

Excelling in Work



嘉諾撒聖家書院
Holy Family Canossian College

Annual School Report
2008 - 2009

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UNITED IN LOVE

HFCC

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I. Our Vision

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

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。我們勉力啓迪她們積極上進，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 S7 classes, with 1022 students and around 80 teachers and staff.

Following the Canossian philosophy of education, our teachers are dedicated in their commitment to offering an all-round development of 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. Together, teachers and students strive to shine forth the spirit of Peace, Joy, Harmony and Praise, living in communication of hearts for on-going formation and growth.

School Premises and Facilities

The school occupies an area of about 4338 square metres with 30 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 New Senior Secondary Education (NSS), the English Language Centre, the Library, the Personal, Social and Humanities Education (PSHE) Resource Centre and the newly renovated Multi-Media Learning Centre (MMLC) are well-equipped with up-to-date resources to encourage self-directed and self-access learning activities to take place.

School Management

School-based management started in 1995 and a School Consultative Committee was set up in 2005 to give opinions on school administration and management.

The School Management Committee (SMC) was composed of seven members from the sponsoring body.

Composition of the School Consultative Committee (SCC)

Member Year	Sponsoring body	Principal	Parents	Teachers	Alumnae	Independent Members
05-09	1	1	2	4	2	0

Our Teachers

No. of Teachers (including the Principal)

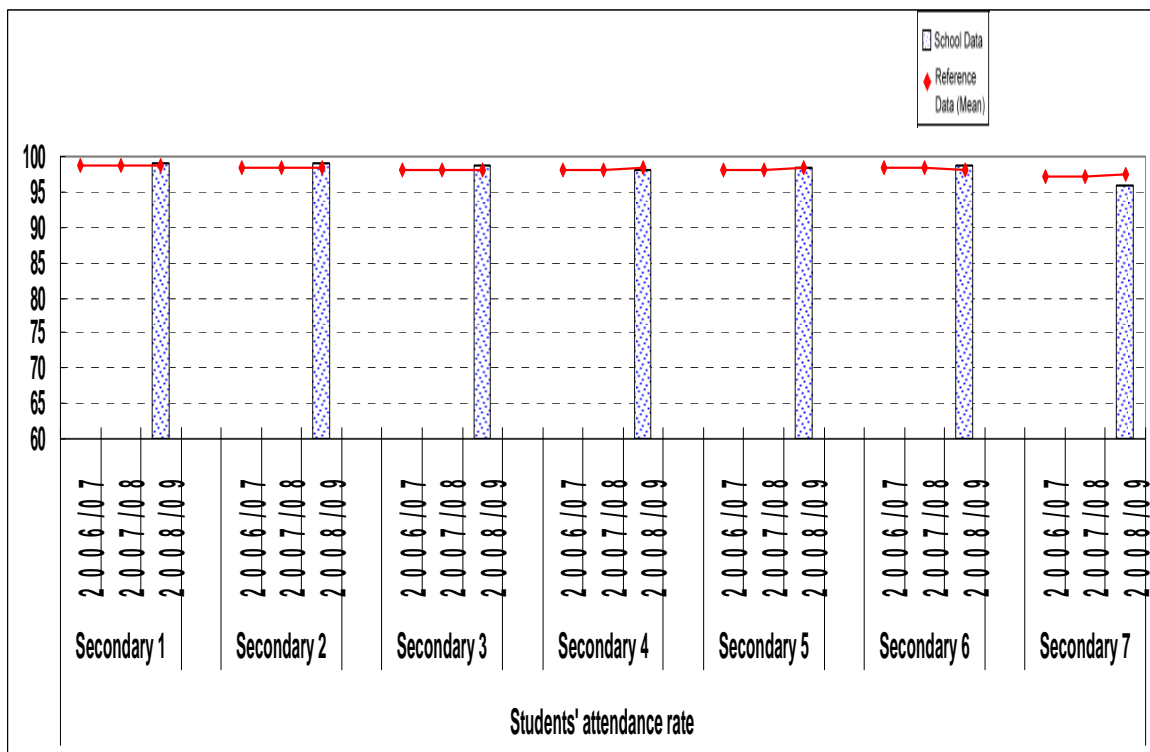
Year	2006-2007	2007-2008	2008-2009
Number of Teachers	52	52	52

III. Our Students

Class Organization (as at 1 September 2008)

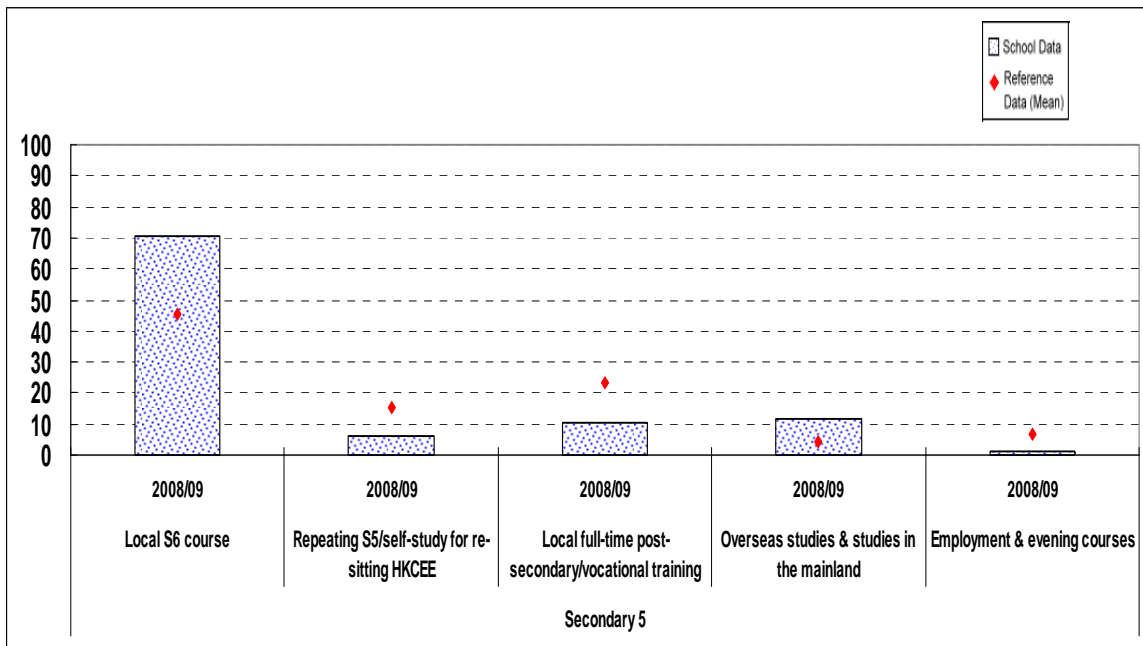
Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	4	5	4	2	2	27
Enrolment	200	193	163	192	149	64	61	1022

Student Attendance

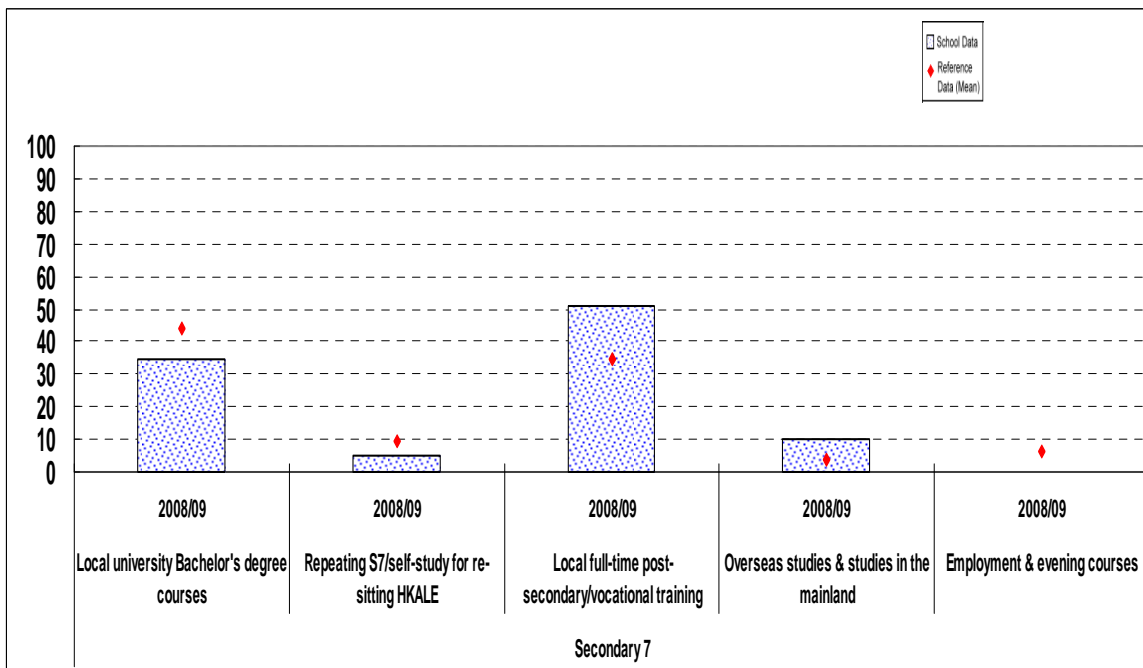


Destination of Exit Graduates

S5 Graduates



S7 Graduates



Support for Student Development

- The school has established a defined organization framework to support students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth.
- To live up to the Canossian education mission, our students took an active role in community service and spiritual formation activities. The Religious Formation Team held a series of evangelization programmes throughout the year.
- The Positive Adolescent Training through Holistic Social Programme (P.A.T.H.S.), sponsored by the Hong Kong Jockey Club Charities Trust, provided our junior students with opportunities to understand their strengths and weaknesses and help them develop various essential qualities and skills for life.
- To develop students' interest and widen their exposure in aesthetic learning, a Chinese Classical Dance Club and a variety of Instrumental Classes were set up for all Secondary One students.
- The Students' Association played an important role in promoting student leadership and learning. It also organized joint-school activities for students to have more exposures to other school cultures as well as the community.
- The Class Teachers' Board was set up to coordinate Class Teachers and Assistant Class Teachers with the implementation of theme-based class activities and board decorations.

IV. Our Learning and Teaching

In preparation for the new academic structure, our major concern was on “*Enhancing the effectiveness of learning and teaching*”. In 2008-2009, the year theme “*Excelling in Work*” was adopted to develop students' competence and confidence in learning with excellence and ultimately to work towards *Excelling in Life*.

Excelling in Learning and Teaching

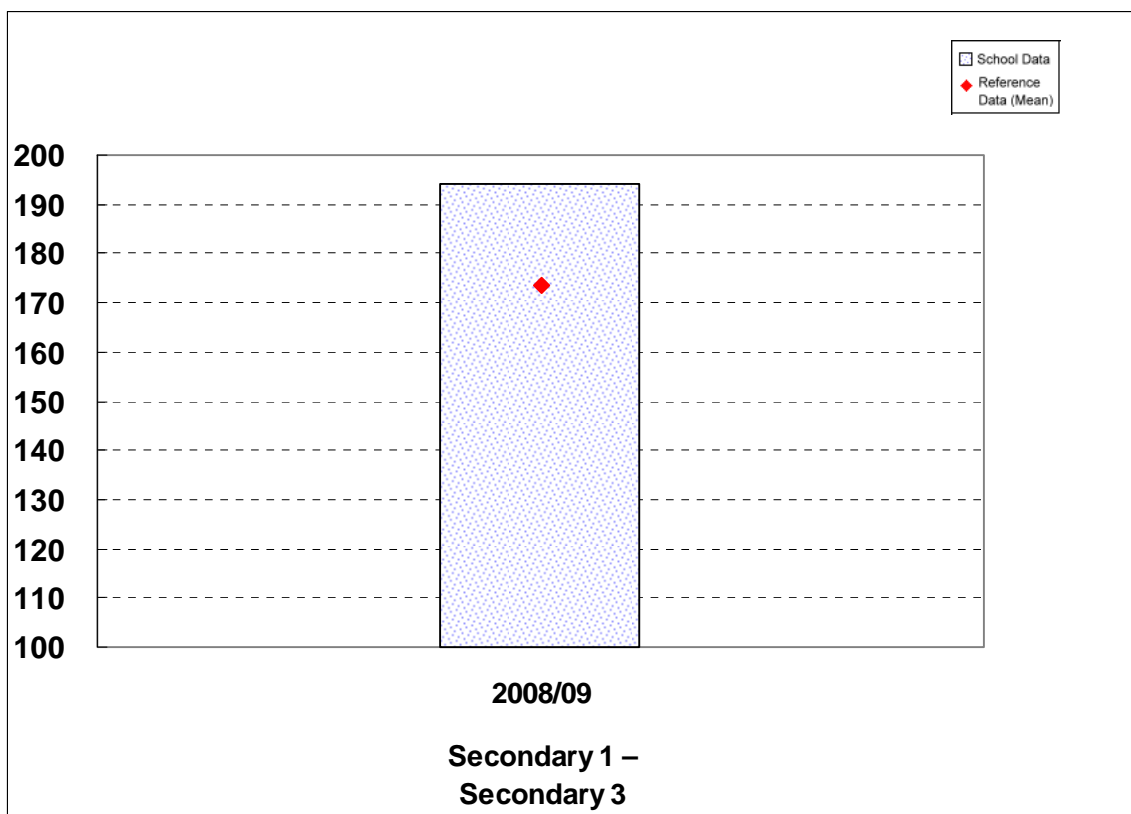
- To cater for the diverse needs of our students, attempts were made to understand Secondary 1 students' learning style so as to adjust our teaching strategies.
- The Curriculum Development Support Services for Secondary Schools of the Education Bureau gave training a group of PSHE and Integrated Science teachers in designing differentiated instructions at junior level.
- Our Staff Development Team organized school-based workshops to enhance our knowledge and understanding, to incorporate diversified strategies and to provide individual support to students.
- The new PSHE Resource Centre has provided a venue for interactive learning outside class time.
- Skill-focused language tutorial classes aimed to develop Secondary One to Five students' interests and proficiency in English Language and Chinese Language learning as well as Mathematics classes were offered throughout the year.

Curriculum

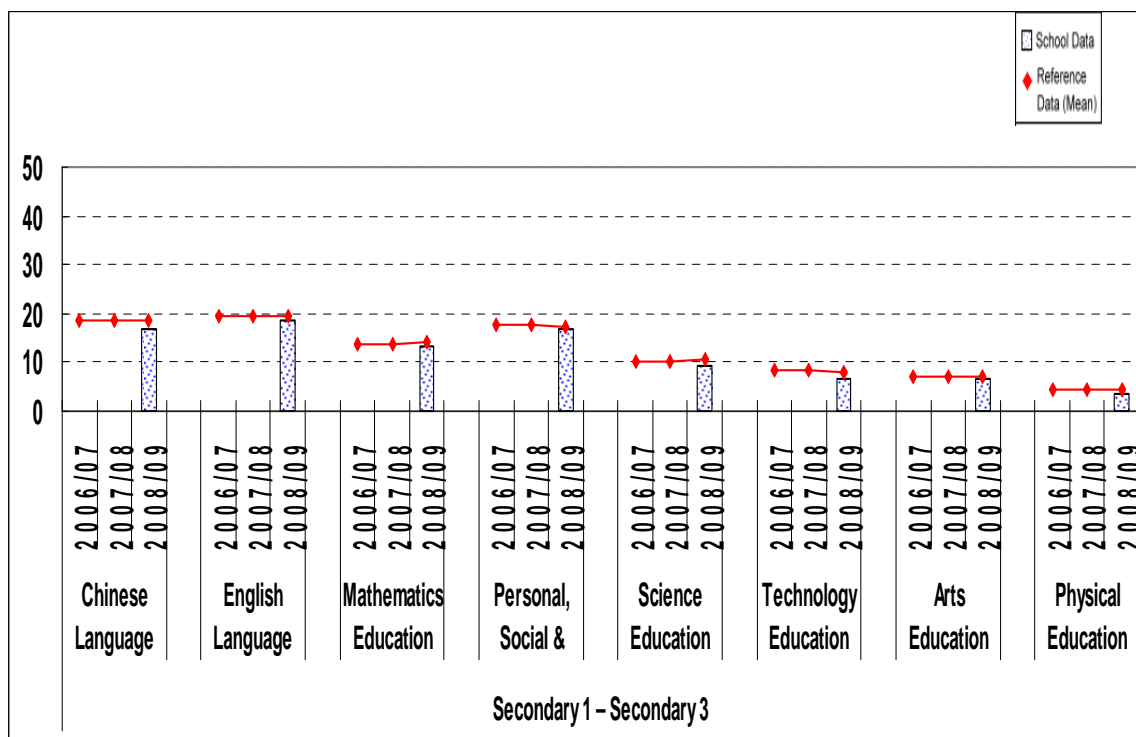
The curriculum is summarized as follows:

Level Subject	S1	S2	S3	S4	S5	S6	S7
Religious Education/ Studies	*	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*	*
English/ Use of English	*	*	*	*	*	*	*
Mathematics/ Pure Mathematics	*	*	*	*	*	*	*
Reading/ Literature in English			*	*	*		
Computer Literacy/ Computer & Information Technology	*	*	*	*	*		
Chinese History	*	*	*	*	*		
History / Junior Liberal Studies	*	*	*	*	*	*	*
Geography/Junior Liberal Studies	*	*	*	*	*	*	*
Putonghua	*	*	*				
Integrated Science	*	*					
Physics			*	*	*	*	*
Chemistry			*	*	*	*	*
Biology			*	*	*	*	*
Additional Mathematics				*	*		
Chinese Literature				*	*	*	*
Economics				*	*	*	*
Principles of Accounts				*	*	*	*
Psychology						*	*
Physical Education	*	*	*	*	*	*	*
Art	*	*	*	*	*		
Music	*	*	*			*	
Home Economics/ Needlework	*	*	*				

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



V. Major Concerns (Achievements and Reflections)

Priority 1: To enhance the effectiveness of learning and teaching

Achievements
<p>1. Students' enhanced enquiry and self-learning skills</p> <ul style="list-style-type: none">• Students' Learning Profile was introduced at Secondary 1 to 3 levels to enable them to plan their various aspects of development and to familiarize them with the data and details to be recorded as evidences of other learning experiences.• Students at junior levels were encouraged to learn in groups where peer tutoring could be practised. The Project-based Learning groups were organized and for Secondary 3, Scientific Investigations were carried out.• Lesson reviews and peer assessment were practised at all levels to help students reflect on their progress of learning and at the same time to have a better understanding of the performance standards at each level. <p>2. Teachers being the facilitator in the learning process</p> <ul style="list-style-type: none">• Learning packages for Integrated Science, Scientific Investigation, Chinese History were developed to enable school-based training of skills in science education and Chinese History study.• Teacher training programmes focusing on learner diversity through PSHE learning community were designed and put into practice. <p>3. Teachers sharing good practices in learning and teaching</p> <ul style="list-style-type: none">• Lesson observation focusing on classroom interaction and diversified learning strategies for all teachers were carried out and good practices observed were shared in Staff Information Sessions, Staff Seminars and General Staff Meetings.• School-based staff development programmes on diversified learning, problem-based learning and questioning skills were conducted. <p>4. Using IT to facilitate interactive learning</p> <ul style="list-style-type: none">• Visualizers installed in some classrooms enabled more interactive learning and teaching to take place. Students' work could be projected and group presentation using the computer was also an effective means of learning.
Reflections
<ul style="list-style-type: none">• Scientific Investigation was an effective means to engage students in purposeful discussion and problem-solving. More structured learning topics would be used to make the learning process more focused scientifically.• The PSHE Learning Community gave positive feedback on the programmes organized. Continuous improvement strategies would be adopted to motivate more students in learning the humanities subjects.• More visualizers could be purchased to enable more interactive classroom learning.• To further cultivate students' initiative for self-directed learning, students would be encouraged to join the Self-Access Learning Community.

Priority 2: To strengthen students' positive attitude and behaviour

Achievements

1. Positive Learning Attitude

- The Class Teachers' Board was set up to encourage collaborative efforts on student formation
- The positive Habits of Mind were defined to enable students to become true Holy Familians who learn to make use of their time wisely and accomplish their tasks assigned.

2. Excelling in Life

- To steer students from *Excelling in Work* to *Excelling in Life*, a number of charitable activities were organized by the Religious Formation Team. The St. Magdalene Service Team together with the Religious Formation Team joined the Caritas Bazaar for the first time to raise funds for providing the poor more options in their life.
- Learning opportunities were created by the Counselling Team and Moral and Civic Education Team to nurture students' character formation, social awareness and commitment in life learning.

Reflections

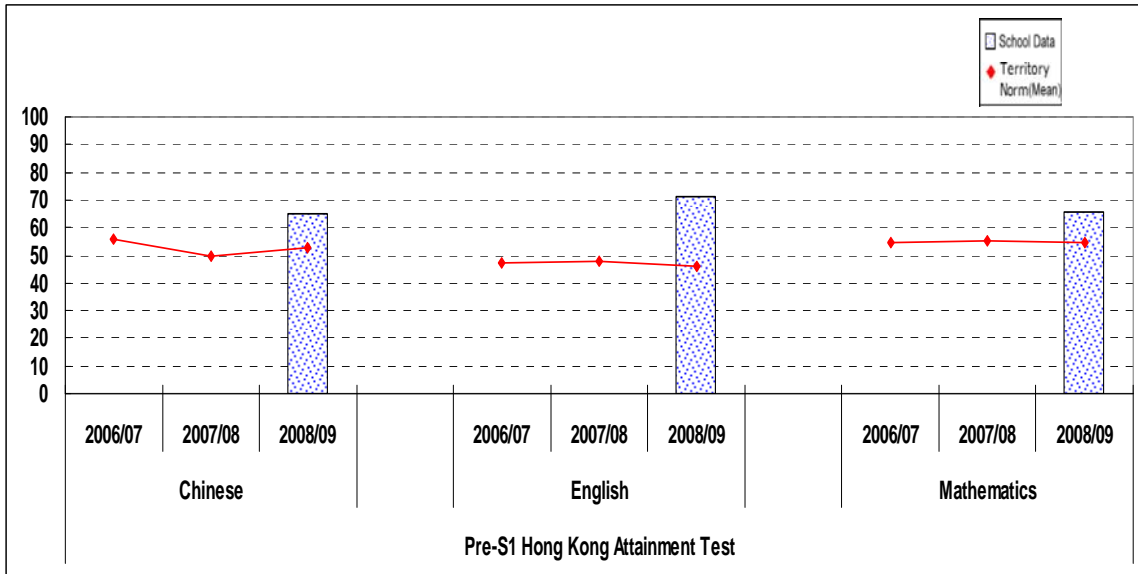
- Closer coordination between Class Teachers and Assistant Class Teachers to give support to students and build up their sense of belonging would be encouraged.
- More inter-functional groups activities would enhance better coordination among student leaders, hence resources could be better channelled.
- Students' positive Habits of Mind could be reinforced through self-reflective learning exposures and experiences.

Priority 3: To heighten the efficacy of management and organization in preparation for the new academic structure

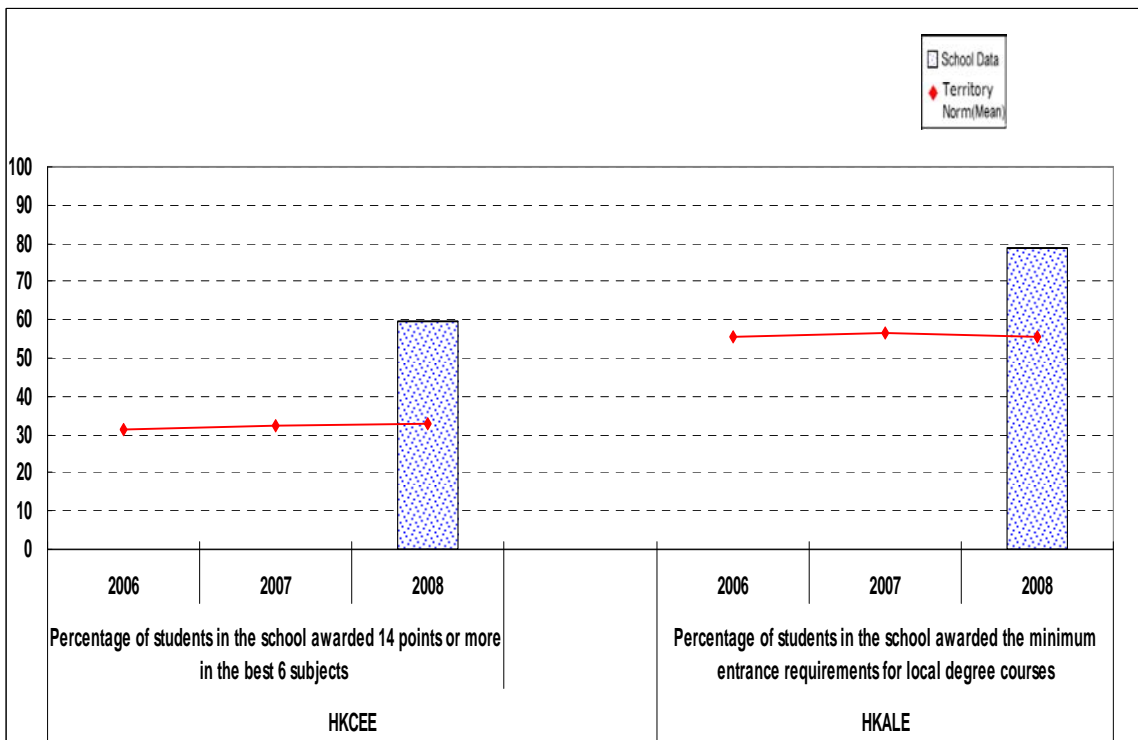
<p>Achievements</p> <p>1. Management Structure</p> <ul style="list-style-type: none">• Assessment data from internal and public exam were evaluated to have a better understanding of students' strengths and weaknesses. Heads of Department were requested to review students' performance and take appropriate measures to address the needs of students. Heads of Department were encouraged to organize remedial and enhancement courses to serve the diverse needs of students.• The Middle Management Committee that comprises senior teachers, re-graded teachers as well as invited teachers was set up to understand school development needs, give suggestions on school development plans and become the target group for staff development. <p>2. NSS Implementation</p> <ul style="list-style-type: none">• In preparation for NSS curriculum, an Assistant Teacher was employed to substitute teachers attending NSS training.• Cross-marking was encouraged to enable department members to have an overview of students' end-of-term performance, hence, having better ideas on curriculum planning for the following year.• The PSHE Resource Centre created extra space for Secondary 3 students to be actively engaged in lunch and after-school learning activities in preparation for NSS.• Liberal Studies teachers took the lead in building up their school-based resource for NSS learning and teaching. Common time was set for collaborative lesson planning and resource building.
<p>Reflections</p> <ul style="list-style-type: none">• The Middle Management Committee held 3 meetings over the past academic year and was proved to be helpful in giving suggestions on the NSS subject choices for Secondary 4 and 5.• School-based professional development programme should continue to be done to draw on the strengths of the staff to devise training materials that suit the needs of teachers.• A collaborative learning and teaching culture was witnessed in the PSHE Learning Community, Liberal Studies Teaching and the Scientific Investigation Project-learning in Secondary 3.

VI. Performance of Students

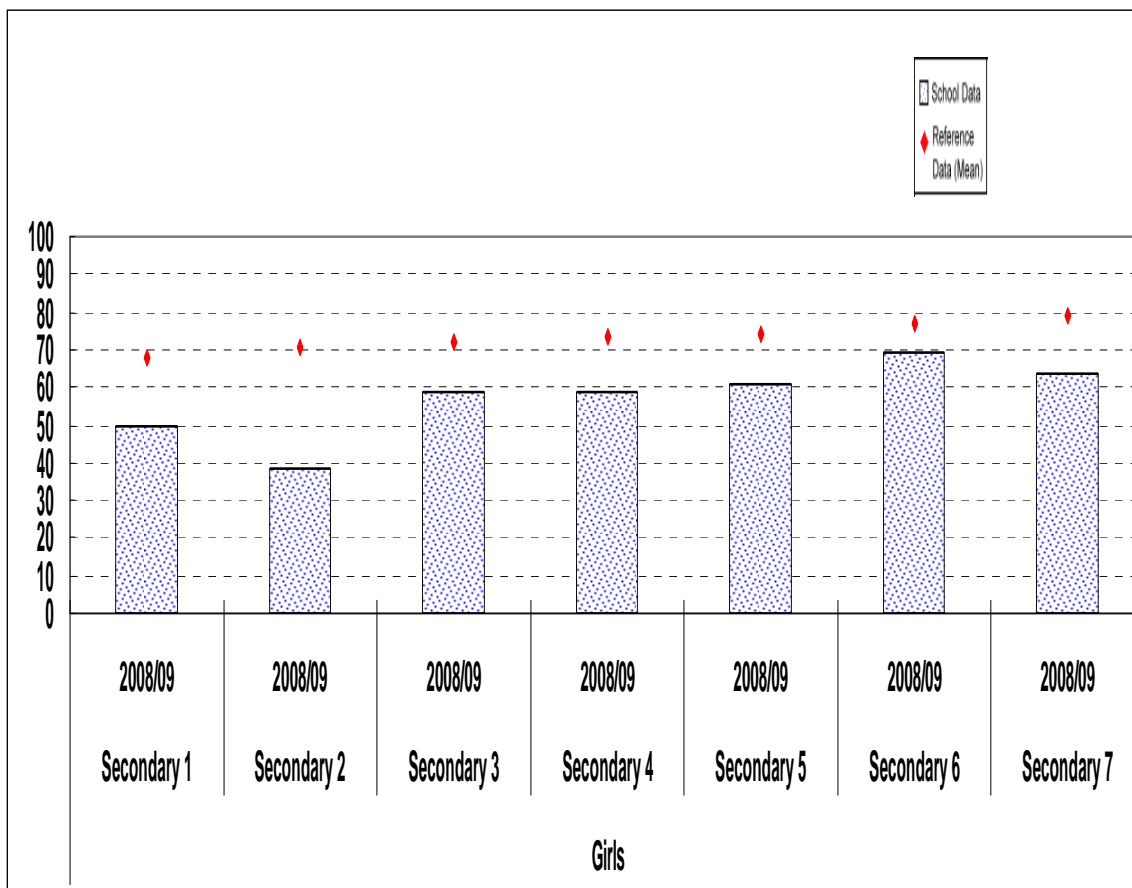
Pre-S1 HKAT



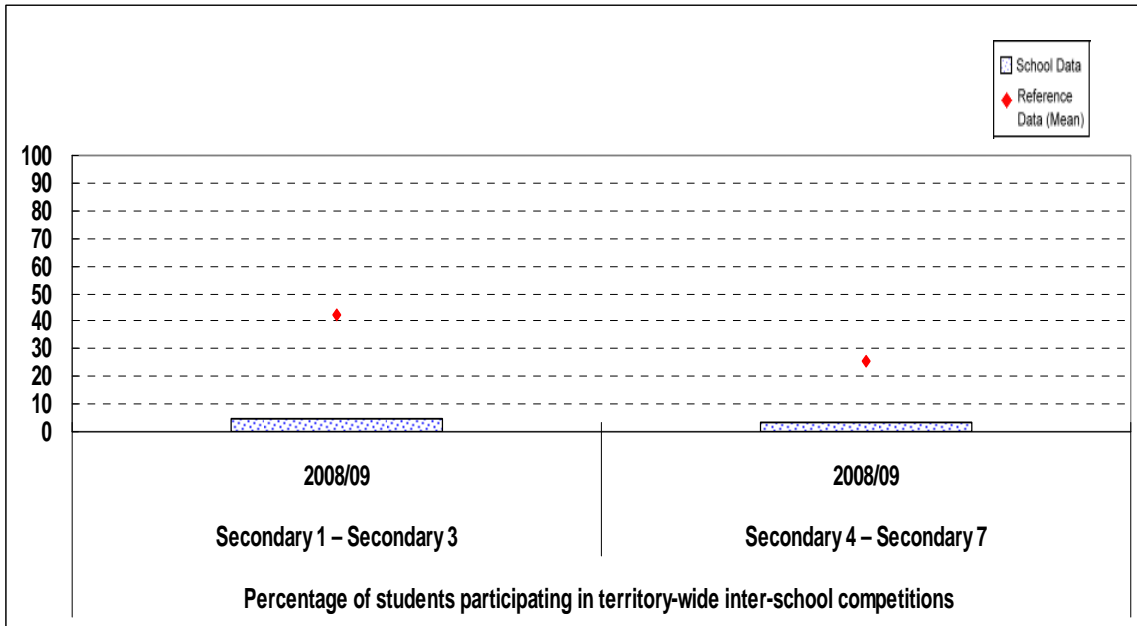
Public Exam



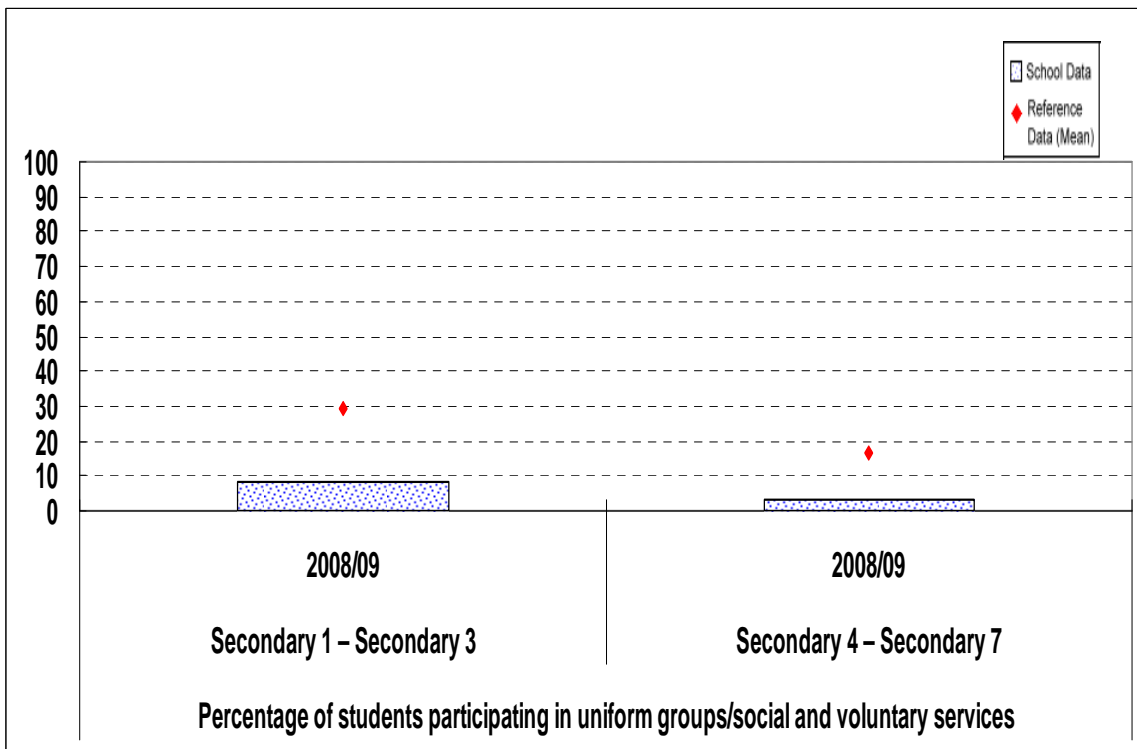
Physical Development



Student Participation in Inter-school Events



Student Participation in Uniform/Social and Voluntary Services Group



Summary of International and Inter-school Activities and Prizes Won

Nature	Competition / Organization	Awards / Prizes Details		
		2006-2007	2007-2008	2008-2009
Music	Hong Kong Schools Music Festival			
	Flute Solo			3 rd (1)
	Piano Solo	3 rd (1)	3 rd (1)	3 rd (2)
	Pipa Solo		1 st (1)	2 nd (1)
	Zheng Solo	1 st (1)	2 nd (2)	2 nd (1)
	Oboe Solo		1 st (1)	
	Melodica Band	1 st (1) 2 nd (1)		
Piano Duet			1 st (2)	
Art	Inter-school Flower Arrangement Competition	2 nd (1)		
	The 5 th Filipino-Chinese-Japanese International Fine Arts Exchange Exhibit	一等獎 (1)		
	Historic Buildings Drawing Competition			2 nd (1)
	西九龍總區防止罪案辦公室主辦四格漫畫創作比賽			季軍 (1)
	侯王廟素描比賽	2 nd (1)		
	2006 年兒童繪畫比賽	3 rd (1)		
	「星星河」全國少年兒童美術書法攝影大賽	一等獎 (1) 二等獎 (1)	二等獎 (1)	
	第 12 屆 IFVA 香港獨立短片及錄像比賽	特別表揚獎 (2)		
	全港電子明信片設計比賽 2007		2 nd (1)	
	「健康家庭，手寫深情」全港原子筆中文書法比賽		3 rd (1)	
	第五屆「墨彩杯」全國青少年兒童書畫比賽—「我與奧運同行		一等獎(1) 入圍獎(1)	
	「北京 2008」全國青少年兒童書畫攝影比賽		一等獎(1)	

() No. of students attaining the awards

Summary of International and Inter-school Activities and Prizes Won

Nature	Competition / Organization	Awards / Prizes Details		
		2006-2007	2007-2008	2008-2009
Sports	Athletics HKSSF Inter-school Athletics Competition Division III – Kowloon	1 st (1) 3 rd (1)	1 st (1) 2 nd (2) 3 rd (1)	1 st (1) 2 nd (2) 3 rd (3)
	Badminton HKSSF Inter-school Badminton Competition Division II – Kowloon Other Badminton Awards	3 rd (1) 2 nd (1)	2 nd (1)	
	Rugby Inter-Secondary School Touch & Tag Rugby Championship Other Rugby Awards	2 nd (1) Best Player (1) 1 st (1) Best Player (1)	1 st (2) 2 nd (2) Best Player (2)	1 st (3) Best Player (2) 1 st (1) Best Player (1)
	Swimming 8 th NSS-MILO-ASUM Malaysia Open & Junior Synchronized Swimming Competition Hong Kong Synchronized Swimming Competition Thailand Synchronized Swimming Competition HKSSF Inter-school Swimming Competition Division III- Girls' A Grade Pooi To Middle School Invitation Relay Other Swimming Awards			2 nd (1) 1 st (1) 2 nd (3) 3 rd (2) 3 rd (1) 1 st (4) 2 nd (1) 3 rd (3) Overall 1 st 2 nd (1) 1 st (4) 2 nd (7) 3 rd (8)

() No. of students attaining the awards

Summary of International and Inter-school Activities and Prizes Won

Nature	Competition / Organization	Awards / Prizes Details		
		2006-2007	2007-2008	2008-2009
	Table Tennis All Hong Kong Schools Jing Ying Table Tennis Tournament HKSSF Inter-school Table Tennis Competition Other Table Tennis Award			2 nd (1) 1 st (4) Overall 3 rd 1 st (4) 2 nd (1) 3 rd (4)
	Other Awards Basketball Volleyball Canoeing Diving Gymnastics Roller Skating Taekwondo Wushu	3 rd (1) 2 nd (1) 3 rd (2) 1 st (15) 2 nd (1) 1 st (1) 2 nd (1) 2 nd (1)	3 rd (1) 1 st (1) 3 rd (2) 3 rd (1) 1 st (1) 2 nd (1) 2 nd (2) 3 rd (2) 1 st (1)	1 st (1) 2 nd (1) 1 st (1) 1 st (5) 2 nd (2) 3 rd (1)

() No. of students attaining the awards

Summary of International and Inter-school Activities and Prizes Won

Nature	Competition / Organization	Awards / Prizes Details		
		2006-2007	2007-2008	2008-2009
Academic Work	Hong Kong Schools Speech Festival			
	Chinese Section			
	Prose Reading	2 nd (1) 3 rd (1)	1 st (1) 2 nd (1) 3 rd (4)	2 nd (1)
	Solo Verse Speaking	2 nd (1)	2 nd (2) 3 rd (1)	3 rd (2)
	Bible Reading	1 st (1)	3 rd (1)	
	Dramatic Duologue	1 st (2) 3 rd (2)	1 st (2) 2 nd (2) 3 rd (2)	2 nd (4) 3 rd (10)
	Other Awards	2 nd (1)		
	English Section			
	Prose Reading	1 st (1) 2 nd (1) 3 rd (2)	2 nd (2) 3 rd (8)	1 st (1) 2 nd (3) 3 rd (1)
	Solo Verse Speaking	1 st (1) 3 rd (3)	1 st (3) 2 nd (4) 3 rd (1)	1 st (1) 2 nd (11) 3 rd (5)
Other Awards	2 nd (2) 3 rd (1)	2 nd (1)		
	Drama			
	Hong Kong Schools Drama Festival	Awards: Outstanding Directress Outstanding Stage Effect	Awards: Outstanding Actress Outstanding Directress Outstanding Stage Effect Commendable Overall Performance	Awards: Outstanding Actress Outstanding Directress Outstanding Stage Effect Outstanding Cooperation Commendable Overall Performance
	Inter-school Economics IT Competition	2 nd (1)	3 rd (3)	
	Other Awards for Academic Work	1 st (1) 3 rd (1) Outstanding Team Award (1) 少年作家獎(1)	1 st (1) 2 nd (1) Outstanding Performance(3)	1 st (1) 2 nd (1) 3 rd (2) 少年作家獎(1)

() No. of students attaining the awards

Summary of International and Inter-school Activities and Prizes Won

Nature	Competition / Organization	Awards / Prizes Details		
		2006-2007	2007-2008	2008-2009
Scholarship	Lion and Globe Most Improved Student Award	23 students from S1 to S5 were granted the award	23 students from S1 to S5 were granted the award	23 students from S1 to S5 were granted the award
	Longman Scholarship for Academic Award	6 students from S5 to S7 got the award		
	Rev. Joseph Cara Memorial Education Grant	One S7 student was awarded the scholarship	One S5 student was awarded the scholarship	One S6 student was awarded the scholarship
	Sir Edward Youde Memorial Prize	One S5 and one S7 students were awarded	One S5 and one S7 students were awarded	One S5 and one S6 students were awarded
	Other Academic Awards	Scholarship (1) Award (1)	Scholarship (2) Award (1)	Award (2)
Services	Social Service of Social Welfare Department	Silver Award (2) Bronze Award (19)	Bronze Award (15)	Silver Award (1) Bronze Award (11)
	Other Service Awards	Silver Award (1) Bronze Award (4)	Bronze Award (4) Outstanding Leader (1)	Silver Award (3) Bronze Award (9) Outstanding Leader (3) Best Unit (1) 2 nd (1)

() No. of students attaining the awards

VII. Key Issues for School Development Plan 2009-2010

Major Concerns (In order of Priority)	Intended Outcomes / Targets	Strategies
<p>1. Whole-school Approach to Reading for Life</p> <p>2. Communicative and Diversified Learning Approaches</p> <p>3. Leadership Enhancement</p>	<ul style="list-style-type: none"> • Whole-school is involved in reading enhancement programmes. • Students are committed to reading for self-knowledge and evaluative thinking. • Students are becoming more conscious of learning targets, self-assessment and evaluation. • Teachers are actively engaged in developing students' creative and communicative learning strategies. • Students' potentials in academic, spiritual and aesthetic growth are fostered. • Students have plans and self-evaluation on own progress of learning. • Teachers are creating opportunities and conscious of strategies to develop students' leadership qualities. • Students demonstrate competence in leadership roles and responsibilities. • Students are more enthusiastically involved in activities that help to contribute to a green environment. 	<ul style="list-style-type: none"> • <i>Revise and promote Reading Award Scheme & Readathon</i> • <i>Read up to heighten Green Awareness</i> • <i>Encourage Cooperative Learning in Liberal Studies</i> • <i>Set up Self-Access Learning Community</i> • <i>Set up Lungo Mano (Guidance Sisters) to tutor juniors</i> • <i>Participate in joint school Community Services</i>

Appendix I: Progress and Evaluation Reports of Various Grants

Summary on the Usage of Various Grants

Description	C.E.G	S.S.C.S.G	T.P.P.G.	NSSC Migration Grant
Employment of Teachers, Assistant Teachers, IT Technician	\$906,669.15	\$274,560.00	\$608,238.00	\$0.00
Staff Development, Educational Curriculum and other activities	\$114,905.00	\$0.00	\$11,200.00	\$0.00
School Improvement	\$0.00	\$0.00	\$0.00	\$98,100.00
Total	\$1,021,574.15	\$274,560.00	\$619,438.00	\$98,100.00

Evaluation on the Usage of Various Grants

With the employment of four contract teachers, three Assistant Teachers and one IT technician, the workload of the staff was relatively relieved:

- 1. Student Learning and Activities:** Enhancement and remedial programmes on Mathematics, Chinese Language, as well as Humanities subjects were organized to develop students' competence and skills in learning. Extended learning activities, such as participation in educational trips and Chinese classical dance helped widen students' scope of learning.
- 2. Staff Development:** In addressing the needs for learner diversity, the school embarked on a series of school-based training workshops with the support of a professional teacher trainer, to enhance teachers' skills and strategies for problem-based learning, independent enquiry studies and questioning skills. English Language teachers also undertook a series of drama workshops to extend our students' aesthetic learning and appreciation.
- 3. School Improvement:** In preparation for the New Senior Secondary curriculum, the former Sisters' Quarters on the 6th Floor of the school Main Building were turned into two additional classrooms. The former Geography Room was turned into a Personal, Social and Humanities Education (PSHE) Resource Centre where Secondary 1 to 3 students held their meetings and learning activities during lunch and after school.

Submission of Annual School Report (2008-2009)

for endorsement by

School Management Committee

Submitted by:

Mrs Yip Wong Chau-ye, Lucilla
Principal
Holy Family Canossian College

Endorsed by:

Sr Chun Wai-tak, Theresa
Supervisor &
Chairperson of SMC
Holy Family Canossian College

Date: 15 October 2009