

Rosaryhill Secondary School



Annual Report 2022 - 23

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I School Vision and Mission

A. School Motto & Mission

School Motto: Veritas (Truth)

Rosaryhill School was devoted to helping her students become the persons that they were meant to be in the eyes of God, equipping them with a sound education that might enable them to play a meaningful role in society.

Rosaryhill School, under the motherly care of its Patroness, Our Lady of the Rosary, pursued its ideal of Truth (Veritas) by:

- ✧ educating its students lovingly and skilfully upon a solid spiritual, intellectual, emotional and physical foundation;
- ✧ developing students' gifts and strengths and encouraging in its students the development of Christian and moral values;
- ✧ cultivating among its students a spirit of self-motivation and learning, questing for excellence and creativity in order to cope with the demands of our changing world.

B. School Goals

In order to provide our students with the best possible intellectual, physical, social, cultural, and moral education, Rosaryhill School endeavours to:

- ✧ instill in students Christian values, moral integrity, a charitable and caring attitude and an understanding and respect towards differences;
- ✧ cultivate amongst students a spirit of self-motivation and learning, and the ability to think and create in order to cope with the demands of the changing world;
- ✧ develop the sense of civic duty, responsibility to the family and service to the community;
- ✧ develop health awareness and good physical coordination;
- ✧ develop creativity and aesthetic awareness.

C. School Major Concerns

Our school identified two major concerns for 2022/23 – 2024/25. They were:

1. Major Concern 1: To foster a happy and healthy school life
締造愉快健康的校園生活
2. Major Concern 2: To foster our students to be self-directed learners through promoting 21st century education
培養學生成為21世紀的「自主學習者」

II Our School

A. School Management

The Principal led the Executive Committee to formulate and implement school policies. The Academic Development Board, Student Development Board, Community Relations Unit and Administration Unit ran the daily school activities. The Parent-Teacher Association (PTA) and Old Student Association (OSA) also played active roles in giving supports and suggestions.

Composition of Incorporated Management Committee (IMC)

Members of the IMC 2022-2023	Representing
Fr. Hyacinth He Yousun	Chairperson
Fr. Tran Van Huong Joseph	School Sponsoring Body Manager
Fr. Lopez Legido Jose Angel	School Sponsoring Body Manager
Fr. Thang Mana	School Sponsoring Body Manager
Fr. Shing Mang Tun	School Sponsoring Body Manager
Br. Xiong Zhiyong Bosco	School Sponsoring Body Manager
Mr. Or Choi Kuen	School Sponsoring Body Manager
Ms. Yeung Su Jung	Independent Manager
Mr. Heng Kai Neng Keith	Alumni Manager
Mr. Tsao Kin Yip Kenneth	Parent Manager
Mr. Lee Ho Chi Charles	Alternate Parent Manager
Mr. Rodger Poon	Teacher Manager
Ms. So Pui Ting	Principal, Ex-Officio Manager

B. School Environment and Facilities

School Environment



School Facilities



Hall



Chapel



Auditorium



Fatima Shrine



Father Gonzalez Square



Garden



Basement



Library



Computer Room



Laboratories



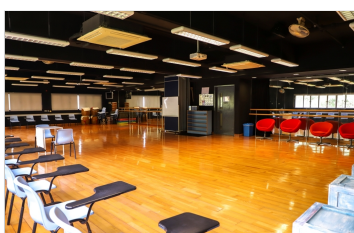
STEM Room



Ball Courts



Fitness Room



Dance Room



Music Room



Game Room



Canteen



Tuck Shops

C. School Address, Telephone, E-mail and Web Site Information

1. Address: 41B Stubbs Road, Wanchai, Hong Kong
2. Telephone No.: (852) 2835 5127
3. E-mail Address: sec@rhs.edu.hk
4. Web Site Information: <http://www.rhs.edu.hk/> , www.rhs.edu.hk/Secondary/

D. Our Teachers**1. Information of Teaching Staff 2022-2023**

Number of teachers in regular establishment	47
Additional number of teachers	14
Total	61

2. Qualification and Professional Training (% of teachers)

Qualification	Percentage
Bachelor's degree	100%
Master's degree	44%
With teacher's training	77%
With special education training	41%

3. Teachers' Experience

Years of experience	Percentage
0-4	30%
5-9	6%
10 or above	64%

F. Our Students

1. Class Structure

In 2022-2023, we had a total of 22 classes in S.1-S.6.

Table 2.1: Class Structure 2022-2023

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	3	3	4	4	4	4

2. Students' Attendance and Punctuality

A high percentage rate for average daily student attendance and punctuality was recorded in the year 2022-2023.

Table 2.2: Students' Attendance and Punctuality 2022-2023

	Number of School days	% of Presence	% of Punctuality
S.1	183	89.8%	96.3%
S.2	183	95.1%	99.0%
S.3	183	93.1%	97.5%
S.4	183	93.1%	97.5%
S.5	183	91.0%	97.0%
S.6	117	92.3%	97.4%
All		91.2%	96.7%

III Achievements and Reflections on Major Concerns

This section reports upon the achievements and reflections of the two major concerns of our school.

A. Major Concern 1: To foster a Happy and Healthy School Life

1.1 To cultivate a healthy life style

<u>Team</u>	<u>Achievements</u>	<u>Reflections</u>
Co-curricular Activities Team	We had total four inter-house sports competitions to promote healthy life. The participation rates were quite good especially high participation (more than 50%) in rope skipping competition. Moreover, the attendance rate was more than 90% in all events. Not only did we have students' participation, but we also had teachers' participation. We had student-teacher team relay in athletics and swimming competitions. More than 50% of teachers joined either cross country or rope skipping competitions. It was encouraging for teachers and students joined activities together.	After few years of pandemic, the house spirit was not strong since most of the competitions were cancelled. We had put more effort to do the promotion of the inter-house competitions, the enrolment and attendance rates were good. It was encouraging to have many teachers and students joined the events. We had different programmes in different events provided for leisure participation in order to promote healthy life. The house spirit was boosted up and the relationship was enhanced through the competitions especially both teachers and students joined together. We could try to explore more activities to cater for more participants in order to cultivate the healthy life through doing exercises.
Counselling Team	With the newly formed small groups such as Skateboarding Group, Heart Gym and Make Your Own Outfits- Fashion Design Group, students were able to explore their own talent and potential. They also learnt to work together with students of similar interest.	A caring school environment was cultivated via the “Blessing to S6 students” activity. With the help of the HKU Placement students, most of the S1-S5 students wrote some encouraging messages on heart shaped papers to cheer and support their fellow S6 schoolmates who took the HKDSE exam. These heart-warming messages were posted up on the school IG and Facebook page so that S6 students could feel the support and encouragement when they wanted to give up and /or they felt depressed.
Life Education Team	Life Education Team has cultivated students’ positive values, a sense of national identity and civic awareness. We developed values education on love and care, responsibility, gratitude and thankfulness with the theme ‘Healthy Body Healthy Mind’ through holistic approach, such as Class Flags Design, Class Banners Competition, and Class Zones.	It was encouraging to see sense of belonging to school and positive values, such as respect, love and care and happy school life were cultivated among students through different activities such as Class Flags, Class Banners and Class Zones.

1.2 To promote values education

<u>Team</u>	<u>Achievements</u>	<u>Reflections</u>
Co-curricular Activities Team	<ol style="list-style-type: none"> 1. The senior leadership training day camp was held for student leaders. The student leaders had learned "perseverance", "respect for others", "responsibility", "commitment", "care for others", and "empathy" through a series of challenging activities. The students needed to work together to solve problems and complete the challenges. They realised the importance of team spirit and boosted their trust in one another. From the survey, all participants agreed that the target of the camp was achieved. 2. We had social services throughout the whole year. A group of senior students were recruited as a social service club to do services regularly. We also had ad-hoc social service to show love and care to people living in Wanchai. The performance of the students was good. They enjoyed and were happy while doing the services. 3. S.1 Experiential Learning Week (Personal Growth Programme) was held for all S.1 students. We held three half-day programmes for the students. The programme was set to encourage them to take up challenges and complete the tasks in order to enhance their resilience skills. From the survey, 90% agreed that the target of the programme was achieved. 4. The S.6 students were very excited to attend an overnight training camp. They completed all the tasks together. Through the activities, the students built up their confidence, learned communication skills, compassion and commitment. Generally, all the feedbacks from the questionnaires were encouraging and positive (33.3% students agree and 64.3% students strongly agree about the overall rating of the training camp was good). 	<ol style="list-style-type: none"> 1. It was good for the students to learn generic skills through different training programmes such as senior leadership training day, S.1 personal growth programme and S.6 training camp. From the observation, the students were enthusiastic in joining the activities and also tried very hard to complete all tasks. They had learned perseverance, responsibility and commitment. Through the interaction during activities, the students also learned how to respect each other, care for others and empathy. We should keep these programmes for our students. 2. The students should be provided more social services to let them have more chances to connect with and understand the community they live in. Through the services, they learned and experienced how to show love and care for others.

Counselling Team	Values education was implanted in students through various LEP talks and workshops, namely “Say No to Cannibals”, “Keep Calm, No Smoking “, “Making Smart Choices in Sex”, “Gratitude Challenge” and “ Positive Psychology ” ,etc. Hence, students were able to learn positive values, how to adopt a healthy lifestyle and proper interpersonal relationship.	Most of the students were engaged and participated actively in the Life Education Periods. It is hoped that students can apply what they have learnt from the talks and /or workshops.
Discipline Team	<p>1. Four discipline talks were arranged. School rules, common mistakes in appearance and some advice about discipline problems were clearly stated in the discipline talks so that our students understand the reasons behind the rules.</p> <p>2. A talk was conducted by the Hong Kong Police Force to enrich students’ understanding in the increasing number of common crimes in Hong Kong, and also arouse their awareness of crime prevention.</p>	Our team would keep exploring the needs of our students and continue to conduct talks in different areas.
Life Education Team	There was a lot of collaboration with different teams, aiming to organize different variety of workshops, talks and activities in LEP to develop students’ ability to identify the values embedded, and consolidate the positive values. National Education was immersed in Life Education Periods so as to foster students’ positive values and attitudes towards our country.	It was salient that our Life Education Period ranged from moral education, civic education, national education, anti-drug education, life education, sex education, media education as well as education for sustainable development so as to provide students with all-round learning experience conducive to their whole-person development.
Ceremonies and Liaison Team	In the ceremonies, students acted as MCs, the vote of thanks presenters, and helpers assisted with the backstage, program, prizes, and reception. They learn to speak formally in front of the audience and also interact with strangers.	These are valuable opportunities for the students to develop their social skills and learn the manners in receiving guests.

1.3 To consolidate life planning education

<u>Team</u>	<u>Achievements</u>	<u>Reflections</u>
Career & Life Planning Team	<ol style="list-style-type: none"> 1. The school-based life planning materials of S.1, S.3, S.4, and S.6 were updated by Career and Life Planning Team based on last year's evaluation. These made the school-based life planning materials comprehensive and suitable for our students. 2. In S.3, the theme of LEP was about strategies of subject choices. It prepared S.3 students to choose their electives in senior forms. A seminar was held by Academic Development Board and Career and Life Planning Team to share the strategies of choosing subjects. 3. In S.4, 3 alumni were invited to share their post-secondary life in studies and work. This kind of sharing (around 10 minutes) was appropriate to inspire students to start thinking about their future career and studies. This enhanced the bonding between alumni and current students. 4. In S.5, Career and Life Planning Team members collaborated with class teachers and service providers (CoCoon) to help students identify and unleash their potentials through various workshops. One S.5 student and one S.4 student participated in Corporate Challenge and Future Work Expo. 5. In S.6, the theme of LEP was Planning for the future. It prepared S.6 students for their paths after graduation with various workshops and admission talks. Meanwhile, parents gathered more information about future career and study. 6. "Individual Consultation of Life Planning for S.6 students" received very positive feedback. Students can get professional, personal and tailor-made information from career teachers through the consultation. 	<ol style="list-style-type: none"> 1. Life Education Periods (LEP) helped to broaden the horizon of students in senior forms. Career and Life Planning Team collaborated with external service providers to build up the curriculum for holistic development of different skills. For example, Career and Life Planning Team can cooperate with IT in Education Team to arrange workshop. We can invite guests, who use social media to run their business. It can help students to develop essential IT skills and explore the opportunities of doing business in the ever-changing society. 2. Conduction of professional workshops and training sessions for class teachers of junior and senior forms is recommended. 3. The development of school-based life planning materials was in progress. Training and experience from teachers would help enrich the curriculum. 4. S.3-S.5 students started planning their further study pathways earlier than before. They were given a chance to know more about the tertiary education and real-life experience through sharing by teachers and alumni. 5. After the S.6 individual consultations, S.6 students had better strategies and plans to prepare for their academic and career paths.

	<p>7. 17 students from S.4 and S.5 have been selected to join the Business-School Partnership Programme. The feedbacks from the students are positive. The instructors praised for our students' good attitudes.</p> <p>8. One S.6 graduate (2022-2023) and two alumni (2021-2022) were recruited for school internship. They worked as teaching assistants to assist in Career and Life Planning Team. This provided them with a real working environment to develop generic skills for their future careers.</p> <p>9. Activity-based explorations were provided by the Mentorship Programme. These suit our students' needs more than seminar.</p> <p>10. Summer Career Exploration Programmes were held for S.3 to S.5 students as Post exam activities. Students' and instructors' feedbacks were positive.</p>	<p>6. Good experience and responses were received from students and parents in different programmes.</p> <p>7. Summer Career Exploration Programmes were valuable for students to explore their potential in a real workplace setting.</p>
Discipline Team	<p>Four non-Chinese students were nominated to join the Project-J programme organized by Correctional Service Department (CSD). Through this programme, students obtained the chances to communicate with the CSD staffs and understand more about the job nature of CSD.</p>	<p>It was found that a lot of students were interested in the career path and job nature of the disciplinary unit. The school has planned to help students develop their career path in this area by uplifting their Chinese competency.</p>

1.4 To raise the sense of belonging towards school

<u>Team</u>	<u>Achievements</u>	<u>Reflections</u>
Co-curricular Activities Team	<ol style="list-style-type: none"> 1. The senior leadership training day camp was held for student leaders. The student leaders had to complete different challenging tasks together. They learned communication and collaboration skills. More than 90% participants agreed that the team spirit was enhanced. 2. The House System was introduced to all new S.1 students in the S.1 Bridging Programme. The house captains and committee members would take care of their new house members and also organized activities for all students to join them. The house spirit and relationship between house members were built up that helped to raise the sense of belonging to house as well as school. 3. S.3 Experiential Learning Week (Leadership Training) was held for all S.3 students. The three half-day leadership programme was provided for the students to learn problem-solving skills and leadership skills. It also enhanced their team spirit. From the survey, 96.4% students agreed that the target of this activity was achieved. 4. We had a school education excursion where all students and teachers visited various locations outside of the school for class activities. This excursion was especially beneficial for S.1 and S.2 students who participated in inter-class competitions and attended workshops respectively. The teachers and students enjoyed it. The interaction during the activities enhanced the relationship between students and student-teacher. 5. We had teacher-student competitions, game booths, class parities and variety shows on Teacher-Student Day. The teachers and students played games and did performance together. We all enjoyed the programme and had fun. The relationship between teachers and students was enhanced 	<ol style="list-style-type: none"> 1. The House System was good and important for students coming from different form-levels to know each other. The students had many opportunities to work together in different inter-house events. The strong bonding would be built up through the inter-house activities. The relationship was enhanced that helped to raise their sense of belonging to the school. 2. We believed that the sense of belonging could be raised by close and strong relationship among students and teachers. So we provided different activities for all students and teachers to join together such as education excursion, Teacher-Student Day and club activities. Through student-student or student-teacher activities, all of us enjoyed and had fun together. The team spirit could be enhanced that helped to raise students' sense of belonging to school. 3. It was very good for the S.3 students to learn problem-solving skills and leadership skills in the S.3 Leadership Training Programme. They cheered each other up during the activities and tried very hard to complete all tasks together. The team spirit was boosted up. It was important to equip S.3 students to face the challenges in their senior form. 4. We resumed the face-to-face activities after the pandemic. The face-to-face activities were effective for all of us to build up better relationship and team spirit. The sense of belonging built up in small groups would be extended to class, house and school.

	<p>which helped strengthen their sense of belonging to the school.</p> <p>6. A total of 37 clubs / teams / societies were provided for all S.1 – S.5 students (S.6 students are optional to join them). From the evaluation forms collected from students, around 70% students said that they enjoyed the club activities, and got along well with their schoolmates and advisers during the club activities. From the evaluation forms collected from teachers, around 95% teachers said that they enjoyed being advisers of the club activities and got along well with the students. The interaction between participants during the club activities helped to enhance the student-student and teacher-student relationship that helps to raise their sense of belonging to school.</p>	
Life Education Team	<p>The Life Education Team coordinated various teams, such as the Discipline Team, the Counselling Team, the Life & Career Planning Team and the Co-curricular Activity Team to compose a schedule of Life Education Periods ranging from cultivating sense of belonging, class management, being responsible to the community and society, as well as caring for others , such as class management, so as to provide students with all-round learning experiences conducive to their whole-person development.</p>	<p>An amicable school environment was cultivated by the display of various class banners and class zones done by each class, which showed the good relationship among teachers and students in our school.</p>
Ceremonies and Liaison Team	<p>1. With the collaboration of the student helpers and teachers, the four significant ceremonies were held successfully. They were: Opening Day Ceremony, Golden Jubilee Scholarship Presentation Ceremony, Speech Day and Closing Day Ceremony. Over 300 prizes had been presented, which acknowledged the good work of our students, not only inside school but also outside. For the prize-winners we believe that this could uplift the sense of belonging towards the school among them. For the audience, they felt proud of the school.</p>	<p>We received compliments from the guests in the various ceremonies, but the Speech Day was a bit over-run. Next year the time spent on performance and “Gratitude from Graduates” should be better controlled.</p>

	2. We successfully promoted the school image through publicizing our students' achievements in the ceremonies.	
Student Support Team	<ol style="list-style-type: none"> 1. Sense of belonging among students was cultivated and students have learnt to treasure everything in the game room by cleaning and tidy up things after used. All game room users were willing to tidy up the room. 2. Students enjoyed making small gifts to teachers to express gratitude and painting on the white board in game room which helped to enhance their sense of belonging towards school. 	<ol style="list-style-type: none"> 1. Prepare some snacks for students staying after school for study and relaxation can make students feel warm and caring. 2. Students enjoyed playing chess and board games with schoolmates, therefore we will buy more interesting and popular board games. 3. We will invite teachers to join the game room activities with students so as to strengthen teacher-student interaction.

B. Major Concern 2: To foster our students to be self-directed learners through promoting 21st century education

2.1 To promote blended learning and to facilitate active learning in a smart classroom setting

<u>Achievements</u>	<u>Reflections</u>
<p>In terms of using common terms in learning, different subjects and subject teachers have structured their lessons into 3 learning stages: pre-lesson, while-lesson and post-lesson. The 3-stage learning provides a framework to structure the lessons in a systematic way which promotes students' self-directed learning.</p> <p>In terms of promoting blended learning, different subjects and subject teachers have made good use of Google Classroom, online-learning and e-tool applications e.g. EduVenture, EdPuzzle, Quizizz and Kahoot to promote self-directed learning habit and active learning. Teachers have made good use of different e-learning platforms for communication, disseminating assignments and materials and arousing students' post-lesson discussions.</p> <p>Teacher surveys conducted after professional sharing sessions on the use of SMART boards in December 2022 and June 2023 show that the majority of teachers gained more insights on how to bring more classroom interaction by using SMART boards and were more confident in designing interactive learning activities by using SMART boards. Another Teacher survey conducted in June 2023 shows that the majority of teachers have used SMART boards to conduct students' presentations / projects. In addition to using the fundamental function (e.g. presentation) of SMART boards, 54.9% and 35.3% stated that they used SMART boards for 'Intermediate function' (reverse mirroring from computer to iPad, (instant class interaction with iPads connected), instant response, short comments)) and 'Advanced function' (various teaching apps /softwares for lesson activities and gamification (e.g. Snowflake/ Kahoot / Padlet)).</p> <p>Student surveys (283 S1-S5 students) conducted in June 2023 reveal that 83.4% of students have used SMART boards in doing class presentations / projects, whereas 86.6% of students stated that they had used SMART boards during learning activities.</p>	<p>A considerable number of students reflected that they preferred blended learning and self-directed learning (e.g. project learning, group discussion) to the traditional lecturing by teachers and would like to use SMART boards more often in learning. Different departments showed that students' motivation and engagement in learning have been enhanced with the use of SMART boards. Parents show strong trust in the effectiveness of SMART boards in helping their child / children in learning. So how to use SMART boards effectively in learning and teaching would still be the main trend / focus in school in the coming years.</p> <p>Some students were not initiative enough to complete learning tasks. More learning support and guidance should be given via studying students' reasons of non-completion of learning tasks. And students' study habits in completing learning tasks should be strengthened through fostering self-learning skills.</p> <p>Blended learning can be enhanced with the support from Google Classroom. It can also give support to catering for learning diversity. And students can learn more smoothly after completing pre-lesson tasks.</p> <p>Teachers may further use various e-learning platforms to facilitate students' learning before and after lessons. For example: teachers may collect students' responses in advance via pre-lesson tasks and use the data collected to inform lesson planning. It can greatly enhance learning and teaching effectiveness.</p>

<p>Majority of students wanted to use SMART boards more often in learning and felt proud to have SMART boards at school.</p> <p>Parent surveys (117 S1-S5 parents) conducted in Feb 2023 show that over 70% parents think that the use of SMART boards helps motivate their child/ children in learning. Majority of parents think that the use of SMART boards helps their child/ children make improvement in academic performance.</p> <p>All the survey results support the learning and teaching effectiveness has been enhanced with the use of SMART boards.</p>	<p>To further promote blended learning, school may purchase the related e-learning platform licenses. And more sharing can be held on using different e-Tools in supporting the effective use of SMART boards. Teachers' experience sharing (within department / KLA / whole-school) would be an effective means to upgrade teachers' skills and knowledge of using SMART boards, as we are still exploring how to use SMART boards effectively to enhance learning and teaching effectiveness and increase the teacher-students and students-students interaction during lessons.</p> <p>Academic Channels created by IT in Education Team provides opportunities for promoting blended learning and self-directed learning in various subjects.</p>
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2.2 To foster students' self-directed learning and 21st century learning skills

<u>Achievements</u>	<u>Reflections</u>
<p>I.</p> <p>At the school level, School Homework Policy is reviewed and implemented with the aim to support students to learn with responsibility and passion. School Homework Submission Policy for S.1, S.2 and S.3-S.6 has been devised and implemented with the use of eClass eDiscipline system. Data of non-completion of homework has been used to inform different stakeholders (students, parents and class teachers, etc) for taking follow-up action to help students make improvement in homework submission.</p> <p>Homework Booster Class (HBC) was set up in March 2023 to help shortlisted students cultivate a good habit of submitting their homework on time and become responsible learners, supervision was provided for them, who had accumulated 10 times or above of non-submission of homework since September 2022. It was reported by the teachers on duty that the participating students had made good use of the HBC by doing their homework there. Better still, each time the students were rated by the teacher on duty in the scale from 1 poor to 5 excellent. The results were: 60 marks (2 students), 50-59 (10), 40-49 (3), 30-39 (2). In other words, the majority of them were rated in good performance.</p>	<p>School Homework Policy would be further streamlined to enhance the effectiveness in implementation.</p> <p>eClass eDiscipline will be continued to use as a support to collect the homework submission data to inform further action to help students concerned make improvement in learning and homework submission.</p> <p>Given that HBC has caused overwhelmingly positive effect on these students, it is recommended the class should continue next year. It is worthwhile studying how to further enhance the effectiveness of HBC but at the same time not to increase unnecessary workload of teachers.</p> <p>S6 Afterschool Enhancement Lessons and Academic Workshops / Talk would be continued as positive impact on learning has been</p>

II.

Different strategies/plans have been adopted by subject departments / relevant Teams with the aim to support students to learn with responsibility and passion and positive impact on learning has been achieved.

For example:

(1) S6 Afterschool Enhancement Lessons: most of the S6 students attended the lessons and made good use of the increased instructional time for improving learning, be responsible learners with the target of boosting confidence in achieving good grades in HKDSE.

(2) Different Academic Talks / Workshops have been arranged with the aim of making our students responsible self-directed learners with useful learning skills:

- S1 Note Processing Skills
- S2 Active Remembering Skills
- S3 Revision Skills
- S6 Exam Preparation for DSE workshop

For S1- S3 workshops, the large majority about 80% of students found that the programs were useful with the achievement of aims and satisfied with them and that the trainers were professional, friendly and satisfied with their teaching. As for S6 Academic Talk, only about 60% expressed the above same opinions.

III.

Different departments / teams has recognition of students' effort and good performance via various means/channels /award schemes.

For example:

(1) S1.中文科獎勵計劃: 獎勵上、下學期中文科成績優異及課業表現良好的學生。

(2) PSHE KLA: various departments used diversified homework in daily teaching. For instance, poster design, slogan design, research project, Google Form, EduVenture to elicit the learning interest of the students. Geography department displayed the good work of the poster design competition on the display board in the canteen. History department presented prizes to the good work of students in the lesson and during the morning assembly. Various departments also showed the good work of students during the lesson to appreciate the effort of the students.

(3) Arts Education KLA: self-learning assignments in VA & award students with good performance.

achieved. For improvement, some implementation arrangements can be further adjusted. For example: to conduct S1-S3 academic workshops / talk in LEP lessons and use less English lessons to run the program so as to minimize the possible negative impact on Junior-Form English curriculum.

Different subject / KLA award schemes could be further optimized to encourage the persistent effort of students in learning. KLA award ceremony could be considered to show appreciation of students' learning efforts and performance.

To develop students as an independent learner, regular self-reflection on learning progress and difficulties shall be continued and strengthened. It is suggested that the setting of learning goals could be more subject specific since the students usually set a general learning goal in various subjects. Teachers could review the learning goals more often to evaluate the student performance. Some guiding questions or improvement target options should be provided to facilitate students to think deeper with different improvement perspectives when doing reflection.

Students' 4Cs +1P skills have been further enhanced via programs / plans adopted in whole-school approach. Students actively participated in project learning. IT technology should be further explored to support the promotion of students' 21st century skills.

Teachers play an important role in promoting students' creativity. More opportunities for establishing these skills in and outside classroom setting should be provided. Sharing of experiences within department / KLA / cross-department / inter-KLA can bring more ideas on creating learning experiences for promoting 21st century skills.

There are still rooms for improvement especially designing appropriate level of programs / plans to develop students' 21st century skills. If the learning content is too difficult, the learning impact will

<p>IV. Different strategies/plans have been adopted by subject departments to engage students to set and evaluate learning goals and positive impact on learning has been achieved.</p> <p>For example:</p> <p>(1) PSHE KLA: All departments in the PSHE KLA engaged students in goal setting and self-reflection practices. Google Classroom was also employed to set the learning goals so that the students and teachers could review the goal on a timely basis. Students also conducted self-reflection after the exam and the UT.</p> <p>(2) Biology Department, Liberal Studies and CSD Department: To promote goal setting and evaluation of learning goals on a regular basis.</p> <p>V. Different strategies/plans have been adopted by subject departments to enhance students' 21st century skills and positive impact on learning has been achieved.</p> <p>For example:</p> <p>(1) 中國語文教育: S1.小作家培訓計劃</p> <p>(2) English KLA: S1 Greek Mythology Catwalk Show (collaborated with History Department); Writing Competitions (both inside and outside school)</p> <p>(3) Economic and BAFS Department: Chinese Flower Market</p> <p>(4) PSHE KLA: S1-S3 Project Learning; S2 Journey of Rule of Law (visit Tai Kwun and Man Mo Temple); Experiential Learning – understand local heritage via visit (collaborated with English Department)</p> <p>(5) Science KLA: joining InnoLab Project – Smart Planting in S5 Biology; including STSE (Science, Technology, Society and Environment) issues in classwork/homework in S1-S3 Science</p> <p>(6) Liberal Studies and CSD Department: designing various learning tasks and learning opportunities (e.g. pair work, group work, etc) to strengthen communication, collaboration and critical thinking, encouraging students to participate in various competitions to strengthen their creativity</p> <p>(7) Computer Department: STEM workshops</p> <p>(8) Arts KLA: music group presentation</p>	<p>be negatively affected.</p>
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2.3 To widen learning opportunities for students to stretch their potentials

<u>Achievements</u>	<u>Reflections</u>
<p>More learning activities and internal and external competitions have been arranged by subject departments / relevant Teams with the impact of helping stretch students' potentials, widen students' horizons and enhance students' learning motivation. Many students were awarded with prizes and recognition in inter-school competitions / activities. Students' motivation and interest in the subjects have been greatly enhanced.</p> <p>For example:</p> <p>(1) 中國語文教育: S1 非華語中文課後班; S2 初中語文能力改進班; S3 小作家培訓計劃; S4 午間說話能力訓練; S5 語文嘉年華; S6 寫揮春比賽; 趣味中文(網上問答比賽); 普通話趣味活動; 鼓勵學生參加校際朗誦、演講或其他形式的比賽</p> <p>(2) English Language KLA: Monthly “English is Fun” Quiz; Speech Festival (There were 6 students obtaining the first position, 3 receiving the second position and 5 getting the third position); internal and external writing competitions including winning 2 Certificate of Merit in 23rd Lions International Youth Exchange Scholarship Essay Competition; Voices for the Planet 2022 & 2023 Poster Design including winning the overall Winner of Wildlife Poster Design (14-19 age group) and Mini English Musical.</p> <p>(3) Mathematics KLA: Mathematics Quiz and Mathematics King; Fascinating Maths Questions; S2 STEM Project Learning (collaborated with Music Department)</p> <p>(4) Many opportunities to learn beyond classrooms organized/promoted by different KLAs like PSHE KLA, Science KLA, PE KLA, Arts KLA, Liberal Studies and CSD department, and Library Team, etc.</p>	<p>Due to the constraints of school bus and number of student participants, some of the afterschool classes will be cancelled in the next academic year.</p> <p>Game-based / authentic subject competitions / activities have been most welcomed by our students. This type of competitions/activities not only minimizes the impact of different language ability between Chinese-speaking students and NCS students, but also can further facilitate the racial integration at school. Students can learn the subject matter in a more authentic and interesting way.</p> <p>Experiential learning week provides time and space for students to learn beyond classroom. It has proven an effective way to learn different themes using the HK reality. Students joining study tours outside HK can learn subject matter in an integrated way as well as learning soft skills and self-management skills.</p> <p>Students are willing to participate in different competitions in particular writing competitions with the encouragement of teachers. For example: there are more than 120 students participated in English-related writing competitions annually. Teachers' encouragement and appreciation greatly helps students' engagement and participation in internal and external competitions and activities.</p> <p>There are many external or community resources we can use to organise more educational activities for our students. For example: guided tours from various government departments.</p>

2.4 To enhance cross-KLA/Dept/Team collaboration in bringing about curricular initiatives

<u>Achievements</u>	<u>Reflections</u>
<p>Different departments/KLAs/Teams have adopted cross-subject/team approach to bring about different curricular initiatives (values education, STEM education, LAC/RAC, etc), which further bring synergy with positive impact on learning, professional development and school.</p> <p>For example:</p> <ol style="list-style-type: none"> (1) Mathematics KLA, Music Department and Science KLA – S2 STEM Project (2) Arts KLA collaborated with Chinese Language KLA in promoting values education – Chinese Motto Picture Design competition (3) English Language KLA collaborated with different subject departments and Library Team in promotion LAC – LAC package (S.1-S.5 levels and for gifted education) has been prepared and implemented (4) Library Team has promoted RAC through collaborating with different subject departments in junior levels – iLearner Reading Scheme (5) RS Department and Library Team – various talks and mini thematic book exhibitions were organized (6) English Language KLA – S1 Greek-Me Cat Walk show collaborated with History Department in promoting positive values https://www.youtube.com/watch?v=vE58xdWBd_g&t=77s (7) PSHE KLA – S2 Rule of Law Journey (Visit Tai Kwun and Man Mo Temple – collaboration of Chinese History, History and Geography Department); S1 Project Learning (collaboration of History and Geography Department); S2 Project Learning (collaboration of History and RS Department); S3 Project Learning (collaborated of L&S Department and Chinese History Department), in promotion of positive values, information literacy as well as project learning skills (8) Chinese Flower Market – collaboration of BAFS and Economics Department (9) Computer Department and Biology Department – promotion of InnoLab activities (10) Cross-subject / KLA collaboration in organizing Academic Week activities and Experiential Learning Week activities <p>PSHE KLA, English Language KLA and Library Team - winning the Yan Chai Hospital Moral and Civic Education Fund (co-organized by the EDB) - The 25th Moral and Civic Education Award Scheme. Our school has won this award for 7 consecutive years in recognition of our school outstanding effort in promoting positive values and attitude at school.</p>	<p>Cross-curricular collaboration has many positive impacts on both students and teachers. It helps develop students with real-world problem solving and critical thinking skills. It allows students to think creatively and outside the box. All these skills will benefit them in their future careers. For teachers, cross-curricular collaboration not only enables us to pool talents, human resources and ideas, but also allows us to design more effective and engaging activities / projects of larger scale for our students.</p> <p>Flexibility and freedom to participate is important for successful cross-subject/team collaboration, as the readiness of initiating changes of different departments / KLAs has been considered.</p> <p>Our successful experiences can be further exhibited via participation in external award schemes and social media like school youtube channel and Instagram.</p> <p>Some of our projects e.g. S.2 Rule of Law Journey have been shared with other schools via EDB's school-based support services – our PSHE teachers were invited to do experience sharing in promoting values education via life-wide learning. Our Mathematics teachers were also invited by EDB to do experience sharing on how to enhance NCS students' motivation in learning Mathematics via cross-subject project learning. Participation in external professional learning circles enables us to have more insights and resources in planning our own curricular initiatives.</p>

2.5 To enhance teachers' professionalism

<u>Achievements</u>	<u>Reflections</u>
<p>Whole school professional teacher trainings and professional sharing on self-directed learning (late August 2022) and the use of smartboards (early Dec 2022 & early June 2023) have been conducted. Positive responses were received.</p> <p>For example:</p> <p>(1) In the survey conducted after 1st Professional Sharing on the learning and teaching of SMART boards, 66.7% agree and 24.4% strongly agree in the statement “I will implement what I have learnt from the sharing in my lessons”.</p> <p>(2) In the survey conducted after 2nd Professional Sharing on the using SMART boards, 58.5% agree and 37.7% strongly agree in the statement “the sharing is relevant and useful to my work”.</p> <p>Different subjects/KLAs have conducted professional sharing (within/cross departments/within/cross KLAs), with the aim of promoting professional sharing culture and teachers' growth.</p> <p>Subject teachers have been encouraged/arranged to participate in major concern related professional development courses/seminars. Many teachers have learnt something valuable and relevant to their teaching via peer lesson observation, in particular the usage of SMART boards and eLearning, as evidenced by self-input peer lesson observation record.</p> <p>PSHE KLA and Arts KLA have participated EDB's Learning Circle. Some of our teachers from PSHE KLA (Oct 2022 and April 2023) and Mathematics KLA (Nov 2022) have been invited by EDB to do professional sharing several times with other schools in recent years.</p> <p>From the evaluation surveys conducted, peer observation record as well as observation, our teachers' professional development and professional capability in planning and implementing major concern 2 has been greatly enhanced.</p>	<p>Professional teacher trainings and professional experience sharing not only enhance teachers' capacity to bring about educational changes with positive impact on learning, but also enables our teachers become more innovative in lesson design. In fact, teachers have been found to learn more from each other via peer observation, professional sharing of good practices and cross-curricular joint projects than in traditional workshops.</p> <p>For sustainable professional development and teachers' growth, school should empower teacher leaders / teachers with good teaching strategies in their belief and ability in helping others; offer enough time / timetabling arrangement support for promoting professional sharing; provide opportunities for teacher leaders / teachers with good teaching strategies to lead and/or participate in external teaching professional bodies / EDB's Learning Circle / EDB's school-based support services, etc.</p>

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2022-2023, our active school days was 177, other school days was 24, adding up a total number of 201 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2022-2023

Events	No. of Days
A. No. of active school day	177
Lessons in regular time-table	162
Teachers-students Day, Post Exam.& School Activity Days	3
Experiential Learning Week	5
(1)Swimming Gala, (2)Athletic Meet, (1)School Excursion, (1)Cross-country	5
School Opening & Closing	2
B. No. of other school days	24
Parents Day	2
Test & Examination (without normal lessons)	14
Teachers Development Day	2
Other days which involved majority of teachers : Recollection Day, Speech Day 22-23, Enrolment & Attainment Test of new S.1 Student and S.1 Orientation Days, etc.	6
C. Total no. of school days	201

Remarks: This information mainly refers to S.1- 5 and S.6 have shorter school year due to public examinations.

B. Subjects Offered in Different Levels

We have a broad and balanced curriculum from which students were free to pursue their passion. There is a wide range of electives in S.4 to S.6 to meet the interests and needs of students. Moreover, there is also a wide range of subject combinations from S.4-S.6 to meet the entrance requirements of different universities and post-secondary faculties.

Table 4.2: Subjects Offered in Different Levels 2022-2023

	S.1	S.2	S.3	S.4	S.5	S.6
Biology				E	E	E
BAFS				E	E	E
Chemistry				E	E	E
Chinese History	C	C	C	E	E	E
Chinese Language / Chinese as a Second Language (for NCS students)	C	C	C	C	C	C
Citizenship & Social Development				C		
Computer Literacy	C	C	C			
Economics				E	E	E
English Language	C	C	C	C	C	C
Ethics & Religious Studies				E	E	E
Geography	C	C	C	E	E	E
History	C	C	C	E	E	E
Home Economics	C	C	C			
HMSC				E	E	E
ICT				E	E	E
Liberal Studies						C
Life and Society			C			
Mathematics	C	C	C	C	C	C
Mathematics Extended Part M1				E	E	E
Mathematics Extended Part M2				E	E	E
Music	C	C	C			
OLE				C (NE)	C (NE)	C (NE)
Physical Education	C	C	C	C/E	C/E	C/E
Physics				E	E	E
Putonghua	C	C	C			
Religious Studies	C	C	C	C (NE)	C (NE)	C (NE)
Science	C	C	C			
Spanish	C	C	C	E	E	
Visual Arts	C	C	C	E	E	E
Vocational English (Applied Learning course)				E	E	

Remarks:

C- Compulsory subject

E – Elective subject

NE – Non-public examination subject

C. Assessment

The school year was divided into 2 terms. For S.1-S.5, there were one examination and regular tests to assess the progress and achievement of the students in each term. For S.6, there was one examination in 2022-23. There was also a uniform test on most subjects in S.1-S.5 in Term 2 to monitor the variation between classes. Emphasis had always been put on coursework and project works as means of continuous assessment instead of a “once-for-all” written examination. Assessment reports were issued 3 times a year. The weighting of assessment in the students’ report is shown in Table 4.3.

Table 4.3: The Weighting of Assessments 2022-2023

	Term 1	Term 2		Annual
S.1-S.5	1st Assessment	2nd Assessment	3rd Assessment	100%
	30%	20%	50%	
S.6	Annual			
	100%			

D. Subject-period Allocation

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2022-2023.

Table 4.4: Subject-period Allocation 2022-2023

Subjects \ Levels	S.1	S.2	S.3	S.4	S.5	S.6
Biology				11	11	11
BAFS				11	11	11
Chemistry				11	11	11
Chinese History	3	3	3	/	11	11
Chinese Language	12	12	12	13	13	14
Chinese as a Second Language	12	12	12	13	13	14
Citizenship & Social Development				6	6	
Computer Literacy	3	3	3			
Economics				11	11	11
English Language	14	14	12	13	13	14
Enhancement classes				5	5	
Ethics and Religious Studies				11	11	/
Geography	3	3	3	11	11	11
History	3	3	3	11	11	11
Home Economics	3	3	3			
HMSC				11	11	11
Information and Communication Technology				11	11	11
Liberal Studies						11
Life and Society			3			
Life Edu. Period	2	2	2	2	2	2
OLE (Aesthetic Development)				2	2	
Mathematics	12	12	10	11	11	11
Mathematics Extended Part M1				5	5	/
Mathematics Extended Part M2				5	5	4
Music	3	3	3			
Physical Education (General)	4	4	4	4	4	4
Physical Education (HKDSE)				11	11	11
Physics				11	11	11
Putonghua	2	2	2			
Religious Studies	3	3	3	2	2	2
Visual Arts	3	3	3	11	11	11
Science	8	8	9			
Spanish	2	2	2	5	5	
Vocational English (Applied Learning Course)				5	5	
Total (per 10-day cycle)	80	80	80	80	80	80

E. Lesson Time for Various Key Learning Areas per Cycle in S.1-S.3

In order to provide a bilingual setting for our students, we allocated more lesson time for English Language and Chinese Language. There was a balanced time distribution amongst Mathematics, Science and PSHE and appropriate percentage of time was allocated for Arts, Technology, Physical Education and Life Education. Besides, we also offered Spanish as a third language at junior levels.

Table 4.5: Lesson Time for Various Key Learning Areas per Cycle in S.1-S.3 2022-2023

KLA Level	Eng. Lang.	Chi. Lang.	Math.	Sci.	PSHE	Arts	Technology	Phy. Ed.	Life Ed.	Spanish
S.1 (periods)	14	12	12	8	12	6	6	4	2	2
S. 2 (periods)	14	12	12	8	12	6	6	4		
S.3 (periods)	12	12	10	9	15	6	6	4		
S.1 (%)	17.5	15	15	10	15	7.5	7.5	5	2.5	2.5
S.2 (%)	17.5	15	15	10	15	7.5	7.5	5	2.5	2.5
S.3 (%)	15	15	12.5	11.25	18.75	7.5	7.5	5	2.5	2.5

F. Students' Reading Habits

The total number of book circulation was not satisfactory as the first term was still half day school and when students were fully packed once all resumed full day school.

To encourage students to cultivate their reading habit, Book exhibition and several mini-book exhibitions were held and students' reading habits were improved. However, due to the fully packed timetable, no reading period had been allocated during school time to assign time for students to develop their reading habit.

Luckily, other e-reading platforms had been introduced to students including i-Learner and Britannica. These online reading platforms enabled students to develop a sustainable reading habit even though they did not have enough time to borrow books from the library. Students read articles related to English, Arts, History, Geography, Economics, Business, Science and Technology to complete comprehension, grammar, vocabulary building and listening exercises afterwards. The performance of our students was outstanding. Awardees were presented with certificates and their achievements were recognized.

A book exhibition was held in September with high participation rate, contributing to a good reading atmosphere of our school. Student librarians and teachers also recommended Library Team to buy a wide range of books to promote reading in school. Book Report Writing Competitions were carried out successfully with the support from English and Chinese departments. The stock in Language Across the Curriculum (LAC) Corner had increased gradually and English teachers brought their students to borrow books on a regular basis. Chinese teachers also recommend local students to read books that are suitable for their levels to cater for learners' diversity.

V Support for Student Development

Different teams collaborated to provide strong support for student development and form a safety net to identify needy students and provide early school intervention as required.

Counselling & Discipline Team

The Counselling Team & the Discipline Team worked together to instill positive values and enhance self-esteem of our students. Teachers adopted an integrated approach using a wide range of structured programmes to provide individual counselling to our students. They strived to provide a positive, loving and caring school environment where students could develop their potential and pursue their personal goals.

Apart from that, Counselling Team & Discipline Team aimed at enhancing students' sense of belonging towards school and helping them understand the importance of self-discipline and mutual respect so that a wholesome learning environment could be established in school. Besides, the two teams worked closely with the school social workers to foster whole-person development of students.

Counselling Team

The Counselling Team aims to help students develop positive attitudes in life and enhance their self-esteem by recognizing their strengths and weaknesses. Interpersonal skills, self-reflection, self-management and ways to strengthen resilience are enhanced among students, not only through individual counselling, but also different small group activities and programmes. We were delighted to see participants engaged in activities in which they enhanced their self-confidence and improved their social skills.

Discipline Team

The goal of the Discipline Team was to enhance the self-esteem of students and to cultivate a sense of self-discipline among students through the development of preventive and remedial programmes. Therefore, we launched a range of programmes to our students. Discipline talks were conducted by the team to whole school twice a year in order to give our students a clear direction of the disciplinary measures of the school. Outside organizations were invited to conduct talks about current issues in order to educate our students to have a healthy lifestyle.

Career and Life Planning Team

There are 4 key pillars of RHS Career and Life Planning Development, including self-understanding, exploration, engagement, and planning and management. We held various talks and workshops for both junior and senior form students to help them better understand their strengths and potential talents. S.6 students were also provided with individual career consultation and facilitation in order to help them develop their own academic and careers aspiration based on their VASK. S.5 students got entrepreneurship, internship, job shadowing and mentorship experience to broaden their horizon for future career and unleash their potential. Alumni were invited to share their post-secondary education with S.4 students. Meanwhile, S.4 students were encouraged to take part in various activities for OLE in order to enrich their secondary school life. S.3 students experienced subject choice programme before choosing S.4 elective subjects. Peer discussion and consultation were provided for them in order to make an informed subject choice. S.1 and S.2 students experienced workshop for self-understanding and building self-confidence. Students were encouraged to make their choice on their learning paths, careers goals and other aspects of life. Senior form students could also have job-related experiences, so that they had a wider exposure to work-related issues.

Life Education Team

Taking cultivation of proper values and attitudes as the direction of our school, our team makes use of everyday life events and Life Education Periods to strengthen the coordination of learning activities, and enhance the connection, among various cross-curricular domains in values education, including moral education, civic education, national education, anti-drug education, life education, sex education, and proper use of social media so as to provide students with all-round learning experience conducive to their whole-person development.

Student Support Team

Policy

Our school has developed an inclusive culture through the Whole-School Approach to support students with SEN. Student Support Team headed by principals includes SEN coordinator, teachers, school social workers, counsellor, teaching assistants and an educational psychologist. A 3-tier support model is adopted and resources are deployed to provide appropriate and diversified support according to their needs, so as to enhance their learning, improve social skills and make adjustments to the school life.

Catering for students' learning diversity is one of the goals of our school development. Teachers' continuous professional development in special education is encouraged to enhance teaching strategies for supporting students with SEN in different aspects.

The physical and mental health of students is also a concern of our school. Professionals are invited to provide prevention and intervention in related to different needs of mental health of the students. Training workshops are arranged to teachers in order to learn how to identify the needs of students and promote students' whole-person development and mental health.

We treasure home-school cooperation by establishing communication with parents through regular meetings to facilitate their participation in the support for students with SEN.

Resources

In order to facilitate our school's support to students with special education needs, the following additional resources are provided by the Education Bureau:

- Learning Support Grant
- Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs
- Top-up Fund

By using the grants, our school hired one counsellor and two teaching assistants to cater for students with SEN. The counsellor provides students with guidance and support in dealing with different issues such as personal, academic, parental or social pressures. Teaching assistants provide full support to SEN students in academic and social skills trainings. In addition, with the resources of EDB and services from the educational psychologist, diagnostic and psycho-educational assessments, as well as all training programmes have been carried out. Students with special needs are benefited in the development of personal aspects. We also applied for the top-up fund to purchase MacBooks for SEN students using in school and public examinations.

Supportive measures and allocation of resources

This year, students with special education needs were provided with the following support measures:

1. We organized learning groups and peer circles, so that students with different abilities may better understand each other, learn together and help each other. Teaching assistants provided precious resources such as in-class support and adjust teaching and learning materials to help remove students' learning barriers.

2. Outsourcing services, including speech therapy and social skills training groups were purchased.
3. The game room was opened for all students to relax, to play, to participate in interest groups and to study during recess, lunch time and after school. Most of the events consistently enhanced students' awareness, self-management and social skills. Some activities were organized to help students explore their interests and potentials, such as board game groups and summer activities, e.g. busking workshop, and drama class.
4. Different types of special examination arrangements were provided to individual students with SEN according to their diverse needs in school assessments and public examinations.
5. Teachers of Student Support Team regularly interviewed and communicated with parents through Parents' Day, IEP conferences and different platforms to promote Parent-School cooperation. Relevant professionals, teachers and parents were invited to draw up Individual Education Plans for the target students for intensive individualized support. We also distributed the 'Student Support Summary' (學生支援摘要) to parents aimed to let them know the supportive measures and tier levels for their children.

Overall, our school aims at nurturing students' respect and acceptance for individual differences through the operation of Whole-School Approach to Integrated Education. We believe that students with special education needs can be given full support and opportunities to equip themselves for their future development.

Co-curricular Activities Team

We had resumed all face-to-face activities. We had provided different kind of activities such as club activities, inter-house competitions and events, leadership training programme and so on to cater the diverse interest of students. We made use of these interactive activities to let students learn the generic skills and build up the positive values. The teacher-student and student-student relationship were also enhanced through the activities. The team spirit was built up and boosted by the teachers and students participating in activities together, which helped to enhance their sense of belonging to the school. From the survey of different events, most of the students and teachers agreed that they always enjoyed the activities and had fun. They also agreed that the relationship and team spirit was enhanced.

Students Affairs Team

There were 80 students and their family receiving subsidies from Social Welfare Department and Student Financial Assistance Agency in the year 2022-2023. Our School had applied Student Activities Support Grant to support students with financial needs to participate in life wide learning activities for whole-person development.

The school also applied Student Athlete Support Scheme by Hong Kong Schools Sports Federation to support students from low-income families and with sporting talent students, helping them to pursue their sporting goals through participation in HKSSF inter-school competitions.

VI Student Performance

A. Public Examinations

A total of 64 students entered the HKDSE 2023. 12 students registered for two or more elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 48 Non-Chinese Speaking (NCS) students registered for two or more elective subjects in addition to the three core subjects, namely English Language, Mathematics and Liberal Studies. These NCS students took the International General Certificate of Secondary Education (IGCSE) Examinations to obtain alternative qualifications in Chinese Language. The performance of these NCS students was excellent. The percentage of students obtaining alternative Chinese language qualification was 100%.

Approximately 1 out of every 5 students met the general entrance requirements for local undergraduate university programmes. These students obtained level 3 or above in both Chinese Language (or equivalent alternative Chinese language qualification for NCS students) and English Language, and level 2 or above in Mathematics Compulsory Part and Liberal Studies in HKDSE 2023.

Approximately 1 out of every 3 students met the general entrance requirements for local sub-degree programmes. These students obtained level 2 or above in five subjects including Chinese Language (or equivalent alternative Chinese language qualification for NCS students) and English Language.

B. Inter-school Awards

Students of Rosaryhill Secondary School achieved good results in different aspects both internally and externally. Our all-rounded students had the potential to succeed in their future lives. Table 6.1 illustrates the inter-school awards won by students in the academic year 2022-23.

Table 6.1: Inter-school Awards 2022-2023

INTER-SCHOOL AWARDS		POSITIONS			
(I)	Academic Events	1	2	3	MERIT
A.	<u>中文/普通話</u>				
	<u>第 74 屆香港學校朗誦節</u>				
	3A Yan Ka Shing Kevin (普通話)			*	
	1A Yung Ching Yat 3A Yan Ka Shing Kevin 5A Chan Tsz Kong 2A Chan Eunice Hailey (普通話) 2A Kwok Tin Lok (普通話) 2A Braxton Jameliel James 3A Ho Yan Ching Cindy (普通話) 4C Yip Chi Hei Vivian 5A Man Ching Kan Jason 5C Wu Hiu Ping				*
	<u>第十一屆非華語學生(中學)普通話朗讀比賽</u>				
	4A Giang Villan Sara Isabela Kamein				*
B.	<u>English</u>				
	<u>74th Hong Kong Schools Speech Festival (English Speech) - Solo Verse Speaking</u>				
	1A Ravichandran Balaji Kavinayaa 4B Pimenta Lauren Amy 5B Panaligan Cyrah Andrea Uchechi	1A Sherleen Kaur 5B Galon Denise Angelique Victorino 5B Taladtad Kaitlyn Jane Macanlalay	*		
	2B Limbu Lukas	3D Panaligan Alexandria Serifena		*	
	1C Morales Paul Carlo Agcaoili 5A Semera Janah Marielle Mangubat 6A Inoceno Gabrielle Eloise I.	2A Heung Bosco Yuk Tung 5C Elago Polina Ellysse Ong		*	
	1A Cubillan Brooklyn Asha Cabrera 2A Li Yan Hei Chloe 2B Segovia Fueyo Julia 2B Yamat Benjamin Paul 2C Monis Pauline Claire Puroi 3A Lee Cheuk Yiu Libby 3A Ho Yan Ching Cindy 3C Cordova Penelope Andrea Pangilinan 3D Mohammad Farrah Mehak 4A Giang Villan Sara Isabela Kamein 4A Wood John Charles Temuulen 4B Castro Casey Jovany Tuquib 4B Ramos Paulen Anne Florentino 4B Santos Josh Kurt Rafael Duran 4B Waseem Mohd Aayan 4B Wong Natasha 4D Diego Kristof Lanvin Habala 5A Brotonel Ikara Rio Cassiel Mayor 5B Aguirre Arianne Nicole Pineda	2A Chan Eunice Hailey 2A Tam Tsz Wai 2B Singh Paramjot 2B Yuen Sean Lukas Ka Lok 2C Chu Valerie Anamika 3A Wong Sheung Yin Austin 3A Sam Yuan Sha 3D Martin Nicole Villasan 4A Kaur Prabjeet 4A Martinez Ron Angelo 4B Gurung Prayank 4B Parone Kimberly Mae 4B Poduval Mithra 4B Raselia-Zahra 4B Thapa Ryan 4C Vidal Mary Grace F. 5A Man Ching Kan Jason 5A Mehak-Deep-Kaur 5B Gurung Judisa			*

	5B Gurung Sahin 5B Laquian Niccolo Yumul 5C Villanueva Mark Henry Pagsulingan 5D Gurung Yumee 6A Cheng Nga Man 6A Serrano Anika Mae Banawa 6D Khan Aamna	5B Irfan Zehba 5B Rai Mehang 5C Leung Sum Noi Natalie 5D Vidal Roxanne F 6A Cheong Wei Teng 6A Fujiwara Hugh Tatsu				
	Voices for the Planet 2022					
	(Excellence Award) 5D Boddy John Lawrence Catindoy 6A Inoceno Gabrielle Eloise I. (Authentic Award) 6A Ng Tsz Hei (Winner of Wildlife Poster Design) 6A Serrano Anika Mae Banawa					*
	23rd Lions International Youth Exchange Scholarship Essay Competition					
	4A Pun Ryan Conrad	5A Jaspreet-Kaur				*
C.	Mathematics					
	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2023 (Hong Kong Region)					
	(Silver Award) 5A Doan Tuan Dung			*		
	(Bronze Award) 1A Doan Tuan Hung 2A Heung Bosco Yuk Tung 3A Lai Wing Kwan 5A Chan Tsz Kong 5A Man Ching Kan Jason	1B Luong Tuan Nguyen 2B Singh Paramjot 4A Li Delei 5A Lam Cheuk Hay Anselm 5A Yung Ching Kiu			*	
	Asia International Mathematical Olympiad Open Contest Final 2022					
	(Bronze Award) 6A Lai Wing Yan	6A Lam Lok Hymn Ambrose			*	
	(Merit Honor) 3A Lin Ziheng	6A Nguyen Nhan Tri				*
	3rd Hong Kong Schools Mathematics Challenge 2022					
	(Bronze Award) 4A Laquian Athena Yumul				*	
	Thailand International Mathematical Olympiad Heat Round 2022-2023 (Hong Kong Region)					
	(Silver Award) 1A Mintono Tsz Yin Viola 4A Gurung Kush	1A Ho Ki Ching Kaylee 4A Tsoi Ka Yu Victor		*		
	(Bronze Award) 1B Luong Tuan Nguyen 4A Gurung Lobh 4A Li Delei 4A Tsoi Ka Yu Victor 5A Lam Cheuk Hay Anselm	3A Wong Sheung Yin Austin 4A Laquian Athena Yumul 4A Tsang Kei Tung 5A Chan Tsz Kong 5A Man Ching Kan Jason			*	
	(Merit Award) 4A Laquian Athena Yumul					*
	Thailand International Mathematical Olympiad Semi-Final 2022-2023 (Hong Kong)					
	(Bronze Award) 3A Wong Sheung Yin Austin 4A Li Delei	5A Lam Cheuk Hay Anselm			*	
	40th Hong Kong Mathematics Olympiad					
	(Honourable Mentioned Certificate) 5A Doan Tuan Dung					*
	Hong Kong International Mathematical Olympiad Heat Round 2023 (Hong Kong Region)					
	(Sliver Award) 4A Tsoi Ka Yu Victor	5A Mi Gao		*		

	(Bronze Award) 1A Doan Tuan Hung 1B Luong Tuan Nguyen 3A Lai Wing Kwan 4A Gurung Kush 4A Li Delei 5A Man Ching Kan Jason	1A Mintono Tsz Yin Viola 2A Kwok Tin Lok 3A Tang Shing Kin 4A Laquian Athena Yumul 5A Chan Tsz Kong 5A Yung Ching Kiu			*	
	International Hope Cup Mathematics Invitational 2023 (Hong Kong)					
	3A Lai Wing Kwan					*
	Hong Kong International Mathematical Olympiad Semi-Final 2023 (Hong Kong Region)					
	(Bronze Award) 4A Tsoi Ka Yu Victor 5A Mi Gao				*	
	China National Hua Xia Cup Mathematical Olympiad 2023 (Semi-Final)					
	1A Mintono Tsz Yin Viola				*	
	China National Hua Xia Cup Mathematical Olympiad 2023 (Final)					
	1A Mintono Tsz Yin Viola				*	
	Asia International Mathematical Olympiad Open Contest 2023					
	(Bronze Award) 4A Li Delei 5A Doan Tuan Dung	4A Tsoi Ka Yu Victor 5A Lam Cheuk Hay Anselm			*	
	Thailand International Mathematical Olympiad Final 2022-2023					
	(Bronze Award) 4A Tsoi Ka Yu Victor				*	
	4A Li Delei					*
(II)	Cultural / Arts Events					
	『歷史文化學堂（第七屆）：非遺零距離』電台講演					
	2A Chan Eunice Hailey 5A Semera Janah Marielle Mangubat	2A Li Yan Hei Chloe				*
	「向歧視說不！」面具設計比賽 2022-2023					
	2B Cerezo Cyrille-Jane 3C Cordova Penelope Andrea Pangilinan 3D Martin Nicole Villasan	3A Chow Kerwin O.				*
	明日領航者計劃- 「家」「國」網上問答比賽					
	優異獎(全港首 200 名) 4A Li Delei 4C Lee Sze Chun	4A Tsoi Ka Yu Victor				*
	Hong Kong Flower Show 2023 - Jockey Club Student Drawing Competition					
	3B Chahal Hana Harpuneet					*
	International & Local Student Mail Art Exhibition					
	4A Mak Hau Yau			*		
	3D Ningleku Kevin				*	
	(Double Awards) 1A Ho Ki Ching Kaylee					*
	58th Schools Dance Festival					
	(Honor Award) 5D Alba Hannah Jasmine 6A Cheng Nga Man 6B Fermin Jaan Maxene Yancha 6D Khan Aamna	6A Inoceno Gabrielle Eloise I. 6A Serrano Anika Mae Banawa 6C Jasmin Aritha Franklin Pilongo				*
	(Highly Commended Award) 6A Cheng Nga Man					*
	Hong Kong Professional Dance Competition					
	1C Tsoi Kwan Tung 3B Lopez, Chrischa Micaella M 3B Salvador, Sharyna Asha Angheles 3D Mohammad Farrah Mehak 4B Poduval Mithra	2B Cerezo Cyrille-Jane 3B Manuel, Angel Rose Tormento 3D Panaligan Alexandria Serifena 4A Giang Villan Sara Isabela Kamein 5B Ray Del Val Alanis Monique D.		*		

	1st Short Video Contest In Spanish "[REC]omienda"					
	(Winner) 4A Gurung Lobh					*
(III)	<i>Sports Events</i>					
	Inter-School Cross-Country Competition 2022-2023					
	(Team Champion) 1A Kaur Manjot 2B Segovia Fueyo Julia 6A Lin King Shing Timothy	1A Cubillan Brooklyn Asha Cabrera 6A Lin Chi Shing Keith 6C Lai Hei Yin	*			
	1A Cubillan Brooklyn Asha Cabrera		*			
	2B Segovia Fueyo Julia			*		
	4A Wood John Charles Temuulen 6A Lin King Shing Timothy				*	
	Inter-School Athletics Competition 2022-2023					
	(100M Hurdles) 4A Kaur Prabjeet		*			
	(1500M) 4A Wood John Charles Temuulen			*		
	2023 Hong Kong Skateboarding Tournament					
	(Girls Junior Speed) 3D Mohammad Farrah Mehak			*		
	(Boys Senior Speed) 4C Cortez Jared Carlo Espina			*		
	Kellett Island Cup Youth Open 2023					
	6A Fujiwara Hugh Tatsu 6A Lin King Shing Timothy 6A Nguyen Nhan Tri 6B Lee Chung Tak Ethan 6C Au Yeung Man Hong	6A Lin Chi Shing Keith 6A Ng Tsz Hei 6B Hasegawa Minato 6B Tabora, Joshua Sarsale 6D Hunt Samuel	*			
(IV)	<i>Other Events</i>					
	2022-2023 香港課外活動優秀學生表揚計劃					
	(獎狀及獎杯) 5A Yung Ching Kiu					*
	全港學界無人機挑戰大賽					
	(一級認證) 2A Chung Moses 3A Kam Chun Yin	2B Singh Karamveen				*
	1st Leadership Institute on Narcotics					
	(The Bronze Award of " Outstanding Students ") 5A Lam Cheuk Hay Anselm 5A Yung Ching Kiu	5A Man Ching Kan Jason 5C Wu Hiu Ping			*	
	vHK Grand Tour AR Competition					
	6A Cheong Wei Teng 6B Sharma Kartik 6D Hunt, Samuel	6B Cameron, Angus James Donald 6B Hasegawa Minato	*			
	2022 Hong Kong Island Outstanding Students Award					
	3A Wong Sheung Yin Austin	6A Fujiwara Hugh Tatsu				*
	Smart City & Innovation Scholarship					
	(Scholarship) 4A Wood John Charles Temuulen					*
	Hong Kong Biology Literacy Award (2022-2023)					
	5A Yung Ching Kiu					*

VII Appendix

Appendix 1

**ROSARYHILL SECONDARY SCHOOL
REPORT ON USE OF CAPACITY ENHANCEMENT GRANT
FOR THE SCHOOL YEAR 2022/23**

Area & Objectives	Strategies	Schedule	Resources used	Evaluation	Person-in-charge
Spanish Learning	To employ Spanish Panel Head and Spanish Teachers	Sept 22 - Aug 23	Salary X 1.05 (MPF included) of Spanish Panel Head and Spanish Teachers Total: \$734,303.20	<ul style="list-style-type: none"> • Our teachers are native Spanish. Students' proficiency and interest in Spanish Language has been enhanced. Students are encouraged to participate in different Spanish-related activities and competitions. • Junior-level and Senior Spanish curriculum have been further optimized. • Afterschool Spanish classes have been arranged for junior elite students so that they are better prepared to study Spanish in senior levels. • Spanish is an elective for S.4 and S.5 students. All of them have been arranged to have 1-hour afterschool enhancement lesson every week so as to prepare them well for the public exam. All skills needed for their exam has been practised during the lessons. • Administrative effectiveness and curriculum leadership of Spanish Department has been further enhanced with the appointment of Spanish Panel Head 	Spanish Language Coordinator
Pastoral Care Support	To employ a Pastoral Care Support Coordinator in leading, overseeing and supporting pastoral care	Sept 22 – Aug 23	50% of Salary X 1.05 (MPF included) of Pastoral Care Support Coordinator	<ul style="list-style-type: none"> • In order to provide whole-person development to our students, we not only emphasize on our students' academic achievements but also their participation in different activities in order to have healthy lifestyles. 	Pastoral Care Support Coordinator

	and religious activities at school		Total: \$385,077.70	<ul style="list-style-type: none"> • As the Head and Consultant of the Religious Department, Father not only gave the Religious Team ideas and guidance on how to run various religious activities and to promote the well-being of both body and mind, but also conducted morning prayers on every Tuesday, Wednesday and Friday, providing pastoral care support to our students and teachers. • Rosaryhill Secondary School is a Catholic school. We have many religious activities and celebrations every year according to the Catholic Church Calendar and the needs of students and the school. For example, Father arranged activities for students at Christmas and Easter to let everyone share the true meaning of the festivals. The Christmas sharing of last year was a great example showing the message of love and care of teachers from all sections. 	
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TOTAL: \$1,119,380.90

Appendix 2

ROSARYHILL SECONDARY SCHOOL
Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2022/23 school year

Teacher-in-charge	Programme	Objective(s)	Target (No. level /selection)	Duration / Start Date	Deliverables	Evaluation	Expenditure
Ms. Harriet Lo	Maths training for elite students	To provide additional Maths training and teaching aids (books) for students with talents or interest in Maths	S4 - S5 students	Oct 2022-Apr 2023	Participation in competitions	About 25 students got awards in different Mathematics Competitions such as Thailand International Mathematical Olympiad, 華夏盃全國數學奧林克邀請賽,2022 華夏盃晉級賽,亞洲國際數學奧林匹克公開賽晉級賽 and AIMO (港澳盃)初賽和決賽.	\$7000
Ms. Fion Li	English exam strategies for elite students	To equip S5 & S6 elite students in terms of their English exam results with systematic exam strategies so as to prepare them for obtaining better levels in the Eng Lang Papers of the HKDSE examination	S5 & S6 elite students	Oct 2022 - July 2023	Attending workshops	One workshop was arranged for S5 elite students concerning writing skills (Paper 2). 29 students attended the workshop on 21 June 2023, which lasted for 1.5 hours. The learning materials were useful but the learning mode could have been more interactive. Students have learnt more about writing skills and the use of informal and formal language features in different text types. Their knowledge and skills have been enriched.	\$3800
Mr. Ko Kam Tong	Athletic training for elite students	To equip students to take DSE exam	S.4 - 6 students	Sept 2022 - May 2023	Performance in DSE	Cannot book the Sports ground for training on our scheduled time because it clashed with other Schools' Athletic Meet booking.	\$0

Appendix 3

ROSARYHILL SECONDARY SCHOOL
Programme Evaluation Report for
DLG – Other Language Course(s) for the 2022/23 school year

Teacher-in- charge	Programme	Objective(s)	Target (No.level /selection)	Duration / Start Date	Deliverables	Evaluation	Expenditure
Ms. Bonnie So	AS level/ DELE Spanish program	To prepare students to take AS level/DELE Spanish exam	S4 and S5 students with good Spanish competency	Sept 2022- June 2023	Performance in assessment	Our teacher is native Spanish. A total of 4 students in S5 will take AS level Spanish exam and 6 in S4 will take DELE. All of them were arranged to have 1-hour after-school enhancement lesson every week so as to prepare them well for the public exam. All skills needed for their exam has been practised during the lessons	\$4300 x 10 (S4 x 6 + S5 x 4) = \$43000

Appendix 4

Report on the Use of the Promotion of Reading Grant 2022-2023 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

Our objective is to (1) create a reading culture in school, (2) mobilize students to participate in e-reading schemes, (3) motivate students to participate in reading activities and (4) acknowledge students with good performance in reading. As shown by the total number of book circulation in 22-23, the reading culture is far from satisfactory. Objective (1) is not met. For reading scheme, all S1-S3 students participated in e-Reading Scheme, so Objective (2) was met. All S1-S6 students were invited to participate in book exhibition in September and several mini-Book Exhibitions throughout the school year. Two mini-sharing related to environmental awareness and goal pursuit were held by two of our alumni and mini-book exhibitions related to the topics of the sharing were held.

S1-S5 students joined Book Report Writing Competition in the 1st term and Objective (3) was met. Since awardees of all the events and competitions were presented certificates and prizes throughout the school year, objective (4) was met.

Accumulative Total of the Books Borrowed 2022-2023						
	S1	S2	S3	S4	S5	S6
A	20	72	6	20	44	5
B	0	19	19	14	35	5
C	14	2	16	9	57	14
D	-	-	2	6	7	0
Form Total	30	91	43	49	135	24
Total	372					

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

Departments made good use of the reading grant to purchase new books and magazines that are related to the curriculum and suit students' needs. Throughout the school year, English/Chinese book report competition, Bookmark Design Competition, various Book Exhibitions, mini-talks and book sharing were successfully held. Library Team collaborated with different Departments to cultivate a rich reading culture in school. The strategies were successful. Yet, some strategies have to be reviewed so more students can benefit from them.

In order to cultivate and encourage reading habit in our students, we would invite students to set reading goals during adaption programme at the beginning of the school year and at the beginning of the 2nd term with the help of a Reading record book during a library lesson (morning session). We will keep track of students' reading habit and recommend books to students who have not borrow any book. Students are allowed to review the book they read in different ways (e.g. video book sharing, morning assembly book sharing, drawing the characters in the book, etc.) before we give them rewards for completing the book. Positive reinforcement (e.g. bonus mark in English or Chinese) will be given to students who submit their work that shows they have completed a book. We would also hold various activities such as book sharing during morning assembly and uploading students' book sharing video on school homepage and on the social media platform of Library Team. Our student librarians will bring some books to classes in the morning and do promotion and encourage students to borrow them. Each term, we will design different awards to encourage students to be avid read (e.g. classes with the highest number of books borrowed and the classes with highest numbers of readers).

Part II: Financial Report for the use of Reading Grant only (=\$62800 in 2022-2023)

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$34756.35
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$4700.00
	<input checked="" type="checkbox"/> e-Read Scheme (printing of i-learner booklet)	
	<input type="checkbox"/> Other scheme :	
3.	Reading Activities	\$0
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct tales	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other :	
	Magazines/Newspaper	\$7176
	Reading prizes and certificates	\$4250
	Total:	\$50882.35
	Unspent Balance:	\$11917.65

* Please tick the appropriate boxes or provide details.

Appendix 5

School-based After-school Learning and Support Programmes 2022/23 s.y. School-based Grant - Programme Report

Name of School: Rosaryhill Secondary School

Staff-in-charge: Ms. Bonnie So Contact Telephone No.: 28355127

A. The number of students (count by heads) benefited under the Grant is 2 (including A. 1 CSSA recipients, B. 1 SFAS full-grant recipients and C. 0 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Drama Workshop	1	1	0	80%	Oct 2022 - May 2023	\$28,675	Participation rate Observation Performance	Stage D Ensemble	A musical was produced this year. Drama Club members performed in the school hall to S.1-3 students. The recruitment of Drama Club members and sustainability was a challenge in the first term. A solid and committed team for performance was formed only in January 2023. The average attendance rate is 80% overall.
Lion Dance	0	0	0	60%	Nov 2022 - June 23	\$10238.3	Observation Performance	Hung Lok Man Martial Arts Dragon & Lion Dance	Students have learnt skills of lion dance and playing with drum and gong during face-to-face training practices. Lion Dance performed at the Opening Ceremony of Flower Market on 19 Jan 2023 and Spanish Open Day on 4 Mar 2023.

Dance Club	1	0	0	83%	Oct 2022 - May 2023	\$23,348	Attendance rate Number of competition and performance joined	Dance teacher Kwong Suet Ling	Students have participated in two outside school competitions i.e. 59th Schools Dance Festival and 全港舞蹈演藝日大賽, and three performances in school i.e. Teacher-Student Day, Macarena dance & dance performance in school for Spanish Open Day.
Chinese 初中語文能力改進班	0	0	0	80%	Oct 2022 - May 2023	\$5760	學生的出席率 課堂表現 功課表現	泓文教育顧問有限公司	課程共有 11 位學生參與，平均出席率為 80%，尚算滿意。只有 25%的學生同意此課程能有效幫助他們學習中文。 本課程中一至中三學生要共同上課，當中存在著甚大的學習差異，所用教材難以迎合各級學生的程度，從而影響學習效能。另外聘導師的課堂管理及教學技巧欠佳，以致未能提升學生的學習興趣及中文水平。
@No. of man-times	2	1	0		Total Expenses	\$68,021.3			

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

Appendix 6

III. Report on Life Planning Education and Career & Guidance Service

Rosaryhill Secondary School

Report on Life Planning Education and Careers & Guidance Service (2022-2023)

Objectives	Strategies	Monitoring/Evaluation	Allocation of the CLP Grant
1. HKACMGM membership	<ul style="list-style-type: none">Get updated training information and resources	<ul style="list-style-type: none">Feedback from team members were neutral.Comments from class teachers and students were positive.	Membership Renewal fee \$400
2. Further Study Guide	<ul style="list-style-type: none">Further Study Guide (S.3 subject choice, S.6 programme choice, career pathway) were subscribed.	<ul style="list-style-type: none">Feedback from teachers and students were positive.They can check the latest information about further study and career pathway.	\$3250
3. Stationery, Printing & Photo Printing for Promotion	<ul style="list-style-type: none">Stationery, colouring printing and photo printing for promotionCertificate folder to promote students' awareness of keeping all necessary documents	<ul style="list-style-type: none">Feedback from team members were positive.Comments from class teachers and students were positive.	\$10207.5
4. Career exploration activities	<ul style="list-style-type: none">Materials for career exploration activitiesSubsidies for students to take part in external career exploration experienceAV equipment for social media challenge	<ul style="list-style-type: none">Feedback from teachers and students were positive.Students made good use of the subsidies.	\$26377.6
5. To provide extra manpower	<ul style="list-style-type: none">Employ an assistant teacher and teaching assistants to share the administration workload of all the members in the Career and Life Planning Team	<ul style="list-style-type: none">The TAs helped in administrative and functional duties.Their help has improved the effectiveness in the preparation of all activities involved.	\$81250
Total			\$121485.1