

Rosaryhill Secondary School



Annual Report 2020 - 21

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I School Vision and Mission

A. School Motto & Mission

School Motto: Veritas (Truth)

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

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

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

B. School Goals

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

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

C. School Major Concerns

Our school identified two major concerns for 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 | 14. Ms. So Pui Ting |

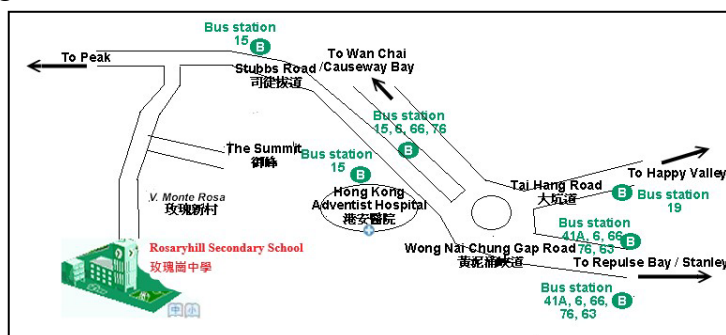
B. History

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 brought about better learning facilities 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) 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 2020-21

Number of teachers in regular establishment	52
Additional number of teachers	11
Total	63

2. Qualification and professional training (% of teachers)

Qualification	Percentage
Bachelor's degree	100%
Master's degree	45%
With teacher's training	71%
With special education training	22%

3. Teachers' Experience

Years of experience	Percentage
0-4	24%
5-9	5%
10 or above	71%

F. Our Students

1. Class Structure

In 2020-2021, we had a total of 24 classes in S.1-S.6.

Table 2.1: Class Structure 2020-2021

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 2020-2021.

Table 2.2: Students' Attendance and Punctuality 2020-2021

	Number of School days	% of Presence	% of Punctuality
S.1	171	97.9%	99.0%
S.2	171	96.1%	99.4%
S.3	171	96.2%	98.7%
S.4	171	93.8%	98.6%
S.5	171	92.2%	98.0%
S.6	111	95.5%	98.6%
All		95.3%	98.7%

III Achievements and Reflections on Major Concerns

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

A. Major Concern 1: To foster personal growth

1.1 To promote healthy body and healthy mind

(Counselling Team)

(a) Achievements

Counselling Team has provided lots of opportunities for students to boost their positive value of life and self-esteem through counselling services and activities such as Youth Ambassador Scheme, Smarteen Program, Small Groups and Life Education Periods.

(b) Reflections

It was salient to see our students were quite expressive to share their feelings at the debriefing section of programs which helped their personal growth. The blended mode of programs, online and face-to-face mode, was implemented due to the pandemic. Positive feedback from teachers and students was received.

(Co-curricular Activities Team)

(a) Achievements

There were together 142 students and 19 teachers joining the Inter-House Rope Skipping Activity. We encouraged all participants to enjoy this activity as a leisure activity. After finishing the activity, each participant got an apple and a bottle of water in order to promote healthy lifestyle during the pandemic.

(b) Reflections

Although many Inter-House Events had been cancelled due to pandemic, we still tried to hold events for all teachers and students. For safety, we held the Inter-House Rope Skipping Activity as a leisure activity, not as a competition. Each participant took the rope skipping for very short time. All teachers and students were happy, and they enjoyed the activity.

1.2 To cultivate students' positive values and attitudes

(Discipline Team)

(a) Achievements

1. Six discipline talks concerning school rules, school expectation on students' appearance and behaviour were arranged.

2. Two talks were conducted by lawyers to enrich students' knowledge in the laws of Hong Kong, and also arouse their awareness of crime prevention. There was a talk conducted by Correctional Services Department (CSD) which was about crime prevention. Different cases were discussed during the talks.

(b) Reflections

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

(Co-curricular Activities Team)

(a) Achievements

There were around 200 students who joined a service centre to make around 160 cards for the elderly, minorities or disadvantaged groups. The cards were sent to the elderly through the social workers when they visited the elderly.

(b) Reflections

Although many community services were suspended, we could still find alternative ways for our students to show their concern and help others. Through making cards at school, we could still let the students be aware of showing love and care to those in need.

(Counselling Team)

(a) Achievements

It was encouraging that the Youth Ambassadors were enthusiastic to be peered with their junior form schoolmates during their sharing in classroom as well as Life Education Period. Self-confidence and responsibility amongst students were cultivated and mutual cultural respect among Chinese speaking students and non-Chinese speaking students was instilled.

Participants of Smarteen Program enjoyed the activities and they were able to learn problem-solving skills through the online activities. Their positive energy was cultivated through different tailored Smarteen programs.

(b) Reflections

Online activities were conducted during the activities and more interaction between students could be enhanced during the activities

1.3 To enhance life planning education

(Discipline Team)

(a) Achievements

CSD was invited to give us a talk on the work and general information of their department. This had given our students a better understanding of the job nature of the department and had aroused the interest of our students in disciplinary force.

(b) Reflections

It was found that a lot of students were interested in the career path and job nature of the disciplinary force. The school has planned to help our Chinese students to explore this career and further uplift the Chinese standard of our non-Chinese speaking students so that they could meet the minimum requirement.

(Life & Career Planning Team)

(a) Achievements

1. The school-based life planning materials of S.1, S.3, S.4 were developed by Life and Career Planning Team.
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 seminar was held by Academic Office and Life and Career Planning Team 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. “Individual Consultation of Life Planning for S6 students” received very positive feedback. Students can get professional, personal and tailor-made information from career teachers through the consultation.
6. 2 students from S.6 were selected to join the internship in summer holiday with training and salary. The feedback from the employers was positive.
7. 3 Form 6 graduates (2020-2021) were recruited for school internship. They worked as teaching assistants to assist in Life and Career Planning Team.
8. 5 students were selected to join a job shadowing programme (Art and Craftwork), which is held by Caritas Community Centre. The feedbacks from students and Caritas Community Centre were positive.
9. Mock interviews for S.5 by the Mentorship Programme were provided. Debriefing sessions were led by professional mentors.

(b) Reflections

1. LEP helped to 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.
2. Conduction of professional workshops and training sessions for class teachers of senior form would be needed.
3. The development of school-based life planning materials was in progress. Training and experience from teachers would help enrich the curriculum.
4. S.3-S.5 students started planning their further study pathways earlier than before. They were given a chance to know more about the tertiary education and real-life experience sharing by teachers and alumni.
5. After the S.6 individual consultations, S.6 students had better strategies and plans to prepare for their academic and career paths.
6. Good experience and responses were received from students and parents.

1.4 To raise the sense of belonging towards school

(Co-curricular Activities Team)

(a) Achievements

Even in the midst of the pandemic, our teachers still strive to providing opportunities for students to join online activities. For example, Mathematics Society had held training to students who join The International Mathematical Olympiad. Another example was the online activity “Draw for Fun”.

(b) Reflections

Many club activities were cancelled this year due to half-day lessons and the pandemic. We had tried to hold some online club activities, but the students seemed not interested in them. Our students liked face-to-face activities. We would conduct a survey about students’ interests on online activities.

(Life Education Team)

(a) Achievements

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 value education, healthy lifestyle, 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 experiences conducive to their whole-person development.

(b) Reflections

An amicable school environment was cultivated by the display of various class banners and class zones done by each class which showed the good relationship among teachers and students in our school. However, some inter-class activities related to class management were cancelled due to school suspension during the pandemic. Activities and programs would be conducted in the coming school year.

(Ceremonies and Liaison Team)

(a) Achievements

1. Originally four ceremonies should be organized every year. They are: Opening Day Ceremony, Golden Jubilee Scholarship Presentation Ceremony, Speech Day and Closing Day Ceremony. However, due to the pandemic, the Closing Day Ceremony was cancelled. The prizes to be presented in the Closing Day Ceremony would be presented in the next academic year.

2. On the whole, the ceremonies organized were run smoothly. In particular, credit should be given to the teachers who helped on the Speech Day. 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 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 optimized their curriculum and devised plans and practices which aim to improve student learning and enhance students' academic achievements. For example: (i) Chinese Language KLA had curriculum review on their Chinese as a Second Language curriculum and Chinese Language curriculum (both junior and senior levels) as well as Putonghua curriculum. (ii) English Language KLA have improved their junior-form curriculum in promoting students' creativity - the use of Readers and movie appreciation in speaking lessons and the introduction of short stories and poems & songs. (iii) Different subjects have further improved their curriculum alignment and revised their scheme of work in addressing different educational trends e.g. e-Learning, self-directed learning, language across the curriculum and reading across the curriculum. What's more, some subjects strengthened their collaborative planning in curriculum and activities, which aimed at enhancing learning effectiveness and promote learning outcomes. All these curriculum initiatives and improvement have better achieved the intended learning goals and enhanced students learning experiences.

2. All subjects have made use of Google Classroom in promoting eLearning, self-directed learning and blended learning. Guidelines / reference and good exemplars on quality lessons have been shared among teachers. Different subjects improved their implemented curriculum by employing effective instructional strategies e.g. co-teaching, blended learning, issue-enquiry approach, scaffoldings, questioning, etools, role-play, skill-based teaching, positive reinforcement, experiential learning and various modes in delivering lessons. Students' learning motivation and catering for learning diversity have been better achieved.

(b) Reflection

1. For improvement in implementing major curriculum updates, Subjects/KLAs could further optimize their respective curriculum and deepen the positive learning impact by (i) including the learning elements of National Security Education; and (ii) building on strengths and making good use of external resources in sustaining the development of curriculum emphases and major focus of development stated in their respective curriculum guides.

2. Subjects/KLA should further strengthen their efforts in (a) curriculum alignment (e.g. planned curriculum, supported curriculum, implemented curriculum and tested curriculum) with a clear aim to accomplish academic improvement and (b) curriculum evaluation with a purpose of examining the impact of implemented curriculum on students' (learning) achievements and informing the next step of curricular action/decision.

3. Blended learning, an educational approach which is full of potential in enhancing learning effectiveness and pedagogical effectiveness, needs to be further promoted in the new normal educational context, so as to make a difference in learning.

4. Sharing of good instructional practices within / across departments and professional exchange for academic improvement is a powerful professional development activity that can help teachers improve their subject knowledge, think

about teaching strategies in different ways and learn new ideas to try in the classroom. Ongoing sharing of skills, knowledge and experience among teachers should be conducted so as to further increase student learning and achievement.

5. 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. Our school has a holistic planning and implementation on the promotion of assessment literacy which aim to improve student learning and bring about teacher development. There were 2 phases of school-level lesson observations in a year. Post-lesson conferences were arranged for feedback and feedforward purposes. Good practices have been shared in Teachers’ General Meetings. Homework and Assignment Inspection has been streamlined due to the pandemic. Teachers did reflection on their inspected homework and assignment and they made use of the feedback to further improve their assessment design and pedagogies. Data analysis of students’ academic results were used by different parties to inform next steps of curricular decision/action.

2. Assessment practices which aimed to improve students’ learning and enhance students’ learning motivation were planned and implemented by various departments. For example: skill-based assessment design supported the learning progression of students effectively; provision of scaffolding in classroom and assessment increased students’ motivation and their commitment to learning; and empowering students with different responsibilities in learning tasks promoted student engagement in learning.

3. 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 e-tools were used to support assessment for learning. During the suspension of face-to-face class period, some subjects used encouragement remarks, praises and recognition in e-platform (Google Classroom) to motivate students and used e-tools (e.g. google form, Kahoot) to engage students to do reflection on their learning progress and assess students' performance. All these have helped students stayed focused on their learning goals and be aware of their learning progress.

4. Subjects used assessment data for improving learning and teaching. Students’ strengths and areas for improvement have been identified and different strategies were devised to enhance student learning. For example: the promotion of self / peer assessment in daily learning and project learning developed students' judgemental skills, enabled students to better understand assessment expectations, helped them identify their strengths and weaknesses and learn to target their learning accordingly. Subjects also made use of HKDSE Examination Statistical Report and

students' performance in tests and exams to diagnose students' learning needs and devise strategies to bring about student achievements.

5. A variety of learning opportunities were provided to students. For example: students were encouraged to participate in activities and competitions of different types. For example: Virtual geography field trips were arranged for S4 and S5 students; small-scaled field trips inside the school were arranged for S5 students (Landslide prevention works around RHS). Students made achievements and were awarded prizes in different STEM-related, language-related, Mathematical and multi-intelligent competitions. 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. These practices should be further promoted and developed.

2. Scaffolding was proven an effective means to raise students' achievement level and support students' learning progress. Subjects should further promote and develop more scaffolding strategies that can help 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. Subjects can do action research for bringing greater impact of assessment on student learning. In the new educational context, subjects should explore and plan more self and/or peer assessment opportunities in online mode. To develop students as an independent learner, regular self-reflection on learning progress and difficulties shall be continued and strengthened and may consider to be done with the aid of technology (e.g. Google Classroom).

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. More e-platforms (e.g. Google form and Quizziz) could be used to collect assessment data for faster evaluation and feedback, so as to inform learning and teaching accordingly and effectively.

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 enable students to explore their intelligences, showcase their talents, boost their confidence in learning and consolidate their subject-related knowledge. Learners' diversities can be better catered for.

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 and good learning attitude of students. For example: the practice of lesson routine, the habit of pre-lesson preparation, the habit of doing reflection on one's own learning progress, 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. Some departments will motivate students to have good study habits by issuing them certificates as recognition. Arts KLA held Annual Arts Student Award program and Arts Ambassador Program to recognize students who met the standards. The performance of students was satisfactory, though the pandemics posed challenges and limitations on arranging arts activities.

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/technology to cater for learner diversity; employing different grouping strategies to maximize learning impact. Some departments made good use of community / outside-school resources - for example: Economics and BAFS students were arranged to participate in an online JA International Trade program. Students found the program useful and interesting, which further consolidate their subject-related knowledge.

3. During the pandemic, School-based / Community-based After School Learning and Support Programmes (English Language, Chinese Language and Mathematics) were changed to online mode to support the learning of students of different form-levels. Other support programmes include: Academic Week (some of the subject-based activities were held in online mode – for example: Mathematics Quiz and Mathematics King Competition; PSHE and LS online quiz), S5 and S6 enhancement lessons, high order thinking and exam strategies workshop for S5 as well as S6 examination preparation skill workshop. The S6 talk on examination preparation skills 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. Using common terms in structuring learning activities - pre-lesson tasks, in-class tasks and post-lesson tasks within the department and across the school can enhance both teachers' and students' awareness of the importance of these three-stages of learning. The use of these common terms can facilitate teachers the common understanding of learning stages and the areas that demand teachers' time and efforts for bringing about positive impact on learning.

3. The use of meaningful homework / assessments, clear communication of learning goals and the checking of the extent to which students attain the learning goals at the end of the lesson (e.g. using exit slips/end of class Kahoot/quick quizzes) 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/measures 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) Achievements

1. Teachers' professional sharing and exchange within department and across KLA were conducted. For example: Science KLA and Maths KLA have held cross-KLA sharing on different methodologies in online teaching and using EMI to teach Science and Maths. Liberal Studies Department held professional sharing on the topics like eLearning, self-directed learning, assessment literacy and the use of smart board. They also shared the information and experience got from HKDSE markers meeting and other markers' meetings within the department. All these have contributed for establishing a sharing and collaborative culture at school.

2. For curriculum improvement and enhancement in professional development, Mathematics KLA participated in EDB's School-based Curriculum Development Support Services in 2020-2021. They have successfully enhanced students' learning interest in Mathematics through STEAM education. Our school was invited to be the speaker during the Sharing Sessions on School-based Professional Support Services for Facilitating Learning and Teaching of Non-Chinese Speaking (NCS) students (organized by Quality Assurance Division, EDB) on 3 July 2021. The sharing was an inspiring one and received positive and appreciative comments on our teachers' effective teaching methods in improving students' learning outcomes.

(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 National Security Education, 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 and introduced those evidence-supported teaching practices gained from the in-school professional sharing and peer observation in their own classes.

2. KLA and Subject heads should set the shared expectations for student learning in curriculum among panel members. All teachers should have shared responsibility to improve student learning outcomes.

3. KLA and Subject heads should developed a long term goal for effective professional sharing – how to implement professional learning processes that are most likely to result in improving teaching practices and improving student learning outcomes. They should also determine whether or not professional learning produces improvements and consistency in teaching practice; enhances teachers' sense of efficacy; and ultimately improves students' engagement and learning achievement.

4. KLA and Subject 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.

5. Recording of professional development activities of panel members in department minutes and eform was encouraged.

6. Sharing good practice in teaching and learning video makes dissemination of effective teaching practices easy.

2.5 To implement Ongoing Renewal of the School Curriculum

(a) Achievements

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. Cross-department activity (Chinese History Department and History Department)– Warzone 90 (organized by the Hong Kong Red Cross) brought good learning impact on nurturing students' positive and humanitarian values. For English Language Education KLA, they took the lead in coordinating with different departments in promoting Language Across the Curriculum (LaC). To nurture students' values development, English teachers touched on different aspects of values in the textbooks. Students were able to express their thoughts in essays, journal and /or newspaper cutting; 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 Library Team took the initiative to promote eReading at school. There were book report competitions outside school and participation rates were high, contributing to a better reading atmosphere of school and enhancing students' learning. The achievement of students was encouraging too - students got Platinum Award, Gold Award and Outstanding Student Award on i-Learner cross-curricular platform, whereas our Teacher Librarian was invited to do sharing on how to promote moral and civic education via reading at our school. The feedback from the teacher participants was positive.

2. PSHE KLA and Liberal Studies Department received the 23rd Yan Chai Hospital Moral and Civic Award Fund for 5 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. Different departments/KLA had professional sharing on IT in education and/or the use of smart board. Junior project learning skills were carefully planned with improved interface with senior level. For example: LS department has strengthened the vertical planning of project learning by working with S1 History and Geography Department to implement Cross-subject Project Learning.

(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; and the linking of these curriculum initiatives in improving student engagement and enhance student learning achievements.

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 2020-2021, our active school days were 169, other school days were 26, adding up a total number of 195 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2020-2021

Events	No. of Days
A. No. of active school day	169
Lessons in regular time-table	162
(Nil) Teachers-students Day, (17-18,21-22 Jun) Post Exam.& (28 Jun) School Activity Days	5
(Nil) Integrated Learning Week & Normal lessons for S6 only	0
(Nil) Swimming Gala, (Nil) Athletic Meet 2 Days, (Nil) School Excursion, (Nil) Cross-country & Walkathon	0
(1 Sep & 10 Jul) School Opening & Closing	2
B. No. of other school days	26
(24 Oct, 21 Nov, 20 Mar, 8 May) Parents Day	4
(1-4, 7-11,15-16 Jun) Test & Examination (without normal lessons)	11
(16 Apr) Teachers Development Day	1
Other days which involved majority of teachers : (31 Mar) Recollection Day, (26 Sep 19'-20' Speech Day & 19 Jun 20'-21' Speech Day, 8-9 Jul Enrolment & 13, 15-16 Jul, 23-24 Aug Attainment Test of new S.1 Student and S.1 Orientation Days, etc.)	10
C. Total no. of school days	195

Remarks: This information mainly refers to S.1- 5 and S.6 having 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 passion. 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 from S.4-S.6 to meet the entrance requirements of different universities and post-secondary faculties.

Table 4.2: Subjects Offered in Different Levels 2020-2021

	S.1	S.2	S.3	S.4	S.5	S.6
Biology				E	E	E
BAFS				E	E	E
Chemistry				E	E	E
Chinese History	C		C	E	E	E
Chinese Language / Chinese as a Second Language (for NCS students)	C	C	C	C	C	C
Computer Literacy	C	C	C			
Economics				E	E	E
English Language	C	C	C	C	C	C
Ethics & Religious Studies				E	E	E
Geography	C		C	E	E	E
History	C		C	E	E	E
Home Economics	C	C	C			
HMSC				E	E	E
ICT				E	E	E
Integrated Humanities		C				
Science	C	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				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 2020-2021, S.6 First Term Examination and S.1-S.5 uniform test in Term 2 were cancelled due to the Covid-19. 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 2020-2021. The weighting of assessment in the students’ report is shown in Table 4.3.

Table 4.3: The weighting of assessment 2020-2021

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

Remarks: S.6 1st Assessment and S.1-S.5 2nd Assessment were exempted due to the Covid-19. 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 2020-2021.

Table 4.4: Subject-Period Allocation 2020-2021

Subjects	Levels					
	S.1	S.2	S.3	S.4	S.5	S.6
Biology				10	10	11
BAFS				10	10	11
Chemistry				10	10	11
Chinese History	3		3	10	/	/
Chinese Language	12	12	12	14	14	14
Chinese as a Second Language	12	12	12	14	14	14
Computer Literacy	3	3	3			
Economics				10	10	11
English Language	14	14	12	14	14	14
Ethics and Religious Studies				/	10	11
Geography	3		3	10	10	11
History	3		3	10	10	11
Home Economics	3	3	3			
HMSC				10	10	11
Information and Communication Technology				10	10	11
Integrated Humanities		9				
Science	8	8	9			
Liberal Studies				11	11	11
Life Edu. Period	2	2	2	2	2	2
OLE (aesthetic development)				2	1	0

Mathematics	12	12	10	11	12	11
Music	3	3	3			
Physical Education (General)	4	4	4	4	4	4
Physical Education (HKDSE)				10	10	11
Physics				10	10	11
Putonghua	2	2	2			
Religious Studies	3	3	3	2	2	2
Visual Arts	3	3	3	10	10	11
Spanish	2	2	2			
Total (per 10-day cycle)	80	80	80	80	80	80

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

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

Table 4.5: Lesson Time for Various Key Learning Areas per Cycle in S.1-S.3 2020-2021

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

F. Students' Reading Habits

Table 4.6 : Accumulative Total of the Books Borrowed 2020-2021

	S1	S2	S3	S4	S5	S6
A	0	15	3	0	37	2
B	7	0	8	2	80	1
C	2	116	24	2	16	0
D	0	0	0	1	11	0
Form Total	9	131	35	5	144	3
Total	327					

The total number of book circulation was not satisfactory as it was severely affected by the covid-19 pandemic. Most reading activities were suspended and students were not able to borrow physical books from the library.

To cope with the situation, the Library Team kept in pace with the trend of online reading and introduced i-Learner cross-curricular reading platform to junior form students, which encouraged self-directed learning, strengthened reading support, and cultivated a sustainable reading habit for a wide range of subjects, including English, Liberal Studies, Arts, History, Geography, Economics, Business, Science and Technology. After reading articles on the platform, students had to do comprehension, grammar, vocabulary building and listening exercises. A RHS eReading Scheme booklet was given to all junior form students to record the number of articles they had read and exercises they had completed. The performance of our students was outstanding. Our students got Platinum (Top 3), Gold (Top 20) and Outstanding Student Award (Top 30) out of 15,000 participants. Awardees were given certificates and gifts in a prize-presentation ceremony. With more experience using this platform, the RHS eReading scheme would be further optimized in the following year.

Apart from that, our school also had ebook platforms like HKEdCity, Hyread and eLibrary Plus so that students could read at home. They 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 in the post-pandemic era.

It could be expected that with improving health situations, the circulation rate in the library would resume to normal level in the following year. New projects would be launched in the next school year to promote moral and civic education, 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.

Counseling 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.

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 has developed an inclusive culture through the Whole-School Approach to support students with SEN. A 3-tier support model is adopted and resources are deployed to provide appropriate and diversified support according to their needs, so as to enhance their learning, improve social skills and make adjustments to the school life.

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

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

Resources

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

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

By using these 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 have been carried out. Students with special needs are benefited in the development of personal aspects.

Supportive measures and allocation of resources

Students with special education needs are provided with the following support measures:

1. Learning Support Team headed by the vice principal is established. The team includes one SEN coordinator, two teachers, two teaching assistants and an educational psychologist from EDB. All team members work cooperatively to implement the Whole-School approach to cater for student diversities and develop an inclusive culture in school.
2. In order to support students with special education needs, teachers consider their learning abilities, interests and learning characteristics to systematically provide them with accommodations on teaching content, learning process and outcomes. Apart from class support, members of Student Support Team organized learning groups and peer circles, so that students with different abilities may better understand each other, learn together and help each other. Teaching assistants provide precious resources, in-class support and adjust teaching and learning materials to help remove students' learning barriers.
3. Different types of special examination arrangements are provided to individual students with SEN according to their diverse needs in school assessments and public examinations.
4. Outsourcing services, including speech therapy, social skills training and executive functioning programs are hired to enhance students' communication, literacy and organization skills.
5. The game room is opened for all students to relax, to play, to participate in interest groups and to study during recess, lunchtime and after school. Most of the programs consistently enhance students' awareness, self-management and social skills. Some programs are organized to help students explore their interests and potentials, such as 3D-pen workshops, board game activities and summer events.
6. The mental health of students is also a matter of concern to the school. This year, the counselling psychologist from Hong Kong Shue Yan University provided individual professional counselling to students and parents. Collaboration between Student Support Team, Counselling Team, school social workers and the professionals helps to identify the needs of students and promote students' whole-person development and mental health.
7. Student Support Team regularly interviews and communicates with parents through the Parents' Day, IEP conferences and different communication platforms to promote Parent-School cooperation. Relevant professionals, teachers and parents are invited to draw up Individual Education Plans for the target students for intensive individualized support. The distribution of the 'Student Support Summary' (學生支援摘要) is to let parents know the supportive measures and tier levels of their children.

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

Co-curricular Activities Team

Due to covid 19, all face-to-face co-curricular activities were cancelled according to the guidelines of the EDB.

Students Affairs Team

There were around 100 students and their families receiving subsidies from Social Welfare Department and Student Financial Assistance Agency in the year 2020-2021. Our school applied for Student Activities Support Grant to support students with financial needs so that they can participate in life-wide learning activities for whole-person development.

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

VI Student Performance

A. Public Examinations

A total of 62 students entered the HKDSE 2021. 11 students registered for two or more elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 50 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 International General Certificate of Secondary Education (IGCSE) Examinations to obtain alternative qualifications in Chinese Language. The performance of these NCS students was excellent. The percentage of students obtaining alternative Chinese language qualification was 97%.

More than 1 out of every 4 students met the general entrance requirements and were offered 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 2021.

Almost 40.3% 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 2020-2021.






Table 6.1 The destinations of exit S.6 students in 2020-2021

	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	62	0	37	3	7	2	7	6
%	100%	0%	59.68%	4.84%	11.29%	3.23%	11.29%	9.68%
















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 2020-21.

Table 6.2: Inter-school Awards won by students in 2020-2021






INTER-SCHOOL AWARDS		POSITIONS			
(I)	Academic Events	1	2	3	MERIT
A.	Speech Competitions				
	中文/普通話				
	第 72 屆香港學校朗誦節				
	1A Chung Moses 1C Lin Ziheng 4A Lai Wing Yan	1A Yan Ka Shing Kevin 2C Kong Kwok Pong			
	The 9th Putonghua Speech Competition For Non-Chinese Speaking Students (Secondary School Division)				
	(Bronze Award) 2A Giang Villan Sara Isabela Kamein				
	2A Gurung Kush 2A Gurung Pranita	2A Gurung Lobh 2A Lopez-Ng Laia Kee			
	English				
	The Hong Kong Federation Of Youth Groups English Public Speaking Contest 2021				
	(Award Of Achievement) 4B RAMOS PURITY MAY FLORENTINO				
	2B Martinez Ron Angelo 4A Fujiwara Hugh Tatsu 4A Serrano Anika Mae B 6A Alcantara Shynne Angel Escano 6A Oli Eliezer Nicole 6D Fatima-Neelam 6D Shakshi	4A Cheong Wei Teng 4A Inoceno Gabrielle Eloise I. 4B Chodor Tenzin Khandola			
	72th Hong Kong Schools Speech Festival (English Speech) - Solo Verse Speaking				
	3A Galon Denise Angelique Victorino				
	4A Cheng Nga Man 5A Das Josh Dunmore 6D Bertes Leonardo	4A Serrano Anika Mae B 5D De Jesus Mary Hannah Saba			
	6A Arcilla Ernestine Joyce				
	1A Wong Ka Long 1D Panaligan Alexandria Serifena 2A Kam Chun Yin 3A Chan Tsz Kong 3D Aguirre Arianne Nicole Pineda 4A Inoceno Gabrielle Eloise I. 5A Gaitte Santana Ysabelle Perez 5C Gurung Ishan Gwyneth V. 5D Usha-Kumari	1D Reyes Princess Angel Silva 2A Giang Villan Sara Isabela Kamein 2A Yeung To Fung 3A Yu Pak Kei 4A Fujiwara Hugh Tatsu 5A Villacorte Sophia Summer Cataag 5D Saleem Zumar 5D Balaoro Jersey Rene			













6A Oli Eliezer Nicole	6A Pagatpatan Jazel Anne Cuntapay				
6A Ricafort Julianne Marie	6A Vales Jamie Reese Rodrigueza				
6D Fatima-Neelam	6D Shakshi				
6D Saeed Muhammad Usman					

B.	Mathematics Competitions				
	Thailand International Mathematical Olympiad Heat Round 2020-2021 (Hong Kong Region)				
	(Gold Award) 4A Lam Lok Hymn Ambrose				
	(Silver Award) 2C Tsoi Ka Yu Victor 5A Li Dexiong				
	(Bronze Award) 2A Laquian Athena Yumul 2C Li Delei 3A GALON DENISE ANGELIQUE VICTORINO 3A Lam Cheuk Hay Anselm 3A Sze Chun Yan Gordon 3A Yung Ching Kiu 4A Lai Wing Yan 4A Fujiwara Hugh Tatsu 5C Zheng Ziqian				
	Thailand International Mathematical Olympiad Semi-Final 2020-2021 (Hong Kong Region)				
	(Silver Award) 4A Lam Lok Hymn Ambrose				
	(Bronze Award) 2C Tsoi Ka Yu Victor 3A Lam Cheuk Hay Anselm				
	3A Galon Denise Angelique Victorino 3A Sze Chun Yan Gordon				
	Thailand International Mathematical Olympiad Final 2020-2021 (Hong Kong Region)				
	(Silver Award) 4A Lam Lok Hymn Ambrose				
	The Hong Kong Youth Mathematical Challenge				
	(Bronze Award) 4A Lai Wing Yan				
	Guangdong Hong Kong Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2021 (Hong Kong Region)				
	(Second Award) 2C Tsoi Ka Yu Victor 4A Lam Lok Hymn Ambrose				
	(Third Award) 1A Sze Yi Hei Penelope 1A Yao Yufei 2A Gurung Lobh 3A Chan Tsz Kong 3A Lam Cheuk Hay Anselm 3A Sze Chun Yan Gordon 4A Fujiwara Hugh Tatsu 5A Das Josh Dunmore				
	Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2021 (Greater Bay Area Region)				
	(First Award) 4A Lam Lok Hymn Ambrose				
	(Third Award) 5A Das Josh Dunmore				
	1A Sze Yi Hei Penelope				
	Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region)				
	(Silver Award) 2C Tsoi Ka Yu Victor 4A Fujiwara Hugh Tatsu 4A Lam Lok Hymn Ambrose				
	(Bronze Award) 1C Tang Shing Kin 2A Laquian Athena Yumul 2C Li Delei 3A Lam Cheuk Hay Anselm 3A Sze Chun Yan Gordon 4A Lai Wing Yan 5A Das Josh Dunmore 5A Li Dexiong 5C Dao Quynh Linh 5C Zheng Ziqian				

	Hong Kong International Mathematical Olympiad Semi-Final 2021 (Hong Kong Region)				
	(Silver Award) 4A Lam Lok Hymn Ambrose				
	(Bronze Award) 2C Li Delei 4A Lai Wing Yan 5A Das Josh Dunmore				
	2C Tsoi Ka Yu Victor 3A Lam Cheuk Hay Anselm				
	China National Hua Xia Cup Mathematical Olympiad 2021 (Semi-Final)				
	(2nd Class Honor) 2C Li Delei				
	(3rd Class Honor) 1C Lin Ziheng 2C Tsoi Ka Yu Victor 3A Lam Cheuk Hay Anselm				
	Asia International Mathematical Olympiad Open Contest 2021				
	(Silver Award) 2C Tsoi Ka Yu Victor 4A Lam Lok Hymn Ambrose				
	(Bronze Award) 1A Yao Yufei				

(II)	<i>Cultural / Arts Events</i>				
	The 57th Schools Dance Festival				
	4A Cheng Nga Man				
	i-Learner Student Talent Show Awards 2021				
	(1st Runner Up) 2B Martinez Ron Angelo				
	(2nd Runner Up) 3C Peng Zhicheng				
	回應心靈推廣精神健康短片創作比賽				
	1B Lee Brandon Ji Ming 2A Yeung To Fung 3C Elago Polina Ellysse Ong				

(III)	<i>Other Events</i>				
	2020 Wan Chai District Outstanding Youth Award				
	6A Sarpreet-Kaur 4A Serrano Anika Mae B				
	Sir Edward Youde Memorial Prizes For Senior Secondary School Students				
	6A Chan Wan Chit 6A Togher Jasmine Emma Mary				
	Harmony Scholarships Scheme 2020/21				
	6A Sarpreet-Kaur				
	"Future Stars - Upward Mobility Scholarship" 2021				
	3C Jaspreet-Kaur 6A Sarpreet-Kaur 6D Saeed Khansa				
	Rev. Joseph Carta Memorial Education Grants				
	6A Huang Manjing				

Harvard Book Prize 2021					
(Winner) 5A Hong Baron Tino					
5C Dao Quynh Linh 5C Perera K Patricia Himanthi Denelka					
The Ocean Park Steam Student Competition 2021					
(Champion) 5A Zannatul Fadia 5B Ray Del Val Judee An Mary De Torres 5C Ramirez Dana Carla					
(Outstanding Award) 3A Lam Cheuk Hay Anselm 3A Man Ching Kan Jason 3A Yung Ching Kiu					
2020 香港課外活動優秀學生表揚計劃					
6B Lopez Estreljan Gabrielle M					
One Health Covid19 Winter Writing Competition					
(Second Prize) 4A Bagui Catherine Joy Suarez 5A Das Josh Dunmore					
(Outstanding Writing Award) 2B Gurung Prabisa 3A Galon Denise Angelique Victorino 6D Shakshi					
1A Chung Moses 2B Durant Andrew Patrick Mejia 2B Martinez Ron Angelo 3A Chan Tsz Kong 4A Fujiwara Hugh Tatsu 4A Serrano Anika Mae B 4C Jasmin Aritha Franklin Pilongo 5B Ramirez Maria Danielle Orpia Yvonne 6A Aguirre Jannelle Ann Alparito		1C Liu Ashley Suzanne 2B Kaur Prabjeet 3A Bas Gem Michaela A 3A Lam Cheuk Hay Anselm 4A Lam Lok Hymn Ambrose 5B Mohammad Abdullah 5B Sadhwani Bianca Naveen 5C Dao Quynh Linh 6D Fatima-Neelam			
33rd I-Learner Prize Presentation Ceremony 2020-21 (1st Term)					
(Platinum Award) 3A Brotonel Ikara Rio Cassiel Mayor					
(Gold Award) 1B Fung Natalie Cathryn 3B Laquian Niccolo Yumul					
(Outstanding Student Award) 3B Ray Del Val Alanis Monique D.					
33rd I-Learner Prize Presentation Ceremony 2020-21 (2nd Term)					
(Outstanding Student Award) 3A Brotonel Ikara Rio Cassiel Mayor 3A Galon Denise Angelique Victorino					
The 1st CAFE Young Talent Smart City Forum					
(Best Academic Article Award) 4A Inoceno Gabrielle Eloise I 4D Hunt Samuel 6A Oli Eliezer Nicole 6B Chloe Leigh					

VII Appendix

Appendix 1

ROSARYHILL SECONDARY SCHOOL

REPORT ON USE OF CAPACITY ENHANCEMENT GRANT FOR THE SCHOOL YEAR 2020/21

Area & Objectives	Strategies	Schedule	Resources used	Evaluation	Person-in-charge
Spanish Learning	To employ Spanish Panel Head and Spanish teachers	Sept 20 - Aug 21	Salary X 1.05 (MPF included) of Spanish Panel Head and Spanish Teachers Total: \$161,377.40	<ul style="list-style-type: none"> Spanish teachers taught Spanish classes for students with different level of Spanish proficiency. The Spanish learning need of elite students was supported with afterschool enhancement lessons. Junior-level Spanish curriculum was further optimized to cater for students' learning diversity and interest in Spanish Language. Curriculum leadership of Spanish Department has been enhanced with the appointment of Spanish Panel Head. Spanish curriculum will be extended to S.4 as an elective subject in school year 2021-22. 	Spanish Language Coordinator
Pastoral Care Support	To employ a Pastoral Care Support Coordinator in leading, overseeing and supporting pastoral care and religious activities at school	Sept 20 – Aug 21	Salary X 1.05 (MPF included) of Pastoral Care Support Coordinator Total: \$369,406.80	<ul style="list-style-type: none"> In the weekly Morning Prayer, Father shared his personal experience with students and teachers. As a Catholic school, there are many religious activities and celebrations in Rosaryhill every year. Father arranged activities for students at Christmas and Easter to let everyone share the true meaning of the festivals. The Christmas sharing of last year was a great example showing the message of love and care of teachers from all sections. As the Head and Consultant of the department, Father gave the Religious Team ideas and guidance on how to run various religious activities. 	Pastoral Care Support Coordinator

TOTAL: \$530,784.20

Appendix 2

ROSARYHILL SECONDARY SCHOOL

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2020/21 school year

Programme title	Objective	Target (No. level /selection)	Duration / Start Date	Deliverables	Evaluation	Expenditure
Liberal Studies 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	S5 EMI elite students (1 class for EMI and 1 class for CMI)	Mar to May 2021	Completion of Student Workbook: 1 copy per student	Workshop was arranged in March and early April 2021, yet due to uncertainty of class schedules, all workshops have been cancelled.	\$0
Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths. Besides, we will subsidise some competition fees for elite students.	S.4 - S.5 students	Oct 2020 - Mar 2021	Participation in competitions	About 6 students got awards in different Mathematics Competitions such as 華夏盃全國數學奧林克邀請賽, 2020 華夏盃晉級賽, 亞洲國際數學奧林匹克公開賽晉級賽 and AIMO (港澳盃)初賽和決賽	\$4,800
High-order Thinking Skills & Exam Strategies Workshop	To equip elite students from S5 with high-order thinking skills and exam strategies so as to prepare them to obtain Level 4 or above in the Eng Lang Papers of the HKDSE examination.	S5A & S5B elite students	Oct 2020 - May 2021	Attending workshops & completing assessment worksheet	With the objective of helping S5 students' upgrade their English studies and examine their revision process for better preparation of the English Language Papers of the DSE, a 1.5-hour workshop was arranged catering for the learning diversity of S5 classes from 09:00 to 10:30 on 23/7/2021. For the elite classes, S5A & S5B, they were specifically taught how to prioritize their exam targets by using 2P's analysis and 3A methods. Based on their S5 teachers' observation and their proactive learning attitude shown during the lesson, the workshop was able to arouse their interest in learning the study techniques.	\$14,400

Appendix 3

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

Rosaryhill Secondary School

Report on Life Planning Education and Careers & Guidance Service (2020-2021)

Objectives	Strategies	Monitoring/Evaluation	Allocation of the CLP Grant
1. S.1 Self-understanding	<ul style="list-style-type: none">• Collaborate with Class Teachers• To be held during Life Education Periods• Talks and small group activities• Purchase consultation tools	<ul style="list-style-type: none">• Comments from teachers and students• Performance of students in the activities• Questionnaire collected from students	\$5,215.2
2. S.2 Exploring Opportunities	<ul style="list-style-type: none">• Collaborate with Class Teachers• Offer Programs run by Baptist Oi Kwan Social Service• To be held during Life Education Periods• Talks and small group activities• Purchase consultation tools	<ul style="list-style-type: none">• Comments from teachers and students• Performance of students in the activities• Questionnaire collected from students	\$5,340
3. S.3 Strategies of Selecting Subjects	<ul style="list-style-type: none">• Collaborate with Class Teachers and Academic Office• Talk on S3 Parents' Day• Workshops from Life and Career Planning Team• Aptitude Test• To provide choice of subject information (Hok Yau Club booklet)• Purchase consultation tools	<ul style="list-style-type: none">• Comments from teachers and students• Performance of students in the activities• Feedback from students and parents	\$6,910

4. S.4 Journey to the dream	<ul style="list-style-type: none"> • Collaborate with Class Teachers during Life Education Period • Offer tailor-made guidance activities & support to students on JUPAS & sub-degree strategies • Provide information about studying aboard via eclass • Invite alumni for sharing • Provide career related information and promotional pamphlets to students • Purchase consultation tools 	<ul style="list-style-type: none"> • Comments from teachers and students • Performance of students in the activities • Comments from CLAP@JC 	\$5,750
5. S.5 Unleashing potentials	<ul style="list-style-type: none"> • Collaborate with Class Teachers • Offer tailor-made guidance activities & support to students on JUPAS & sub-degree strategies • Provide information about studying aboard via eclass • External Mentorship programme • Provide career related information and promotional pamphlets to students • Purchase consultation tools 	<ul style="list-style-type: none"> • Comments from teachers and students • Performance of students in the activities • Questionnaire collected from students 	\$5,100
6. S.6 Planning for the future	<ul style="list-style-type: none"> • Collaborate with Class Teachers • Offer tailor-made guidance activities & support to students on JUPAS & sub-degree strategies • Provide information about studying aboard via eclass • Provide career related information and promotional pamphlets to students • Purchase consultation tools 	<ul style="list-style-type: none"> • Comments from teachers and students • Performance of students in the activities 	\$5,935.8

7. Professional consultation for S6 & S5 students	<ul style="list-style-type: none"> • Individual consultation for S6 & S5 students about their Life Planning • Careers teacher stations at careers room during lunch recess once a week to provide consultation to student in-need. (From second term onwards) • Purchase consultation tools 	<ul style="list-style-type: none"> • Comments from teachers and team members • Feedback from students 	\$190
8. S6 Preparation for Institution Interview Workshop	<ul style="list-style-type: none"> • Collaborate with external organizations • All S.6 students have the workshop during Life Education Period 	<ul style="list-style-type: none"> • Comments from class teachers • Students' self-rate on their level mastery of various interview techniques • Performance of students in the interview workshop • Feedback from students 	CANCELLED due to pandemic
9. S6 Mock Release Day	<ul style="list-style-type: none"> • Collaborate with Assessment Team • Collaborate with social workers & their agency 	<ul style="list-style-type: none"> • Questionnaire collected from students & parents • Feedback from class teachers & social workers 	\$8,000
10. S5 Mentorship Program	<ul style="list-style-type: none"> • Joint program with the Old Students Association (RHSOSA) • Organize workshops, activities, tours & gatherings 	<ul style="list-style-type: none"> • Comments from teachers, students and alumni • Percentage of participants joining various structured activities • Observation of relationship built between mentees & mentors 	\$7,760
11. HKACMGM membership	<ul style="list-style-type: none"> • Get updated training information and resources 	<ul style="list-style-type: none"> • Feedback from team members • Comments from class teachers and students 	Membership Renewal fee \$400

12. S5 Careers Related Experiences Activities (Co-operate with CoCoon) (Entrepreneurial Spirit)	<ul style="list-style-type: none"> • Programs with CLAP@JC, and collaborate with Class Teachers during Life Education Period 	<ul style="list-style-type: none"> • Comments from teachers and students • Performance of students in the activities • Comments from CoCoon • Questionnaire collected from students 	/
13. S6 Careers Booth	<ul style="list-style-type: none"> • Invite academic institute for provision of information booth on the DSE Release Day • Offer information for students, parents and class teachers' reference 	<ul style="list-style-type: none"> • Feedback from class teachers, students & parents 	\$214.8
14. Stationery, Printing & Photo Printing for Promotion	<ul style="list-style-type: none"> • Stationery, coloring printing and photo printing for promotion • Certificate folder to promote student's awareness of keeping all necessary documents 	<ul style="list-style-type: none"> • Feedback from team members • Comments from class teachers and students 	\$15,888
15. To provide extra manpower	<ul style="list-style-type: none"> • Employ an assistant teacher and teaching assistants to share the administration workload of all the members in the Life and Career Planning Team 	<ul style="list-style-type: none"> • Workload of teachers involved • Effectiveness in the preparation of all activities involved 	For employment of AT and TA plus MPF \$542,865.8
16. To provide extra teacher-student interaction for promoting career and life planning education	<ul style="list-style-type: none"> • To design and print "Drawing the future" and "Chase your dream" key chain for future career and life planning education • To upgrade designing capacity of team members 	<ul style="list-style-type: none"> • Feedback from team members • Comments from class teachers and students 	\$9,805
Total			\$619,074.6