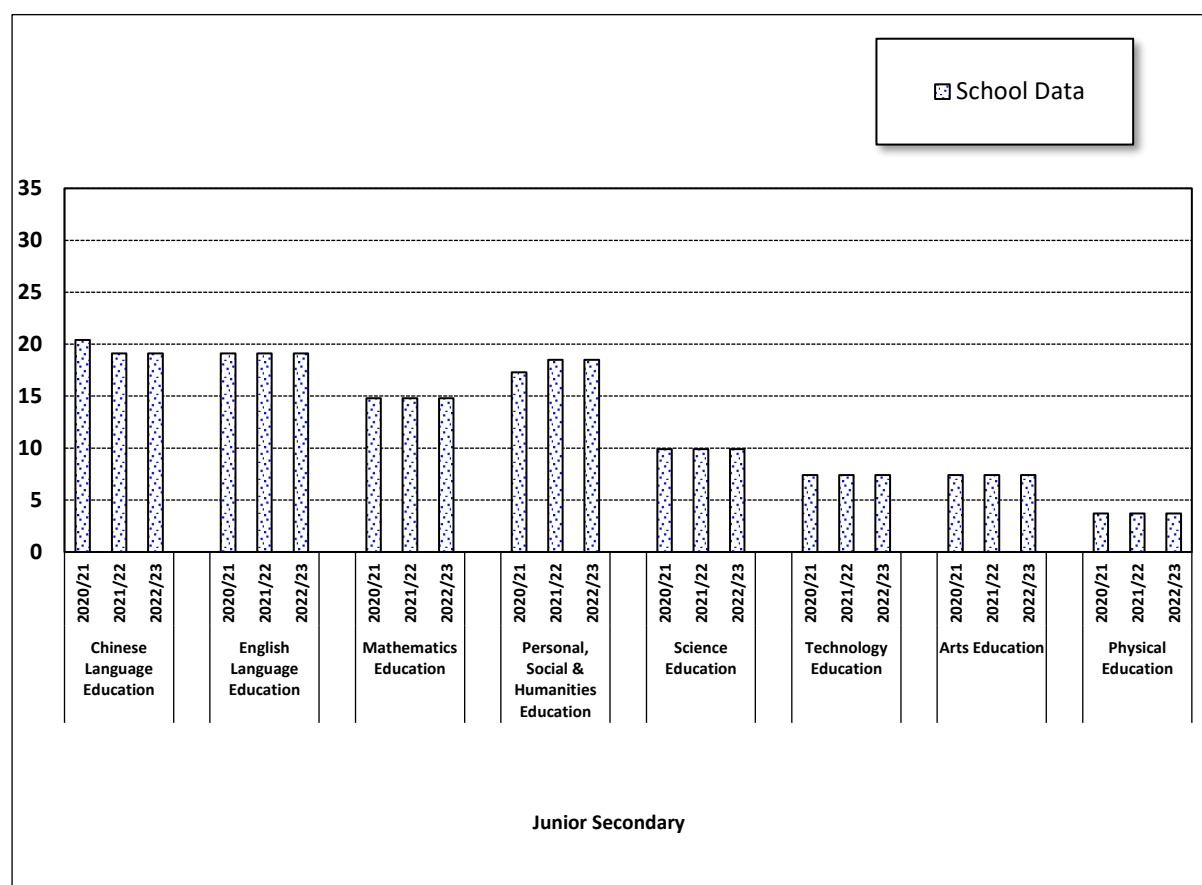
Level Subject	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Liberal Studies						*
Citizenship and Social Development				*	*	
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
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, Reflection, Feedback and Follow-up)

Priority 1: To cultivate a positive mindset despite obstacles and develop a positive attitude towards life – Treasuring our Life Lifting Up our Mind

Achievements

Encourage students to achieve whole-person development, embrace positive values and attitudes through school-based award systems and other learning experiences

- In the 2022-2023 school year, 315 students were awarded a “Good Name”, “Mini Merit”, “Minor Merit” or “Major Merit” through the Discipline Board Merit Award Scheme. In addition, certificates and prizes were presented to the awardees to recognize their outstanding performances.
- Various achievements of students were recognized by the school-based award system. A broad range of awards of recognition were given in honour of their achievements. Internal non-academic awards include the Class Service Award, Good Conduct Award and three Other Learning Experience (OLE) Awards.
 - The Class Service Award and Good Conduct Award were class-based awards, in which one student from each class was chosen by the Class Teacher for each award. The service and good behaviours of those students were recognized.
 - For the three types of OLE awards, 40 Outstanding Leadership Awards, 153 Service & Responsibility Awards and 101 Active Participation Awards were presented to students. The awardees were chosen by teacher advisers of various teams, houses and clubs. Students’ excellent leadership, devotion to school and active participation were recognized.
- Coordinated by the Class Teachers’ Team, Class Teachers helped students develop a positive mindset by using the Discipline Board Merit Award Scheme, the new Class Spirit and Positivity Grant, a pilot scheme of “Star of the Month” and a series of Personal Growth Workshops.
 - Class Teachers recognized students’ positive behaviours, like taking an initiative to help teachers or peers, by signing on their Discipline Board Merit records. Students were glad to be recognized and rewarded, which in turn reinforced their good behaviours.
 - The new Class Spirit and Positivity Grant was launched successfully this year. A grant of \$500 could be used by each class for boosting class spirit. The grant was welcomed by teachers and students. A total amount of \$8009.40 was spent in the whole academic year, mainly in decorating their signature classrooms, celebrating various festivals and purchasing gifts for students. Class Teachers agreed that good class spirit and a harmonious class atmosphere were promoted.
 - A Pilot Scheme of “Star of the Month” was introduced in two junior classes, S1A and S2A. Students with outstanding non-academic performance, like volunteering to help with class affairs consistently, taking care of other classmates and so on were chosen by Class Teachers. The chosen students were recognized and awarded in front of the whole class by the Class Teachers. They were grateful and appreciated that stamps or little gifts were presented to them. They served as role-models of other students.

- Positive education was reinforced through the Jolly Learning Club, which had been newly set up for some S1 and S2 students this school year. The targeted students were coached by devoted alumnae. Most of them actively consulted the alumnae about their learning problems and worked hard to complete their assignments during lessons. It was found that students could help and encourage one another, contributing to a harmonious and friendly learning atmosphere. Moreover, an outing was co-organised by the Jolly Learning Club and social workers to enhance their well-being.
- The triple lessons of S5 electives allowed Subject Teachers to arrange outings for students. For instance,
 - S5 Ethics and Religious Studies (ERS) students exchanged with Professor Mak Kam Wah, Professor Kwan Kai Man and Professor Chan Shun Hing as well as students from the Department of Religion and Philosophy of the Hong Kong Baptist University (HKBU) in October 2022, where they discussed Values Education with the quality of perseverance emphasized, and knew more about the curriculum provided by HKBU. The Subject Teacher agreed that students had the chance to learn writing skills, presentation skills and critical-thinking skills from the Professors through thought-provoking workshops. The exchange had a positive impact on students' attitude and overall performance.
 - An arrangement had been made for S4 Geography students to visit Stephen Hui Geological Museum of University of Hong Kong and Urban Renewal Exploration Centre on 22 February 2023, where real and rare minerals and ores were showcased. During the guided tour by the postgraduates of The University of Hong Kong, students showed their understanding of the formation and discovery of minerals and ores by completing a worksheet.
 - S5 Economics students participated in an Economics Project Exhibition in The Chinese University of Hong Kong on 24 April 2023, where they learned the good practice of other students engaging in Economics projects.

Reflection

- Both teachers and students agreed that the Discipline Board Merit Award Scheme helped students develop self-discipline, positive values, an attitude of respect towards others and a sense of responsibility. The monthly summary system prepared by the Discipline Team also served as a useful reference for teachers in determining the grades for conduct. Some students and teachers would like to understand more about the guidelines and criteria in awarding a stamp, which would be further clarified. It was found that students who were more passive might not easily get stamps and more teachers' encouragement as well as promotions of the scheme were required.
- Through the school-based award system together with the Installation Ceremonies (First Term and Second Term) of student leaders, the students became more active and responsible. They fulfilled their duties of different posts with a heightened sense of responsibility. It was appreciated that students' devoted service to the school was recognized through OLE Awards. These awards could also help students build a decent Students' Learning Profile (SLP) record.
- Various programmes like the Class Spirit and Positivity Grant, the pilot scheme of "Star

of the Month” and Personal Growth Workshops were welcomed by most teachers. Teachers agreed that these practices helped foster students’ unity and enhanced their positive values and attitudes. Only a few teachers reflected that they would like to receive more guidelines on the use of the Class Spirit and Positivity Grant and more promotion to Class Teachers would be required. Some Class Teachers reflected that the pilot scheme of “Star of the Month” overlapped with the Discipline Board Merit Award Scheme. For the Personal Growth Workshops, Class Teachers reflected that students were engaged in the workshops, and they had a better understanding through self-reflection.

- In general, students agreed that the Jolly Learning Club was effective in raising their confidence in learning and cultivating their positive values and attitudes. On the other hand, most students did their homework seriously and did their best instead of giving up easily, as observed by the tutors.
- It was found that students benefited from the optimization of senior core subjects which created space for students. They showed interest and had achieved better learning outcomes in electives from having triple lessons.

Feedback and Follow-up

The seven learning goals including national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle were achieved.

- For the Discipline Board Merit Award Scheme, students were inculcated with positive values leading to constructive life planning and healthy lifestyle. On the other hand, the Award Scheme would be further promoted to students and teachers by giving a list of praiseworthy acts which deserve stamps from the Discipline Team. To draw students’ attention and participation in this award scheme, the benchmark for the rewards could be slightly lowered.
- Students were encouraged to take part in a broad spectrum of OLE through which they could achieve the aforesaid seven learning goals (like “national and global identity” through Moral and National Education Team, “breadth of knowledge” through STEM Club, “language proficiency” through Library Club, “generic skills” through Drama Club, “information literacy” through IT Team, “life planning” through CLP Team and “healthy lifestyle” though Nature Club). In the OLE Award System, the quota of Active Participation Award could be increased. More promotion of OLE Awards could be made for students so that they would feel motivated and work towards these awards. Moreover, club / team advisers could help introduce the OLE awards and remind students of their performances to be considered, so as to boost their motivation.
- The “Class Teachers’ Team” would be named the “Student Affairs Team”. Through the Class Spirit and Positivity Grant, the pilot scheme of “Star of the Month” and personal growth workshops, students’ life planning and healthy lifestyle were strengthened. The aforementioned programmes would continue to be carried out by the Student Affairs Team. In the Class Spirit and Positivity Grant, an amount of \$500 would continue to be granted to each class in boosting class spirit and increase the bonding among students, with clearer guidelines to be given and more promotions to be done. The “Star of the Month” programme, like launching a billboard of good role models / monthly stars in a

class, would be introduced by the Student Affairs Team to Class Teachers, but it would not be compulsory to be carried out in each class. To further achieve whole-person development and embrace positive values and attitudes, some personal growth workshops would be conducted in each class, with a wide range of topics like self-image, emotions, friendship, financial management etc. introduced by Class Teachers. - Through the Jolly Learning Club, students' breadth of knowledge, language proficiency, generic skills, information literacy and life planning were strengthened. Those devoted alumnae would continue to be recruited, but they would be reminded of strict control over classroom order. With the positive feedback on Jolly Learning Club, it would be extended to other secondary levels, with two lessons per week. It was found that most targeted students were weak in Mathematics, thus tutors with a qualified Mathematics background would be invited to teach the targeted students. - The seven learning goals were achieved through diverse learning tasks in different electives. Triple lessons for S5 electives would be extended to S6 electives starting from the next school year. More opportunities for students learning outside classrooms would be provided in order to promote students' experiential learning.

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

Achievements
1. Develop a grateful heart through Gratitude Journals - As reported by Class Teachers, most students were reminded to work on their Gratitude Journal. Some showed gratitude towards their parents' care, some appreciated their teachers and some thanked their classmates for supporting them. To encourage students to complete their Gratitude Journal, merits were given to students who shared their journals with their Class Teachers. Some students took the initiative to share at least two Gratitude Journals completed in the first term and/or at least three Gratitude Journals completed in the second term with Class Teachers. However, only a few students shared at least eight Gratitude Journals completed in the whole school year with the Principal. - The Principal reminded students to read the quotations related to thankfulness at the bottom of the column of the Gratitude Journal at the beginning of the school year.
Reflection
- Gratitude Journal encouraged students to discover little things in life and reflect on them in a positive light. Ranging from family members and friends to teachers and janitors, students showed appreciation towards them and learned to be optimistic every day. It was found that they became more appreciative of the things happening around them. - As reported by Class Teachers, students agreed that the quotations related to thankfulness in the Gratitude Journal provided insights for them to reflect on their own experiences. However, some students focused more on the upper part of the Gratitude Journal – writing their thankful words instead of reading the quotations in the lower part of the Journal.
Feedback and Follow-up
The seven learning goals including national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle were achieved.

- For learning goals, some students were found to write down their thankful words on the Citizenship and Social Development (CS) Educational Trip through which their national identity, breadth of knowledge in CS, language proficiency in Putonghua, among other things, were enhanced. The Gratitude Journal would continue to be implemented. Through writing the Gratitude Journal, students would develop a habit of being grateful in their daily life. Otherwise, Class Teachers could set aside time for students to write the Gratitude Journal during Class Teachers' Period on a regular basis and encourage them to do so. To give students' insights on writing the Gratitude Journal, Class Teachers would be invited to share their thankful words with students and provide some examples with students how to write more meaningful and grateful words. - Besides writing Gratitude Journals, there were some meaningful and thankful words towards the Foundress, parents, teachers and peers printed on the related column of the twelve months. Those thankful words could inspire them in coming up with meaningful self-reflection. Class Teachers would have to encourage students to find a quotation under the column of the twelve months that they would find inspiring and write it down instead, so that they would be motivated to reflect on gratitude. Students could be invited to share their Gratitude Journal during the Class Teachers' time.
Achievements
2. Introduce a new ECA club – Nature Club The Nature Club was set up to celebrate the school's 50th Anniversary. The highlights of the club included organizing activities like sandpainting and nature exploration. For sandpainting classes, members of the Nature Club were involved in the art of using natural resources in drawing. The sandpainting classes were held from September to December 2022 with one lesson per week. Over 15 students successfully completed the course and they showed proficiency in the art form through sandpainting performances with the message of gratefulness during the Anniversary Open Days on 3 and 4 December 2022. For nature exploration, an arrangement was made for students to visit the Central Green Trail on 29 April 2023 and Tseung Kwan O Cross Bay Link on 15 July 2023.
Reflection
Through sandpainting and nature exploration, some members of the Nature Club agreed that they could relieve their pressure, achieve mindfulness and were more aware of the conservation of nature and natural resources. They learned to treasure the natural environment and live in gratitude for God's gifts of nature.
Feedback and Follow-up
Among the learning goals, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle were achieved. The Nature Club would continue to serve the following purposes – <i>living in gratitude for God's gifts of nature, achieving mindfulness and being aware of the conservation of nature and natural resources as well as the importance of ecology, biodiversity and sustainability as stipulated in the Ecological Security, Resource Security and Biosecurity under the National Security Education (NSE) framework.</i> Ecology trips or related talks in relation to the NSE framework could be held in the near future.

Achievements
3. Enable students to be thankful in school events and hardware provided • Under uncertain and unstable development of the pandemic, the Music Thankful Project was completed despite tremendous and countless difficulties, including online section rehearsals with the orchestra, hybrid online and face-to-face rehearsals of the choirs, cancellation of rehearsals, scheduling and rescheduling of recording sessions. With concerted effort, participating students showed their best attention and focused on performing the piece during limited rehearsals and recording sessions, and they were able to express their gratitude towards their alma mater through music making. The music video, “Thankful”, was filmed and premiered at the 50th Anniversary Open Day Kick-off Ceremony. It received high acclaim in being a touching and memorable video that captured the students’ gratefulness towards the school, despite obstacles they had faced throughout the entire preparation process during the pandemic. • The 50th Anniversary Open Days, featuring AR, IT and STEM-based activities, were held on 3 and 4 December 2022. It was a jovial event for students to display their good work, and develop their creativity and talents through multifarious game stalls and different performances. The concerted effort of students and staff made the 50th Anniversary Open Days an overall success, leaving all school members many memorable moments. The theme “Gratitude” was central to the design of games, activities, decorations and souvenirs. The campus was filled with happiness and laughter, while guests and visitors expressed thankfulness to school members, giving the whole school a great sense of unity and achievement. A vote of thanks was given to all stakeholders who supported the anniversary events. The school was also blessed to have a team of devoted teachers, staff and students who had contributed to the great success of the events. Nevertheless, the school shared the happiness and precious moments with the public through two newspaper publications (“Sing Tao News” and “Kung Kao Po”) and a magazine (<<伴你童行>>). • Students made use of Library facilities during the recesses and lunch time, as well as after school. They especially liked the seats in between the bookshelves and the couch which enabled them to read in a relaxed manner. They also expressed that the quotations about reading, together with the decorations, generated an overall atmosphere that encouraged reading. The Book Recommendation Area resembled the display shelves in bookstores, making it easy for them to look for reading ideas. In celebrating the school’s 50th Anniversary Open Days, the Library Prefects collected words of blessings and gratitude from teachers and students, and displayed them on the notice boards outside the library. This reflected their feeling of thankfulness for what the school had provided for them.
Reflection
• Through the Music Thankful Project, students were proud of being the performers, expressed their gratitude and showed their best performance in every event. Both the School Choir Conductor and the Orchestra Conductor agreed that the whole experience provided students an invaluable opportunity to experience professional music making, which enriched the musical growth and furthered the development of the two school musical groups.

- For the 50th Anniversary Open Days, students learned to be thankful for the opportunities they had through their performances. Students made use of this opportunity to express gratitude to the Foundress and school members involved in establishing the school 50 years ago, with an appreciative heart that recognized their efforts and contribution. In addition, students' gratefulness, self-discipline and a sense of responsibility were enhanced through the preparation process. Their positive values and attitudes were also shown in the congratulatory messages as written by students. - The renovated library provided a comfortable environment for students to enjoy reading. More ways of promoting the school library could be created, like the practice of regularly publishing library newsletter to be continued, some incentive programmes to be launched to increase the borrowing rate of books in the upcoming school year and so on.
Feedback and Follow-up
Through school events and programmes like the 50th Anniversary Celebration, the seven learning goals including national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle were achieved. For instance, flag-raising ceremonies and displays related to two themes – Aerospace Development and Environmental Protection in the IT Innovation Lab enabled students to achieve learning goals including national and global identity as well as breadth of knowledge. - The Music Thankful Project was a highlight of the 50th Anniversary Celebration. To convey positive messages of gratitude, the video of the Music Thankful Project could be played on different occasions for school members and others to appreciate it. - Different-scale occasions could be held for students to demonstrate their creativity, show their gratitude and display a sense of belonging towards the school. To further develop students' sense of wonders, AR, IT and STEAM-based activities could also be incorporated into various school events. - Class-based book sharing could be organized to cultivate students' reading habits and their interest in reading. Students could take turns sharing their favourite books during reading time. Moreover, students could be brought to the School Library to read and borrow books by Class Teachers during Class Teachers' Periods.

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

Achievements
Remind students to learn from our Foundress in being humble and charitable - Through the St. Magdalene Service Scheme implemented by the Moral and National Education Team, students were found to be motivated to follow the spirit of our Foundress in being humble and charitable. The overall aim of the Scheme is to train students to become service leaders. ➤ The S1 and S2 Service Programme was held on 29 June 2023. Students made handcrafts for people in need. ➤ For the S2 to S5 Programme, some Guidance Leaders and Discipline Prefects participated in a service programme in serving people with hearing impairment. Before the programme, they participated in workshops where they learned sign

languages. Then, they played games with the people with hearing impairment in the service session. Feedback from participants revealed that they were delighted to see that they learned how to communicate with these disadvantaged people and also understood the difficulties faced by them.

- The S3 Service Talk was held on 21 October 2022. The talk was co-organised by the Agency for Volunteer Service and the Hong Kong Institute of Volunteers. Feedback from participants showed that they learned more about different types of services, which could prepare them for the Service Learning Programme in the next school year.
- The S4 Leadership Training Camp took place in the Noah's Ark Theme Park on 12 December 2022. Students participated in exciting activities like the rope course and reflected that they learned about the importance of team spirit and supporting one another in overcoming difficulties. The S4 Service Learning Programme required students to attend three training sessions organized by the Hong Kong Federation of Youth Groups (HKFYG), after which they played games with the S1 students in the last session and reflected on their experience. Participants revealed that they learned more about the skills of planning a service and the ways in getting along with S1 students.
- As for the Caritas Raffle Ticket Sale, it gained huge support from teachers, parents and students. S6 students were invited to promote charity to their schoolmates, family members and friends.
- In learning and teaching,
 - good work of students had been used in class across many subjects to help students appreciate their peers' work. Examples included creative pieces of writings in language subjects, essay types of questions with critical analysis in PSHE subjects, masterpieces in art, pictures of students' cookery exam dishes in Home Economics lessons to name a few. Sharing of good work helped cultivate in students an appreciative heart and they could better understand the required standard in different areas of their learning.
 - in the First Head of Department (HOD) Meeting in August 2022, the Assistant Principal introduced and highlighted the insights and benefits that peer collaboration within the department would bring. HODs were asked to lead and coordinate at least four peer collaboration meetings / workshops within the department in the academic year. Possible areas of collaboration and sharing among department members included but not limited to academic enhancement / remedial measures, catering for learner diversity, lesson collaboration, evaluation on lessons, feedback, measures to enhance students' motivation, Values Education, National Security Education etc. The collaboration plan was attached as one of the appendices together with the Department Development Plan at the beginning of the year. HODs were reminded to record their collaboration in the mid-year evaluation report in the second HOD meeting and carry out end-of-year evaluation in the yearly evaluation. In view of this practice, teachers had more opportunities to collaborate and share their resources and practices including students' good practice with other

teachers.
Reflection
● St. Magdalene Service Scheme: ➤ S1 and S2 Service Programme: Some Class Teachers reported that one of the handcraft products (bookmark) was quite simple. More complicated handcraft could be made. However, other Class Teachers reflected that students enjoyed the workshops. Most of the students enjoyed making handcraft, as shown by their active participation in those sessions. It was believed that they would take part in more voluntary activities in future. ➤ S2-S5 Service Programme: With reference to the sharing done in the morning assembly, the participants encouraged their schoolmates to help people in need. During the process, they learned the importance of being charitable and humble. Teachers also observed that students showed eagerness to communicate with people with hearing impairment. ➤ S3 Service Programme: Based on the evaluation collected from students, they benefited from learning about different types of voluntary services and ways of contributing to them. They expressed that they were willing to follow in the footsteps of the Foundress, being charitable and humble as well as developing good attributes as service leaders in future. ➤ S4 Service Programme: According to the evaluation, students agreed that they learned about team spirit, were equipped with organisation skills and would be more willing to organise and take part in voluntary services in groups in the future. ➤ Caritas Raffle Ticket Sale promoted by S6 Students: The idea of being charitable was promoted in the morning assembly and all schoolmates were encouraged to purchase the Caritas Raffle Tickets. It was observed that active participation was involved in this charity event. ● Learning and Teaching: ➤ Most students agreed that good practice shared among peers during lessons could help them learn from their peers and continue to make improvements. ➤ Teachers agreed that fostering collaboration with department members to share students' good work and practice with their counterparts enhanced learning and teaching.
Feedback and Follow-up
Through learning and teaching as well as other learning experiences, students could achieve the seven learning goals including national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle. ● In the St. Magdalene Service Scheme, students' charity and humility, team spirit, organization skills and leadership skills could be enhanced. It was expected that the Scheme would continue, in the hope that it could nurture students with their spirit of serving the community and beyond. Future Service Learning Programmes would be further incorporated with values education. Since the pandemic had gone, students would be provided with more opportunities to go off campus to offer service to the poor and the underprivileged.

- In learning and teaching, students' good work would continue to be regularly exhibited by teachers in order to appreciate their efforts and foster peer learning. In recognising students, efforts should be emphasised in addition to abilities. On the other hand, teachers would have to be cautious of name dropping since some students could be sensitive towards teachers' remarks. Quality teachers' collaboration should continue to be emphasized.

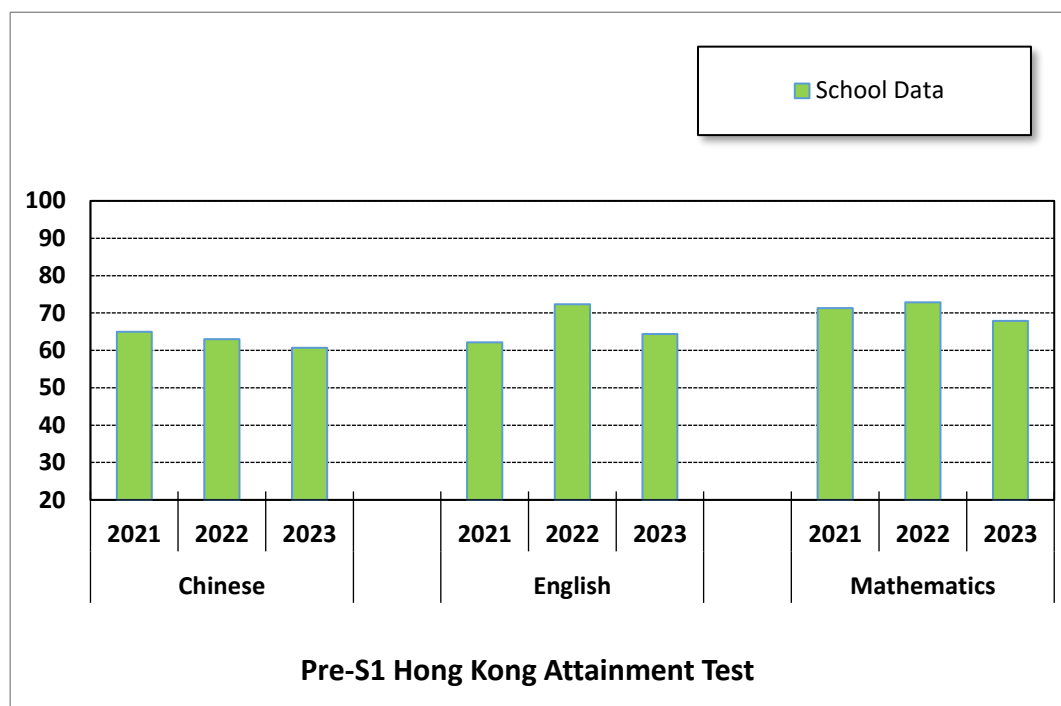
VI. School Financial Summary

Financial Report as at 31 August 2023

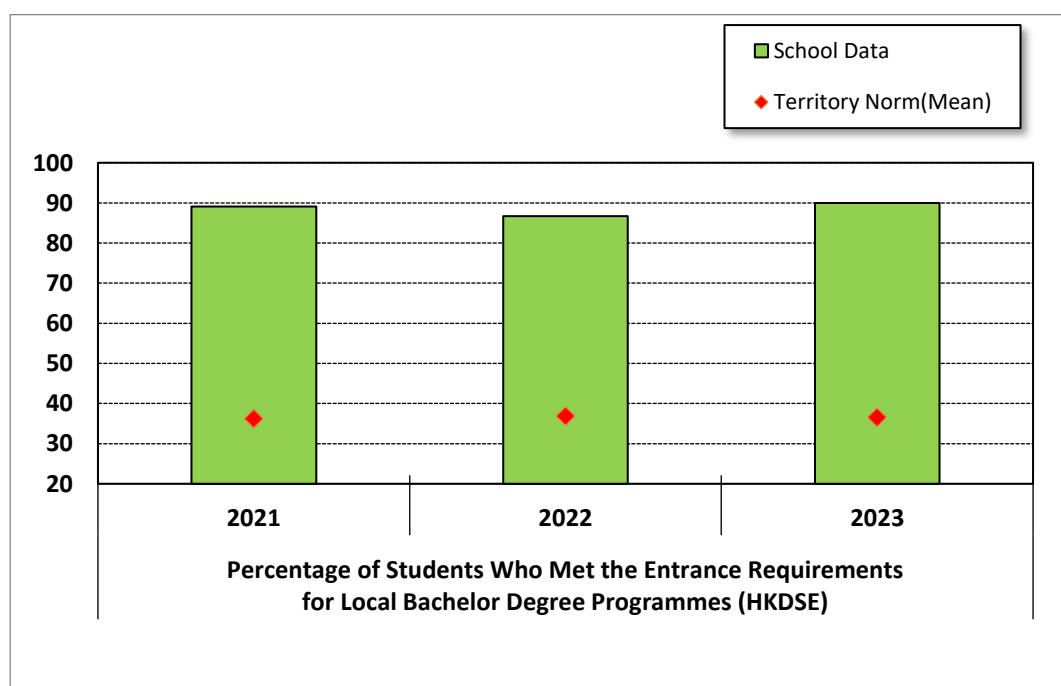
Particulars	Surplus B/F & Income \$	Expenditure \$	Balance \$
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2021-2022 B/F)	5,063,577.74		
(a) Baseline Reference	2,202,162.97	3,269,866.11	
(b) Administration Grant	3,975,357.17	3,515,594.16	
(c) Capacity Enhancement Grant	654,502.00	554,253.15	
(d) Composite Information Technology Grant	503,136.00	719,955.96	
(e) Air-conditioning Grant	593,324.00	399,150.20	
(f) School-based Management Top-up Grant	51,615.00	46,800.00	
(g) Amount transferred to Other Grants	0.00	18,064.38	
(h) Reserved Fund for Severance/Long Service Payment	114,645.29	0.00	
Sub-total:	13,158,320.17	8,523,683.96	
Surplus of EOEBG:			4,634,636.21
(2) Grants outside EOEBG (Accumulated Surplus 2021-2022 B/F)	1,909,606.21		
(a) Home-School Cooperation Grant	25,855.00	25,855.00	
(b) Teacher Relief Grant	2,832,055.87	1,572,954.71	
(c) Diversity Learning Grant	76,713.25	57,819.20	
(d) School-based After-school Learn & Support	34,800.00	0.00	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Grant for Support for NCS	304,819.00	289,800.00	
(g) Information Technology Staffing Support Grant	341,573.40	341,573.40	
(h) Grant for the Sister School Scheme	106,637.00	0.00	
(i) Promotion of Reading Grant	77,933.60	48,889.06	
(j) School Executive Officer Grant	578,790.80	551,470.00	
(k) Learning Support Grant	137,393.20	131,282.70	
(l) Life-wide Learning Grant	1,773,365.52	1,489,446.75	
(m) Student Activities Support Grant	43,550.00	43,550.00	
(n) Cleansing & Security Workers Subsidy	22,000.00	22,000.00	
(o) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	262,562.00	22,030.00	
(p) IT-Lab Programme	790,900.00	790,900.00	
(q) Hong Kong School Drama Festival	3,700.00	3,700.00	
(r) Student Grant for ApL(C)	13,400.00	13,400.00	
(s) Fractional Post Cash Grant	67,083.00	67,083.00	
Sub-total:	9,932,737.85	5,471,753.82	
Surplus of Grant Accounts Outside EOEBG:	-1,909,606.21		2,551,377.82
II. School Funds			
(Accumulated Surplus 2021-2022 B/F)	6,149,978.26		
(a) Tong Fai	5,435,832.86	756,870.72	
(b) Approved Collection for Specific Purposes Account	642,805.14	8,906.00	
(c) School Development Fund	90,013.42	0.00	
(d) Student Scholarship Fund	367,388.36	74,000.00	
(e) OLE Development Fund	336,612.32	83,173.00	
(f) Student Welfare Fund	413,161.97	5,358.00	
Sub-total:	13,435,792.33	928,307.72	
Surplus of School Funds:	-6,149,978.26		6,357,506.35
Surplus of Government Funds 2022-2023:			7,186,014.03
Refundable to EDB 2022-2023:			(54,229.84)
Accumulated Surplus of Government Funds 2022-2023 & c/f 2023-2024:			7,131,784.19
Accumulated Surplus of School Funds 2022-2023 & c/f 2023-2024:			6,357,506.35
Total Accumulated Surplus as at the End of 2022-2023 School Year:			13,489,290.54

VII. Performance of Students

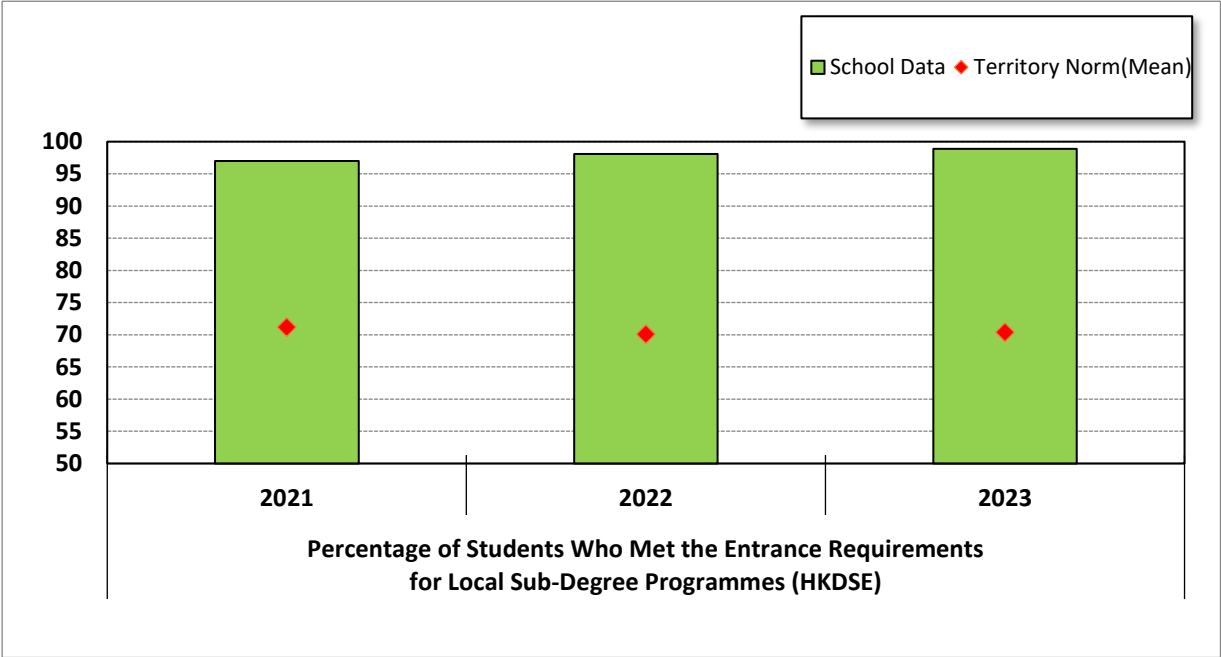
Pre-S1 HKAT



Public Examination

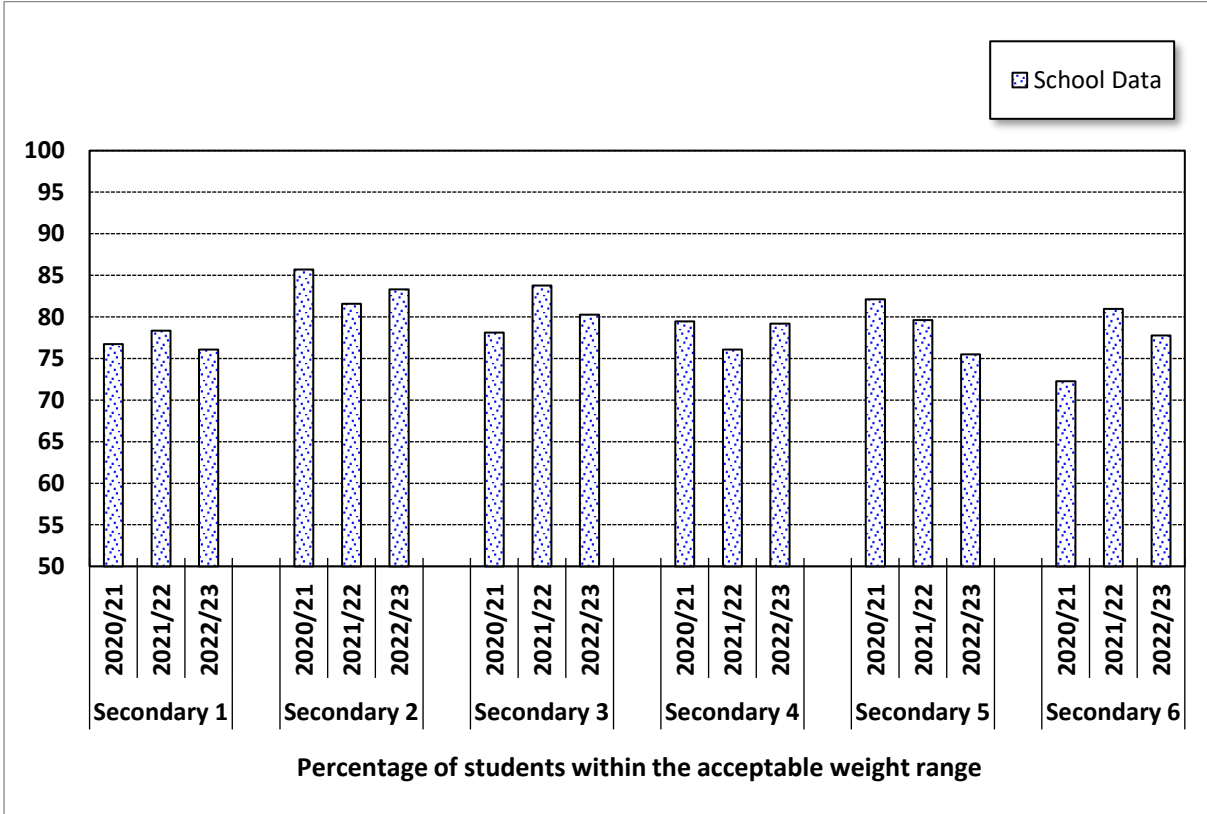


Public Examination

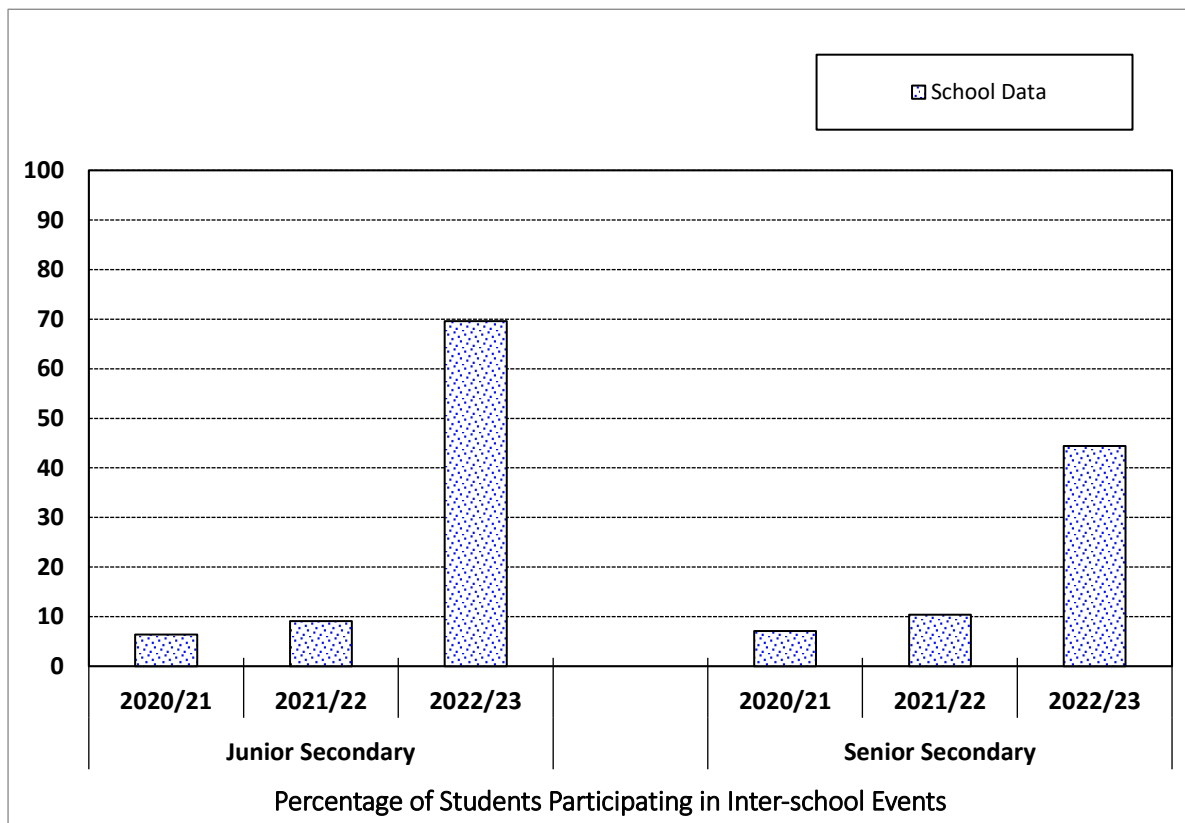


Physical Development

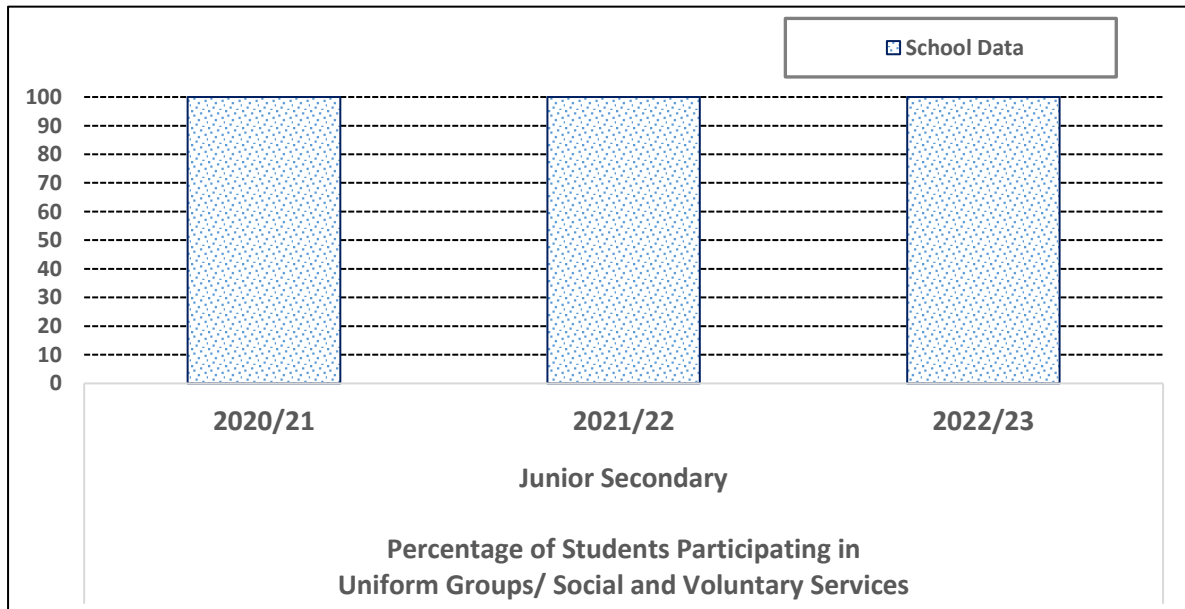
Percentage of Students within the Acceptable Weight Range



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
Academic

No. of Awardees in ()

1. 74th Hong Kong Schools Speech Festival

Chinese Section

粵語詩詞獨誦

冠軍 (1)

季軍 (1)

粵語歌詞朗誦

冠軍 (1)

亞軍 (1)

普通話詩詞獨誦

季軍 (1)

English Section

Public Speaking Solo:

Secondary 3 and 4

3rd (1)

Secondary 5 and 6

2nd (1)

News Feature Presentation:

Secondary 5 and 6

3rd (1)

Solo Verse Speaking:

Secondary 1 and 2

2nd (1)

3rd (3)

Secondary 3 and 4

1st (1)

2nd (1)

3rd (5)

Secondary 5 and 6

2nd (6)

3rd (2)

2. 第十二屆大學文學獎

少年作家獎 (1)

3. 2022-2023 中國中學生作文大賽

香港賽區

一等獎 (1)

三等獎 (2)

4. 第四屆全港中學學界辯論比賽	最佳辯論員 (1)
5. 第五十五屆聯校中文辯論比賽	最佳辯論員 (1)
6. 2022-2023 Hong Kong Budding Poet (English) Award The Poet of the School Award (Secondary Section)	Gold (1)
7. 2022 Give Thanks - 5th Hong Kong Chinese and English Essay Competition	Gold (1)
8. 20th Trilingual Oral Arts Competition Senior Group (Poem)	Silver (1)
9. Brain Game	Champion (1)
10. 3rd One Health COVID19 Writing Competition DSE Stream, Senior	Outstanding Writing Award (1)
11. 2023 華夏杯全國數學奧林匹克邀請賽 華南賽區 晉級賽	二等獎 (1)
12. SOW Creativity Contest: A Moment in Time Junior Secondary Section	Commendable Award (2)
Senior Secondary Section	Commendable Award (2)
13. 2023 The Competition on the Mathematics of Information Honourable Mention Award	(1)
14. 2023 Asia International Mathematical Olympiad Open Contest Semi-final	Bronze (7)
15. 2022 Sustainable Development Goals (SDGs) eLearn Award Scheme	Bronze (1)
16. 第十三屆「全港中學中國歷史研習獎勵計劃」 高級組	三等獎 (1)

- | | |
|--|--------------|
| 17. 2023 VR for Good Challenge | Champion (1) |
| 18. Young IT Ambassador Award (YITAA) | Silver (6) |
| | Bronze (16) |

Art

- | | |
|----------------------------|--------------|
| 1. 2022 香港心臟基金會繪畫比賽 | |
| 中學組 | 網上最受歡迎亞軍 (1) |
| | 優異獎 (1) |

Drama

- | | |
|---|-----|
| 1. 2022-2023 Hong Kong School Drama Festival | |
| Award for Commendable Overall Performance | (1) |
| Award for Outstanding Audio-visual Effects | (1) |
| Award for Outstanding Cooperation | (1) |
| Award for Outstanding Performer | (4) |

Music

- | | |
|---|------------|
| 1. 第七十五屆香港學校音樂節 | |
| N702-粵曲獨唱-子喉獨唱-中學初級組 | 冠軍 (1) |
| N703-粵曲獨唱-平喉獨唱-中學初級組 | 季軍 (1) |
| 2. 2023 Joint School Music Competition | Silver (1) |
| 3. 2023 Hong Kong Inter-School Choral Festival | |
| Secondary Division | Gold (1) |

Sports

- | | |
|---|------------|
| 1. 2022-2023 A.S. Watson Group Hong Kong Student Sports Awards | (1) |
| 2. Athletics | |
| 2022-2023 Inter-School Athletics Competition | |
| Division Two, Girls B Grade Discus | Bronze (1) |

3. Dance

75th Jubilee Championships Juvenile & Youth

Show Dance Gold (1)

Solo CR 2nd (1)

Solo CRS 2nd (1)

3rd The World Dancer Showdance Competition

Group Dance Gold (1)

2023 IDTA Trophy cum CDPA Latin Open

Group Dance Silver (1)

Rumba Third (1)

15th IDTA Cup Hong Kong Children and Youth Dance Prize Championships

Formation Dance 2nd (1)

Solo Samba 3 3rd (1)

2022 Hong Kong Open Latin Dance 1st Crystal Cup

Solo CCC 3 Second (1)

ADSC Grand Open Championships Juvenile & Youth

Solo Jive 2nd (1)

Solo Samba 3rd (1)

Solo Rumba 3rd (1)

Solo CRS 3rd (1)

Solo CJ 3rd (1)

Solo CR 3rd (1)

第一屆香港舞蹈藝術家大獎賽

Formation Dance 3rd (1)

Scholarships

External

- 1. Rev. Joseph Carra Memorial Education Grants for S4-6 students (1)**
- 2. 2022-2023 Sir Edward Youde Memorial Prizes (2)**
- 3. 2022-2023 HKICPA/HKABE Joint Scholarships for BAFS (1)**
- 4. 2022 Upward Mobility Scholarship (2)**
- 5. 2021-22 青苗學界進步獎 (20)**
- 6. 2022 黃廷方獎學金 (1)**

VIII. Key Issues of School Development Plan 2023-2024

Major Concerns	Intended Outcomes / Targets	Strategies
To cultivate a positive mindset despite obstacles and develop a positive attitude towards life	- 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.	- 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: - 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, values education and National Security Education (NSE)
To instill in students a grateful heart and to never take things for granted	- 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.	- 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 Journal - 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
To develop students to be humble, appreciate others and transform their weaknesses to strengths	- 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.	- 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	CEG	LWLG	DLG	TRG	NCSG	CITG	ITSSG	PRG	SASG	LSG	CSG	SBM-TUG	SEOG
Life-wide Learning Activities and related Resources		\$1,489,446.75						\$48,889.06	\$43,550.00		\$22,030.00		
Enhancement, Remedial Programmes and Other Activities	\$191,207.00									\$114,525.80			
Hire Service for Speech Therapy										\$16,756.90			
Employment of IT Administration Officer	\$274,956.15												
Internet, Network, Engineering Works, System Maintenance, IT Facilities						\$399,285.96							
Employment of IT Technician						\$320,670.00	\$341,573.40						
NSS, Gifted & Programmes			\$57,819.20										\$551,470.00
Employment of School Executive Officer													
Employment of Contract Teacher(s)	\$88,090.00			\$1,370,250.71	\$289,800.00								
Employment of Supply Teacher(s)				\$202,272.00									
Consultancy Services and Training Programmes												\$46,800.00	
Total	\$554,253.15	\$1,489,446.75	\$57,819.20	\$1,572,522.71	\$289,800.00	\$719,955.96	\$341,573.40	\$48,889.06	\$43,550.00	\$131,282.70	\$22,030.00	\$46,800.00	\$551,470.00

Evaluation on the Usage of Various Grants

Capacity Enhancement Grant (CEG):

- With the use of CEG and the Teacher Relief Grant (TRG), a Chinese Language Teacher was deployed to conduct lessons for S3 and S6 students with purposes of strengthening their comprehension, reading and writing skills. The teacher identified students' misconceptions, catered for their diverse learning needs, designed tiered assignments and gave timely feedback. According to internal assessments, students' Chinese language abilities were enhanced.
- A Physics teacher was recruited to increase students' competence. Physics enhancement classes were arranged and attended by S4 – S6 Physics students, with 100% of attendance rate. S4 and S5 Physics students found that they had an enhanced understanding of concepts after the online lessons. Self-access resources such as reference books were recommended by the teacher. Students find them useful in boosting their performance in the subject.
- An IT Administration Officer was recruited from September 2022 to August 2023 to offer help in the integration of mobile computing devices and information technology in teaching effectively. As reported by teachers, the IT Administration Officer could assist them in their lesson preparation.

Fractional Post Cash Grant (FPCG) together with CEG:

- Enhancement and Remedial Programmes
 - For Chinese Language, the Chinese Department arranged enhancement classes for S3 and S5 students. Participating students agreed that these classes enhanced their study skills and their language standard. The tutors addressed the diverse needs of students with varied abilities, ranging from the gifted ones to those with difficulties in learning the Chinese Language. In addition, their knowledge and understanding of Chinese culture were also strengthened, with their academic performance improved, as observed in internal assessments.
 - For English Language, S4 and S5 students were invited to join the after-school enhancement classes in both Term 1 and Term 2 based on their internal assessments. For the S4 class, the attendance rates were 94% and 87% in Term 1 and Term 2 respectively. Participating students warmly embraced the lessons and the feedback was positive. They commented on the vocabulary building and study tips being useful. For the S5 class, the attendance rates of Term 1 and Term 2 were 90% and 67% respectively. The low attendance rate in Term 2 was a result of the substandard quality of the class and clashes with other extra-curricular activities in Term 2. There were frequent interactions in class and a range of exam skills were taught, but students' feedback on these extra classes was fair. Safeguarding the quality of these classes conducted by external tutors was a concern.

- For Mathematics, enhancement classes were conducted by school teachers instead of outsiders. The FPCG was spent only on the recruitment of Math tutors who assisted teachers in preparation for learning and teaching.
- In the Liberal Studies enhancement class, the attendance rate was satisfactory. Most participants agreed that the programmes have enriched their subject knowledge and examination skills. They were more able to apply related concepts and examination skills whenever necessary.
- Students taking the Chemistry enhancement classes found the extra lessons not only effectively strengthened and consolidated their foundation knowledge and skills, but also provided ample opportunities for them to try and learn from DSE past papers. Moreover, they gained more confidence in asking questions in a small-class setting.
- For Chinese History, students agreed that they enhanced their subject knowledge and learned the public examination skills under the guidance of the tutor. In particular, less able students had more opportunities to practise and learn the technique of obtaining basic marks.
- For Economics, students agreed that they had better understanding of abstract concepts, showed more confidence in evaluating Economic policies and acquired practical skills in analysing economic phenomena. In general, they were more confident in learning the subject and steady improvement had been made as seen in their internal assessments.
- Through after-school BAFS tutorial lessons, students agreed that the knowledge of this subject had been enhanced. They could learn from peers through effective group discussions conducted by the tutor and their understanding was improved.
- The summer bridging course was held for new S1 students from 21 to 25 August 2023. Past students of high calibre were recruited as course tutors. Students were disciplined and they participated actively in class. Participating students agreed that the programme helped them adapt to the new school environment with English as the medium of instruction. The tutors were welcomed by new S1 students as they introduced the school culture and facilities and conducted lessons effectively. Comments and observations by the tutors were passed to S1 teachers after the course to better inform their teaching and cater for the diverse learning needs of students.
- For Jolly Learning Club, students concerned were invited to attend after-school classes twice a week where they learned study skills. Most participants agreed that the club was effective in raising their confidence in learning and enabling them to cultivate their positive values and attitude.
- For Staff Development, teachers found the staff development programmes including *“Canossian Values Education” talk on 26 October 2022, Values Education Workshop for*

Core Team Members on 6 January 2023 and for Department Heads on 4 April 2023 inspiring or useful in implementing Values Education. Teachers gained better understanding on how to incorporate values education in their teaching and assisting in students' growth.

Life-wide Learning Grant (LWLG)

- **English Drama Workshops:** The drama workshop was conducted online this year due to the requirement of the Hong Kong School Drama Festival. Most students made improvements on their acting skills and were invited to participate in the zoom drama festival organized by the institution. Students were able to gain experience and get exposed to a different acting platform by having the online performance. Besides, students were able to show their confidence by performing in front of the audience. Their linguistic competence and presentation skills were boosted through reading the script.
- **Instrumental Learning Programme and other Music Groups:** With the grant, students from the school senior choir and members from the orchestra participated in some local competitions including the competition cum masterclass of Hong Kong Interschool Choral Festival and Joint School Music Festival and received satisfactory results. In addition to competition, students from the junior choir also participated in the Mass School Choir Masterclass organized by the Hong Kong Interschool Choral Festival. Through the experience, students were more serious in music making and appreciation, and leaders of the different musical groups were more committed and more ready to shoulder duties to lead their groups.
- **Music Enhancement Project:** The orchestra training resumed face-to-face this year when the pandemic eased gradually. The Music Teacher agreed that the students appreciated others' contribution within orchestral playing and were more interested in music appreciation from the guidance given by the conductor. Student leaders' leadership skills were developed by conducting sectionals to lead junior players during lunch recess. The conductor agreed that student players were very disciplined and well-behaved, they could set a higher goal for themselves to excel in their instrumental playing for better ensembles within the group.
- **Experiencing music production for the anniversary celebration:** Both the school choir conductor and the orchestra conductor agreed that the whole experience provided students an invaluable opportunity to professional music making, which enriched the musical growth and development of the two school musical groups. With the recording technology workshop organized, students were able to gain experience in music technologies, which enriched their exposure to the music making industry.
- **Chinese Classical Dance:** Through Chinese Dance lessons, students' skills and interests in Chinese Classical Dance and Sports were strengthened. Most agreed that their

understanding of Chinese culture, virtues and aesthetics was enriched. From the coach's feedback, students' communication skills and team spirits were further developed through group performances.

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 S5 student was shortlisted to take a Mathematics course held by The Hong Kong University of Science and Technology (HKUST) Dual Program. She was also arranged to take the Chemistry and Physics courses in the HKUST. Another S3 student was shortlisted to take a gifted course (「藝創香港：創意藝術科技及文化傳承資優計劃」課程) 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.
- One S6 girl and two S5 girls joined the Network PE Programme organized by NEOWISE LIMITED. They attended the lesson every Saturday in Lai King Catholic Secondary School with other sports elites from other schools like Kwun Tong Maryknoll College, HKUGA College and Ying Wa College. The company offered both theoretical lessons and practical training to the students, enabling them to prepare well for DSE PE. The company also provided extra tutorial lessons in order to facilitate student's learning progress. Students and PE Teachers agreed that the network PE programme enabled students to acquire the related knowledge and skills and prepare well for DSE PE.
- One S5 and one S6 student participated in the network programme in Music. The music network programme allowed students to prepare themselves with the required knowledge and skills for the DSE with a well-structured curriculum; students agreed that the course allowed them to explore their potential and assisted them in preparing well for the DSE music examination.

Teacher Relief Grant (TRG):

- Five supply teachers were recruited to substitute teachers who took study or sick leave. They were found to be professional and helpful as they helped relieve teachers' workload.

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

- A Chinese Language Teacher was recruited to teach an NCS. The NCS had confidence in the Chinese Language of the public examination and attained satisfactory results. With

resources provided, the NCS agreed that she had developed interest and ability in the Chinese Language and Culture. Her confidence and performance in this subject were enhanced. She agreed that the additional reference books and other related learning experiences assisted them in learning the Chinese Language.

Composite Information Technology Grant (CITG):

- The use of CITG effectively supported services including software licenses, software subscriptions, internet access service, hardware equipment and so on, which support the daily administrative and teaching use for all staff. With the installation of new software and hardware, the IT infrastructure in school has been improved, allowing teaching staff to conduct lessons and office staff to handle administrative work much more efficiently.
- The IT and AV technicians also provided timely and efficient support to the daily operation of school. The technicians were able to assist staff in utilising the enhanced IT infrastructure, such as new learning apps, mirroring devices, external DVD drives, electronic tablets, etc.

Information Technology Staffing Support Grant (ITSSG):

- The IT technician was able to maintain network security and protected the school's IT intellectual properties, with regular server back-ups, troubleshooting and anti-virus operations. The technician was also able to provide timely technical support for all staff to ensure the smooth run of lessons, events and administrative work.

Promotion of Reading Grant (PRG):

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

- The Promotion of Reading Grant has been deployed to offer a range of reading materials to our students and staff. With the implementation of the school-based Reading Award Scheme, more reading activities have taken place. For Hyread, which offers both online Chinese and English books and magazines, the number of active readers has been 205 since September 2022, with 2,886 times of reading activities recorded, and 9,222 times of browsing activities. For Lightsail, the total number of minutes read was 59,469, while the total number of books read was 20,813. The total questions answered was 147,487, with 65% accuracy. Other resources purchased include physical copies of library books, digital papers of the SCMP, and materials for the Road to 5** Programme.
- Students generally welcomed the range of reading materials offered and they were encouraged by the prizes they received through the Reading Award Scheme, and teachers

also saw the need for more reading activities since this would enhance students' academic capacity.

The Jockey Club Joy of E-Reading Scheme:

- The Jockey Club Joy of E-Reading Scheme is a one-year programme open to publicly-funded primary and secondary schools in Hong Kong to promote e-reading. The Scheme aims to subsidise schools to purchase e-reading subscriptions, e-book readers and titles for school libraries, and organise activities to promote reading.
- The grant was received in October 2023 from the Jockey Club and was deployed to purchase five iPads for E-reading, the Wheelers E-platform, Scienceflix and more Hyread E-reading titles. For Wheelers, since January 2023, there have been 81 total loans of English e-books, with 41 active patrons and 47 active titles. For Scienceflix, the browsing record was 2,212 times since January 2023.
- The Chinese and English e-reading titles have been incorporated into the school-based Reading Award Scheme, while the Scienceflix resources have been implemented in the S4 curriculum as a Co-KLA task in which students had to watch videos assigned by their Math or Science teachers and to attempt a series of close-ended and open-ended questions to reflect their understanding of the topics.

Student Activities Support Grant (SAS Grant):

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

- Students with financial needs agreed that the SAS Grant enabled them to worry less about the financial burden and concentrate on their learning activities. Moreover, the Grant enabled them to enrich their learning experiences and foster their whole-person development.

Learning Support Grant (LSG):

- There was a need to continue the practice of arranging the after-school enhancement classes. After-school enhancement classes were arranged to cater for learners' diversities throughout the year. Based on students' needs, individual arrangements were made, including arrangements to meet a Clinical Psychologist. For the Miss Grateful programmes, students gave positive comments on the effectiveness of the trainers and the programmes which helped them release stress more effectively. In general, students concerned gave positive feedback regarding the supporting programmes and agreed that the objectives of the programmes were achieved.

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

- All teachers agreed that the learning and teaching materials procured, e.g., bi-weekly journals and online resources from publishers, were conducive to the subject implementation.
- All teachers agreed that the learning and teaching materials procured were frequently used in lesson preparation.
- The grant was not spent on the organisation of the Mainland Study Tour this year as the tour was fully subsidised by the government.

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

- Legal advisory service related to school governance was procured in September 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 Media and Information Literacy was conducted by speakers from the Hong Kong Press Council on 19 April 2023. 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 received JUPAS offers in 2023 was 91.1%. With diversified God-given talents, six of our best students got admitted into highly competitive degree programmes, including Bachelor of Medicine and Bachelor of Surgery, Bachelor of Business Administration (Law) and Bachelor of Laws (double degree), and also Bachelor of Laws at the University of Hong Kong.
- Apart from academic studies, students demonstrated their diversified God-given potential in other learning experiences.

School Development

Under God's guidance, HFCC had much to celebrate and be proud of over the past 50 years. In the rapidly changing world and the new era of technological advancement, we are at the historical juncture to act and define the future of HFCC for the next 50 years. At HFCC, our Canossian educators have many of the constituent elements needed to achieve our vision and address the challenges, so as to make a positive difference to our future generations. In the third year, students will be guided to make improvements by conducting evaluations and engaging in reflections after the 50th Anniversary. May our dear Lord continue to bless and guide us to advance boldly ahead into the school's next glorious chapter.

Submission of Annual School Report 2022-2023

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 SHIU Yuen-fun, Magdalen

Supervisor & Chairperson

The IMC of Holy Family Canossian College

Date: 11 October 2023

Living in Gratitude

Thanksgiving in Blossom

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