

Rosaryhill School

(Secondary Section)



Annual Report 2015 - 16

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I School Vision and Mission

A. School Motto & Mission

VERITAS (TRUTH) is our school motto. We aim to provide a wholesome education for our students, so that they may become conscientious individuals, useful citizens and authentic Christians.

B. School Goals

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

1. to instill in students Christian values, moral integrity, a charitable and caring attitude and an understanding and respect towards differences.
2. to 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.
3. to develop the sense of civic duty, responsibility to the family and service to the community.
4. to develop health awareness and good physical coordination.
5. to develop creativity and aesthetic awareness.

C. School Major Areas of Concern

Our school has identified three areas as our major concern for 2013/14 – 2015/16. They are:

1. To develop RHS into a multi-cultural school of distinctive characteristics.
融合多元文化，展現校本特色
2. To cater for students' learning diversity.
照顧學生學習差異
3. To enhance the self-management abilities of students.
提升學生自我管理能力

II Our School

A. School Management

The Principal leads the Advisory Committee & the Executive Committee to formulate and to implement school policies. The Academic, Co-curricular Activities, Pastoral Care, Administration, and Liaison Offices run daily school activities. The PTA, OSA also play an active role by 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

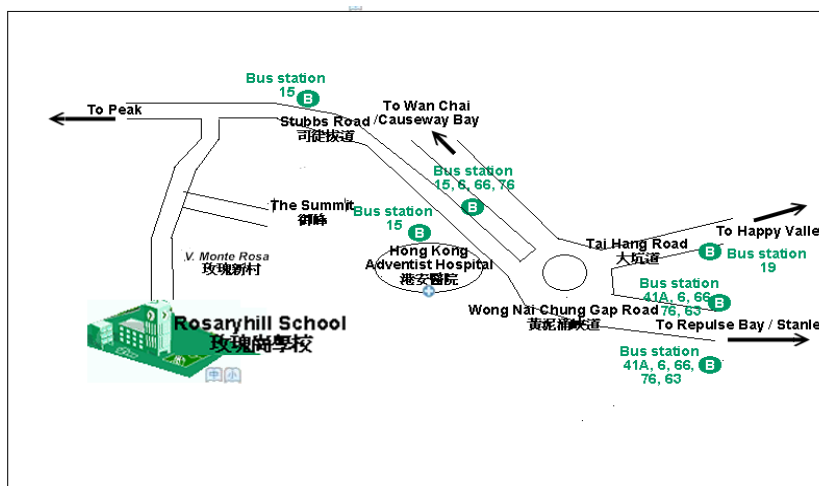
B. History

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 are now a thriving co-educational institute consisting of a Kindergarten, a Primary Section, and a Secondary Section.

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 2015-16

Number of teachers in regular establishment	51
Additional number of teachers	8
Total	59

2. Teachers' Professional Development

The average number of training hours undertaken by teachers is 28.1 hours.

3. Qualification and professional training (% of teachers)

Qualification	Percentage
Bachelor's degree	60%
Master's degree	36%
With teacher's training	95%
With special education training	20%

4. Teachers' Experience

Years of experience	Percentage
0-4	8%
5-9	13%
10 or above	79%

F. Our Students

1. Class Structure

In 2015-2016, we had a total of 24 classes, offering 36 places in each S.1-S.6 class.

Table 2.1: Class Structure 2015-2016

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

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 develop RHS into a multi-cultural school of distinctive characteristics

Integration of students of different nationalities in same class has been extended to Secondary 2 in this school year. Students of different races, nationalities, mother languages and cultures are able to learn, work, dine and play together for most of the time in school. They are able to share their experience and customs in their everyday life. They also communicate in a common language – English, but other languages are also used making them being able to learn from others as well as creating a harmonious atmosphere in school.

Students of different national and cultural background can cooperate and work well together in academic, social, and sports programs and activities, and in all levels (class, house, and school). The proportion of local students to NCS is different from that in 3 years ago. The activities organized for appreciation of different cultures were adjusted accordingly. Stress of harmony and appreciation of different cultures worked well in line with various kinds of programs and activities. Through all those activities like Inter Class competitions, Integrated Learning Week, Chinese Flower market, students of different cultures have mutual understanding and respect for each other.

Major Concern 2 : To cater for students' learning diversity

With the admission of more students of different nationalities, the learning diversity is significant especially in languages.

Starting from the junior levels in the core subjects of English Language, Chinese Language and Mathematics, students are streamed according to their standards. In weaker groups, the teachers tailored the curricula to meet the needs of the students and targeted at strengthening foundation and supplementing weaknesses so that the students can gradually catch up with the main-stream. In higher standard groups, the teachers helped the students to reach higher level through higher requirement and by means of taking part in external competitions. In other subjects, bilingualism or even trilingualism is the main strategy to cater for language diversity; the main aim is to facilitate the understanding of subject matters prepared for future study.

In senior levels, Secondary 4 classes are streamed according to combined standard in English Language and Mathematics. In Chinese Language, students have to decide on whether to follow HKDSE curriculum or GCSE/GCE curriculum; all students who follow the non-HKDSE curricula in Chinese Language have to attend the Applied Learning courses in Chinese Language to facilitate their further studies and future careers. In Liberal Studies, both Chinese and English streams are available for the choice of the students. In elective subjects, supplementary lessons are arranged both for the elite and under-achieved groups.

Panels and individual teachers were given more flexibility when planning the curricula. More cross-curricular projects were implemented to allow students of different capabilities to work together. Different teams like the Special Education, ISET provided further supports to students. After school remedial lessons organized by outside organizations were also helping the NCS students on Chinese Language and Mathematics. NCS students were arranged to take GCSE and GCE AS/A Level Chinese. We also provided IGCSE courses of various subjects for students planning future studies.

Peer observation has become a practice on sharing on teaching strategies and pedagogies for the benefits of the students.

The school keeps on motivating the students to strive for excellence and exploring their talents by encouraging them to participate in more inter-school activities and competitions, in a wide range of discipline according to their interests and abilities - in sports, arts, music, speaking, drama, as well as in academic subjects like Mathematics, Science and Liberal Studies; to establish their confidence and to acquire more skills.

Major Concern 3: To enhance the self-management abilities of students

All subject departments worked concertedly in providing training for students in keeping and organizing their learning material systemically. The Life Education Periods together with the Careers & Life-Planning Programmes the students were guided to establish and maintain their learning portfolios and achievement for their future use in further studies and careers.

After carrying out the above policy in the Humanities subjects, students were trained the filing skill and managing learning materials in all the other subjects. Students were also encouraged to monitor their learning progress by using portfolios.

Starting from the second term of the school year 2015-16, mindfulness practices was implemented to help emotion management. Different activities and schemes were organized to inculcate self-management habits like Star of appearance, NHW detention class and election of outstanding students in each class by the end of school year. Different leadership training camps for different levels and different purposes. The RHS award scheme helped to encourage students to make improvement with targets set for each different level.

Thematic study tours, camps, visits and community services organized by the school during the Integrated Learning Week demanded our students to prepare and manage themselves; as well as to communicate and collaborate with others. The Counselling & Discipline Team has also organized small group activities with designated targeted themes, social services, and a service tour to train our students related to this major area of concern.

The school actively organized many sports school teams including basketball, soccer, cricket, handball, badminton, table-tennis etc. together with various groups such as choir and choral speaking to arouse students' awareness of self-discipline and cooperation. Various student bodies like Students Council, Discipline Prefect Team, House Executive Committees, Student Librarians, Youth Ambassadors and Sports Association etc train our students through practical situations of time management, resource management and leadership skills.

With the concerted effort of all the teachers the students showed marked improvement of growth and improvement in self-management skills and in emotional control; they have also shown progress in sociality.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2015-2016, our active school days was 177, other school days was 33, adding up a total number of 210 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days and Active School Days 2015-2016

Events	No. of Days
A. No. of active school days	177
Lessons in regular time-table	160
Teachers-students Day, Post Exam. & School Activity Days	5
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	33
Parents Day (S1, S3, S6, all form levels)	4
Examination (without normal lessons)	7
Teachers Development Day	2
Staff Meetings on Saturdays (SBM_2 days,)	2
Other days which involved majority of teachers (Speech Day, Recollection Day, Supplementary Examinations, S.1 Registration, Attainment Test & Orientation Days etc.)	18
C. Total no. of school days	210

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 2015-2016

	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 each subject in S.1-S.5 in each term to monitor the variation between classes. Emphasis has always been put on courseworks 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 2015-2016

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 2015-2016.

Table 4.4: Subject-Period Allocation 2015-2016

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		12	12	12	14
Chinese Literature					10
Combined Science					10
Computer & Information Technology		4	3	3	10
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	10
HMSC					10
Information and Communication Technology					10
Integrated Humanities		8	9		
Integrated Science		8	8		
Liberal Studies					12
Life Edu. Period		2	2	2	2
OLE (aesthetic development)					2
Mathematics		11	12	10	11
Music		3	3	3	
Physical Education		4	4	4	4
Physics				3	10
Putonghua		3	2	2	
Religious Studies		3	3	3	2
Visual Arts		3	3	3	10
Spanish		2	2	2	
Total (per 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.

**Table 4.5: Lesson Time for Various Key Learning Areas Per Cycle in S.1-S.3
2015-2016**

KLA Level	Eng. Lang.	Chi. Lang.	Math.	Sci.	PSHE	Arts	Technology	Phy. Ed.	Life Ed.
S.1 (periods)	14	14	11	8	11	6	7	4	2
S. 2 (periods)			11	8	12	7	6		
S.3 (periods)			10	9	15	6	6		
S.1 (%)	17.5	17.5	13.75	10	11.25	7.5	8.75	5	2.5
S.2 (%)	17.5	17.5	13.75	10	15	8.75	7.5	5	2.5
S.3 (%)	17.5	17.5	12.5	11.25	18.75	7.5	7.5	5	2.5

F. Students' Reading Habits

The comprehensive RHS Extensive Reading Scheme is contributive to nurture students' reading habit and to maintain a good reading atmosphere in school. MRS is supportive to school Major Concern 3 relating to promoting and reinforcing a healthy life style. Students are provided with the opportunities to read daily in the morning and present/share frequently in MRS. After many years of implementation, teachers and students are used to the MRS which actually becomes part of the school life.

The Chinese and English Book Report Writing Competitions and Bookmark Design Competition are held every year to encourage students to read extensively and to write or design quality works in the competitions. Under the encouragement of Visual Art teachers, many quality and creative bookmarks are received. On the other hand, the number of participants in the writing competitions especially in English this year was very 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.

Two book exhibitions a year are popular programs 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) indicates an encouraging increase in 2015-2016. The accumulative number of books borrowed in each form is shown in Table 4.7. The average borrowing rate per student was around 23 books in the school year. If Class Library, ebooks from eLibrary Plus and Hyread are taken into account, the average and total number of

books borrowed will be higher.

Table 4.6: Accumulative Total of the Books Borrowed 2015-2016

	S.1	S.2	S.3	S.4	S.5	S.6
A	1718	897	867	110	124	60
B	1127	930	262	112	20	23
C	1365	471	471	68	123	6
D	1946	269	875	45	28	39
Form Total	6156	2567	2475	335	295	328
Total	11956					

To meet the trend of online reading, this year we have introduced 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 1,000 ebooks mainly in Chinese and the other one is Raz-kids with hundreds of ebooks all in English. With the planned ebook reading program, students are much motivated to read a lot of ebooks in this year.

An ebook Reading Program was held for the MagV Kids ebooks and the result was encouraging.

Our school library will continue to explore more ebook reading resources, to promote ebook reading program as an important part of the RHS Extensive Reading Scheme.

V Support for Student Development

The Counselling and Guidance Team, the Discipline Team, the Careers Guidance Team, the Religious Education & Activities Team, the Life Education Team, Inclusive & Special Education Team under **Pastoral Office**, and Life-wide Learning Development Team and Club Management Team under **Co-curricular 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, attendance, 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.

Life Education Period activities, the Careers and Life Planning workshops, educational visits, a wide range of school-based co-curricular activities and Leadership Training Programmes are promoted to enhance students' readiness for the future.

The Counselling and Guidance Team, the Discipline Team, Inclusive & Special Education Team, and the Student Affairs Team organize targeted supports for students in need of financial help, additional academic, behavioural assistance, and special education care and training in order to nurture them to succeed in a general education environment.

School provides students with opportunities to interact with the outside community as well as to create an environment which emphasizes appreciation for all regardless of culture, race or religion. Through the wide range of school-based extra-curricular activities and the "love and care" culture and we create and uphold, students feel appreciated and show the sense of belonging.

VI Student Performance

A. Public Examinations

A total of 85 students entered the HKDSE 2016. 68 students registered for two elective subjects in addition to the four core subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. 17 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. 20% obtained Grade A and 55.3% obtained Grade C or above. The percentage of students obtaining alternative Chinese language qualification reached 93.3%.

The percentage of students in the school who have met the general entrance requirements for local undergraduate university programmes is 12.9 %, which has risen by 1.05% as compared to last year. These 11 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 2016.

A total of 32 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 37.7 % 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 2015-2016.

Table 6.1: Destination of exit S.6 students in 2015-2016

	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	85	3	29	23	6	6	10	8
%	100%	9.41%	34.12%	27.06%	7.06%	7.06%	11.76%	9.41%

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 2015-16

INTER-SCHOOL AWARDS			POSITIONS			
(I)	ACADEMIC EVENTS		1	2	3	MERIT
A.	中文/普通話					
	第十屆全港學生口語溝通比賽					
	5A Liu Ruize					*
	5A Huang Yingyi Wang Weichen					*
	5A Chan Ho Tung 6A Lam Pui Yin 6D Li Chung Yu Loo Yat Sin Wat Kai Chiu Hugo Wong Chun Wai					*
	第六十七屆香港校際朗誦節 - 中文朗誦					
	5A Yuen Tak Chuen			*		
	5A Yuen Tak Chuen				*	
	5A Yuen Tak Chuen				*	
	3A Cheung Cheuk Nam 4A Wang Jing Qian 4B Lau Tsz Shan Ellen					*
	集誦					

3A Chan Ching Kit Chan Owen Chan Po San Jenny Chan Russell Cheung Alvin Ho Nam Cheung Cheuk Nam Lai Pak Hei Lam Henry Kai Chung Leung Lok Hei Li Ho Wing Liang Yuhao Lo Hoi Ki Mok Ning Fei Ng Ching Yi Ngai Tsun Kai Shen Jiaxin Sin Mae Sin Yee Siu Man Long Tang Lai Sho Tsui Zheng Yang Zhang Jiaxiang 3C Chan Ka Ki Chan Percy Cheng Hon Lam Choi Hang Hin Choi Tsz Wai Chung Kit Yee Kwok Tsz Ching Lam Chun Ho Lau Pak Him Keith Laurel Aronn Grant Y. Leung Jun Bao Michael Pang Wing Chun Sham Tsz Yuk Tam Pui Man Tsang Yick Ngai Wong Ka Yuk Wong Yu Tak Noel Yip Ching Wang Yu Cheuk Ying Zhou Yuan Ying 4A Chan Tsam Kit Cheung Ka Huen Choi Chuen Wai Michael Du Jianxuan Gurung Stephanie Villaeba Ho Ka Hei Ernest Kwok Chun Yu Leung Ngai Chung Sham Ka Lei Kelly Wang Jing Qian Yau Tsz Hang 4B Au Yeung Man Nga Mandy Butt Hoi Tung Chan Wing Ki Cheung Iris Tsz Yu Ho Sze Ying Kwok Siu Kay Lau Tsz Shan Ellen Leung Ka Wing Loo Yat Him Ma Ching Kiu Wong Tsz Hin Zou Xinyi 4C Chan Hong Ching Cheung Ka Tsun Cheung Pak Hei Choy Hiu Yeung Kwong Tsz Yan Liane Lam Lok Hei Laurent Lee Shun Yat Wong Wing Yan 4D Chan Hiu Mei Chow Tsun Wah Du Wei Jie Kwok Wing Yan Lai Hok Him Leung Lorraine Lo Hoi Ki Siu Chak Kau Siu Hoi Nam Wu Wang Hoi Yiu Gi Hang Yu Ho Nok				*
第十六屆全港學界普通話傳藝比賽				
3C Cheng Hon Lam	*			
3C Tam Pui Man		*		
3A Shen Jiaxin Mok Ning Fei 3C Chan Ka Ki Cheng Hon Lam Zhou Yuan Ying				*
67th Speech Festival--English				
1A Matias Mardrig Cabrera 3A Chan Po San Jenny 5B Lalwani Sneha	*			
2B Yasmine Colette Yeung Casupannan 5B Rachel Kaye Pineda Ricafort		*		
1C Arcilla Ernestine Joyce 2B Julia Zyree Go 3C Leung Jun Bao Michael 4B Estabillo Kyle Angelee			*	
1A Pagatpatan Jazel Anne Cuntapay Singh Harinapal Kaur Darlington Chloe Leigh Jamila D 1B Villanueva Danielle Annika Sonota Lee Ji Yuen Sean Ryan Alvaniz Jaymee Lee 1C Julianne Kelly Advincula Eliezer Nicole Oli 1D De Jesus Mary Hanna Saba Fatima Neelam 2A Kaur Gurkeerat Santos Jennessa Lynn Khan 2B Panaligan Micah Gregorio Panday Monica Dhanley Fernandez Brotonei Agharta Raine Crishna Mayor 2D Michael Jusuf Lewis Mat Nor Krish V Sadhwani 3B Inocencio Dylan Reese Esteban Erica Breana Maling Eclipse				*

	3C Yu Cheuk Ying Sham Tsz Yuk 3D Ameen Adianul Tumbaga Chrishna Jayne Medina 4A Rajanala Bindu 4B Md Sadnan Hossain Sakin Khan Mahanur 4C Panikar Sneha Jaychandran 4D Landrito Regine Gallibu 5A Capiendo Wincel Sabana Choy Vivienne Huang Yingyi 5B Nicole Jan Marie Manyo Ortega 5C Poon Chun Long Jason 6B Ma Patricia S Mandalihan				
	2C Chui Ka Ming 3C Aramvejanan Rasika 3D Singh Ivanpal 3D Gauravdeep 4B Md Sadnan Hossain Sakin 4C Muhammad Hamza 4C Choy Hiu Yeung 4C Centeno Ellan James				*
	Choral Speaking				
	3B Alexander-Jovan Aranas Hannah Ayezza Alimagno Balagot Justine Mae Fernandez Bayran Zandru Justin Sabinano Carroll Louis Jonathan Tik Hang Christian Palasin Companero Defeo Tala Inciong Eclipse Erica Breana Maling Fernandez Marc Jason Valdez Inocencio Dylan Reese Esteban Kumar Ran Deep Kwok Dorene Wai Yin Liang Laiane Miranda Cristine Kate Derecho Palmes Ivy Jane Fabro Safran Lance Angelo B. Sharma Suraj Gaire Singh Jashanbir Tamayo Paul Jhester Estabillo Villareal Emanuel Jose Wong Lamuel Tong Vargas Allman-Brown Harry Vincent Sadang 3D Ameen Adianul Estabillo Danniel Jeremy Agot Singh Ivanpal Manglicmot Jaqueline Kris Tumbaga Chrishna Jayne Medina Bacarisas Edward Joshua Ping L. Rodriguez Princess Rubenette S. Chung Karen Barlolong Morta				*
B.	<i>Mathematics Competitions</i>				
	華夏杯全國數學奧林匹克邀請賽 (晉級賽) 2016				
	2D Wong Chi Kin			*	
	華夏杯全國數學奧林匹克邀請賽 (總決賽) 2016				
	2D Wong Chi Kin			*	
	亞洲國際數學奧林匹克公開賽 AIMO Open (初賽) 2016				
	3A Shen Jiaxin		*		
	1C Chen Chun Hang 2D Tong Ka Yan Wong Chi Kin 3A Cheung Alvin Ho Nam Leung Lok Hei Tang Lai Sho 4A Cheung Ka Huen			*	
	亞洲國際數學奧林匹克公開賽 AIMO Open (晉級賽) 2016				
	2D Wong Chi Kin		*		
	2D Tong Ka Yan 2D Wong Chi Kin 3A Leung Lok Hei			*	
	2D Wong Chi Kin			*	
C.	<i>Liberal Studies Competitions</i>				
	惜食通識盃 Food Wise Liberal Studies Cup				
	6D Choi Yin Lam Edith 6D Lee Nga Pok 6D Li Man Ying 6D Loo Yat Sin		*		
	青 Teen 講場 2015 - 「私隱解碼」				
	5A Huang Yingyi Mak Kam To Liu Ruize Gurung Yoman Reambillo Hamish C. Wang Weichen				*
	全港通識理財問答比賽				
	學校獎 - 最踴躍參與獎				*

	十大新聞選舉				
	全情投入金獎 5A Wang Weichen 5A Yee Pui Man 5C Cheng Hoi Ho				*
	Centennial College Essay Writing Competiton				
	4A Gurung Stephanie Villaeba			*	
(II)	ART & CULTURAL EVENTS				
	Hong Kong Flower Show Drawing Competition 2016				
	2B Go Julia Zyree Pacio (優異獎)				*
	2C Yick Hiu Hei 3A Lo Hoi Ki (嘉許獎)				*
	「世界心臟日」香港心臟基金會繪畫比賽				
	2B Yasmine Colette 3A Lo Hoi Ki (精英獎)				*
	墨兜環保填色創作比賽 2016				
	3C Tam Pui Man			*	
	4C Eraes Shanille Nicole Advincula				*
	齊 SING 防罪歌詞創作比賽				
	5A Choy Vivienne				*
	The 52th Hong Kong Schools Dance Festival				
	2A Azhlima Kamila Najma Cannos Alexandra Rose Dalipog Li Ka Chun Tommy Limbu Vanessa 3A Sin Mae Sin Yee 3D Rodriguez Princess Rubenet 4A Mandalihan Martha Hillary S. Queriones Chelsea Nicole 4C Shrestha Irisha 5A Reambillo Hamish C. 5B Noel Sabinano	*			
	67th Hong Kong Schools Music Festival (Individual/duet)				
	1B Alvaniz Jaymee Lee Gonzales Elisha Quinn Alcantara Lamsen Aivean Jeneel Velasquez Singson Shontal Tolarba 2A Tse Julian Yin Nam 2B Yamat Lyra Pauline D Panaligan Micah Gregorio 2C Rai Eric Samonte Ariell Joy Valencia 2D Wong Chi Kin 3A Chan Owen Chan Po San Jenny Cheung Cheuk Nam 3B Villareal Emanuel Jose 3C Yu Cheuk Ying 4A Gurung Stephanie Villaeba 4B Estabillo Kyle Angelee 4C De La Cruz Julia Rae Tolentino Kwong Tsz Yan Liane 5A Chan Ho Tung				*
	67th Hong Kong Schools Music Festival (Team)				
	1A Valdez Vanessa Jane 1C Valencia Mico Valdez 2A Cannons Alexandra Rose Dalipog Gurung Milly Macafe John Angelo P. 2B Casupanan Yasmine Colette Jones Anastasia Tiffany Coco Lalwani Gitika Panaligan Micah Gregorio Panday Monica Dhanley Fernandez Yamat Lyra Pauline D 2C Rai Eric Yick Hiu Hei 2D Ng Wing Yuen Wong Chi Kin 3A Chan Po San Jenny Cheung Alvin Ho Nam Cheung Cheuk Nam Leung Lok Hei Lo Hoi Ki 3B Villareal Emanuel Jose 3C Aramvejanan Rasika Chan Ka Ki Kwok Tsz Ching Laurel Aronn Grant Y. Leung Jun Bao Michael Wong Ka Yuk Wong Yu Tak Noel Yu Cheuk Ying				*

	3D Bacarisas Edward Joshua Ping L. 4A Chan Tsam Kit Gurung Stephanie Villaeba Ho Ka Hei Ernest Leung Ngai Chung Sham Ka Lei Kelly Wang Jing Qian Yau Tsz Hang 4B Butt Hoi Tung Cheung Iris Tsz Yu Estabillo Kyle Angelee Ho Sze Ying Lau Tsz Shan Ellen Ma Ching Kiu 4C Centeno Ellan James Chan Hong Ching Lam Lok Hei Laurent Wong Wing Yan 4D Kwok Wing Yan Leung Lorraine 5A Capiendo Wincel Sagana Choy Vivienne 5B Biluan Mark Renzo Ramos Chiu Ching Man Ortega Nicole Jan Marie Mano Sanchez Miguel Anghelo Jompilla				
	Speech Choir Showcase 2016				
	1A Leung Sum Choi Valdez Vanessa Jane 1C Valencia Mico Valdez 2A Cannons Alexandra Rose Dalipog Gurung Milly Macafe John Angelo P. 2B Casupanan Yasmine Colette Jones Anastasia Tiffany Coco Lalwani Gitika Panaligan Micah Gregorio Panday Monica Dhanley Fernandez Yamat Lyra Pauline D 2C Rai Eric Yick Hiu Hei 2D Ng Wing Yuen Wong Chi Kin 3A Chan Po San Jenny Cheung Alvin Ho Nam Cheung Cheuk Nam Leung Lok Hei 3B Miranda Cristine Kate Derecho Villareal Emanuel Jose 3C Aramvejanan Rasika Chan Ka Ki Kwok Tsz Ching Laurel Aronn Grant Y. Leung Jun Bao Michael Wong Ka Yuk Yu Cheuk Ying 3D Bacarisas Edward Joshua Ping L. 4A Chan Tsam Kit Gurung Stephanie Villaeba Ho Ka Hei Ernest Leung Ngai Chung Sham Ka Lei Kelly Wang Jing Qian 4B Butt Hoi Tung Cheung Iris Tsz Yu Estabillo Kyle Angelee Ho Sze Ying Lau Tsz Shan Ellen Ma Ching Kiu 4C Centeno Ellan James De La Cruz Julia Rae Tolenino Kwong Tsz Yan Liane Lam Lok Hei Laurent Wong Wing Yan 4D Kwok Wing Yan Landrito Regine Gallibu Leung Lorraine 5A Capiendo Wincel Sagana Choy Vivienne 5B Chiu Ching Man Ortega Nicole Jan Marie Mano Sanchez Miguel Anghelo Jompilla		*		
	Hong Kong School Drama Festival				
	Award for Outstanding Performer 4A Kwok Chun Yu				*
	Award for Outstanding Cooperation 3A Chan Po San Jenny Cheung Cheuk Nam Lai Pak Hei Lam Henry Kai Chung Leung Lok Hei 4A Kwok Chun Yu 4B Kwok Siu Kay 4C Choy Hiu Yeung 4D Siu Chak Kau				*
(III)	SPORTS EVENTS				
	Inter School Swimming Competition 2015-2016 (Girls A Grade 50 Breast Stroke)				
	5A Chiu Yuen Ki Yuki				*
	4X100m Individual Relay by TWGHs Lee Ching Dea Memorial College				
	3A Ngai Tsun Kai 5B Singh Bhuminderjit 5A Tse Joseph Yat Hin 5D Khan Mohammad Abid			*	
	3A Sin Mae 3A Sin Yee 4B Subang Danielle Palaganas 5A Chiu Yuen Ki Yuki 5A Huang Yingyi				*

	Inter School Basketball Competition Hong Kong Area Division II A Grade 2015-2016			
	4D Bishwakarma Ashish Macafe Jhon-Gilbert Pacis Victoriano Patrick Denzel Punsalang 5A Tse Joseph Yat Hin 5B Fernando Hoel Rudolf Waas Amorena Villareal Jose Gabriel Benitez 5D Inocencio Christian Paulo Baul 6A Ho Wai Kin Ken 6C Wong Chak Man	*		
	Southern District Athletic Meet 2015			
	3A Ngai Tsun Kai (400m) 3C Wong Ka Yuk (Shot Put) 5C Chan Tin Yau Kristopher (1500m) 6D Loo Yat Sin (Discus) 6D Wong Chun Wai (200m)	*		
	1B Man Chun Yat (1200m) 3A Ngai Chun Kai (100m) (4x100m) 3A Sin Mae (100m) (4x100m) 3A Sin Yee (4x100m) 3B Khan Zeshan (200m) (4x100m) 3D Rai Eric (4x100m) 4A Anico Angelaclaris Letran (4x100m) 4A Singh Navaldeep (4x100m) 4A Subang Danielle Palaganas (4x100m) 4C Centeno Ellan James (Shot Put) 4D Wu Wang Hoi (800m) 5A Chiu Yuen Ki Yuki (4x100m) 5A Huang Yingyi (200m) 5A Huang Yingyi (4x100m) 5A Tse Wing Kiu Wingill (Long Jump) 5A Tse Wing Kiu Wingill (4x100m) 5D Inocencio Christian Paulo Baul (1500m) 6A Ho Wai Kin Ken (1500m) 6D Loo Yat Sin (100m) (Shot Put) (4x100m)	*		
	3C Wong Ka Yuk (Discus) 3D Rai Eric (High Jump) 4A Anico Angelaclaris Letran (200m) 4A Leung Ngai Chung (1500m) 6A Ho Wai Kin Ken (200m) 6D Wong Chun Wai (100m)		*	
	港島防罪天使長盃-籃球邀請賽			
	4D Bishwakarma Ashish Chow Tsun Wah Macafe Jhon-Gilbert Pacis Victoriano Patrick Denzel Punsalang 5A Tse Joseph Yat Hin 5B Villareal Jose Gabriel Benitez 5D Inocencio Christian Paulo Baul		*	
	Inter-school Athletic Competition 2015-16			
	6D Loo Yat Sin (Shot Put) 5B Malhi Parminder Singh (Shot Put) 3A Ngai Tsun Kai (100m)	*		
	3A Ngai Tsun Kai (Long Jump) 2A Chan Tsz Ho Nino Adam (4X100m) 2B Villanueva Jeane Dylan Rentoy (4X100m) 1A Singh Karandeep (4X100m) 1B Man Chun Yat (4X100m)		*	
	2A Chan Tsz Ho Nino Adam (200m) 3A Sin Mae (4X100m) 3A Sin Yee (4X100m) 5A Huang Yingyi (4X100m) 6D Loo Yat Sin (4X100m)			*
	Inter-School Badminton Competition 2015-16 (Boys B Grade)			
	2C Choi Yiu Ting 3A Chan Owen Cheung Alvin Ho Nam Lam Henry Kai Chung Tsui Zheng Yang 3B Inocencio Dlan Reese Esteban Kumar Ran Deep 4A Leung Ngai Chung 4B Loo Yat Him			*
	RHS Sports Tournament Boys Basketball Competition			
	2C Rai Eric 3D Mellors Robbie John 4A White Aries Joshua Ruzol 4B Khan Ziyah Mohammad 4D Chow Tsun Wah Macafe Jhon-Gilbert Pacis Medina Bomari Jarren P. Victoriano Patrick Denzel Punsalang 5A Tse Joseph Yat Hin 5B Fernando Joel Rudolf Waas Amorena Villareal Jose Gabriel Benitez 5D Inocencio Christian Paulo Baul	*		
	2016 中銀香港全港羽毛球(章別)訓練計劃銅章單打比賽			

	4A Leung Ngai Chung	*			
	Rosaryhill Sports Tournament				
	1A Singh Karandeep 1D Ameer Moaaz 2A Chan Tsz Ho Nina Adam 2B Gurung Susan 3A Lam Henry Kai Chung 3D Rai Eric 3D Shrestha Anubhav 4A Ho Ka Hei Ernest Limbu Bega Shandes Singh Gujit Singh Navaldeep 4C Lam Lok Hei Laurent			*	
(IV)	OTHER EVENTS				
	The Hong Kong Island Outstanding Student Award 2015				
	6B Tsao Tom David 3B Villareal Emanuel Jose				*
	Woo Hay Tong Scholarship				
	3B Villareal Emanuel Jose				*

VII Feedback on Future Planning for 2016-17

The school year 2016-2017 will see a new three-year School Development Plan (2016-19). Based on the evaluation of the previous cycle and the analysis of the current situations by all teachers, three areas of major concern have been identified:

- 1. To promote Spiritual Education through a holistic approach.**
- 2. To enhance the effectiveness of learning and teaching.**
- 3. To support personal growth of students through reflection.**

The annual school plan 2016-2017 will target at these three major concerns. To address the first and utmost concern of **promoting Spiritual Education through a holistic approach**, a Spiritual Education Committee is set up and a working group is formed to work on the planning, implementation, monitoring and evaluation of Spiritual Education. Spiritual Education and Mindfulness practice will be integrated into curriculum, co-curricular activities as well as other learning experience.

To work on the second major concern of **enhancement of the effectiveness of learning and teaching**, students' study skills & study habits training, catering for learning diversity and closer collaboration and sharing of teachers will be put in place.

To implement the third major concern about **supporting personal growth of students through reflection**, programs that meet the development needs of students to foster a whole-person development will be enforced. On the other hand, development of career and life planning for all students, a structure of career and life planning with objectives and related programmes will also been formulated for systematic development of career aspiration of all students.