



Humbling Ourselves Appreciating Others



Holy Family Canossian College
Annual School Report 2023-2024

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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 627 students and 77 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 STEAM education, a STEAM Room and an IT Innovation Lab have been set up to provide students with dynamic learning approaches to unleash their creative potential in STEAM 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
2023-2024	7	1	2	2	1	1

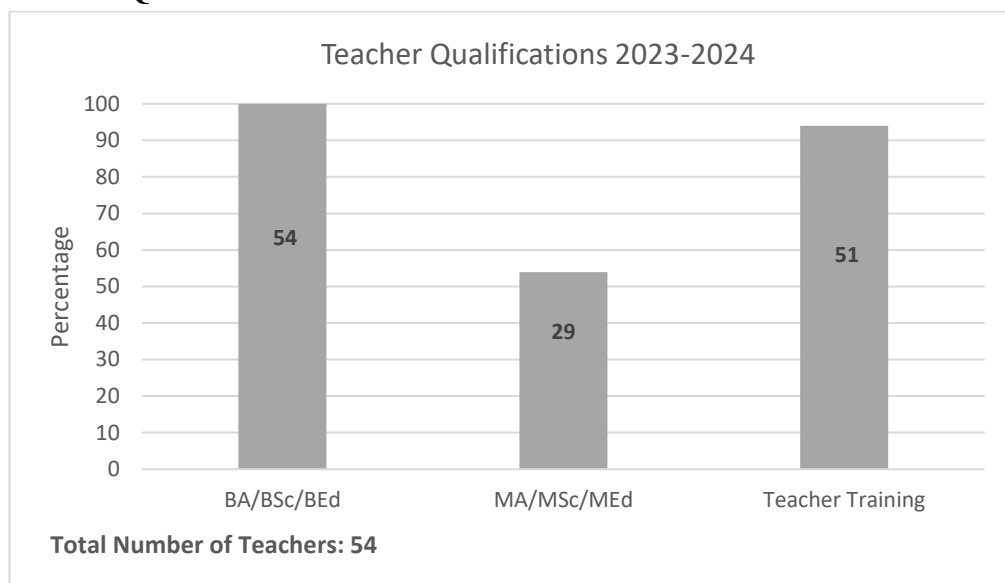
Our Teachers

No. of Teachers

Year	2021-2022	2022-2023	2023-2024
Number of Teachers*	54	54	54

*under the Staff Establishment & on a contract basis

Teacher Qualifications 2023-2024

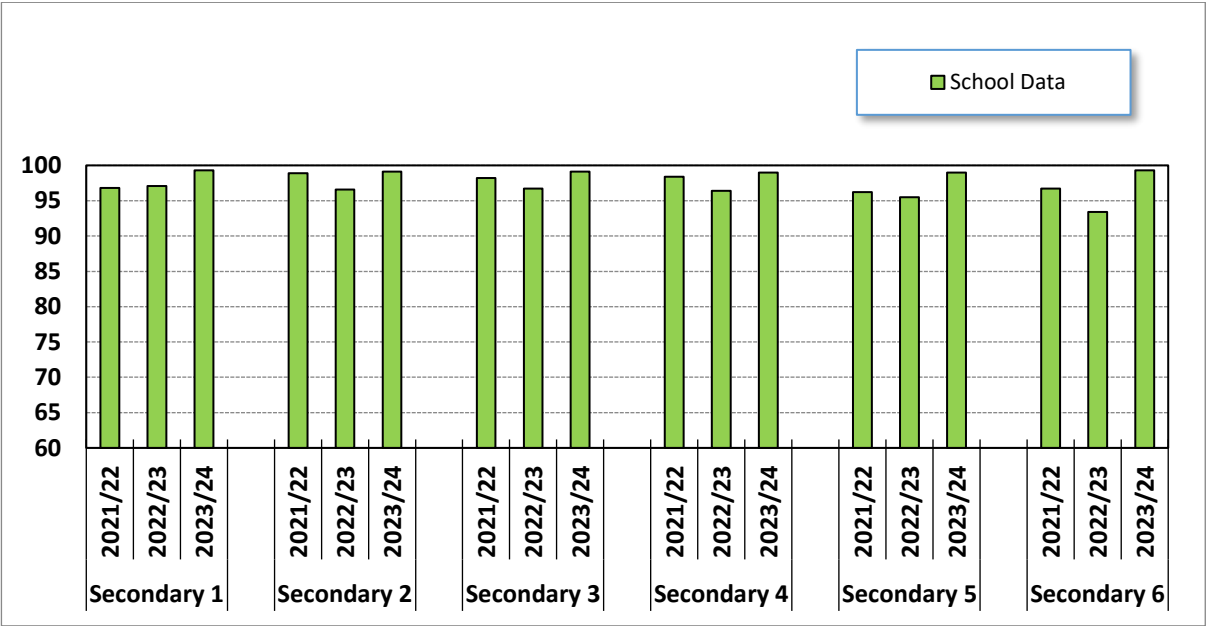


III. Our Students

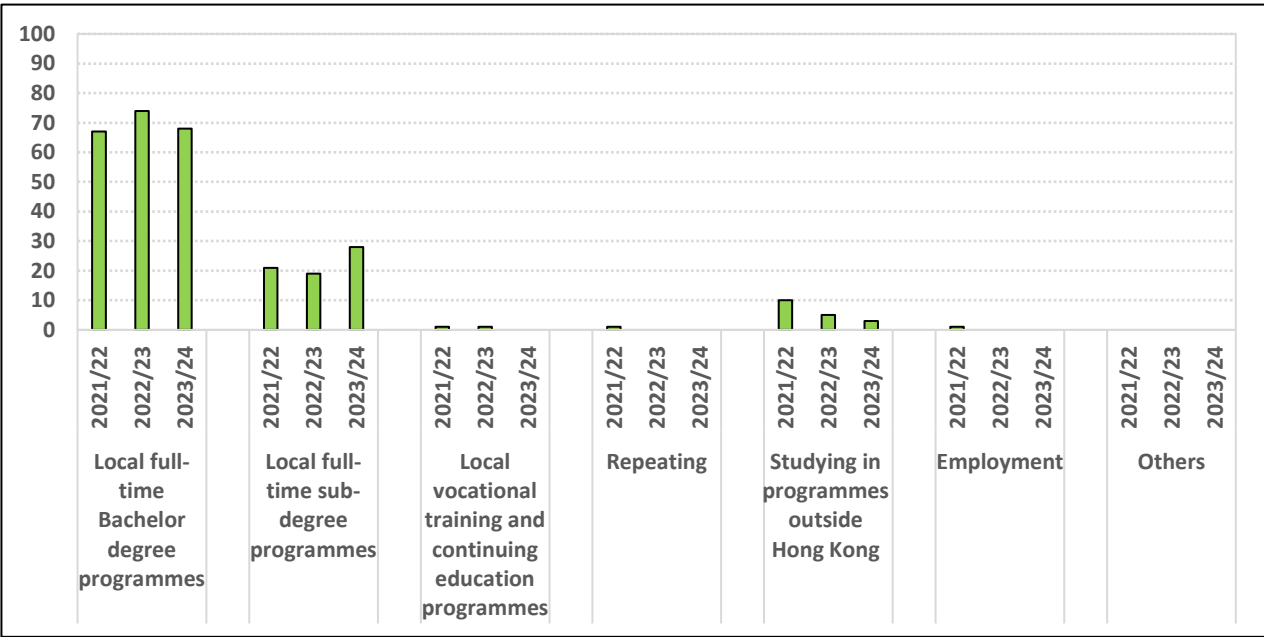
Class Organisation (on 1 September 2023)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Enrolment	136	105	103	100	91	92	627

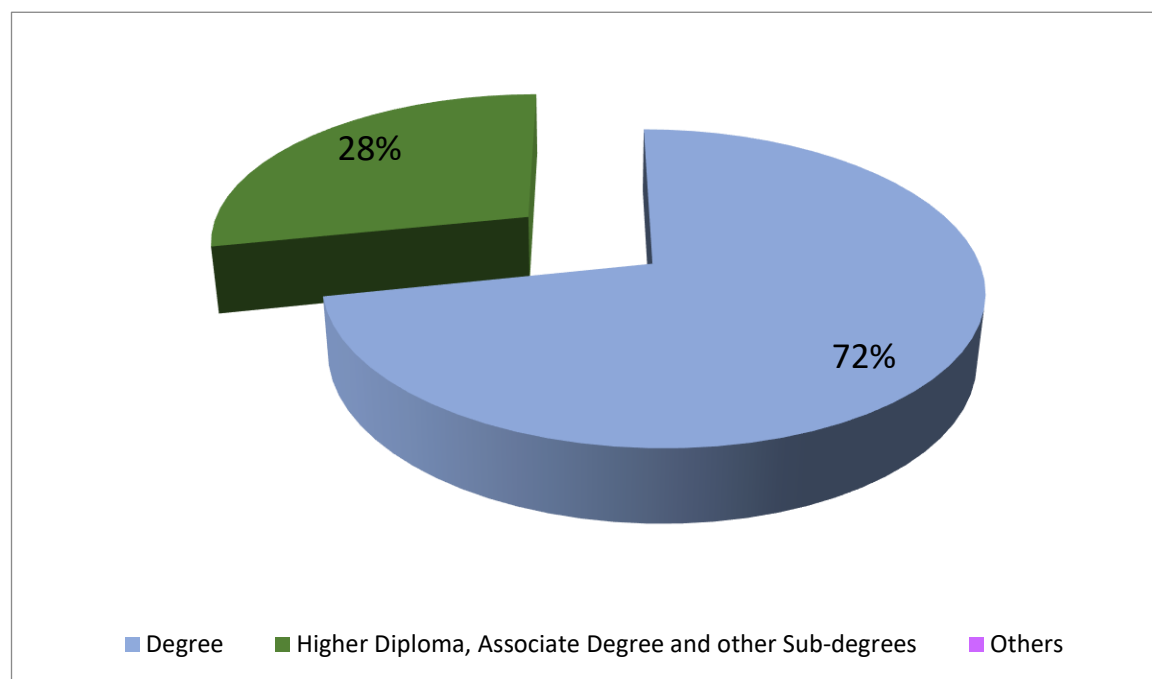
Student Attendance



Destination of Exit Graduates



S6 Graduates' Movement – by Study Programme (2023-2024)



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. Under the Pastoral Care Board, the collaboration of the Religious Formation Team, Guidance Team, Discipline Team, Careers Guidance Team together with Careers and Life Planning (CLP) Division, Moral and National Education Team, Student Affairs Team, Special Educational Needs Coordinator (SENCO), School Social Workers and Prefect of Studies was strengthened to review effectively students' academic progress and well-being. The early identification and intervention strategies equip 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.
- On behalf of the Pastoral Care Board, the Canossian Values Education and the ten values implemented by the EDB have been incorporated into the vertical curriculum of different subjects and other learning experiences. Ten of the values promoted by EDB (Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Empathy, Law-abidingness and Diligence) were promoted through videos / class visits prepared by Civic Leaders. The Values Education Day was held on 6 October 2023. It included activities like new sports and six-brick games which incorporated positive values like "perseverance", "confidence", "resilience", "appreciation", "unity" and "humbleness".
- For the school-based values education programmes, different themes were set for S1 to S6 students.
 - For S1, the "Mysteries behind Planting" programme promoted values like perseverance, respect for others, responsibility, commitment, diligence. Around 20 students took part in the programme.

Apart from planting chili, they also needed to monitor the growth of the plant with micro:bit. Each of them had to present their findings / evaluation in April.

- For S2, the “Self-love and Sharing of Love” programme incorporated values like care for others, integrity, perseverance, respect for others, responsibility, commitment and empathy. Each class was responsible for a song with positive messages to be shared with the schoolmates during the morning assembly.
- For S3, the “Playing with Stress” programme promoted values like perseverance, respect for others, responsibility, commitment and law-abidingness. S3 students had to lead some games during their PE lessons.
- For S4, the “Charity in Action” programme promoted values like care for others, perseverance, respect for others, responsibility, commitment, empathy and diligence. All S4 students took part in voluntary services outside school. They visited childcare centres / elderly centres.
- For S5, the “Opportunities in Life” programme promoted values like integrity, perseverance, respect for others, responsibility, commitment and diligence. All S5 students conducted company visits outside school.
- For S6, the “United in Love” programme promoted values like care for others, respect for others, commitment and empathy. S6 students prepared gifts to whom they wished to express gratitude and appreciation.

With the collective efforts of all school members to promote positive values, our school was blessed to receive the Big Honour Award in the High-five Student Engagement Award Scheme 2023 co-organised by The Baptist Oi Kwan Social Service, the EDB and The Education University of Hong Kong.

- With a grateful heart, students learn not to take everything for granted. They extended their gratitude to teachers who organised various activities to promote wellness. On 19 December 2023, 6 February 2024 and 15 March 2024, some wellness programmes co-organized by the Guidance Team and Caritas (Hong Kong) were arranged for students to relax and take care of their own emotional needs. Through activities like different artwork and handicraft workshops, dancing, sports games and teacher-student friendly matches, students were reminded to strike a balance between study and leisure, relieve their pressure and uplift their minds.
- Participating in fund-raising events or voluntary work provides a healthy boost for students in developing their self-awareness, self-confidence, self-esteem and a positive view of their lives.
- The internal and external scholarship schemes stretched students’ potential and enhanced their motivation to learn inside and outside school.

IV. Our Learning and Teaching

In the school year 2023-2024, the school continued to aspire to achieve more and generate new fields to meet new challenges and opportunities. With a wide range of enriching activities for students and enhancement of the school's infrastructure, all students and staff were always ready to step up and follow different pathways to growth. The yearly theme was "Humbling Ourselves Appreciating Others". To reach higher, students were nurtured to be humble and continued to look forward to possibilities of further enhancement.

Through different kinds of learning tasks and extended learning activities, students have their horizons widened and recognize their strengths and weaknesses. These activities also helped them develop positive values and attitudes, equipped them with knowledge and skills, as well as helped them gain an overview of their life planning.

- Different departments actively promote positive values and attitudes through teaching and learning activities on various themes. For example, for the English Department, S3 and S5 students read about stories and acts of courage as well as exploring priorities in life. S6 students worked on the theme "Failure and success stories" and wrote about the qualities possessed by individuals who achieved success or successfully overcame failures in life.
- During lunch time each day, special rooms were open to allow student leaders and teacher advisers to run activities to widen students' horizons. For example, the IT Innovation Lab was open on Mondays, the Chinese Language Centre on Tuesdays, the PSHE Learning Community on Wednesdays, the STEAM Room on Thursdays and the English Language Centre on Fridays. Meanwhile, the Self-access Learning Community was open from Monday to Wednesday and the School Library was open daily for students to expand their knowledge. For example, the IT Innovation Lab was open for students to get hands-on experience with robots powered by AI. Through the facilities in the lab, students also learned more about aerospace development in China and worldwide environmental conservation movements. On the three-in-one screen panels, various Chinese aerospace development documentaries were played in rotation for students to learn about how Chinese astronauts overcame challenging training and accomplished space missions. Additionally, the innovative space technology breakthroughs developed by Chinese scientists were also showcased for students to understand the advancement of our country's aerospace development and appreciate the efforts and perseverance of their Chinese counterparts over the recent decades. On the other hand, a range of activities were offered in the School Library, with highlights including the Mid-Autumn Festival display and games collaboratively held with the Chinese, Putonghua and Literature in English Departments which enabled students to reflect on different representations of "moon" across different cultures, and activities on "Romance of the Three Kingdoms" collaboratively held with the Chinese Literature and Chinese History Departments which enabled students to reflect on the strategies adopted by the historical figures on the battlefields. These helped students deepen their understanding towards different cultures and their respective literary traditions.
- Through extended learning activities, students displayed humility in learning from one another and made improvements by conducting evaluations and reflections. During lessons, good practices of students' work are shown to students, thereby encouraging them to learn from one another with a humble heart. Peer learning or group activities were conducted, where teachers guided and encouraged students to contribute ideas and share their views with an open mind and learn humbly to embrace diversity and different perspectives. Another example was S2 Project-based Learning, where students were instructed to investigate the revitalization of certain selected historical sites in Hong Kong.

Through research, students demonstrate how to appreciate the efforts made by Hongkongers of previous generations and their contributions to our society today. Through working on different tasks, students also reflected on the quality of various revitalization projects to critically evaluate the success of those projects from multiple perspectives.

- With the changing needs of students and the diversity of curriculum planning, co-planning and evaluation meetings were held regularly by different subject teachers to modify the curriculum, design teaching activities and devise learning materials to meet different learning needs. For instance,
 - Language Departments: Teachers devise students' notes and assignments as well as sharing teaching strategies like the use of games, e-learning, video clips, AI and VR to enhance teaching. Teachers shared teaching materials, conducted peer lesson observations and discussed strategies to improve students' performance regularly. Sample writings were shared among students who found them useful. Besides, a range of extended learning activities were held to strengthen students' language abilities, like the World Book Day Activities. The World Book Day activities were a book-matching activity and the exchange of meaningful quotations from books. Gifts were given to students who participated in the activities. Good work from the "Responses of Reading" activity organized by the English Department was also displayed in the library during that week. Students could vote for their favourite pieces via a Google Form.
 - Science Departments: With regular peer collaboration within departments, students' learning progress is easily identified during collaborative pre-lesson preparation and DSE report analysis. With more information on what students struggled with, teachers were able to design more effective learning activities to transform students' weaknesses into strengths. The use of Google Classroom as a platform to share self-directed learning resources such as simulations and videos, allowed weaker students to catch up on abstract concepts through watching narrated simulations. Extra exercises were also provided in Google Classroom for more able students to further enhance their understanding. Good work from students on essay-type questions was also shared with the whole class to foster peer learning. The good work displayed allowed students to reflect on their own answers and make improvements.
 - Arts Departments: Frequent and timely discussion and collaboration were carried out all year round within departments to fine-tune the quality of learning and teaching. Adjustments were made to accommodate the needs of the students. By highlighting outstanding projects, students were inspired to strive for excellence and gain insights into the effective application of subject knowledge and generic skills, working towards the seven learning goals.

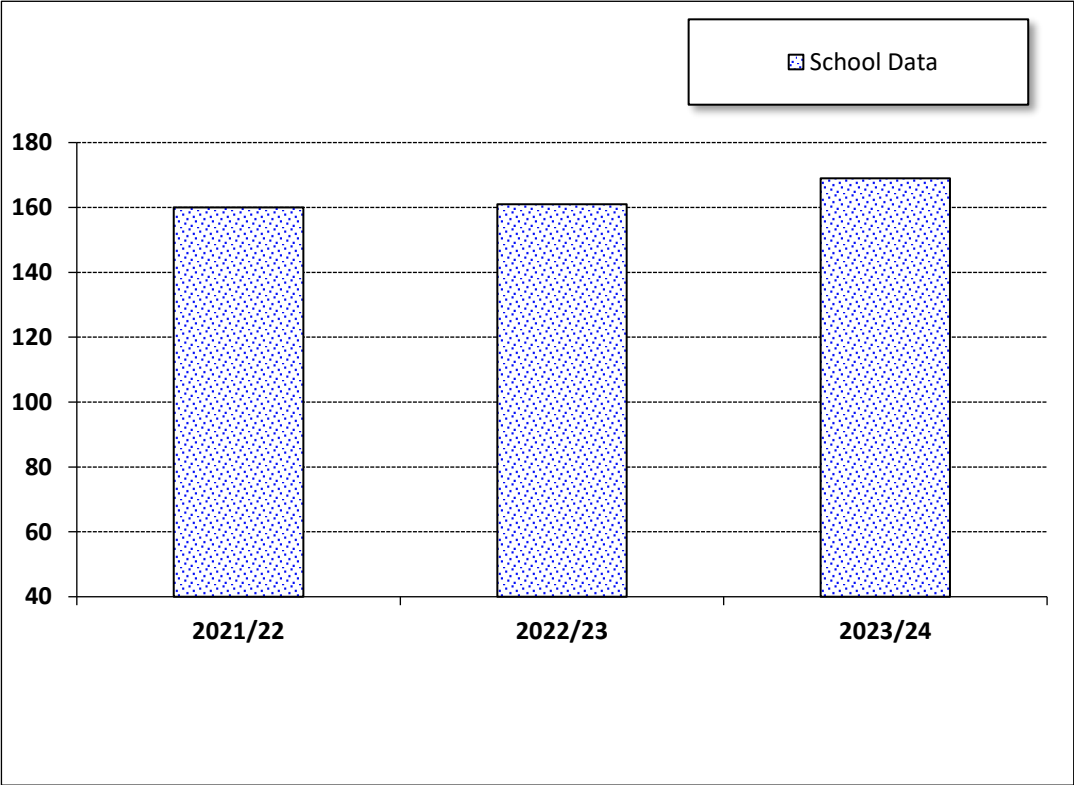
Curriculum

The curriculum is summarized as follows:

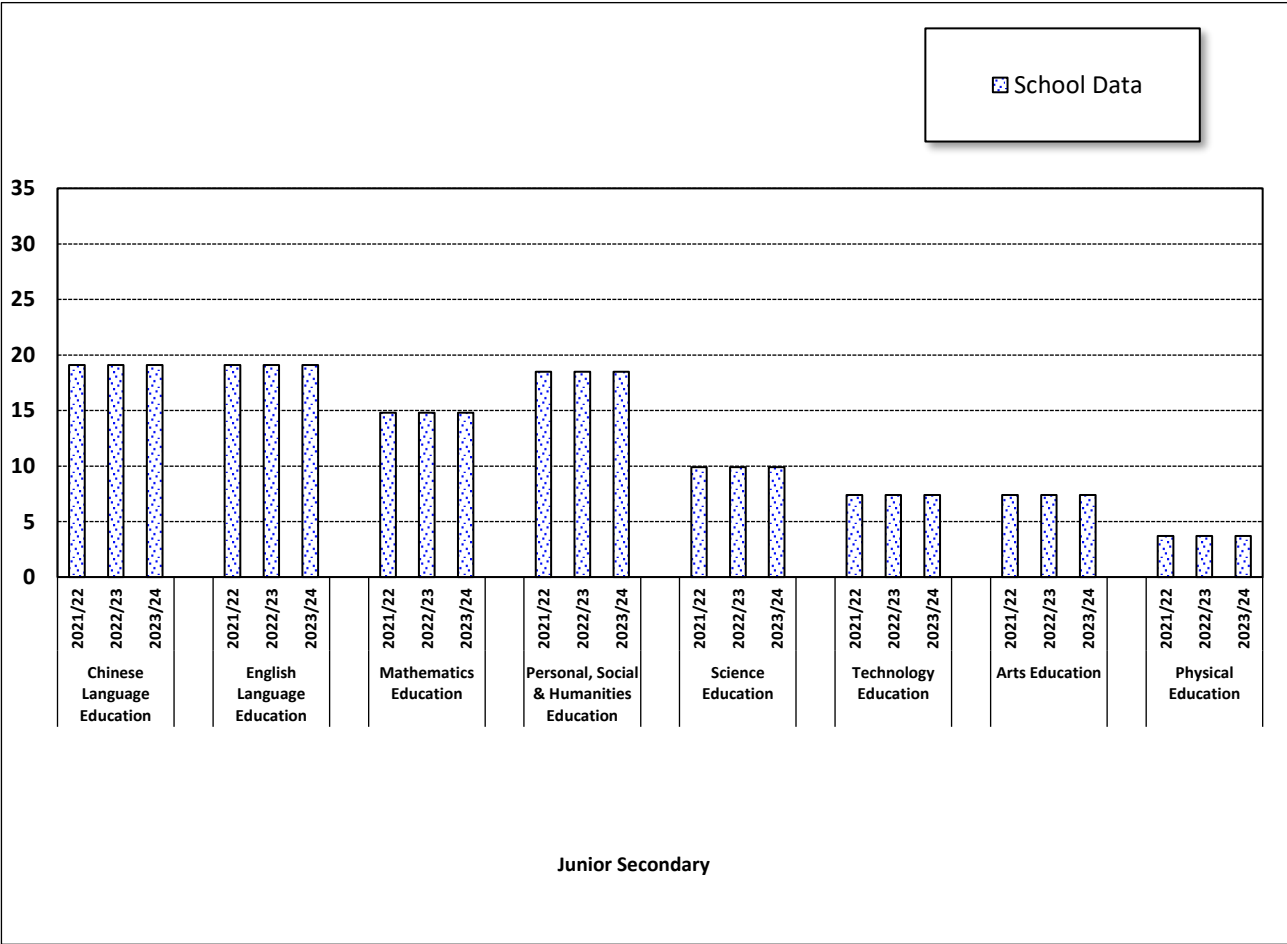
Level Subject	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Citizenship and Social Development				*	*	*
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
Chinese History	*	*	*	*	*	*
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

Achieve whole-person development and embrace positive values and attitudes through school-based award systems, values education and National Security Education (NSE)

- Discipline Board Award Scheme: In the school year 2023-2024, a total number of 352 students were rewarded with a “Good Name”, “Mini Merit”, “Minor Merit” or “Major Merit” through the Discipline Board Merit Award Scheme, and certificates and prizes were presented to the awardees. According to *KPM 17 — item 17.7 Honesty (Q-score: 110, P-score: 74.8) and item 17.8 Sense of Morality (Q-score: 111, P-score: 76.8)*, it was reflected that the award scheme could help students develop positive attitudes and self-discipline as well as raising their motivation in carrying out positive behaviours and praise-worthy acts as observed by teachers. To draw students’ attention and enhance participation in this award scheme, certificates were presented to some top awardees with “Major Merit” by the Principal in front of students during the morning assembly instead of the use of a billboard which was preliminarily planned.
- Values education implemented by the Pastoral Care Board:
 - The Canossian Values Education and the ten values implemented by the EDB have been incorporated into the vertical curriculum of 16 subjects.
 - The class visits to promote values were conducted by Civic Leaders successfully. They reflected that students participated actively during their visits, with positive values scheduled as follows:

S1: Responsibility

S2: Resilience

Meanwhile, videos of the values were also played during Class Teachers’ periods with schedules as follows:

September-October 2023

National Identity

S1: National Education - Understand the national flag, national emblem and national anthem

S2: Etiquette of playing and singing the national anthem

S3: Understanding the National Anthem Regulations

S4: Historical background of the national anthem

S5: National Education - Respect the national anthems of different countries

S6: National Education - Respect the national anthems of different countries

December 2023

S1-S6: Constitution Day

February-March 2024

S1: Love and care for others

S2: Respect

S3: Heart to serve

S4: Commitment to the community

April 2024

S1: Integrity

S2: Perseverance

S5: Global Identity

May 2024

S1 & S4: Diligence

S2: Resilience

S3: Empathy

S5: Law-abidingness

- The Values Education Day was held on 6 October 2023. The activities on that day included new sports like curling, kin ball, archery, Finnish skittles, cornhole and snowball as well as six-brick games which incorporated positive values like perseverance, resilience, unity, confidence, appreciation and humility. In the workshop on six-brick games, students were invited to share different ways of applying the six values in their school life. According to the evaluation, 65% of student respondents agreed that the programmes of the Values Education Day helped them understand more about the six positive values, while 90% of the teacher respondents agreed that those positive values were delivered to the students successfully.

With reference to *KPM 17 — item 17.5 Meaning in Life (Q-score: 103, P-score: 57.9)*, the questionnaire collected in March 2024 showed that around 60% of students possessed a positive outlook on life. In the APASO survey regarding students' attitude on perseverance (*Learning & Teaching #4b*), 61.6% of respondents agreed that they would persevere with their work until the end.

- National education incorporated with positive values under the National Security Education Team: National Education Ambassadors gave “Speeches under the National Flag” in flag-raising ceremonies 13 times; topics such as the recent development of mainland China, Chinese culture and Chinese history were presented. They also designed pull-up banners that introduced the history of Hong Kong's return to the motherland, which were displayed in the covered playground. The implementation of national education strengthened students' recognition and affection towards the mother country. According to *KPM 17 — items 17.16-17.19 National Identity including Responsibility, Obligations, Proud, Love, National Flag, Anthem and Achievements (Q-score: 116, P-score: 85.7)*, it was pleased to see that the majority of students

had their sense of belonging to the county enhanced and understanding of the country's development and culture enriched.

Reflection

- Discipline Board Award Scheme: Junior students were very eager to strive for more stamps and were found to be more motivated than senior students regarding this award scheme. Senior form students might need to be motivated amidst their hectic schedules.
- Values education implemented by the Pastoral Care Board:
 - Teachers had been striving to help students understand the importance of cherishing lives and staying positive through different subjects. Various positive values were designed to be incorporated into the curriculum and students were guided to put them into practice. It was believed that students would be able to gain more through experiences related to values education.
 - Some Class Teachers reflected that there was hardly any time to play the videos related to values for junior form students; some students did not respond well to the videos played during the Class Teachers' period. On the other hand, students enjoyed activities that allowed them to have interactions and hands-on experiences.
 - It was found that both school-based evaluations conducted after the Values Education Day and the KPM data consistently showed around 60% of students met the success criteria about being more positive and confident to overcome different challenges in their lives, and understanding the importance of cherishing their lives and staying positive. On the other hand, according to the school-based evaluation conducted after the Values Education Day, the majority of teachers (90%) agreed that students would have a more positive outlook on life. There was a discrepancy in perspectives and expectations between students and teachers. Teachers were dedicated to helping students develop positive values, while students were quite happy trying out the "new sports" that were special in their daily lives. Though they were quite positive on the days following the programme, their positive outlook on life could hardly be sustained in the long run. Moreover, the percentage of students who persevered with their work was expected to increase much more. It was suggested that "values" could hardly be built up through a one-off activity, but it would be more effective if values incorporated into different subjects, programmes and activities were introduced to students frequently.
- National education incorporated with positive values under the National Security Education Team: National Education Ambassadors were responsible and prepared their speeches well. In the whole-school review conducted by all teachers, it was agreed that the regular speeches under the national flag were interesting, educational and meaningful, giving students some useful information about important Chinese festivals, cultures and events as well as raising their awareness of the mother country's situation and cultivating their sense of belonging to the country. Students were given opportunities to deliver their speeches confidently in front of schoolmates. On the other hand, the contents of speeches under the national flag could be further enriched through teachers' guidance.

Feedback and Follow-up

With reference to the above “Achievements” and “Reflection” of the major concern, 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.

- Discipline Board Award Scheme: To recognise students’ contribution and reinforce their positive values and attitudes as well as reducing negative behaviours, a record of merit and demerit is suggested to be shown on end-of-term report cards. The benefits of the scheme would be explained clearly to the students, who would be inculcated with different praiseworthy behaviours with positive values at the beginning of every school year. On the other hand, individual students who get demerits can be invited to set goals to reinforce their desirable behaviours. Through the award scheme, students are expected to embrace positive values, attitudes and behaviours which would in turn foster their sense of honesty, morality, self-discipline, law-abidingness and positive mindset towards life, as well as working towards learning goals — information literacy, life planning and healthy lifestyle.
- Values education implemented by the Pastoral Care Board:
 - Values incorporated into different subjects, programmes and activities will continue to be designed for students to learn and put into action.
 - To promote values education, videos played by Class Teachers during Class Teachers’ periods and class visits conducted by Civic Leaders during the first-half lunch will be streamlined. More specific themes and values can be selected to enhance the effectiveness of these videos.
 - To cater for our students’ needs, more team-building and adventurous activities can be included in the annual Values Education Day, so that students can understand the values involved and develop related soft skills through these activities. Moreover, it may be more effective to design activities that focus on one to two specific values so that students can better remember and understand the concepts. Students may also share those values in the morning assembly after the event.

To enhance positive meaning in life among students, some meaningful activities with hands-on experiences will be arranged for students in the next school year. Apart from the Values Education Day, the school will hold some more values-related activities like the Wellness Programme, National Education Day, Chinese Culture Day and STEAM Day, working towards the major learning goals including national and global identity, information literacy, life planning and healthy lifestyle.

- National education incorporated with positive values under the National Security Education Team: All good practices will be continued. The contents or ideas of “Speeches under the National Flag” can be further developed and enriched in the next school year. To sustain students’ strong national identity, different strategies of implementing national education can be devised. For example, students will be arranged to participate in an educational trip to mainland China on National Education Day. More students’ involvement in Chinese festival celebrations, Chinese cuisine and DIY workshops like Chinese calligraphy, paper cutting or other artwork can be arranged on the Chinese Culture Day. More students can be invited to join the flag-raising team so that they have more opportunities to participate. National Education

Ambassadors can be invited to further promote national education activities and competitions and get involved in them. Grants and scholarships will be provided for students to develop their potential in promoting national education as well as promoting Chinese culture and heritage. Through the implementation of national education, it is expected that students can achieve major learning goals including national and global identity, breadth of knowledge, language proficiency and generic skills.

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

Achievements
<p>Foster positive attitudes towards life by developing a grateful mind and not taking everything for granted</p> <ul style="list-style-type: none"> • Comments on Gratitude Journal by Class Teachers: <ul style="list-style-type: none"> ➤ In many classes, students were invited to share their gratitude journal monthly during class affairs time. The gratitude journal was checked by Class Teachers with feedback written on it. Some students voluntarily shared their gratitude journals with the whole class. It was encouraging to see our girls observe little things around them and appreciate the beauty and joy in their daily lives. Students were willing to express their gratitude to teachers, classmates and janitors. They would then receive a merit record for sharing and writing the gratitude journal. It provided a good chance for students to do reflection and helped build up their thankful hearts. They really appreciated the work of others, including parents, friends and teachers. ➤ In certain classes, however, very few students voluntarily shared their journals with the class. ➤ Based on interviews with Class Teachers, most students agreed that the use of the Gratitude Journal would remind them not to take everything for granted. It would foster their positive attitudes, brighten their outlook on life, boost their mood and help them feel more positive in the face of challenges. • Caritas Bazaar: The Caritas Bazaar was successfully held on 12 November 2023 in Cheung Sha Wan. All committee members of the Catholic Society and S1 Catholic students participated in this fundraising event. The participants worked hard to raise funds on that day in the hope of helping the poor. Through this activity, students were led to understand the plight and needs of the poor. According to the evaluation, all expressed their intention to show their care and offer help to those in need in society. In the APASO survey regarding <i>students' confidence in thinking of ways of helping others (Generic Skills #9c)</i>, 62.8% of the respondents showed their confidence in relation to this issue.
Reflection
<ul style="list-style-type: none"> • Gratitude Journal: The gratitude journal successfully encouraged some students to reflect on their daily lives and helped them develop a habit of reflecting on gratitude. Junior form students actively participated in writing the gratitude journal. The Merit Award System could motivate students to write the Gratitude Journal. • Caritas Bazaar: This meaningful activity should be further promoted for greater participation. Student participants were required to help with preparation work like handicrafts for sale and

games for fun-raising as well as promotion work. According to the school-based evaluation and APASO survey, students involved in the Caritas Bazaar showed more willingness to help others after they experienced the whole process of fund-raising.

Feedback and Follow-up

With reference to the above “Achievements” and “Reflection” of the major concern, some learning goals including breadth of knowledge, language proficiency, generic skills, life planning, and healthy lifestyle were achieved.

- Gratitude Journal: This good practice will continue. Students can be encouraged to complete their gratitude journal during Class Teachers’ Periods / Activity Periods. Regular reminders can be made throughout the school year to encourage students to practise the commendable behaviour of showing thankfulness, even towards small things in life. Students will be allowed to draw pictures or write words in the Gratitude Journal. Apart from the Merit Award System which motivates students to write the Gratitude Journal, some competitions related to gratitude could be held to further develop students’ habit of showing gratefulness and not taking everything for granted. It is expected that students can achieve learning goals including a healthy lifestyle and language proficiency.
- Caritas Bazaar: It was found that handmade items by students were popular in the bazaar. S1 students will continue to make handicrafts for sale during the Student Learning Week in July and will be educated on the purpose of this fund-raising event. In addition, the Home Economics Department and the BAFS Department under the Technology KLA will help implement this fund-raising event by donating handicrafts done by students and drawing up a sales plan. Involvement of different teams and departments can boost students’ awareness and participation in this meaningful charity event. The Merit Award System can be adopted in charity activities to motivate students. It is expected that students can achieve the seven learning goals:
 - National and global identity: Chinese handicrafts to be made
 - Breadth of knowledge: Process of sales activities
 - Language proficiency: Communication skills in the sales activity
 - Generic skills: The whole process involved in the Caritas Bazaar
 - Information literacy: Promotion of the Caritas Bazaar
 - Life planning: Not taking everything for granted
 - Healthy lifestyle: The right balance between studies and activities

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

Achievements

Enable students to take heed of and show appreciation towards people; make improvements by conducting ongoing evaluations and engaging in regular reflections

- Quality teachers’ collaboration emphasized to help students transform their weaknesses into strengths in learning:
 - The school-based support service for Citizenship and Social (CS) Development Department was provided by EDB. Regular reviews were conducted by teachers to fine-tune curriculum design and implementation. School-based learning and teaching materials had been designed. Department-based teachers’ collaboration was conducted regularly to share

good practices. Teachers agreed that the school-based support service provided by the EDB was useful for curriculum design and implementation. Professional reflections had been promoted among teachers. Both teachers and students had a clearer understanding of the curriculum requirements.

- Teachers unanimously agreed that collaboration among department members enhanced teaching professionalism and helped students acquire study skills and transform their weaknesses into strengths. Teachers teaching the same subject were gathered at least four times throughout the year to share teaching and learning ideas, plan lessons, refine the curriculum and make adaptations to the curriculum based on evaluations from assessments. The collaboration provided a platform for department members to study the common mistakes made and the misconceptions among students as reflected in DSE reports, formative assessments and routine assignments. Corresponding strategies and drilling exercises or notes were then specifically designed to help students transform their weaknesses into strengths. By displaying students' exemplary work during lessons, teachers provided an opportunity for observation-based learning. This practice allowed students to learn from their peers' commendable work and gain a deeper understanding of concepts. For peer lesson observations, department members learned about each other's teaching strategies, provided feedback and set goals for improvement. This was a good way to improve classroom practices, as we learned from one another and received targeted feedback on our teaching.
- On the joint-Canossian Schools Staff Development Day on 29 August 2023, teachers were fully engaged in parallel sessions including the exchange of ideas and observations on lesson observation led by Sr Agnes Law, sharing sessions by representatives from sister schools such as "Positive Education", "Unlocking the potential of ChatGPT in Education", "Learning English through activities", "Sharing on STEM education" etc. Mr Nicolas Chan, the Coordinator of Maths and Science Key Learning Area (KLA), led the sharing session of our school and inspired participants with innovative teaching and learning activities on STEAM education. Moreover, through the workshop "Character Strength and its Application" provided by Caritas, teachers were inspired to use character strengths in bringing about desirable qualities such as wisdom, courage, humility, temperance, transcendence and justice in students. Teachers agreed that the workshop enhanced their understanding of Positive Psychology in Education as well as enhancing positivity and confidence in students, thus it is useful to help students transform their weaknesses into strengths in learning.

In the APASO survey regarding *teachers assisting students in learning during lessons (Learning & Teaching #8c)*, 95.2% of respondents agreed with this statement (18.8% as observed in all lessons; 47.6% in most lessons; 28.8% in some lessons).

- Extended learning activities:

- Special rooms open during lunch time:
 - ✓ Mon: The IT Innovation Lab was open for students to get hands-on experience with robots powered by AI and use the facilities in the lab to learn more about aerospace development in China and worldwide environmental conservation movements. Moreover, students were able to learn about subject knowledge from the "Robot

Teacher” – Temi. Temi is an AI-powered toddler-sized robot which listens and speaks. With the commands input online, Temi can speak and act as programmed. With the concerted efforts by our Heads of Department of all subjects, a long list of Q&As was developed and programmed into Temi, making it able to answer a wide range of questions. With its adorable appearance, Temi has become the learning pal of our students. Our students also found it enjoyable to learn with Temi.

- ✓ Tue: Two festival-celebration activities were held in the Chinese Language Centre (CLC). On 26 September 2023, students celebrated the Mid-Autumn Festival in CLC. If they answered the lantern riddles correctly, they could enjoy the mooncakes and other traditional snacks. On 30 January 2024, students wrote Fai Chun and enjoyed traditional snacks.
- ✓ Wed: The PSHE Learning Community was open; through movies, table games, and map matching games, students learned PSHE subject knowledge in a relaxed and enjoyable way. S5 Economics students introduced the subject to S3 students through analysing economic phenomena in daily life, so that the S3 students knew whether they were suitable to study Economics.
- ✓ Thu: STEAM Room provided ample opportunities for students to develop their problem-solving skills and experience ChatGPT. Alpha Minis, robots powered by ChatGPT, were also loved by our students. Alpha Minis were different from Temi as ChatGPT gives Alpha Minis plenty of information so they can answer virtually every question. With a library of knowledge in the “brain”, Alpha Minis are humorous and adorable teachers that our students found very interesting. With the use of the official Alpha Mini apps, students could even choreograph the Alpha Minis and create an outstanding dance performance, which had been showcased on numerous occasions such as Parents’ Day, S1 Information Session and Open Days.
- ✓ Fri: Activities in the English Language Centre (ELC) included games, quizzes and movie appreciation sessions. With the quiz days, some students were able to learn new information as well as new vocabulary. As they often worked in small groups, they learned to cooperate with each other, especially when one did not know the answer and needed to rely on others. Even though some groups / students did not win, in the end, they did appreciate the others who did. Movie appreciation allowed students to learn life lessons from characters in movies. These lessons can be easily adapted to real-life situations. In doing so, they can reflect on their own behaviours / values and hopefully become a better version of themselves.
- ✓ Mon-Wed: The Self-access Learning Community has resumed after a hiatus of almost three years and is in full swing. Students from different forms who aim at improving their academic performance have been visiting the CAL Room which houses both internal and external past papers of different subjects. By working on past papers, not only do students reflect on their strengths and weaknesses, but they also get prepared psychologically by familiarizing themselves with exam questions. This, in turn, lowers their anxiety as well as enhances their time-management skills. The response from junior form students had been great as they found ways to make the most of their time during lunch hours. The CAL Room is usually packed with students, especially

before tests and exams, and this shows that our students understand that practice does lead to perfection.

- ✓ Mon-Fri: A range of activities were held in the Library. For example, the Romance of the Three Kingdoms Activities collaborated with the Chinese History, English and Chinese Literature Departments: Ms Yvonne Kwong and Mr Frankie Yiu were invited to share about this famous Chinese play from literature and historical perspectives during the second-half lunch in the Library on 26 and 27 February respectively. Bookmarks of characters from the play were given out based on students' responses to the questions asked by teachers. A book exhibition on the topic was also held during that week. Questions were set by Library Prefects and students were given prizes upon satisfactory responses to them.
- S2 Project-based Learning (PBL): Through exploring various historic sites in town during the S2 PBL, students were taught to appreciate the beauty hidden in their city, thus building up their sense of appreciation towards the older generations' contribution to our society. In addition, students were able to show their appreciation towards their groupmates, which can be shown in their in-depth individual reflections submitted. In their reflection, they displayed their gratitude for groupmates' hard work, and willingness to negotiate and help each other when encountering obstacles. They also showed appreciation towards the use of PBL as a way to broaden their horizons – a chance to find new historical stories, learn new project skills, understand their shortcomings and visit new landmarks in town.
- S1, S3 and S4 School-based STEAM Programmes
 - ✓ STEAM Booklet (S1 Mysteries in Planting): In collaboration with the Moral and National Education Team, the Mysteries in Planting Project was successfully implemented for S1 students. In the part about STEAM, S1 students first learned about how to use micro:bits and programming to continuously monitor temperature and humidity for healthy plant growth, then received seeds and planting tools to set up at home. Details of the project and guidelines of plant growing were all available in the students' STEAM Booklets. During the planting process, students needed to make regular scientific measurements of their plants and make reflections. At the end of the project, students presented their findings and reflections on their learning outcomes in their respective classes.
 - ✓ STEAM Booklet (S3 HFCC Amusement Park): Students first learned about the basic concepts of electromagnetism. Then, with the use of magnets, batteries and copper wires, S3 students crafted a self-spinning device that mimics a merry-go-round. They also decorated the device to show their creativity. In the STEAM Booklet, students also reflected on the challenges in creating the device and how they solved the problems they encountered. Students also explored methods to improve the design to make the device run more smoothly.
 - ✓ STEAM Booklet (S4 Is Your Home Smart Enough?): With the use of micro:bits, IoT:bit and a portable power source, students created their own energy-saving and water-saving smart home devices. Utilizing the built-in motion sensors of micro:bits, the micro:bits were programmed to send an email to the user when the refrigerator door was open for too long; or when the water was running from the tap for too long. These devices

aimed to help the disabled and the elderly save energy and water more easily with smart home technology. In the STEAM booklets, students need to answer provoking questions about smart home technology, reflect on the process of making the devices and formulate the design of a new smart home device using IoT.

According to the feedback of students on the above extended learning activities, the majority agreed that they had their horizons widened and could recognize their strengths and weaknesses, thus developing positive values and attitudes / proactive learning attitudes. They equipped students with knowledge and skills, thus gaining an overview on their life planning.

- IT Innovation Lab under the themes “Aerospace Development” and “Environmental Protection”: Collaboration between the IT Innovation Lab and the subject curriculum equipped students with some knowledge and skills. Apart from subject knowledge delivered by different departments, students were able to learn about “Aerospace Development”, particularly how Chinese astronauts overcame difficult training and accomplished space missions, from watching various Chinese aerospace development documentaries played in rotation on the three-in-one screen panels. Students also gained a deeper understanding of the breakthroughs of Chinese scientists and the advancement of our country’s aerospace development in recent decades. On the screen panel in the corner, documentaries about the amazing Earth were played in rotation. The video clips featured wildlife was rarely seen by modern citizens like our students. From the intricate design of a bird nest to the vast biodiversity in a rainforest, students were inspired by the incredible design of God and developed a stronger awareness to conserve our Mother Nature. The remaining screen panel in the corridor provided real-time weather information and the latest international news about environmental conservation and related events. For example, the latest research about greenhouse gas emissions across countries, the electricity saved by the Earth Day movement etc. This screen panel allowed students to refresh their knowledge and stay alert to the current environmental issues. Students not only could learn from watching videos and images but also have their knowledge tested with questions set by the STEAM Prefects. Through a set of questions revolving around the concepts of aerospace development and environmental protection set by the STEAM Prefect, interested students visiting the lab could answer and win prizes with correct answers.

According to the feedback of students on the two themes in the IT Innovation Lab, the majority agreed that the extended learning tasks offered in the IT Innovation Lab widened their horizons and equipped them with knowledge and skills. Moreover, students’ positive values were enhanced through teachers’ observation.

In response to the learning goals, here was the students’ feedback on their generic skills and national identity:

In the APASO survey regarding

- *students’ passion for engaging in creative thinking activities (Generic Skills #6a)*, 66.2% of the respondents agreed with this statement.
- *students’ creative problem-solving skills (Generic Skills #6d)*, 69.9% of the respondents agreed with this statement.

- *students' problem-solving skills for sophisticated problems (Generic Skills #6d)*, 49.2% of respondents agreed with this statement.

According to KPM 17 — items 17.16-17.19 *National Identity including Responsibility, Obligations, Proud, Love, National Flag, Anthem and Achievements (Q-score: 116, P-score: 85.7)*, it was pleased to see that the majority of students had their sense of belonging to the country enhanced and understanding of the country's development and culture enriched.

Reflection

- Quality teachers' collaboration:
 - The school-based support service provided by the EDB and regular reviews were quite useful as teachers could better know which topics to be taught in detail. In addition, new teachers could be trained by the support service.
 - Teachers agreed that the collaboration allowed them to exchange information and experience with one another as well as developing their pedagogical skills. Regular reviews were conducive to students' learning. Through peer lesson observation, teachers gained a better understanding of the lesson operation and marking standards. These good practices also allowed teachers to better understand the standards and progress of other classes.
 - Other than the joint-Canossian Schools Staff Development Day, members of the Chinese Department joined a joint-Canossian talk on HKDSE Chinese paper marking scheme. It was found to be useful as it helped teachers understand the standards required for different grades better. Participating teachers gained new inspiration from the sharing of other schools' teachers.
- Extended learning activities:
 - To utilise school facilities and available resources wisely, the practice of opening special rooms will continue. Running activities in special rooms allows students to have a chance to engage in learning, thus enhancing their creative thinking and problem-solving skills.
 - Different scenarios and levels of interesting learning tasks could be provided for students in extended learning activities to strengthen their problem-solving skills for sophisticated problems. Moreover, it is expected that students develop perseverance in having to solve sophisticated problems.
 - Apart from enriching knowledge, extended learning activities were found to be useful in developing students' interpersonal and collaborative skills.
 - Students in general welcomed and embraced the opportunities to join a host of activities during lunch break. There were obviously more students visiting the SALC before tests/exams.
 - Students enjoyed some of the activities in special rooms at the beginning, but their interest waned after the first couple of visits. On the other hand, activities which offered bonus marks and rewards were more popular among junior form students.
 - To increase students' interest in participating in extended learning activities, more promotions could be carried out. Some outdoor activities like ball games and fitness activities could also be held during lunch time.
 - S2 PBL and S1, S3 & S4 STEAM Booklets: The contents of these projects were well-

developed. Considering students' workload and stress, more departments / teams could be involved in these big projects so that students could equip themselves with knowledge and skills through one big project instead of engaging in different kinds of individual department-based projects.

- IT Innovation Lab under the themes “Aerospace Development” and “Environmental Protection”:
 - Resources in the IT Innovation Lab allowed students to engage in fruitful learning. Many students reflected that they enjoyed their interaction with the robot, TEMI, which could broaden their horizons by delivering subject matters or knowledge. Moreover, students found it fun to virtual reality with the VR glasses as they could appreciate nature through VR glasses as well.

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.

- Quality teachers' collaboration:
 - To enhance the quality of learning and teaching, other departments could consider joining the school-based support service provided by the EDB. Teachers from the CS Department could be invited to share the benefits of the school-based support service.
 - Cross-KLA / departments / teams collaboration will also be encouraged.
 - Teachers are encouraged to seize the chance and collaborate with fellow teachers from other schools and build up a network with them for professional exchange, like the joint-Canossian Schools Staff Development Day, the learning circle established by the EDB and so on.

Through quality teachers' collaboration, it is confident that students can achieve the requirements of the seven learning goals.

- Extended learning activities:
 - Apart from the opening of special rooms during lunch time, some sports activities can be held in the playground to draw students' attention to a healthy lifestyle. To encourage more students to participate in lunch activities, the homerooms of S1-S5 students will be closed during the second-half lunch.
 - A wide range of attractive activities should be designed to motivate students to visit special rooms. For example, the hands-on experience offered by STEAM activities increases students' self-motivation to visit the IT Innovation Lab / STEAM Room every week; workshops on handicrafts or artwork related to Chinese culture are conducted in the CLC / PSHE Learning Community.
 - More promotions of extended learning activities can be done during the morning assembly, so that students will know what activities are held each day.
 - The newly set up Mindfulness Room with a piano and sandpainting tools can be open during lunch time.
 - S2 PBL and S1, S3 & S4 STEAM Booklets: More collaboration among departments /

teams will be encouraged. For example, in S1 STEAM Education (S1 Mysteries in Planting), the STEAM Team, Values Education Team, Pastoral Care Board, Green Education Team and Language across Curriculum Team, and Departments of IS, ICT, Math and VA will be involved.

Through different extended learning activities, students can work towards the seven learning goals.

- IT Innovation Lab under the themes “Aerospace Development” and “Environmental Protection”:
 - Apart from lunch activities, more departments can be invited to conduct their lessons in the IT Innovation Lab with ample resources which arouse students’ interest in related topics.
 - STEAM Prefects can be invited to design more interesting initiatives with updated news regarding the two themes “Aerospace Development” and “Environmental Protection”.
 - More exhibits / board displays / items / activities related to the two themes “Aerospace Development” and “Environmental Protection” can be held in the IT Innovation Lab. The displays have to be saliently noted by students / teachers.

It is believed that the established IT Innovation Lab could students to strive for the seven learning goals.

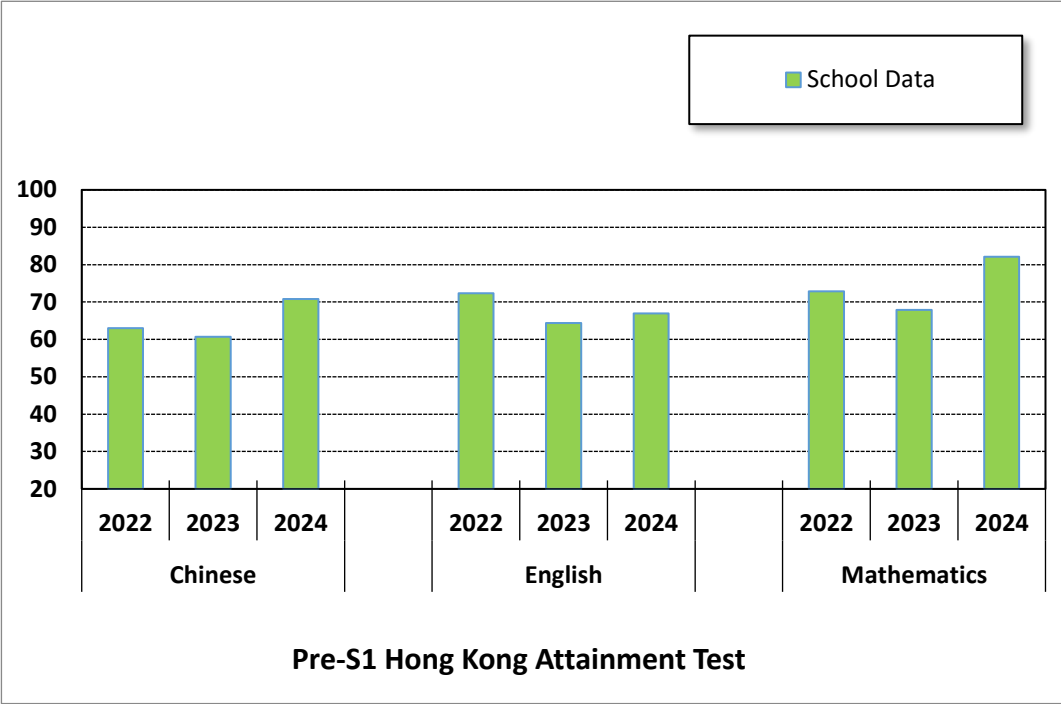
VI. School Financial Summary

Financial Report as at 31 August 2024

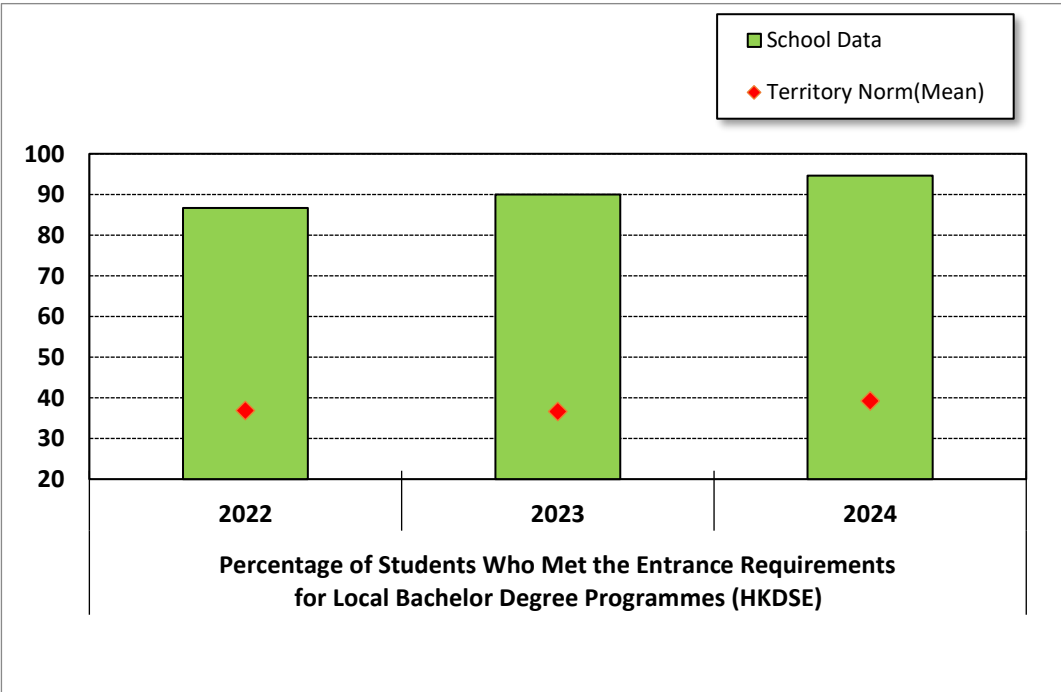
Particulars	Surplus B/F & Income \$	Expenditure \$	Balance \$
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2022-2023 B/F)	4,519,990.92		
(a) Baseline Reference	2,127,401.07	1,573,684.83	
(b) Administration Grant	4,039,921.07	4,124,464.01	
(c) Capacity Enhancement Grant	666,935.00	468,900.85	
(d) Composite Information Technology Grant	512,696.00	392,578.48	
(e) Air-conditioning Grant	604,106.50	436,986.40	
(f) School-based Speech Therapy Admin Grant	8,415.00	0.00	
(g) School-based Management Top-up Grant	52,596.00	1,500.00	
(h) Amount transferred to Other Grants	0.00	48,081.35	
(i) Reserved Fund for Severance/Long Service Payment	149,226.09	0.00	
Sub-total:	12,681,287.65	7,046,195.92	
Surplus of EOEBG:			5,635,091.73
(2) Grants outside EOEBG (Accumulated Surplus 2022-2023 B/F)	2,516,577.82		
(a) Home-School Cooperation Grant	25,978.00	25,978.00	
(b) Teacher Relief Grant	6,096,597.70	4,542,757.54	
(c) Understanding Our Motherland Programme	24,000.00	24,000.00	
(d) Diversity Learning Grant	57,894.05	47,153.80	
(e) Moral and National Education Support Grant	530,000.00	0.00	
(f) Information Technology Staffing Support Grant	347,312.55	347,312.55	
(g) Grant for the Sister School Scheme	269,631.00	174,287.00	
(h) Promotion of Reading Grant	94,242.54	56,749.33	
(i) School Executive Officer Grant	27,320.80	0.00	
(j) Learning Support Grant	163,900.50	143,328.20	
(k) Life-wide Learning Grant	1,502,049.77	1,065,949.29	
(l) Student Activities Support Grant	42,250.00	42,250.00	
(m) School-based Speech Therapy Set-up Grant	21,038.00	20,300.00	
(n) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	240,532.00	16,440.00	
(o) Mental Health at School	60,000.00	19,459.25	
(p) Mental Health – Parent & Student	20,000.00	2,089.00	
(q) Parent Education	200,000.00	0.00	
(r) Promotion of Chinese Culture Immersion Activities	300,000.00	0.00	
(s) Promotion of Sports Ambience and MVPA60	150,000.00	0.00	
(t) Grant for Support for NCS	171,710.00	144,260.00	
(u) IT-Lab Programme	28,800.00	28,800.00	
(v) Hong Kong School Drama Festival	3,850.00	3,850.00	
Sub-total:	12,893,684.73	6,704,963.96	
Surplus of Grant Accounts Outside EOEBG:	-2,516,577.82		3,672,142.95
II. School Funds			
(Accumulated Surplus 2022-2023 B/F)	6,376,306.35		
(a) Tong Fai	6,988,059.91	2,045,453.57	
(b) Approved Collection for Specific Purposes Account	640,465.70	26,480.00	
(c) School Development Fund	99,646.12	0.00	
(d) Student Scholarship Fund	337,408.36	59,000.00	
(e) OLE Development Fund	595,354.32	360,062.10	
(f) Student Welfare Fund	414,747.44	25,728.00	
Sub-total:	15,451,988.20	2,516,723.67	
Surplus of School Funds:	-6,376,306.35		6,558,958.18
Surplus of Government Funds 2023-2024:			9,307,234.68
Refundable to EDB 2023-2024:			(115.15)
Accumulated Surplus of Government Funds 2023-2024 B/F 2024-2025:			9,307,119.53
Accumulated Surplus of School Funds 2023-2024 B/F 2024-2025:			6,558,958.18
Total Accumulated Surplus as at the End of 2023-2024 School Year:			15,866,077.71

VII. Performance of Students

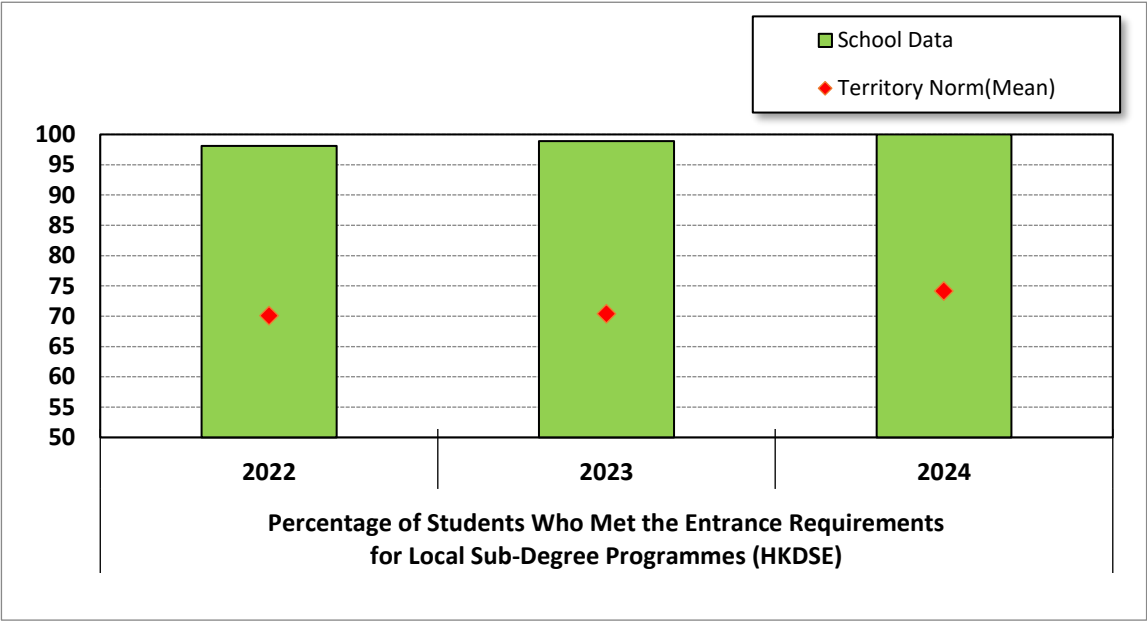
Pre-S1 HKAT



Public Examination

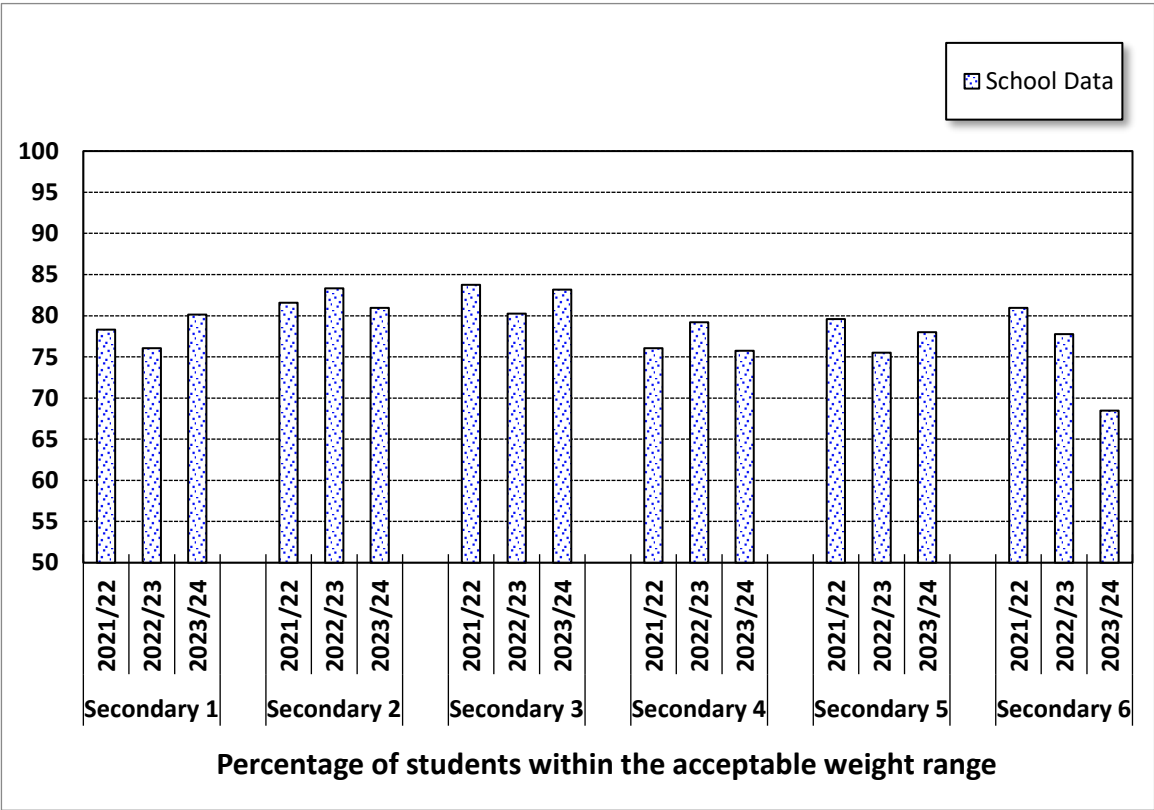


Public Examination

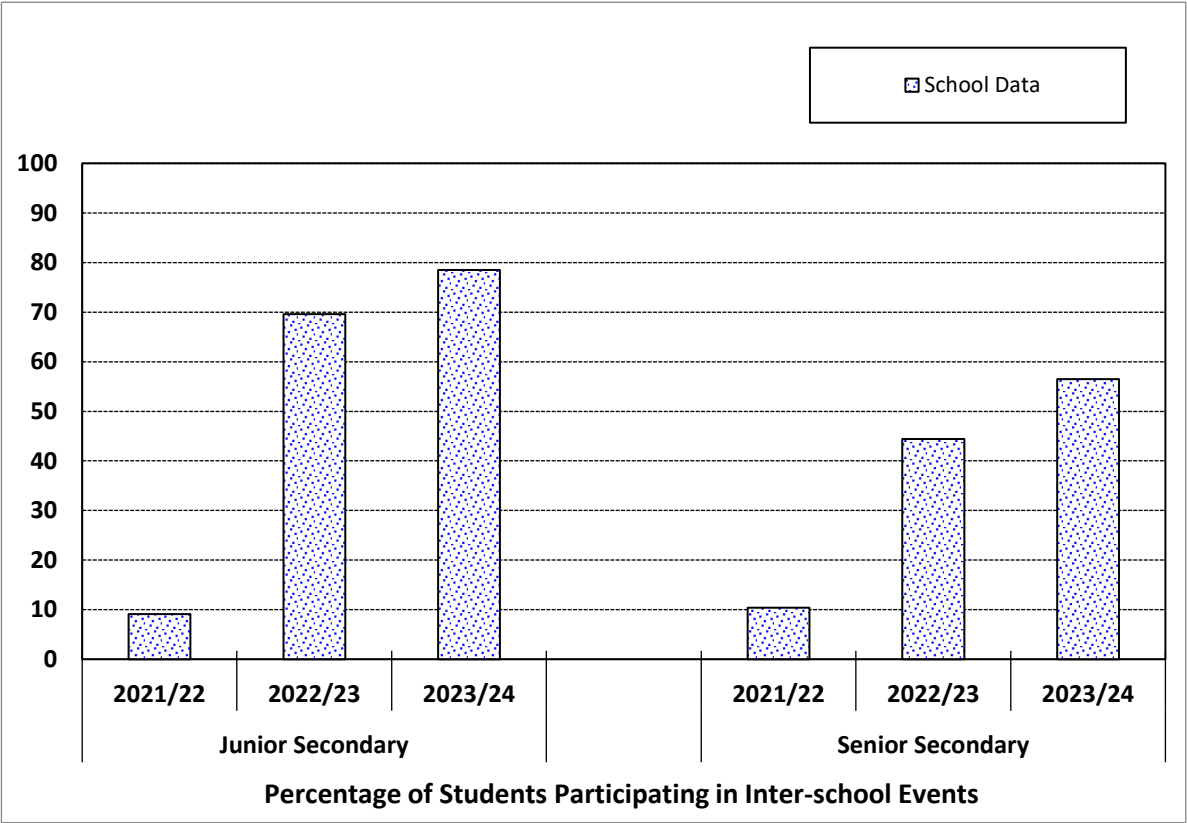


Physical Development

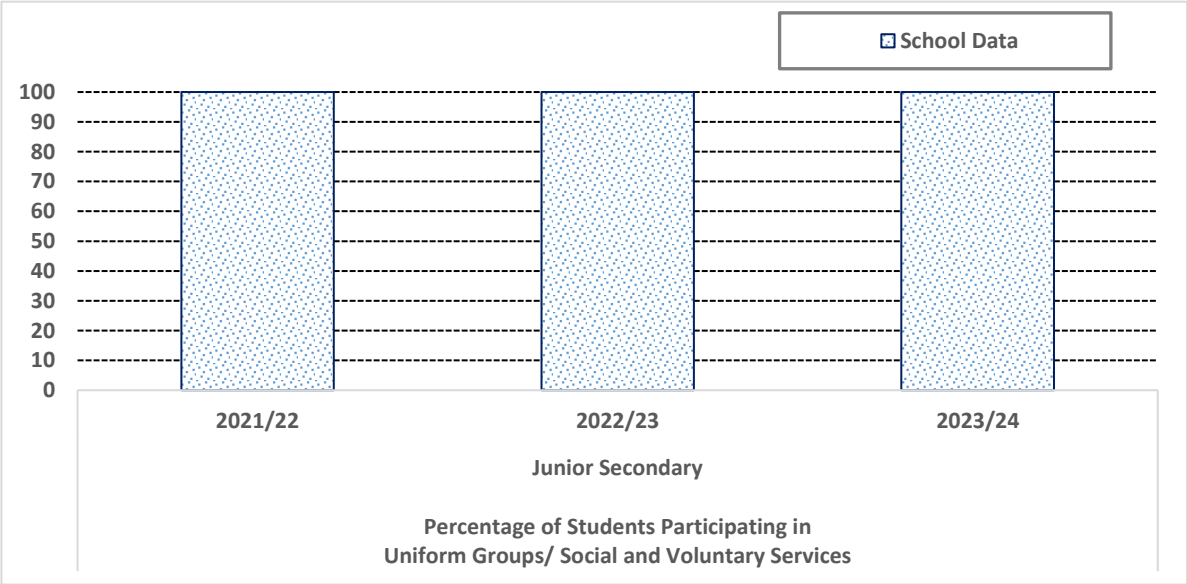
Percentage of Students within the Acceptable Weight Range



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. 75th Hong Kong Schools Speech Festival

Chinese Section

普通話詩詞朗誦	亞軍 (1)
粵語歌詞獨誦	季軍 (1)
中三、四詩詞獨誦	季軍 (1)
二人朗誦 – 粵語(中學五、六年級)	亞軍 (2)
二人朗誦 – 粵語(中學五、六年級)	季軍 (2)
粵語散文朗誦	季軍 (1)

English Section

Public Speaking Solo:

Secondary 3 and 4	3rd (2)
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News Feature Presentation:

Secondary 5 and 6	1st (1)
	3rd (1)

Solo Verse Speaking:

Secondary 1 and 2	2nd (1)
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Secondary 3 and 4	3rd (1)
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Secondary 5 and 6	2nd (2)
	3rd (1)

2. 2024 年「金筆盃」華文文學即場創作比賽 香港賽區

初賽二等獎 (1)
初賽三等獎 (2)
決賽三等獎 (1)
決賽特等獎 (1)
總決賽三等獎 (1)

3. 2023-2024 中國中學生作文大賽 香港賽區	高中組銀獎 (1)
4. 2023-2024 年「菁英盃」現場作文決賽 香港賽區	初賽三等獎 (2) 決賽二等獎 (1) 總決賽特等獎 (1)
5. 第五十六屆聯校中文辯論比賽	最佳辯論員 (1)
6. 第一屆菁莪盃中華文化校際辯論比賽	最佳辯論員 (1)
7. 2023「共融盃」全港中小學徵文比賽	最踴躍參與學校獎 季軍 (1)
8. 「愛、傳、城 Love Is All Around」第四屆全港徵文比賽	金獎 (1)
9. 第三屆 筆藝全城書法比賽	金獎 (8) 銀獎 (4) 銅獎 (1)
10. 香港青少年兒童硬筆書法大賽 2023	銀獎 (1) 銅獎 (2)
11. 第 19 屆「善行盃」全港才藝大賽 初中組普通話散文獨誦 詩歌獨誦	金獎 (1) 金獎 (1)
12. 天馬盃 2023-2024 全港中文寫作比賽	金獎 (1)
13. 香港學界公開賽暨第十八屆「BNCL 證書」學術才藝大賽 中學初中組普通話朗誦 中學初中組普通話散文	(1) (1)
14. English Builder Outstanding Students (Series Rankings)	1st (1) 2nd (3) 3rd (2) Star Speakers (3) High Distinction (3) Distinction (54)

15. Campaign on "Promoting Values and Attitudes through English Sayings of Wisdom 2023-24"	Commendable Award (1)
16. Time to Talk Public Speaking Competition	2nd (4)
17. Outstanding Achievement Award (Wiseman Education)	Outstanding Students (9)
18. 2024 Asia International Mathematical Olympiad Open Contest	Silver Award (3) Bronze Award (3)
19. 第一屆智醒消費學堂「消費·智專研」專題研習比賽	最佳科技與消費實踐獎 (3)
20. HKGCC Business School Partnership Programme 2023-24 -	Outstanding Students' Reports Award (3)
21. "SOW in Love" Letter Writing Competition Senior Secondary Division	Commendable Award (1)
22. UNICEF Hong Kong Sustainable Development Goals eLearn Award Scheme 2024	Gold Certificate (1)

Art

1. 2023 香港心臟基金會繪畫比賽 中學組	網上最受歡迎冠軍 (1)
2. Felicitaciones por sus excelentes resultados en el Concurso International de Arte Juvenil PICASSO 2024	Silver (1)
3. 「愛、關懷與成長」—— 第四屆粵港澳大灣區生命教育文創（微電影）比賽 初中組 高中組	積極參與學校獎 二等獎 (13) 二等獎 (10)
4. "Control of Obscene and Indecent Articles Ordinance" Slogan and Colouring Competition	Distinguished Award (1)

Drama

1. 2023-2024 Hong Kong School Drama Festival

Award for Stage Effects (HFCC)

Award for Outstanding Cooperation (HFCC)

Award for Outstanding Performer (3)

Music

1. 第 76 屆香港學校音樂節

粵曲獨唱 - 子喉獨唱
中學高級組 亞軍 (1)

粵曲獨唱 - 平喉獨唱-
中學高級組 亞軍 (1)

Cello Solo - Junior 3rd (1)

Choir
Secondary School Choir — Chinese — Girls —
Second Division — Junior - Age 15 or under 3rd (HFCC)

Secondary School Choir - Foreign Language - Girls –
Second Division - Junior 3rd (HFCC)

Secondary School Choir — Chinese — Girls —
Second Division — Senior Silver (HFCC)

Secondary School Choir — Chinese — Mixed Voice —
Second Division — Senior 2nd (HFCC)

2. Hong Kong Inter-school Choral Festival Competition Cum Masterclass

Junior Group K Silver (HFCC)

3. 全港青年粵曲比賽 (2023-24 年度)

彩唱組 季軍 (2)

Sports

1. **2023-2024 屈臣氏集團香港學生運動員獎** (1)
2. **Athletics**
 - 黃大仙分齡田徑比賽 2023
 - 女子青少年 E 組 200 米 季軍 (1)
 - 德雅中學 4x100 米友校接力賽 冠軍 (4)
3. **Basketball**
 - Inter-School Basketball Competition 2023-2024
 - Division Three (Kowloon Two) Girls C Grade 3rd (HFCC)
 - 聖公會蔡功譜中學籃球邀請賽 2023 季軍 (HFCC)
4. **Dance**
 - 2023 香港紫荊盃暨粵港澳區體育舞蹈錦標賽 一等獎 (1)
 - 13-15 歲單人等級 Samba 一等獎 (1)
 - 1st (1)
 - 13-15 歲單人等級 Chacha 一等獎 (1)
 - 1st (1)
 - 13-15 歲單人等級 CR 一等獎
 - 13-15 歲單人等級 SCRPI 2nd (1)
 - 團體舞 (1)
 - 13-15 歲單人等級 CRS 一等獎 (1)
 - 2nd (1)
 - 13-15 歲單人等級 CRJ 二等獎 (1)
 - 13-15 歲單人等級 Rumba 二等獎 (1)
 - 13-15 歲單人等級 Jive 一等獎 (1)
 - 3rd (1)
 - 全港精英拉丁舞公開賽 2023
 - Formation Dance 公開組 亞軍 (1)
 - 第十六屆超凡盃標準舞及拉丁舞全澳公開賽
 - 14 歲以下單人拉丁舞單項 C 一等獎 (1)
 - 14 歲以下單人拉丁舞單項 J 一等獎 (1)
 - 2023 年度聖誕盃舞蹈大賽
 - CAT 金獎 (1)

2023 全港體育舞蹈公開賽

12 至 13 歲單人組新手體驗賽 Jive 牛仔	冠軍 (1)
12 至 13 歲單人組新手體驗賽 Chacha	冠軍 (1)
12 至 13 歲單人組新手體驗賽 Rumba 倫巴	冠軍 (1)

112 年桃園市運動會市長盃國際標準舞錦標賽

U14 單人 A 組 SCRPJ	1st (1)
U14 單人單項倫巴	2nd (1)
U14 單人單項恰恰恰	3rd (1)
U14 單人 C 組 CRJ	3rd (1)

第 60 屆學校舞蹈節

中學組 中國舞, 群舞 (Team A)	甲級獎 (HFCC)
中學組 中國舞, 群舞 (Team B)	甲級獎 (HFCC)
中學組 中國舞, 三人舞	甲級獎 (3)
中學組 中國舞, 獨舞	甲級獎 (1)

5. Rope Skipping

飛越啟德·第五屆全港學界跳繩比賽

團體中學女子組	亞軍 (HFCC)
1 分鐘大繩 8 字走位速度賽	亞軍 (5)
4x30s 個人混合速度接力賽	冠軍 (4)
30 秒前繩速度賽	亞軍 (5)
	季軍(1)
45 秒個人花式	冠軍 (1)
學界表演盃	
中學女子組	亞軍 (HFCC)

飛越啟德·第六屆全港學界跳繩比賽

學界表演盃	
中學女子組	亞軍 (1)
團體中學女子組	亞軍 (HFCC)
4x30s 個人混合速度接力賽	亞軍 (4)
九龍西中學女子組	
1 分鐘大繩 8 字走位速度賽	冠軍 (8)
九龍西中學女子組	冠軍
30 秒前繩速度賽	冠軍 (1)
九龍城區中學女子高級組	亞軍 (1)

6. Swimming

St. Francis' Canossian College Annual Swimming Gala
2023-2024

3rd (HFCC)

7. Table Tennis

Inter-School Table Tennis Competition 2023-2024

2nd (5)

Service and Leadership

1. 2024 大灣區優秀學生選舉

初中組優良獎 (3)

高中組優良獎 (2)

2. 2023-2024 年度九龍城區傑出學生選舉

(2)

Scholarships

External

1. HKICPA/HKABE Joint Scholarship for BAFS

(1)

2. 2023-24 Kowloon City District Student Leap Forward Award Scheme

飛躍表現(學業) (1)

3. 2022-23 Youth Arch Student Improvement Award

(23)

4. 2023-24 Kowloon City District Student Leap Forward Award Scheme

(4)

5. 2023-24 Rev. Joseph Carra Memorial Education Grants for S4-6 Students

(1)

6. 2023-24 Sir Edward Youde Memorial Prizes

(2)

7. 2023 Ng Teng Fong Scholarship

(1)

8. 2023 第七屆全港青少年進步獎

(3)

VIII. Key Issues of School Development Plan 2024-2025

Major Concerns	Intended Outcomes / Targets	Strategies
To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health	<ul style="list-style-type: none"> A whole-school approach is involved in the enhancement of the physical exercise programme implemented by the Physical Education Department and Pastoral Care Board. Teachers are called for a commitment to address students' work-life balance and promote a healthy lifestyle. Students are reminded to strike a balance between studies and leisure activities under a positive environment in promoting wellness and holistic health. 	<ul style="list-style-type: none"> To set progressive targets for students to develop the habit of regular exercising to achieve a healthy lifestyle To promote health education including wellness and holistic health to students To review the Physical Education curriculum aligned with the newly-established Sports & Health Development Centre
To promote self-love to reach a higher state of well-being and enhance personal attributes	<ul style="list-style-type: none"> A whole-school approach is adopted to boost students' well-being, both mentally and physically. Teachers instill a sense of self-acceptance, confidence and gratefulness in students in character formation and enhance their personal attributes. Students learn to appreciate their own worth or virtue. 	<ul style="list-style-type: none"> To enhance students' self-compassion, self-concepts, self-management skills and well-being as well as achieving work-life balance through experiential learning To develop empathy and gratitude through community service, showing compassion and patience towards oneself and others as well as staying positive To organise mental wellness talks and workshops for students, teachers and parents regularly by using one-off government grants
To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures	<ul style="list-style-type: none"> A whole-school approach is encouraged to foster resilience and facilitate learning by cultivating a growth mindset. Teachers assist students in developing their "Diversity IQ", broadening their mindset and possessing wider perspectives. Students learn to embrace diversity, foster mutual respect in praise and gratitude for God's creation. 	<ul style="list-style-type: none"> To embrace diversity and show respect through National Education To develop positive values and foster a caring culture of respect under the Discipline Team with the fine-tuned Merit Award Scheme To develop students' growth mindset and inculcate them with positive values through inter-disciplinary STEAM education

Appendix: 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	SBA-TUG
Lifewide Learning Activities and related Resources		\$1,065,949.29						\$56,749.33	\$42,250.00		\$16,440.00	
Enhancement, Remedial Programmes and Other Activities	\$215,100.00			\$439,825.00						\$53,928.10		
Hire Service for Speech Therapy										\$89,400.00		
Employment of IT Administration Officer	\$253,740.85											
Internet, Network, Engineering Works, System Maintenance, IT Facilities						\$227,094.28						
Employment of IT Technician						\$165,484.20	\$347,312.55					
NSS, Gifted & Programmes			\$47,153.80									
Employment of Contract Teacher(s)				\$3,602,823.89	\$142,240.00							
Employment of Supply Teacher(s)				\$477,510.65								
Consultancy Services and Training Programmes				\$23,250.00								\$1,500.00
Total	\$468,900.85	\$1,065,949.29	\$47,153.80	\$4,542,609.54	\$142,240.00	\$392,578.48	\$347,312.55	\$56,749.33	\$42,250.00	\$143,328.10	\$16,440.00	\$1,500.00

Evaluation of the Usage of Various Grants

EOEBG for School Specific Grants

Capacity Enhancement Grant (CEG):

- A Physics teacher was recruited to increase students' competence. Through tutorial classes, students learned more skills in answering exam-type questions. 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.
- An IT Administration Officer was recruited from September 2023 to August 2024 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.
- Enhancement and Remedial Programmes

➤ Jolly Learning Club (JLC):

In junior levels, the attendance rate was more than 80%. It was observed that students were obedient and cooperative, and took the initiative to ask questions related to their homework and learning tasks. However, some students in the class had a rather weak concentration in doing their work.

At senior levels, the attendance rate was more than 90%. Supervised by tutors, they could better stay away from distractions. Tutors commented that students were generally attentive in class, and they benefited a lot from the Maths drills with the help of tutors. The majority of students showed some improvement in their academic results. From the evaluation surveys, students reflected that JLC helped relieve their homework stress since they spared some time after school to complete their homework. Most students agreed that the class helped reduce their homework stress and cleared their doubts regarding basic concerns in learning.

In general, students agreed that the club was effective in raising their confidence in learning and enabling them to cultivate their positive values and attitudes.

➤ Chinese Language:

The Chinese Department arranged enhancement classes for S5 and S6 students. According to the evaluation, more than 90% of the participants agreed that the course handouts were useful; the course content and arrangements were appropriate. Participants agreed that enhancement and remedial classes improved their study skills and enhanced their language standard, exam skills and confidence. Their knowledge and understanding of Chinese culture were also strengthened, with their academic performance improved.

➤ English Language:

The English Department arranged enhancement classes for S1 students. The attendance rate was more than 90%. According to the evaluation, 65% of the students agreed that the class helped

them better prepare for internal assessments. 70% of students agreed that the teaching was easy to understand. In general, they agreed that the course helped them get better prepared for tests and exams. They showed enhanced performance and knowledge as reflected in their daily work submitted to their English teachers.

➤ Mathematics:

All enhancement and remedial classes were conducted by Mathematics teachers. No tutors were recruited.

➤ Summer Bridging Course:

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. Students and tutors agreed that the drama performance helped students to enhance the class spirit. 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.

Composite Information Technology Grant (CITG):

- The Composite Information Technology Grant included provisions for purchasing software licenses or subscriptions to enhance teaching and educational activities. This allocation of funds enabled educational institutions to acquire necessary software applications and tools that can support and enhance the teaching and learning process. Furthermore, the grant also ensured the provision of a stable Internet service. Recognizing the importance of reliable and high-speed internet connectivity in today's digital age, the grant allocated resources to ensure that educational institutions have a robust and stable internet service. This provision enabled teachers, students, and staff to access online resources. A stable internet service facilitated effective communication, enhanced access to educational materials, and supported the integration of technology into the teaching and learning process.
- The IT and AV technicians consistently responded promptly to support requests in a timely manner. Their efficient handling of technical issues ensured minimal disruption to staff members' workflow and enabled them to resume their tasks quickly. Their ability to address and resolve problems promptly reflected their dedication to providing efficient support services.

Overall, the Composite Information Technology Grant had been successful in fulfilling its objectives. By providing the necessary resources, including software licenses, stable internet services, and proficient technical support, the grant significantly enhanced the technological capabilities of the school.

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

- To refresh and update school administrators on important issues in school management and development, the SSB-based seminars regarding “ChatGPT: Challenges, Opportunities and its Use in Schools” conducted by Mr William Gee on 18 October 2023 and “Possible Legal Liabilities in Schools on Negligence, Equality & Discrimination Issues” conducted by Professor Albert So on 12 April 2024. 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.

EOEBG:

- Staff Development Programme: On 28 August 2023, all teaching staff participated in a Joint-Canossian Schools Staff Development Programme organised by the Canossian Secondary Sector. Teachers were empowered with a solid understanding of legal issues in education. Teachers found the staff development programmes inspiring and useful in teaching through the exchange of effective teaching strategies and innovative ideas with topics including Positive Education, the potential of ChatGPT in Education, Learning English through activities and STEAM education. Over 90% of the teachers found the staff development programmes on Communication and Counselling Skills inspiring and useful in building empathy and better identifying and understanding students' emotions. Other workshops of students' growth were voluntarily conducted by Caritas in the second term. Teachers found the programmes inspiring or useful in identifying and handling students with emotional needs.

Other Grants outside EOEBG

Information Technology Staffing Support Grant (ITSSG):

The effective utilization of the Information Technology Staffing Support Grant resulted in the successful maintenance of the school's operations through the dedicated work of the employed IT technician. The technician's contributions had been instrumental in achieving the following outcomes:

- Efficient Information Systems Management:
The IT technician played a crucial role in ensuring the smooth operation of the school's information systems. Through diligent monitoring, maintenance, and proactive troubleshooting, he had effectively identified and resolved potential issues, minimizing system downtime and optimizing productivity for students, teachers and staff.
- Robust Network Security Measures:
With the expertise of the IT technician, the school's network security had been significantly enhanced. Through the implementation of robust security protocols, regular system updates, and thorough vulnerability assessments, the technician had successfully protected the school's network from potential cyber threats, safeguarding sensitive data and ensuring a secure digital environment for all users.
- Prompt Technical Support:
The IT technician has consistently provided timely and reliable technical support to address issues encountered by students, teachers and staff. His prompt response, effective problem-solving skills and patient guidance ensured that IT-related challenges were promptly resolved, minimizing disruptions to teaching and learning activities.

The employed IT technician's dedication and expertise had been pivotal in maintaining the operation of the school's IT infrastructure. His proactive approach, attention to detail and commitment to providing exceptional support had greatly contributed to the overall efficiency and reliability of the school's digital systems.

In conclusion, the effective work of the employed IT technician, made possible through the Information Technology Staffing Support Grant, had played a vital role in maintaining the operation of the school. His efforts in managing information systems, implementing network security measures and providing prompt technical support had been instrumental in creating a conducive digital environment for teaching and learning.

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

- The captioned grant and the Teacher Relief Grant (TRG) were used to recruit a Chinese Language Teacher who taught an NCS student. The NCS student agreed that she had developed an interest and ability in the Chinese Language and Culture. Her confidence and performance in this subject were enhanced. Indeed, the Chinese Language Teacher enhanced her interest and standard in the subject and assisted her in acquiring the language.

Teacher Relief Grant (TRG):

- A senior-level Chinese Language teacher was recruited to teach S3 and S4 students. The teacher could cope with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties in the Chinese Language. As observed in internal assessments, students' competence in the Chinese Language is enhanced.
- A History teacher was recruited to teach S3-S6 History classes and was an immense resource to the History department. With her experience and knowledge in the subject area, students benefited from the enrichment in subject knowledge and exam answer techniques. From internal assessment data, it was evident that students had been making progress in the subject and were prepared for the public examination. The History teacher enhanced students' interest in the subject and their competence in History was fostered.
- A Geography teacher was recruited to teach S1, S2 & S4 Geography classes. Besides providing professional teaching on Geography, the teacher could cultivate and arouse students' interest in learning. More collaboration could be done within the department, including designing worksheets for S1 students and letting them explore the urban problems in a field study; S4 students went on a field trip to understand the urban microclimate in Tsuen Wan. Students' competence in Geography and History was increased.
- A Mathematics teacher was recruited to teach S2 & S4 classes. The teacher assisted the Mathematics Department in promoting pre-lesson preparation, lesson engagement and self-initiated learning among students with continual usage of e-learning platforms and mobile devices in school. She also conducted extra lessons during lunch to address learner diversity. Students' competence in Math was enhanced. From the evaluation, 77% of S2 & S4 students taught by this teacher found that the teacher could present

the subject contents logically.

- Five supply teachers were recruited to substitute for teachers who took sick leave and maternity leave. They were found to be professional and helpful as they helped relieve teachers' workload.
- Music tutors were recruited to teach instrumental classes. For the instrumental learning programme, most students agreed that they had put great effort into the course, and thus had improved their instrumental playing skills. Students also agreed that the tutors stimulated their interest in playing instruments. The tutors commented that the course cultivated students' life-long interest in music in music making and appreciation. The use of the grant greatly lightened the parents' financial burdens. For other music groups, students were given chances to lead activities and therefore their leadership potential and skills were nurtured; through competitions, members of the school teams agreed that they gained invaluable experiences and they were getting more involved in different music-making opportunities; adjudicators of the competitions also highly acclaimed our students' performances.

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 online reading materials to our students and staff, like SCMP ePaper and digital papers and Scienceflix online reading materials (since February 2024). 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 attempt a series of closed-ended and open-ended questions to reflect their understanding of the topics. The total views of documents and sessions have been recorded as 1,141 and 326 respectively.
- The Promotion of Reading Grant is also used to purchase library books (selected by Library Prefects, Teacher Librarian and Head of Departments), teaching resources and reading materials for the Road to 5** Programme. The total number of borrowing was recorded at 3,992 in the year 2023-24.
- Other than purchasing reading materials, the Promotion of Reading Grant was also deployed to run a range of activities and programmes under the School Library, the publication of a Library e-newsletter, prizes for the Reading Award Scheme and other library activities and participation in a joint-school workshop for the production of a picture book to promote Chinese culture.

Student Activities Support Grant (SASG):

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

- The SASG has been fully used to subsidize students with financial needs to participate in different life-wide learning activities, such as instrumental classes, educational trips, sports training, etc. Both teachers-in-charge and students concerned agreed that the SASG enabled students with financial needs to join various extra-curricular activities organized by the School or external activities applied by parents. Learning objectives in experiential learning have been achieved.

Learning Support Grant (LSG):

- To cater for learner diversity, arrangements for after-school enhancement classes for students with special needs would continue. The service provided by the Clinical Psychologist could help students relieve stress. Regarding the Miss Grateful Programme, students gave positive comments on the workshops which helped them make friends and relieve stress effectively. Different opportunities would continue to be provided for students to explore their diverse potential. In general, the special needs of the students were addressed and students' capability in learning were boosted.

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

- The grant was mainly used to procure relevant learning and teaching materials. As the CS Mainland Study Tour was fully subsidised by EDB, only the tour fee of the additional accompanying teachers was paid under the grant. On the whole, teachers agreed that the learning and teaching materials procured were conducive to the curriculum implementation. As for the CS Mainland Study Tour, the presence of an additional accompanying teacher helped provide better care of students.

Diversity Learning Grant (DLG):

- Some gifted programmes were provided for high achievers. Four students took part in courses held by The Hong Kong University of Science and Technology (HKUST) Dual Program. Moreover, three students were recommended to participate in the voluntary service "Set Life on Fire Service Project" held by the Canossian Secondary Sector. As observed by teachers, students involved could actualize their potential and talents in their performance of gifted programmes, attain all-round development in a holistic and well-balanced way as well as have their leadership skills developed.
- Two S6 girls and three S4 girls joined the Network PE Programme which was 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, Hong Kong True Light College and Sha Tin Methodist College. The company offered both theoretical lessons and practical training sessions to the students, enabling them to prepare well for DSE PE. The company also provided extra tutorial lessons in order to facilitate students' learning progress.
- One S6 student participated in the Music Network Programme. The learning progress of the student was regularly reported by the institute. The Music teacher agreed that the music network programme helped prepare the student with the required knowledge and skills for the DSE with a well-structured curriculum. It helped stretch the student's potential. The student agreed that the course helped her prepare well for the DSE music examination.

Life-wide Learning Grant (LWLG)

- English Drama Workshops: Drama workshops were conducted to prepare students for their competition in the Hong Kong School Drama Festival. Students' language competence and confidence in performance, self-expression, as well as using English were enhanced. Their creativity and imagination were also fostered through improvisation, role-playing and script interpretation. Students' teamwork and collaboration were enhanced as evidenced by their active participation in drama

competitions as well as their increased problem-solving abilities throughout the process. The backstage members of the Drama Club acquired more technical skills in stage management, lighting and sound effect.

- Chinese Classical Dance: Most of the team members developed their confidence and gained stage experience through various examinations, performances and competitions. The dance culture was also enhanced in school.
 - Eight team members (Group A) sat for the exam, Grade 7, organized by Beijing Dance Academy Graded Examination on Chinese Dance. All of them passed the exam.
 - Group B team members performed on stage during Graduation Day and Music Gala. Besides, they also participated in the 60th Schools Dance Festival and got satisfactory results.
 1. Secondary, Triple, Chinese – Highly Commended Award
 2. Secondary, Solo, Chinese – Highly Commended Award
 3. Secondary, Group, Chinese (Team A) – Highly Commended Award
 4. Secondary, Group, Chinese (Team B) – Highly Commended Award
 5. Secondary, Solo, Oriental – Commended Award

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

Grant for the Sister School Scheme:

- Video conferencing facilities were purchased for school members to hold online meetings with the sister school and exchange professional insights. On 27 February 2024, more than 20 teachers and students from the sister school visited HFCC under the leadership of their Principal, Mr Qi Pei-yu. On 8 March 2024, more than 20 teachers and students visited the mainland sister school in Shenzhen under the leadership of our Principal, Ms Cara Cheng. Teachers agreed that the interflow fostered their professional development through teaching demonstration and experience sharing. Student participants agreed that the exchange programme deepened their understanding of the mainland and enhanced their friendship with their mainland counterparts through sister school visits.

Non-government Grant

The Jockey Club Joy of E-Reading Scheme:

- The project enabled more solid e-reading through the purchase of Chinese and English e-reading materials that are suitable for the reading level of our students. The inclusion of Scienceflix (which includes not only materials from science but also Mathematics and Geography) into the students' learning widens their interests and horizons.
- In terms of curriculum design, a co-KLA task was introduced by Mathematics and Science teachers based on students' viewing of Scienceflix materials and answering subject-based questions online. The Reading Award Scheme was extended to require S1 to S3 students to read at least one E-book in both English and Chinese per academic term, and is welcomed by Chinese and English teachers. The total loans recorded by the English e-book platform (Wheelers e-platform) were 396, with 110 active patrons and 116 active titles.

Students' Potential and Achievements

- The percentage of students who met the general entrance requirements for local undergraduate programmes in 2024 was 94.6%. With diversified God-given talents, six of our best students got admitted into highly competitive degree programmes, including Bachelor of Science and Bachelor of Laws (double degree), Bachelor of Arts in Architectural Studies at the University of Hong Kong and Bachelor of Laws 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 28 August 2023, all teaching staff gathered at Sacred Heart Canossian College to participate in a Joint-Canossian Schools Staff Development Programme. The programme commenced with an introductory seminar on tort and duty of care by Mr Nelson Chung, a professional solicitor and an accredited mediator. The seminar empowered teachers with a solid understanding of legal issues in education. After the keynote legal talk, teachers engaged in parallel sessions. Heads of departments welcomed the opportunity to exchange ideas and observations on lesson observation led by Sr Agnes Law. Teachers from various teams and groups attended sharing sessions by representatives from sister schools. On behalf of Holy Family Canossian College, Mr Nicolas Chan who is the Coordinator of the STEAM Team conducted one of the sharing sessions and inspired participants with innovative teaching and learning activities on STEAM education.
- On 21 October 2023, new teachers of this year gathered at Canossian Missions at Caine Road to learn about the work of Canossian educators. In the seminar, Sr Agnes Law introduced the Canossian's works of charity, while Ms Catherine Wong shared with new teachers the education philosophy and its application to our daily work as Canossian educators. In the second part of the seminar, a guided tour was provided to the new teachers to visit the heritage, chapel and artifacts exhibition in the Canossian Missions. They learned more about the history and charity work of our sponsoring body.
- Teachers' well-being is of utmost importance for better teaching efficacy and learning outcomes. On 26 October 2023, all teaching staff gathered in the hall to attend a seminar on Chinese nutritional and food therapy to nurture health and wellness. Teachers had their knowledge enriched as they learned more about the 24 solar terms and their relevance to food therapy and health maintenance. Some simple massage tips were given by the speaker, Ms Anna Chan, who is a registered Chinese Medicine Practitioner as well as our alumna. In the enrichment session that followed, staff relished the chance to relax their body and minds through various mindfulness activities.
- On 4 November 2023, all teachers at SGM rank from six Canossian secondary schools gathered at Canossa College for the Joint Canossian School Workshop specially designed for school middle managers. It was a fruitful morning as the workshop prompted the middle managers to reflect on their leadership roles and management skills. In a bid to garner generative leadership in school, Sr Agnes Law led school leaders to reflect on their style of partnership in the workshop, followed by other experienced leaders' sharing.
- On 2 January 2024, all teaching staff gathered to hone their counselling skills through a workshop (Part

1) with Ms Candy Lee, an accredited social worker. Some skills necessary in counselling were introduced to teachers to help them better communicate and respond to students suffering from emotional problems or showing self-harming behaviour. Through role plays, teachers practised using the skill of empathy in counselling and therapeutic listening. The Iceberg Model introduced by Ms Lee, emphasizing distinctions on one's preconscious, conscious and unconscious mind, helped teachers build empathy and better identify as well as understand students' emotions.

- On 30 January 2024, all teaching staff treasured the chance to learn more counselling techniques from Ms Candy Lee in the workshop (Part 2) held in early January. The workshop began with some tips on how to respond to students constructively. Teachers were reminded of the Iceberg Model and learned to respond to students with a loving, empathetic and tender demeanour. The highlight of the workshop was the role-playing session when teachers formed groups to take the roles of a troubled teen, teacher counsellors and observers. Groups took turns to share their insights and observations in the role-playing activity.
- On 20 March 2024, to make the workshop memorable for teachers, Ms Candy Lee from the Caritas School Social Work Service prepared a myriad of fun and engaging activities for teachers to understand and observe each other's character strengths. Through the workshop, Ms Lee shed light on the use of the character strengths model in bringing about desirable qualities such as wisdom, courage, humility, temperance, transcendence and justice in students. Teachers were deeply engaged in the problem-solving tasks which they had to solve together in teams. The goals of the workshop, namely enhancing understanding of Positive Psychology in Education, an introduction to character strengths and their application, as well as enhancing positivity and confidence in students, were well achieved.
- On 31 May 2024, a whole school review was conducted using the Planning-Implementation-Evaluation (P-I-E) approach, with the aim of maintaining continuous enhancement in the school.

School Development

In the grace-filled year, the school was blessed with all school members' hard work, dedication and unwavering pursuit of excellence. All Holy Familians continue to embark on the journey together and will be filled with hope and excitement for any opportunities that lie ahead. Moreover, we all look forward to deepening our connections with each and every one of us, building meaningful relationships and becoming active as well as healthy participants in the school community. Let us continue to grow in God's love, faith and peace as we journey together as one family in HFCC.

Submission of Annual School Report 2023-2024

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: 14 October 2024

Living in Gratitude

Thanksgiving in Blossom

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