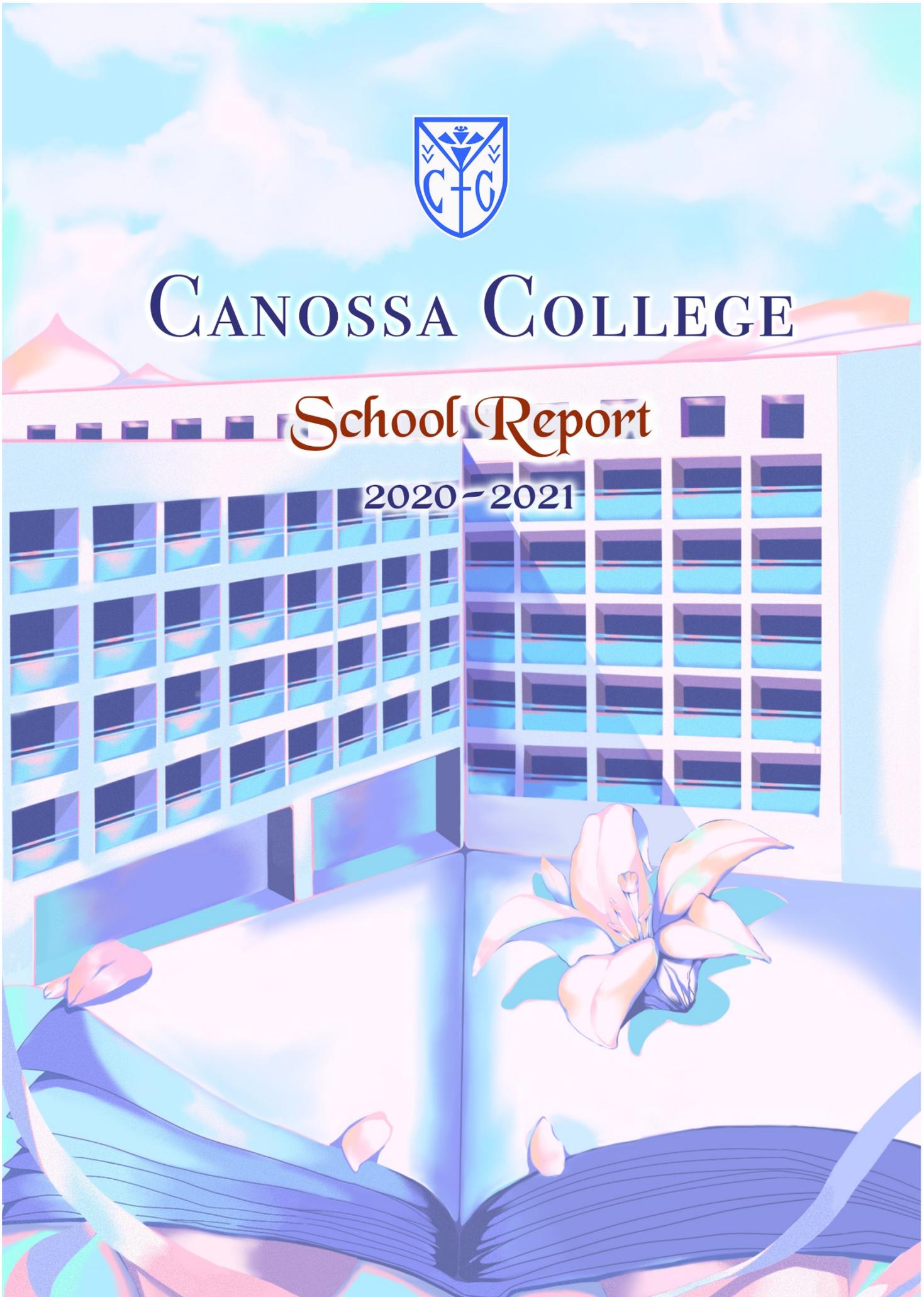




CANOSSA COLLEGE

School Report

2020 - 2021



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Vision & Mission

We are fully committed to offering an all-round education enhanced with the gospel spirit and the virtues of humility, respect, kindness and love.

II Our School

Brief Introduction of the School

Canossa College, the former Canossian Convent Secondary School, was founded by the Canossian Daughters of Charity in 1959. The Canossian sisters left Italy, their homeland, to begin their missionary work in Hong Kong in 1860. In 1891, on Mr David Sasson's generous donation of a piece of land of 3,000 sq.ft in Shau Kei Wan, the Canossian Sisters' convent and a Chinese primary school were built. In 1932, a new convent and a primary school were erected but were occupied by the Japanese and British soldiers during World War II. In 1951, the Canossian Chinese Primary School was re-opened and the Canossian Convent Secondary School was run in the new four-storey premises adjacent to the primary section in 1959.

To make way for the development of Eastern district, both the secondary and primary schools were relocated to the present premises in Quarry Bay in 1984 and renamed **Canossa College** and the primary section, Canossa School (Hong Kong). **Canossa College** began to offer an education in the medium of English.

The Incorporated Management Committee (IMC) of Canossa College was set up on 31 August 2013 to replace the School Management Committee.

School Premises and Facilities

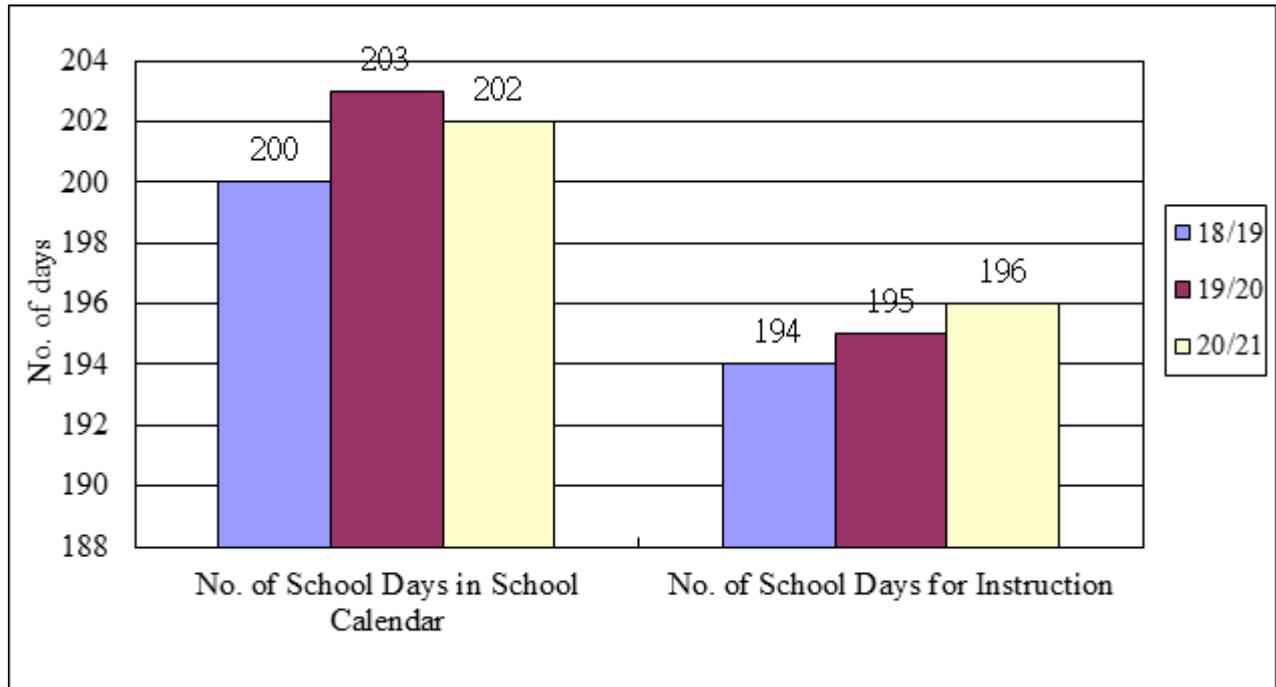
The school premises not only won the 1984 Highest Honours Award in Architectural Design for its simplicity, harmonious colour scheme, brightness and spaciousness, but also provide an ideal learning environment for students. The School Improvement Programme was completed in 2004 with a new wing erected from the parking area by the main entrance, providing more facilities for students' learning.

There are now 25 classrooms and 20 special rooms (2 visual arts rooms, a computer room, a STEM room, a multi-media learning centre, 4 laboratories, 5 multi-purpose rooms, a needlework room, a cookery room, a geography room, a music room, an English Learning Centre and a student activity center). In addition, the school hall, library, tuck shop, backyard, two multi-purpose ball courts, two covered playgrounds (with air-conditioning system) and the chapel provide ample space for various student activities.

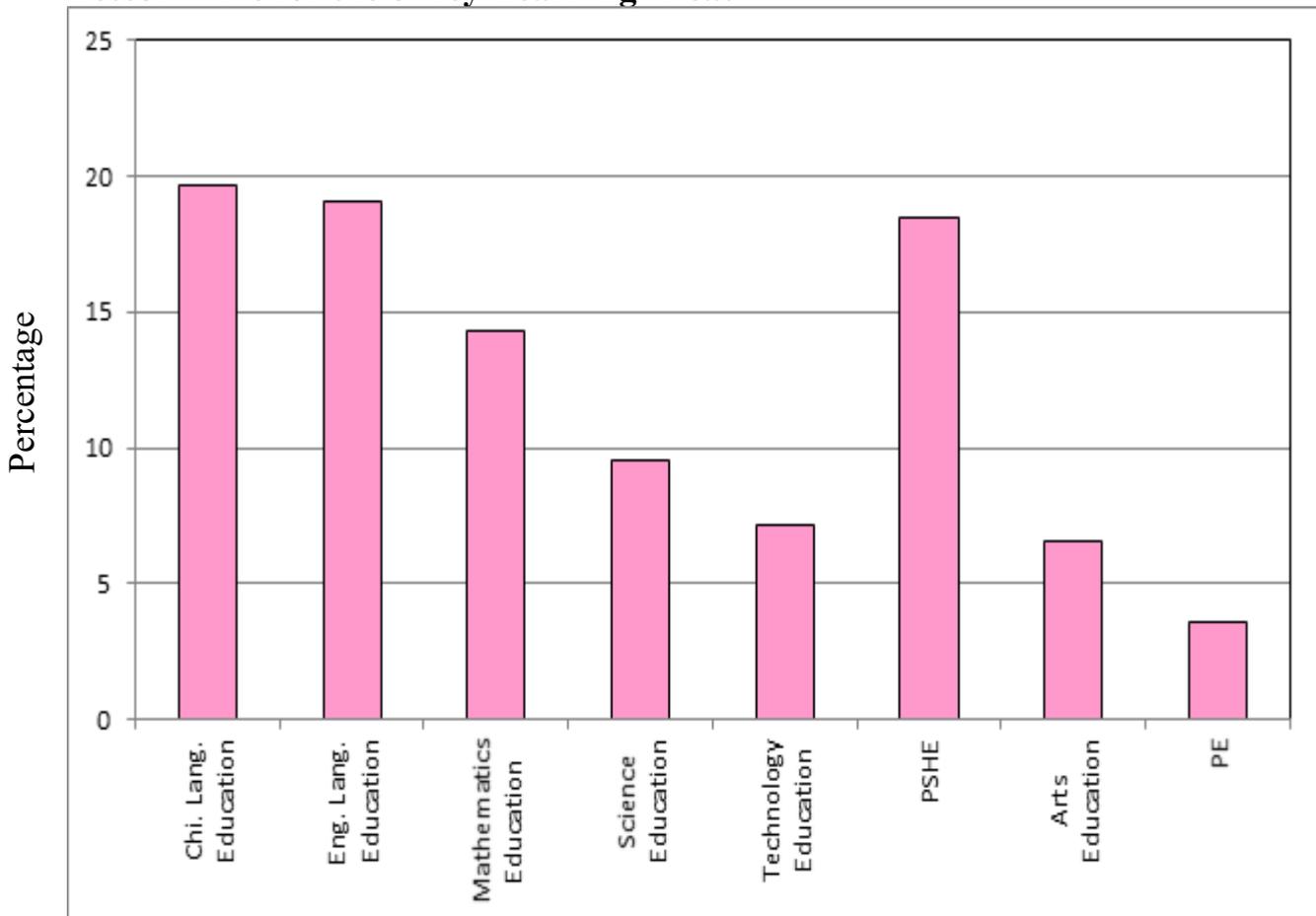
School Management

| Composition of IMC 2020/21 | Number of Managers | Alternate Manager |
|--|--------------------|-------------------|
| Sponsoring Body Manager | 7(58.3%) | |
| School Principal (Ex-officio manager) | 1 | |
| Teacher Manager | 1 | 1 |
| Parent Manager | 1 | 1 |
| Alumni Manager | 1 | |
| Independent Manager | 1 | |

Number of Active School Days



Lesson Time for the 8 Key Learning Areas



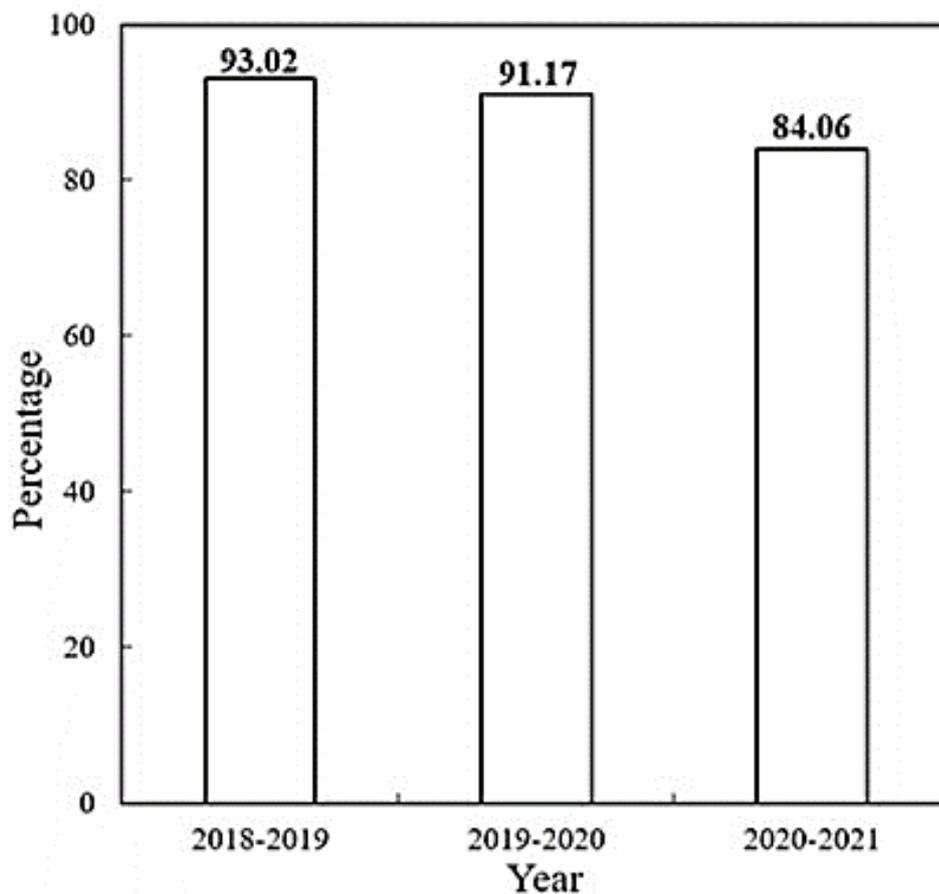
III Our Students

Class Organization

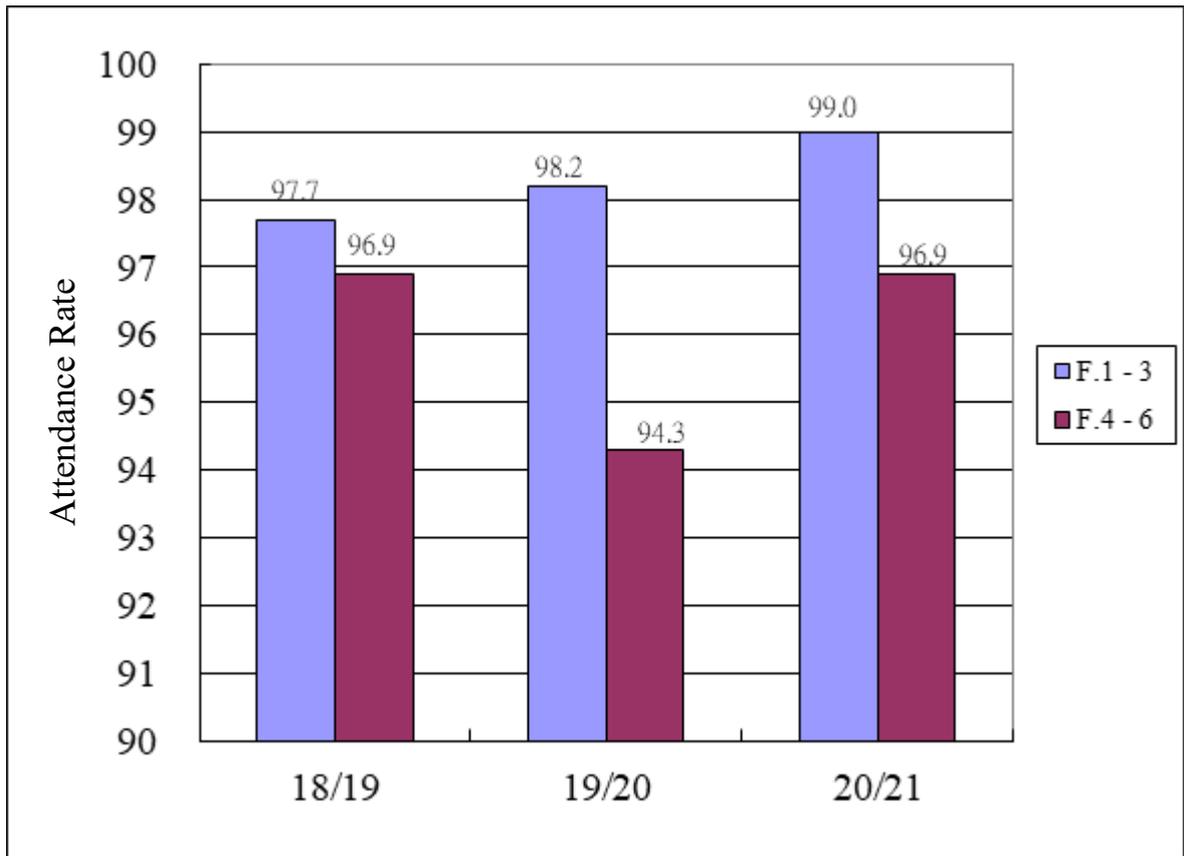
As on 1.9.20

| Level | F.1 | F.2 | F.3 | F.4 | F.5 | F.6 | Total |
|-------------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of Classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Total Enrolment (Girls) | 140 | 139 | 136 | 136 | 114 | 110 | 775 |

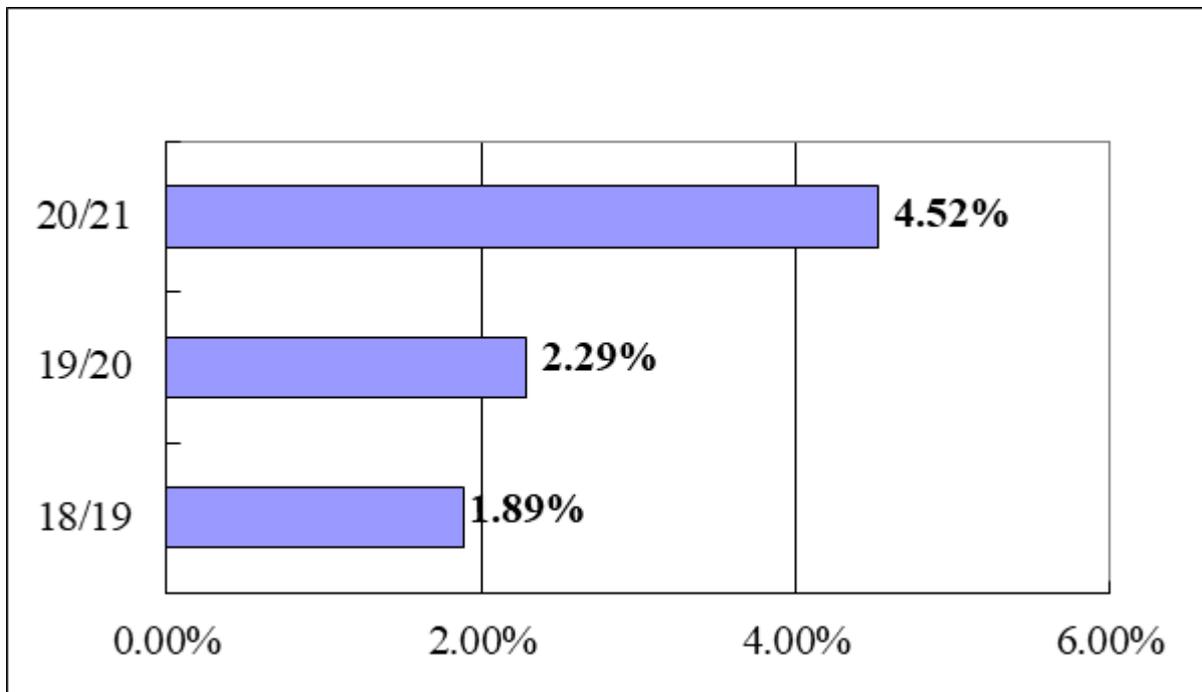
Percentage of F.3 students promoting to F.4 in this school



Students' Attendance



Students' Early Exit



IV Our Teachers (20/21)

1. No. of teachers in the School (including the Principal)

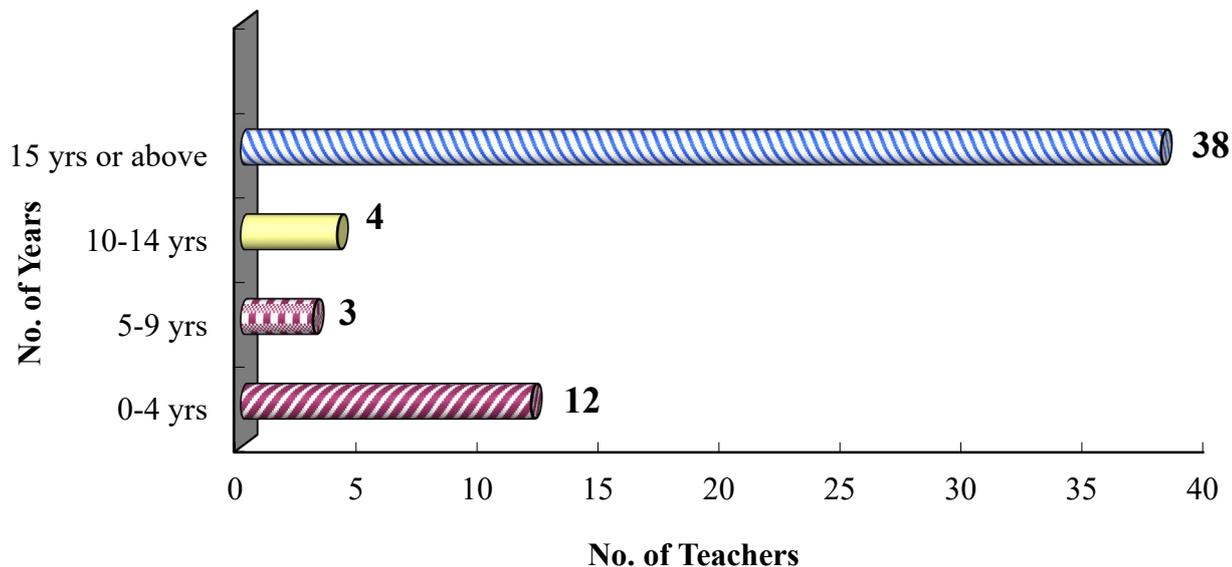
| Year | Total no. of teachers |
|-------|-----------------------|
| 18/19 | 58 |
| 19/20 | 58 |
| 20/21 | 57 |

| | 18/19 | 19/20 | 20/21 |
|------------------------|---------------|---------------|-------------|
| Master Degree | 35 (60.3%) | 35 (60.3%) | 33 (58%) |
| Bachelor Degree | 23 (39.7%) | 23 (39.7%) | 24 (42%) |

2.

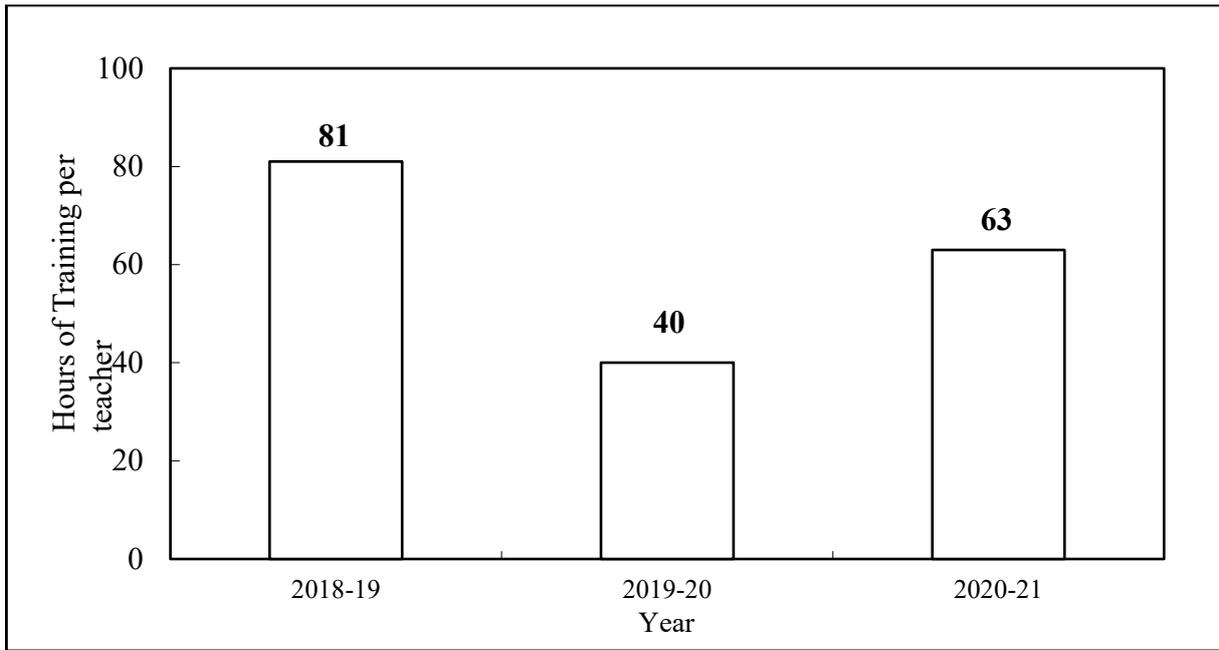
| Teachers' Professional Qualifications | 18/19 | 19/20 | 20/21 |
|---------------------------------------|-------|-------|-------|
| With Teachers' Training | 100% | 100% | 100% |
| Subject trained (Chin) | 100% | 100% | 100% |
| Subject trained (Eng) | 100% | 100% | 100% |
| Subject trained (Maths) | 100% | 100% | 100% |
| English Teacher meeting LPR | 100% | 100% | 100% |
| Putonghua Teacher meeting LPR | 100% | 100% | 100% |

3. Teaching Experience of the Principal and Teaching Staff 20/21

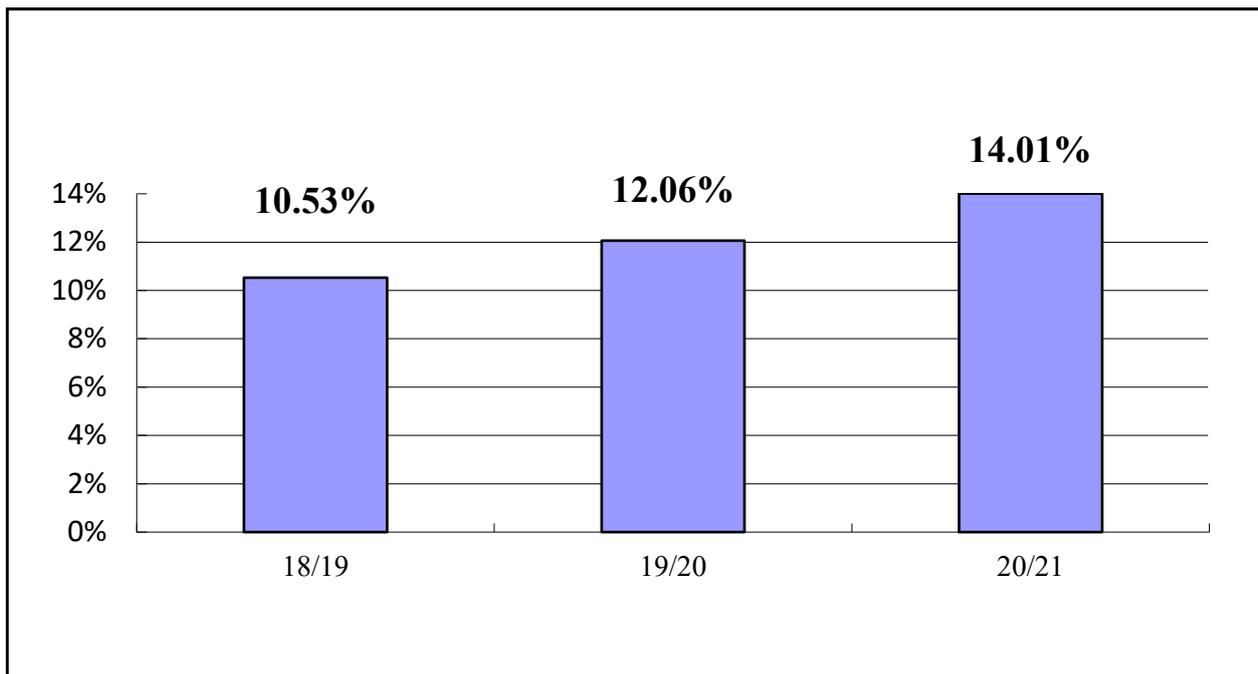


4. Continuing Professional Development of Teachers & Principal

| Continuing Professional Development | 2018-19 | 2019-20 | 2020-21 |
|--|----------------|----------------|----------------|
| Total CPD hours of Teachers | 4345.5 | 2080.5 | 3364.55 |
| Total CPD hours of the Principal | 351.5 | 201.5 | 214.5 |
| Total | 4697 | 2282 | 3579.05 |



5. Staff Turnover Rate



V Major Concerns (Achievements and Reflection)

Major Concern 1: To develop a positive attitude towards life through a caring school environment

Achievements

The school strived to develop students' positive attitude towards life through different activities such as talks, workshops and life-planning activities. 88% of students claimed that these activities deepened their understanding of positive attitudes. 85% of participants confirmed that the talks and workshops could develop their healthy mindset and enhance their character strength. The topic of class formation to establish class rules and goals at the beginning of the academic year could also strengthen their class unity. Moreover, the F.1 Game Ambassador Scheme, harmony workshop, F.2 'Shall we talk' online workshop, F.1 and F.3 Positive Sports Workshop had helped students to learn effective interpersonal communication skills. The workshop also enhanced social connectedness among students.

Even during the period of school suspension and under the social distancing restrictions, an array of online talks and workshops were held to nurture students' positive values. The themes of the workshops include different aspects such as sex education, study skills enhancement, youth safety and online behaviour, emotional cognition and management, and interpersonal communication skills. It was necessary to meet the needs of students' personal growth. For example, according to the students' evaluation form collected after the online sex education workshops, 72% of F.4 students acknowledge the need to take a balance between love and life. 88% of F.5 students adopted a positive attitude on love. 90% of F.6 students agreed that they learned how to maintain an appropriate boundary of intimacy with the opposite sex. In addition, 90% of F.1 students agreed that the 'Cyber Wellness' online workshop could arouse their awareness on cyber security. On the aspect of emotion management, 82% of F.1 students learned some proper ways to cope with stress. 95% of F.2 students agreed that they understand the concept of growth mindset. 73% of F.3 students recognized the importance of emotional health. After attending 'The Meaning of Life' talk, 91% of F.1 to F.5 students agreed to face the challenges of life with a more optimistic and positive attitude in the future.

For reducing academic stress, 'Zentangle and Gratitude' workshops and 'Mindfulness' courses helped senior form students to relax and relieve stress. The School Educational Psychologist conducted a study skills workshop for F.1 students and an online seminar for parents. Subject panel heads also shared learning strategies in the parent seminar. Thus, introducing a professional study method could enhance students' learning effectiveness and reduce academic stress.

The school always tried hard to cultivate Catholic core values and the Canossian spirit in our formal and informal curriculum. 81% of students and 91% of teachers admitted that the school always takes care of their growth needs. 87% of students recognized that the RE curriculum, morning assemblies, morning reading sessions as well as form assemblies helped them face difficulties with determination and perseverance. It was encouraging to find that 84% of students could always uphold the Canossian spirits: Humility, Respect, Kindness and Love, through performing their duties in school and joining service programs. Through the concerted effort of staff in school, over two-thirds of parents acknowledged that the school could foster in their child good virtues, and 93% of students have developed a sense of gratitude and always showed appreciation to teachers, parents and staff members.

The F.1 and F.3 students could make use of our educational theme "Live with Gratitude" to display symbolic images in their art works. All of them were displayed on the school campus to help build a loving, graceful and caring atmosphere. Visitors were always impressed by their displays. The life education learning materials were also adopted in junior form to focus on the values of "Gratitude" and "Forgiveness".

In addition, a series of life-planning programs were arranged. All F.3 students were prepared for F.4 subject selection through watching videos this year. The parents agreed that the PowerPoint presentation helped them to know well the mechanism in allocating elective subjects to students. F.4 and F.5 students were also guided systematically to write a Student Learning Profile (SLP) to review their past and gain a better understanding about their potential strengths to plan for the future.

Apart from the training programmes and careers counselling lessons, job shadowing and career-related activities of getting to know about different Hong Kong industries, including printing, jewellery, maritime affair, cultural heritage preservation, Chinese medicine and exhibition management, had been organized by the Careers Guidance Committee to equip students with the knowledge and information of the latest development of career world in June and July, 2021. Students actively participated in all aforementioned activities.

To cultivate positive work values like the sense of integrity, a series of anti-corruption activities covering ICAC interactive drama, quiz and mini-exhibition about ICAC work had been held. Students responded positively and actively in their reflection assignments in which they showed affirmative remarks on their moral and civil responsibilities of checking corruption.

The Parent-Teacher Association paid much effort in promoting parental education and better family relationships via talks and workshops such as “Dance with Youngster’s Emotion”, “How to Establish a Happy Family” and “Teens Addicted to the Internet”. Nearly all participants acknowledged that the workshops could improve their parenting skills and strengthen their relationship with their daughter.

In this academic year, many subject panels had fostered positive attitudes and good moral character through different activities.

- **R.E.:** Formal R.E. lessons were integrated with Catholic values and the Canossian virtues, and positive educational attitudes such as truth, justice, love, life, family, charity and humility were taught to students. Students were given an opportunity to contemplate on the unconditional love of God and build up positive image of themselves.
- **Chinese Language:** There were some reading and writing teaching materials that responded to the educational theme of “Live with Gratitude”, thus strengthening moral education. The Chinese Language department and Chinese Society held an Essay Competition using the themes of “Perseverance” and “Gratitude”, from which the winning works will be published in the school’s anthology.
- **Putonghua:** The Putonghua department assigned students to use the educational theme of “Live with Gratitude” to make speeches, which deepened their reflection on moral issues.
- **P.E.:** During the online classes, the P.E. department actively promoted “Let’s Keep Fit at Home”, and asked F.1 students to browse some information about healthy food and pay attention to their health. After face-to-face classes resumed, the P.E. department promoted a number of new sports, such as whirlwind ball, round tennis and avoidance plate, so that students can enjoy the fun of collective sports.
- **V.A.:** Classes had to participate in a banner drawing activity and the best drawing from each class was chosen and displayed. F.2 and F.3 students displayed symbolic image regarding the educational theme of “Live with Gratitude” in their art works.
- **Music:** Life planning activities were held to help students prepare for further studies and employment. In F.5 lessons, different kinds of music jobs were introduced to students to let them have deeper understanding of various music-related jobs and their job nature for them to consider in their life planning.
- **“Good Morning Pleasure Reading Material”** was compiled to help F.1 to F.3 students cultivate good virtues through reading.

Reflections

- The students were directed to go through the different stages of “Learn it, Teach it, Live it and Embed it” to enable students to understand, practice and finally reflect on various positive attitudes. This was done in order to deepen students’ understanding of these attitudes in the three-year cycle. However, due to the COVID-19 pandemic, a lot of activities were cancelled these two years. The results were not prominent. It is suggested that some meaningful activities can be arranged in the coming cycle to broaden students’ horizons. Students would also learn through experience so that the good virtues can be instilled and shown in their behavior.
- Teachers found positive response from students during the follow-up lessons and the assignments that they have submitted. Students had more lively learning experience with in-depth reflection on the virtues they had acquired from the reading articles, songs, Bible stories and historical figures.
- There is a need to review and revise the R.E. curricula, so as to make sure that there is no repetition in the subject content and to instil a deeper message to higher form students with the same topic. From the assignments and daily behaviour of students at school, most of them welcome and appreciate the Catholic values, Canossian virtues and positive educational attitudes.
- In Chinese Language and Chinese Literature lessons, one or more chapters had been selected for each level as moral teaching materials to align with the educational theme of “Live with Gratitude”. All teachers agreed that students showed a positive attitude towards life in class or schoolwork. According to teachers, many students explained the themes of “Gratitude”, “Perseverance” and “Humility” with life examples well.
- During online classes, most students did aerobics at home and kept the habit of regular exercise. Junior form students were very much interested in new ball games and these games could enhance the spirit of cooperation.
- The display of students’ artworks in the campus was a good way to praise their efforts and to remind students about the educational theme this year. It is suggested that the banner drawing could be finished by each class, instead of individual students. This will show enthusiasm and devotion for the event, and may raise their team spirit through cooperation with others.
- 70% of students were interested in exploring different job nature in the music industry. One student had chosen music as her life-long career and was successfully admitted by the Academy of Performing Arts. More information about careers in music aspects can be provided for our students in order to meet their interests.

Major Concern 2: To promote active and self-directed learning

A. Enhance students' learning capacity and confidence

Achievements

Curriculum design

- According to the statistical data in the previous HKDSE, strategies were recommended in the Senior Form Curriculum Review and Refine Form. New arrangements were made to facilitate students' learning under the DSE curriculum, such as rearranging teaching sequence, adding short quizzes in lessons, arranging enrichment programmes, practicing data-based questions and organizing post-mock examination.
- LAC: EMI subject teachers and English teachers collaborated and developed teaching materials for F.1 and F.2 students to facilitate the learning of Geography, History, Life and Society, Integrated Science and Visual Arts in English.
- Cross-curricular collaboration with different themes were completed. Students were able to apply their knowledge and skills to different writings such as articles, speeches, reflection worksheet and video presentation.

| Level | Themes | Subjects |
|-------|---|--|
| F.1 | 健康生活：食得健康 活得自在 | P.E., P.T.H. & Chinese Language |
| F.1 | 價值教育：我所景仰的宗教/歷史人物 | Library, R.E. and Chinese History |
| F.2 | Design the mobile phone stand | V.A. & C.L. |
| F.3 | Ideal Life: Natural hazards and sustainable development | Geography, Life and Society & Chinese Language |

- In the learning stages of junior and senior levels, the questions in the test and examination papers were gradually deepened in a step-by-step manner, in accordance to the principle of "easy to pass, difficult to get high scores". This is done so that F.1 and F.4 students had greater learning confidence, and high-ability students were challenged. Three levels of difficulty were adopted for internal tests and examinations:

| Level \ % | Easy questions | Medium questions | Difficult questions |
|-----------|----------------|------------------|---------------------|
| F.1 & F.4 | 40% | 40% | 20% |
| F.2 & F.5 | 30% | 40% | 30% |
| F.3 & F.6 | 20% | 40% | 40% |

Individual departments also set up bonus questions to give students the opportunity to score extra marks.

Supporting measures

- Students practiced note taking skills and drew concept maps under teachers' guidance. Some of them continued to practice these skills to prepare for tests and examinations.
- Students are required to write study notes to cultivate the habit of taking notes by themselves. Many students could also use apps to draw mind-maps or take notes electronically.
- F.1 Learning Skills Workshop was organized by educational psychologists and class teachers.
- Endeavour Classes were provided after-school to F.1 students who needed further practice in Chinese, English or Mathematics.
- English and Mathematics Value-added Courses were provided to the students who had been promoted on a trial basis in the last academic year to consolidate the foundation of learning. There were twenty-one students in F.2 and forty students in F.3.
- Remedial programmes were arranged by different subject panels.
- Language enrichment programs such as creative writing classes and public speaking courses were run to help sharpen high achievers' writing, speaking and critical thinking skills.

Reflections

Curriculum design

- Affected by the pandemic, it was difficult to implement enrichment and remedial classes face-to-face after school this academic year. It was replaced by having the classes online, which must have a certain impact on their effectiveness. It is hoped that teaching will return to normalcy in the coming academic year. Therefore, teachers should encourage students to learn more autonomously, especially F.5 and F.6 students.
- Nearly 90% of the teachers who had participated in LAC believe that the teaching materials can improve students' English learning skills. Teachers suggested that some common sentence patterns in the textbooks or exam papers, e.g. passive voice, should be discussed during lessons in the coming academic year to enhance the reading and writing skills in English.
- The effectiveness of cross-curriculum cooperation was positive. Nearly 80% of teachers who had participated in the cross-curriculum cooperation agreed that the cross-curricular lessons and learning activities could stimulate students' thinking skills and creativity. 80% of students were able to apply their knowledge flexibly in daily life. 70% of students said that they enjoy the cross-curriculum lessons and the learning activities could stimulate their thinking skills and creativity.
- Teachers believed that the theme of "Natural Hazards and Sustainable Development" was too difficult for F.3 students to master, so it was difficult to have a profound reflection on their work. It is suggested that some simple or interesting learning topics can be selected for collaborative subjects on the theme of "Ideal Life".
- The test and examination papers were consistent with the teaching and evaluation methods, so that students could review what they had learned from the evaluation and build learning confidence. Some students with higher ability could successfully answer difficult and challenging problems, and obtain ideal scores, which could not only affirm students' ability, but also help them improve their self-confidence. Bonus questions allowed students to obtain additional scores. The students responded ideally and were generally willing to try.

Supporting measures

- Teachers agreed that students' preparation of learning notes could help them consolidate what they have learned. Teachers agreed that students' habit of taking notes could help improve their self-study ability and enabled students to master learning methods. In the next academic year, excellent notes of students would be displayed.
- According to the results of the student questionnaire, only 40% of F.1 students kept a vocabulary notebook. In the future, teachers should give more supervision to F.1 students and help them develop good learning habits.
- The learning skills on executive ability were of great significance to F.1 students. It is worth implementing them early on during the F.1 Summer Bridging Course or early September.
- 92% of the relevant teachers agreed that remedial and enrichment programmes were able to address students' learner diversity. 72% of the junior form students agreed that the remedial and enrichment course were useful to them.

B. Raise students' interest in exploring knowledge and equip them to be self-directed learners

Achievements

- In order to promote reading, the school library has held the following activities:
 - The teacher librarian used a short film to introduce the use of online reading platform: *hyRead* and *e-read Scheme* to all students through Zoom on 13/10/2020, 26/11/2020 and 27/04/2021 respectively, so as to promote *hyRead* good books and introduce the books purchased by the "Summer Reading Programme - Gift Book Pilot Scheme (2020)" of the Education Bureau. In the survey on the promotion of good books, 80% of the students said that the short film could attract them to borrow relevant books or read relevant books

in the library. From 27/04/2021 to 09/06/2021, a total of 63 people borrowed books purchased under the above scheme.

- The library held the 「悅讀諾」 Book Report Competition with the Chinese Language department in the second term. The Book Report Competition was divided into the Extensive Reading Section, Master Pieces Section and Multimedia Section. The winning works were recommended to participate in *The 32nd Annual Book Report Competition*.
 - The library organized a F.1 collaborative teaching extension activity with two departments: Chinese History and RE.
 - The library held two Thematic Book Exhibition, in May and June, to display the books recommended by PSHE subjects (Geography, R.E., Chinese History, History, Economics, L&S) and Technology Education subjects (ICT, BAFS).
 - The Pleasure Reading Scheme added the awards of The Most Active Reading Class: one for junior form and one for senior form.
- Subject-based recommended reading lists, including printed books, e-books and web pages, had been compiled for students to encourage them to read.
 - Challenging questions were set in test and exam papers with reference to extended reading resources (including books and useful web pages). Information of related websites was uploaded in the intranet as reference.
 - Several disciplines had introduced the teaching mode of “Flipped Classroom”: guiding students to preview topics with learning guidance plans or teaching videos.

Reflections

- Nearly 65% of students said that the activities organized by the Library encouraged them to read more. Reflections on the promotion of reading:
 - Due to the impact of the pandemic, the library could only organize a number of reading activities in the second half of the academic year, and the book lending service only began in May. Therefore, the book lending rate this year was not as ideal as expected. Fortunately, the library, together with the Chinese Department, had promoted the e-Read Scheme and hyRead’s Online Reading. The participation rate of online reading had improved. It is suggested that the library should strengthen its online promotion, such as making good use of Instagram to display short films or share books with students.
 - In the coming year, the library hopes to cooperate with the Chinese and English Language departments to organize Book Report Competitions and story interpretation workshops or competitions, so as to strengthen and cultivate students’ interest in reading. We also look forward to holding a thematic book exhibition with the Music department and some reading workshops with extracurricular activity groups to let students enjoy reading.
- Extensive reading in various subjects had been successfully promoted this academic year. Questions were set up in test papers to make sure that students could use their newly acquired knowledge from different websites. This strategy could broaden students’ horizon beyond textbooks.
- Most teachers agreed that “Flipped Classroom” could help speed up the pace of teaching, improve teaching efficiency, and had more opportunities to recommend useful or high-level learning materials to students, so as to help them continue to study at home according to their own pace and choice of materials.

C. Promote the spirit of inquiry and innovation among students

Achievements

STEAM education projects were implemented in the Curriculum:

- A F.3 STEM workshop, called “Science Explorer”, organized by Edvenue was successfully held on 09/07/2021. All F.3 students were required to take part in this event.
- E-Orchestra workshop was organized by Music Department.
- Four F.5 students participated in Energy Innovation Smart City Competition 2020/21 run by CLP Power Hong Kong Ltd. The aim of the project was to find an effective way to produce a biofuel

from kitchen waste.

- Five F.4 students participated in FIRST® LEGO® League Challenge 2020-21 run by Trumpteck. Students were required to solve different problems through building LEGO® robots and coding.

Reflections

- A survey was done after the F.3 STEM workshop “Science Explorer”. Over 90% of the students could learn and apply relevant STEAM knowledge and they enjoyed this workshop. It was agreed that similar workshop will be held in the future.
- E-Orchestra workshop: All students found this form of music making interesting. Meanwhile, 20% of students can create their own music. The Music Department suggested that more speakers should be prepared to enhance and effectiveness of the e-Orchestra activity.
- Students enjoyed participating in the STEM competitions very much. They solved problems as a team. In the future, in addition to continuous encouragement to top students to participate in STEAM competitions outside school, it is suggested a “STEAM Week” should be held to let more students give full play to their creativity and exploratory spirit, and explore relevant interests.

D. Develop students’ full potential

Achievements

The English Language and Chinese Language departments had provided an array of enrichment courses for gifted students. 85% of subject panels had recommended students to participate in external competitions and various all-round learning activities in order to cultivate their special talents.

Chinese Language

- The Chinese Language Department had recommended students to participate in various types of competitions, such as the Hong Kong Speech Festival, book report competition, social media short film creation competition and different writing competitions.
- Many students won prizes in the recital and essay competitions, and the winning articles were published, which could effectively improve students’ interest in writing and develop their potential.

P.T.H.

- Five students were recommended to participate in the Putonghua speech contest organized by 「新市鎮」文化協會. One F.1 and two F.3 students won the “Outstanding Star Award” in the Hong Kong Island preliminary competition. They learned the skills of debate and were expected to participate in the open competition after thorough preparation.

English Language

- Both junior and senior form students were encouraged to take part in various events such as solo verse speaking, dramatic duologues and prose reading.
- Students were encouraged to take part in writing competitions outside school.
- Top-notch writing and speaking training courses were held for F.2 and F.3 students through Zoom lessons.

Music

- Some music competitions had changed to online platforms. Students had chances to participate in those competitions to develop their full potential.

Economics

- The Economics department recommended F.4 students to join 2020/21 JA x AEF GoDigital 教育局(商校合作計劃)青少年挑戰賽 and it is still in the progress. There were ninety-one F.4 students joining the first stage of this program and they had to pass the online quiz MC questions before proceeding to the next stage.

Geography

- Students joined one fieldwork course in Easter so as to get familiar with the fieldwork procedure. Twenty-two F.4 & F.5 students joined an online competition about weather and climate. This was organized by the Hong Kong Observatory.

V.A.

- Students were invited to participate in external competitions. Over 150 of them participated. This provided chances for students to be exposed to external exhibition and learn from others. Also, the following students were recommended to join different programmes:
Two F.3 students – Grantham Visual Arts Awards
Two F.5 students – Junior Research Mentoring Programme by The Hong Kong Polytechnic University
Four F.5 students – 第十五屆「文化新人類-青年領袖獎勵計劃」「緻·生活·文化」

Reflections

- With the encouragement and promotion of various subjects, students had participated in outside school competitions or training courses, which could further develop their talents. In addition to winning awards, students could widen their horizons in different areas.

E. Enhance the effectiveness of teaching

Achievements

E-learning

- Online teaching was implemented for a period of time in this academic year. All teachers taught with the video conference software Zoom, and combined it with various E-teaching apps to promote classroom interaction. Teachers and students had made great progress in the cultivation of E-learning.
- Subjects panels integrated more e-learning elements in their curriculum design, such as using e-learning elements to deliver pre-lesson and post-lesson tasks, quizzes, group oral practice and top-notch courses.
- The IT support group held a workshop, which was explained by the tutor of Apple company, so that teachers could master more E-learning strategies.
- The subject panels enthusiastically shared the applications of e-learning.

Use of assessment data to optimize learning and teaching

- Subject panels found out the weaknesses of the students through the evaluation data in the tests and examinations, and launched remedial and enrichment programmes to address learners' difference.
- Assessment data was often used in M.C. questions of HKDSE statistics to discover the misconceptions of students in order to optimize teaching.
- Student Data Analysis System was used to predict the results of the F.6 students in HKDSE.

Reflections

E-learning

- 96% of teachers agreed that the use of technology could enhance the effectiveness of teaching and learning. Teachers agreed that online teaching tools, such as Nearpod, Peardeck, Padlet, Edpuzzle and Google Jamboard, were very useful and would use them more frequently in class.
- Various subjects had accumulated useful teaching videos, which can be used as teaching materials for flipped classrooms or extended learning in the future.
- 83% of teachers affirmed that the sharing sessions of effective teaching pedagogy among teachers enhanced their teaching effectiveness and develop the spirit of collaboration.
- More than 65% of students agreed that e-learning helped them to engage in learning more actively. Nearly 75% of students agreed that e-learning could promote self-directed learning.
- It is suggested that the school should purchase more iPads so that more students can use tablets at the same time. It is also suggested that schools can implement BYOD measures and cooperate with Apple and use different software, such as OneNote and Loilonote, to carry out effective interactive learning.

Use of assessment data to optimize learning and teaching

- Nearly 90% of teachers had made use of the assessment data to optimize learning and teaching. Teachers agreed that a better picture on students' performance had been given and hence teaching strategies could then be adjusted.

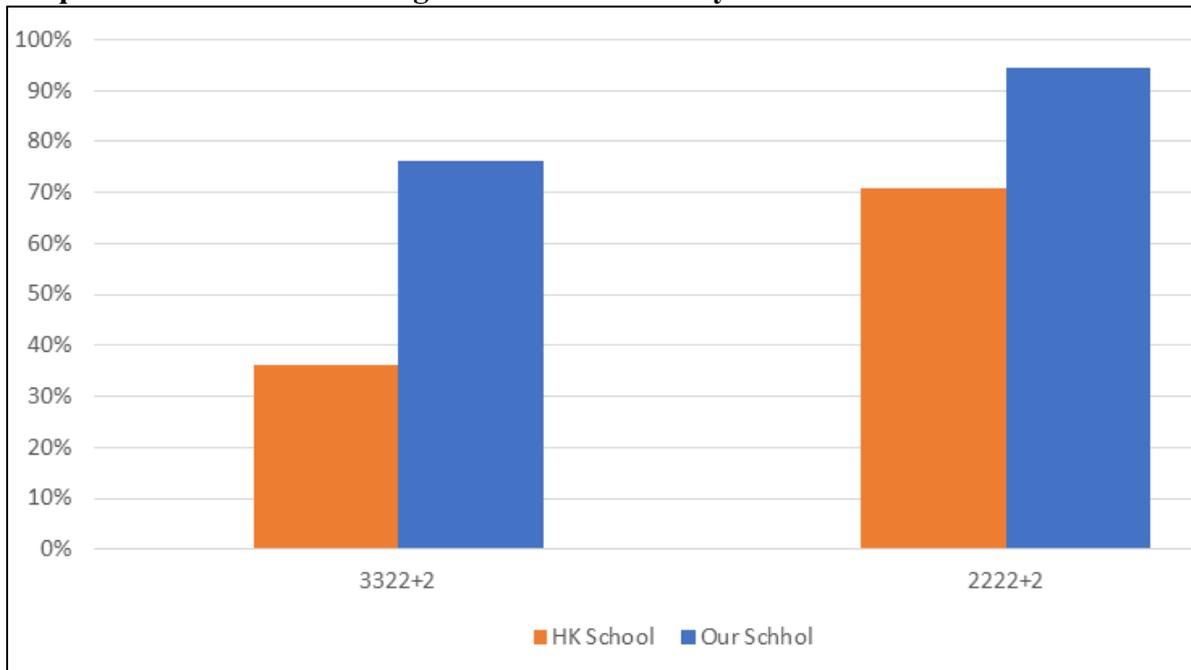
VI FINANCIAL SUMMARY

| | Balance B/F (a) | Income (b) | Expenditure (c) | Balance C/F (a)+(b)-(c) |
|---|-----------------------|----------------------|----------------------|-------------------------------|
| Government Funds | | | | |
| A) EOEBG | 2,852,956.57 | | | |
| Administration Grant | | 3,853,620.00 | 3,777,806.45 | |
| Capacity Enhancement Grant (CEG) | | 638,461.00 | 536,574.00 | |
| Computer Information Technology Grant (CITG) | | 490,804.00 | 494,559.36 | |
| Air-conditioning Grant | | 587,692.00 | 513,401.88 | |
| School-based Management Top-up Grant | | 50,350.00 | 16,500.00 | |
| Baseline Reference | | 1,921,606.46 | 2,774,247.71 | |
| EOEBG Sub-Total | 2,852,956.57 | 7,542,533.46 | 8,113,089.40 | 2,282,400.63 |
| B) Non-EOEBG | | | | |
| Additional Substitute Staff Grant | 0.00 | 0.00 | 5,953.50 | -5,953.50 |
| Career Life Planning Grant (CLPG) | 47,535.87 | 642,000.00 | 578,819.12 | 110,716.75 |
| Committee on Home-School Co-operation Project (PTA) | 0.00 | 7,630.00 | 7,630.00 | 0.00 |
| CCFAP - Purchasing Mobile Computer Devices | 0.00 | 443,333.00 | 443,333.00 | 0.00 |
| Diversity Learning Grant - Applied Learning (ApL) | 0.00 | 7,550.00 | 7,550.00 | 0.00 |
| Diversity Learning Grant - Other Programmes (DLG) | 69,874.00 | 84,000.00 | 83,070.00 | 70,804.00 |
| Employer's Contribution to PF Scheme for NT Staff | 0.00 | 375,443.15 | 375,443.15 | 0.00 |
| Enhancing Support for Learning and Teaching Chinese for NCS | 0.00 | 150,000.00 | 150,000.00 | 0.00 |
| Fractional Post Cash Grant (FPCG) | 21,865.99 | 513,600.00 | 436,742.00 | 98,723.99 |
| Grant A/C for Fringe Benefits under NET | 0.00 | 0.00 | 0.00 | 0.00 |
| Grant for Support NCS Students to Learn Chi History & Culture | 57,100.00 | -2,650.40 | 54,449.60 | 0.00 |
| HK School Drama Festival | 0.00 | 0.00 | 0.00 | 0.00 |
| Information Technology Staffing Support Grant (ITSS) | 7,237.00 | 319,559.00 | 322,182.00 | 4,614.00 |
| Learning Support Grant (LSG) | 56,812.72 | 241,680.00 | 233,357.00 | 65,135.72 |
| Life-wide Learning Grant | 537,212.53 | 1,166,106.00 | 745,088.35 | 958,230.18 |
| Moral and National Education Subject Support Grant | 44,644.00 | 0.00 | 0.00 | 44,644.00 |
| One-off Grant - Promotion of Chi History & Culture (CHC) | 49,186.35 | 0.00 | 49,186.35 | 0.00 |
| Other Recurrent Grant (Government Rent & Rates) | 0.00 | 697,587.40 | 697,587.40 | 0.00 |
| Promotion of Reading Grant | 61,780.61 | 62,414.00 | 69,991.00 | 54,203.61 |
| Salaries Grant - Teaching Staff | 0.00 | 42,192,570.20 | 42,206,490.20 | -13,920.00 |
| Salaries Grant - Non-Teaching Staff | 0.00 | 939,645.00 | 939,645.00 | 0.00 |
| Salaries Grant - Supply Staff | 0.00 | 163,238.80 | 163,238.80 | 0.00 |
| School Executive Officer Grant (SEOG) | 65,507.64 | 534,660.00 | 591,593.75 | 8,573.89 |
| School-based After-school Learning & Support Prog. | 21,175.00 | 76,800.00 | 33,897.70 | 64,077.30 |
| Senior Secondary Curriculum Support Grant (SSCSG) | 100,704.53 | 770,400.00 | 852,898.50 | 18,206.03 |
| Sister School Scheme | 154,950.00 | 156,035.00 | 180,480.00 | 130,505.00 |
| Special Support Grant-Enhance Cleansing | 58,950.97 | 0.00 | 58,950.97 | 0.00 |
| Student Activities Support Grant (SAS) | 0.00 | 61,100.00 | 61,100.00 | 0.00 |
| Teacher Relief Grant (TRG) | 76,116.45 | 208,911.00 | 48,131.90 | 236,895.55 |
| Teaching Training Grant (SEN) for IMC Schools | 0.00 | 10,068.00 | 10,068.00 | 0.00 |
| Top-up Grant for Supporting Online Learning of Needy Students | 0.00 | 5,495.00 | 5,495.00 | 0.00 |
| Non-EOEBG Sub-Total | 1,430,653.66 | 49,827,175.15 | 49,412,372.29 | 1,845,456.52 |
| Government Funds Total (A + B) | 4,283,610.23 | 57,369,708.61 | 57,525,461.69 | 4,127,857.15 |
| School Funds | | | | |
| A) Tong Fai | 3,750,941.36 | 255,492.75 | 154,405.50 | 3,852,028.61 |
| B) Non-specific Purpose Fund | 3,106,285.51 | 14,435.29 | 703,288.12 | 2,417,432.68 |
| C) School Development Fund | 89,307.00 | 4,929.70 | 0.00 | 94,236.70 |
| D) Scholarship Fund | 10,500.00 | 2,000.00 | 2,500.00 | 10,000.00 |
| School Funds Total (A + B + C + D) | 6,957,033.87 | 276,857.74 | 860,193.62 | 6,373,697.99 |

VII Performance of Students

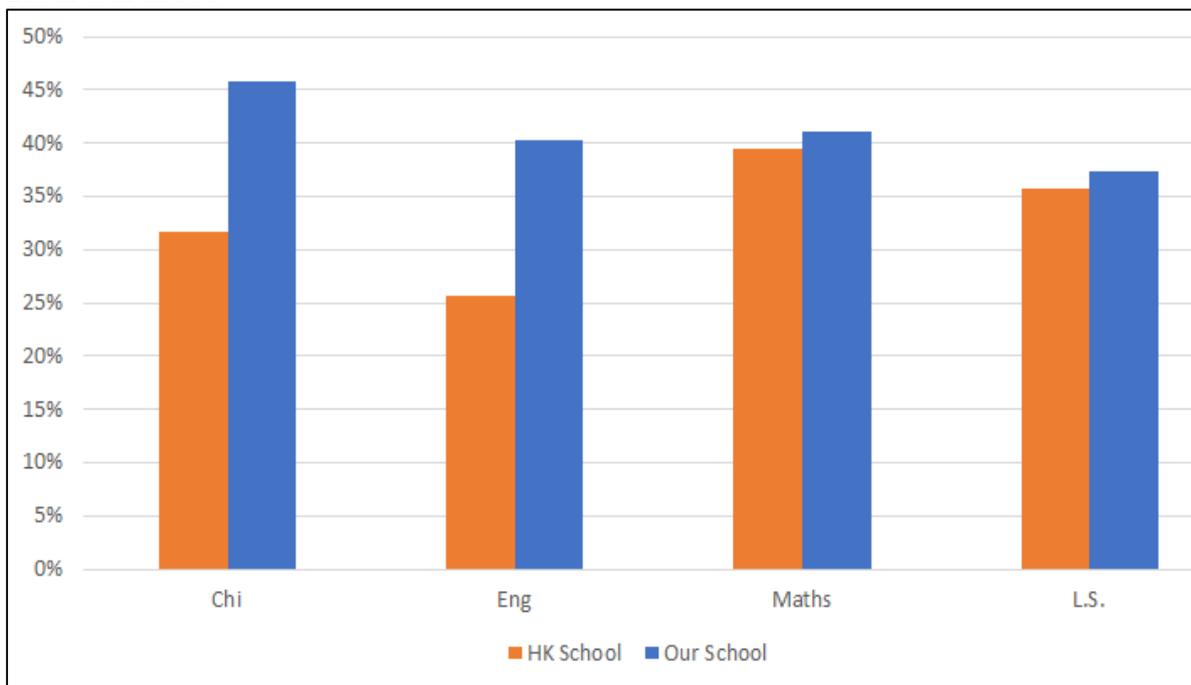
1. HKDSE Results 2021

Percentage of students attaining (3322+2) or above to meet the general entrance requirements for the first-degree courses in tertiary institutions.

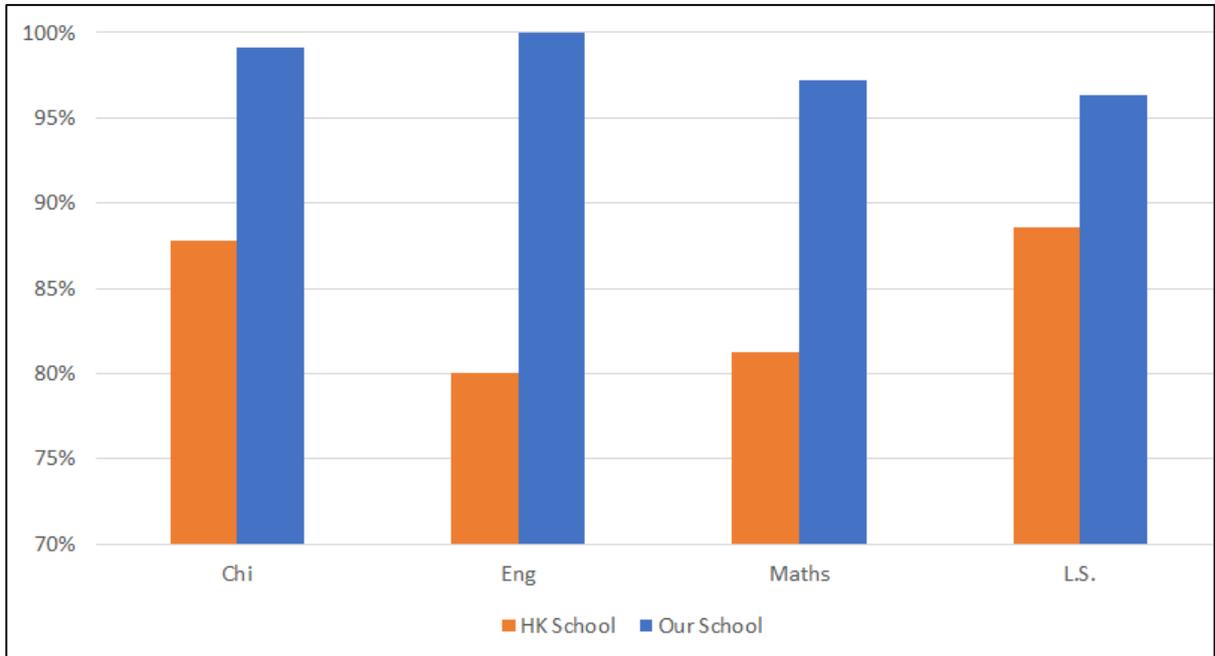


Results in 4 Core Subjects

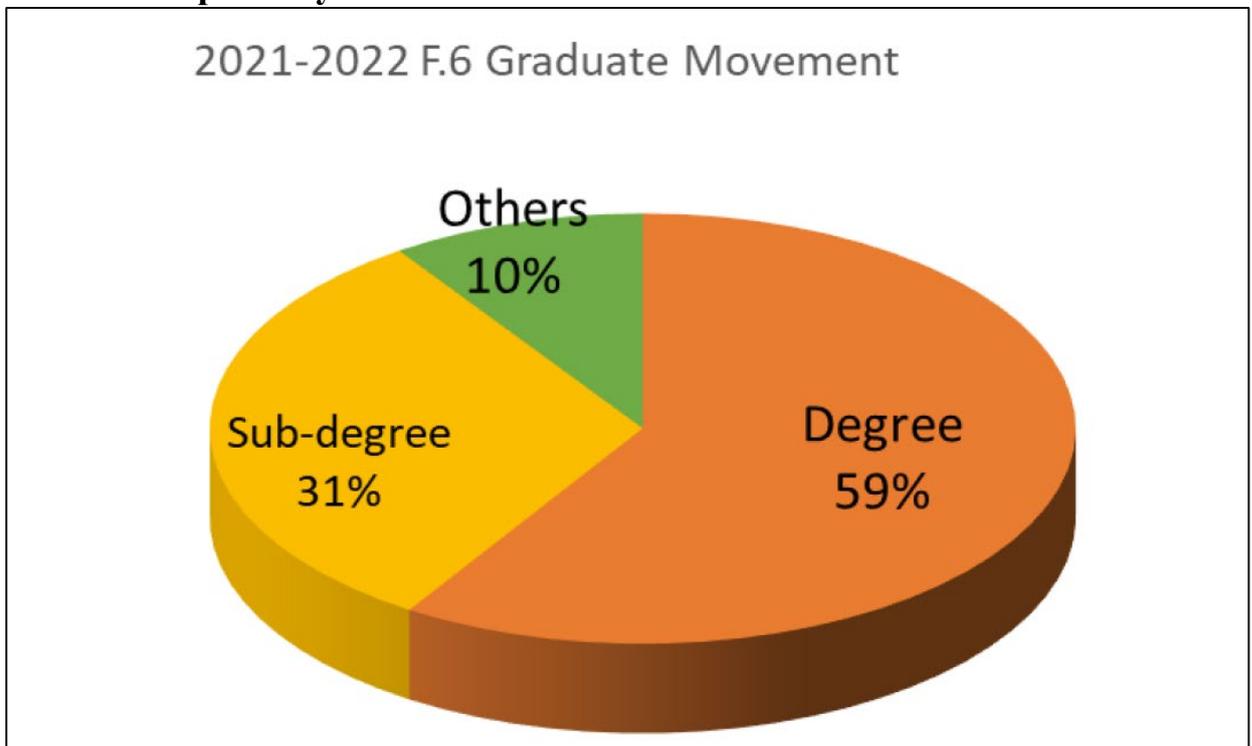
Comparison of HKDSE results of Canossa College and HK day schools candidates in 2021 with Level 4 or above



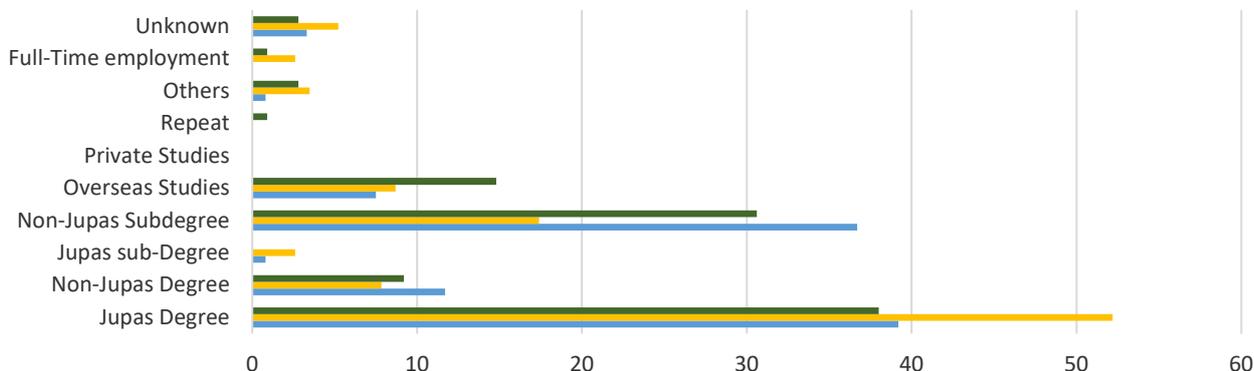
Comparison of HKDSE results of Canossa College and HK day schools candidates in 2021 with Level 2 or above



2. Statistics of pathways of 2020-2021 F.6 Graduates



F.6 Graduate Movement, 2018-2021 (In Percentage)



| | Jupas Degree | Non-Jupas Degree | Jupas sub-Degree | Non-Jupas Subdegree | Overseas Studies | Private Studies | Repeat | Others | Full-Time employment | Unknown |
|-----------|--------------|------------------|------------------|---------------------|------------------|-----------------|--------|--------|----------------------|---------|
| 2020-2021 | 38 | 9.2 | 0 | 30.6 | 14.8 | 0 | 0.9 | 2.8 | 0.9 | 2.8 |
| 2019-2020 | 52.2 | 7.8 | 2.6 | 17.4 | 8.7 | 0.0 | 0.0 | 3.5 | 2.6 | 5.2 |
| 2018-2019 | 39.2 | 11.7 | 0.8 | 36.7 | 7.5 | 0 | 0 | 0.8 | 0 | 3.3 |

■ 2020-2021 ■ 2019-2020 ■ 2018-2019

3. Inter-school Activities and Prizes Won in 2020-2021

| Nature | Name of Competition / Organization | No. of Prizes | | | |
|------------------|---|---------------|-----|-----|-------|
| | | 1st | 2nd | 3rd | Other |
| Music | 1. Joint School Music Competition 2020 - organized by the Joint School Music Association | | | | |
| | ● Chinese Orchestra | 1 | | | |
| | ● Chinese Percussion Ensemble | 1 | | | |
| | ● Percussion Ensemble | 1 | | | |
| Sports | 1. The Asian Par-3 Golf Championship 2020 - organized by the Clearwater Bay Golf & Country Club | | | | |
| | | 1 | | | |
| | 2. HSBC Junior Golf Series 2021 – Series 1 - organized by Hong Kong Golf Association | | | | |
| | | 1 | | | |
| B. Rope skipping | 1. 全港網上精英跳繩比賽 2021 暨 香港代表隊選拔賽 (19 歲或以上女子組) - 中國香港跳繩總會 主辦 | | | | |
| | ● 團體四人單人繩花式比賽 | 1 | | | |
| | ● 交互繩四人速度跳接力比賽 | | 1 | | |
| | ● 團體三人交互繩花式比賽 | | | 1 | |

| | | | | | |
|----------|--|---|---|---|---------------------------------|
| Academic | 1. The 72nd Hong Kong Schools Speech Festival - organized by the Hong Kong Schools Music & Speech Association <ul style="list-style-type: none"> • Solo Prose Reading in Cantonese for F.1 • Solo Verse Speaking in English for F.1 • Solo Verse Speaking in Putonghua for F.3 & F.4 | 1 | | 1 | |
| | 2. 2021 “Bestie’s Speech Cup” Inter-school Speaking Contest - organized by BESTIE SPEAK <ul style="list-style-type: none"> • English Solo | 1 | | | |
| | 3. 第二十三屆全港中小學普通話演講比賽 2021 - 新市鎮文化教育協會 主辦 <ul style="list-style-type: none"> • 港島區初中組比賽 | | | | 優異星獎 (3) |
| | 4. Creative Writing Programme 2019/20 (Third Term) - organized by HKEdCity <ul style="list-style-type: none"> • Story/Fiction • Thematic Writing | 1 | 1 | 1 | |
| | 5. 2019-20 年全國青少年語文知識大賽「菁英盃」作文比賽（香港賽區） - 中國青少年語言文化學會、中國傳統文化促進會（文化部）合辦 <ul style="list-style-type: none"> • 總決賽 | | | | 二等獎 (4) 三等獎 (2) |
| | 6. 第七屆千言萬語小小說 校際電子書小說創作比賽 - 巧·克·力網上學習平台、香港藝術及設計聯會合辦 | | | | 最佳小說創作獎 (1) |
| | 7. 第十六屆「仲夏夜之夢 Crossover」2020 暑期網上寫作計劃 - 巧·克·力網上學習平台、香港藝術及設計聯會合辦 | | | | 傑出文章獎 (1) Crossover 創作大獎 (2) |
| | 8. 第十一屆大學文學獎 2020-2021 - 香港浸會大學文學院、香港浸會大學語文中心 合辦 | | | | 少年作家獎 (1) |

| | | | | | |
|--------|--|---|---|---------------------------|----------------------------|
| | 9. 第十五屆我的香港夢徵文比賽 - 香港公民教育基金會有限公司 主辦 | 1 | | | |
| | 10. 「漫長的疫假」全港中小學徵文比賽 - 香港大公文匯傳媒集團、大公報 合辦 ● 高中組 | | 1 | | |
| | 11. 第十三屆校園藝術大使 - 香港藝術發展局 主辦 | | | 校園藝術大使 (2) | |
| | 12. 第二十六屆「家長也敬師」運動 — 「電子版」敬師卡優勝者作品 (中學組) - 家庭與學校合作事宜委員會 主辦 | | 1 | | |
| | 13. 《淫褻及不雅物品管制條例》口號創作及填色比賽 - 電影、刊報及物品管理辦事處 主辦 | | | 傑出表現獎 (2) | |
| | 14. 「細看多元社區•共建和諧香港」香港中學生海報設計比賽 2020 - 青年•出走 主辦 | | 1 | | |
| | 15. 2020 繪出我潛能創作比賽 - 聖若翰座堂生命啟進中心 主辦 | | | 最具創意作品獎 (1) | |
| | 16. 國際及本地學生郵寄藝術邀請展 - 香港美術教育協會 主辦 | | | 傑出作品獎 (10) | |
| | 17. 第二十二屆香港珠寶設計比賽 - 香港貿易發展局 主辦 ● 學生組 | | | 最後十二強(1) | |
| | 18. 第六屆中學生傑出作品展 - 香港城市大學 主辦 | | | 傑出作品獎 (1) | |
| Others | 1. The 52 nd Joint School Chinese Debating Competition - organized by Joint School Chinese Debating Society | | | 3 rd Runner-up | |
| | 2. Training Shield of HK Red Cross (Youth & Volunteer Department) HK Island Division 2018-2019 - organized by the Hong Kong Red Cross | | | 1 | |
| | 3. Service Shield of HK Red Cross (Youth & Volunteer Department) HK Island Division 2018-2019 - organized by the Hong Kong Red Cross | | | 1 | |
| | 4. Volunteer Service (Individual) - organized by the Hong Kong Red Cross | | | 2 | 5-Year Service Award (1) |
| | 5. Volunteer Service (Group) - organized by the Hong Kong Red Cross | 1 | | | |
| | 6. Progressive Programme - organized by the Hong Kong Red Cross | | | | Youth Attainment Badge (1) |

| | | | | | |
|--|--|--|--|--|--|
| | 7. HK Red Cross (Youth & Volunteer Department) HK Island Division - organized by the Hong Kong Red Cross | | | | Unit of the Year 2018-2019 (1) Youth of the Year 2020 (1) |
| | 8. HK Red Cross (Youth & Volunteer Department) Youth Red Cross - organized by the Hong Kong Red Cross | | | | Youth of the Year 2020 (1) |

Scholarships and awards

| Nature | Name of Competition / Organization | No. of Recipients |
|--------------|--|-------------------|
| Scholarships | 1. Sir Edward Youde Memorial Prize for Senior Secondary School Students 2020-2021 - organized by the Sir Edward Youde Memorial Fund Council | 2 |
| | 2. Rev. Joseph Carra Memorial Education Grant 2020-2021 - organized by the Rev. Joseph Carra Educational Fund | 1 |
| | 3. Future Stars – Upward Mobility Scholarship 2020 - organized by the Commission on Poverty | 2 |
| | 4. HKICPA/ HKABE Joint Scholarships for BAFS 2020 – 2021 - jointly organized by the HKICPA and HKABE | 1 |
| | 5. A.S. Watson Group HK Students Sports Awards - organized by Watson Group | 1 |
| Awards | 1. 2020-2021 Eastern District Model Student Award - organized by the Eastern District School Liaison Committee | 4 |
| | 2. 2020-2021 Eastern District Most Improved Student Award - organized by the Eastern District School Liaison Committee | 5 |
| | 3. Youth Arch Student Improvement Award 2019-2020 - organized by the Youth Arch Foundation | 19 |
| | 4. 2020 Hong Kong Island Outstanding Student Award - organized by the Hong Kong Island School Heads Association <ul style="list-style-type: none"> ● 2020 Eastern District Highly Commendable Student (Junior Secondary Group) ● 2020 Eastern District Highly Commendable Student (Senior Secondary Group) | 1 1 |

VIII Future Planning for 2021-2022

The school year 2021-2022 marks the beginning of the new three-year school development cycle of 2021-2024. The educational theme is **“Live in gratitude and learn with enthusiasm”**.

The first major concern was developed around the theme **“Live in Gratitude”**, a very important concept students need to retain when facing fierce living conditions. Thus, **“Students develop positive values and attitudes towards life”** shall remain an important part of our school life.

For the second major concern, **“Students are engaged and persistent in learning”**, students should fully utilize the skills acquired and apply them in real-life situations. When learning has become meaningful, students will build up self-confidence and be eager to learn. Teachers are also engaged in lifelong learning by adapting different assessment modes. With the addition of extra tablet devices, teachers aim to equip students with the proficiency in learning to learn. Students will strive in engaging in various STREAM activities while keeping pace with new technology around the globe. By using e-platforms, the sharing of teaching methods and students’ outstanding works has made it vivid and convenient. When students realizing their efforts being appreciated in different ways, creativity can be unlimited and their potential can be unleashed.

Report on the Use of Grants 2020-2021

| Strategies Employed | Objectives | Beneficiaries | Time Scale | Review |
|--|---|---------------------------------|-------------------|--|
| Capacity Enhancement Grant (CEG) | | | | |
| Employment of a Pastoral Assistant | <ul style="list-style-type: none"> Supporting students Logistics of religious activities Preparation and assistance in religious activities | All students | 09/2020 – 08/2021 | The pastoral assistant did not only provide spiritual guidance to our students but also conducted worship services. |
| Employment of an Associate Teacher (Chinese Language) | <ul style="list-style-type: none"> Teaching one F.1 class Chinese Language Tutoring students in Chinese Oral Practice Assisting teachers in planning and organizing activities Conducting remedial lessons afterschool and on non-school days Supporting Non-Chinese Speaking students to learn Chinese during lessons and/or after school | NCS students and other students | 09/2020 – 08/2021 | The associate teacher has conducted her lessons effectively. She has also shown her willingness and initiatives to render support to teachers either in planning or organizing activities, as well as translation work. Students made progress in learning Chinese language with her assistance. |
| Employment of an Associate Teacher (English Language) | <ul style="list-style-type: none"> Teaching one F.1 English Language class Tutoring students in English Oral Practice Assisting teachers in planning and organizing activities Conducting remedial lessons afterschool and on non-school days | Junior form students | 09/2020 – 08/2021 | The associate teacher was responsible, helpful and cooperative. |
| Learning Support Grant for Secondary School (LSGSS) | | | | |
| Speech Therapy | <ul style="list-style-type: none"> Providing speech therapy to SLI and ASD student | 1 ASD & SLI student | 03/2021 – 06/2021 | Student's fluency in speaking was improved. Parents noticed the improvement of student from the training on theory of |

| | | | | |
|---------------------------------------|---|------------------|-----------------------|--|
| | | | | mind. |
| Employment of a Student Counsellor | <ul style="list-style-type: none"> • Providing support to SEN students including counselling, social activities • Supporting administrative work of Student Support Team and Counselling and Guidance Committee | Whole school | Whole Year | All Student Support Team teachers confirmed that student counsellor provided great support to students. The student counsellor carried out different individual and group trainings and activities. |
| Zentangle workshop | <ul style="list-style-type: none"> • Providing opportunity to SEN students to learn and experience Zentangle as a stress-relief method | All F.4 students | 07/2021 | Most of the students enjoyed the workshop. They experienced a peaceful state of mind in the workshop. |
| Other training materials | <ul style="list-style-type: none"> • Purchasing more training materials for Student Support Team in training students and student counselling (for example: board games and teaching materials) | Whole school | Whole Year | Additional materials enabled our Student Support Team members to train student efficiently. Regular board game activities were well held with the newly purchased board games. |
| Career and Life Planning Grant | | | | |
| Employing teachers | <ul style="list-style-type: none"> • To facilitate the implementation of Career and Life Planning | All students | 01/09/2020–31/08/2021 | All careers teachers confirmed that career & life planning programmes could be systematically implemented with the help of the teachers. |
| Professional Training | <ul style="list-style-type: none"> • To promote professional development of the committee members by equipping Careers teachers latest career information and sharpening their counselling skills through continuous professional training | All students | 01/09/2020-31/08/2021 | The involved careers teachers found that the professional training could enhance their knowledge and information in the current job market and study paths. The efficacy in student counselling would be much increased. |

| | | | | |
|---------------------------------------|---|--|--|--|
| Career Talks and Seminars | <ul style="list-style-type: none"> To equip students' skills in preparing their SLP and self account for application of different institutes | F.5 and F.6 students | 09/2020 (F.6 students) 05/2021 (F.5 Students) | Students became more competent and confident in preparing their learning reflection as shown in their self-account writing. |
| Career and Life Skill Assessment | <ul style="list-style-type: none"> To provide guideline for students in preparation of their self account and career planning and data for career counselling. | All F.4 and F.5 students | 03/07/2021 | They actively responded to the assessment and teachers also found those data collected would be vital to effective careers counselling. |
| Diversity Learning Grant (DLG) | | | | |
| E & RS Network Programme | <ul style="list-style-type: none"> To offer Ethics & Religious Studies (E & RS) to interested students | 18 F.4 students 12 F.5 students | 09/2020 - 08/2021 | Students could receive proper training for further personal and academic development through learning Ethics & Religious Studies (E & RS). |
| Chinese composition competition | <ul style="list-style-type: none"> To provide more opportunities for high achievers to enhance their writing skills | 1 F.4 students 6 F.5 students 2 F.6 students | 03/2021 - 05/2021 | The participants took part in the competitions in Hong Kong. They gained exposure and became more interested in writing. |
| Mini-novel eBook Writing Competition | <ul style="list-style-type: none"> To provide more opportunities for high achievers to enhance their writing skills | 1 F.4 student | 12/2020 - 03/2021 | The participant had joined the competition with support and training. She gained exposure and experience. |
| DSE Music Enhancement Summer Class | <ul style="list-style-type: none"> To provide a deeper understanding in Cantonese Opera and support HKDSE Music student academically | 1 F.6 student | 28/07/2020 - 28/08/2020 | Student had a thorough understanding in Chinese Opera and gained more experience in answering the questions in Music subject of HKDSE. |
| Tertiary Institution Summer Courses | <ul style="list-style-type: none"> To support high achievers in academic performance to obtain more training for further development | 1 F.4 students 8 F.5 students | 07/2021 - 08/2021 | The students gained exposure and experience in their interested fields. |

| Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students | | | | |
|--|---|---------------------|-----------------|--|
| Providing support service for NCS students by employing an Associate Teacher to run adapted learning Chinese language curriculum | <ul style="list-style-type: none"> To help students improve their skills in comprehension, writing, listening and speaking | 3 NCS students | Whole Year | All NCS students' performances in reading comprehension and writing had been improved. |
| Promotion of Reading Grant | | | | |
| Joining the e-Read Scheme and Hyread Ebook Platform | <ul style="list-style-type: none"> 70% of students read e-book | All students | Whole Year | Nearly 80% of F.1- F.3 students read e-books and finished relevant reading assignments which were assigned by subject teachers. |
| Printing Moral Education booklet for F.1 and F.3 students | <ul style="list-style-type: none"> 70% of F.1 to F.3 students accomplish the requested reading tasks | F.1 to F.3 students | Whole Year | Positive responses were received from the students. |
| The 2 nd 「悅讀諾」 Book Report Competition | <ul style="list-style-type: none"> 75% of students join the competition Students can introduce a book or passage according to the regulations. | Whole School | 2nd Term | <ul style="list-style-type: none"> All the students joined the competition. There was a champion, first runner-up and second runner-up in each group. Bookshop coupons (HK\$2800) were awarded to the students. |
| Reading Activities with 2 KLAs & Subjects | <ul style="list-style-type: none"> 50% of students join the activities 80% of students give positive feedback 70% of F.1 students finish the worksheet after reading the books or websites which are promoted by RE and Chinese.History Teachers | All students | Whole Year | <ul style="list-style-type: none"> 70% of F.1 students made good use of the materials to finish the worksheet. The PSHE KLAs, ICT, BAFS had held the book exhibitions in May 2021 to early June 2021. |
| Grant for Supporting Non-Chinese Speaking Students to Learn Chinese History and Culture | | | | |
| 校本活動： 中二及中三級班際比賽 | <ul style="list-style-type: none"> 同學能完成不同主題的延伸閱讀工作紙 | 3 位非華語學生 | 10/2020–05/2021 | 透過網上學習，科任老師特意舉辦班際自主學習延伸閱讀比賽活動，學生自主學習的能力得以提升。為了嘉許表現優異的同學，頒予得獎者書券一張。 |

| | | | | | |
|--|---|---|--------------------------|-----------------|--|
| 外購服務： <ul style="list-style-type: none"> • 每個月 1 次，每次 1 小時，在放學後，由外購服務的導師編訂教材或進行活動，以互動遊戲的形式，讓學生提升學習中史科的興趣或擴闊其中史知識 • 設暑期銜接班：由外購服務的導師以趣味的主題學習中史，加插遊戲及多媒體學習 | | <ul style="list-style-type: none"> • 加強同學對中國歷史文化科的認識，個人的成績有進步 | 3 位非華語學生 | 10/2020–06/2021 | 科任老師雖已規劃活動計劃，因疫症肆虐，教育局宣佈全港學校停止校外活動，故校方取消此項活動。 |
| 香港歷史 360 | 支援非華語學生學習中國歷史及文化課外讀物 中國歷史文化電子書及閱讀推廣系統 | <ul style="list-style-type: none"> • 以 360 度虛擬導覽形式，加強同學對中國歷史文化的認識，擴闊視野 • 藉課外讀物以加強其對中國歷史文化的認識，擴闊視野 | 3 位非華語學生 | 05/2021–08/2021 | 這些均是新購置的教材或課外讀物，將於來年供同學使用或閱讀，暫未能作出評估。但期望她們於來年透過課外閱讀，得以增進知識，提升對歷史文化的興趣。 |
| 中國歷史文化電子書及閱讀推廣系統 | | | | | |
| 中國歷史文化電子書及閱讀推廣系統 | | | | | |
| One-Off Grant for Promotion of Chinese History and Culture | | | | | |
| 中國歷史科 | 中國歷史考察活動： 考察元朗大夫第（VR 製作工作坊）及文氏宗祠、了解盆菜的歷史演變 | <ul style="list-style-type: none"> • 加強學生對圍村文化的認識，鞏固學生在小組專題研習的知識。 | 中二全級學生 (134 人) | 下學期 | 科任老師雖已規劃活動計劃，因疫症肆虐，教育局宣佈全港學校停止校外活動，故校方取消此項活動。 |
| | 歷史遺跡考察： 聖士提反書院文物徑 | <ul style="list-style-type: none"> • 藉著歷史遺跡考察活動，讓高中同學了解香港淪陷時期的歷史。 | 中四學生(34 人) 中五學生(32 人) | 下學期 | 科任老師雖已規劃活動計劃，因疫症肆虐，教育局宣佈全港學校停止校外活動，故校方取消此項活動。 |
| 中國語文科 | 中國文化集古村 | <ul style="list-style-type: none"> • 加強學生對中國傳統工藝、表演藝術變臉的認識。 | 中一至中三級學生 (約 396 人) | 05/07/2021 | 接近九成六同學對是次活動的總體評分為滿意或十分滿意；其中七成四同學表示最喜歡變臉表演；接近七成同學表示是次活動有助加深她們對中國文化的深入了解；超過五成同學認為活動時間過短或太短。 |

| Sister School Scheme | | | | |
|---|---|---------------------------------------|----------------------|--|
| Instalment of Interactive Whiteboard to enhance the capacity in lesson collaboration with sister school | <ul style="list-style-type: none"> To help exploring collaboration activities with sister school | F.1-F.3 students (Around 32 students) | 2 nd term | The collaboration activities are postponed to be organized in 2021-2022. |

Report on the Use of the Life-wide Learning Grant

2020/2021 School Year

Category 1: To organise / participate in life-wide learning activities

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Date | Target Students | | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses (\$) | Nature of Expenses * | Essential Learning Experiences I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|-----|---|--|---------------------|-----------------|------------------------|---|----------------------|----------------------|---|---|---|---|---|
| | | | | Level | Number of Participants | | | | I | M | P | S | C |
| 1.1 | Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes | | | | | | | | | | | | |
| 1 | Counselling & Guidance Workshops To introduce sex education to students To provide a harmonious environment in class To resolve conflict among friends | Moral, Civic and National Education | 22/10 & 3/11/2020 | F.3 | 138 | Students could develop a proper attitude towards sex and friendship. | \$1,600.00 | E1 | | ✓ | | | |
| 2 | | | 16/12/2020 | F.5 | 112 | | \$1,530.00 | E1 | | ✓ | | | |
| 3 | | | 01/02/ & 24/02/2021 | F.4 & F.5 | 254 | | \$3,060.00 | E1 | | ✓ | | | |
| 4 | | | 24/05/2021 | F.2 | 139 | | \$1,530.00 | E1 | | ✓ | | | |
| 5 | | | 12/07/2021 | F.1-F.5 | 673 | | \$1,000.00 | E1 | | ✓ | | | |
| 6 | Anti-Bullying Workshop To establish an anti-bullying atmosphere in school. | Values Education | 14/07/2021 | F.1 | 36 | The activities enhanced harmonious atmosphere in class. | \$1,500.00 | E1 | | ✓ | | | |
| 7 | Big Sisters Leadership Training To cater for learners' diversity in junior forms. | Leadership Training | 16/07/2021 | F.4-F.5 | 46 | It develops students' communication skills and increases productivity in team work. | \$1,600.00 | E1 | | ✓ | | | |

| | | | | | | | | | | | | | |
|----|---|------------------|-----------------|-----------|-----|--|-------------|----|--|--|---|---|--|
| 8 | Orchestra | Arts (Music) | 09/2020-08/2021 | F.1-F.5 | 30 | Students learnt to communicate and work as a team in the rehearsal. Students could build up their motivation through the performances and competitions. | \$66,000.00 | E5 | | | ✓ | | |
| 9 | Entry Fee for Competition | Arts (Music) | 09/2020-08/2021 | F.1-F.5 | 37 | Students could build up their motivation and self-confidence through competitions. | \$1,550.00 | E1 | | | ✓ | | |
| 10 | eOrchestra Workshop | Arts (Music) | 06-14/07/2021 | F.1-F.5 | 600 | Students could make music with e-orch in ipad. | \$9,000.00 | E5 | | | ✓ | | |
| 11 | Orchestral Conducting Training | Arts (Music) | 09/2020-08/2021 | F.3 & F.5 | 2 | Students were equipped with essential skills to conduct the Chinese Orchestra and to lead the team. Self-confidence and leadership skills can also be developed. | \$4,800.00 | E5 | | | ✓ | | |
| 12 | Cantonese Opera Workshop | Arts (Music) | 21-22/04/2021 | F.5 | 110 | Student could learn one of the skills of Cantonese Opera, 'Ma Bian'. Sense of belonging towards the country and a sense of national identity were cultivated. | \$3,500.00 | E5 | | | ✓ | | |
| 13 | Volunteer Training To commit voluntary services | Values Education | 01/02/2021 | F.2 | 126 | Students could gain knowledge about conducting volunteer services and analysing the needs of the clients. | \$3,400.00 | E6 | | | | ✓ | |

| | | | | | | | | | | | | | |
|--|---|-----------------------------|-----------------------|----------------|-----|---|---------------------|---------|---|---|---|--|---|
| 19 | Online Zentangle Group To enhance positive thinking and reduce stress | Values Education | 15/03-12/04/2021 | F.2 & F.3 | 8 | All participants confirmed that they could achieve the goals | \$4,603.60 | E1 & E5 | | ✓ | | | |
| 20 | Trampoline Coaching fee To employ a coach for Trampoline competitions | Physical Education | 13/07/2021 | F.1 | 90 | Students could try to play trampoline happily. | \$1,600.00 | E5 | | | ✓ | | |
| 21 | Coaching fee To recruit new members in Sports | Physical Education | 24/08/2021 | F.1 | 125 | All participants enjoyed playing the different sports on that day. New Team members have been recruited. | \$3,880.00 | E5 | | | ✓ | | |
| 22 | AR 校園遊踪 To learn AR | Cross-Disciplinary (STEM) | 07-08/07/2021 | F.1 | 134 | Students know how to use AR | \$49,160.00 | E1 | | | | | ✓ |
| 23 | 跳出框框小組活動及戶外活動 To explore new things to refresh participants | Leadership Training | 11/05-16/07/2021 | F.1, F.2 & F.4 | 7 | Students could enhance self-understanding and problem solving skills | \$4,000.00 | E1 | | ✓ | | | |
| 24 | Summer Mathematics Interest Class To arouse students/ interest in Mathematics | Mathematics | 23-27/08/2021 | F.1&F.2 | 126 | Most participants admired the amazing nature of Mathematics | \$34,450.00 | E1 | ✓ | | | | |
| 25 | Chinese Debate To join competitions to practice debating skills | Cross-Disciplinary (Others) | 16/09/2020-24/07/2021 | F.1-F.4 | 24 | Students have demonstrated and developed their presentation and logical thinking skills through systemic training and competitions. | \$93,150.00 | E1 | | | | | ✓ |
| Sub-total of Item 1.1 | | | | | | | \$365,196.53 | | | | | | |
| 1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | | | | \$0.00 | | | | | | |
| Expenses for Category 1 | | | | | | | \$365,196.53 | | | | | | |

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

| No. | Item | Domain (Please select or fill in the domain as appropriate) | Purpose | Actual Expenses (\$) |
|--|--|--|---|----------------------|
| 1 | - Consumables - Maintenance of equipment | Cross-Disciplinary (STEM) | To ensure smooth teaching and learning in STEM | \$11,720.00 |
| 2 | - Consumables - Maintenance and repair of instruments | Arts (Music) | To maintain the intonation and quality of musical instruments, so as to provide quality instruments to student to learn music | \$49,362.50 |
| 3 | - Trampoline & Twisting Belt - Consumables | Physical Education | To enhance students' learning environment and facilities | \$123,957.32 |
| 4 | - MacBook Pro - iPads - Holebein Etching Press & Steel Stand for Etching | Arts (Visual Arts) | To promote e-learning and replace the equipment which was out of order | \$194,852.00 |
| Expenses for Category 2 | | | | \$379,891.82 |
| Expenses for Categories 1 & 2 | | | | \$745,088.35 |

Category 3: Estimated Number of Student Beneficiaries

| | |
|--|------|
| Total number of students in the school: | 754 |
| Number of student beneficiaries: | 754 |
| Percentage of students benefitting from the Grant (%): | 100% |

Contact Person for LWL (Name & Post): Wong Chun Ying (Vice-principal)

*: Input using the following codes; more than one code can be used for each item.

Code for Expenses

- | | | | |
|----|---|----|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees | E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E3 | Fees for non-local exchange activities / competitions (students) | E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | E9 | Others (please specify) |
| E5 | Fees for hiring expert / professionals / coaches | | |

Canossa College
Report on the Use of the Student Activities Support Grant
2020-2021

I. Financial Overview

| | | |
|---|---|-------------|
| A | Allocation in the Current School Year: | \$61,100.00 |
| B | Expenditure in the Current School Year: | \$61,100.00 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$0.00 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance | 2 | \$10,480.00 |
| Full-grant under the School Textbook Assistance Scheme | 9 | \$35,440.00 |
| Meeting the school-based financially needy criteria | 6 | \$15,180.00 (capped at 25% of the total allocation for the school year) |
| TOTAL | 17 | \$61,100.00 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |

III. Details of Expenses

| No. | Brief Description and Objective of the Activity | Domain ¹ (Please refer to the remark for examples of domain) | Person Times of Student Beneficiaries ² | Actual Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|--|---|--|--|----------------------|--|---|---|---|---|
| | | | | | I | M | P | S | C |
| | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| 1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them | | | | | | | | | |
| 1 | Instrumental class | Arts (Music) | 14 | \$54,982.30 | ✓ | | | | |
| 2 | Debate Society | Communication skills training courses | 3 | \$3,000.00 | ✓ | | | | |
| Expenses for Category 1 | | | | \$57,982.30 | | | | | |
| 2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | | | |
| Expenses for Category 2 | | | | \$0.00 | | | | | |
| 3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | | | |
| 1 | Instrument : Violin | Arts (Music) | 1 | \$997.70 | ✓ | | | | |
| 2 | Instrument : 中阮 | Arts (Music) | 1 | \$2120.00 | ✓ | | | | |
| Expenses for Category 3 | | | | \$3117.70 | | | | | |
| Total | | | 19 | \$61,100.00 | | | | | |

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

School-based After-school Learning and Support Programmes 2020/21
School-based Grant - Programme Report

A. The number of students (count by heads) benefitted under the Grant is 10

(including 1 CSSA recipient, 4 SFAS full-grant recipients and 5 SFAS half-grant recipients).

B. Information on Activities to be subsidised/complemented by the Grant.

| Name / Type of activity | Actual no. of participating eligible students | | | Actual expenses (\$) |
|---------------------------------------|---|-----------------|-----------------|--|
| | CSSA | SFAS full grant | SFAS half grant | |
| Culture activities | 0 | 3 | 5 | \$32,797.70 |
| Communication skills training courses | 1 | 1 | | \$1,100.00 |
| Total no. of activities: 10 | | | | |
| @No. of man-times | 1 | 4 | 5 | Total Expenses = \$33,897.70 |
| **Total no. of man-times | 10 | | | |

**Submission of Annual School Report
(2020 - 2021) for endorsement by
Incorporated Management Committee**

Submitted by : _____
Ms. Wong Shui Kuk Anny
Principal
Canossa College

Endorsed by : _____
Ms. Wong Siu Yuk Catherine
Chairperson of IMC
Canossa College

Date: 07/10/2021