

Rosaryhill Secondary

School



Annual Report

2019 - 20

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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 two major concerns for 2019/20 – 2021/22. They were:

1. Major Concern 1: To foster personal growth
促進個人成長
2. Major Concern 2: To accomplish academic improvement
提升學術成績

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, Liaison Office, School Affairs Office and Student Development Office and Activities 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. Ms. Choi Ming Fung Janet |
| 2. Fr. Garcia Solis Bonifacio | 9. Ms. HO Hau Kuen, Angelina |
| 3. Fr. Lopez Legido Jose Angel | 10. Mr. POON Kong Shun, Rodger |
| 4. Fr. Chen Xinwang | 11. Mr. Ng U Ock Edward |
| 5. Fr. Mi Yuchun | 12. Ms. Cheung Wai Monica |
| 6. Bro. Xiong Zhiyong | 13. Mr. Tsao Kin Yip Kenneth |
| 7. Bro. Fan Yacheng | |

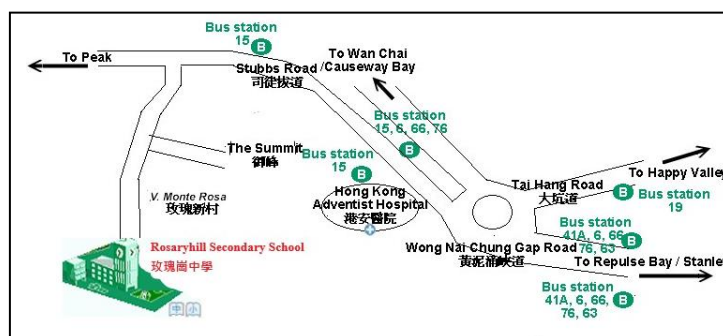
B. History

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 which was completed in September 2005 brought about better learning facilities.

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) 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 2019-20

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. Class Structure

In 2019-2020, we had a total of 24 classes, offering 32-36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2019-2020

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	4	4	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 2019-2020.

Table 3.3: Students' Attendance and Punctuality 2019-2020

	Number of School days	% of Presence	% of Punctuality
S.1	104	93.8%	99.5%
S.2	104	92.3%	99.2%
S.3	112	92.1%	98.8%
S.4	112	88.5%	97.3%
S.5	112	90.7%	96.5%
S.6	92	93.0%	95.8%
All		91.7%	97.9%

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 personal growth

1.1 To promote healthy body and healthy mind

(Counselling Team)

(a) Achievements

1. Counselling Team has provided different opportunities for our students to enhance positive values and attitudes of life and enhance their self-esteem through counselling services and different activities, such as Youth Ambassador Scheme, Smart Teens Programme, Small Groups Programmes and Life Education Periods.

(b) Reflections

1. Our students were able to share their experiences with social workers and counselling teachers as well as expressing their feelings. It was delighted to see our students' personal growth either through our whole school approach (Life Education Periods) or small groups for some target students. The implementation of 'Smarteens' and 'Youth Ambassadors Scheme' were successful due to the high attendance rate and the feedback from students and teachers was supportive.

1.2 To cultivate students' positive values and attitudes

(Discipline Team)

(a) Achievements

1. Three 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.

2. The talk about anti-alcoholism was successful and students enjoyed the talk. During the talk, students had the chance to experience the effect of getting drunk by playing a game on the stage, which raised students' awareness of the negative health effect of alcohol.

(b) Reflections

1. Our team would keep exploring the needs of our students and conduct talks in different areas.

(Co-curricular Activities Team)

(a) Achievements

1. Around 50% aged 16 or above students joined the blood donation activity that was held on 16 October 2019. For those who tried to give blood, only 66.7% gave blood successfully.

2. We had three volunteer services including visiting Homes for the Aged in Wanchai, wall painting in Ruttonjee Hospital and volunteer service in Food Angel.

(b) Reflections

1. There were not many students joined blood donation due to the culture of NCS students. Their parents refused to let their children give blood. However, it was still a meaningful

activity to let the students experience blood donation. It also arouse the awareness of the students about blood donation which could help people in need.

2. The community services held by school provided opportunities for the students to know the community and the people around them. It let the students have self-reflection after the hands-on experience to cultivate their positive values and attitude. As most of the community services had been canceled due to the pandemic / EDB's class suspension, we would find some online volunteering and campaigns to educate students to show awareness, love and care to the community.

(Counselling Team)

(a) Achievements

1. It was encouraging that the Youth Ambassadors were enthusiastic to be peer with their junior form schoolmates during their sharing in classroom as well as Life Education Periods. Self-confidence and responsibility amongst students were cultivated and mutual cultural respect among local and NCS students was instilled.

2. Participants of Smarteen Programme enjoyed the activities and they were able to learn problem-solving skills through the activities. Their social skills were improved and positive energy was cultivated through different tailor-made Smarteen programs.

(b) Reflections

1. A few programmes and some activities were cancelled due to Covid-19 school suspension. Those programmes and activities would still be held in the coming school year. Some of them might be changed to online mode.

1.3 To enhance life planning education

(Discipline Team)

(a) Achievements

1. The talk conducted by Correctional Services Department was successful. Students enjoyed the talk and were able to understand more about the job nature and career path of CSD. Besides, the talk for junior form provide them with the preventive measures so as not to fall into traps easily.

(b) Reflections

1. It is found that a lot of students are interested in the career path and job nature of the disciplinary forces. To apply for a post in the Hong Kong Disciplined Services, a minimum of level 2 in IGCSE Chinese in required. We will remind students and Chinese teachers the requirement so that we can work hand in hand to help students attain the minimum result to be qualified to join the Disciplinary Force.

(Life & Career Planning Team)

(a) Achievements

1. The Life and Career Planning Team received the "Caring School Award 2019" organized by the Hong Kong Christian Service, Hong Kong Association of Careers Masters and Guidance and Hong Kong Education Bureau.

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. An online forum was held by alumni and Baptist Oi Kwan Social Service to share the strategies of choosing subjects.
3. 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.
4. 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.
5. The school-based life planning materials of S.1, S.3, S.4 were developed by Life and Career Planning Team.
6. Various career visits / internship and external life planning projects were arranged for S.4-S.6 students.
7. Individual consultations for each student from S.6 (1st term) were conducted.
8. Interview workshop and Mock Release Day for S.6 students were arranged.
9. Mock Interviews for S.5 were provided in the Mentorship Programme. Debriefing sessions were led by professional mentors.

(b) Reflections

1. LEP helped broaden 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 of students.
2. Holding professional workshops and training sessions for class teachers of senior forms would be necessary.
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 attend real-life experience sharing sessions by teachers and alumni. Some students consider taking Applied Learning Courses which offer subjects of their interest and enable them to explore their career aspirations and orientation for lifelong learning.
5. After the S.6 individual consultations, S.6 students had better strategies and plans to prepare for their academic and career paths.
6. Good experience and responses were received from students and parents. More information and strategies to choose suitable Applied Learning Courses will be provided to S3 students to help them better equip themselves for their future career path.

1.4 To raise the sense of belonging towards school

(Co-curricular Activities Team)

(a) Achievements

1. A total of 33 clubs / teams / societies were provided for all students. On average, more than 70% of members in most of the clubs were active members too.
2. For the club enrolment policy, every student except S.6 must enrol in at least one club / team / society. On average, almost every student enrolled in two clubs. Around 85% of students (S.1 -S.6) were active members in at least one club. S.6 students were encouraged to join clubs. 70% of S.6 students enrolled in at least one club.
3. We had 5 student organizations including the Student Council, six Houses, Library Team, Discipline Team and Youth Ambassador Team which provided our students with opportunities to learn generic skills. A senior leadership training day camp was given to student leaders in these student organizations for them to learn and enhance their leadership skills. More than 80% of participants agreed that they had gained more confidence and team spirit in the training. They are well-equipped to take up their duties as student leaders.
4. The house system was introduced to all S.1 students in the S.1 Bridging Programme. The S.1 students and the house captains / committee members built a good relationship and team spirit to their houses through the activities in the S.1 Bridging Programme.
5. The Teachers Students Day was held on 20 December 2019. All students, teachers and alumni enjoyed teacher-student competitions, game booths, fun games, variety show and class party.
6. The school excursion was held on 8 November 2019 in campsites or country parks. All students and teachers enjoyed a wonderful day with homemade food, BBQ or games together.

(b) Reflections

1. The teacher-student relationship was enhanced in different co-curricular activities. The students and teachers were provided with opportunities to have more interactions to let them understand each other. The good relationship would raise the sense of belonging towards school.
2. The students were given many opportunities to train up their generic and leadership skills by joining training camps and taking different duties of student organizations. The team spirit of different student organizations was enhanced through these trainings and hands-on experience in organizing activities.
3. The inter-house competitions including Athletic Meets, Cross Country Competition and Rope Skipping Competition were good opportunities for all students to take part in school actively. The house students would enhance house spirit in order to raise the sense of belongings towards school. However, all the above-mentioned inter-house competitions were canceled due to the pandemic / EDB's class suspension.

(Life Education Team)

(a) Achievements

1. The Life Education Team coordinates various teams, such as Discipline Team, Counseling Team, Life & Career Team and Co-curricular Team to compose a schedule of Life Education

Periods ranging from positive values education, healthy living, interpersonal relationship, religious pursuit to career-related experience for the whole school year in order to instill positive values and attitudes in students, including the effective and ethical use of information technology (e.g. not forwarding unsubstantiated messages to others), being responsible to the community and society, as well as caring for others so as to provide students with all-round learning experience conducive to their whole-person development.

(b) Reflections

1. It was salient to see a harmonious school environment that was cultivated by the display of various class banners and class zones done by each class which showed the good rapport between teachers and students in our school. However, some inter-class activities related to class management were cancelled due to EDB's class suspension. Activities and programmes would be conducted in the coming school year.

(Ceremonies and Liaison Team)

(a) Achievements

1. Originally four ceremonies are organized every year. They are Opening Day Ceremony, Golden Jubilee Scholarship Presentation Ceremony, Speech Day and Closing Day Ceremony. Though the Closing Day Ceremony was cancelled due to the pandemic, the prizes to be presented during the ceremony would be presented to recognize students' achievement in the next academic year.

2. On the whole, the ceremonies organized were run smoothly. Since no student-helpers could be arranged, over 30 colleagues helped in organizing the event. Although the programme was simplified, the whole ceremony was still solemn.

(b) Reflections

1. We successfully promoted the school image through publicizing our students' achievements in the three ceremonies.

2. We can also enhance the sense of belonging of teachers, students and parents towards Rosaryhill Secondary School through the ceremonies.

B. Major Concern 2: To accomplish academic improvement

2.1 To optimize curriculum that helps attain students' success and progression

(a) Achievements

1. Subjects have reviewed their curriculum and devised plan(s) and practice(s) which aim to improve student learning and enhance students' academic achievements. For example: (i) Chinese Language Department had curriculum review on their Chinese as a Second Language curriculum and the curriculum for local junior and senior students and curriculum improvement was made to better align with the requirements of public examination. (ii) All PSHE subjects and Liberal Studies department completed their curriculum alignment plans. For PSHE KLA, curriculum organization review in Junior Secondary was done with effective from 2020-2021. All these curriculum efforts helped attain students' success and progression.

2. All subjects have devised their plan for building a stronger interface between the junior and senior curriculums. Area(s) for improvement in curriculum were identified for the next step of curricular action/decision.

3. All subjects devised and implemented their plan on the promotion of eLearning and IT in education.

4. eLearning and IT in education were promoted and frequently used especially during the class suspension period. Different eplatforms and etools were employed to support student learning and enhance students' self-directed learning ability. Both students' and teachers' capability of using IT in learning and teaching has been greatly enhanced.

5. Supported curriculum (lesson time allocation and number of grouping of some subjects) at school level has been reviewed and implementation plan which aims to enhance learning and teaching effectiveness has been devised with effective from 2020-21.

6. Guidelines / reference on quality lessons have been shared among teachers. Different subjects improved their implemented curriculum by employing effective instructional strategies e.g. scaffoldings, questioning, etools, role-play, experiential learning and various modes in delivering lessons.

(b) Reflection

1. For further improve and implement major curriculum updates and key focuses for curriculum development, Subjects/KLA could conduct curriculum audit to inform next planning/ formulate strategies for improvements in the future.

2. Further strengthening the efforts of curriculum improvement (e.g. planned curriculum, supported curriculum, implemented curriculum and tested curriculum) at various levels would be needed so as to accomplish academic improvement.

3. Blended learning mode needs to be further promoted in the new normal educational context.

4. To meet EDB's expectation, further curriculum planning of the Chinese Language Education would be needed for providing more opportunities to NCS students in learning Chinese. The HKDSE curriculum could be considered for NCS students.

5. More adjustments in the Chinese Language curriculum would be needed so as to address the increasing diversity of students in their Chinese Language ability.

6. The sharing of good instructional practices within / across departments and professional exchange for academic improvement was affected by the Covid-19 and class suspension. It was suggested that the implementation of peer observation could be conducted online in addition to face-to-face mode in the next academic year.

7. Devising strategies would be changed from 'how teachers teach' to 'how students learn' (e.g. knowing how students experience the curriculum by collecting their feedback and using strategies to help them progress further), so as to support academic improvement.

2.2 To optimize assessment and enrich learning opportunities that address students' and curriculum needs

(a) Achievements

1. Assessment practices which aimed to improve students' learning and enhance students' learning motivation were planned and implemented by various departments. For example:

History, Economics and Liberal Studies departments provided scaffoldings in their learning tasks. Empowering students with different responsibilities in learning tasks in English lessons was also a good example of promoting student engagement in learning.

2. Quality feedback was emphasized as an effective means to improve student learning and student performance. Subjects had developed different strategies to promote assessment for learning. For example: some subjects provided constructive feedback and gave specific suggestions on how students could improve their performance by using rubrics / checklists. Some subjects encouraged students to assess their own work as well as the work of their peers (self / peer assessment). Different etools were used to support assessment for learning.

3. Subjects used assessment data for improving learning and teaching. Students' strengths and areas for improvement have been identified for devising different strategies to enhance student learning.

4. A variety of learning opportunities were provided to students. For example: study tours to Macau, Vienna, Seoul and Tokyo were conducted to enable students to connect the theories and knowledge learned in the classroom to real world situations. We have also made use of Hong Kong reality to let S2 students understand more about different cultures. Students have been encouraged to join competitions inside and outside schools. Students' ownership of learning and engagement in learning were greatly enhanced.

(b) Reflections

1. Instructional rubrics and checklists were good teaching tools to promote student learning in an effective and efficient manner. This practices should be further promoted and developed.

2. For raising students' achievement level, more efforts should be put on scaffoldings for helping students of different abilities to succeed at learning tasks.

3. To enhance the effectiveness of assessment to promote student learning, students could be involved more in their own learning process by doing reflections. More thoughts on the effectiveness of assessment strategies would be the next step of development.

4. To be assessment literate, teachers could regularly reflect on the use of data to inform teaching and learning and do timely data-driven intervention, in addition to doing intervention afterwards in post UT/Exam evaluations.

5. Further promotion of assessment literacy at different levels (school, subject, classroom levels) would be necessary for accomplishing academic improvement.

6. To make good use of community resources, students should be encouraged to join different competitions and activities outside school so as to showcase their talents and boost their confidence in learning.

7. To cope with the limitation brought by the uncertainty (e.g. Covid-19), we can consider to use e-mode to substitute some outdoor learning activities e.g. VR field trips.

2.3 To promote positive learning support that helps boost learning effectiveness

(a) Achievements

1. Different subjects had guidelines / instructions to develop good study habit for students. For example: the habit of pre-lesson preparation, the habit of filing learning materials and recording learning activities / grades for progress tracking would be helpful. Note-taking skills became an integral part in classroom and outside-classroom learning.
2. Different subjects developed strategies to optimize learning support to cater for learner diversity. For example: promotion of eLearning, self-directed learning and IT in education; strengthening subject's homework policy (choices, differentiation in assessment, inclusion of quality assignment time in lesson); using learning materials/textbooks/assessments of different levels of difficulty to cater for learner diversity; employing different grouping strategies to maximize learning impact; and making use of community / outside-school resources.
3. School-based / Community-based After School Learning and Support Programmes (English Language, Chinese Language and Mathematics) were arranged to students of different form-levels, which had positive impact on student learning. Other support programmes include: lunchtime speaking training programme (S1-S3) by the Chinese Language Department; Academic Week; S5 and S6 enhancement lessons.
4. A series of workshops, aiming to nurturing our students to become active and responsible learners, were organized. Our students' note-taking, note-processing 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 would be important for them to prepare for public examinations.

(b) Reflections

1. To optimize the learning outcomes, early intervention by subject teachers is necessary to enable students to learn and utilize good study habits.
2. Giving coursework marks/ bonus marks for pre-tasks, post-lesson tasks, note-taking and note-processing could further enhance students' learning motivation.
3. The use of meaningful homework / assessments and clear communication of learning goals (e.g. before the start of the lesson, teachers explain the purpose of learning tasks / tests; checking for understanding; have students using the learning goals for reflection at the end of the unit / lesson / after the test) contribute to effective learning and good study attitude and habits.
4. For further improvement, the learning materials for after-school support programmes should be more daily-life related, student friendly and differentiated to cater for students of different learning abilities.
5. We would continue our practice to provide different positive support including language support for students to enhance their learning effectiveness, especially for those gifted students and academically weaker students.

2.4 To enhance professional development that promotes academic improvement

(a) Reflection

1. Teachers' professional sharing and exchange within department were conducted. During class suspension period, a Professional Development eplatform (google site) has been created for providing different teaching materials for teachers. For example: introductory videos of some new teaching etools to support eLearning.
2. For curriculum improvement and enhancement in professional development, Mathematics KLA, in collaboration with Music Department, participated in EDB's School-based Curriculum Development Support Services in 2019-2020. They have successfully enhanced students' learning interest in Mathematics through STEAM education. Our school was invited to do a sharing on their S2 STEAM project on 8 July in EDB's Kowloon Tong Centre with other participating schools (Mathematics Education Support Services Year-end Sharing Session (2019/20)). The sharing was an inspiring one and received positive and appreciative comments.

(b) Reflections

1. To further enhance learning and teaching effectiveness and expand teachers' educational horizons, individual teachers could make professional development goals in learning and teaching for themselves, especially those related to the latest educational trends, major renewed emphases (MRE) and the updated 4 key tasks. Teachers could always improve their teaching by monitoring their progress against the professional development goals set.
2. KLA heads should take EDB courses related to their respective major curriculum updates and key focuses in the curriculum development, so as to bring in more ideas to improve their respective KLA curriculum and lead curriculum changes in the subjects under their KLA.
3. Recording of professional development activities of panel members in department minutes was encouraged.
4. Teacher Professional Development Day, peer lesson observation, intra KLA sharing and within department sharing were interrupted by the Covid-19. It would be necessary to explore the use of technology to promote professional development.

2.5 To implement Ongoing Renewal of the School Curriculum

(a) Reflection

1. Different Subjects / KLAs planned, implemented and evaluated the MRE they were responsible for. For example: PSHE subjects, Liberal Studies and other subjects integrated values education into their respective curriculum and organized / participated in values education activities. For English Language Education KLA, they took the lead in coordinating with different departments in promoting Language Across Curriculum (LaC); for Science Education KLA, Mathematics Education KLA and Technology Education KLA, they took the lead in promoting STEM education; for Chinese Language KLA and Chinese History Department, they showed good efforts in promoting the spirit of Chinese tradition and culture, and their activities during Academic Week brought good learning impact; and Library Team took the initiative to promote eReading at school.
2. PSHE KLA and Liberal Studies Department received the 22nd Yan Chai Hospital Moral and Civic Award Fund for 4 consecutive years for their outstanding efforts in promoting values education and Basic Law education.

3. All departments had their eLearning and IT in education plan. Junior project learning skill training was merged with S2 Experiential Learning Week.

(b) Reflections

1. Activities and competitions should not be the only means to deliver MRE. MRE should be planned and implemented in the subject / KLA curriculum and classroom teaching.

2. To further improve the implementation of MRE and updated 4 key tasks in our school, more efforts and thoughts should be placed on the Language Across the Curriculum (LaC), the development of information literacy of students, Reading Across the Curriculum (RaC), STEM education, self directed learning and cross-disciplinary project learning skill training.

3. More professional sharing on the achievements and reflections of the MRE implemented by various responsible parties seem possible as it would not only further strengthen the professional sharing culture at school, but also enhance our accountability for implementing Ongoing Renewal of the School Curriculum (EDB).

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2019-2020, our active school days were 112, other school days were 12, adding up to a total number of 124 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2019-2020

Events	No. of Days
A. No. of active school day	112
Lessons in regular time-table	100
Teacher-Student Day, Post Exam. & School Activity Days	3
Experiential Learning Week & Normal lessons for S.6 only	5
Swimming Gala, Athletic Meet, School Excursion & Cross-country & Walkathon	3
School Opening & Closing	1
B. No. of other school days	12
Parents Day	2
Test & Examination (without normal lessons)	8
Teachers Development Day	0
Other days which involved majority of teachers : (Recollection Day, Speech Day, Enrolment & Attainment Test of new S.1 Student, and S.1 Orientation Days, etc.)	2
C. Total no. of school days	124

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 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 their interests and needs. 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 2019-2020

	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 were an examination and regular tests to assess the progress and achievement of the students. In 2019-2020, S.1-S.5 uniform test in Term 2 was cancelled due to EDB's class suspension. 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 2 times in 2019-2020. The weighting of assessment in the students' report is shown in Table 4.3.

Table 4.3: The weighting of assessment 2019-2020

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

Remarks: All subjects in the "2nd Assessment" were exempted due to EDB's class suspension. The weighting of assessment was adjusted proportionally.

D. Subject-Period Allocation

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2019-2020.

Table 4.4: Subject-Period Allocation 2019-2020

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 2019-2020

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

The book exhibition and old books exhibition in September and October were popular programmes with high participation rate, contributing to the reading atmosphere of school. Chinese and English teachers brought their students to the exhibition during lesson time to introduce the books that were worth reading.

With the collaboration of related KLAs, the stock in Language Across the Curriculum (LAC) Corner had increased gradually and books there were borrowed quite frequently by students when compared with other books. Almost all junior classes were taken by English teachers to the school library to read English books of various disciplines in the first term. Students themselves were already familiar with the Corner and some found books from the Corner on their own.

However, circulation of physical books was suspended in the second term. Our school faced the same impact as the society underwent covid-19 pandemic and students were not able to borrow physical books from the library during school suspension. To cope with the situation, the Library Team kept in pace with the trend of online reading and introduced Encyclopedia Britannica, Britannica Science and Britannica Humanities and Social Sciences during quarantine period to encourage self-directed learning, strengthen reading support, and to cultivate a sustainable reading habit even though students could not come back to school.

Apart from that, our school also had ebook platforms like Raz-kids, HKedCity and eLibrary Plus so that students could read a wide range of books related to science, integrated humanities, Chinese and English at home.

Raz-Kids had been the most popular ebook platform our school used for years, and the

HKedcity provided hundreds of books both in English and in Chinese, and some simple Chinese books which were more suitable for NCS students. We would continue to explore more suitable ebook resources to cope with the ongoing pandemic.

The eReading Scheme was the reading programme 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. After receiving the feedback from various departments, the scheme would be fine-tuned in the following year.

Table 4.6: Accumulative Total of the Books Borrowed 2019-2020

	S.1	S.2	S.3	S.4	S.5	S.6
A	0	36	28	12	10	32
B	0	29	12	10	52	4
C	5	40	65	7	4	17
D	6	14	0	18	5	1
Form Total	11	119	105	47	71	55
Total	408					

The total number of circulation was not satisfactory as it was adversely affected by social movement in the 1st term and covid-19 pandemic in the 2nd term. All after-school activities were suspended, class time was shortened and students were not allowed to borrow books to prevent infection.

It was expected that with the improving social and health situations, the circulation rate would resume to normal level. New projects would be launched in next school year to promote online reading, project learning, information literacy, Reading across the Curriculum, self-directed learning and Life Wide Learning.

V Support for Student Development

The Academic Office, Liaison Office, School Affairs Office and Student Development 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 joined together to form a safety net to identify needy students and provide early school intervention.

Counselling Team

Counselling 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, 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 social workers to foster whole-person development of students.

Discipline Team

The goals 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. Organizations from outside were invited to conduct talks about current issues in order to educate our students to have a healthy lifestyle.

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 have job-related experiences, so that they had a wider exposure to work-related issues.

Life 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.

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

Resources

In order to facilitate our school's support to students with SEN, the following additional resources were 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 two teaching assistants to cater for students with SEN. In addition, with the resources of EDB and services from the educational psychologist, diagnostic and psycho-educational assessments, as well as all training programs were carried out. Students with special needs benefitted in the development of personal aspects.

Support measures and allocation of resources

Students with SEN were provided with the following support measures:

1. Learning Support Team headed by the vice principal was established. The team included one SEN coordinator, two teachers, two teaching assistants and an educational psychologist from EDB. All team members worked cooperatively to implement the Whole-School approach to cater for student diversity and develop an 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 to explore their interests and potentials, such as 3D pen workshop, traditional lantern-making class and board game activities. All activities aimed to make student respect for individual differences and to promote inclusive school ethos.
3. Outsourcing services, including speech therapy, reading & writing group, social skills training and executive functioning programmes were hired to enhance students' communication, literacy and organization skills.
4. In order to help students with SEN to better cope with their learning and assessment, our school utilized the top-up fund in accordance with their needs to procure MacBook and install speech-to-text system for students with SpLD.
5. Teaching assistants were deployed to co-teach students with SEN in the classrooms.
6. Different types of special examination arrangements were provided to students in need during in-school assessment and public examinations.

7. The game room was open for all students to relax, to play, to participate in interest groups and to study during recess, lunchtime and after school.
8. Learning Support Team regularly interviewed and communicated with parents through the Parents' Day, IEP conferences and different communication platforms to promote Parent-School cooperation. The 'Student Support Summary'(學生支援摘要) let parents know the supportive measures and tier levels for their children.

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 the school hall. This year, more than 70% of students joined different kinds of co-curricular activities, services or competitions including inter-house / inter-class competitions, singing contest, blood donation, new students' adaptation programme and so on.

Besides, Other Learning Experience (OLE) activities were provided for all senior students to 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. Student Activities Support Grant also supported financially needy students to participate in 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 68 students entered the HKDSE 2020. 17 students registered for two or more elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 51 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 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 96%.

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 2020.

Almost 40% of our 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 2019-2020.

Table 6.1: Destinations of Exit S.6 Students in 2019-2020

	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	70	0	23	26	9	1	8	3
%	100%	0%	32.9%	37.1%	12.9%	1.4%	11.4%	4.3%

	1B Apo Kelvir Al Suarez 1B Docherty Aryan Chu Denace 1B Fermin Dennela Gabriele Yancha 1B Gurung Pragati 1B Gurung Seayon 1B Marietta Eddy 1B Matriano Jonathan Jr Aquino 1B Plumptre Arike Nenita Yetundi 1B Regodon Kian Michael Cheung 1B Thapa Ryan 1B Wong Natasha	1B Dinh Ba Loc 1B Durant Andrew Patrick Mejia 1B Gurung Prabisa 1B Gurung Prayank 1B Kaur Prabjeet 1B Martinez Ron Angelo 1B Nepomuceno Jan Miguel 1B Pun Ryan Conrad 1B Singh Mhearpal 1B Vidal Mary Grace F. 1B Arciaga Ellynni Syrise Handayan				
B.	Mathematics Competitions					
	2019 Asia International Mathematical Olympiad Open Contest Final					
	(Silver class honor)	3A Lam Lok Hymn Ambrose		*		
	(Bronze class honor)	2A Lam Cheuk Hay Anselm			*	
	China National Hua Xia Cup Mathematical Olympiad (Preliminary)					
	(1st Class Honor)	1C Tsoi Ka Yu Victor 3A Lam Lok Hymn Ambrose		*		
	(2nd Class Honor)	2A Lam Cheuk Hay Anselm 3C Lai Wing Yan		*		
	(3rd Class Honor)	1A Wong Cody Pak Lam 2A Chu Yiu Wai 3C Wei Ho Hei	2A Yu Pak Kei		*	
	Gifted Math Game and Problem Solving Competition 2019					
	1C Tsoi Ka Yu Victor					*
	Thailand International Mathematical Olympiad 2019 HEAT ROUND (Hong Kong Region, TIMO)					
	(Gold award)	3A Lam Lok Hymn Ambrose		*		
	(Silver award)	5A Chen Chun Hang			*	
	(Bronze award)	1A Gurung Kush 2A Lam Cheuk Hay Anselm 3C Lai Wing Yan 4A Das Josh Dunmore 4A Lopez Raph Carrhel M. 5A Lin Runxing	1A Yeung To Fung 2A Yu Pak Kei 3C Wei Ho Hei 4A Li Dexiong 4A Tsoi Chak Sum 5A Oli Eliezer Nicole			*
	Thailand International Mathematical Olympiad 2019 SEMI-FINAL (Hong Kong Region, TIMO)					
	3A Lam Lok Hymn Ambrose	5A Chen Chun Hang		*		
(II)	Cultural / Arts Events					
	The 11th Arts Ambassador-in-School Scheme					
	4A Li Dexiong	4A Tang Kyla Chun Yee				*
	Grantham Visual Arts Award 2018-2019					
	6A Windebank Ewan Peter George			*		
(III)	Sports Events					
**	HKSSF Inter-School Cross Country Competition					

	4C Au Yeung Man Hong	6B Singh Reshabh Mandral				*
**	A.S. Watson Group Hong Kong Student Sports Awards 2019-2020					
	6A Jones Anastasia Tiffany Coco					*
(IV)	Other Events					
**	Hong Kong Island Outstanding Student Award (Wan Chai District)					
	3A Serrano Anika Mae B	6B Panday Monica Dhanley Fernandez				*
**	Sir Edward Youde Memorial Prizes for Senior Secondary School Students					
	6A Casupanan Yasmine Colette					*
	6A Windebank Ewan Peter George					
**	Haramony Scholarships Scheme 2019-20					
	3A Serrano Anika Mae B	4A Gaité Santana Ysabelle Perez				*
	5A Caicedo Varas Carla Cristina	5A Togher Jasmine Emma Mary				
**	"Future Stars - Upward Mobility Scholarship" 2020					
	4A Li Dexiong	5A Huang Manjing				*
**	JCCSTEP Pioneering Young Innovators 2019					
	6B Gauravdeep					*

VII Appendix

Appendix 1

**ROSARYHILL SECONDARY SCHOOL
REPORT ON USE OF CAPACITY ENHANCEMENT GRANT
FOR THE SCHOOL YEAR 2019/20**

Area & Objectives	Strategies	Schedule	Resources used	Evaluation	Person-in-charge
Curriculum Development	To employ Teaching Assistant to assist with the preparation of teaching materials of various subjects	Sep 19- Aug 20	Salary X 1.05 (MPF included) of Teaching Assistants Total: \$169,375.50	<ul style="list-style-type: none"> •The Teaching Assistant has relieved teachers' workload by assisting in preparing teaching materials. Learning and teaching effectiveness has been enhanced as teachers can focus more on improving their learning and teaching strategies. 	Ms. Bonnie So
Spanish Learning & Teaching and Curriculum Development	To employ part-time teachers to teach Spanish and to assist Spanish curriculum development	Sept 19 - Aug 20	Salary X 1.05 (MPF included) of part-time teacher Total: \$100,212.70	<ul style="list-style-type: none"> ● Spanish teachers taught students with different level of Spanish proficiency. ● Different Spanish curriculums were developed to cater for the learning diversity of students. 	Fr. Francisco de las Heras Miguel
Coping with Diverse Learning Needs	To coach and instruct students of School Badminton Team	Sept 19 – July 20	Athletic Coach Fee Total: \$2500	<ul style="list-style-type: none"> ● Due to the COVID-19 epidemic, we had only 5 times practices and the inter-school competition was canceled. Although we did not have any result for evaluation, the students still learnt some basic skills of badminton for the new team members and advanced skills for the A grade team members. 	Ms. Winsy Chung

TOTAL: \$272,088.20

Appendix 2

ROSARYHILL SECONDARY SCHOOL

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2019/20 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)	March -April 2020 (all workshops cancelled)	NA	Workshop was arranged in March and early April 2020. Yet, due to the suspension of school, all workshops were cancelled (no contract was signed before the class suspension).	\$0
Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths (including buying some reference books for the students)	S.4 - S.5 students	9/10/2019 - 6/11/2020 (5 lessons)	Participation in competitions	Students participated in different Mathematics competitions and got awards.	\$5664.40

Appendix 3

Rosaryhill Secondary School

Report on Life Planning Education and Careers & Guidance Service (2019-20)

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 ● Talks from various universities or educational institutions ● To release all related information and promotional pamphlets to students via email ● Exhibitions ● University/Tertiary Institutions visits ● Various Principal nomination scheme 	<ul style="list-style-type: none"> ● Positive comments from teachers, students, and alumni. ● Students performed well and focused on 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 \$14,539.3
2. Individual Consultation (S.6)	<ul style="list-style-type: none"> ● Individual consultations for S.6 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 booklet \$4,908
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 that 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 \$6,000
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 to the talk from Life and Career Planning Team. 	<ul style="list-style-type: none"> ● Collaboration with S.6 Class Teachers
6. Mentorship Programme (S.5)	<ul style="list-style-type: none"> ● Joint programme with the Old Students Association ● Organized activities & gatherings 	<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 ● New Badge \$12,650
7. S.4-S.5 Career-related Experience Activities	<ul style="list-style-type: none"> ● Joint programme with external organizations held during Life Education Periods ● Workshop ("Providing Life Planning Education Activities for Non-Chinese Speaking (NCS) Students in Secondary Schools" project with Caritas) ● Workshops (cooperated with a service provider on the theme "Entrepreneurial Spirit") 	<ul style="list-style-type: none"> ● Participation rate was good. ● 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 ● Display of student's achievement \$1,898
8. Programme on "Choice of Subjects" (S.3)	<ul style="list-style-type: none"> ● Online Talk on S.3 Parents' Day ● Online Workshop for S.3 students with alumni sharing 	<ul style="list-style-type: none"> ● Positive feedback from students and parents 	<ul style="list-style-type: none"> ● Booklet from Hok Yau Club \$300

9. Stationery	<ul style="list-style-type: none"> ● Stationery and photo printing for promotion ● Inventory ● Printing Proposal for “Caring School Award 2019” 		<ul style="list-style-type: none"> ● \$212
10. 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 assistant teacher and a teacher assistant to share the administration work of all the members in the Life and Career Planning Team 	<ul style="list-style-type: none"> ● Administration duties were taken by assistant teachers and teacher assistants. ● Effectiveness in the preparation of all activities involved. ● Positive feedback from teachers. 	<ul style="list-style-type: none"> ● For employment of AT and TA plus MPF \$ 415,855.65

Total: \$468,762.9