

Rosaryhill School

(Secondary Section)



Annual Report

2016 - 17

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

Composition of the School Management Committee

1. Fr. Vicente Sanchez (Chairman)
2. Fr. Jose Salas
3. Fr. Alejandro Salcedo
4. Fr. Bonifacio Garcia Solis
5. Fr. Emiliano Perez
6. Ms. Cherry Wong Pik Yu
7. Ms. Anne Wong Wai Ching

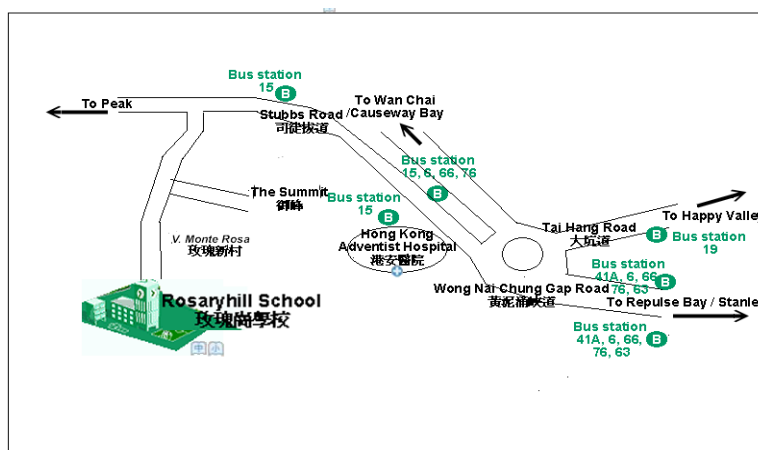
B. History

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, 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 6th 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 for the school buses.

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 , sec@rhs.edu.hk
4. Web Site Information: <http://www.rhs.edu.hk/> , www.rhs.edu.hk/Secondary/

E. Our Teachers

1. Information of teaching staff 2016-17

| | |
|---|----|
| Number of teachers in regular establishment | 51 |
| Additional number of teachers | 13 |
| Total | 64 |

2. Qualification and professional training (% of teachers)

| Qualification | Percentage |
|---------------------------------|------------|
| Bachelor's degree | 95% |
| Master's degree | 33% |
| With teacher's training | 81% |
| With special education training | 20% |

4. Teachers' Experience

| Years of experience | Percentage |
|---------------------|------------|
| 0-4 | 19% |
| 5-9 | 11% |
| 10 or above | 70% |

F. Our Students

1. Number of Students

In 2016-2017, we had 483 students in total, of whom 288 were boys and 195 were girls.

Table 2.1: Number of Students 2016-2017

| Level | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-------|
| No.of boys | 43 | 42 | 46 | 57 | 49 | 51 | 288 |
| No. of girls | 37 | 41 | 32 | 27 | 37 | 21 | 195 |
| Total Enrollment | 80 | 83 | 78 | 84 | 86 | 72 | 483 |

2. Class Structure

In 2016-2017, we had a total of 24 classes, offering 32-36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2016-2017

| 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 | 132 | 136 | 144 | 144 |

3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2016-2017. There is still room for improvement in the coming year.

Table 2.3: Students' Attendance and Punctuality 2015-2016

| | Number of School days | Number of Students | % of Presence | % of Punctuality |
|------------|-----------------------|--------------------|---------------|------------------|
| S.1 | 180 | 80 | 96.1% | 95.1% |
| S.2 | 180 | 83 | 95.0% | 93.8% |
| S.3 | 180 | 78 | 94.7% | 93.5% |
| S.4 | 180 | 84 | 95.3% | 93.2% |
| S.5 | 180 | 86 | 95.2% | 92.3% |
| S.6 | 100 | 72 | 93.0% | 89.8% |
| All | | 483 | 94.9% | 93.2% |

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 set up a Spiritual Education Committee and maintain a working group on the planning, implementation, monitoring and evaluation of Spiritual Education**

(a) Achievements

1. A holistic approach was adopted to promote Spiritual Education 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. A Spiritual Education Committee and a working group have been set up for the planning, implementation, monitoring and evaluation of Spiritual Education. The Committee not only provided the implementation guides, advice and professional training to teachers.
3. The committee members also gained momentum themselves especially in the flexible adoption and adaptation of spiritual education elements into lessons of classes other than S.1 and teacher’s own mindfulness training as a mean to become a mindful teacher, as well as integrating mindfulness in daily interaction with students.

(b) Reflections

After one year’s operation, there is a need to restructure the Committee and expand its membership so that common understanding of the essence of Spiritual Education that could reach all key areas of school life.

➤ **To integrate Spiritual Education into curriculum**

(a) Achievements

1. The Chinese and English Language Department have designed lessons that teach students vocabulary and expression related to different emotions so that students can reflect upon their inner feelings and thoughts with a rich vocabulary bank.
2. The Art Department enabled students to explore the process of combining creative and mindfulness activities through “Art is Fun” project.
3. Some departments also identified and implemented the potential areas for Spiritual Education integration in their curriculum. For example, some S.3 and S.4 History students integrated mindfulness into their historical drama, having a new perspective and insight in understanding the importance of mindfulness for political leaders nowadays.
4. S.1 students was 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 the majority of S.1 students enjoyed the mindfulness class. They have learnt to calm down when they were upset and what they could do to cope with different emotions such as stress and anger.

(b) Reflections

1. The impact of teaching Chinese vocabulary and expressions on NCS was smaller than that on those Chinese students. Strategies for catering for learners' diversities have been devised. With 1 year's experience, pilot subjects can take a bigger step in planning and implementing Spiritual Education in their curriculum to trigger bigger positive changes in students and desirable learning outcomes.
2. More suggestions for further integrating Spiritual Education into curriculum of pilot subjects and different subjects are needed. Pilot subjects and different subjects can also take the initiative in discussing their ideas with Spiritual Committee and Fr. Supervisor. Further professional training (mindful course) and sharing is needed in supporting the implementation of Spiritual Education in academic subjects.
3. Mindfulness topics related to exam stress and emotions were proved to be particularly effective. These key themes could be used in the first stage of the course to emphasize the relevancy and usefulness in stressful time or emotional moments. To maximize the impact of the mindfulness class, a better timeslot and venue for conducting mindfulness class was suggested.

➤ **To integrate Spiritual Education into co-curricular activities and other learning experiences**

(a) Achievements

Spiritual Society was set up mainly for S.1 students and different variety of mindful activities have been arranged. Choir was taught Taize music as a better linkage to the Spiritual Education activities in school.

(b) Reflections

1. Recruiting members from different forms so that more students can join mindful practice sessions.
2. The need to increase and promote participation of different co-curricular activities and OLE in promoting Spiritual Education is identified.

➤ **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.
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.

(b) Reflections

1. The sound of mindfulness bell has helped promote Spiritual Education atmosphere.
2. Students' reflection journals have shown positive feedback and increasing spiritual awareness of oneself, their relationships with others and the nature.
3. Students' curiosity, creativity and spirituality were inspired by these daily practices. The results of the evaluation survey show that the majority of students were able to be silent in the Meditation Time. The majority of teachers were satisfied students' performance in the Class Plants program, Spiritual Zones and Class Banner program.
4. All new innovations of bigger scale take time to develop before significant benefits

(especially value change) can be felt. The positive impact of Meditation Time in helping create an atmosphere conducive to whole-school Spiritual Education promotion has not yet been recognized by all the teachers. The benefits of the meditation time take time to be felt.

5. The results of the evaluation survey reveal that Class teachers play a key role in creating a calm and silent atmosphere during the meditation time. They are the role models and have significant impact on the positive attitude, behavior and performance of their students.
6. The results also point out the important role of the Class teachers in engaging students in Spiritual Education learning programs like Class Plants and Spiritual Zones. Therefore, the role of Class teachers in effective delivery of Spiritual Education should be further highlighted.
7. The seed of Spiritual Education has been planted in our students. It is so grateful to see the increasing spiritual awareness of our students through various environment-related initiatives. Environment is a relatively high acceptance strategy in increasing awareness of students in Spiritual Education and creating mindful school image.

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

(a) Achievements

1. Three teachers have taken the Mindfulness Fundamental training from Mindful Schools.
2. Two sessions of half-day Introduction to Mindfulness were conducted to all teachers in the beginning of the school year. Before the start of the second term, an introductory workshop of Myers Briggs Personality Types was conducted.
3. The Chinese Department, English Department and Religious Studies Department had a sharing on the topic "Integration of Spiritual Education in curriculum" to the KLA Heads and Panel Heads in December 2016.

(b) Reflections

1. Feedback on the Mindfulness Fundamental training has been positive especially in bringing awareness to the teachers' themselves. In the 2 training sessions, teachers' awareness of the potential benefits of mindfulness practices in the school has been enhanced.
2. Further development of teachers' interest and knowledge is suggested through Mindful Schools training.
3. After the Introductory workshop of Myers Briggs Personality Types was conducted, awareness and basic understanding of different personality types were achieved. More work must be done on how this understanding could enhance learning and teaching, as well as how this could facilitate students' self-understanding and life planning.
4. In-school professional sharing is an effective tool in enhancing teachers' understanding of Spiritual Education, stimulate their perspectives and possibilities in planning their Spiritual Education plans as well as their competency in planning and delivering Spiritual Education plans in the area(s) under their care and control. Over 90% of the participants in the sharing session found the sharing session useful in promoting Spiritual Education and helps promote professional sharing culture in school.

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

➤ To strengthen students' study habits, study skills and exam skills

(a) Achievements

1. A talk on study habits was held for students at the beginning of the school year, aiming to nurturing our students to become active and responsible learners. This is one of the targets set.
2. In the three-year plan, we intend to strengthen our students' study habit on pre-lesson preparation, notes-taking during lessons, post-lesson review, submit homework on time and organizing learning materials properly. In the academic year 2016/17, the focus in Term 1 and Term 2 are "note-taking" and "keep my learning materials properly".
3. A talk on exam preparatory skills was held for S.6 students in October 2016. Some points to note were highlighted for students' reference.

(b) Reflections

1. The samples of notes taken by students in Term 1 were shared and studied. The performance of some students was encouraging. We saw the need to arrange workshop to equip our students with note-taking and note-processing skills.
2. Most of the students' work inspected in Term 2 was properly kept with learning progress recorded. The practice of keeping learning materials properly should be continued.
3. With improvement in students' study habits and study skills, we aim higher to motivate our students to attain academic achievements by developing a well-disciplined habit of pre-lesson preparation, homework submission and post lesson review.
4. At the talk on exam preparatory skills, sharing from two graduates (2015-2016) gave much encouragement to the students. There is a need to continue our practice of arranging exam preparatory skills talk to our S.6 students.

➤ To motivate students to attain academic achievements

(a) Achievements

1. Different prize presentation ceremonies were held by Key Learning Areas and Subjects. Students were encouraged to set targets to attain academic achievements.
2. Different games booths and activities in alignment with the school curriculum were organized during the Academic Weeks in November 2016 and May 2017. Students learnt outside classrooms and had fun through the activities organized.
3. Cross-subject Project Learning was implemented in junior levels. The Library Team played an important role to support project learning skills. It provided an e-reference for data collection (qualitative and quantitative) to support project learning. There was also collaboration between subjects.
4. Students were also encouraged to take part in external competitions and many attained good results. In 2017, we got Golden Award, the highest recognition in the Students' Top Ten News Election organised by Hok Yau Club. It was our third year obtaining the Golden Award.

(b) Reflections

We still saw the needs to create more opportunities for students to learn and apply project learning and e-learning skills through the compilation of written reports and

oral presentations as well as to establish a positive and inviting learning environment through holding exhibitions of students' work and celebration of learning outcomes in the coming year.

➤ **To review homework and assessment policy**

The Homework Policy and Assessment Policy is under continual review.

➤ **To optimize the design of homework and assessment framework in order to promote “assessment for learning”**

(a) **Achievements:** All HKDSE subject panels made use of the HKDSE Examination Statistical Report for exam analysis. Panel heads of the three core subjects also studied the recommendation in the “Pre-Secondary One Hong Kong Attainment Test 2016 Report on Students’ Performance” in order to enhance the effectiveness of learning and teaching.

(b) **Reflections**

There are needs to seek for supporting services from professionals to further enhance the instructional leadership skills of panel heads, with regards to the design of assessment framework and more effective usage of assessment data to further enhance learning and teaching.

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

(a) **Achievements**

1. After school enhancement lessons were arranged by different subjects to cater for learners’ diversities throughout the year.
2. The timetabling of enhancement lessons of HKDSE subjects and Applied Learning Chinese during post-exam period was well-coordinated to avoid time clash. The attendance rate of students was excellent.
3. Thinking skill workshops were held 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.
4. 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 and our students also obtained awards in these competition.

(b) **Reflections**

1. There was still room for improvement in the coordination of other enhancement lessons for students of junior levels throughout the whole academic year.
2. For the thinking skills workshops, students gave positive comments on the effectiveness of the trainers and workshop in helping them to analyzing questions more effectively.

➤ **To help students know about their own learning style, identify their strengths and weaknesses**

(a) **Achievements**

A “Learning Style Training Program” which aimed to help students identifying their strengths and weakness in their learning was held in January for our S.1 students. The workshop helped raise the awareness of the impact of preferred learning styles (Visual,

Audio, Read and Kinetic), and foster students' proactiveness in learning with reference to different learning styles.

(b) Reflections

Teachers could optimize the use of the data in the Learning Style Assessment Report as reference in designing learning materials for students in the coming year.

➤ **To broaden students' diversified learning experiences and develop their career aspirations**

(a) Achievements

Early and close coordination between School and course provider for the timetabling of Applied Learning Chinese (ApLC) enabled the smooth implementation of ApLC.

(b) Reflections

Applied Learning courses were offered to students. The attendance record of this academic year had improved remarkably under the implementation of the new attendance record system.

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

(a) Achievements

1. Teachers from 5 KLAs conducted their professional sharing in Dec 2016 and June 2017 on different strategies of the Major Areas of Concerns.
2. Teachers also shared their works in curriculum tailoring, pedagogical changes and e-learning activities designed on Teacher Development Day as well as during Cross-KLA Sharing Sessions and subject meetings
3. The culture of peer lesson observation was successfully established in all subjects. 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.

(b) Reflections

The professional sharing workshops have received positive feedbacks among teachers. Peer lesson observation has enhanced our teachers' teaching skills and increased their team spirit. Both workshops and peer lesson observation will be continued to reinforce professional development of 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. Service provided by JPCLC members during the big school function (e.g athletic meet, swimming gala, speech day, ...) allows them to practice what they learnt and develop positive self-image.
2. Programs conducted by Counseling Team such as YES program, YA and anti-drug mobile truck have received positive response from teachers and students.

(b) Reflections

1. The support from the Police force is very important to this program. More resources were available for professional training.
2. Proactive programmes for students is a must for our students as positive values and thinking were instilled into students through the programmes. 'Prevention is better than cure.'

Integrated Learning Week

(a) Achievements

1. Feedback from tour and camp experience is generally positive and majority of students enjoy the tour & camp.
2. Most students have been motivated after the S1 Personal Growth Camp
3. They More than 120 student, around 65% of S.4 & S.5 students were willing to attend study tour. A minority of 10 students lacked motivation during the ILW.
4. 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. Their social life has been enriched after the camp.
3. 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 values and proper attitudes of life towards students through different programs and small groups, e.g RHS award, Stars of the Month

(b) Reflections

1. Students are found polite, respectful to teachers and pleasant.

2. With the introduction of Clean and Tidy Campaign, cooperation and sense of belonging among the classes have been enhanced. Also, students' involvement in the activity increases so that everyone has a chance to contribute.
3. Succession issue was observed in the Lion Dance activity and it is suggested that more participants from Junior Form should be recruited
4. 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 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. Day camp is an important element of the program, in which leadership quality was discovered in certain students.

Co-curricular Activities

- Senior Leadership Trainings

- (a) **Achievements**

1. Through observation, the students enjoyed the trainings and self-confidence was built.
2. Some students revealed that they enjoyed the training in the debriefing session.
3. Some students stated that they felt more confident and are better prepared to take up their duties as student leaders with stronger team spirit.

- (b) **Reflections**

1. The leadership training was important to our students since 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 rate (~70%) and participation rate (~86%) of the Athletic Meets were high.
2. The enrollment rate of swimming gala (18%) and cross country (33%) were low but the participation rate was high (both were 78%).
3. The enrollment rate (29%) and participation rate (68%) of Rope Skipping competition were comparatively lower among other inter-house sports competitions. They were also lower than last year.

- (b) **Reflections**

1. More time should be allocated for the promotion and preparation of inter-house sports competitions to boost the enrollment and participation rate.
2. Teachers' promotion and encouragement were also important.

- IT Prefect/Classroom Environmental Ambassador

- (a) **Achievements**

1. Briefing Session about the importance of environmental protection has been held.
2. Recycle boxes/sweep set/poster have been provided for each class. The recycle boxes in each class have been frequently used and emptied.
3. IT Prefect training has been held.

(b) Reflections

1. The sense of environmental protection of most students has been raised.
2. Most IT Prefects can help teachers during lessons.
3. In-depth environmental protection sessions can be held more often in the coming year.

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

(a) Achievements

Through awarding the students with outstanding performance in studies, co-curricular activities and services, it cultivates students' positive values in these three areas, which are significant in students' whole-person development.

(b) Reflections

1. Whole-person development which includes physical, mental and social developments, should be reinforced.
2. The awards focus on academic, activities and services but with little concern about students' mental health, so more work could be done in this aspect.

➤ **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.4 & S.5 Careers Related Experiences activities: Invited Baptist Oi Kwan and Caritas carried out for the local and NCS students
5. S.5 Mentorship Program: More new mentors recruited and refinement on various programs
6. Junior Form students had a better idea of goal setting through LEP.
7. Senior Form students gained valuable experience related to their interests through Careers Related Experiences activities
8. NCS have a more realistic view in their career planning
9. EDB support programme (Caritas) for NCS students including workshop & job-shadowing
10. S.3 students do not have a clear concept about jobs / they do not understand themselves well that may let the students to choose "wrong subjects" for their career planning.
11. Individual interview with S.6 students in 1st Term and S.5 students in 2nd Term.
12. The interview timeslots are held 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 for the class teachers is needed
3. S.3 Choice of Streams has helped the students to understand themselves and the future pathways in depth
4. S.4 & S.5 Careers Related Experiences activities are 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 crash 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 2017.
 8. It is suggested that “Job Shadowing” should be provided as taster programmes to S.3 students to help them choose suitable subjects for their career planning.
 9. Increasing the number of career teachers can help further enhance the effectiveness and efficiency of guidance provided to students.
 10. There are a lot of good career programmes but they cannot be implemented due to lack of human and time resources.
 11. Class teachers plays important roles in providing individual guidance but there is limited time for class teachers to do it.

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

(a) Achievements

1. Invited alumni sharing for S.3-5 students for the HKU Law Faculty
2. Various career visit/ job attachment/job shadowing for S.4-5 students
3. Individual consultation for each student from S.6 (1st term) & S.5 (2nd term)
4. Interview workshop and Mock Release Day for S6 students
5. Mock Interview for S.5 by the Mentorship Program

(b) Reflections

1. Good to have early start for the S.3-5 students to know more about the tertiary education, and real-life experience for NCS for encouragement.
2. 100% S.6 students took part and advices given
3. Good experience for and response 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 and Baptist Oi Kwan Service and Caritas

(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 for the S5 class teachers are needed.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2016-2017, our active school days was 180, other school days was 29, adding up a total number of 209 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days and Active School Days 2016-2017

| Events | No. of Days |
|--|-------------|
| A. No. of active school days | 180 |
| Lessons in regular time-table | 153 |
| Teachers-students Day, Post Exam. & School Activity Days | 15 |
| Integrated Learning Week (S.1-S.5) | 5 |
| Normal lessons for S6 only | 5 |
| Swimming Gala, Athletic Meet_2 Days, School Excursion & Cross-country | 5 |
| School Opening & Closing | 2 |
| B. No. of other school days | 29 |
| Parents Day (S1, S3, S6, all form levels) | 4 |
| Examination (without normal lessons) | 10 |
| Teachers Development Day | 2 |
| Other days which involved majority of teachers (Speech Day, Recollection Day, Supplementary Examinations, S.1 Registration, Attainment Test & Orientation Days etc.) | 13 |
| C. Total no. of school days | 209 |

Remarks: This information mainly refers to S.1- 5 as S.6 has 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 2016-2017

| | 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 |
| 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 each subject in S.1-S.5 in each term to monitor the variation between classes. Emphasis has always been put on coursework and project works as a mean of continuous assessment instead of a “once-for-all” written examination. Assessment reports will be issued 4 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 2016-2017

| Whole Year Assessment | | | |
|---|-----------------------------------|-----------------------|-----------------------------------|
| 1st Term (40%) | | 2nd Term (60%) | |
| Test Mark 20% | Exam. Mark 80% | Test Mark 20% | Exam. Mark 80% |
| Uniform Test (30-50%) | Reading reports/ Project works | Uniform Test (30-50%) | Reading reports/ Project works |
| Other Tests | (10-30%) | Other Tests | (10-30%) |
| Course works | 1 st Exam. (January) | Course works | 2nd Exam. (June) |
| Overall: Coursework (not less than 30%), Written Tests & Examinations (not more than 70%) | | | |

D. Subject-Period Allocation

Tables 4.4 provides information on the subject-period allocation in different form levels in the year 2016-2017.

Table 4.4: Subject-Period Allocation 2016-2017

| Subject | Level | S.1 | S.2 | S.3 | S.4-S6 |
|--|-------|-----------|-----------|-----------|-----------|
| 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 | |
| Total (per 10-day cycle) | | 80 | 80 | 80 | 80 |

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

In order to provide a bilingual setting for our students, we 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 2016-2017

| 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 books.

To keep in pace with the trend of online reading, we kept subscribing two types of ebooks for students in the hope to strengthen reading support, and to facilitate and encourage sustainable reading habit. One is MagV Kids with over 1,500 ebooks mainly in Chinese and the other one is Raz-kids with hundreds of ebooks all in English. With the planned ebook reading programs, students are motivated to read more ebooks in this year.

The eReading Scheme based on Raz-Kids ebooks, conducted in collaboration with IS & IH subjects had better results. The ebook Reading Program based on MagV Kids ebooks with the aim to encourage NCS students to read more Chinese books according to their standard did not work well. Both programs need to be strengthened in next school year.

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 increases gradually and books there are borrowed quite frequently by students. Almost all junior classes have been taken by English teachers to the 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.

The book exhibition a year was popular program with mass participation, contributing to

the reading atmosphere of school in one way or the other, and to a certain extent enhancing student learning.

The Library's borrowing record in both physical form and eBook (Raz-Kids, MagV Kids) indicated a decline in 2016-2017. The accumulative number of books borrowed in each form is shown in Table 4.7. The average borrowing rate per student was reduced to around 8 books (23 books in last year) in the school year.

Table 4.6: Accumulative Total of the Books Borrowed 2016-2017

| | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 |
|-------------------|------------|-------------|------------|-------------|------------|------------|
| A | 167 | 464 | 132 | 72 | 76 | 36 |
| B | 405 | 196 | 205 | 29 | 102 | 32 |
| C | 341 | 240 | 60 | 74 | 49 | 36 |
| D | 72 | 265 | 74 | 48 | 37 | 12 |
| Form Total | 938 | 1126 | 820 | 236 | 232 | 116 |
| Total | | | | 3468 | | |

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 **Co-curricular Division** 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.

C & D Division

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

Also, our C & D Division aims at enhancing sense of belongings to the school among students and helping them understand the importance of self-discipline, mutual respect and establish a wholesome learning environment in school. In addition, collaboration among teachers, social workers with C & D Division helps 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 have a better understanding of their strengths and potential of interests. Individual counselling on further education was also provided for all S6 students for helping our students develop their own academic and careers aspiration in accordance to their interest and abilities. Students are encouraged to make their choice on their learning, careers goals and other aspects of life. There are also opportunities for senior form students to join the career-related learning experiences so then they are 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, including workshop, talks, display board exhibition and dramas. The activities integrate the positive values of students and self-resilience power and raise civic awareness among students so then students are able to establish high morality and maintain positive learning attitude.

Learning Support Team

Most of the programs of Learning Support Team consistently cater for students' learning diversity and enhance students' self-management and social skills. 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 their development on different aspects. Speech Therapy and reading/writing group enhance students' abilities in communication and organization skills.

Also, some inclusive activities can help students build up confidence and problem solving skills. Adventure-ship buddies program provided an opportunity for students to cooperate with people with special needs and get along with them in harmony. 10 students visited the Dialogue in the Dark HK on 11 March 2017. They explored several familiar scenes of HK in a completely sightless condition. They were keen to know about visually impaired person from the guide. Such unique and unforgettable experience has reshaped their stereotype upon the visually impaired person and raised their awareness. Tea training workshop can also help students explore their interest and train up their patience.

Apart from the support programs provided for our students with special needs, different types of special examination arrangements were given to them.

Moreover, in the year of 2016-17, the gifted education started the first step to explore and develop the potentials of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment. To cater for the educational needs of gifted students, the learning style data after the workshop for S.1 will be useful for school's future planning on catering for learning diversity.

In the future, we will continuously make good use of the resources to provide more academic and social skill training groups as well as some life-planning programs for those who are low in intelligence and very weak in academic performance. We will foster students' self-understanding, goal setting and encourage them to take some interest groups outside school to explore their interests and realize their potentials.

After School Programmes & NCS coordination Team

Drama Workshop, Basketball Training, Lion Dance Training and Dance Club were offered under the School-based After-school Learning and Support Programmes 2016/17. Through participating in after-school activities, students' whole-person development and personal growth are enhanced.

With the use of Diversity Learning Grant, 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. Besides, Maths training sessions were offered 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 and our students also obtained awards in these competition.

Non-Chinese Speaking (NCS) students have been taught an adapted and simpler curriculum. NCS students are be prepared to obtain Alternative Qualification(s) in Chinese Language (ACL),

namely GCE/GCSE Chinese and Applied Learning Chinese.

Co-curricular Activities Division

A total 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 were required to join at least one but no more than 3 clubs / teams / societies. We had two days for club promotion and enrollment. Finally more than 90% S.1 to S.5 students joined at least 2 of them. Although S.6 students were busy in preparing their public examination, there were still 40% of them joined the clubs.

Other than the clubs, we provided Other Learning Experience (OLE) activities for all senior students. We provided more than 100 OLE activities to let the senior students have career related experiences and, develop academically, morally, aesthetically, physically and socially.

Our school aimed at whole person development especially leadership. All S.3 students had to join the leadership training camp. They were well equipped for facing the challenges in the senior forms and also for bearing important roles in different organizations such as student council, house executive committee, discipline or library teams and so on. More than 50% students had been student leaders of student organizations before they were graduated. They were also provided different chances to learn organization and communication skills such as sports tournament, inter-house competitions, book exhibition, and singing contest.

VI Student Performance

A. Public Examinations

A total of 71 students entered the HKDSE 2017. 40 students registered for two elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 31 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 to obtain alternative qualifications in Chinese Language. The performance of these NCS students was excellent. The percentage of students obtaining alternative Chinese language qualification reached 96.8% .

The percentage of students in the school who have met the general entrance requirements for local undergraduate university programmes is 25%, which has risen by 12.1% as compared to last year. These 18 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 2017.

A total of 13 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 18.3% 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 2016-2017.

Table 6.1: Destination of exit S.6 students in 2016-2017

| | Total number of students | Repeat S.6 | Bachelor degree/ Sub-degree programmes | Vocational training and continuing education | Study overseas | Study in the Mainland | Working | Others |
|------------------------|--------------------------|------------|--|--|----------------|-----------------------|---------|--------|
| No. of students | 72 | 0 | 29 | 19 | 6 | 3 | 5 | 10 |
| % | 100% | 0% | 40.28% | 26.39% | 8.33% | 4.17% | 6.94% | 13.89% |

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 2015-16.

Table 6.2: Inter-school Awards 2016-17

| INTER-SCHOOL AWARDS | | POSITIONS | | | |
|---------------------|--|-----------|---|---|-------|
| (I) | ACADEMIC EVENTS | 1 | 2 | 3 | MERIT |
| A. | <i>Speech Competitions</i> | | | | |
| | <u>中文/普通話</u> | | | | |
| | <u>第六十八屆香港校際朗誦節 - 中文朗誦</u> | | | | |
| | 1C Zhou Yi 2B Lee Kwok Leong 2C Huang Man Jing Man Chun Yat 4A Cheung Cheuk Nam Sham Tsz Yuk | | | | * |
| | <u>第十七屆全港學界普通話傳藝比賽</u> | | | | |
| | 4D Mok Ning Fei | | * | | |
| | 1A Huang Chun Hei 1C Zhou Yi 1D Li Dexiong Liu Yan Lo Li Ming Ze 2C Chen Chun Hang Huang Man Jing 2D Ng Wing Yuen Wang Yusu Lin Runxing | | | * | |
| | 4A Cheung Cheuk Nam Chan Po San Jenny | | * | | |
| | <u>English</u> | | | | |
| | <u>68th English Speech Festival--English</u> | | | | |
| | 3D Lewis-Mat Nor Michael Jusuf 4A Villareal Emanuel Jose 6A Capiendo Wincel Sagana | * | | | |
| | 2C Eliezer Nicole Oli 3A Santos Jennessa Lynn Khan 3B Panaligan Micah Gregorio | | * | | |
| | 1A Layla Elena Carroll Choi Cheuk Ting 1B Jasper Kaur Tang Kyla 1D Horry James Dale Kein Mula Godek Sudenur 2A Matias Mardrig Cabrera Singh Karandeep Pagatpatan Jazel Anne Cuntapy 2B Abogado Jasmin Nicole Fidel Aguirre Jannelle Ann Alparito Alvaniz Jaymee Lee Gonzales Elisha Quinn Alcantara Lamsen Aivean Jeneel Velasquez Lee Ji Yuan Sean Ryan Man Chun Yat Reyes Sherina Mikaela Ricafort Julienne Marie Shontal Tolarba Singson Sitchon Paul Michael Trasadas Vales Jamie Reese Rodriguez 2C Allman-Brown Andrea Yvonne Sadang Arcilla Ernestine Joyce 2D De Jesus Mary Hannah Saba 3A Kaur Gurkeerat 3B Brotonel Agharta Raine Crishna Casupanan Yasmine Colette Jones Anastasia Tiffany Coco Go Julia Zyree Pacio Panday Monica Dhanley Fernandez Windebank Ewan Peter George 3C Ortega Mark Kevin Mano 3D Sadhwani Krish Vashdev 4A Chan Po San Jenny Tumbaga Chrishna Jayne Medina 5A Chan Rhody Chun Ming Singh Navaldeep 5B Cruz Christian Andre Viaje Estabillo Kyle Angelee Khan Mahanur 5C Muhammad Hamza Panikar Sneha Jaychandran 5D Landrito Regine Gallibu 6A Reambillo Hamish C. | | | | * |
| | <u>Choral Speaking</u> | | | | |
| | 5A Anico Angelaclaris Letran Chan Rhody Chun Ming Chan Tsam Kit Cheung Ka Huen Du Jianxuan Gurung Nishan Gurung Stephanie Villaeba Ho Ka Hei Ernest Jasveen Kaur Queriones Chelsea Nicole Leung Ngai Chung Limbu Bega | | * | | |

| | | | | | | | |
|-----------|--|---|--|--|---|---|---|
| | Osido Mandalihan Martha Hillary Sales Tuvera Maria Isabelle Briones Subang Danielle Palaganas White Aries Joshua Ruzol 5D Chan Hiu Mei Ganesh Shalini Belaya Medina Bomari Jarren P. Regalado Marielle Dennice Pineda | Kwok Chun Yu Singh Gurjit Sham Ka Lei Kelly Yau Tsz Hang Chan Hong Ching Landrito Regine Gallibu Siu Chak Kau | Shandes Rajanala Bindu Singh Navaldeep Wang Jing Qian Gurung Nishan Kwok Wing Yan Leung Lorraine Rana Deependra | | | | |
| | 5B Au Yeung Man Nga Mandy Estabillo Kyle Angelee Hossain Md. Sadnan Hossain Sakin Mohammad Zeshan Anjum Robledo Mark Christian Joseph Huiso Terrado Moses John R. Zou Xiny 5C Axiotes Christopher Jonas Nanquail Cuencaho Yrina Kym Bolintiam De La Cruz Julia Rae Tolentino Eraes Shanille Nicole Advincula Inocencio Christian Paulo Baul Prince Frederick Matila Sumala Shrestha Irisha | Cheung Iris Tsz Yu Cruz Christian Andre Viaje Khan Mahanur Khan Ziyal Mohammad Leung Ka Wing Loo Yat Him | Butt Hoi Tung Chan Wing Ki Ho Sze Ying Kwok Siu Kay Lau Tsz Shan Ellen Ma Ching Kiu Centeno Ellan James Choy Hiu Yeung Lee Shun Yat Muhammad Hamza Muhammad Huzeaf Shrestha Gauraw Shehara | | | * | |
| | The Hong Kong Federation of Youth Groups English Public Speaking Contest 2017 | | | | | | |
| | Certificate of Good Performance 3A Cannons Alexandra Rose Dalipog Tamayo Enrico | | | | | | * |
| B. | Mathematics Competitions | | | | | | |
| | 亞洲國際數學奧林匹克公開賽 AIMO Open (港澳盃) 初賽 2017 | | | | | | |
| | 1D Li Dexiong Li Mingze 3A Tong Ka Yan 5A Ho Ka Hei Ernest Chan Tsam Kit Leung Ngai Chung | | | | | * | |
| | 華夏杯全國數學奧林匹克邀請賽 (初賽) 2017 | | | | | | |
| | 1D Li Dexiong | | | | * | | |
| | 3D Tong Ka Yan | | | | | * | |
| | 華夏杯全國數學奧林匹克邀請賽 (晉級賽) 2017 | | | | | | |
| | 1D Li Dexiong | | | | | * | |
| | 城大優數盃 | | | | | | |
| | 3D Wong Chi Kin 4A Sham Tsz Yuk | | | | | | * |
| C. | Liberal Studies Competitions | | | | | | |
| | 通識年賽 - 環保通識盃 | | | | | | |

| | | | | | |
|-------------|---|--|--|---|---|
| | 5A Jasveen Kaur Mandalian Marthya Hillary Sales Rajanala Bindu 5B Khan Mahanur | | | * | |
| | 5A Anico Angelaclaris Letran Chan Rhody Chun Ming Gurung Nishan Gurung Stephanie Villaeba Limbu Bega Shandes Queriones Chelsea Nicole Osido Singh Navaldeep Subang Danielle Palaganas Tuvera Maria Isabelle Briones 5B Cruz Christian Andre Viaje Estabillo Kyle Angelee Hossain Md. Sadnan Hossain Sakin | | | | * |
| | 青 teen 講場 2016 - 模擬法庭活動 | | | | |
| | 最佳證人獎 4D Wong Ka Yuk 5A Gurung Stephanie Villaeba | | | | * |
| | 最佳檢控官獎 5A Subang Danielle Palaganas | | | | * |
| | 表現優異獎 4A Allman-Brown Harry Vincent Sadang Bayran Zandru Justin Sabinano Carroll Louis Jonathan Tik Hang Estabillo Danniell Jeremy Agot Sharma Suraj Gaire Sin Yee Villareal Emanuel Jose 4B Alexander-Jovan Kwok Dorene Wai Yin Singh Jashanbir 4C Chan Ka Ki 5A Jasveen Kaur Singh Gurjit Singh Navaldeep Tuvera Maria Isabelle Briones 5B Cruz Christian Andre Viaje Kwok Siu Kay 5C Choy Hiu Yeung | | | | * |
| | 青 teen 講場 2016 - 法律知識野外定向 | | | | |
| | 表現優異獎 4A Estabillo Danniell Jeremy Agot 4B Alexander-Jovan Ameen Adianul 4B Leung Jun Bao Michael 4C Chan Ka Ki 4D Wong Ka Yuk 5A Jasveen Kaur Singh Gurjit Singh Navaldeep Tuvera Maria Isabelle Briones 5B Cruz Christian Andre Viaje Khan Mahanur 5C Choy Hiu Yeung 5D Siu Chak Kau | | | | * |
| | 第二十五屆全港中學生十大新聞選舉 | | | | |
| | 全情投入金獎 4A Chan Po San Jenny Cheung Cheuk Nam Sham Tsz Yuk 4C Chan Ka Ki Siu Man Long 4D Tam Pui Man Wong Ka Yuk | | | | * |
| | 第二十五屆全港中學生十大新聞選舉 - 專題探究比賽 | | | | |
| | 5A Gurung Stephanie Villaeba Jasveen Kaur Queriones Chelsea Nicole Osido Tuvera Maria Isabelle Briones | | | | * |
| | News Commentary Competition | | | | |
| | 3A Cannons Alexandra Rose Dalipog | | | * | |
| | 5B Cruz Christian Andre Viaje | | | | * |
| (II) | Cultural & Arts Events | | | | |
| | HKCEC Heroes' Comic Drawing Competition 2017 | | | | |
| | 3A Tubana Fatima Flora Ramirez 3C Lo Hoi Hei | | | | * |
| | Hong Kong Specimen Drawing Competition 2016 | | | | |
| | Outstanding Award 6A Kennelly Zoe Angela | | | | * |
| | 4D Wong Ka Yuk | | | | * |
| | 「世界心臟日」香港心臟基金會繪畫比賽 | | | | |
| | 精英獎 4C LO HOI HEI | | | | * |

| | | | | |
|--|---|--|--|---|
| | 69th Hong Kong Schools Music Festival | | | |
| | 1A Alcantara Sainnel Cleo Escano Carroll Layla Elena Maria Yi 2A Pagatpatan Jazel Anne Cuntapay Valdez Vanessa Jane Darlington Chloe Leigh Jamila D 2B Aguirre Jannelle Ann Alparito Singson Shontal Tolarba Mak Peter Gonzales Elisha Quinn Alcantara Vales Jamie Reese Rodriguez Lamsen Aivean Jeneel Velasquez 2C Arcilla Ernestine Joyce Valencia Mico Valdez 2D Ng Wing Yuen 3A Cannons Alexandra Rose Dalipog Gurung Milly Macafe John Angelo P. Tse Julian Yin Nam 3B Casupanan Yasmine Colette Go Julia Zyree Pacio Jones Anastasia Tiffany Coco Panaligan Micah Gregorio Panday Monica Dhanley Fernandez Yamat Lyra Pauline D 3C Rai Eric Yick Hiu Hei 3D Ledesma Hendrix John Paul Lewis-Mat Nor Michael Jusuf Wong Chi Kin 4A Allman-Brown Harry Vincent Sadang Carroll Louis Jonathan Tik Hang Cheung Alvin Ho Nam Cheung Cheuk Nam Laurel Aronn Grant Y. Leung Lok Hei Villareal Emanuel Jose Chan Po Lam 4B Alexander-Jovan Defeo Tala Inciong Kwok Dorene Wai Yin Leung Jun Bao Michael 4C Bacarisas Edward Joshua Ping L. Chan Ka Ki Miranda Cristine Kate Derecho Tamayo Paul Jhester Estabillo 5A Chan Tsam Kit Leung Ngai Chung Sham Ka Lei Kelly Wang Jing Qian 5B Cheung Iris Tsz Yu Estabillo Kyle Angelee Ho Sze Ying Lau Tsz Shan Ellen 5C Centeno Ellan James Lam Lok Hei Laurent Wong Wing Yan 5D Landrito Regine Gallibu | | | * |
| | Pianist 3B Panaligan Micah Gregorio | | | * |
| | 69th Hong Kong Schools Music Festival (Individual) | | | |
| | 1D Liu Yan Lo 2A Haca Robert Desmond King 2B Vales Jamie Reese Rodriguez Alvaniz Jaymee Lee Gonzales Elisha Quinn Alcantara Suarez Reiven Jay3A Cannons Alexandra Rose Dalipog Santos Jenessa Lynn Khan 2C Chen Chun Hang Requiso Gabriel Cheung 3B Panaligan Micah Gregorio 3C Rai Eric 3D Lewis-Mat Nor Michael Jusuf Wong Chi Kin 4A Chan Po San Jenny Leung Lok Hei 4A Villareal Emanuel Jose 4C Bacarisas Edward Joshua Ping L. 5B Estabillo Kyle Angelee | | | * |
| | Pianist 3B Panaligan Micah Gregorio | | | * |
| | Hong Kong School Drama Festival 2016/17 | | | |
| | Award For Outstanding Performer 4A Chan Po San Jenny 4C Lo Hoi Ki 5A Sham Ka Lei Kelly 5C Choy Hiu Yeung 5D Siu Chak Kau | | | * |
| | Award For Outstanding Cooperation & Stage Effect 4A Cheung Cheuk Nam 4C Li Ho Wng 4D Lai Pak Hei 5B Kwok Siu Kay | | | * |

| | | | | | |
|--------------|--|--|---|---|---|
| | Award For Outstanding Cooperation 5A Kwok Chun Yu 5C Cheung Pak Hei | | | | * |
| | Joint School Drama Show (灣仔戲味) | | | | |
| | Performers 1A Carroll Layla Elena Maria Yi 1C Hsu Lae Yadana Mohammad Yunaf 2B Rathnayake K Pathirana Ramin Genu 2C Arcilla Ernestine Joyce Flores Maricar F. Oli Eliezer Nicole 2D De Jesus Mary Hannah Saba 3B Lalwani Gitika Panaligan Micah Gregorio Windebank Ewan Peter George 5A Gurung Stephanie Villaeba | | | | * |
| | 廣東話才藝大格鬥 | | | | |
| | The Best Prop Design Award 3B Singh Reshabh Mandral Windebank Ewan Peter George | | | | * |
| | The Best Costume Award 4B Sahi Princess Stephanie 4D Anjum Sarah | | | | * |
| | Youth Group Outstanding Award 5D Landrito Regine Gallibu | | | | * |
| | 全港中學中國歷史研習獎勵計劃 | | | | |
| | 高級組嘉許獎 5B Au Yeung Man Nga Mandy Ho Sze Ying 5D Siu Hoi Nam 6c Wei Hao | | | | * |
| | 中華五千年問答及砌圖比賽 | | | | |
| | 隊際卓越獎 5B Au Yeung Man Nga Mandy Ho Sze Ying Ma Ching Kiu 5D Siu Hoi Nam 6c Cheng Hoi Ho Wei Hao Wong Kwan Ho | | | | * |
| (III) | Sports Events | | | | |
| | 第十七屆南區紫荊盃足球邀請賽 | | | | |
| | 1A Rai Ruborn Singh Balkarn 1B Mohammad Hassanain 2A Singh Karandeep 2B Lee Ji Yuan Sean Ryan 2D Ameer Moaaz 3C Limbu Pramod 3D Gurung Nitej Niraj Lewis-Mat Nor Michael Jusuf Sadhwani Krish Vashdev | | | * | |
| | Wan Chai District Age Group Competition | | | | |
| | 1D Pargat-Singh (200m) 2D Au Yeung Man Hong (4x400m) 3A Arnold Sebastian (4x400m) 3B Singh Reshabh Mandral (4x400m) 4B Lam Henry Kai Chung (4x400m) 4B Leung Jun Bao Michael (Shot Put) | | * | | |
| | 1D Wong Janree (200m) | | | * | |
| | Inter-School Badminton Competition 2016-17 (Boys A Grade) | | | | |
| | 4C Chan Ching Kit 5A Leung Ngai Chung 5B Loo Yat Him 5C Lee Shun Yat 6A Mak Kam To | | | | * |
| | Inter School Basketball Competition 2016-2017 (Boys A Grade) | | | | |
| | 3C Rai Eric 4D Macafe Jhon-Gilbert Pacis Rai Eric 5B Khan Ziyal Mohammad Wong Tsz Hin 5C Inocencio Christian Paulo Baul 5D Chan Matthew Chow Tsun Wah Du Wei Jie Medina Bomari Jarren P. Victoriano Patrick Denzel Punsalang 6A Tse Joseph Yat Hin 6B Fernando Joel Rudolf Waas Amorena Villareal Jose Gabriel Benitez 6D V Niksan | | | * | |
| | Inter-School Senior Cricket League Competition 2016 – 2017 | | | | |

| | | | | | | |
|---|---|--|---|-----------------------------------|---|---|
| 1D Pargat-Singh Singh Javraaj 4B Khan Zeshan Safwan 4D Azhar-Iqbal 6D Adnan Nawaz | 2A Khan Arbaz Singh Jashanbir 5D Singh Mohit Rai Santosh Nath | 2D Mohammad Hussain Khan 4CKhan Mohammad Hassan 6B Singh Rohit Singh Tejpal | 3A | | | * |
| Spring Volleyball Tournament 2017 | | | | | | |
| 1B Gauchan Barsa Mary Joy P 2A Darlington Chloe Leigh Valdez Vanessa Jane 2B Ricafort Julianne Marie Danielle Annika Sonota 3A Cannons Alexandra Rose 4B Manglicmot Jaqueline Kris 4D Chung Karen Barlolong Morta | Valdez Krizza Angela Vales Jamie Reese Rodriguez 4A Tumbaga Chrisna Jayne | Rai Lucky Togher Jasmine 4C Eclipse Erica Breana Maling | Tubolto Rose Emma Mary Villanueva | * | | |
| HKSSF Interschool Athletic Competition | | | | | | |
| 3D Kennelly Michael John(Long Jump) | | | | * | | |
| 3D Kennelly Michael John(High Jump) | | | | | * | |
| 4C Li Ho Wing(5000m) | | | | | | * |
| 2B Man Chun Yat(High Jump) 6C Malhi Parminder Singh(Shot Put) | | | | | | * |
| Inter-School Cross Country Competition | | | | | | |
| 4C Li Ho Wing | | | | | | * |
| (IV) OTHER EVENTS | | | | | | |
| Hong Kong Island (Wan Chai District) Outstanding Students Award 2016 | | | | | | |
| 3B Windebank Ewan Peter George 6A Huang Yingyi | | | | | | * |
| 2016 Wan Chai District Outstanding Young Persons Selection | | | | | | |
| 5A Ho Ka Hei Ernest | | | | | | * |
| Rev. Joseph Carra Education Fund Annual Awards | | | | | | |
| 6A Capiendo Wincel Sagana | | | | | | * |
| Hong Kong Outstanding Students Award 2016 | | | | | | |
| 4A Villareal Emanuel Jose | | | | | | * |
| The 30th HKSAR Outstanding Students Selection | | | | | | |
| 5A Ho Ka Hei Ernest Jasveen Kaur | | | | | | * |
| Sir Edward Youde Memorial Prizes For Senior Secondary Students | | | | | | |
| 6A Huang Yingyi 6B Chiu Ching Man | | | | | | * |
| Youth Arch Student Improvement Award 2015-16 Scholarship | | | | | | |
| 6B Ricafort Rachel Kaye Pineda | | | | | | * |
| Woo Hay Tong Scholarship | | | | | | |
| 1A Gaitte Santana Ysabelle Perez | | | | | | * |
| 2016 全港青少年進步獎 | | | | | | |
| 5A Singh Navaldeep | | | | | | * |
| Business-School Partnership Programme 2016/17 SCMP/HKJC Student Of The Year Awards | | | | | | |
| 6A Chiu Yuen Ki Yuki Huang Yingyi | | | | | | * |
| Community Youth Club (Level 2 Orange Badge) | | | | | | |
| 4A Chan Po San Jenny 4C Lo Hoi Ki 4D Lai Pak Hei | | | | Cheung Cheuk Nam Leung Lok Hei | | * |
| “We Did It” Award Scheme 2016/17 | | | | | | |
| 3C Chui Ka Ming 4D Pang Wing Chun | | | | Lo Hoi Hei | | * |

| | | | | | |
|--|--|--|--|--|--|
| | 5A Chan Rhody Chun Ming Gurung Nishan Gurung Stephanie Villaeba Limbu Bega Shandes Rajanala Bindu Sham Ka Lei Kelly Singh Gurjit Singh Navaldeep, Subang Danielle Palaganas Yau Tsz Hang 5B Au Yeung Man Nga Mandy Cheung Iris Tsz Yu Cruz Christian Andre Viaje Hossain Md. Sadnan Hossain Sakin Robledo Mark Christian Joseph Huiso 5C Kwong Tsz Yan Liane | | | | |
|--|--|--|--|--|--|

VII Financial Summary

Financial Summary (2016-2017)

| | Bal. from last year | Income (\$) | Expenditure (\$) | Balance |
|--|---------------------|---------------------|---------------------|--------------------|
| 1 OEBG | | | | |
| (a) General Domain | | | | |
| 1 School & Class Grant | - | 714,895.00 | 1,324,533.00 | (609,638.00) |
| 2 Recurrent English Language Grant | 4,352.00 | 18,784.00 | 15,263.50 | 7,872.50 |
| 3 S B M Supplementary Grant - S | 247,565.00 | 208,241.00 | 243,433.00 | 212,373.00 |
| 4 Enhancement Grant - S | 9,143.10 | 6,264.00 | 650.00 | 14,757.10 |
| 5 Training & Development Grant - S | (7,102.00) | 8,605.00 | 4,650.00 | (3,147.00) |
| 6 Composite Information Technology Grant | 215,632.00 | 454,158.00 | 447,055.00 | 222,735.00 |
| 7 Consolidated Subject Grant | 140,605.00 | 156,979.81 | 186,223.10 | 111,361.71 |
| Sub-total : | 610,195.10 | 1,567,926.81 | 2,221,807.60 | (43,685.69) |
| | | | | |
| (b) Special Domain | | | | |
| 1 Programme Fund-WS Approach-S | 3,111.60 | 7,520.00 | 5,197.00 | 5,434.60 |
| 2 Home-School Co-operation Project | - | 12,267.00 | 12,267.00 | - |
| 3 SBSS for schools with intake of NAC | 413,686.60 | 53,310.00 | 34,658.00 | 432,338.60 |
| 4 After-school Learning & Support | 57,988.00 | 71,400.00 | 91,511.50 | 37,876.50 |
| 5 SSCSG - Sec Curr Support Grant | 234,890.70 | 680,256.00 | 548,827.20 | 366,319.50 |
| 6 Learning Support Grant (LSGSS) | 67,379.14 | 466,650.00 | 473,977.60 | 60,051.54 |
| 7 Diversity Learning Grant | 63,816.00 | 187,475.00 | 180,975.00 | 70,316.00 |
| 8 LS Curriculum Support Grant (LSCSG) | - | - | - | - |
| 9 Moral & National Education | 30,661.40 | - | 15,026.20 | 15,635.20 |
| 10 Lift Maintenance Grant | (345,108.00) | 94,068.00 | 264,716.00 | (515,756.00) |
| 11 Capacity Enhancement Grant | 224,536.91 | 588,202.00 | 761,391.10 | 51,347.81 |
| Sub-total : | 750,962.35 | 2,161,148.00 | 2,388,546.60 | 523,563.75 |
| | | | | |
| (2) Composite Furniture and Equipment Grant | - | | | |
| Sub-total : | - | 442,575.00 | 486,904.00 | (44,329.00) |

ROSARYHILL SCHOOL (Secondary Section)

Programme Evaluation Report for DLG – Other Programme for the 2016/17 school year

| Programme title | Objective | Target (No. level / selection) | Duration / Start Date | Deliverables | Evaluation | Expenditure |
|-----------------------------------|---|--|--|--|---|-----------------|
| Thinking skills workshop | To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination | S.5 Students EMI class (23 students) CMI class (24 students) | 29 March, 05 April and 31 May 2017 3:35-5:05p.m | Student Workbook: 1 copy per student | <p>Survey results:</p> <ul style="list-style-type: none"> - The large majority (CMI class 75%, EMI class 95%) of students found that the program was useful and were satisfied with it. - The large majority (CMI class 70%, EMI class 100%) of students found that the trainer professional, friendly and were satisfied with his teaching. - Students gave positive comments on the effectiveness of the trainers and workshop in helping them in analyzing the questions. <p>Observation results:</p> <ul style="list-style-type: none"> - Students were quite attentive and could follow the tutor's guide to complete their workbook - Classroom interaction was quite good | \$ 17600 |
| Maths training for elite students | To provide additional Maths training for students with talents or interest in Maths | S.4 - S.6 students | 23/11/2016 - 1/3/2017 (6 lessons) | | <p>Attendance Rate 58 %</p> <p>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, 2017AIMO(港澳盃)初賽 and 城大優數盃</p> | \$4680 |
| Network Programme in Music | To help cater for students' diverse needs and talent in music | S.6 students (2014-2017 cohort) | 2016-2017 | The salary of the Teaching Assistant for May and June 2017 and MPF Employer's Contribution | 100% passing rate of this cohort | \$25200 |