

Rosaryhill Secondary School



Annual Report 2018 - 19

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I School Vision and Mission

A. School Motto & Mission

School Motto: Veritas (Truth)

Rosaryhill Secondary 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 Secondary 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 Secondary 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 three major concerns for 2016/17 – 2018/19. They were:

1. To promote Spiritual Education through a holistic approach.
全方位推動心靈教育
2. To enhance the effectiveness of learning and teaching.
提升學與教效能
3. To support personal growth of students through reflection.
引領學生從反思中成長

II Our School

A. School Management

The Principal led the Executive Committee to formulate and to implement school policies. The four offices namely Academic Office, Environment and Activities Office, Student and School Affairs Office and Liaison Office ran daily school activities. The Parent-Teacher Association (PTA) and Old Student Association (OSA) also played active roles in giving supports and suggestions.

Incorporated Management Committee (IMC)

- | | |
|----------------------------------|----------------------------------|
| 1. Fr. He Yousun | 8. Fr. Gonzalez Izquierdo Javier |
| 2. Fr. Garcia Solis Bonifacio | 9. Ms. So Fong Mei |
| 3. Fr. Sanchez Rodriguez Vicente | 10. Mr. Leung Sung Yum |
| 4. Fr. Lopez Legido Jose Angel | 11. Ms. Choi Ming Fung Janet |
| 5. Fr. Salcedo Garcia Alejandro | 12. Mr. Ng U Ock Edward |
| 6. Fr. Chen Xinwang | 13. Ms. Cheung Wai Monica |
| 7. Fr. Mi Yuchun | |

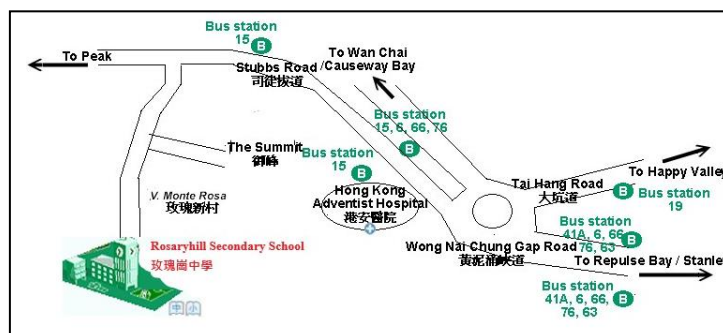
B. History

Rosaryhill School was founded in 1959 by the Dominican Fathers of the Holy Rosary Province. The school initially began as a Primary School and the Secondary Section was added in September, 1962. By 1968, our Kindergarten, Primary, and Secondary Sections were established as independent sections. In 1970, the Business Studies Section was established and stopped offering courses after May 2012. In 2007, the Kindergarten Section was registered under a new registration system and subsequently renamed as “Rosaryhill Kindergarten”. We had been a thriving co-educational institute consisting of a Kindergarten, a Primary Section, and a Secondary Section. In September 2017, the Secondary Section established its Incorporated Management Committee (IMC), and the secondary section was renamed as Rosaryhill Secondary School.

C. School Location and Physical Settings

Location

Rosaryhill Secondary School was located on the northern slope of Mount Nicholson, the hill at the centre of Hong Kong Island, facing the Victoria Harbour.



Physical Settings

The school building was a rectangular structure, divided into two parts by a central portion comprising the common facilities of school hall, chapel, library and special rooms. The back wing, or southern wing, was mainly occupied by the Primary Section. The 6th floor of both sides was originally built as private quarters. The large part of it had been used as the residential quarters for the friars of the community. A five-storey multi-purpose building brought about better learning facilities which was completed in September 2005.

In addition to excellent school facilities, we had a large and picturesque campus. The total area of the school was 14,000 square meters, surrounded by natural vegetation and trees: an ideal environment for study and healthy growth. There were ample playgrounds, both internal and external, for the pleasure and recreation of our students. We also provided a wide networked, air-conditioned school bus service and had a spacious car park.

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

1. Address: 41B Stubbs Road, Wanchai, Hong Kong
2. Telephone No.: (852) 2572 0228 (852) 2835 5127
3. E-mail Address: info@rhs.edu.hk, sec@rhs.edu.hk
4. Web Site Information: <http://www.rhs.edu.hk/> , www.rhs.edu.hk/Secondary/

E. Our Teachers

1. Information of teaching staff 2018-19

| | |
|---|----|
| Number of teachers in regular establishment | 55 |
| Additional number of teachers | 4 |
| Total | 59 |

2. Qualification and professional training (% of teachers)

| Qualification | Percentage |
|---------------------------------|------------|
| Bachelor's degree | 100% |
| Master's degree | 44% |
| With teacher's training | 85% |
| With special education training | 24% |

3. Teachers' Experience

| Years of experience | Percentage |
|---------------------|------------|
| 0-4 | 22% |
| 5-9 | 7% |
| 10 or above | 71% |

F. Our Students

1. Number of Students

In 2018-2019, we had 448 students in total, of whom 260 were boys and 188 were girls.

Table 2.1: Number of Students 2018-2019

| Level | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of boys | 44 | 48 | 42 | 41 | 43 | 42 | 260 |
| No. of girls | 36 | 22 | 33 | 43 | 30 | 24 | 188 |
| Total Enrollment | 80 | 70 | 75 | 84 | 73 | 66 | 448 |

2. Class Structure

In 2018-2019, we had a total of 24 classes, offering 32-36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2018-2019

| Level | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 |
|----------------|-----|-----|-----|-----|-----|-----|
| No. of classes | 4 | 4 | 4 | 4 | 4 | 4 |
| No. of places | 128 | 128 | 128 | 128 | 132 | 136 |

3. Students' Attendance and Punctuality

A high percentage rate for average daily student attendance and punctuality was recorded in the year 2018-2019.

Table 2.3: Students' Attendance and Punctuality 2018-2019

| | Number of School days | Number of Students | % of Presence | % of Punctuality |
|-----|-----------------------|--------------------|---------------|------------------|
| S.1 | 172 | 80 | 95.7% | 99.2% |
| S.2 | 172 | 70 | 94.6% | 98.6% |
| S.3 | 172 | 75 | 94.0% | 97.7% |
| S.4 | 172 | 84 | 94.2% | 97.8% |
| S.5 | 172 | 73 | 94.9% | 95.2% |
| S.6 | 111 | 66 | 93.8% | 95.3% |
| All | | | 93.6% | 97.0% |

III Achievements and Reflections on Major Concerns

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

A. Major Concern 1: To promote Spiritual Education through a holistic approach

A holistic approach was implemented to ensure successful delivery of Spiritual Education in different aspects

(a) Achievements

1. Through stimulating and meaningful learning activities, Spiritual Education was immersed into different aspects of school life such as academic, student development and affection & attitude to enrich students' learning experience.
2. Different elements of Spiritual Education became a routine practice at school. Students and teachers were familiar with spiritually enriching practices such as mindful breathing and meditation, displaying their understanding of Fruits of the Spirit through class banners, Spiritual Zones and taking care of class plants. Classes faced more challenges in fully completing the four Class Plant Booklets, as some students were not good at drawing.
3. Playing a leadership role in promoting Spiritual Education, the Spiritual Education Team was responsible for the planning, implementation, monitoring and evaluation of Spiritual Education. The team provided the implementation guides, advice and professional training to teachers, which increased their capacity in delivering different Spiritual Education plans.

(b) Reflections

1. As it was the third year of the implementation of Spiritual Education, members of the school were familiar with Spiritual Education plans, which further ensured the smooth implementation of the plans.
2. Spiritual Education (SE) Team, as the advocates of Spiritual Education, was eager to accept feedback and react with new plans. Due to the challenges in fully completing four Class Plant Booklets, a few suggestions were given by SE Team for the coming school year. For instance, students could take photos of the plants instead of drawing them; lessen the number of pages; or, having one booklet per class instead of four booklets per class for higher quality of students' work and reflections.

To integrate Spiritual Education into curriculum

(a) Achievements

1. Different subjects continued to integrate Spiritual Education elements into their curriculum. Some highlights are as follows:
 - Chinese Language Department integrated Spiritual Education into theme-based writing lessons, which stimulated students to make reflection. English Language Department developed various sets of worksheets which provided opportunities for S.1 students to express their feelings with vocabulary input, while S.2 students engaged in the topic of anti-bullying and building relationships with others.
 - In the Liberal Studies Department, some potential areas to be integrated with Spiritual Education were identified, implemented and shared within the department.

Subsequently, different learning and teaching strategies served as means to implement integration such as choice of issues, post-lesson reflection, and record of Spiritual Education values learned. Under the guidance of teachers, students were able to see the connection between Spiritual Education and Liberal Studies.

- The Visual Arts Department incorporated Spiritual Education into arts learning by teaching students in all levels to draw Mandala on umbrellas. Many of the good works were selected and displayed in the public such as the Wan Chai MTR station and our school campus on Open Day.
 - The Biology Department continued to integrate Spiritual Education elements in S.5 topic “Reproduction”, which allowed students to have in-depth reflection on “LOVE” about their lives. A change last year was that students were allowed to take more than one reflection card to write private messages to their parents and teachers.
2. S.1 students were given Life Education Periods (LEP) on Myers Briggs Personality Types with the guidance of a booklet. S.2 and S.5 students were given LEP on anti-bullying separately from different angles, which highlighted Fruits of the Spirit.
 3. Details of all annual Spiritual Education activities and daily routine were communicated in the beginning of the school year via the distribution of a document named “Key Plan” to facilitate curriculum alignment.
 4. Data about students’ learning types obtained through the completion of Myers Briggs Personality Types Indicator was released to teachers, with an analysis which highlighted the characteristics of various types of learners in the school.

(b) Reflections

1. In S.1. and S.2, the learning duration for language subjects was more sufficient, and more time was allowed to explore topics related to Spiritual Education. Students were able to do reflections well and express their views. The schedule was tighter in S.3 due to TSA preparation, so coverage of Spiritual Education topics could be decreased to maintain the quality of learning.
2. According to the Annual Report of different departments, elements of Spiritual Education were infused into various learning topics. Due to the experience gained in the previous two years, readiness to facilitate students’ learning was increased. Students were able to showcase their learning through classwork and homework.
3. Importance of Professional Sharing: Professional sharing sessions of Spiritual Education plan were conducted among subjects to enhance teachers’ understanding of aligning their curriculum/classroom learning with Spiritual Education.
4. The data and analysis showing the types of learners in school further facilitated teachers’ effectiveness in teaching by understanding more about students’ learning needs.

To integrate Spiritual Education into student development

(a) Achievements

1. Myers Briggs Personality Types was introduced to S.1 students via S.1 LEP. Life and Career Planning Team developed a booklet to help students realise their own learning types and styles.
2. S.2 and S.5 students were given talks during LEP on anti-bullying separately from different angles, which highlighted the Fruits of the Spirit.
3. Self-reflection and evaluation of each small group or programme were done by the Counseling Team. Students were able to be more self-understanding. Students were

equipped with stress management and problem-solving skills through participating in activities organized by Counseling Team.

(b) Reflections

1. S.1 students learnt to be more efficient and effective in learning by discovering the types of learners they were. The booklet was proven to be very useful in providing important information about learning styles.
2. Students in S.2 and S.5 became more aware of the issues related to bullying and obtained updated information about ways to tackle such issues.
3. Students learnt to understand themselves more. It was helpful to their development. Stress release and problem-solving strategies helped students in different aspects in their lives.
4. Myers Briggs Personality Types was a scientific and systematic tool to help all students understand more about themselves. It was especially useful for S.3 students in making their subject choice decision for S.4.

To promote a campus atmosphere conducive to Spiritual Education

(a) Achievements

1. Environment-related initiatives like Spiritual Zones, class plants and class banner programmes were conducted. Taking care of class plants became a habit and part of students' school life. An award presentation ceremony was conducted to show appreciation to Best Spiritual Zones, Best Class Banner and Best Class Plants.
2. Students continued to start their morning by breathing mindfully, expressing gratitude and praying together in the morning assembly. Students and teachers practiced silence during the Meditation Time on Monday afternoon to help enhance their readiness for the afternoon lessons.
3. To help students develop the skills of paying attention and enhance the effectiveness of learning, the frequency of ringing Mindful Bell and saying intentions were decreased from doing once in each lesson to only twice per day (1st and 6th periods).
4. Vision and mission, SE framework, Fruits of the Spirit, core SE values like practising gratitude, 'You are Precious' and 'Healthy Body, Healthy Mind' were communicated with students through student handbook.

(b) Reflections

1. Recognition for good efforts in supporting the spiritual activities (Spiritual Zone, class banner and plants) should be retained.
2. By decreasing the frequency and quantity of ringing Mindful Bell and saying intentions, the quality of the practices increased. Students showed more appreciation when the practices became more symbolic by only ringing the bell twice a day.
3. Early intervention in guiding students to use Student Handbook as a tool of Spiritual Education learning was useful to consolidate students' awareness of whole-person development.
4. Students and teachers were familiar with the key elements of Spiritual Education, especially Fruits of the Spirit. The different core values such as kindness, goodness, patience and many more helped students to become more positive and helpful individuals. Teachers acted as facilitators in the spiritual growth and development of students, based on the Spiritual Education key plan.

B. Major Concern 2: To enhance the effectiveness of learning and teaching

➤ To nurture students to become active, responsible and self-disciplined learners

(a) Achievements

1. A series of workshops, aiming to nurturing our students to become active and responsible learners, were organized. Our students' note-taking, note-processing skills and deep learning skills were enhanced as they applied the skills in different subjects. A S.6 talk on examination preparation skills also helped students' time management and prioritization skills which are important for them to prepare for public examinations.
2. Note-taking became an integral part in classroom and outside classroom learning. Students were taught to file and manage their learning materials in a well-organized manner. All these enhanced students' learning effectiveness.
3. Pre-task was the daily assignment of students in some subjects. It helped nurturing students' good and self-disciplined study habit.

(b) Reflections

1. Students were more used to taking notes and processing notes, and their performance was encouraging. For further enhancement of our students' learning effectiveness, we saw the need to promote positive learning support e.g. to enable students to learn and utilize good study attitude and habit and to optimize learning support to cater for learner diversity. These measures could be set as a target for next academic year.
2. Giving coursework marks/ bonus marks for pre-tasks, post-lesson tasks, note-taking and note-processing could further enhance students' learning motivation.

➤ To enhance the effectiveness of homework and assessments

(a) Achievements

1. Subject homework policy and assessment policy were reviewed so as to further enhance the curriculum alignment in particular the alignment of taught curriculum with intended tested curriculum. Subject-based homework and assessment guidelines were further refined to increase the learning and teaching effectiveness.
2. For promoting assessment literacy, study of HKDSE Examination Statistical Report and reports of other public examinations for improvement were the agenda of the Academic Office and departments. Subjects' examination reports on students' performance and the daily assessment data collected by teachers were used to further inform learning and teaching.

(b) Reflections

1. Using assessment data to inform learning and teaching produced desirable outcomes in enhancing learning and teaching effectiveness. It continued to be our target in the next academic year.
2. To optimize assessment and professionalize teaching, assessment strategies and assessment for learning would be further improved so as to sustain and deepen curriculum need and students' need.

➤ **To cater for the diversified learning needs of students with different backgrounds**

(a) Achievements

1. After-school enhancement lessons were arranged by different subjects to cater for learner diversities throughout the year.
2. School-based After School Learning and Support Programmes (Mathematics, Chinese and English) were arranged to cater for students' learning need and consolidate their classroom learning.
3. Streaming of students was conducted according to their learning ability in Chinese, Mathematics and English.
4. Tailor-made school-based learning materials, modes of assessment as well as differentiation in Uniform Test (UT) and examination questions were prepared to cater for learner diversity.
5. Students were arranged to participate in different subject-based competitions and activities so as to enrich their learning experiences.
6. Thinking skill workshops were held to equip elite students with critical thinking skills, data analyzing skills and writing skills so that they could be better prepared for the HKDSE. Maths training sessions were conducted to prepare elite students for different competitions such as 華夏盃全國數學奧林克邀請賽, 2018 華夏盃晉級賽, 2019 亞洲國際數學奧林匹克公開賽晉級賽 and 2018 AIMO (港澳盃)初賽. Our students also obtained awards in these competitions.
7. NCS students had been prepared to obtain Alternative Qualification(s) in Chinese Language (ACL), namely GCE/GCSE Chinese and Applied Learning Chinese. The results were outstanding and encouraging.

(b) Reflections

1. To optimize learning support to cater for learner diversity, monitoring and evaluating the effectiveness of various after-school enhancement programmes could be further strengthened.
2. For the thinking skills workshops, students gave positive comments on the effectiveness of the trainers and the workshop in helping them to analyze questions more effectively.
3. We would continue our practice to provide different opportunities for students to unleash their potentials in different areas.
4. To further support catering for learner diversity, we would optimize our curriculum that helped attain students' success and progression on the one hand. On the other hand, we will further improve our eLearning and IT in education.

➤ **To enhance teachers' professional development**

(a) Achievements

1. In order to further enhance the effectiveness of teaching, supporting services were employed from professionals (Quality School Improvement Project, The Chinese University of Hong Kong). All teachers attended the seminar on "A good lesson" delivered by the professional speaker from QSIP. Over 88% of the participants agreed that the content is useful and addresses their job need.
2. Two inter-KLA and departmental professional sharing were organized in which various departments shared the effectiveness of their plans related to Major Concerns of school. The feedback was positive and encouraging. The sharing further fostered professional sharing culture in school.

3. Peer lesson observation was an effective means to enhance teachers' professionalism. Peer lesson observation was accompanied by a peer lesson observation form completed by the observer and was given to the teacher being observed for his / her reference. Teachers became more reflective in their classroom practices by observing their colleagues' teaching strategies.

(b) Reflections

1. Professional development on eLearning and IT in Education was an educational trend. Our school also saw the need to further promote professional development in this area.
2. Cross-departmental / Cross-KLA professional exchange and sharing for academic improvement should be further promoted.

C. Major Concern 3: To support personal growth of students through reflection

➤ **To review and organize programmes to meet the developmental needs of students**

Counseling & Discipline programmes

(a) Achievements

1. The Counseling Team provided ample opportunities for our students to help their personal growth through different activities, such as Youth Ambassador Scheme, Smarteen Programme, Small Groups Programmes, Life Education Periods and Visits.
2. The smooth implementation of the above schemes gained positive feedback from students.
3. As for Discipline Team, JPCLC members practiced what they learnt before and developed positive self-image in large-scale school functions such as Athletic Meet, Swimming Gala and Speech Day.
4. Since Youth Education Series (Y.E.S.) programme, Youth Ambassador Scheme and anti-drug seminars were well-received by students and teachers, Counseling Team continued to conduct these programmes to meet the developmental needs of students.

(b) Reflections

1. Through various schemes, our students shared their feelings with social workers and counseling teachers. It was encouraging to see their personal growth through our whole-school approach or small groups activities for some target students.
2. It was proposed that the school should continue to cooperate with Police Force as more resources and materials would be available for students and teachers.
3. Preventive measures and proactive programmes were adopted to instill students with positive values and attitudes.

Experiential Learning Week

The Experiential Learning Week (ELW) was from 3 to 7 July 2019. It aimed at providing an exciting learning experience for our students to learn beyond classrooms. In both junior and senior levels, activities were organized in alignment with our school curriculum in order to consolidate the knowledge students acquired in classroom, and broaden their horizon through hands-on experience.

(a) Achievements

1. Junior levels:
S.1 students learned about the past and present Hong Kong by visiting museums and roaming around the mid-levels. As for S.2, students experienced the principle of flights through a range of workshops and experiments. While for S.3 students, they had a chance to apply sustainability in practice by visiting museums and Mai Po Nature Reserve. They also had a day trip to Zhongshan 760 Creative Industry Park. According to the evaluation result, about 80% of S.1 students thought their understanding of Hong Kong culture and Chinese culture was enhanced. Over 80% of S.2 students enjoyed the STEM projects they did. 75% of S.3 students thought the trip was inspiring and useful.
2. Senior levels:
Some students attended Disneyland workshop, visited Hong Kong Police College and provided social service. Others left Hong Kong for different overseas study tours. Students went to Seoul for visiting Seoul Energy Dream Center, Bucheon Robot Park and LG Science Hall. The Okinawa cultural tour allowed students to experience the traditional dining and visit Okinawa Churaumi Aquarium, Busena Marine Park, Nago Pineapple Land, etc. The Shanghai cultural tour provided students an opportunity to explore Tianzifang, Zhujiajiao Ancient Town, etc.
3. The ELW was successfully accomplished with positive feedback from students. About 80% of students thought their understanding of Chinese culture, STEM and environmental conservation was enhanced. Student also learnt to appreciate the culture of different regions.

(b) Reflections

1. Students became more innovative, disciplined and cooperative.
2. Voluntary Service provided students the opportunity to practice and develop social skills, strengthen their ties to the community and broaden their social network.
3. Learning outside classrooms gave students first-hand experience in STEM, culture and community service.

➤ To foster students' whole-person development for cultivating their sense of belonging and a positive school culture

Counseling & Discipline programmes

(a) Achievements

1. The implementation of Youth Ambassador Scheme, Smarteen Programme, Small Groups programmes, Life Education Periods and Visits was smooth. The feedback from the students and the teachers was supportive.

(b) Reflections

1. It was appreciated that the Youth Ambassadors were enthusiastic about serving their junior form schoolmates as well as designing the activities for them and volunteering social services. Social awareness and the sense of responsibility amongst students

were enhanced and the scheme also developed their mutual cultural respect among local and NCS students.

2. It was significant that the participants of Smarteen Programme were able to face challenges and learn problem-solving skills. Their self-esteem was enhanced through different tailor-made Smarteen programmes. It was hoped that they would join different school activities in the coming school years to foster their personal growth and cultivate more positive energy.

Co-curricular Activities

(a) Achievements

1. A total of 35 clubs / teams / societies were provided for all students. More than 70% students joined different kinds of co-curricular activities, services or competitions.
2. Inter-house and inter-class competitions, book exhibition, singing contest, blood donation and new students' adaptation programme were highly welcomed by students. Students also cultivated a sense of belonging to school.
3. Other Learning Experience (OLE) activities were provided for all senior students. Senior students gained career-related experiences and developed academically, morally, aesthetically, physically and socially.

(b) Reflections

1. Students extended their potential and developed all-roundedly in cultural, services, religious, sports, interests and academic areas with a wide range of co-curricular activities.
2. By taking up different duties of student organizations, students were given many opportunities to train up their generic and leadership skills.

Ceremonial events

(a) Achievements

1. Special ceremonies like Opening Day, Golden Jubilee Scholarship Presentation, 60th Anniversary Open Day, Speech Day, Closing Day, etc. were successfully conducted.
2. To facilitate students' whole-person development, students were awarded for outstanding academic performance in studies, co-curricular activities and social services. This helped cultivate positive values in school.

(b) Reflections

1. Most of the awards focused on students' performance in areas like academic, activities and services. More focus could be placed on students' performance in having positive attitudes.
2. Students' development in physical, mental and social aspects should be recognized by school.

➤ **To establish a whole-school student life-planning framework**

Life and Career planning

(a) Achievements

1. In S.1, Life and Career Planning Team cooperated with Spiritual Education Team to conduct Life Education Periods (LEP) about self-understanding.

2. In S.2, Life and Career Planning Team collaborated with class teachers and a service provider to conduct LEP about exploring opportunities in life.
3. 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.
4. In S.4, Life and Career Planning Team collaborated with class teachers and service providers to help students achieve their goals by making plans for their future.
5. In S.5, Life and Career Planning Team members collaborated with class teachers and service providers to help students identify and unleash their potentials through various workshops.
6. In S.6, the theme of LEP was planning for the future. It prepared S.6 students for their paths after graduation.
7. The school-based life planning materials of S.1, S.3, S.4 were developed by Life and Career Planning Team.

(b) Reflections

1. Students in junior forms were nurtured to have positive mindset and understanding through Myers-Briggs Type Indicator (MBTI) at a young age with the guidance from the teachers from Spiritual Education Team.
2. LEP helped broadened the horizon of students in senior forms. Life and Career Planning Team collaborated with internal departments and external service providers to build up the curriculum for holistic development.
3. Conduction of professional workshops and training sessions for class teachers of senior form are needed.
4. The development of school-based life planning materials was in progress. Training and experience from teachers would help enrich the curriculum.

➤ **To provide individual support on life-planning and career development of students**

Life and Career planning

(a) Achievements

1. Alumni sharing was provided for S.5 & S.6 students. Various career visit / job attachment / job shadowing and external life planning projects were arranged for S.4-S.6 students.
2. Various career visit / job attachment / job shadowing and external life planning projects were arranged for S.4-S.6 students.
3. Individual consultations for each student from S.6 (1st term) & S.5 (2nd Term) were conducted.
4. Interview workshop and Mock Release Day for S.6 students were arranged.
5. Mock Interviews for S.5 by the Mentorship Programme were provided. Debriefing sessions were led by professional mentors.

(b) Reflections

1. 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 sharing by teachers and alumni.
2. After the S.6 individual consultations, S.6 students had better strategies and plans to prepare for their academic and career paths.
3. After the S.5 individual consultations, S.5 students had a better preparation during the summer holiday for their S.6 school life, further studies and career planning.
4. Good experience and responses were received from students and parents.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2018-2019, our active school days were 172, other school days were 34, adding up a total number of 206 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2018-2019

| Events | No. of Days |
|--|-------------|
| A. No. of active school day | 172 |
| Lessons in regular time-table | 150 |
| Teachers-students Day, Post Exam. & School Activity Days | 11 |
| Integrated Learning Week & Normal lessons for S.6 only | 3 |
| Swimming Gala, Athletic Meet (2 Days), School Excursion. Cross-country & Walkathon | 6 |
| School Opening & Closing | 2 |
| B. No. of other school days | 34 |
| Parents Day | 4 |
| Test & Examination (without normal lessons) | 15 |
| Teachers Development Day | 1 |
| Other days which involved majority of teachers : (Recollection Day, Speech Day, Enrolment & Attainment Test of new S.1 Students, and S.1 Orientation Days etc.) | 14 |
| C. Total no. of school days | 206 |

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

B. Subjects Offered in Different Levels

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

Table 4.2: Subjects Offered in Different Levels 2018-2019

| | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 |
|----------------------------|-----|-----|-----|--------|--------|--------|
| Biology | | | C | E | E | E |
| BAFS | | | | E | E | E |
| Chemistry | | | C | E | E | E |
| Chinese History | | | C | E | E | E |
| Chinese Language | C | C | C | C | C | C |
| Computer Literacy | C | C | C | | | |
| Economics | | | C | E | E | E |
| English Language | C | C | C | C | C | C |
| Ethics & Religious Studies | | | | E | E | E |
| Geography | | | C | E | E | E |
| History | | | C | E | E | E |
| Home Economics | C | C | C | | | |
| HMSC | | | | E | E | E |
| ICT | | | | E | E | E |
| Integrated Humanities | C | C | | | | |
| Integrated Science | C | C | | | | |
| Liberal Studies | | | | C | C | C |
| Mathematics | C | C | C | C | C | C |
| Music | C | C | C | | | |
| OLE | | | | C (NE) | C (NE) | C (NE) |
| Physical Education | C | C | C | C/E | C/E | C/E |
| Physics | | | C | E | E | E |
| Putonghua | C | C | C | | | |
| Religious Studies | C | C | C | C (NE) | C (NE) | C (NE) |
| Spanish | C | C | C | | | |
| Visual Arts | C | C | C | E | E | E |

Remarks: C- Compulsory subject E – Elective subject NE – Non-public examination subject

C. Assessment

The school year was divided into 2 terms. In each term, there was an examination and regular tests to assess the progress and achievement of the students. 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 weighing of tests and examinations in the students’ report is shown in Table 4.3.

Table 4.3: The weighting of Tests and Examinations 2018-2019

| | Term 1 | Term 2 | | Annual |
|-----------|----------------------------------|----------------------------------|----------------------------------|--------|
| S.1 - S.5 | 1 st Assessment E1 | 2 nd Assessment UT | 3 rd Assessment E2 | 100% |
| | 30% | 20% | 50% | |
| S.6 | 1 st Assessment | 2 nd Assessment | | 100% |
| | 30% | 70% | | |

D. Subject-Period Allocation

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2018-2019.

Table 4.4: Subject-Period Allocation 2018-2019

| Level Subject | S.1 | S.2 | S.3 | S.4-S.6 |
|--|------------|------------|------------|----------------|
| Biology | | | 3 | 10 |
| BAFS | | | | 10 |
| Chemistry | | | 3 | 10 |
| Chinese History | | | 3 | 10 |
| Chinese Language | 12 | 12 | 12 | 14 |
| Chinese as a Second Language | 12 | 12 | 12 | 14 |
| Computer Literacy | 3 | 3 | 3 | |
| Economics | | | 3 | 10 |
| English Language | 14 | 14 | 12 | 14 |
| Ethics and Religious Studies | | | | 10 |
| Geography | | | 3 | 10 |
| History | | | 3 | 10 |
| Home Economics | 3 | 3 | 3 | |
| HMSC | | | | 10 |
| Information and Communication Technology | | | | 10 |
| Integrated Humanities | 9 | 9 | | |
| Integrated Science | 8 | 8 | | |
| Liberal Studies | | | | 11 |
| Life Edu. Period | 2 | 2 | 2 | 2 |
| OLE (aesthetic development) | | | | 2 |
| Mathematics | 12 | 12 | 10 | 11 |
| Music | 3 | 3 | 3 | |
| Physical Education (General) | 4 | 4 | 4 | 4 |
| Physical Education (HKDSE) | | | | 10 |
| Physics | | | 3 | 10 |
| Putonghua | 2 | 2 | 2 | |
| Religious Studies | 3 | 3 | 3 | 2 |
| Visual Arts | 3 | 3 | 3 | 10 |
| Spanish | 2 | 2 | 2 | |
| Total (per 10-day cycle) | 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 2018-2019

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

F. Students' Reading Habits

Our school faced the same impact as the society and schools in general showed a decline in the reading of newspaper, magazines and books in physical form. The traditional reading habits of students tended to change to viewing and reading of all kinds of resources on the Internet, including ebooks. To keep in pace with the trend of online reading, we kept subscribing ebooks for students to strengthen reading support, and to facilitate and encourage sustainable reading habit.

With the increase in the number of ebooks, the encouragement of the school library and various KLAs/Depts requiring ebook reading as an assessment requirement, more and more students got used to reading ebooks (Raz-kids, HKedCity and eLibrary Plus are the 3 ebook platforms our school had). Raz-Kids had been the most popular ebook platform our school used for years, and the new eRead Pass of HKedcity provided hundreds of books both in English and in Chinese, and some simple Chinese books which were most suitable for NCS students. We would continue to explore more suitable ebook resources in the coming school year.

The eReading Scheme and the Youth Reading Programme were the two reading programmes for this school year. The eReading Scheme was an ebook reading programme working in collaboration with Humanities and Science subjects which required all S.1-S.3 students to read Raz-Kids ebooks as an assessment requirement. The results of the reading programme was satisfactory and we planned to keep it up in the coming school year.

The book exhibition and Reading Prize Giving Ceremony were also popular programmes with high participation rate, contributing to the reading atmosphere of school in one way or the other, and to a certain extent enhancing students' learning.

The Chinese and English Book Report Writing Competitions were held every year to encourage students to read extensively. They were still welcomed by students. The number of participants in the writing competitions, especially in English, this year was encouraging.

With the collaboration of related KLAs, the stock in Language Across Curriculum (LAC) Corner had increased gradually and books there were borrowed quite frequently by students. Almost all junior classes were taken by English teachers to the school library to

borrow English books of various disciplines from there. Students themselves were already familiar with the Corner and some found books from the Corner on their own.

Table 4.6: Accumulative Total of the Books Borrowed 2018-2019

| | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 |
|-------------------|-------------|-------------|------------|------------|------------|------------|
| A | 801 | 152 | 223 | 107 | 39 | 148 |
| B | 251 | 184 | 284 | 18 | 19 | 28 |
| C | 671 | 172 | 242 | 56 | 27 | 126 |
| D | 26 | 608 | 56 | 26 | 19 | 11 |
| Form Total | 1749 | 1116 | 805 | 207 | 104 | 313 |
| Total | 4294 | | | | | |

It was expected that with the improved equipment, facilities, environment and rich library stock in next school year, there would be better services and stronger support to reading (including both Reading across Curriculum & Language across Curriculum), teaching and learning, student self-directed learning and Life Wide Learning.

V Support for Student Development

The Academic Office, Environment and Activities Office, Student and School Affairs Office and Liaison Office collaborated to provide strong support for student development. Under these offices, various teams organized activities, programmes, services, campaign and initiatives related to academic performance, positive school culture as well as healthy and wellness to ensure that all students got adequate support and provide necessary intervention. They joint together to form a safety net to identify needy students and provide early school intervention.

Counseling Team & Discipline Team

Counseling Team & 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 counseling 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, Counseling 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 social workers to foster whole-person development of students.

Life & Career Planning Team

Various talks and workshops on life and career planning were provided 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 counseling to help them develop their own academic and careers aspiration based on their interests and abilities. Students were encouraged to make their choice on their learning paths, careers goals and other aspects of life. Senior form students could also had job-related experiences, so that they had a wider exposure to work-related issues.

Moral & Civic Education Team

To establish high morality and maintain positive learning attitudes, students were given numerous workshops, seminars, display board exhibition and dramas to learn about the importance of morality and civic awareness in this ever-changing society. Through the aforementioned activities, junior forms students learnt about self-resilience whereas senior form students learnt various life skills in the society.

Learning Support Team

Policy:

Our school developed an inclusive culture through the Whole-School Approach to support students with SEN. A 3-tier support model was adopted and resources were deployed to provide appropriate and diversified support according to their needs, so as to enhance their learning, social skills and adjustment to the school life.

Teacher's continuous professional development in special education was encouraged to enhance teaching strategies for supporting students with SEN. Also, we treasured home-school

cooperation by establishing regular communication with parents to facilitate their participation in support for students with SEN.

Resources:

In order to facilitate the support to students with SEN, Learning Support Grant was provided by the EDB. With the resources of EDB and services from the Educational Psychologist, diagnostic and psycho-educational assessments, learning and training programmes were carried out throughout the year. Students with special needs were benefited in personal development.

Support measures and allocation of resources:

Students with SEN were provided with the following support measures:

1. A Learning Support Team under the Academic Office was established. The team members included three teachers, an Educational Psychologist and two teaching assistants. All team members worked cooperatively to implement the whole-school approach to cater for learner diversity and develop inclusive culture in school.
2. Most of the programmes consistently enhanced students' awareness, self-management and social skills. Some programmes were organized to help students explore their interests and potentials, such as photo workshop. All activities aimed to let students respect for individual differences and to promote inclusive school ethos.
3. Speech therapy, reading & writing group and art therapy were hired to offer needy students once a week to enhance students' abilities in communication, organization skills and emotional management.
4. Different types of special examination arrangements were given to SEN students during in-school assessment and public examinations.
5. Learning materials, homework strategies and/ or assessment accommodation were adapted for students in need. Their learning achievements were recorded via class observation and reported to the parents concerned when appropriate.

Co-curricular Activities Team

A wide range of clubs / teams / societies were provided for all students to let them unleash their potential in cultural, services, religious, sports, interests and academic areas. All students except S.6 students were required to join at least one but no more than 3 clubs / teams / societies. Two days were reserved for club promotion and enrollment in school hall. This year, more than 70% students joined different kinds of co-curricular activities, services or competitions including inter-house / inter-class competitions, book exhibition, singing contest, blood donation, new students' adaptation programme and so on.

Besides, Other Learning Experience (OLE) activities were provided for all senior students to let them have career-related experiences and develop academically, morally, aesthetically, physically and socially. Students also joined different kinds of outside school competitions in order to build up their self-confidence.

Students Affairs Team

Numerous subsidies were provided for students who needed financial support. Students received subsidies from the government like School Textbook Assistance Scheme, Student Travel Subsidy Scheme and Subsidy Scheme for Internet Access Charges. The Hong Kong Jockey Club Life-wide Learning Fund also supported financially needy students to participate in life-wide learning activities both inside and outside school.

We also took initiative to apply for Student Athletes Support Scheme funding by Hong Kong Schools Sports Federation to support students from low-income families and students with sport talent. We strived to help them pursue their athletic goals by participating in HKSSF inter-school competitions.

VI Student Performance

A. Public Examinations

A total of 66 students entered the HKDSE 2019. 27 students registered for two elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 39 Non-Chinese Speaking (NCS) students registered for two elective subjects in addition to the three core subjects, namely English Language, Mathematics and Liberal Studies. These NCS students took General Certificate of Education (GCE) Examinations and the General Certificate of Secondary Education (GCSE) 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 above 97%.

The percentage of students in the school who met the general entrance requirements for local undergraduate university programmes was 25.8%. 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 2019.

45.16% of the 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. Destination of Exit Students

Table 6.1 shows the destinations of exit S.6 students in 2018-2019.

Table 6.1: Destinations of Exit S.6 Students in 2018-2019

| | Total number of students | Repeat S.6 | Bachelor degree/ Sub-degree programmes | Vocational training and continuing education | Study overseas | Study in the Mainland/ Taiwan | Working | Others |
|-----------------|--------------------------|------------|--|--|----------------|-------------------------------|---------|--------|
| No. of students | 68 | 0 | 24 | 21 | 11 | 3 | 8 | 1 |
| % | 100% | 0% | 35.3% | 30.9% | 16.2% | 4.4% | 11.8% | 1.5% |

C. 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 6.2 illustrates the inter-school awards won by students in the academic year 2018-19.

Table 6.2: Inter-school Awards won by students in 2018-2019

| INTER-SCHOOL AWARDS | | POSITIONS | | | |
|---------------------|--|-----------|---|---|-------|
| (I) | ACADEMIC EVENTS | 1 | 2 | 3 | MERIT |
| A. | <i>Speech Competitions</i> | | | | |
| | 中文/普通話 | | | | |
| | 第 70 屆香港學校朗誦節 | | | | |
| | 1A Ip Kim Hon Man Yu Hin Mi Gao Wu Hiu Ping 2A Cheng Nga Man Lin King Shing Timothy 2C Cheng Liangyan Wei Ho Hei 5C Chong Chun Yat Hong Henry | | | | * |
| | Cantonese Talent Variety Challenge 2019 (廣東話才藝大格鬥 2019) | | | | |
| | (青年組亞軍) 5B Singh Reshabh Mandral | | * | | |
| | 2019 香港學生書法比賽 | | | | |
| | 2C Cheng Liangyan | | | | * |
| | 第六屆文協盃書法比賽(初中組) | | | | |
| | 2C Cheng Liangyan | * | | | |
| | English | | | | |
| | 70th English Speech Festival - Solo Verse Speaking | | | | |
| | 3B Tang Kyla Chun Yee | * | | | |
| | 3B Jasper-Kaur 4A Mak Peter Oli Eliezer Nicole | | * | | |
| | 1D Casupanan John Louis Carl G. 2D Sharma Kartik 3A Carroll Layla Elena Maria Yi 4A Arcilla Ernestine Joyce 5C Santos Jennessa Lynn Khan | | | * | |
| | 1B Cortez Jared Carlo Espina Gurung Prelish Sukharmaan-Singh 2A Cheng Nga Man Cheong Wei Teng 2D Go Janna Olivia Pacio 3A Buxani Diya Choi Cheuk Ting 3C Asuela Blessa Seth Mapa Hsu Lae Yadana 3D Gill Loveleen Kaur 4A Alcantara Shynne Angel Escano Pagatpatan Jazel Anne Cuntapay 4B Haca Robert Desmond King 4C De Jesus Mary Hannah Saba Ng Sze Wai Reyes Sherina Mikaela 4D Fatima-Neelam Saeed Muhammad Usman 5A Casupanan Yasmine Colette Windebank Ewan Peter George 5B Haritha-Pommileri Lewis-Mat Nor Michael Jusuf Panday Monica Dhanley Fernandez | | | | * |
| B. | <i>Mathematics Competitions</i> | | | | |
| | 粵港澳大灣區數學競賽 2019 預選賽 (香港賽區) | | | | |
| | (一等獎) 2A Lam Lok Hymn Ambrose | * | | | |
| | (二等獎) 1A Lam Cheuk Hay Anselm | | * | | |
| | (三等獎) 2C Cheng Liangyan Lai Wing Yan Wei Ho Hei 4A Chen Chun Hang Huang Manjing | | | * | |
| | (優異獎) 4A Lin Runxing | | | | * |
| | 粵港澳大灣區數學競賽 2019 預選賽 (大灣賽區) | | | | |
| | (二等獎) 1A Lam Cheuk Hay Anselm 2A Lam Lok Hymn Ambrose | | * | | |
| | 粵港澳大灣區數學競賽總決賽 2019 | | | | |
| | (二等獎) 2A Lam Lok Hymn Ambrose | | * | | |
| | (三等獎) 1A Lam Cheuk Hay Anselm | | | * | |
| | 「華夏盃」全國數學奧林匹克邀請賽 2019 (香港賽區) 初賽 | | | | |
| | (一等獎) 1A Lam Cheuk Hay Anselm 2A Lam Lok Hymn Ambrose | * | | | |

| | | | | | |
|--------------|---|---|---|---|---|
| | (三等獎) 1A Ho Go Chung Man Ching Kan Jason 2C Lai Wing Yan Wei Ho Hei 3B Gao Hongyang | | | * | |
| | 「華夏盃」全國數學奧林匹克邀請賽 2019 (華夏賽區) 晉級賽 | | | | |
| | (二等獎) 2C Lai Wing Yan | | * | | |
| | (三等獎) 1A Lam Cheuk Hay Anselm 2A Lam Lok Hymn Ambrose 2C Wei Ho Hei | | | * | |
| | 「華夏盃」全國數學奧林匹克邀請賽 2019 全國總決賽 | | | | |
| | (三等獎) 1A Lam Cheuk Hay Anselm 2A Lam Lok Hymn Ambrose 2C Lai Wing Yan | | | * | |
| | 港澳數學奧林匹克公開賽 (港澳盃) | | | | |
| | (Gold class honor) 2A Lam Lok Hymn Ambrose | * | | | |
| | (Silver class honor) 1A Lam Cheuk Hay Anselm | | * | | |
| | 香港國際數學競賽初賽 2019 (香港賽區) | | | | |
| | (Silver class honor) 3A Lopez Raph Carrhel M. | | * | | |
| | (Bronze class honor) 1A Man Ching Kan Jason Yung Ching Kiu 2C Cheng Liangyan Wei Ho Hei 4A Lin Runxing | | | * | |
| | 2019 亞洲國際數學奧林匹克公開賽晉級賽 | | | | |
| | (Silver class honor) 2A Lam Lok Hymn Ambrose | | * | | |
| | (Bronze class honor) 1A Lam Cheuk Hay Anselm | | | * | |
| | Thailand International Mathematical Olympiad 2018/19 (Hong Kong Region, TIMO) | | | | |
| | (Silver class honor) 2A Lam Lok Hymn Ambrose | | * | | |
| | (Bronze class honor) 2C Lai Wing Yan | | | * | |
| C. | Liberal Studies Competitions | | | | |
| | 《基本法》及「一國兩制」漫畫設計比賽 2018 | | | | |
| | 5A Yick Hiu Hei | | | | * |
| | 尊重版權創作比賽 | | | | |
| | 5A Brotonel Agharta Raine Crishna | | | | * |
| (II) | CULTURAL / ARTS EVENTS | | | | |
| | 2018 道路安全在灣仔填色比賽 | | | | |
| | 3B Tang Kyla Chun Yee | * | | | |
| | 3B Rai Lucky | | * | | |
| | 3B Fermin Sam Anjelu Yancha | | | | * |
| | The 7th Inter-school Competition of Project Learning on Hong Kong's History and Culture | | | | |
| | 5A Tse Julian Yin Nam Windebank Ewan Peter George 5B Haritha-Pommileri | | | | * |
| | South China Morning Post Student of the Year 2018/19 - Visual Artist | | | | |
| | 5A Windebank Ewan Peter George | | | | * |
| (III) | SPORTS EVENTS | | | | |
| | 2018 出花園國慶盃之五人足球大賽 U14 | | | | |
| | 1A Lam Anton Kai Ho 1B Navjot-Singh Singh Gurdit Sukharmaan-Singh 2A Hasegawa Minato Law Rex Lopez Ng Enric Tamang Prajwal 2D Singh Anshdeep | | | * | |
| | 2018 出花園國慶盃之五人足球大賽 U15 | | | | |
| | 1A Giang Villan Jesus Andre Kafa Singh Paulraj Chahal 1C Khan Saif Ali Man Yu Hin 1D Khan Mohammad Zakir Shah 2A Lee Chung Tak Ethan Rustam Umair 3C Singh Dildar Karan Vijay-Pal-Singh 3D Amitpal-Singh | | * | | |
| | Asics Athletic Meet | | | | |
| | 5A Kennelly Michael John | | * | | |
| | Lamma 8 Charity Run | | | | |
| | 5D Arnold Sebastian | * | | | |
| | Wan Chai Age Group Athletic Meet 2018 | | | | |
| | 5A Kennelly Michael John (High Jump) | * | | | |

| | | | | |
|-------------|--|---|---|---|
| | 3B Kennelly Tobias Elijah (Long Jump) 4C Man Chun Yat (200 M) 5D Arnold Sebastian (1500 M) | | * | |
| | 4B Malhi Bhavneek (200 M) 4C Man Chun Yat (100 M) 5C Sadhwani Krish Vashdev (High Jump) | | | * |
| | HKSSF Cross Country Competition | | | |
| | 5B Singh Reshabh Mandral 6C Li Ho Wing | | | * |
| | Inter-school Football Championship 2018-19 | | | |
| | 3C Zaidi Syed Muhammad Askar Hussain 4A Mak Peter 4B Lee Ji Yuan Sean Ryan Liang Reinaldo Va Cui 4D Stewart Kian James 5B Gurung Susan Lewis-Mat Nor Michael Jusuf 5C Chong Chun Yat Jiang Zi Yuan Eugene Sadhwani Krish Vashdev Singh Ivanpal 6A Carroll Louis Jonathan Tik Hang Sharma Suraj Gaire 6B Ameen Adianul Kumar Ran Deep Lam Henry Kai Chung 6D Pang Wing Chun Rai Eric | | | * |
| | Interschool Athletic Meet 2018-19 | | | |
| | 5A Kennelly Michael John (High Jump, Long Jump) 5D Arnold Sebastian (400 M) | * | | |
| | 4B Malhi Bhavneek (4 X 400 M) 5A Kennelly Michael John (4 X 400 M) 5B Singh Reshabh Mandral (4 X 400 M) 5C Chong Chun Yat (4 X 400 M) 5D Arnold Sebastian (4 X 400 M) 6C Li Ho Wing (4 X 400 M) | | * | |
| | 1C Peng Zhicheng 3C Zaidi Syed Muhammad Askar Hussain 3D Khan Salman Au Yeung Man Hong Ameer Moaaz (Shot put) 4A Ip Cheuk Lun 4B Liang Reinaldo Va Cui Malhi Bhavneek Aura Luke Sampilo 5A Kennelly Michael John 5B Singh Reshabh Mandral 5C Choi Yiu Ting Sadhwani Krish Vashdev Chong Chun Yat 5D Arnold Sebastian 6C Ngai Tsun Kai | | | * |
| | A.S. Watson Group Hong Kong Student Sports Awards 2018-2019 | | | |
| | 5B Singh Reshabh Mandral | | | * |
| (IV) | OTHER EVENTS | | | |
| | 卓越今天，成就將來 青少年領袖獎勵計劃 | | | |
| | 5A Windebank Ewan Peter George | | | * |
| | 第 25 屆全港公開學界龍獅藝錦標賽 | | | |
| | 3A Yeung Tak Nam 3C Brar Ajaypal Singh 3D Li Dexiong Li Mingze 4B Gurung Lewin 4C Sitchon Paul Michael Trasadadas | | | * |
| | Rev. Joseph Carra Education Fund | | | |
| | 6A Sin Yee | | | * |
| | Hong Kong Island Outstanding Student Award (Wan Chai District) | | | |
| | 3B Tang Kyla Chun Yee 5A Windebank Ewan Peter George | | | * |
| | LCCI Bookkeeping I | | | |
| | 6A Allman-Brown Harry Vincent Sadang (Distinction) 6A Estabillo Danniell Jeremy Agot Laurel Aronn Grant Y. Sharma Suraj Gaire (Merit) 6A Sin Yee 6D Ruschpler Nicolas Tien (Pass) | | | * |
| | 55th Schools Dance Festival | | | |
| | 1A Brotonel Ikara Rio Cassiel Mayor Cheung Wing Kei Megan Briana So Ching Ching Yung Ching Kiu 1B Gurung Sahin 1C Elago Polina Ellysse Ong | | | * |

| | | | | |
|---|--|--|--|---|
| 2A Cheng Nga Man Serrano Anika Mae B Khan Aamna 2B Jasmin Aritha Franklin Pilongo 2C Fermin Jaan Maxene Yancha 3A Gaité Santana Ysabelle Perez 3D Gurung Ishan Gwyneth V. Horry James Dale Kein Mula Villacorte Sophia Summer Cataag 4A Pagatpatan Jazel Anne Cuntapay 4B Lopez Estreljan Gabrielle M Mercado Nathaniel Joseph Esteban Chan Alec Andrew Apar 4C Singson Shontal Tolarba 5A Cannons Alexandra Rose Dalipog 5B Panday Monica Dhanley Fernandez 5C Roza Gonzalez Nikole Michelle 5D Limbu Subekcha Macafe John Angelo P. Matriano Jonah Marie Aquino | | | | |
| 2019 Hong Kong Aviation Management Programme | | | | |
| 5A Panaligan Micah Gregorio Wong Chi Kin 5C Jiang Zi Yuan Eugene | | | | * |
| Applied Learning Scholarship (2017-2018) | | | | |
| 6C Bacarisas Edward Joshua Ping L. | | | | * |
| Sir Edward Youde Memorial Prizes for Senior Secondary School Students | | | | |
| 6A Liang Yuhao Villareal Emanuel Jose | | | | * |
| 2018 Wan Chai District Outstanding Young Persons Selection | | | | |
| 5A Windebank Ewan Peter George | | | | * |
| Haramony Scholarships Scheme 2018-19 | | | | |
| 5A Casupanan Yasmine Colette 5B Panday Monica Dhanley Fernandez Singh Reshabh Mandral 5D Lalwani Gitika | | | | * |
| Future Stars - Upward Mobility Scholarship 2019 | | | | |
| 3C Zannatul Fadia 4A Lin Runxing | | | | * |

VII Appendix

ROSARYHILL SECONDARY SCHOOL

REPORT ON USE OF CAPACITY ENHANCEMENT GRANT FOR THE SCHOOL YEAR 2018/19

| Area & Objectives | Strategies | Schedule | Resources used | Evaluation | Person-in-charge |
|---|--|-------------------|--|---|---------------------------------|
| Curriculum Development | To employ Library Assistant & Teaching Assistant to: <ul style="list-style-type: none"> To assist with the preparation of teaching materials of various subjects To assist with and support the promotion of “Reading to Learn: Towards Reading across the Curriculum (RaC)” | Sep 18 - Aug 19 | Salary X 1.05 (MPF included) of Library Assistant & Teaching Assistants Total: \$361,160.10 | <ul style="list-style-type: none"> The Library Assistant has helped promoting “Reading across Curriculum”: -to provide support to teachers and students in the use of Library for “Reading across curriculum” - to assist the teachers in promoting reading culture in school - to provide support for better maintenance of library resources The Teaching Assistant has assisted teachers with the preparation of teaching materials which enable teachers to have more time and space to focus on enhancing learning and teaching effectiveness | Ms. Bonnie So & Mr. Matthew Sit |
| Pastoral Care | To employ part-time teacher to assist with curriculum development of spiritual education, to help in organising & promoting spiritual education and religious activities and to provide related support to students | Sept 18 - Aug 19 | Salary X 1.05 (MPF included) of part-time teacher Total: \$254,615.60 | <ul style="list-style-type: none"> The additional manpower has assisted in the development of Spiritual Education curriculum and organized spiritual and religious activities, and provided pastoral support to both teachers and students. The pastoral development and care in school was further promoted. | Ms. Bonnie So & Br. Bosco |
| Coping with Diverse Learning Needs | To coach and instruct students of School Teams | Sept 18 - July 19 | Athletic Coach Fee Total: \$3,840.00 | <ul style="list-style-type: none"> Most of the school team members find the training with good venues and environment help them to equip well for the learning skills better for joining competitions. | Ms. Winsy Chung |
| TOTAL: \$619,615.7 | | | | | |

ROSARYHILL SECONDARY SCHOOL

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2018/19 school year

| Programme title | Objective | Target (No.level /selection) | Duration / Start Date | Deliverables | Evaluation | Expenditure |
|--------------------------|---|---|--|---|--|-------------|
| Thinking skills workshop | To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE Examination | S.5 elite students 1 class for EMI and 1 class for CMI) | 4 Apr 2019 2 May 2019 3:35-5:05 p.m. 9 May 2019 8:30-9:50 a.m. | Completion of Student Workbook: 1 copy per student | <u>Survey results:</u> (1) The large majority (CMI class 91%, EMI class 96%) of students agreed and most agreed that the programme is useful to enhance their essay writing skill in Liberal Studies. (2) The skills/framework in the programme help students with details as follows: (a) to get to know different question types in order to choose the appropriate approach for responding to the questions (CMI: 100%; EMI: 87% agreed and most agreed) (b) to understand the linkage between issues and answering approaches in order to formulate a more focused response and elaborate my points of view accordingly (CMI:100%; EMI:91% agreed and most agreed) (c) to formulate a clear draft with ease in a stepwise approach (CMI:91%; EMI:87% agreed and most agreed) (3) The workshop is helpful in the preparation of LS exam. (CMI:91% and EMI:91% agreed and most agreed) (4) The large majority (CMI: 100%; EMI:83%) of | \$ 18000 |

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|-----------------------------------|---|--------------------|--------------------------------------|-------------------------------|---|--------|
| | | | | | students found that the trainer was professional, friendly and satisfied with his teaching. (5) Some good written comments from students on the usefulness of the programme and professionalism of the tutors, while one requested the increase of frequency of class. | |
| Maths training for elite students | To provide additional Maths training for students with talents or interest in Maths | S.1 - S.4 students | 24/10/2018 - 9/1/2019 (7 lessons) | Participation in competitions | Average Attendance Rate 45.92% About 12 students got awards in different Mathematics Competitions such as 華夏盃全國數學奧林克邀請賽, 2018 華夏盃晉級賽, 2019 亞洲國際數學奧林匹克開賽晉級賽 and 2018 AIMO(港澳盃)初賽 | \$4760 |

Rosaryhill Secondary School

Report on Life Planning Education and Careers & Guidance Service (2018-19)

| Objectives | Strategies | Monitoring / Evaluation | Allocation of the CLP Grant |
|---|--|---|---|
| 1. Guidance Activities & Support (S.4- S.6) | <ul style="list-style-type: none"> ● To offer tailor-made guidance activities & support for S.4-S.6 students on JUPAS & sub-degree strategies ● 「理想・成功路」系列 ● Talks from various universities or educational institutions ● All related information and promotional pamphlets to students via email ● Exhibitions ● University/Tertiary Institutions visits | <ul style="list-style-type: none"> ● Positive comments from teachers, students and alumni ● Students performed well and focused in the activities ● All students had good participation rate and good attendance | <ul style="list-style-type: none"> ● Collaboration with S.4-S.6 Class Teachers ● School-based programmes with further studies booklet and materials \$1,615 |
| 2. Individual Consultation (S.6 & S.5) | <ul style="list-style-type: none"> ● Individual consultations for S.6 & S.5 students about their Life Planning by Life and Career Planning teachers | <ul style="list-style-type: none"> ● Positive comments from teachers and team members ● Positive feedback from students | <ul style="list-style-type: none"> ● School-based programmes with consultation worksheet \$96 |
| 3. Interview Workshop (S.6) | <ul style="list-style-type: none"> ● Cooperate with a service provider | <ul style="list-style-type: none"> ● Positive comments from class teachers ● 100% of students agreed the programme was useful and satisfied. ● Positive feedback from students | <ul style="list-style-type: none"> ● Programme with a service provider \$12,000 |
| 4. Mock HKDSE Results Release Day (S.6) | <ul style="list-style-type: none"> ● Co-worked with Assessment Team ● Co-worked with social workers & Baptist Oi Kwan Social Service Centre | <ul style="list-style-type: none"> ● Attendance of both students and parents were good ● Positive feedback from class teachers, students & social worker | <ul style="list-style-type: none"> ● Programme with a service provider \$12,200 |

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|---|--|---|--|
| 5. Parents' talk on S.6 Parents' Day | <ul style="list-style-type: none"> ● Introduction of S.6 students' multi-study pathways and action plan by Career master | <ul style="list-style-type: none"> ● Positive feedback from class teachers and students for the talk from Life and Career Planning Team | <ul style="list-style-type: none"> ● Collaboration with S.6 Class Teachers |
| 6. S.6 Careers Booth | <ul style="list-style-type: none"> ● Invitation of the setting on the DSE Release Day ● Offer information for students, parents and class teachers | <ul style="list-style-type: none"> ● Positive feedback from class teachers, students and parents | <ul style="list-style-type: none"> ● For the resources of careers booths \$62.5 |
| 7. Mentorship Programme (S.5) | <ul style="list-style-type: none"> ● Joint programme with the Old Students Association ● Organized workshops, activities, tours & gatherings ● Booklet of Mentorship Programme 10th anniversary booklet ● Gala Dinner of 10th anniversary | <ul style="list-style-type: none"> ● Positive comments from teachers, students and alumni ● The participation rate in structured activities was good ● Good relationships were built between mentees and mentors | <ul style="list-style-type: none"> ● For school-based programmes, social services, activities and sponsor of the Booklet of Mentorship Programme 10th anniversary booklet \$18969.4 |
| 8. S.4-S.5 Career-related Experience Activities | <ul style="list-style-type: none"> ● Joint programme with external organizations held during Life Education Periods ● Visits ("Dream about the future" project with Caritas) ● Workshops (cooperated with a service provider on the theme "Entrepreneurial Spirit") ● Talks (Interview skills) | <ul style="list-style-type: none"> ● Participation rate was good ● Career team prepared reflection sheets and the percentage of completion was satisfactory ● Students performed well in the activities ● Positive feedback from the service provider | <ul style="list-style-type: none"> ● Programmes by a service provider for teachers' training and teaching materials \$1,120 |
| 9. Programme on "Choice of Subjects" (S.3) | <ul style="list-style-type: none"> ● Talk on S.3 Parents' Day ● Workshops ● School-based booklet ● Aptitude Test | <ul style="list-style-type: none"> ● Around 80% attendance of students and parents ● Positive feedback from students and parents | <ul style="list-style-type: none"> ● School-based booklets \$3,550 |

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|--|--|--|--|
| 10. Careers & Life Planning Activities (S.1-S.2) | <ul style="list-style-type: none"> ● Co-worked with a service provider in S.2 of the theme “Work Value” ● To be held during Life Education Periods ● Talks and small group activities ● Introduction of Spiritual Education ● Personality test (MBTI) | <ul style="list-style-type: none"> ● S.2 students performed well in the Life Planning Programme ● S.1 students performed well in the Spiritual Education Talks | <ul style="list-style-type: none"> ● Programmes with a service provider \$20,000 ● Collaboration with S.1-S.2 Class Teachers and Spiritual Education Team ● School-based booklet of S.1 \$2,225 |
| 11. Stationary | <ul style="list-style-type: none"> ● Stationary and photo printing for promotion ● Inventory | | <ul style="list-style-type: none"> ● \$165.1 |
| 12. HKACMGM membership | <ul style="list-style-type: none"> ● To provide updated seminars, workshop, courses related to life and careers planning | | <ul style="list-style-type: none"> ● Renewal fee \$400 |
| 13. To provide extra manpower | <ul style="list-style-type: none"> ● Employed an extra GM and a teacher assistant to share the teaching load and administration work of all the members in the Life and Career Planning Team | <ul style="list-style-type: none"> ● Teaching load was reduced ● Administration duties were taken by teacher assistant ● Effectiveness in the preparation of all activities involved ● Positive feedback from teachers | <ul style="list-style-type: none"> ● For employment of a GM and TA plus MPF \$493731 |

Total: \$566,134