

Rosaryhill Secondary School



Annual Report 2021 - 22

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

Composition of Incorporated Management Committee (IMC)

Members of the IMC 2021-2022	Representing
Fr. Hyacinth He Yousun	School Sponsoring Body Manager
Fr. Tran Van Huong Joseph	School Sponsoring Body Manager
Fr. Lopez Legido Jose Angel	School Sponsoring Body Manager
Fr. Chen Xinwang Athanasius	School Sponsoring Body Manager
Fr. Paul Fan Yacheng	School Sponsoring Body Manager
Fr. Shing Mang Tun	School Sponsoring Body Manager
Br. Xiong Zhiyong Bosco	School Sponsoring Body Manager
Ms. Yeung Su Jung	Independent Manager
Mr. Heng Kai Neng Keith	Alumni Manager
Mr. Tsao Kin Yip Kenneth	Parent Manager
Mr. Lee Ho Chi Charles	Alternate Parent Manager:
Mr. Rodger Poon	Teacher Manager
Ms. So Pui Ting	Principal, Ex-Officio Manager

B. School Environment and Facilities

School Environment



School Facilities



Hall



Chapel



Auditorium



Fatima Shrine



Father Gonzalez Square



Garden



Basement



Library



Computer Room



Laboratories



STEM Room



Ball Courts



Fitness Room



Dance Room



Music Room



Game Room



Canteen



Tuck Shops

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

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

D. Our Teachers

1. Information of Teaching Staff 2021-22

Number of teachers in regular establishment	53
Additional number of teachers	3
Total	56

2. Qualification and Professional Training (% of teachers)

Qualification	Percentage
Bachelor's degree	100%
Master's degree	44%
With teacher's training	86%
With special education training	25%

3. Teachers' Experience

Years of experience	Percentage
0-4	18%
5-9	7%
10 or above	75%

F. Our Students

1. Class Structure

In 2021-2022, we had a total of 23 classes, offering 25-35 places in each S.1-S.6 class.

Table 2.1: Class Structure 2021-2022

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	3	4	4	4	4	4
No. of places	75	100	100	100	100	100

2. Students' Attendance and Punctuality

A high percentage rate for average daily student attendance and punctuality was recorded in the year 2021-2022.

Table 2.2: Students' Attendance and Punctuality 2021-2022

	Number of School days	% of Presence	% of Punctuality
S.1	177	93.5%	99.1%
S.2	177	95.7%	99.0%
S.3	177	95.7%	99.0%
S.4	177	93.8%	97.5%
S.5	177	92.0%	97.4%
S.6	96	81.3%	95.0%
All		92.9%	98.0%

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

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

(b) Reflections

We were pleased to see our students expressing their feelings not only at the debriefing sections of small group programmes but also in the chatrooms during the LEPs which helped their personal growth. The blended mode of programmes, 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 212 students and 36 teachers joining the Inter-House Rope Skipping Activity. More than half of the students and teachers joined this event. It was very encouraging. 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 a 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. Eight 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. Two talks were conducted by the Hong Kong Police Force to enrich students' understanding in the increasing number of common crimes in Hong Kong, and also arouse their awareness of crime prevention.

(b) Reflections

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

(Co-curricular Activities Team)

(a) Achievements

S.1 Experiential Learning Week (Personal Growth Programme) was held for all S.1 students. We held two half-day programmes for the students. The programme was set to encourage them to take up challenges and complete the tasks in order to enhance their resilience skills. From the survey, 90% agreed that the target of the programme was achieved.

(b) Reflections

Although the overnight training programme could not be held due to the pandemic, we still tried to hold half-day programmes for the students. All students were happy and they enjoyed the activities.

(Counselling Team)

(a) Achievements

The Youth Ambassadors were enthusiastic to meet with their junior form schoolmates during their sharing in the classroom. We were particularly impressed that a group of YAs often spared their recess time playing chess with their junior peers and even paired up with a peer to join the Singing Contest. Self-confidence and responsibility among students were cultivated and mutual cultural respect among Chinese speaking students and non-Chinese speaking students was instilled.

Thanks to the help of different NGOs and the school social workers, we conducted a total of 24 Life Education Periods last year. Through the programmes, students were equipped with knowledge about mental health, stress coping strategies, relaxation methods, positive psychology, sex education, addictive behaviour and social skills which helped foster students' growth.

(b) Reflections

We hope that more face-to-face activities could be conducted so that interaction between students could be further enhanced.

1.3 To enhance life planning education

(Discipline Team)

(a) Achievements

A talk was conducted by the Fire Service Department, which was about the general information of the work of the organization, and could let our students have a better understanding of the job nature of the organization.

(b) Reflections

It was found that a lot of students were interested in the career path and job nature of the disciplinary unit. The school has planned to help students develop their career path in this area by uplifting their Chinese competency.

(Life & Career Planning Team)

(a) Achievements

1. The school-based life planning materials of S.1 to S.6 were updated by the Career and Life Planning Team based on last year evaluation.

2. In S.3, the theme of LEP was about strategies of subject choices. It prepared S.3 students to choose their electives in their senior forms. An online seminar was held by the Academic Development Board and Career and Life Planning Team to share the strategies of choosing subjects.

3. In S.4, 2 alumni were invited to share their post-secondary life in study and work. This kind of sharing (around 15 minutes) was appropriate to inspire students to start thinking about their future career and study.
4. In S.5, Career and Life Planning Team members collaborated with class teachers and service providers (CoCoon) to help students identify and unleash their potentials through various workshops. One S.5 student participated in Job Exposure Experience and got Outstanding Performance Award.
5. In S.6, the theme of LEP was Planning for the future. It prepared S.6 students for their paths after graduation with various workshops and admission talks.
6. Extra interview mass lectures and workshops were provided for S.6 students in order to prepare admission interview.
7. "Individual Consultation of Life Planning for S.6 students" received very positive feedback. Students could get professional, personal and tailor-made information from career teachers through the consultation.
8. Eight students from S.4 and S.5 had been selected to join the Business-School Partnership Programme. The feedbacks from the employers and students were positive.
9. Three S.6 graduates (2021-2022) were recruited for school internship. They worked as teaching assistants to assist in the Career and Life Planning Team.
10. Mock Interviews for S.5 by the Mentorship Programme were provided. Debriefing sessions were led by professional mentors.
11. 45 students took part in the summer career exploration programme held by the Caritas Institute of Community Education. Students' and instructors' feedbacks were positive.

(b) Reflections

1. Life Education Periods (LEP) helped to broaden the horizon of students in senior forms. Career and Life Planning Team collaborated with external service providers to build up the curriculum for holistic development.
2. Conduction of professional workshops and training sessions for class teachers of junior and 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 through sharing by teachers and alumni.
5. After the S.6 individual consultations, S.6 students had better strategies and plans to prepare for their academic and career paths.
6. Good experience and responses were received from students and parents in different programmes.
7. Summer Career Exploration Programmes were valuable for students to explore their potential to the real work world.

1.4 To raise the sense of belonging towards school

(Co-curricular Activities Team)

(a) Achievements

1. The team relay of Inter-House Rope Skipping Competition was held. All the participants and audiences were excited and cheered up their houses to get the championship. The house spirit and sense of belonging were enhanced.
2. S.3 Experiential Learning Week (Leadership Training) was held for all S.3 students. The two half-day leadership programme was provided for the students to learn problem-solving skills and leadership skills. It also enhanced their team spirit. From the survey, 90% students agreed that the target of this activity was achieved.
3. A total of 36 clubs / teams / societies were provided for all S.1 – S.5 students (S.6 students are optional to join them). From the evaluation forms collected from students, around 90% students said that they enjoyed the club activities, and got along well with their schoolmates and advisers during the club activities. From the evaluation forms collected from teachers, more than 90% teachers said that they enjoyed being advisers of the club activities and got along well with the students.
4. We had a half-day school education excursion. All students and teachers went to different places outside school to have the class activities, especially for S.1 & S.2 students who went to campsite to have inter-class activities. Also, we had class parties and variety show on the Teacher-Student Day. All teachers and students enjoyed these events. The relationship between teachers and students were enhanced which helped to enhance the sense of belonging to the school.

(b) Reflections

1. Although many Inter-House Events had been cancelled due to pandemic, we still tried to hold events for all teachers and students. We treasured these kind of events to have a memorable school life.
2. It was very good experience for the S.3 students to learn different skills in the ELW. They cheered each other up during the activities, so the team spirit was boosted up too. It was important to equip S.3 students to face the challenges in their senior form.
3. There were different limitations or difficulties for holding co-curricular activities during the pandemic. However, on average 5 club meetings were held for each club / team / society and most of them were face-to-face. Most students and teachers enjoyed much in the co-curricular activities.
4. We always held half day events and some popular activities could not be held because of safety during the pandemic. Our teachers still tried their best to provide opportunities for the students to join different events such as school educational excursion, Teacher Student Day and so on.

(Life Education Team)

(a) Achievements

The Life Education Team coordinated various teams, such as the Discipline Team, the Counselling Team, the Life & Career Planning Team and the Co-curricular Team to compose a schedule of Life Education Periods ranging from positive values 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 programmes would continue to be conducted in the coming school year.

(Ceremonies and Liaison Team)**(a) Achievements**

1. With the collaboration of the team members, teachers and other supportive staff, four significant ceremonies were held successfully. The four ceremonies were: Opening Day Ceremony, Golden Jubilee Scholarship Presentation Ceremony, Speech Day and Closing Day Ceremony. Over 300 prizes had been presented, which acknowledged the good work of our students, not only inside school but also outside. For the prize-winners we believe that this could uplift the sense of belonging towards the school among them. For the audience, they felt proud of the school.

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

(b) Reflections

If situation allows, it is hoped that we can have live performances in the ceremonies, which excel the talents of the students, that will also raise their sense of belonging towards the school.

B. Major Concern 2: To accomplish academic improvement**2.1 To optimize curriculum that helps attain students' success and progression****(a) Achievements**

1. Subjects continue to optimize their curriculum and have devised plans and practices which aimed to improve student learning, meet the interest of students and align with the educational development spirit. For example, Chinese Language KLA and English Language KLA have integrated more self-directed learning elements and skills-based training in their curriculum. Some subjects have further strengthened their curriculum alignment and revised their scheme of work in addressing different educational trends and needs e.g. e-Learning, language across the curriculum, reading across the curriculum and STEM education. Elements related to National Security Education were incorporated in different subject curriculums and learning beyond the classroom activities. Some subjects strengthened their collaborative planning in curriculum and activities, which aimed to enhance students' motivation and deepen students' learning. All these curriculum initiatives and improvements have enhanced students learning experiences and have promoted better learning outcomes.

2. Google Classroom is the eplatform used in promoting self-directed learning and blended learning. Different subjects improved their implemented curriculum by employing effective instructional strategies e.g. co-teaching, issue-enquiry approach, scaffoldings, questioning, role-play, skill-based & concept-based teaching, pre-lesson preparation and post-lesson review, positive reinforcement, experiential learning and various modes in delivering lessons. Different subjects have arranged sharing of good practices on effective delivery of lessons, which further enhances the effectiveness of learning and teaching. Students' learning motivation and catering for learning diversity have been better achieved.

(b) Reflection

1. Optimization of curriculum and review on curriculum development would be continued. Different subject departments / KLAs are encouraged to source for new and practical content which suits the educational needs and trend.

2. For further improvement, subject departments / KLAs could conduct curriculum evaluation with a purpose of examining the impact of implemented curriculum on students' (learning) achievements.
3. Blended learning and self-directed learning would be further promoted in a whole-school approach. Students should be further nurtured to be more independent learners, so as to promote learners' active learning.
4. Subject departments / KLAs would continue to conduct ongoing sharing of skills, knowledge and experience so as to further enhance the effectiveness of learning and teaching and raise teachers' awareness of the diversity of pedagogy in bringing about positive learning outcomes.

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

(a) Achievements

1. We 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 would be 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: encouragement remarks, scaffoldings, familiar students with the marking rubrics, setting challenging questions, self/peer assessment, skill-based assessment design, effective use of feedback, empowering students to set and evaluate learning goals.
3. Assessment for learning has been promoted among teachers as an effective means to improve student learning and student performance. Constructive feedback was the main focus of Homework and Assignment Inspection.
4. Subjects made use of different assessment data such as internal test/exam statistics, TSA, SVAIS, DSE results, HKDSE Examination Statistical Report to diagnose students' learning needs, evaluate students' learning and devise strategies to bring about student achievements. A survey on students' learning motivation and study habits have been conducted among all S.1-S.5 students. The findings were used to inform next curricular actions for bringing about better students' learning outcomes.
5. A variety of learning opportunities were provided to students. Students were encouraged to participate in activities and competitions of different types. For example: Speech Festival, Public Speaking competitions, writing competitions, mathematical competitions, video production competitions, poster design competitions, field trips, museum visits, project learning, etc. Students made achievements and were awarded prizes in outside school competitions. Students' ownership of learning and engagement in learning were greatly enhanced.
6. Students' work and talents have been showcased in various public channels. For example: VA Students' STEAM works was showcased at Olympian City Ground Floor from July to Sept 2021. Students' art masterpieces were showcased in Wan Chai MTR from Dec 2021 to Jan 2022. The Rosarian Art Show was exhibited in Artland Gallery (Wan Chai) in May 2022. Our school Choir had Christmas performance in Lee Tung Avenue on 26 Dec 2021. Whereas some of our students also got a chance to perform at Hong Kong Palace Museum on 7 Aug 2022.

(b) Reflections

1. Some subjects have used instructional rubrics/checklists to help students develop their abilities to self-assess. Whereas scaffoldings are proven strategies to improve learning. These practices should be further promoted and developed.
2. To enhance the effectiveness of assessment to promote student learning, students could be involved more in their own learning process by setting learning goals and doing reflections on their learning progress. More thoughts could be put on nurturing students as an independent learner and equip them necessary skills and attitude to face the challenges of the 21st century.
3. Assessment literacy is important because it helps teachers to perceive, analyze and use data on student performance to improve teaching. Teachers could regularly reflect on the use of data and do timely data-driven intervention.
4. To make good use of community resources, students should be further 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. Subject teachers play an important role in exploring talents and facilitating interest of their students in joining outside school activities and competitions.
5. Subject departments / School could consider how to further enrich students' learning scope and create platform for them to showcase their fruits of learning.

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 note-taking, the use of graphic organizers, the habit of doing reflection on one's own learning progress, and the habit of filing learning materials. Some departments will motivate students to have good study habits by issuing them certificates and giving prizes as recognition. Arts KLA held Annual Arts Student Award programme and Arts Ambassador Programme to recognize students who met the standards.
2. Different subjects developed strategies and organized programmes to optimize learning support to cater for learner diversity. For example: school-based / community-based after school learning and support programmes (English Language, Chinese Language and Mathematics), programme for improving Chinese proficiency of students, adding elements of gifted education into LAC learning packages, lunchtime remedial Mathematics class, helping students identify their learning styles, field trips, promotion of eLearning, self-directed learning and IT in education; strengthening subject's homework policy; using learning materials/textbooks/assessments of different levels of difficulty/technology to cater for learner diversity; employing different grouping strategies to maximize learning impact.
3. Some departments made good use of community / outside-school resources. For example: Economics and BAFS students were arranged to participate in an online JA Career Dimensions 4.0 programme. Students found the programme useful and interesting. History department encouraged students to participate in various reading schemes such as the Junior Secondary History e-Reading Award Scheme 2022. Our school was awarded a certificate for promoting reading culture in the reading scheme organized by the EDB and The Conservancy Association Centre for Heritage.

4. Other support programmes include: Academic Week, S5 and S6 enhancement lessons, academic workshops for S.1-S.3, S6 examination preparation skill workshop, etc.

(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. 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.
4. We should make good use of the newly installed smart classroom setting to further prepare students for 21st learning in which technology, creativity and collaborative learning are essential.

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. The sharing topics include: e-learning strategies, effective pedagogy, catering for learning diversity, teaching with etools/apps, teaching with smartboards, learning and teaching packages, collaborative lessons, good assignments, professional development course materials / insights gained, STEM education, National Security Education, etc. All these have contributed for establishing a sharing and collaborative culture at school on the one hand. On the other hand, teachers' professionalism has greatly enhanced.
2. For curriculum improvement and enhancement in professional development, PSHE KLA participated in EDB's School-based Curriculum Development Support Services in 2021-2022. They have successfully enhanced students' learning effectiveness and motivation through collaborative lessons (Chinese History, History and Geography). Our school was invited to be the speaker at the Annual Sharing Series of the School-based Curriculum Development (Secondary) Section (2021/22) on 19 May 2022 with the topic: "Promoting cross subject collaboration to nurture humanistic qualities". The sharing was an inspiring one and received positive and appreciative comments.

(b) Reflections

1. Within department/KLA, cross-subject, cross-KLA sharing is meaningful which has helped teachers to learn from each other and optimize their teaching. This good practice would be continued as part of routine of subject departments / KLAs.
2. Recording of professional development activities of panel members in department minutes and eform was encouraged.
3. Subject departments / KLAs should consider to participate in EDB's School-based Curriculum Development Support Services so as to further increase the capacity of subject departments / KLAs in bringing about curricular initiatives at school and further expand teachers' professionalism and horizons.

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:

- Chinese KLA, English KLA, PSHE subjects, CS & Liberal Studies and other subjects integrated values education into their respective curriculum and organized / participated in values education activities.
- Chinese History department has arranged senior students to visit the Hong Kong Palace Museum, which effectively deepened students' understanding of Chinese culture.
- The cross-department activity (History Department and English Department) - Intangible Cultural Heritage: Tai Hang Fire Dragon Dance enabled students to appreciate Chinese culture and brought good learning impact in interdisciplinary learning.
- For English Language Education KLA, they took the lead in coordinating with different departments in promoting Language Across the Curriculum (LaC).
- Chinese Language Education KLA promoted Chinese tradition and culture through different programmes/activities like 寫揮春比賽, 語文嘉年華, 中華經典名句推廣活動.
- For Science Education KLA, Mathematics Education KLA and Technology Education KLA, they took the lead in promoting STEM education. STEM elements were incorporated into curriculum, daily teaching and experiential learning days. The implementation of InnoLab project effectively promoted STEM education and students got chances to experience different STEM related activities.
- Geography Department also promoted STEM learning by arranging senior-form students to visit Caritas Chan Chun Ha Field Studies Centre and enabled students to try the AR sandbox (for terrain modeling).
- Library Team has continued 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.

2. PSHE KLA, English Language Education KLA and Library Team received the 24th Yan Chai Hospital Moral and Civic Award Fund for recognition of their outstanding efforts in promoting values education and cultural security education in school. Our school got this prestigious award for 6 consecutive years (2016-2022).

3. All departments practised eLearning and IT in education. Different departments / KLAs had professional sharing on IT in education and/or the use of smartboards. Project learning skills in Junior-form levels were carefully planned with Science and PSHE subjects took the lead in implementing cross-subject/inter KLA project learning. CS & LS department also strengthened the vertical planning of project learning by working with PSHE KLA.

(b) Reflections

1. In addition to promote MRE through activities and competitions, it is certainly necessary to include MRE in subject / KLA curriculum and classroom teaching.

2. We would continue to promote the use of inter-departmental collaboration approach to bring synergy in effecting curricular initiatives related to MRE e.g. Language Across the Curriculum (LaC), development of information literacy of students, Reading Across the Curriculum (RaC), STEM education as well as self-directed learning.

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 2021-2022, our active school days was 173, other school days was 23, adding up a total number of 196 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2021-2022

Events	No. of Days
A. No. of active school day	173
Lessons in regular time-table	167
Teachers-students Day, (Nil)Post Exam.& (Nil)School Activity Days	1
Experiential Learning Week	2
(Nil)Swimming Gala, (Nil)Athletic Meet, School Excursion, (Nil)Cross-country & Walkathon	1
School Opening & Closing	2
B. No. of other school days	23
Parents Day	4
Test & Examination (without normal lessons)	11
Teachers Development Day	2
Other days which involved majority of teachers : (Nil)Recollection Day, Speech Day 21-22, Enrolment & Attainment Test of new S.1 Student and S.1 Orientation Days etc.	6
C. Total no. of school days	196

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

B. Subjects Offered in Different Levels

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

Table 4.2: Subjects Offered in Different Levels 2021-2022

	S.1	S.2	S.3	S.4	S.5	S.6
Biology				E	E	E
BAFS				E	E	E
Chemistry				E	E	E
Chinese History	C	C	C	E	E	E
Chinese Language / Chinese as a Second Language (for NCS students)	C	C	C	C	C	C

Citizenship & Social Development				C		
Computer Literacy	C	C	C			
Economics				E	E	E
English Language	C	C	C	C	C	C
Ethics & Religious Studies				E	E	E
Geography	C	C	C	E	E	E
History	C	C	C	E	E	E
Home Economics	C	C	C			
HMSC				E	E	E
ICT				E	E	E
Liberal Studies					C	C
Life and Society			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)
Science	C	C	C			
Spanish	C	C	C	E		
Visual Arts	C	C	C	E	E	E
Vocational English (Applied Learning course)				E		

Remarks:

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

C. Assessment

The school year was divided into 2 terms. For S.1-S.5, there were one examination and regular tests to assess the progress and achievement of the students in each term. For S.6, there was one examination. In 2021-2022, S.1-S.5 Uniform Test in Term 2 was 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 2021-2022. The weighting of assessment in the students’ report is shown in Table 4.3.

Table 4.3: The Weighting of Assessments 2021-2022

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

Remarks: *S.1-S.5 2nd Assessment were exempted due to the Covid-19. The weighting of assessments was adjusted proportionally.*

D. Subject-period Allocation

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2021-2022.

Table 4.4: Subject-period Allocation 2021-2022

Subjects \ Levels	S.1	S.2	S.3	S.4	S.5	S.6
Biology				11	10	11
BAFS				11	10	11
Chemistry				11	10	11
Chinese History	3	3	3	11	10	/
Chinese Language	12	12	12	13	14	14
Chinese as a Second Language	12	12	12	13	14	14
Citizenship & Social Development				6		
Computer Literacy	3	3	3			
Economics				11	10	11
English Language	14	14	12	13	14	14
Enhancement classes				5		
Ethics and Religious Studies				11	/	11
Geography	3	3	3	11	10	11
History	3	3	3	11	10	11
Home Economics	3	3	3			
HMSC				11	10	11
Information and Communication Technology				11	10	11
Liberal Studies					11	11
Life and Society			3			
Life Edu. Period	2	2	2	2	2	2
OLE (aesthetic development)				2	1	0
Mathematics	12	12	10	11	12	11
Mathematics Extended Part M1				5	/	4
Mathematics Extended Part M2				5	4	4
Music	3	3	3			
Physical Education (General)	4	4	4	4	4	4
Physical Education (HKDSE)				11	10	11
Physics				11	10	11
Putonghua	2	2	2			
Religious Studies	3	3	3	2	2	2
Visual Arts	3	3	3	11	10	11
Science	8	8	9			
Spanish	2	2	2	5		
Vocational English (Applied Learning Course)				5		
Total (per 10-day cycle)	80	80	80	80	80	80

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

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

Table 4.5: Lesson Time for Various Key Learning Areas per Cycle in S.1-S.3 2021-2022

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

F. Students' Reading Habits

The total number of book circulation was not satisfactory as the school was severely affected by the 5th wave of the Covid-19 pandemic. Book circulation was suspended in the second term during online teaching period and special vacation, when students were not able to borrow physical books from the library.

To cope with the situation, the Library Team filmed a short video clip encouraging students to be self-directed learners at home. An online seminar about digital literacy was also conducted in Zoom to help students evaluate the reliability of online materials. i-Learner, an online reading platform, helped students develop a sustainable reading habit even though they could not come back to school. Students read articles related to English, Arts, History, Geography, Economics, Business, Science and Technology to complete comprehension, grammar, vocabulary building and listening exercises afterwards. The performance of our students was outstanding. Our students got gold awards (Top 20) and merits out of 15,000 participants. Awardees were presented with certificates and their achievements were recognized on the school webpage.

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

It could be anticipated that with improving health situations, the circulation rate in the library would resume to normal level in the upcoming academic year. The library team would continue to promote Moral and Civic Education, Information Literacy, Reading across the Curriculum, self-directed learning and Life Wide Learning in the near future.

V Support for Student Development

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

Counselling & Discipline Team

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

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

Counselling Team

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

Discipline Team

The 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. Outside organizations 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 Career and Life 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 counselling to help them develop their own academic and careers aspiration based on their interests and abilities. S.5 students got entrepreneurship, internship and mentorship experience to broaden their horizon for future career. Alumni were invited to share their post-secondary education with S.4 students. Meanwhile, S.4 students were encouraged to take part in various activities for OLE. S.3 students received subject choice programme before choosing S.4 elective subjects. S.1 and S.2 students experienced workshop for self-understanding and building self-confidence. Students were encouraged to make their choice on their learning paths, careers goals and other aspects of life. Senior form students could also have job-related experiences, so that they had a wider exposure to work-related issues.

Life Education Team

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

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

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

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

Resources

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

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

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

Supportive measures and allocation of resources

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

1. In order to support students with special education needs, teachers considered their learning abilities, interests and learning characteristics to systematically provide them with accommodations on teaching content, learning process and outcomes. Apart from class support, the 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 such as in-class support and adjust teaching and learning materials to help remove students' learning barriers.
2. Outsourcing services, including speech therapy and school-based counselling and psychologist service from Hong Kong Shue Yan University were hired.
3. Regarding to students' life planning, VR Career Experience Programme was arranged to allow students experience a real workplace situation through some practical activities and virtual reality exercises. It provided precious opportunity for students to know more about career concepts and social skills needed in the workplace.

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

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

Co-curricular Activities Team

Due to covid-19, the school followed the guidelines from EDB for the arrangement of face-to-face co-curricular activities.

Students Affairs Team

There were 92 students and their family receiving subsidies from Social Welfare Department and Student Financial Assistance Agency in the year 2021-2022. Our School had applied Student Activities Support Grant to support students with financial needs to participate in life wide learning activities for whole-person development.

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

VI Student Performance

A. Public Examinations

A total of 56 students entered the HKDSE 2022. 9 students registered for two or more elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 45 Non-Chinese Speaking (NCS) students registered for two or more elective subjects in addition to the three core subjects, namely English Language, Mathematics and Liberal Studies. These NCS students took the International General Certificate of Secondary Education (IGCSE) Examinations to obtain alternative qualifications in Chinese Language. The performance of these NCS students was excellent. The percentage of students obtaining alternative Chinese language qualification was 100%.

Approximately 1 out of every 3 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 2022.

Almost 41.1% 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. 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 2021-22.

Table 6.1: Inter-school Awards 2021-2022

INTER-SCHOOL AWARDS		POSITIONS			
(I)	<i>Academic Events</i>	1	2	3	MERIT
A.	<i>Chinese Language Competitions</i>				
	中文/普通話				
	第 73 屆香港學校朗誦節				
	2A Yan Ka Shing Kevin	*			
	2A Yan Ka Shing Kevin(普通話)		*		
	1A Chan Eunice Hailey(普通話) 3C Tsoi Ka Yu Victor(普通話) 1D Braxton Jameliel James 4A Yung Ching Kiu 5A Lai Wing Yan	2C Lin Ziheng(普通話) 3C Sung Wing Lam Fiona 4C Wu Hiu Ping			*
	向老師致敬 2021 中文徵文比賽 (中一至中三)				
	3A Yeung To Fung		*		
	2022 香港學界朗誦大賽				
	1B Limbu Maximilan Amulya			*	
	2A Chung Moses				*
B.	<i>English Language Competitions</i>				
	73rd Hong Kong Schools Speech Festival (English Speech) - Solo Verse Speaking				
	5A Serrano Anika Mae Banawa	6A Das Josh Dunmore	*		
	3C Diego Kristof Lanvin Habala 4C Elago Polinna Ellysse Ong 5A Cheng Nga Man	4C Villanueva Mark Henry Pagsulingan 4D Gurung Sahin 6A Hong Baron Tino		*	
	2D Dhital Smriti 3D Pimenta Laureen Amy	2D Ryes Princess Angle Silra		*	
	1A Chan Eunice Hailey 1B Chan Wing Sze Angelia 1B Misha Franchesca C Dela Cruz 1B Singh Paramjot 1B Yamat Benjamin Paul 1C Ling Alexander Christopher Nathan J 1D Florentino Danzen Elijah 2A Sze Yi Hei Penelope 2D Panaligan Alexandria Serifena 3B Singh Mhearpal 3C Waseem Modh Aayan 4A Chan Tsz Kong 4A Mehak-Deep-Kaur 4B Galon Denise Angelique Vactorino 4B Ifran Zehba 4D Mohammad Faiza Mehak Basbas 5A Cheong Wei Teng 5A Innoceno Gabrielle Elbise I. 5D Hunt Samuel 6A Buxani Diya 6D Saleem Zumar	1A Tam Tse Wai 1B Limbu Lukas 1B Segovia Fueyo Julia 1B Watts Oliver Daniel 1B Yuen Sean Lukas Ka Lok 1D Braxton Jameliel James 2A Lee Cheuk Yiu Libby 2D Mohammad Farrah Mehak 3B Kaur Prabjeet 3C Ramos Pauleen Anne Florentino 3D Rasellia-Zahra 4A Man Ching Kan Jason 4B Aguirre Arianne Nicole Pineda 4B Gurung Sahin 4B Shaniya 4D Mohammad Safa Sahar 5A Fujiwara Hugh Tatsu 5C Usha-Kumari 5D Khan Aamna 6C Gurung Ishan Gwyneth V.			*
	Voices for the Planet Challenge 2021				
	5A Bagui Catherine Joy Suarez		*		
	4B Gurung Prelish			*	
	(Best Technique Award) 5A Innoceno Gabrielle Eloise I.				*

	(Certificate of Excellence) 6D Balaoro Jersey Rene				*
	(Most Creative Artwork) 6D Saleem Zumar				*
	22nd Lions International Youth Exchange Scholarship Essay Competition				
	4A Brotonel Ikara Rio Cassiel Mayor 5B Cameron Angus James Donald	5A Choeng Wei Teng			*
	2nd One Health Covid19 Winter Writing Competition				
	(Outstanding Writing Award) 4A Mehak-Deep-Kaur 5A Fujiwara Hugh Tatsu	4B Aguirre Arriane Nicole Pineda 5B Ramos Purity May Florentino			*
C.	Mathematics Competitions				
	Thailand International Mathematical Olympiad Heat Round 2020-2021 (Hong Kong Region)				
	(Gold Award) 5A Lam Lok Hymn Ambrose		*		
	(Silver Award) 3A Laquian Athena Yumul 3C Tsoi Ka Yu Victor		*		
	(Bronze Award) 1A Heung Bosco Yuk Tung 1A Tam Tze Wai 2A Law Ka Hei 2C Tang Shing Kin 3A Yeung To Fung 4A Sze Chun Yan Gordon 5A Fujiwara Hugh Tatsu 5A Ng Tzs Hei	1A Kwok Tin Lok 1B Yamat Benjamin Paul 2A Sze Yi Hei Penelope 3A Gurung Lobh 4A Lam Cheuk Hay Anselm 4A Yung Ching Kiu 5A Lai Wing Yan		*	
	Thailand International Mathematical Olympiad Semi-Final 2020-2021 (Hong Kong Region)				
	(Gold Award) 5A Lam Lok Hay Ambrose		*		
	(Silver Award) 4A Lam Cheuk Hay Anselm		*		
	(Bronze Award) 3A Laquian Athena Yumul 5A Lai Wing Yan	3C Tsoi Ka Yu Victor 5A Ng Tsz Hei		*	
	1A Heung Bosco Yuk Tung 1B Yamat Benjamin Paul				*
	Asia International Mathematical Olympiad Open Contest Final 2021				
	(Bronze) 3C Li Delei 6A Das Josh Dunmore	5A Lam Lok Hymn Ambrose		*	
	3C Tsoi Ka Yu Victor				*
	Thailand International Olympiad Final 2021-2022				
	(Gold Award) 5A Lam Lok Hymn Ambrose		*		
	(Bronze Award) 4A Lam Cheuk Hay Anselm 5A Lai Wing Yan			*	
	Asia International Olympiad Open Contest 2021				
	(Silver Award) 5A Lam Lok Hymn Ambrose		*		
	(Bronze Award) 2C Lin Ziheng 4A Lam Cheuk Hay Anselm 5A Fujiwara Hugh Tatsu 5A Lai Wing Yan 5A Nguyen Nihan Tri			*	
	China Hua Xia Mathematical Olympiad 2022 (Semi-Final)				
	(3rd Class Honor) 1A Kwok Tin Lok			*	
	(2nd Class Honor) 3C Tsoi Ka Yu Victor		*		
D.	Other Competitions				
	全港中史研習獎勵計劃 2021				
	5A Huang Zhuojie				*
	「築．動．歷史」全港中學生比賽一網上閱讀問答比賽挑戰版				
	1A Chan Eunice Hailey 1A Kwok Tin Lok 3A Tsang Kei Tung 3C Li Delei 3C Chen Sheung Yuk Eason	1A Jiang Zi Han Ethan 2A Chung Moses 3A Mak Hau Yau 3C Tsang Yun Lam 3C Ho Go Chung			*

	3C Tam Shing Pok	3C Yip Chi Hei Vivian				
	2022 年網上疫下學理財「理智醒」問答比賽					
	(二等獎) 3A Tsang Kei Tung (五等獎) 3A Mak Hau Yau (五等獎) 3C Ho Go Chung					*
	Best Academic Article Award-1st CAFE Young Talent smart city Forum					
	5A Inoceno Gabrielle Eloise I.	5D Hunt Samuel	*			
(II)	<i>Cultural / Arts Events</i>					
	Hong Kong Visual Arts Education Festival 2021 - Local & International Mail Art Competition					
	(First Prize)	6B Fermin Sam Anjelu Yancha	*			
	School Arts Ambassadors (Principal Nomination)					
	(Certificate and Title Award)					*
	5A Cheng Ng Man	4A Mendoza Chantelle Marie F.				
(III)	<i>Sports Events</i>					
	Inter-school Athletic Competition 2021-2022					
	(800M)	3A Wood John Charles Temuulen		*		
	(100M Hurdles)	3B Kaur Prabjeet			*	
	(5000M)	5A Lin King Shing Timothy			*	
	(Long Jump)	6B Kennelly Tobias Elijah		*		
	(High Jump)	6B Kennelly Tobias Elijah	*			
	(1500M)	3A Wood John Charles Temuulen			*	
(IV)	<i>Other Events</i>					
	2021 Wan Chai District Outstanding Youth Award					
	6A Hong Baron Tino					*
	The “Key to the Future” Short Video Competition organised by the Department of Justice					
	(My Favorite Video Award)	2A Chung Moses 2B Singh Karamveen 3A Kam Chun Yin				*
	(Most Popular Video Award, Best Actor Award)	5B Cameron Angus James Donald 5C Ho Pak Ching 5D Mohammad Yunaf				*
	Project IFC- Insect, Find & Search					
	(Best Performance)	4A Roshan Aparna 4B Casubuan Estelle Flurence Aura 4B Gurung Sahin				*
	The Hong Kong Green Micro Film Creation Award					
	(Bronze Award)	5B Cameron Angus James Donald 5C Yates William Verid Yaibua 5D Mohammad Yunaf	*			
	Promotional Video Competition on Green Burial					
	(Champion in Senior Secondary School Group)	5C Cheng Pok Hin 5C Choy Wai Ki	*			
	Jockey Club Cocoon Student Training In Entrepreneurship Programme					
	(Outstanding Student Award)	5B Eknoorpreet-Singh				*
	Sir Edward Youde Memorial Prizes					
	6A Dash Josh Dunmore	6A Li Deixiong				*
	Harmony Scholarship Scheme 2021-2022					
	4A Semera Jannah Marrielle Mangubat 5A Cheung Ho Ying 5B Ramos Purity May Florentino					*

VII Appendix

Appendix 1

ROSARYHILL SECONDARY SCHOOL

REPORT ON USE OF CAPACITY ENHANCEMENT GRANT FOR THE SCHOOL YEAR 2021/22

Area & Objectives	Strategies	Schedule	Resources used	Evaluation	Person-in-charge
Spanish Learning	To employ Spanish Panel Head and Spanish Teachers	Sept 21 - Aug 22	Salary X 1.05 (MPF included) of Spanish Panel Head and Spanish Teachers Total: \$734,303.20	<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 a full time Spanish Teacher. Spanish curriculum has been extended to S.5 as an elective subject in school year 2022-23. 	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 21 – Aug 22	20% of Salary X 1.05 (MPF included) of Pastoral Care Support Coordinator Total: \$386,920.80	<ul style="list-style-type: none"> In order to provide whole-person development to our students, we do not only emphasize on our students' academic achievements but also their participation in different activities in order to have healthy lifestyles As the Head and Consultant of the Religious Department, Father not only gave the Religious Team ideas and guidance on how to run various religious activities and to promote the well-being of both body and mind, but also conducted morning prayers on every Thursday, providing pastoral care support to our students and teachers. Rosaryhill Secondary School is a Catholic school. We have many religious activities and celebrations every year. For example, Father arranged activities for students at Christmas and Easter to let everyone share the true meaning of the festivals. The Christmas sharing of last year was a great example showing the message of love and care of teachers from all sections. 	Pastoral Care Support Coordinator

TOTAL: \$1,121,224.00

Appendix 2

ROSARYHILL SECONDARY SCHOOL

Programme Evaluation Report for

DLG – Other Programmes: Gifted Education for the 2021/22 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	S.5 EMI elite students (1 class for EMI and 1 class for CMI)	Conducted in Jun 2022	Completion of Student Workbook: 1 copy per student	34 students attended the skill training workshop. With observation and survey findings, the large majority of students found that the programme was useful and satisfied with it. The large majority of students found that the trainer was professional, friendly and satisfied with his teaching.	\$4,950
Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths	S.4-S.5 students	Oct 2021-Apr 2022	Participation in competitions	About 16 students got awards in different Mathematics Competitions such as Thailand International Mathematical Olympiad, 華夏盃全國數學奧林克邀請賽, 2021 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)	\$6,400

					初賽和決賽	
Systematic Exam Strategies Workshop	To equip S.5 English elite students with systematic exam strategies so as to prepare them for obtaining better levels in the Eng Lang Papers of the HKDSE Examination.	Top 22 S.5 students in terms of their English results in the 1st Term Exam (2021-22)	19 Jul 2022	Attending workshop & completing assessment worksheet	<p>Twenty-two students attended the workshop on ‘DSE Paper 2(A) Writing Skills’. Based on observation and students’ feedback, the workshop was very useful in two aspects:</p> <p>1) they have had high motivation to achieve level 5 or above in DSE Paper 2 Writing and</p> <p>2) have learned the ways to improve their writing skills systematically.</p> <p>During the casual conversation with the speaker after the workshop, he opined that our students were more responsive than the local students he had given talks before. Also, he thought that our students were hopeful to achieve level 5 or above in DSE Eng Exams.</p> <p>Given the overwhelming response from both the students and the speaker, it is hoped that more seminars will be provided for those level 5 hopefuls in the next school year.</p>	\$3,500

Appendix 3

ROSARYHILL SECONDARY SCHOOL
Programme Evaluation Report for
DLG – Other Languages Course(s) for the 2021/22 school year

Programme title	Objective	Target (No. level /selection)	Duration / Start Date	Deliverables	Evaluation	Expenditure
AS Level Spanish programme	To prepare students to take AS Level Spanish Examination	S.4 students with good Spanish competency	Sep 2021 - Jun 2022	Performance in assessment	4 students take the AS Level Spanish class. In addition to the lessons within timetable, they attended regular 1-hour afterschool class so as to better prepare for AS Level Spanish Examination in next year. Students are motivated to learn Spanish in an interesting way e.g., games. All students have performed well and got good annual results in Spanish.	\$3,900 x 4 students = \$15,600

Appendix 4

Report on the Use of the Promotion of Reading Grant 2021-2022 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

Our objective is to create a reading culture in school, mobilize students to participate in reading schemes, motivate students to participate in reading activities and acknowledge students with good performance in reading. The total number of book circulation in 21-22, is not satisfactory due to half-day school and online classes. Yet, all S1-S3 students participated in e-Reading Scheme. Besides, all S1-S6 students participated in book exhibition in September 2021 and Belt and Road Exhibition in November 2021. S1-S5 students joined Moral and Civic Education Book Cover Design Competition and Book Report Writing Competition in the 1st term. A prize-giving ceremony was held on 17 June 2022 to recognise the achievements of the students. Awardees were given certificates and book coupons.

2. Evaluation of strategies:

Departments made good use of the reading grant to purchase new books and magazines that are related to the curriculum and suit students' needs. English/Chinese book report competition, book cover design competition, Belt and Road Exhibition were successfully held. Library Team collaborated with Chinese and English Departments to promote reading in school. The strategies were successful.

Part II: Financial Report for the use of Reading Grant only (=\$59,200 in 2021-2022)

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$32905.96
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$5,250.00
	<input checked="" type="checkbox"/> e-Read Scheme (printing of i-learner booklet)	
	<input type="checkbox"/> Other scheme :	
3.	Reading Activities	\$0
	<input type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other :	
	Magazines/Newspaper	\$9982
	Reading prizes and certificates	\$5628.4
	Others (operational materials to support daily book circulation)	\$5700
	Total:	\$59466.36
	Unspent Balance:	-\$266.36

- Please tick the appropriate boxes or provide details.

Appendix 5

School-based After-school Learning and Support Programmes 2021/22 s.y.

School-based Grant - Programme Report

Name of School: Rosaryhill Secondary School

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

A. The number of students (count by heads) benefitted under the Grant is 5 1 (including A. 1 CSSA recipients, B. 4 SFAS full-grant recipients and C. 0 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Drama Workshop	0	1	0	64%	Oct 2021 - May 2022	\$18,000	Participation rate Observation Performance	Stage D Ensemble	Students were more motivated to join face-to-face lessons than online lessons. Some S.4 students were only able to join a few lessons as they needed to attend Vocational English lessons. During the last face-to-face lessons, students participated actively. A video will be made combining all their acting during drama lessons. The video will be ready in

									September 2022.
Lion Dance	0	0	0	57%	Nov 2021 - Jun 2022	\$5,697.4	Observation	Hung Lok Man Martial Arts Dragon & Lion Dance	Students have learnt skills of lion dance and playing with drum and gong during face-to-face training practices.
Dance Club	1	1	0	85%	Oct 2021 - Jul 2022	\$12,517	Attendance rate Number of competition and performance joined	Dance teacher Kwong Suet Ling	<p>a. Dance club was invited by Home Affairs Department Wan Chai to perform on 20 Jul 2022 「魅力灣仔世上只有大滙演」 in Queen Elizabeth Stadium for the celebration of the 25th Anniversary of establishment of HKSAR. Since one of members was infected by Covid-19, the whole team was not able to attend the performance.</p> <p>b. Dance club had joined the 58th Schools Dance Festival for the Jazz/ Street Dance category. It was in the video-taped format this year. The video was submitted on 5 Aug 2022.</p>
初中語文能力改進班	0	2	0	86%	Feb 2022 - Jun 2022	\$12,000	學生的出席率 課堂表現 功課表現	伴你同行計劃 教育服務機構	<p>60%的學生同意此課程能有效幫助他們學習中文。(餘下 40%表示中立)</p> <p>大部份學生均有認真上課，回答老師提問。部分同學更能主動回答老師提問，且能積極發問。</p>

Cricket Club	0	0	0	94%	Nov 2021 - Feb 2022	\$3,105	Attendance rate	a professional Pakistani coach	With a professional Pakistani coach this year, participants were enthusiastic in joining the Cricket Club. They built a good rapport and enjoyed the training, practices as well as matches. Unfortunately, the trainings during Special Vacation from Feb to Apr 2022 were cancelled. It is hoped that there would be regular meetings next year.
@No. of man-times	1	4	0		Total Expenses	\$51,364.4			

Note:

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

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

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

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

Appendix 6

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

Rosaryhill Secondary School

Report on Life Planning Education and Careers & Guidance Service (2021-2022)

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 were positive.• The activities helped to build up rapport between students and teachers.	\$2,096
2. S.2 Exploring Opportunities	<ul style="list-style-type: none">• Collaborate with Class Teachers• Offer Programmes 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 were positive.• Students engaged in the activities.	\$3,897
3. S.3 Strategies of Selecting Subjects	<ul style="list-style-type: none">• Collaborate with Class Teachers and Academic Development Board• 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 were positive.• Students started to think about their subject choice.• Feedback from students and parents were positive.	\$2,820
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 &	<ul style="list-style-type: none">• Comments from teachers and students were positive.• Students listened to the guest speaker	\$2,600

	support to students on JUPAS & sub-degree strategies <ul style="list-style-type: none"> • Provide information about studying aboard via eclass • Invite alumni for sharing • Provide career related information and promotional pamphlets to students • Purchase consultation tools 	actively.	
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 were positive. • Students participated in the class activity actively. 	\$8,088.7
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 abroad 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 were positive. • Students participated in the admission talks actively. 	\$9,769.2
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 	<ul style="list-style-type: none"> • Comments from teachers and team members were positive. • Feedback from students were positive. 	\$180

	second term onwards) • Purchase consultation tools		
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 were positive. Students recognised and improved their interview skills by self-rating on their level mastery of various interview techniques. Students were proactive to participate in the interview workshop. Feedback from students were positive. 	\$9,600
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"> Students and parents found the interview and parent talk useful. Feedback from class teachers & social workers were positive. 	\$8,000
10. S5 Mentorship Programme	<ul style="list-style-type: none"> Joint programme with the Old Students Association (RHSOSA) Organize workshops, activities, tours & gatherings 	<ul style="list-style-type: none"> Comments from teachers, students and alumni were positive. Percentage of participants joining various structured activities was over 90%. Relationship was built between mentees & mentors. 	\$8,589
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 were neutral. Comments from class teachers and students were positive. 	Membership Renewal fee \$400
12. S5 Careers Related Experiences Activities (Co-operate with CoCoon) (Entrepreneurial Spirit)	<ul style="list-style-type: none"> Programmes with CoCoon, and collaborate with Class Teachers during Life Education Period 	<ul style="list-style-type: none"> Comments from teachers and students were positive. 1 student got an outstanding award. Comments from CoCoon were positive. 	/
13. Life Planning News	<ul style="list-style-type: none"> Career and Life Planning Team News Board Decoration 	<ul style="list-style-type: none"> Feedback from team members were neutral. Comments from class teachers and students were neutral. 	\$647
14. Life Planning Challenge	<ul style="list-style-type: none"> Career Challenge Prize 	<ul style="list-style-type: none"> Feedback from team members, 	\$33,905.5

	<ul style="list-style-type: none"> Collaborate with external organization for career exploration programme 	instructors and students were positive. <ul style="list-style-type: none"> Students learnt and enjoyed a lot in the programmes. 	
15. 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 were positive. 	\$69.5
16. Stationery, Printing & Photo Printing for Promotion	<ul style="list-style-type: none"> Stationery, coloring printing and photo printing for promotion Certificate folder to promote students' awareness of keeping all necessary documents 	<ul style="list-style-type: none"> Feedback from team members were positive. Comments from class teachers and students were positive. 	\$2,287.8
17. 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"> The AT and TAs helped in administrative and functional duties. Their help has improved the effectiveness in the preparation of all activities involved. 	\$569,311.2
Total			\$662,261.6