

# **Rosaryhill Secondary School**



# **Annual Report 2017 - 18**

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# **I School Vision and Mission**

## **A. School Motto & Mission**

School Motto: Veritas (Truth)

Rosaryhill School is devoted to helping her students become the persons that they are meant to be in the eyes of God. And equipping them with a sound education that may enable them to play a meaningful role in society.

Rosaryhill School, under the motherly care of its Patroness, Our Lady of the Rosary, pursues 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, quest 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 Areas of Concern**

Our school has identified three areas as our major concern for 2016/17 – 2018/19. They are:

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

## II Our School

### A. School Management

The Principal leads the Executive Committee to formulate and to implement school policies. The five offices namely Academic Office, Student Support Office, Environment and Activities Office, Student and School Affairs Office and Liaison Office, run daily school activities. The Parent-teacher Association (PTA) and Old Student Association (OSA) also play active roles in giving supports and suggestions.

#### Incorporated Management Committee (IMC)

- |                              |                            |
|------------------------------|----------------------------|
| 1. Sanchez Rodriguez Vicente | 9. Ma Shuk Han Mariyam     |
| 2. Perez Emiliano Pena       | 10. Leung Chi Chung Philip |
| 3. He Yousun                 | 11. Ng U Ock Edward        |
| 4. Salcedo Garcia Alejandro  | 12. So Fong Mei            |
| 5. Garcia Solis Bonifacio    | 13. Leung Sung Yum         |
| 6. Lopez Legido Jose Angel   | 14. Wong Pik Yu            |
| 7. Chen Xinwang              | 15. Xiong Zhiyong          |
| 8. Gonzalez Izquierdo Javier |                            |

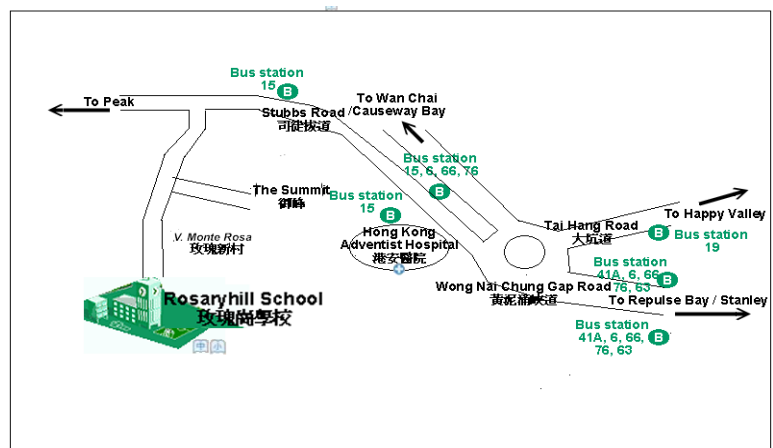
### B. History

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 had 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 School is 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 is 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, is mainly occupied by the Primary Section. The 6<sup>th</sup> floor of both sides was originally built as private quarters. The large part of it is used as the residential quarters for the friars of the community. A five-storey multi-purpose building has brought about better learning facilities was completed in September 2005.

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

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

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

#### **E. Our Teachers**

##### **1. Information of teaching staff 2017-18**

Number of teachers in regular establishment	53
Additional number of teachers	7
Total	60

##### **2. Qualification and professional training (% of teachers)**

Qualification	Percentage
Bachelor's degree	100%
Master's degree	42%
With teacher's training	85%
With special education training	27%

##### **3. Teachers' Experience**

Years of experience	Percentage
0-4	17%
5-9	15%
10 or above	68%

## F. Our Students

### 1. Number of Students

In 2017-2018, we had 469 students in total, of whom 279 were boys and 190 were girls.

**Table 2.1: Number of Students 2017-2018**

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No.of boys	54	40	40	54	47	44	279
No. of girls	27	30	40	33	24	36	190
Total Enrollment	81	70	80	87	71	80	469

### 2. Class Structure

In 2017-2018, we had a total of 24 classes, offering 32-36 places in each S.1-S.6 class.

**Table 2.2: Class Structure 2017-2018**

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	4	4	4	4	4	4
No. of places	128	128	128	132	136	144

### 3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2017-2018. There is still room for improvement in the coming year.

**Table 2.3: Students' Attendance and Punctuality 2017-2018**

	Number of School days	Number of Students	% of Presence	% of Punctuality
<b>S.1</b>	179	81	93.66%	93.0%
<b>S.2</b>	179	70	91.84%	90.7%
<b>S.3</b>	179	80	93.03%	91.8%
<b>S.4</b>	179	87	92.92%	91.2%
<b>S.5</b>	179	71	95.17%	93.0%
<b>S.6</b>	97	80	93.31%	89.4%
<b>All</b>			93.4%	91.7%



### **III Achievements and Reflections on Major Concerns**

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

#### **Major Concern 1: To promote Spiritual Education through a holistic approach**

##### **➤ To restructure the Spiritual Education Team so as to ensure successful delivery of Spiritual Education in different aspects (academic, student development, affection & attitude)**

###### **(a) Achievements**

1. A holistic approach was adopted to promote Spiritual Education (SE) at Rosaryhill. Various aspects of school life – Academic, Student Development and Affection & Attitude are infused into everyday school life with inspiring and soul-enriching learning experiences.
2. The Spiritual Education Team played a leadership role in promoting Spiritual Education and was responsible for the planning, implementation, monitoring and evaluation of Spiritual Education. The Team provided the implementation guides, advice and professional training to teachers, which has increased teacher capacity in delivering different SE plans.
3. With the restructuring, the Spiritual Education Team can have greater capacity to initiate more Spiritual Education plans to achieve intended outcomes and translate them into actions.

###### **(b) Reflections**

1. To further enhance the effectiveness of the leadership role of the team, team members can equip themselves with more professional knowledge and skills in mindfulness, so that every member can be a leader in integrating SE into different areas (academic, student development, affection & attitude).
2. Most plans are implemented school-wide and need the collaboration of class teachers and all teachers. Some plans were brand new and they took more time and efforts than the team has expected. Further fine-tuning of the SE plan is necessary.

##### **➤ To integrate Spiritual Education into curriculum**

###### **(a) Achievements**

1. Different subjects have integrated Spiritual Education elements into their curriculum. For example, the Chinese and English Language Department have designed lessons that teach S.1 students vocabulary and expression related to different emotions so that students can reflect upon their inner feelings and thoughts with a rich vocabulary bank. In S.2, students are enabled to reflect their relationships with other people through writing practices and poem writing.
2. The Visual Arts Department introduced mindfulness drawing in S.1 and Mandala painting in S.2 and S.3. Students enjoyed this creative process for centering, meditation, emotional expression and calming. Students' works were displayed in public exhibitions (MTR community art gallery, Hong Kong Visual Arts Education Festival 2017 and Harvest of Arts Education - Exhibition of Teaching & Learning

Projects). The Music Department introduced Taize Music in junior levels. Students were given a peaceful, meditative experience through hymn singing.

3. Many departments also identified and implemented the potential areas for Spiritual Education integration in their curriculum. For example, The Biology Department has integrated Spiritual Education elements in S.5 topic “Reproduction”, which allowed students to have in-depth reflection on “LOVE” about their lives, their family parents and creations by asking students to write their reflections on a card to their parents. Some core values like “to be mindful” and “to be grateful” were set as learning objectives in their S.3 Experiential Learning Week (ELW) about Self and Environmental Awareness, in which students did cross-subject projects. In Liberal Studies, students went on a study tour in Taiwan and they practise the values in an authentic environment.
4. Bringing in Spiritual Education intentions of learning and teaching in the lessons has become an essential part of students’ learning. The intention and bell practice has reinforced students’ positive attitudes. Positive feedback from mindful masters are evidence of the desirable learning outcomes.
5. S.1 and S.2 students were introduced to specially-designed “Mindfulness Lessons”, so that they can explore and experience how mindfulness can help them grow. The results of the evaluation survey show that the majority of S.1 and S.2 students enjoyed the mindfulness class and students’ reflection was very thought-through.

**(b) Reflections**

1. Students with higher ability were able to have more in-depth reflection and completed the learning tasks. The impact of integrating SE into language curriculum on weaker students/NCS students was smaller as it may be a challenge to them to deal with SE element and subject matter at the same time. Strategies for catering for learners’ diversities need to be devised.
2. The good choice of topics used for SE integration, more practice chances for students (e.g. pre lesson and post lesson tasks) and more reinforcements through subject collaboration can greatly enhanced students’ level of engagement.
3. Importance of Professional Sharing - with the professional sharing of SE plans by different subjects at the beginning of the term, all teachers had a better understanding and awareness of alignment need of their curriculum/classroom learning with Spiritual Education. The sharing also has opened up different possibilities of SE integration in subject curriculums.
4. Further enhancing the concept of teachers as role models is needed. Teachers being role models facilitates effective implementation of brining in intentions of teaching and learning.

➤ **To integrate Spiritual Education into student development**

**(a) Achievements**

1. Self-reflection and evaluation of each small groups or programs have been done by the Counselling Team. Students are able to be more self-understanding.
2. SE elements have been arranged in S1 LEP.
3. SE elements have been integrated into S.1-S.3 Experiential Learning Week. Students were keen on giving and listening to the sharing by group representatives on the Myers Briggs personality type and career match. The Myers Briggs workshop laid a good foundation to students in their later learning and exploration. The dramas performed by 3A and 3B has shown that students have gained a good understanding of

the personality types.

**(b) Reflections**

1. Students are calm or understand themselves more after doing self-reflection and evaluation with counselling teachers. Counselling and Guidance Team can take the lead in exploring and integrating SE in counselling guidance planning based on this year's experience.
2. Students learnt about Myers Briggs Type Indicator through talks, workshops and activities. It is useful for students to understand more about themselves by this scientific and systematic tool, especially for the current S.3 students because they are making their subject choice decision for S4.
3. Good cross-team and cross-department collaboration in S3 ELW can bring wider and more significant SE learning targets.

➤ **To promote a campus atmosphere conducive to Spiritual Education**

**(a) Achievements**

1. Environment-related initiatives like Spiritual Zones, class plants and class banner programmes were conducted. Students have formed a routine of checking on the growth of the class plants and appreciate the joy of their own spiritual growth with their classmates through regular reflection.
2. In the beginning of each school day, students learn to breathe mindfully, express gratitude and pray together in the morning assembly. Students and teachers practiced silence during the Meditation Time in the afternoon and students' readiness for the afternoon classes have been enhanced.
3. Vision and mission, SE framework, Fruits of the Spirit, core SE values like practising gratitude and 'Healthy Body, Healthy Mind' are communicated with students through student handbook.
4. From the perspective of students, the Spiritual Education plans have positive impact on their knowledge, behavior and attitude change (meaning of Fruits of the Spirit, Appreciation of Self, Nature, Silence, Gratitude, feeling more calm).

**(b) Reflections**

1. More space should be created for class teachers to guide students to participate in SE learning. For example, some time slots in the LEP periods for SE learning should be allocated.
2. More recognition for class teachers' good efforts in supporting the spiritual growth and whole-person development of students should be implemented.
3. Early intervention in monitoring / guiding students effective usage of Student Handbook as a tool of SE learning should be implemented.
4. All new innovations in bigger scale take time to develop before significant benefits (especially value change) can be seen. The seed of Spiritual Education has been planted in our students. It is so grateful to see the increasing spiritual awareness and knowledge, and also the behavior and attitude changes of our students through these environment-related initiatives. Teachers can have more confidence in carrying out SE plans in helping students' spiritual and whole-person growth and development.

➤ **To strengthen Teachers' professionalism and to develop a sharing culture in Spiritual Education**

**(a) Achievements**

1. Mindfulness professional development workshop was held before the school starts. Teachers' understanding of the purpose and value of the intentions of teaching and learning was enhanced, which laid a foundation for the implementation of intentions in the lessons (2017/18). A workshop for sharing of the possible usage of the Myers Briggs Model was held in December 2017. Positive feedbacks were received from teachers.
2. SE plan 17-18 sharing by KLAs was held on 30 August 2018. 8 KLAs and LS department had shared their SE plans to all teachers. It has strengthened the sense of unity in supporting the implementation of MAOC1.

**(b) Reflections**

1. Mindfulness professional development workshops can be held regularly (at the beginning of the term, mid of the term/end of the term) to effectively highlight SE as a part of the school culture and equip teachers with necessary knowledge and skills in SE implementation.
2. Sharing on different aspects such as Careers, Discipline and Counselling, Class Management in promoting Spiritual Education can be done.
3. Sharing of good samples of students' works by different subjects is recommended.

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

➤ **To strengthen students' note-taking and note-processing skills**

**(a) Achievements**

1. A series of workshops were organized to enhance our students' note-taking and note-processing skills, aiming to nurturing our students to become active and responsible learners, as one of the targets set.

**(b) Reflections**

1. Students were more used to taking notes and process notes, and their performance was encouraging. We saw the need to arrange workshops on "memorizing skills" and "deep learning skills" in order to enhance our students' learning effectiveness.

➤ **To motivate students to attain academic achievement by developing a well-disciplined habit of pre-lesson preparation, homework submission and post lesson review**

**(a) Achievements**

1. Most of the lessons observed throughout the year showed that students have developed good learning habits of "pre-lesson preparation" and "post lesson review" under the guidance of teachers.
2. Homework Collection Policy was implemented for the first time. Students handed in homework before lessons in the morning.

**(b) Reflections**

1. With the improvement in students' study habits and study skills, we aimed higher to motivate our students to attain academic achievements.

➤ **To review homework policy so as to reinforce students' positive attitude and self discipline towards their studies**

**(a) Achievements**

1. Each subject developed its policy on the quantity and frequency of homework submission.
2. With the implementation of Homework Collection Policy, students have cultivated a habit to hand in homework before lessons in the morning.

**(b) Reflections**

1. We saw the need to put more effort in improving our students' study habits and study skills, and we aimed higher to motivate our students to attain higher academic achievements.
2. Homework Collection Policy had reduced the time required for teachers to collect homework during lesson time and hence, increased the learning time for students.

➤ **To optimize the design of assessments and to make effective use of assessment data to inform learning and teaching**

**(a) Achievements**

1. Each subject has its own Subject Assessment Policy. Guidelines are set on the design of assessments for teachers reference.
2. All subject panels used the internal and external assessment results for analysis. Students' assessment data is used as feedback for subsequent plans and /or devising appropriate follow-up measures in learning and teaching.

**(b) Reflections**

1. We saw the need to include curriculum alignment plan in the Assessment Policy of subjects in order to ensure the alignment of taught curriculum (daily classroom teaching and classroom assessment) with intended and tested curriculum (Uniform Tests and Exams).
2. We should continue the practice to make use of student performance data to further enhance curriculum planning and implementation. We also saw the need to seek for more professional training for classroom pedagogies in order to further reinforce learning and teaching effectiveness.

➤ **To provide constructive feedback to enhance learning effectiveness**

**(a) Achievements**

1. Most of the homework inspected showed that teachers gave timely feedback to students so that they knew how they were doing and could improve.

**(b) Reflections**

1. As implemented in some subjects, rubrics were useful tools to communicate expectations for an assignment as it provided students with specific information about their performance, according to an established range of standards.

➤ **To provide extra support for catering learners' diversities and needs**

**(a) Achievements**

1. A talk on exam preparation skills was held for S.6 students in October 2017. Some points to note were highlighted for students' reference.
2. Different theme-based games booths and activities in alignment with the school curriculum were organized during the Academic Weeks in November 2017 and May 2018. Students learnt outside classrooms and had fun through the activities organized.
3. Experiential Learning Week was implemented in January 2018. In junior levels, it was a joint-subject programme which not only provided opportunities for our students to learn and apply project learning and e-learning skills through the compilation of written reports and oral presentations, but also established a positive and inviting learning environment to support project learning skills.
4. After-school enhancement lessons were arranged by different subjects to cater for learners' diversities throughout the year.
5. Thinking skill workshops were held to equip elite students with critical thinking skills, data analyzing skills and writing skills so that they could be better prepared for the HKDSE examination.
6. Drama Workshop, Basketball Training, Lion Dance Training and Dance Club were offered to cater for learners' needs under the School-based After-school Learning and Support Programmes 2017/18. Through participating in after-school activities, students' whole-person development and personal growth were enhanced.
7. Students were also encouraged to take part in external competitions and activities. Many attained good results.
  - Two of our students were awarded the TOP TEN 31<sup>st</sup> HKSAR Outstanding Students Award.
  - Our Debating Team won the Second runner-up in the semi-final of 19<sup>th</sup> HKPTU Secondary Debating Competition 2017/18.
  - A total of 34 students and two classes were awarded Certificate of Honours, Certificate of Merits and certificate of Proficiency, and four students obtaining the 1<sup>st</sup> position, three receiving the 2<sup>nd</sup> position and four getting the 3<sup>rd</sup> position in the 60<sup>th</sup> Hong Kong English Schools Speech Festival.
  - In the Liberal Studies Cup on AIDS Competition organized by the Annual Quiz and supported by CUHK, HKU and the Food and Health Bureau, our school's total score were the highest among all participating secondary schools and we were awarded a \$10,000 scholarship for notching up the most honourable Annual Quiz Shield.
  - Our NCS students participated in the Cantonese Talent Variety Challenge 2018 (廣東話才藝大格鬥 2018) organized by Baptist Oi Kwan Social Service Wanchai Integrated Children and Youth Service Centre. The short play performed by our S1 students was awarded the Singing & Drama Performance Outstanding Award. They aroused awareness of the need to protect marine life and prohibit the hunting of sharks. Our S.3 Students introduced the Chinese traditional story of a monster called "Nian" (年獸) using paper puppets. They were awarded the Story Telling Outstanding Award and the Best Prop Design Award.
  - A group of S.4 and S.6 Science students joined the 51<sup>st</sup> Joint School Science Exhibition and they presented their product 'Chiropractor' 「脊椅」 in the Hong Kong Central Library in August.

- With the use of Diversity Learning Grant, thinking skills workshops were held to equip elite students with critical thinking skills, data analyzing skills and writing skills so that they could be better prepared for the HKDSE examination. Maths training sessions were conducted to prepare elite students for different competitions such as 華夏盃全國數學奧林克邀請賽, 2017 華夏盃晉級賽, 2017AIMO(港澳盃)初賽 and 城大優數盃. Our students also obtained awards in these competitions.
- Non-Chinese Speaking (NCS) students have been taking an adapted and simpler curriculum. NCS students had been prepared to obtain Alternative Qualification(s) in Chinese Language (ACL), namely GCE/GCSE Chinese and Applied Learning Chinese.

### **(b) Reflections**

1. There is a need to continue our practice of arranging exam preparation skills talk to our S.6 students. However, we see the need to arrange two separate talks, one for students taking Humanities subjects and one for students taking Science subjects.
2. For the thinking skills workshops, students gave positive comments on the effectiveness of the trainers and the workshop in helping them to analyze questions more effectively.
3. We will continue our practice to provide different opportunities for students to unleash their potentials in different areas.

### ➤ **To devise assessment strategies to cater for learners' diversities**

#### **(a) Achievements**

1. The School Assessment Policy was formulated. In senior levels, an appropriate weight of the assessment should be set in accordance to the format of the public examination in DSE levels. In junior levels, assessment should be varied in types and formats to cater for the learning needs (learning styles and multiple intelligences) of the students.

#### **(b) Reflection**

1. Students were asked to do Myers Briggs Personality Types questionnaire before the end of the school year so that teachers could optimize the use of the data collected to inform planning on curriculum and assesment next academic year.

### ➤ **To strengthen the instructional leadship of subject heads**

#### **(a) Achievements**

1. In order to further enhance the instructional leadership skills of panel heads, supporting services were employed from professionals (Quality School Improvement Project, The Chinese University of Hong Kong). All subject panels attended the workshops on “The Role and Strategy of Instructional Leader” and “Assessment Literacy”. Over 95% of the panel heads agreed that they would put into practice of the instructional leadership skills acquird.
2. Furthermore, panel heads of Chinese Language, English Language, Liberal Studies, Integratged Humanities and Integrated Science had professional traning of “Assessment Design”. The panel heads had conducted sharing session on “Assessment Design” with the panel members.

**(b) Reflections**

1. Apart from instructional leadership training of panel heads, we also saw the need to further strengthen our teachers' pedagogical skills.

➤ **To upgrade teachers' knowledge and skills about e-learning**

**(a) Achievements**

1. Teachers from 4 KLAs conducted their professional sharing in December 2017 and June 2018 on different areas, .e.g. e-learning and STEM education.
2. Teachers also shared their works in curriculum tailoring, pedagogical changes and e-learning activities designed during Cross-KLA Sharing Sessions and subject meetings.
3. Peer lesson observation was one of our practices to enhance teachers' professionalism. Peer lesson observation was accompanied by a peer lesson observation form completed by the observer and was given to the teacher being observed for his / her reference. Not only has this practice enhanced our teachers' teaching skills, but has also increased their team spirit.

**(b) Reflections**

1. The professional sharing workshops had received positive feedbacks among teachers. Both workshops and peer lesson observation will be continued , so also reinforce professional development of our teachers.

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

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

**Counseling & discipline programs**

**(a) Achievements**

1. At big school functions such as athletic meet, swimming gala and speech day, JPCLC members practised what they learnt and develop positive self-image.
2. Counseling Team continued to conduct well-received programs such as YES program, YA and anti-drug mobile truck, which have received positive feedbacks from students and teachers.

**(b) Reflections**

1. More resources and useful information were available for teachers' professional training due to the support from the Police force
2. In order to instill students with positive values and attitudes, proactive programmes must be conducted. 'Prevention is better than cure.'

**Experiential Learning Week**

The Experiential Learning Week of Rosaryhill Secondary School was from 22 – 26 January 2018, which aimed at providing an exotic learning experience for our students to learn beyond classrooms. In both junior and senior levels, activities were organized in alignment with the school curriculum in order to consolidate the knowledge students acquired in classroom, and broaden their horizon through learning outside classrooms.



**(a) Achievements**

1. Junior levels: S.1 students learnt more about the early history of Hong Kong by visiting museums and doing group presentations related to the different aspects of our old Hong Kong. S.2 students were guided by teachers to invent their own water powered cars and rocket cars by applying their creativity and knowledge in science. S.3 students learnt to be more aware of oneself and our mother of nature. They were exposed to Myers Briggs Personality test to know more about themselves and they also visited Mai Po Nature Reserve to appreciate the nature.
2. Senior levels: Students learnt more about natural life and environmental conservation during the educational tours to Taiwan and Malaysia. Knowledge in life and career planning of the students who visited Macau have also been enriched. During the Art Camp held in Hong Kong, students learnt about world art and music. The sharing and performance of a freelance singer provided them with first-hand knowledge about pursuing a music career. Also, the Sports Camp provided our students an opportunity to strengthen the belief of healthy body and mind.
3. Feedback from tour and camp experience is generally positive and majority of students enjoy the tour and camp.
4. Most students have been motivated after the S.1 Personal Growth Camp
5. Most S.4 & S.5 students were willing to attend study tours.
6. Students' presentation after the tours showed their great interest in the activities.

**(b) Reflections**

1. Students have become more disciplined, respectful, co-operative and determined.
2. Students' exposure to real life issues have been enriched during the Experiential Learning Week events. The enrichment in cultural knowledge has furthered broadened their horizons.
3. Learning outside classrooms has proved to be a good form of knowledge consolidation and learning incentive boosters.
4. The self-management skills of some students need improvement.

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

**Counseling & discipline programs & activities**

**(a) Achievements**

1. Many different social services were recommended to the Senior Form students (e.g. Flag selling, helpers for external organizations).
2. In these few years, teachers have been leading the group and doing the debriefing. Their relationship with NGOs is good and have become collaborative partners.
3. More teachers have obtained the certificates of counselling.
4. School always instills positive life values and proper attitudes of life towards students through different programs and small group activities, e.g RHS award, Stars of the Month.

**(b) Reflections**

1. The introduction of Clean and Tidy Campaign has enhanced cooperation and sense of belonging among the classe. Also, students' involvement in the activity has increased and so, everyone had a chance to contribute.
2. Succession issue was observed in the Lion Dance activity and it is suggested that more participants from Junior Form should be recruited.

3. Smarteen program: Since the number of S1 students is lower than previous years, some S.2 students were invited to join some of the activities, such as the day camp. The benefit was that S.2 students can act as ‘big brother and sister’ to the S.1 students. However, as S.2 students did not take part in all activities, the relationship between the team members was less close. The day camp is an important element of the program, in which leadership quality was discovered in certain students.
4. Students are found polite, respectful to teachers and cheerful.

### **Co-curricular Activities**

- Senior Leadership Trainings

- (a) **Achievements**

1. The student leaders learned different generic skills such as collaboration skills, problem solving skills and communication skills.
2. Through the trainings, the students’ self-discipline, self-confidence and team spirit were enhanced.

- (b) **Reflections**

1. The leadership training is essential to increase the competitiveness of the youngsters in the ever-changing society as most of them were novice student leaders.
2. It helped to equip the student leaders with confidence, strong team spirit and a sense of belonging to take up challenging duties.

- Inter-house Sports Competitions

- (a) **Achievements**

1. The enrollment and participation rates of inter-house Rope Skipping Competition were much higher than last year (almost double).
2. The participation rate of the inter-house Cross Country was 5% more than last year.
3. The participation rate of swimming gala was almost the same as last year.
4. The participation rate of inter-house Athletic Meets was lower than last year since the students did not complete the competitions after enrollment.
5. The student leaders learned generic skills by organizing and promoting inter-house competitions.
6. The students enjoyed much in taking part in the inter-house competitions.

- (b) **Reflections**

1. More time should be allocated for the promotion and preparation of inter-house sports competitions to boost the enrollment rate.
2. The participation rate could be raised by giving more reminder to the participants to attend and complete the competitions.
3. Teachers’ promotion and encouragement were important.
4. The sense of belonging to the houses which is to be extended towards the school were enhanced through the organizing activities and participation.

- Special ceremonies: Opening Day, Golden Jubilee Scholarship Presentation, Speech Day, Closing Day

- (a) **Achievements**

To facilitate students’ whole-person development, students were awarded for outstanding performance in studies, co-curricular activities and services, so as to cultivate students’ positive values in these three areas.

**(b) Reflections**

1. Whole-person development which includes physical, mental and social developments, should be reinforced.
2. Most of the awards focus on students' performance in areas like academic, activities and services, more focus could be placed on students' performance in positive attitudes.

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

**(a) Achievements**

1. S.1 Life Planning: work with the SE team, class oriented.
2. S.2 Life Planning: invited Baptist Oi Kwan Service to carry out, class oriented, all students and class teachers get involved.
3. S.3 Choice of Streams: refined the content.
4. S.5 Careers Related Experiences activities: Invited Baptist Oi Kwan and Caritas carried out for the local and NCS students.
5. S.4 Life Planning: Co-operated with CLAP@JC and class teachers.
6. S.5 Mentorship Program: More new mentors were recruited and refinement on various programs were conducted.
7. Junior Form students had a better idea of goal setting through LEP sessions.
8. Senior Form students gained valuable experience related to their interests through Careers Related Experiences activities.
9. NCS have a more realistic view in their career planning.
10. EDB support programme (Caritas) for NCS students including workshop & job-shadowing.
11. S.3 students have a better concept about jobs. They understand themselves better which help them choose suitable elective subjects for their career planning.
12. Individual interview with S.6 students in 1<sup>st</sup> Term and group interview with S.5 students in 2<sup>nd</sup> Term were conducted.
13. The interview timeslots were set during recess and lunch time.

**(b) Reflections**

1. S.1 Life Planning: More involvement with class teachers is needed
2. S.2 Life Planning: Better support from the social workers to the class teachers is needed
3. S.3 Choice of Streams has helped the students to understand themselves and their future pathways in depth
4. Organising S.4 & S.5 Careers Related Experiences activities is a better approach to introduce career planning to Local and NCS students
5. S5 Mentorship Program is a good program but it is not easy to recruit mentees due to time clash with ApL courses
6. Different Programme / Approach for Local and NCS students: It is good to get support for NCS students from EDB.
7. Taster Programmes on academic subjects will be provided to S.3 students in June 2018.
8. Increasing the number of career teachers can help further enhance the effectiveness and efficiency of guidance provided to students.
9. There are a lot of good career programmes but they cannot be implemented due to lack of human and time resources.
10. Class teachers play important roles in providing individual guidance but there is limited time for class teachers to do so.

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

**(a) Achievements**

1. Invited alumni sharing for S.5-6 students.
2. Various career visit/ job attachment/job shadowing were arranged for S.4-5 students.
3. Individual consultation for each student from S.6 (1st term) & Group consultation for S.5 (2<sup>nd</sup> Term) were conducted.
4. Interview workshop and Mock Release Day for S.6 students were arranged.
5. Mock Interview for S.5 by the Mentorship Program were provided.

**(b) Reflections**

1. Good to have an early start for the S.3-S.5 students to know more about the tertiary education, and real-life experience sharing by NCS as encouragement.
2. 100% S.6 students took part and advice was given.
3. Good experience for and responses from students and parents

➤ **To equip teachers with the skills of guiding students in their life planning**

**(a) Achievements**

1. S.1: Career Team works with Spiritual Education Team
2. S.2: Conduct LEP sessions; Collaboration between class teachers and Baptist Oi Kwan Service
3. S.4 & S.5: W Conduct LEP sessions; Collaboration between class teachers, Baptist Oi Kwan Service, Caritas and CLAP@JC.
4. Teachers' training was provided to S.4 class teachers by CLAP@JC.

**(b) Reflections**

1. Students in junior forms are nurtured to have positive mindset through Spiritual Education at a young age.
2. LEP sessions have helped broadened the horizon of students in senior forms.
3. More professional workshop and training sessions for the senior form class teachers are needed.

## IV Our Learning and Teaching

### A. School Days and Active School Days

In the year 2017-2018, our active school days was 179, other school days was 29, adding up a total number of 208 school days. Table 4.1 shows the break-down of the school days.

**Table 4.1: School Days and Active School Days 2017-2018**

Events	No. of Days
<b>A. No. of active school days</b>	179
Lessons in regular time-table	157
Teacher-student Day, Post Exam. & School Activity Days	10
Integrated Learning Week & Normal lessons for S6 only	5
Swimming Gala, Athletic Meet (2 Days), School Excursion & Cross-country	5
School Opening & Closing	2
<b>B. No. of other school days</b>	29
Parents' Day	4
Examination (without normal lessons)	10
Teacher Development Day	2
Other days which involved majority of teachers : (Recollection Day, Speech Day, Enrolment & Attainment Test of new S.1 Students, and S.1 Orientation Days etc.)	13
<b>C. Total no. of school days</b>	208

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

### B. Subjects Offered in Different Levels

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

**Table 4.2: Subjects Offered in Different Levels 2017-2018**

	S.1	S.2	S.3	S.4	S.5	S.6
Biology			C	E	E	E
BAFS				E	E	E
Chemistry			C	E	E	E
Chinese History			C	E	E	E
Chinese Language	C	C	C	C	C	C
Computer Literacy	C	C	C			
Economics			C	E	E	E
English Language	C	C	C	C	C	C
Ethics & Religious Studies				E	E	E
Geography			C	E	E	E
Home Economics	C	C	C			

HMSC				E	E	E
ICT				E	E	E
Integrated Humanities	C	C				
Integrated Science	C	C				
Liberal Studies				C	C	C
Mathematics	C	C	C	C	C	C
Music	C	C	C			
OLE				C (NE)	C (NE)	C (NE)
Physical Education	C	C	C	C/E	C/E	C/E
Physics			C	E	E	E
Putonghua	C	C	C			
Religious Studies	C	C	C	C (NE)	C (NE)	C (NE)
Spanish	C	C	C			
Visual Arts	C	C	C	E	E	E
World History			C	E	E	E

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

### C. Assessment

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

**Table 4.3: The weighting of Tests and Examinations 2017-2018**

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

**D. Subject-Period Allocation**

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2017-2018.

**Table 4.4: Subject-Period Allocation 2017-2018**

<b>Subject</b>	<b>Level</b>	<b>S.1</b>	<b>S.2</b>	<b>S.3</b>	<b>S.4-S.6</b>
Biology				3	10
BAFS					10
Chemistry				3	10
Chinese History				3	10
Chinese Language		13	12	12	14
Chinese as Second Language		13	12	12	14
Computer Literacy		3	3	3	
Economics				3	10
English Language		14	14	12	14
Ethics and Religious Studies					10
Geography				3	10
History				3	10
Home Economics		3	3	3	
HMSC					10
Information and Communication Technology					10
Integrated Humanities		8	9		
Integrated Science		8	8		
Liberal Studies					11
Life Edu. Period		2	2	2	2
OLE (aesthetic development)					2
Mathematics		12	12	10	11
Music		3	3	3	
Physical Education (General)		4	4	4	4
Physical Education (HKDSE)					10
Physics				3	10
Putonghua		2	2	2	
Religious Studies		3	3	3	2
Visual Arts		3	3	3	10
Spanish		2	2	2	
<b>Total (per 10-day cycle)</b>		<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>

### 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 provide 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 2017-2018**

KLA Level	Eng. Lang.	Chi. Lang.	Math.	Sci.	PSHE	Arts	Technology	Phy. Ed.	Life Ed.	Spanish
S.1 (periods)	14	15	12	8	11	6	6	4		
S.2 (periods)	14	14	12	8	12	6	6	4	2	2
S.3 (periods)	12	14	10	9	15	6	6	4		
S.1 (%)	17.5	18.75	15	10	13.75	7.5	7.5	5	2.5	2.5
S.2 (%)	17.5	17.5	15	10	15	7.5	7.5	5	2.5	2.5
S.3 (%)	15	17.5	12.5	11.25	18.75	7.5	7.5	5	2.5	2.5

### F. Students' Reading Habits

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

With the increase in the number of ebooks, the encouragement of the school library and various KLAs/Depts requiring ebook reading as an assessment requirement, more and more students got used to reading ebooks (Raz-kids, MagV Kids and eLibrary Plus are the 3 ebook platforms our school has). Raz-Kids is the most popular ebook platform, and the new MagV-Kids provides thousands of simple Chinese books which are most suitable for NCS students. We will continue to explore more suitable ebook resources and most possibly the eRead Pass of HKedcity in coming school year.

The eReading Scheme and the Youth Reading Program are the two reading programs for this school year. The eReading Scheme is an ebook reading program working in collaboration with Humanities and Science subjects which requires all S.1-S.3 students to read Raz-Kids ebooks as an assessment requirement. The Youth Reading Program is actually the reading program of HK Public Libraries and we mobilized S1 students to join. The results of both reading program are satisfactory and we plan to keep them up in the coming school year.

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



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

With the collaboration of related KLAs, the stock in LAC Corner has increased gradually and books there were borrowed quite frequently by students. Almost all junior classes was taken by English teachers to the school library to borrow English books of various disciplines from there. Students themselves are already familiar with the Corner and some will find books from the Corner on their own.

Borrowing record of students in both physical form and eBook (Raz-Kids, MagV Kids) indicated a sharp increase from 3468 of 2016-17 to 8668 in 2017-18, mainly due to the implementation of reading programs and the encouragement of teachers. The accumulative number of books borrowed in each form is shown in Table 4.6. The average borrowing rate per student was increased to around 18 books (8 books in last year) in the school year.

**Table 4.6: Accumulative Total of the Books Borrowed 2017-2018**

	S.1	S.2	S.3	S.4	S.5	S.6
A	1272	315	653	83	111	23
B	880	713	587	42	45	33
C	1301	549	514	80	106	11
D	519	59	674	44	49	5
<b>Form Total</b>	<b>3972</b>	<b>1636</b>	<b>2428</b>	<b>249</b>	<b>311</b>	<b>72</b>
<b>Total</b>	<b>8668</b>					

## **V Support for Student Development**

The Counselling & Guidance Team, Discipline Team, Life & Career Planning Team and Moral & Civic Education Team under **Student Support & School Ethos Office**, the Learning Support Team and After School Programmes & NCS coordination Team under **Academic Office**, Students' Affairs Team under **Student & School Affairs Office**, and the Club Management Team, Student Leader Guidance Team and Activities Team under **Environment & Activities Office** are the main forces that provide strong support for student development. They coordinate activities, programs, services, support and initiatives related to academic performance, positive school culture, health and wellness to ensure that all students receive appropriate support and necessary intervention. To serve as a prevention system and to facilitate early school intervention, these teams collaborate to identify needy students and provide them with appropriate support.

### **Counselling Team & Discipline Team**

The goals of the Counselling Team & Discipline Team are to develop positive values and enhance self-esteem of our students. Therefore, we launched an integrated approach of a range of structured programmed and provided individual counselling to our students. We strive to provide a positive, loving and caring school environment where students can develop their potential and pursue their goals.

Besides, enhancing a sense of belonging towards the school among students and helping them understand the importance of self-discipline, mutual respect and establish a wholesome learning environment in school, are aims of Counselling Team & Discipline Team. We collaborate with teachers and social workers to foster whole-person development of our students.

### **Life & Career Planning Team**

Life & Career Planning Team provides various talks and workshops on life planning and career guidance for both junior and senior form students in order to help them better understand their strengths and potential of interests. Individual counselling on further education was also provided for all S6 students to help them develop their own academic and careers aspiration in accordance to their interest and abilities. Students were encouraged to make their choice on their learning, careers goals and other aspects of life. There were also opportunities for senior form students to join the career-related learning experiences, so that they were able to have a wide exposure to work-related issues.

### **Moral & Civic Education Team**

Moral & Civic Education Team focuses on moral education about self-resilience in junior forms and life skills development in senior forms. The team co-organised various activities with other functional teams to conduct workshops, talks, display board exhibition and dramas. The activities integrated positive values and self-resilience power into our students' learning. They have also raised and raise civic awareness among students, so that students are able to establish high morality and maintain positive learning attitudes.

### **Learning Support Team**

Policy: Our school has developed an inclusive culture through the Whole-School Approach to support students with SEN. Resources have been deployed to provide appropriate and diversified support to these students so as to enhance their learning, social skills and adjustment to the school life. We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in supporting strategies for students with SEN.

Resources: In order to facilitate the support to students with SEN, Learning Support Grant is provided by the EDB. With the resources of EDB and services from educational psychologist, diagnostic and psycho-educational assessment, learning and training programmes for students with special needs have been carried out to facilitate students' development on different aspects.

Students with SEN are provided with the following support measures:

1. A Learning Support Team headed by the academic office head is established. The team members include three teachers, the EP and a teaching assistant. The teaching assistant was employed in the implementation of the Whole-School approach to catering for student diversity.

2. Most of the programs have been consistently catered for students' learning diversity and have enhanced their self-management and social skills.
3. School-based speech therapy and reading/writing group service were hired to offer individual/group training/ therapy sessions to students with SLI/ SpLD once a week to enhance students' abilities in communication and organization skills.
4. This is the second year we joined the Jockey Club Autism Support Network. With cooperation of SAHK, 3 students' social skills and communication skills were improved.
5. Students' mental health has been our concern too.
6. Apart from the support programmes provided for our students with special needs, different types of special examination arrangements were given to them. We provided screen readers for students with SpLD. School-based speech therapy service was hired to offer individual/ group training/ therapy sessions to students with SLI once a week.
7. Adapted learning materials, homework strategies and/ or assessment accommodation were provided to students in needs; their learning achievements were recorded via class observation and reported to the parents concerned when appropriate.

### **Co-curricular Activities Team**

A total of 36 clubs / teams / societies were provided for all students to let them extend their potential in cultural, services, religious, sports, interests, academic arenas. All students except S.6 students were required to join at least one but no more than 3 clubs / teams / societies. We had two days for club promotion and enrollment. Around 80% S.1 to S.5 students joined at least 2 clubs. Although S.6 students were busy in preparing their public examination, 60% of them still joined the clubs. At the end of the academic year, 75% of them attended the club activities with more than 80% attendance rate, which entitles them to be active members.

Other than the clubs, we provided Other Learning Experience (OLE) activities for all senior students. We conducted different kinds of OLE activities to let the senior students have career related experiences and, develop academically, morally, aesthetically, physically and socially. They were also provided different chances to learn organizational and communication skills such as sports tournament, inter-house competitions, book exhibition, and singing contest.

### **Students Affairs Team**

Our School provided different subsidies to support financial needed students. Over hundreds of students have been receiving subsidies from the Hong Kong government through School Textbook Assistance Scheme, Student Travel Subsidy Scheme and Subsidy Scheme for Internet Access Charges. The Hong Kong Jockey Club Life-wide Learning Fund also supported financially needy students to participate in life-wide learning activities organized or recognized by school.

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

## **VI Student Performance**

### **A. Public Examinations**

A total of 78 students entered the HKDSE 2018. 35 students registered for two elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 43 Non-Chinese Speaking (NCS) students registered for two elective subjects in addition to the three core subjects, namely English Language, Mathematics and Liberal Studies. These NCS students took General Certificate of Education (GCE) Examinations and the General Certificate of Secondary Education (GCSE) Examinations to obtain alternative qualifications in Chinese Language. The performance of these NCS students was excellent. The percentage of students obtaining alternative Chinese language qualification was above 94%.

The percentage of students in the school who have met the general entrance requirements for local undergraduate university programmes is 25.6%. These 20 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 2018.

A total of 34 students obtained level 2 or above in five subjects including Chinese Language (or equivalent alternative Chinese language qualification for NCS students) and English Language. This represents 43.6% of the students have met the general entrance requirements for local sub-degree programmes.

### **B. Destination of Exit Students**

Table 6.1 shows the destinations of exit S.6 students in 2017-2018.

**Table 6.1: Destination of exit S.6 students in 2017-2018**

	<b>Total number of students</b>	<b>Repeat S.6</b>	<b>Bachelor degree/ Sub-degree programmes</b>	<b>Vocational training and continuing education</b>	<b>Study overseas</b>	<b>Study in the Mainland/ Taiwan</b>	<b>Working</b>	<b>Others</b>
<b>No. of students</b>	80	1	26	22	9	6	10	6
<b>%</b>	100%	1.25%	32.5%	27.5%	11.25%	7.5%	12.5%	7.5%

### C. Inter-school Awards

Students of Rosaryhill are all-rounded, having achieved good results in different aspects both internally and externally. The students are armed with the potential to succeed in their future lives. Table 6.2 illustrates the inter-school awards received by students in the academic year 2017-18.

**Table 6.2: Inter-school Awards 2017-18**

INTER-SCHOOL AWARDS		POSITIONS			
(I)	ACADEMIC EVENTS	1	2	3	MERIT
A.	<b>Speech Competitions</b>				
	<b>中文/普通話</b>				
	<b>第 69 屆香港學校朗誦節</b>				
	1A Cheng Nga Man Kong Catrina Ching-Man 2A Wong Chun Hei 2C Zhou Yi 3D Ng Sze Wai 5A Cheung Cheuk Nam				*
	<b>Cantonese Talent Variety Challenge 2018 (廣東話才藝大格鬥 2018)</b>				
	<b>(Singing &amp; Drama Performance Outstanding Award)</b> 1A Lee Chung Tak Ethan 1D Corpuz Ralph Edwin Pabustan Go Janna Olivia Pacio Villanueva Mark Henry Pagsulingan				*
	<b>(Story Telling Outstanding Award) (The Best Prop Design Award)</b> 3C Allman-Brown Andrea Yvonne Sadang Sujetado Coleene Ashley Valencia Mico Valdez Singh Harinapal Kaur				
	<b>香港理工大學普通話水平考試 Putonghua Shuiping Kaoshi</b>				
	5A Sham Tsz Yuk 5D Tam Pui Man				*
	<b>2017-2018 中國中學生作文大賽(香港賽區)</b>				
	1C Wei Ho Hei 3C Huang Manjing 3D Lin Runxing 4A Chan Tsz Ho Nino Adam 5C Yu Cheuk Ying 5D Tam Pui Man				*
	<b>English</b>				
	<b>69<sup>th</sup> English Speech Festival - Choral Speaking - S.3 and S.4 - Mixed Voice</b>				
	3A Chan Alec Andrew Apar Chan Wan Chit Darlington Chloe Leigh Jamila D Gurung Lewin De Jesus Chloe Jillian Haca Robert Desmond King Juan-Felix-Pangestu Khan Arbaz Lopez Estreljan Gabrielle M Malhi Bhavneek Pagatpatan Jazel Anne Cuntapay Singh Karandeep Togher Jasmine Emma Mary Valdez Vanessa Jane Man Chun Yat 3B Abogado Jasmin Nicole Fidel Aguirre Jannelle Ann Alparito Lee Ji Yuan Sean Ryan Gonzales Elisha Quinn Alcantara Lamsen Aivean Jeneel Velasquez Lee Kwok Leong Liang Reinaldo Va Cui Mak Peter Rathnayake K Pathiranage Ramin Genu Reyes Sherina Mikaela Ricafort Julianne Marie Saeed Muhammad Usman Sitchon Paul Michael Trasadadas Vales Jamie Reese Rodriguez Singson Shontal Tolarba Villanueva Danielle Annika Sonota				*
	<b>69<sup>th</sup> English Speech Festival - Choral Speaking - S.5 and 6 - Mixed Voice</b>				
	5B Adhiatma Dimas Ivan Alexander-Jovan Ameen Adianul Aramvejanan Rasika Balagot Justine Mae Fernandez Choi Hang Hin Defeo Tala Inciong Gurung Chris Gurung Sumip Khan Zeshan				*

	Kumar Ran Deep Kwok Dorene Wai Yin Liang Laiane Lam Henry Kai Chung Leung Jun Bao Michael Manglicmot Jaqueline Kris Singh Jashanbir Sahi Princess Stephanie Yip Ching Wang 5C Bacarisas Edward Joshua Ping L. Chan Ching Kit Chan Ka Ki Eclipse Erica Breana Maling Khan Mohammad Hassan Khan Safwan Li Ho Wing Lo Hoi Ki Mellors Robbie John Miranda Cristine Kate Derecho Mok Ning Fei Ngai Tsun Kai Safran Lance Angelo B. Sin Mae Wong Yu Tak Noel Yu Cheuk Ying				
	<b>69<sup>th</sup> English Speech Festival - Solo Verse Speaking</b>				
	4B Lewis Mat Nor Michael Jusaf Panday Monica Dhanley Fernandez 4C Santos Jennessa Lynn Khan 6B Khan Mahanur	*			
	4B Kaur Gurkeerat 5A Sin Yee 6A Gurung Stephanie Villaeba		*		
	1B Godek Sudenur 3C Arcilla Ernestine Joyce Oli Eliezer Nicole 4A Cannons Alexandra Rose Dalipog			*	
	1B Indernoor Singh 1C Mohammad Yunaf 1D Go Janna Olivia Pacio Vergara Kylie 2A Choi Cheuk Ting 2B Jasper Kaur 3A Alcantara Shynne Angel Escano Pagatpatan Jazel Anne Cuntapay 3B Reyes Sherina Mikaela Saeed Muhammed Usman 3C Andrea Yvonne Sadang Allman Brown Sujetado Coleene Ashley 3D Ng Sze Wai De Jesus Mary Hannah Saba 4A Casupanan Yasmine Colette Go Julia Zyree Pacio Panaligan Micah Gregorio Winderbank Ewan Peter George 4B Yamat Lyra Pauline D 4C Sadhwani Krish Vashdev 5A Tumbaga Chrishna Jayne Medina 6A Rajanala Bindu Singh Navaldeep Subang Danielle Palaganas 3A Chan Wan Chit Singh Karandeep 4A Panaligan Micah Gregorio				*
	<b>Federation of Youth Groups Public Speaking Contest 2018</b>				
	<b>(Certificate of Good Performance)</b> 3A Darlington, Chloe Leigh Jamila D 4A Windebank, Ewan 4B Pommileri, Haritha Singh, Reshabh Mandral 5A Allman-Brown, Harry Villareal, Emanuel Jose				*
	<b>The 19<sup>th</sup> HKPTU Secondary Debating Competition</b>				
	4A Brotonel Agharta Raine Crishna Go Julia Zyree Pacio Windebank Ewan Peter George 5A Allman-Brown Harry Vincent Sadang Villareal Emanuel Jose			*	
<b>B.</b>	<b>Mathematics Competitions</b>				
	<b>2018 華夏盃初賽</b>				
	(2 <sup>nd</sup> class honor) 1A Lam Lok Hymn Ambrose 1C Ng Tsz Hei		*		
	(3 <sup>rd</sup> class honor) 1C Lai Wing Yan 2D Li Dexiong			*	
	<b>2018 華夏盃晉級賽</b>				
	(2 <sup>nd</sup> class honor) 1A Lam Lok Hymn Ambrose		*		
	(3 <sup>rd</sup> class honor) 1C Lai Wing Yan 2D Li Dexiong			*	
	<b>華夏杯-全國數學奧林匹克邀請賽 2018 (香港賽區)初賽</b>				
	(二等獎) 1A Lam Lok Hymn Ambrose		*		
	(三等獎) 1C Lai Wing Yan			*	
	<b>2018 華夏盃總決賽</b>				
	1A Lam Lok Hymn Ambrose		*		
	<b>2018 亞洲國際數學奧林匹克公開賽(AIMO Open)香港賽區初賽</b>				
	(Silver class honor) 1A Lam Lok Hymn Ambrose		*		
	(Bronze class honor) 5A Leung Lok Hei Liang Yuhao Sham Tsz Yuk			*	
	<b>2018 亞洲國際數學奧林匹克公開賽(AIMO Open)香港賽區晉級賽</b>				
	(Gold class honor) 1A Lam Lok Hymn Ambrose	*			

	<b>2018 COMO 兩岸菁英奧林匹克數學邀請賽</b>			
	(2 <sup>nd</sup> class honor) 1A Lam Lok Hymn Ambrose		*	
<b>C.</b>	<b><i>Liberal Studies Competitions</i></b>			
	<b>歷史文化學堂學生文化成品比賽</b>			
	6A Gurung Stephanie Villaeba Gajasveen Kaur Queriones Chelsea Nicole Osido Rajanala Bindu Singh Gurjit Singh Navaldeep Tuvera Maria Isabelle Briones 6B Khan Mahanur Mohammad Zeshan Anjum			*
	<b>歷史文化學堂文化的碰撞當東方遇上西方電台講演比賽</b>			
	6A Gurung Stephanie Villaeba Kwok Chun Yu Rajanala Bindu Sham Ka Lei Kelly Singh Gurjit Singh Navaldeep 6B Khan Mahanur Mohammad Zeshan Anjum Kwok Siu Kay 6C Choy Hiu Yeung Kwong Tsz Yan Liane Wong Wing Yan 6D Siu Chak Kau			*
	<b>LS Cup on Medicine</b>			
	5A Allman-Brown Harry Vincent Sadang Carroll Louis Jonathan Tik Hang Sin Yee Villareal Emanuel Jose Sharma Suraj Gaire Estabillo Danniell Jeremy Agot 5B Ameen Adianul Liang Laiane 6A Anico Angelaclaris Letran Limbu Bega Shandes Gurung Nishan Jasveen Kaur Mandalihan Martha Hillary Sales Rajanala Bindu Singh Gurjit Singh Navaldeep Subang Danielle Palaganas Tuvera Maria Isabelle Briones White Aries Joshua Ruzol 6B Cruz Christian Andre Viaje Hossain Md. Sadnan Hossain Sakin Khan Mahanur Mohammad Zeshan Anjum Robledo Mark Christian Joseph Huiso			*
	<b>第二十六屆全港中學生十大新聞選舉頒獎典禮</b>			
	(全情投入獎:十大新聞籌委會) 4A 呂銘翹 黃智乾 謝衍楠 易曉禧			*
	(新聞評述比賽入圍獎) 3C 黃曼靜			*
<b>(II)</b>	<b><i>Cultural &amp; Arts Events</i></b>			
	<b>教藝兩全 2017 - 學生集體創作</b>			
	5A Chan Po San Jenny 5C Lo Hoi Ki 5D Wong Ka Yuk 6C Centeno Ellan James Eraes Shanille Nicole Advincula 6D Chan Hiu Mei			*
	<b>「世界心臟日」香港心臟基金會繪畫比賽 2017</b>			
	2B Tang Kyla Chun Yee 4C Lo Hoi Hei 5A Chan Po San Jenny			*
	<b>Music Festival</b>			
	1A Cheng Nga Man 5A Leung Lok Hei			*
	<b>灣仔文青 2018 藝術文化定向活動 X 文化藝墟</b>			
	4B Tamayo Paul Jhester Estabillo 5A Estabillo Danniell Jeremy Agot Laurel Aronn Grant Y. Sharma Suraj Gaire 5B Alexander-Jovan Adianul Ameen Sumip Gurung		*	
	<b>Multicultural Dream Pursuit Project 2016/17 &amp; 2017/18</b>			
	5A Bayran Zandru Justin Sabinano Carroll Louis Jonathan Tik Hang Laurel Aronn Grant Y. Estabillo Danniell Jeremy Agot Sharma Suraj Gaire Sin Yee Villareal Emanuel Jose 5B Adhiatma Dimas Ivan Alexander-Jovan Ameen Adianul Gurung Sumip Kumar Ran Deep Kwok Dorene Wai Yin Liang Laiane Sahi Princess Stephanie Singh Jashanbir 5C Bacarisas Edward Joshua Ping L. Eclipse Erica Breana Maling Mellors Robbie John Miranda Cristine Kate Derecho Safran Lance Angelo B. Sin Mae 5D Anjum Sarah Azhar-Iqbal Chung Karen Barlolong Morta Ruschpler Nicolas Tien De La Rosa Joshua Jones Naddulo Rai Eric	*		

6A Anico Angelaclaris Letran Gurung Nishan Jasveen Kaur Limbu Bega Shandes Mandalihan Martha Hillary Sales Singh Gurjit Singh Navaldeep Subang Danielle Palaganas				
6B Cruz Christian Andre Viaje Estabillo Kyle Angelee Hossain Md. Sadnan Hossain Sakin Khan Mahanur Khan Ziyal Mohammad Mohammad Zeshan Anjum				
6C Centeno Ellan James Eraes Shanille Nicole Advincula Muhammad Hamza Shrestha Irisha				
6D Esteban Ivan Louis Cornel Landrito Regine Gallibu				
5A Allman-Brown Harry Vincent Sadang Tumbaga Chrishna Jayne Medina		*		
6A Gurung Stephanie Villaeba Queriones Chelsea Nicole Osido Rajanala Bindu Tuvera Maria Isabelle Briones White Aries Joshua Ruzol				
6C De La Cruz Julia Rae Tolentino Inocencio Christian Paulo Baul Panikar Sneha Jaychandran Perera K Shashintha Shehara				
6D Rana Deependra Regalado Marielle Dennice Pineda Singh Mohit				
6C Axiotes Christopher Jonas Nanquil Yuen Aron Angelo Chun Kit			*	
二零一八年香港花卉展覽賽馬會學童繪畫比賽				
2C Zhou Yi				*
3B Gonzales Elisha Quinn Alcantara				
「食唔晒·好鬼嘍」會展中心海報設計比賽 2018				
2A Choi Cheuk Ting		*		
2B Tang Kyla Chun Yee 3C Allman-Brown Andrea Yvonne Sadang				*
<b>United we play drama show</b>				
4A Panaligan Micah Gregorio				*
4C Chong Chun Yat Santos Jennessa Lynn Khan				
<b>(III) Sports Events</b>				
慶祝香港回歸祖國廿十周年.灣仔同心創共融 「拔河邀請賽」中學組				
6D Choy Hiu Yeung Siu Chak Kau		*		
3A Gurung Lewin 6B Hossain Md. Sadnan Hossain Sakin 6A Gurung Nishan 6A Limbu Bega Shandes		*		
<b>Inter-School Badminton Competition 2017 - 18 (Division II) Boys Grade A</b>				
5A Chan Owen Cheung Alvin Ho Nam Tsui Zheng Yang 5B Kumar Ran Deep 5C Chan Ching Kit 6A Leung Ngai Chung 6B Loo Yat Him 6C Lee Shun Yat		*		
<b>Invitation relay from SKH Lui Ming Choi Secondary School</b>				
2A Rai Ruborn 3B Man Chun Yat 3C Ip Cheuk Lun 4A Chan Tsz Ho Nino Adam			*	
<b>Interschool Cross Country Competition</b>				
5C Li Ho Wing 4B SinghReshabh Mandral				*
<b>Wan Chai District Age Group Athletic Meet</b>				
2A Rai Ruborn (400M) 4A Chan Tsz Ho Nino Adam (100M and 200M) 5C Li Ho Wing (1500M and 5000M)		*		
3B Man Chun Yat (100M) Lee Kwok Leong (400M) 2A Rai Ruborn 3B Lee Kwok Leong Man Chun Yat 3C Ip Cheuk Lun 4A Chan Tsz Ho Nino Adam (4X100M)		*		
2D Au Yeung Man Hong (1500M and 5000M) 4A Chan Tsz Ho Nino Adam (Long Jump)			*	
<b>Interschool athletic meet</b>				
2A Rai Ruborn 3B Man Chun Yat 3C Ip Cheuk Lun 4A Chan Tsz Ho Nino Adam 4D Wong Ainsley 5A Sin Yee 5C Sin Mae 6A Anico Angelaclaris Letran (4X100M) 4A Chan Tsz Ho Nino Adam (100M and 200M)		*		



	4A Kennelly Michael John (Long Jump and High Jump)			
	5C Li Ho Wing (5000M)		*	
	<b>全港青年醒獅比賽(2017-18)</b>			
	2A Yeung Tak Nam 2C Brar Ajaypal Singh 2D Li Dexiong Li Mingze 3A Gurung Lewin 3B Sitchon Paul Michael Trasadas 6C Choy Hiu Yeung 6D Siu Chak Kau			*
	<b>Inter-School Basketball Competition Division Two (Hong Kong) Boys C Grade</b>			
	1A Lin King Shing Timothy Tabora Joshua Sarsale Tamang Prajwal 1B Singh Harprabh Alcantara Karl Rainier Bautista Singh Vring Rajdeep 1C Cheng Pok Hin Lin Chi Shing Keith Ng Tsz Hei 1D Singh Anshdeep Villanueva Mark Henry Pagsulingan 2C Gurung Anjan 2D Pakit Kian Bryant 2D Wong Janree		*	
	「明日領袖 2018」			
	4A Ewan Peter George Winderbank			*
<b>(IV)</b>	<b><i>Other Events</i></b>			
	<b>應用學習獎學金(2016/17 學年)</b>			
	6D Singh Mohit (\$2000) Siu Chak Kau (\$1000)			*
	<b>LCCI Level I Bookkeeping</b>			
	6A Gurung Stephanie Villaeba Singh Gurjit Singh Navaldeep (Distinction) 6B Lau Tsz Shan Ellen Loo Yat Him 6C Muhammad Hamza (Merit)			*
	<b>Rev. Joseph Carra Memorial Education Grant for Secondary 4 – 6 students (2017-18)</b>			
	6A Jasveen Kaur			*
	<b>Hong Kong Island Outstanding Student Award</b>			
	6 <sup>a</sup> Gurung Stephanie Villaeba			*
	<b>2017 第三屆全港青少年進步獎</b>			
	3D Sarpreet Kaur			*
	<b>JPCLC Annual Parade Competition</b>			
	<b>(2<sup>nd</sup> runner up of best in Uniform)</b> 1C Ho Pak Ching 2A Yeung Tak Nam 2D Choy Wai Ki Horry James Dale Kein Mula Li Dexiong Tsoi Chak Sum Li Mingze 3C Shrestha Imesh Rai 4C Chui Ka Ming 4D Fernandez Marc Jason Valdez 5A Cheung Cheuk Nam Estabillo Danniel Jeremy Agot Chan Po San Jenny 5B Choi Hang Hin Gurung Sumip		*	
	<b>Best Member Award of JPCLC</b>			
	5A Cheung Cheuk Nam			*
	<b>全港無人機比賽</b>			
	5A Carroll Louis Jonathan Tik Hang Estabillo Danniel Jeremy Agot Laurel Aronn Grant Y. Tsui Zheng Yang Villareal Emanuel Jose 5B Ameen Adianul Gurung Sumip Liang Laiane Manglicmot Jaqueline Kris 5C Miranda Cristine Kate Derecho 5D Chung Karen Barlolong Morta			*
	<b>Harmony Scholarships Scheme 2017-18</b>			
	3A Gurung Lewin 3B Sitchon Paul Michael Trasadas 4D Ledesma Hendrix John Paul 5A Villareal Emanuel Jose Estabillo Danniel Jeremy Agot			*
	<b>“Care For You” Award Scheme 2018</b>			
	4A Casupanan Yasmine Colette Go Julia Zyree Pacio			*

Jones Anastasia Tiffany Coco Tse Julian Yin Nam Windebank Ewan Peter George Wong Chi Kin 4B Singh Reshabh Mandral 4D Fernandez Marc Jason Valdez 5A Chan Po San Jenny Cheung Cheuk Nam Leung Lok Hei Estabillo Danniell Jeremy Agot Villareal Emanuel Jose 5B Ameen Adianul Kumar Ran Deep Aramvejanan Rasika Manglicmot Jaqueline Kris 5C Bacarisas Edward Joshua Ping L. Yu Cheuk Ying 5D Anjum Sarah				
<b>Sir Edward Youde Memorial Prizes for Senior Secondary School Students</b>				
6A Jasveen Kaur Singh Navaldeep				*

## VII Financial Summary

### Financial Summary (2017-2018)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
<b>1 OEBG</b>				
<b>(a) General Domain</b>				
1 School & Class Grant	-	718,267.00	1,296,004.00	(577,737.00)
2 Recurrent English Language Grant	7,872.00	19,140.00	34,057.00	(7,045.00)
3 S B M Supplementary Grant - S	212,372.00	-	228,154.00	(15,782.00)
4 Enhancement Grant - S	14,757.00	-	-	14,757.00
5 Training & Development Grant - S	(13,147.00)	-	143.00	(13,290.00)
6 Composite Information Technology Grant	222,734.00	462,787.00	458,674.00	226,847.00
7 Consolidated Subject Grant	128,631.00	-	130,314.00	(1,683.00)
Sub-total :	573,219.00	1,200,194.00	2,147,346.00	(373,933.00)
<b>(b) Special Domain</b>				
1 Programme Fund-WS Approach-S	5,434.00	-	1,253.00	4,181.00
2 Home-School Co-operation Project	-	12,372.00	12,372.00	-
3 SBSS for schools with intake of NAC	432,338.00	140,323.00	30,842.00	541,819.00
4 After-school Learning & Support	-	60,600.00	95,850.00	(35,250.00)
5 SSCSG - Sec Curr Support Grant	366,319.00	706,622.00	447,033.00	625,908.00
6 Learning Support Grant (LSGSS)	60,051.00	433,566.00	456,088.00	37,529.00
7 Diversity Learning Grant	52,620.00	142,400.00	71,160.00	123,860.00
8 LS Curriculum Support Grant (LSCSG)	-	-	-	-
9 Moral & National Education	15,635.00	-	-	15,635.00
10 Lift Maintenance Grant	(515,756.00)	55,916.00	311,448.00	(771,288.00)
11 Capacity Enhancement Grant	31,536.00	599,381.00	476,196.00	154,721.00
Sub-total :	448,177.00	2,151,180.00	1,902,242.00	697,115.00
<b>(2) Composite Furniture and Equipment Grant</b>				
Sub-total :	1,194,582.00	457,080.00	716,778.00	934,884.00

**ROSARYHILL SECONDARY SCHOOL**  
**Capacity Enhancement Grant Report for the School Year 2017/18**

<b>Area &amp; Objectives</b>	<b>Strategies</b>	<b>Schedule</b>	<b>Resources used</b>	<b>Evaluation</b>	<b>Person-in-charge</b>
<b>Curriculum Development</b>	To employ Teaching Assistants to assist with curriculum development, administrative work and organising	Sep 17- Aug 18	Salary X 1.05 MPF of Library Assistant & Teaching Assistants  Total: \$440,468.5	<ul style="list-style-type: none"> <li>● With additional manpower, teachers' capacity can be enhanced by the release from workload in clerical and administrative work</li> <li>● More effective lessons can be prepared as teachers can better focus on their lesson preparations</li> </ul>	Mr Kevin Leung Ms Harriet Lo Ms Bonnie So
<b>Coping with Diverse Learning Needs</b>	To coach and instruct students of School Teams	Sept 17 – July 18	Badminton Coach Fee Volleyball Coach Fee  Total: \$35,728	<ul style="list-style-type: none"> <li>● Students are much encouraged to widen horizons through taking part in external / inter-school competitions</li> </ul>	Mr Ko Kam Tong

Total expense: \$476,196.5

**ROSARYHILL SECONDARY SCHOOL**

**Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2017/18 school year**

<b>Programme title</b>	<b>Objective</b>	<b>Target (No.level /selection)</b>	<b>Duration / Start Date</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b>
Thinking skills workshop	To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination	S.5 elite students  1 class for EMI and 1 class for CMI)	1 Mar 2018 12 Apr 2018 26 Apr 2018  3:35-5:05p.m	Completion of Student Workbook: 1 copy per student	<b>Survey results:</b> (1) The large majority (CMI class 87%, EMI class 95%) of students agreed and most agreed that the program was useful to enhance their essay writing skill in Liberal Studies. (2) The skills/framework in the program has helped students (a) to formulate arguments from different perspective that shape out a concrete structure (CMI: 93%; EMI: 87% agree and most agree) (b) to explore more knowledge about the corresponding issue with direction and new insights ( CMI:93%; EMI:79% agree and most agree) (c) to write up the issue essay with ease in a stepwise approach (CMI:80%; EMI:83% agree and most agree) (3) The workshop was helpful in the preparation of LS exam. (CMI:87% and EMI:78% agreed and most agreed) (4) The large majority (Both CMI and EMI: 87%) of students found that the program was useful and satisfied with it. (5) The large majority (CMI: 100%; EMI:87%) of students found that the trainer was professional, friendly and satisfied with his teaching. (6) Some good written comments from students on the usefulness of the program and professionalism of the tutors	\$ 17600
Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths	S.4 - S.6 students	25/10/2017 - 7/2/2018 (8 lessons)	Participation in competitions	<ul style="list-style-type: none"> <li>● Attendance Rate 62 %</li> <li>● About 10 students got awards in different Mathematics Competitions such as 華夏盃全國數學奧林克邀請賽, 2017 華夏盃晉級賽 and 2017AIMO(港澳盃)初賽</li> </ul>	\$4760

**Rosaryhill Secondary School**

**Report on Life Planning Education and Careers & Guidance Service (2017-18)**

Objectives	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
1. Guidance Activities & Support (S.4- S.6)	<ul style="list-style-type: none"> <li>● To offer tailor-made guidance activities &amp; support for S.4-S.6 students on JUPAS &amp; sub-degree strategies</li> <li>● 「理想・成功路」系列</li> <li>● Talks from various universities or educational institutions</li> <li>● All related information and promotional pamphlets to students via email</li> <li>● Exhibitions</li> <li>● University/Tertiary Institutions visits</li> </ul>	<ul style="list-style-type: none"> <li>● Positive comments from teachers, students and alumni</li> <li>● Students performed well and focused in the activities</li> <li>● All students had good participation rate and good attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration with S4-S.6 Class Teachers</li> <li>● School based programs</li> </ul>
2. Individual Consultation (S.6)	<ul style="list-style-type: none"> <li>● Individual consultation for S.6 students about their Life Planning by career teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Positive comments from teachers and team members</li> <li>● Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● School based programs</li> </ul>
3. Preparation for Institution Interview Workshop (S.6)	<ul style="list-style-type: none"> <li>● Cooperate with Baptist Oi Kwan Social Service Centre</li> </ul>	<ul style="list-style-type: none"> <li>● Positive comments from class teachers</li> <li>● Students performed well in the interview workshop</li> <li>● Positive feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● Program with external agency \$4,200</li> </ul>
4. Mock HKDSE Results Release Day (S.6)	<ul style="list-style-type: none"> <li>● Co-work with Assessment Team</li> <li>● Co-work with social workers &amp; Baptist Oi Kwan Social Service Centre</li> </ul>	<ul style="list-style-type: none"> <li>● Around 80% attendance of both students and parents</li> <li>● Positive feedback from class teachers, students &amp; social worker</li> </ul>	<ul style="list-style-type: none"> <li>● Program with external agency \$8,000</li> </ul>

5. Parents' talk on S.6 Parents' Day	<ul style="list-style-type: none"> <li>● Introduction of S.6 students' action plan by Career master</li> <li>● Introduction of multi-study pathways by CLAP@JC</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire collected from students &amp; parents</li> <li>● Positive feedback from class teachers and students for the talk from Career team and CLAP</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration with S.6 Class Teachers</li> <li>● Program with CLAP@JC</li> </ul>
6. S.6 Careers Booth	<ul style="list-style-type: none"> <li>● Invitation of the setting on the DSE Release Day</li> <li>● Offer information for students, parents and class teachers reference</li> </ul>	<ul style="list-style-type: none"> <li>● Positive feedback from class teachers, students and parents</li> </ul>	<ul style="list-style-type: none"> <li>● For the resources of careers booths \$75</li> </ul>
7. Mentorship Program (S.5)	<ul style="list-style-type: none"> <li>● Joint program with the Old Students Association</li> <li>● Organize workshops, activities, tours &amp; gatherings</li> </ul>	<ul style="list-style-type: none"> <li>● Positive comments from teachers, students and alumni</li> <li>● The participation rate in structured activities was good</li> <li>● Good relationship have been built between mentees and mentors</li> </ul>	<ul style="list-style-type: none"> <li>● For school based programs, social services and activities \$10,183.7</li> </ul>
8. S.4-S.5 Careers Related Experience Activities	<ul style="list-style-type: none"> <li>● Joint program with external organizations held during Life Education Periods</li> <li>● Visits (business company or education institutions or government departments)</li> <li>● Job Shadowing</li> <li>● Workshops</li> <li>● Talks</li> </ul>	<ul style="list-style-type: none"> <li>● Participation rate was good</li> <li>● Career team prepared reflection sheets and the percentage of completion was satisfactory</li> <li>● Students performed well in the activities</li> <li>● Positive feedback from external agency</li> </ul>	<ul style="list-style-type: none"> <li>● Programs with external agency \$13,000</li> </ul>
9. Program on "Choice of Subjects" (S.3)	<ul style="list-style-type: none"> <li>● Talk on S.3 Parents' Day</li> <li>● Workshops</li> <li>● eclass</li> <li>● Aptitude Test</li> </ul>	<ul style="list-style-type: none"> <li>● Around 80% attendance of students and parents</li> <li>● Positive feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>● School based programs</li> </ul>
10. Careers & Life Planning Activities (S.1-S.2)	<ul style="list-style-type: none"> <li>● Co-work with NGOs</li> <li>● To be held during Life Education Periods</li> </ul>	<ul style="list-style-type: none"> <li>● S.2 students performed well in the Life Planning Program</li> <li>● S.1 students performed well in the</li> </ul>	<ul style="list-style-type: none"> <li>● Programs with external agency \$10,950</li> </ul>

	<ul style="list-style-type: none"> <li>● Talks and small group activities</li> <li>● Introduction of Spiritual Education</li> <li>● Personality test</li> </ul>	Spiritual Education Talks provided by Fr. Supervisor.	<ul style="list-style-type: none"> <li>● Collaboration with S.1-S.2 Class Teachers and Spiritual Education Team</li> </ul>
11. Stationery	<ul style="list-style-type: none"> <li>● Stationery and photo printing for promotion</li> </ul>		<ul style="list-style-type: none"> <li>● \$25.2</li> </ul>
12. HKACMGM membership	<ul style="list-style-type: none"> <li>● To provide updated seminars, workshop, courses related to life and careers planning</li> </ul>		<ul style="list-style-type: none"> <li>● Renewal fee \$400</li> <li>● Updated Teaching materials \$1070</li> </ul>
13. To provide extra manpower	<ul style="list-style-type: none"> <li>● Employ an extra GM and an associate teacher to share the teaching load of all the members in the Life and Career Planning Team</li> </ul>	<ul style="list-style-type: none"> <li>● Career teachers workload have been reduced</li> <li>● Administration duty have been taken by associate teacher</li> <li>● Effectiveness in the preparation of all activities involved</li> <li>● Positive feedback from career teachers</li> </ul>	<ul style="list-style-type: none"> <li>● For employment of a GM and AT plus MPF \$570,993.55</li> </ul>

Total: \$618,897.45



**ROSARYHILL SECONDARY SCHOOL**

**Report on the Use of Strengthening School Administration Management Grant 2016 -2018**

Area	Expected Results	Item	Evaluation Criteria	Expenditure	Sustainable Development Plan
Student related administrative work	To enhance the administrative effectiveness and reduce administrative workload in documents routing and student information management through the use of Google Drive and related modules, e.g. Google doc. Macro and worksheet with various formula will also be tailor-made for generating different kinds of student related reports and data	To employ an Administrative Assistant to handle the student administrative work by setting up different Google docs, forms, Excel worksheet with various formula or macro and establish procedural guidelines	Data or information of students can be generated or collected by using Excel, Google Drive and its related modules, e.g. Google forms. Related procedural guidelines will also be established.	\$348,735 on salary for Administrative Assistant (MPF included)	The whole Google system and other related tools will be utilized continuously to manage student information Other support staff in the school will continue to assist the enhancement and management of student information; and also adopt and update related guidelines
Student related administrative work	To improve the efficiency of handling the student related administrative work, e.g. student attendance	To procure anti virus license, IT equipment and one fax machine	The performance and reliability of the computer systems will be enhanced and so the efficiency of handling the student related administrative work can be improved.	\$15328 for purchasing IT equipment and one fax machine	Efficiency of managing student information has been greatly enhanced. Student record can be easily retrieved and the data provide important information for school planning and evaluation
Student related administrative work	To improve the reliability of the student attendance system	To procure 3 smart card readers and 3 computers for the kiosks	The performance and reliability of the student attendance systems will be enhanced.	\$20560 for purchasing smart card readers and computers for eClass smart card kiosks	The accuracy of the attendance taking has been increased. The new smart card readers and computer for kiosks will continue to serve the students.
Student related administrative work	To enhance Home-School Cooperation	To procure eClass Parent App and Teacher App	Effectiveness of communication among teachers and staff can be enhanced with easier retrieval of student information	\$18750 for purchasing Apps	Communication among teachers, parents and staff is enhanced with easier retrieval of student information, especially for Discipline & Counselling teachers and class teachers.