

Rosaryhill School

(Secondary Section)



Annual Report

2010 - 11

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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 will endeavour

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 2010/11 – 2012/13. They are:

1. To Enhance Students' English Proficiency, Confidence and Enjoyment of English.
2. To Enhance Student Learning Effectiveness
3. To Develop and Enhance Students' Self-management Capabilities.

II Our School

A. School Management

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

Composition of the School Management Committee

1. Fr. Francisco de las Heras (Supervisor)
2. Fr. José Salas (Treasurer)
3. Fr. Emiliano Pérez (Assistant Treasurer)
4. Fr. Vicente Sánchez (Director of Religion)
5. Fr. Secundino Vicente
6. Fr. José Angel Legido
7. Ms. Anne Wong (Principal, Kindergarten & Child Care)
8. Ms. Leung Yee-wan (Principal of Primary Section)
9. Mr. Francis Tsung (Principal, Secondary Section)

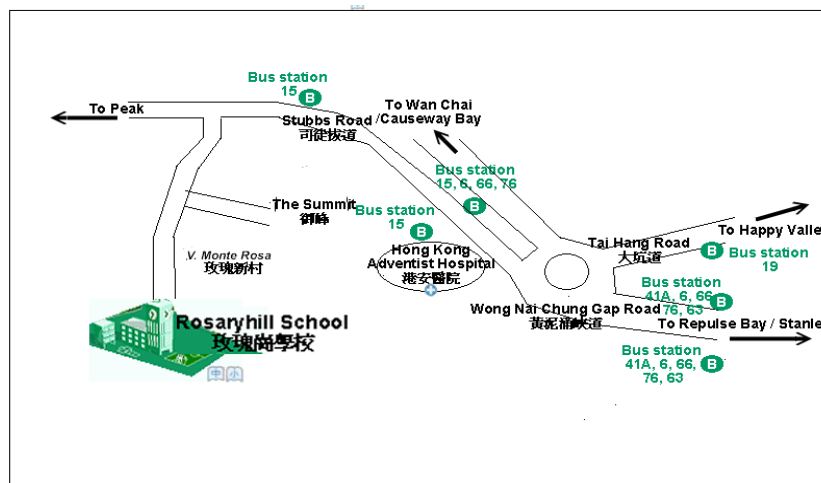
B. History

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. 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, a Secondary Section, and a Business Studies 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 eastern side which has been remodeled to accommodate the Business Studies Section becomes residential quarters for friars again while the western side is used as the residential quarters for the friars of the community. A five-storey multi-purpose building bringing 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 10,000 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 have a wide networked, air-conditioned school bus service and 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/>, <http://www.rhs.edu.hk/sec/>

E. Our Students

1. Number of Students

In 2010-2011, we had 1095 students in total, of whom 629 were boys and 466 were girls.

Table 2.1: Number of Students 2010-2011

Level	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No. of boys	73	89	107	124	127	63	46	629
No. of girls	31	67	76	101	77	57	57	466
Total Enrollment	104	156	183	225	204	120	103	1095

2. Class Structure

In 2010-2011, we had a total of 40 classes, offering 36 places in each S.1-S.5 class and 30 places in each S.6-S.7 class.

Table 2.2: Class Structure 2010-2011

Level	S.1	S.2	S.3	S.4	S.5	S.6			S.7		
						A	S	B	A	S	B
No. of classes	5	6	7	7	7	1	3	0	1	3	0
No. of places	180	216	252	252	252	30	90	0	30	90	0

3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2010-2011. There is still room for improvement in coming year.

Table 2.3: Students' Attendance and Punctuality 2010-2011

	Number of School days	Number of Students	% of Presence	% of Punctuality
S.1	179	104	96.7%	98.9%
S.2	179	156	96.8%	98.0%
S.3	179	183	96.7%	98.0%
S.4	179	225	96.6%	98.5%
S.5	179	204	96.6%	98.1%
S.6	179	120	96.8%	98.1%
S.7	110	103	94.5%	96.8%
All			96.57%	98.16%

III Achievements and Reflections on Major Concerns

This section reports upon the achievements and reflection of the three major areas of concern of our school. The summary report of each of the Major Areas of Concern will be herewith presented, and details of individual strategies are attached in Appendix B.

Priority Task 1 (Major Concern 1): To Enhance Students' English Proficiency, Confidence and Enjoyment of English.

The S.1 English Drama under the English Enhancement Scheme provided an opportunity for students to practice skills in a theatrical setting. Most students participated actively with an increased level of confidence and fluency in oral delivery. The English Drama Day during the Integrated Learning Week also successfully facilitated students to respond, interact and express ideas in English in a more relaxing and interactive environment with the use of mass games, movie appreciation and reader theatres. With the donations from alumni, the English Language Education KLA was able to establish an English Café and to join the drama organization "Shakespeare-4-All", providing further opportunities for students to engage in discussion in English, movie-viewing, Shakespearean plays, and song appreciation outside classroom. It was encouraging to see some junior levels students took part on a regular basis.

English were used in some activities organized by the Religious Education and Activities Team, including the Masses and the Passover Meal in the Religious Week. With some assistants made by teachers, students were able to understand the content and could follow the instructions of the programmes. This helps enhance their ability to listen and understand English.



Many of the programmes organized by the Physics subject, including the English Enrichment programs, the bridging course, and the Spelling competition were supportive to school Major Concern related to language proficiency. Students with different levels are provided with ample opportunities to improve their standard in

English.

In Biology, the Ecological Study, the activity to study the aspects of fitness among students, and in S6, the training in searching information, in sorting and selecting suitable materials, and in writing scientific comments for the projects effectively increased students' opportunities in reading and writing Biology materials in English. In the Spelling competition, an English-rich atmosphere was successfully cultivated for S3 students to learn more terminologies and vocabularies in Biology.

Many of the programmes organized by Integrated Science were related to school Major Concern on enhance learning effectiveness of students by improving students' learning attitude, stimulating students' learning motivation and strengthening students' language abilities. In the Spelling Competition, the representatives from the various classes gained very good result in the final competition, the champion classes got higher than 85% score. Both the competitors and the spectators were excited and enjoyed the competition. This whole year activity could help to cultivate an English-rich atmosphere and hope to improve students' language proficiency in learning Science Subjects in English in the Senior levels.

English improving programmes for lower form students were held under the Personal, Social, and Humanities Education KLA in order to strengthen the English ability of the students. The preparation of students to learn NSS Humanities subjects in EMI gave teachers with much experiences and insight on the future planning of curriculum and teaching and learning materials.

This year, a certain proportion of the Integrated Humanities curriculums were designed for EMI purpose. Some exercises and tests were also designed to help students with a better understanding in English.

In the new MOI policy, the Computer Studies put more emphasis on English. A variety of learning activities in English were successfully introduced in the lesson.

In order to create an English rich environment for students to learn and use English with joy, the Physical Education KLA had post up different sports related specific vocabularies on PE notice board. This arrangement, together with inter-class sport competition, effectively increased students' exposure to using English in learning in their daily life.

The Morning Reading Session (MRS) and English book Report Writing Competition organized by the Library Team were supportive to school Major Concern 1 relating to English language proficiency. Students were provided with the opportunities to read and present/share in MRS. Weekly English newspaper reading helped prepare students for the change in school MOI in more subjects next academic year.

In response to the school Major Concern, the Learning Strategies Development Team developed English Enrichment Programmes which effectively cultivated an

English-rich atmosphere in junior levels.

This school year, the number of Newly Arrived Children was less than that in last school year. The Student Affairs Team carried on the financial support to the students towards improving their English ability and interest.

The PTA Essay Writing Competition and Prize Presentation Ceremony organized jointly by the House Management Team and the PTA, was supportive to school Major Concern 1 on learning English. Students The number of participants in the was very good this academic year.

All the plans of the Publication Team were finished and on schedule. The qualities of the works were good and the members of the Student Editorial Board were helpful in preparing the material. The goal of the plans on enhancing students' language proficiency were successfully achieved.

Priority Task 2 : To Enhance Student Learning Effectiveness

Most of the work of the Religious Studies Department required student to reflect The Chinese Language Education KLA successfully trained students to achieve pleasing results in many interschool competitions. For example, in the 62th Interschool Speech Festival, our students received altogether 81 prizes, including three championships and seven second runners-up. Other competitions having good achievements included "文學之星", "不賭人生徵文比賽", etc.

In internal programmes, the S2 Fortress Village Expedition was held successfully despite some minor setbacks. In the Chinese Reading Report Writing Competition (organized jointly with the School Library), the number of contestants reached a very pleasing number of 351. The general quality of writing works had also improved significantly when compared with that of last academic year. Last but the best, the Chinese Language Carnival held in March achieved an astounding participation rate of over 40% of the school population. There were altogether 19 language-related game booths, all prepared and held by S5 students with the guidance of the Language teachers, all of which were much welcomed by the participating students. Atmosphere was festive and joyful.

The activities "Mathematics Competition" and "Fascinating Mathematics Questions", planned to arouse students' interest in the subject, cultivated a stronger motivation in learning. "S1~3 Key Chapters" was provided for students to consolidate their foundation in Mathematics, better facilitating them to obtain at least a pass in HKCEE. The "Mock Test" and "S5 Foundation Course" gave students more intensive training in completing past papers, thus enhancing their confidence in attending the HKCEE. In return, a very pleasing above-average passing rate and positive value-addedness were achieved in the public examinations.

The plans of the Liberal Studies Education KLA aimed to increase teachers' and

school's capacity in implementing NSS Liberal Studies. Four of them were related to Major Area of Concern 2 and were successfully implemented. The implementation of learning portfolios effectively enhanced students' capacity in monitoring their learning progress. To give positive reinforcement to students having improvement or good performance in Liberal Studies, the portfolio not only was a recognition to students' achievement but also boosted up students' learning motivation. The KLA organized many activities including Study Tour to Beijing, Study Tour to Shanghai, Suzhou & Nanjing, Enquiry Study Project Award, S5 News Commentary Competition, and Movie Appreciation and Museum Visits. All these activities successfully stimulated students' motivation and capacity in learning the KLA. Scaffolding in assessment developed students better focusing skills and answering skills. Last but not least, An inter-class slogan-design competition for establishing clear guideline of whole-school classroom rules had been co-organized with the Learning Strategies Development Team. The programme was successfully launched with the positive response from many students.

The Science Week, jointly organized by the subjects in the Science Education KLA, successfully make all activities run smoothly and students learn effectively and joyfully.

In order to arouse students' interest in learning Physics, multifaceted activities (Physics Olympiad 2011 organized by the HKUST, "Physics is Fun" (S6 and S3), Discussion Forum organized jointly with the Religious Studies, Science Quiz, and Inter-school Science competition organized by the PolyU) effectively stimulated students' learning motivation. Students were encouraged to apply the Physics principles they learnt to solve the problems in their daily lives.

In Biology, the Ecological Study and the activity to study the aspects of fitness among students effectively aroused students' interest and motivation in studying Biology. In S6, to link Biology knowledge to daily experiences, students were trained to be more effective in searching information, in sorting and selecting suitable materials, and in writing scientific comments for the projects. A flexible curriculum & activities for learning were also designed. The syllabuses were set from easy to difficult to cover students of diverse levels of learning abilities.

Many of the programmes organized by Integrated Science were related to school Major Concern on enhance learning effectiveness of students by improving students' learning attitude, stimulating students' learning motivation and strengthening students' language abilities. The S2 students participated actively in the Water-Powered Car Design Competition. The competition granted students a good chance to use what they had learnt in the Integrated Science lessons. In the competition, students effectively solidified their learning through application the knowledge in Science area. Most students participated and enjoyed the competition. Even for those low achievers in academic results performed very well and won the Champion in this event.

In the Personal, Social, and Humanities Education, KLA, different joint-Humanities activities were organized. This practice effectively increased mutual understanding

of the needs of different subjects, which in turn benefited their future development, especially in the planning of junior curriculum in the future. Close cooperation and communication between panel heads of Humanities Department was fostered.

All the 5 departmental plans of Economics carried out throughout the whole year were successful according to the success criteria set in the Annual Plan. In view of the NSS curriculum, the subject worked in a direction that more diversified programs would be provided to different levels of students in order to let them have more exposures in different learning areas.

The History Department organized three programmes related to Major Area of Concerns 2. The use of portfolios was implemented and the purpose of helping students better understand their own learning progress were achieved. However, its success depended on subject teachers' guidance on the use of portfolios. Students with good or improved performance in History were positively reinforced. This practice should be retained for next year. NSS History students have been provided oral reminders to connect history knowledge and concepts with their Liberal Studies learning. However, its success depended on whether the teacher teaching NSS subjects was also a Liberal Studies teacher. Besides, the History Department also co-organized some activities with the PSHE KLA to promote students' learning. The results were also satisfactory.

There were very apparent learning achievements in some outdoor Chinese History activities, including film appreciations, museum tours, campus broadcasting, etc. This vividly illustrated the advantage of multiple learning modes over traditional teaching in arousing student interest in learning Chinese History. To better prepare students for public examinations, apart from daily answering skills drilling, the subject had also joined an interschool mock examination. The S7 students were particularly serious about the event.

The program plans of Integrated Humanities carried out throughout the whole academic year were successful. A variety of activities and competitions of different natures were organized. Students showed their talents in designing the bookmarks, book cover and the brochure. Although they were not good at written work, such activities really gave them a sense of achievement.

Two out of three of the departmental programmes organized by the Business, Accounting, and Financial Studies were successfully carried out. Under the NSS curriculum, the subject panel emphasized on students' understanding and capability to search for, interpret, analyze, and make use of information for business development. The departmental programmes effectively catered and targeted in this way to meet the diverse abilities of the students.

In Computer Studies, students' ability on using IT tools was satisfactory. Standardize skill test was successfully be introduced to strengthen their IT ability.

The main target of the Health Management and Social Care curriculum was to let the students learn the core ideas of the subjects through interesting/authentic

learning activities so that they could learn and apply their knowledge to their daily lives. The students were generally motivated in programmes involving practical works, Majority of the students welcomed the programmes and they were able to obtain satisfactory results as well. In particular, students in the brighter classes showed genuine interest in the programmes and their performances were generally good.

The Chinese Book Report Writing Competition, Book Exhibitions, Bookmark Design Competition, Writer's Talk, and Reading Prize Giving Ceremony organized by the Library Team were supportive to Major Concern 2 on enhancing student learning effectiveness. Students were always encouraged to read extensively in YRP, and to write quality work in book report writing competitions. The number of participants in the writing competitions was very encouraging. Moreover, there was a good harvest of obtaining 8 prizes in external competitions this academic year, 3 of which were from the Bookmark Design Competition (organized by HKPTU and HK Public Libraries) including a championship and 2 merits. Two book exhibitions a year, "bookmark design competition", "10 most popular books election" were 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.

In response to the school Major Concern, the Learning Strategies Development Team focussed more on the development of the learning strategies step-by-step in these several years. Summer Academic Improvement Program, New Pleasurable Learning group and ALA classes effectively enhanced students' learning strategies and study skills. The S1~3 Project Learning successfully stimulated students' learning motivation through multifaceted activities. Visit to University is the measure to provide positive reinforcement to our AL students.

As to cater for students' careers needs and learning diversity, the Careers Guidance Team held programmes for S2 & S3 students on the NSS curriculum. Parents show active participation and raised many questions in Q&A sessions. Meanwhile, students showed their interest and reflection on the questionnaire. Positive feedback was received from class teachers as well. Two university visits (HKBU & UST) were organized, positive feedback was received from the students. Through the visits, students were more familiar with university life and university entrance requirement. This also effectively stimulated them to set higher academic goals and strive their best to achieve them.

Same as last academic year, both of the Environmental Education programmes, Invitational Education Theme-RESPECT and the Environmental Debate Competition were supportive to school Major Concern relating to student behavior and language proficiency. The Chinese inter house debate competition not only provided a good chance for speech preparation and performance with students but raise their environmental awareness with social issues. Generally speaking, the performance and the result for the programmes were encouraging and successful.

This year, there were 38 students with different SEN (2 withdrawn from School in

the second term). Most of them were suffering from SpLD, the others from Intellectual Disability, Autism, ADHD, Hearing Impairment, and Speech and Language Impairment. It was important to provide supportive programs for them to cater for their basic learning needs. The team has organized learning groups and SEN students to establish their learning techniques. The team also provided speech therapy services for students with speech and language impairment. Moreover, different types of special examination arrangements were provided for SEN students. Some students got good improvements. Overall, an all-round support to SEN students was effectively provided in this academic year.

Many of the programmes organized by the House Management Team, including the Environmental Debate, the House Quiz, the Academic Competitions, etc. were supportive to school Major Concern 2 relating to student learning effectiveness. Students were provided with the opportunities to join some activities or competition throughout the school year. The atmosphere of the House quiz was particularly good this academic year.



Members of the Safety and Facilities Management Team worked hard on improving the IT facilities in the school. New LCD projectors installed successfully help students and teachers be aware of and make full use of IT facilities for learning. The communication between school and parents had also been enhanced by using the Home-School Short Messages Service.

The main aim of the programmes organized by the Ceremonial Team was to enhance learning effectiveness of students by stimulating students' learning motivation. All the ceremonies were able to achieve the aims. In particular, for the Speech Day, it was generally appreciated by the guests; the students, and the parents.

Priority Task 3: To Develop and Enhance Students' Self-management Capabilities.

Most of the work of the Religious Studies subject required student to reflect from what they learnt from Jesus Christ our Lord and from the Bible. Through prayers and stories, students were able to give thanks to the surroundings. At the end of the year, it was observed that they have become more grateful. By observing the performance in talks, camps and the annual projects, students showed cooperative and disciplined behaviors. Though in some occasions there would be still room for improvement, their overall average manners were significantly improved, especially in the Life and Death Educational Camp.



Various programmes were held by the Religious Education and Activities Team to train up students' habit to be grateful. Students' level of participation and the willingness to say thank you were noticeably improved in the later part of the school year. At the same time, the willingness and the sense of responsibility of students to be altar servers, readers, and offerings were good. This sense of responsibility benefited students' self-management skills.

The Life Education plans on enhancing students' self-management abilities generally ran smoothly during this school year, except for a few clashes in the venue with the other KLA or Team activities. Students were encouraged to take more active part in activities organized by the EDB or other outside organizations. In the coming year, the Team would move on this direction so as to provide more chances to students to expose themselves to the outside world.

Most of the programmes held by the Counselling Team and the Discipline Team consistently supported school Major Area of Concern on student self-management.

Overall, the Counselling Team provided a number of opportunities for students to participate, to experience, to achieve the strategies and targets stated in the MAOC through different activities, such as the Youth Ambassador Scheme, the Smart Teen Program, and Visits. Meanwhile, the implementation of S1~3 Invitational Education was smooth and the performance of the students was rewarding.

It was encouraging that the Youth Ambassadors learnt to be more self confident through serving others within the school as well as people in the communities. Social awareness and responsibility amongst students were effectively cultivated and it also developed their self-management skills, social skills, empathy, and care for others. Exposure to the society and to various peers strengthened their critical thinking skills.

It was also salient that most students were able to handle challenges successfully and their self-esteem was enhanced after the Smart Teen Program. It was hoped that they would join different activities in the coming school years to develop their personal growth and build up a sense of positive thinking.

This year, there were 38 students with different SEN (2 withdrawn from School in

the second term). Most of them were suffering from SpLD, the others from Intellectual Disability, Autism, ADHD, Hearing Impairment, and Speech and Language Impairment. It was important to provide supportive programs for them to cater for their self-management skills and social needs. The team has organized growth group for SEN students to establish their self-management and social skills. Apart from SEN students, two inclusive LEP talks for S1 and S2 students were conducted to promote inclusive education. Overall, a strong inclusive atmosphere was successfully cultivated in this school year.

One of our S5 students, Tso Hiu Tung was selected to be one of the awardees of the "2010~2011 Hong Kong Outstanding Student Award Scheme". This was not only a great encouragement to the student but also to the School and the teachers.

In the Student Affairs Team, The "Youth Arch Student Improvement Award" (named previously as "The Best Improved Student Award") was launched this year up to S.6 level. More students' with significant improvement in academic result or character was awarded accordingly. The RHS Award Scheme also manifested the outstanding performance of students in academic performance, discipline, enthusiastic participation in religious and co-curricular activities, serving to school and the community. Through the acquisition of the awards, students were aroused the sense of belonging to the school and uplifted their personality and received positive affirmation. This year, more students achieved the Gold awards and the Golden Jubilee Scholarship.

In Physical Education KLA, through the programme settings, students were encouraged to keep their appearance in an appropriate manner. In PE lessons, students were requested to wear proper uniforms. An award scheme was hold for recognizing the students with outstanding performance and a clear marking system was set for handling the misbehaving cases. In sport events, students were necessary to wear a proper school's PE uniform for all kind of competitions. Under these special arrangements, the importance of appearance was being emphasized.

This school year, the Life-wide Learning Team successfully recruited 99 students joining various Volunteer work. The team joined with two volunteer organizations for arranging volunteer trainings and community services for the S3~S5 students. The students effectively learnt techniques in communicating and caring with different targets, such as the handicapped, elders and special need children. Most students found it very useful and challenging. The experience effectively helped them maintain good self-management skills as well.



The S6 Orientation Camp held by the Student Leaders Guidance Team had high participation rate. The active participation of class teachers made this camp very successful. The class spirit was effectively built up. Moreover, half of the S6 students had applied for student leaders. At last, about 40% of the applicants had been selected to be student leaders successfully. Later on, these students joined the Leadership Training Camp organized by the same Team to further enhance their leadership potentials and self-management skills.

In the Parents Relation Team, the topics of Parents Talks designed to meet the needs of parents generally met the expectation for it attracted new faces. The talks' aims at enhancing parenting skills, improving student self-management, and equipping parents to face the educational reform had been effectively fulfilled. The Talk by Mak Sir was successful to attract 70 parents and students to take part in it. Distributing the Parents Letter on Parents day was an effective way to promote the Talk. The contents of the talks were well appreciated by parents. To a certain extent, it was worthwhile to reinforce the development of Parent Education by closely connected with outside speakers and school social workers.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2010-2011, our active school days was 172, other school days was 36, adding up a total number of 208 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2010-2011

Events	No. of Days
A. No. of active school days	172
Lessons in regular time-table	161
Integrated Learning Week (S.1-S.6)	5
Normal lessons for S7 only	3
Athletic Meet (2 days,) & Swimming Gala	3
School Opening & Closing Ceremony, Teachers Students Day	3
B. No. of other school days	36
Examination (without normal lessons)	8
Parents Day	4
Cross-country	1
RHS Tournament (During Easter holidays)	3
Teachers Professional Development Day	2
Staff Meetings on Saturdays (SBM Meeting) - 2 days Graduation Day, Multi-intelligence Fair, Flower Market - 3 days # After Final Exam - (27/06-08/07)&12-07 -10 days)	15
Other days which involved majority of teachers: S.4 Supplementary Examination -2 days S.1 Orientation Days – 1 day	3
C. Total no. of school days	208

Remarks: This information mainly refers to S.1- 6 as S.7 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 and S.5 to meet the interests and needs of different students. Moreover, there is also a wide range of subject combinations in S.6 and S.7 to meet the entrance requirements of different universities and post-secondary faculties.

Table 4.2: Subjects Offered in Different Levels 2010-2011

	S.1	S.2	S.3	S.4	S.5	S.6	S.7
Biology			C	E	E		
BAFS/ POA				E	E		
Chemistry			C	E	E		
Chinese History			C	E	E		
Chinese Language	C	C	C	C	C		
Chinese Literature				E			
Combined Science				E			

Computer Literacy	C	C	C				
Economics			C	E	E		
English Language	C	C	C	C	C		
Ethics & Religious Studies				E			
Geography			C	E	E		
Home Economics	C	C	C				
HMSC/ Home Economics				E	E		
ICT/ CIT				E	E		
Integrated Humanities	C	C					
Integrated Science	C	C					
Liberal Studies				C			
Mathematics	C	C	C	C	C		
Music	C	C	C	E			
OLE				C			
Physical Education	C	C	C	C/E	C/E	C (NE)	C (NE)
Physics			C	E	E		
Putonghua	C	C	C				
Religious Studies	C	C	C	C	C		
Visual Arts	C	C	C	E	E		
World History			C	E	E		
AL Biology						E	E
AL Chemistry						E	E
AL Chinese History						E	E
AL Chinese Literature						E	E
AL Economics						E	E
AL Geography						E	E
AL History						E	E
AL Physics						E	E
AL Pure Mathematics						E	E
AS Applied Mathematics						E	E
AS Art						E	E
AS Chemistry						E	E
AS Chinese History						E	E
AS Chinese Language & Culture						C	C
AS Computer Applications						E	E
AS History						E	E
AS Mathematics & Statistics						E	E
AS Use of English						C	C
Ethics						C (NE)	C (NE)

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 course works 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 weighting of tests and examinations in the students' report is shown in Table 4.3.

Table 4.3: The weighting of Tests and Examinations 2010-2011

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%) Other Tests Course works	Reading reports/ Project works (10-30%) 1st Exam. (January)	Uniform Test (30-50%) Other Tests Course works	Reading reports/ Project works (10-30%) 2nd Exam. (June)
Overall: Coursework (not less than 30%), Written Tests & Examinations (about 70%)			

D. Subject-Period Allocation

Tables 4.4 and 4.5 provide information on the subject-period allocation in different form levels in the year 2010-2011.

Table 4.4: Subject-Period Allocation (S.1-S.5) 2010-2011

Subject	Level	S.1	S.2	S.3	S.4	S.5
Biology				3	8*	8*
BAFS					8*	8*
Chemistry				3	8*	8*
Chinese History				3	8*	8*
Chinese Language		12	12	12	13	13
Chinese Literature					8*	8*
Combined Science					8*	8*
Computer & Information Technology		4	3	3	8*	8*
Economics				3	8*	8*
English Language		14	14	14	13	13
Ethics and Religious Studies					8*	8*
Geography				3	8*	8*
History				3	8*	8*
Home Economics		3	4	3	8*	8*
HMSC					8*	8*
Information and Communication Technology					8*	8*
Integrated Humanities		8	9			
Integrated Science		8	8			

Liberal Studies				10	10
Life Edu. Period	2	2	2	2	2
OLE (aesthetic development)				2	2
Mathematics	11	11	10	10	10
Music	4	3	3	8*	8*
Physical Education	4	4	4	4	4
Physics			3	8*	8*
Putonghua	3	3	2		
Religious Studies	3	3	3	2	2
Visual Arts	3	4	3	8*	8*
Total (per cycle)	80	80	80	80	80
Remarks The numbers indicated are number of periods per 10-day cycle. Each period consists of 40 minutes. * S.4 students have to choose three elective subjects apart from the four core subjects plus 2 periods of Religious Studies. * S.5 students have to choose three elective subjects apart from the compulsory subjects.					

Table 4.5: Subject-Period Allocation (S.6-S.7) 2010-2011

Compulsory Subjects	Use of English (AS Level)			12 periods per cycle	
	Chinese Language and Culture (AS Level)			12 periods per cycle	
	Ethics (non-examination subject)			2 period per cycle	
	Physical Education (non-examination subject)			4 periods per cycle	
	Life Education Period			2 period per cycle	
Elective Subjects					
Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Chemistry (AL) Group 1 & 2		Physics (AL) Group 1		Pure Mathematics (AL) Group 1	
		Pure Mathematics (AL) Group 2		Physics (AL) Group 2	
Applied Maths (AS)	Comp Appl# (AS) Group 3	Comp Appl# (AS) Group 1	Comp Appl# (AS) Group 2	Biology (AL) Group 1 & 2	
Economics (AL)		Math & Stat (AS) Group 1	Math & Stat (AS) Group 2	Geography (AL)	
Chinese Literature (AL)		History (AS)	Visual Arts (AL)		
		History (AL)*	Chinese History (AS)		History (AL)*
			Visual Arts (AS)		

Remarks

- Students can take a combination of Both Science and Arts subjects. Students are allowed to

choose only ONE subject from each block, to make up a total of 3 A-Level, 2A-Level + 2AS-Level, 2A-Level + 1AS-Level subjects, or 1A-Level + 2AS-Level subjects.

2. # Computer Application (AS) – Choose Only ONE Group
3. * History (AL) – have to attend both sessions
4. Mathematics & Statistics (AS) cannot be taken together with Pure Mathematics (AL) or Applied Mathematics (AS).
5. The same subject cannot be taken at both A-Level and AS-Level.
6. Subject period allocation:
 - Each A-Level subject occupies 16 periods per cycle.
 - Each AS-Level subject occupies 8 periods per cycle.
 - Each period consists of 40 minutes.
 - Each cycle consists of 10 school days.

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 4.6: Lesson Time for Various Key Learning Areas Per Cycle in S.1-S.3 2010-2011

KLA Level	Eng. Lang.	Chi. Lang.	Math.	Sci.	PSHE	Arts	Technology	Phy. Ed.	Life Ed.
S.1 (periods)	14	15	11	8	11	7	7	4	2
S. 2 (periods)					12				
S.3 (periods)		14	10	9	15	6	6		
S.1 (%)	17.5	18.75	13.75	10	13.75	8.75	8.75	5	2.5
S.2 (%)	17.5	18.75	13.75	10	15	8.75	8.75	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 and English book Report Writing Competition are supportive to school Major Concern 1 relating to English language proficiency, and many other programs (Chinese Book Report Writing Competition, Book Exhibitions, Bookmark Design Competition, Writer's Talk, Reading Prize Giving Ceremony) are supportive to Major Concern 2 on enhancing student learning effectiveness.

Students are provided with the opportunities to read and present/share in MRS. Weekly English newspaper reading helped prepare students for the change in MOI in more subjects next year. Students are always encouraged to read

extensively in YRP, and to write quality work in book report writing competitions. The number of participants in the writing competitions was very encouraging. Moreover, there was a good harvest of obtaining 8 prizes in external competitions this year, 3 of which were from the Bookmark Design Competition (organized by HKPTU and HK Public Libraries) including the champion and 2 merits.

Two book exhibitions a year, "bookmark design competition", "10 most popular books election" 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 indicates a satisfactory overall rate of book borrowing during 2010-2011. The accumulative number of books borrowed from the Library in each form is shown in Table 4.7. The average borrowing rate per student was around 9.9 books in the school year. If Class Library and public libraries are taken into account, the average and total number of books borrowed will be much higher.

Table 4.7: Accumulative Total of the Books Borrowed 2010-2011

	S.1	S.2	S.3	S.4	S.5	S.6	S.7
A	402	268	78	281	305	360	51
B	272	494	202	763	74	234	118
C	77	300	23	546	373	139	93
D	52	47	155	316	661	816	184
E	102	8	357	129	365		
F		144	277	486	535		
G			335	214	160		
Form Total	905	1261	1427	2735	2473	1549	446
Total	10796						

V Support for Student Development

(1) School Facilities:

The school campus was spacious (~14,000 m²). There were 5 basketball courts, 48 classrooms, and many special rooms in the old wing, such as a library, 3 computer rooms, a geography room, 2 home economics rooms, 2 visual arts rooms, 2 religious rooms, 7 laboratories and 2 audio visual rooms. With the completion of the new 7-storey multi-functional annex, the school provided quality education and equipped students well to face challenges of the 21st century. There was an auditorium, a computer room, a music room, a language room, a student activity centre, a conference room, 3 supportive learning rooms, etc. A Student Activities Room was built for the education of dancing, drama, etc, fulfilling the need of Other Learning Experiences. All students stayed in school for lunch, which was prepared by the school canteens.

(2) School Health Life:

There were two school canteens catering for Junior and Senior students respectively. Compulsory Lunch Programme for S1 to cultivated good eating habits. School Canteen Management Committee, consisted of parent representatives, gives advices to the Canteen Manager to ensure students' healthy dinning. Various sports events were organized every year, including Athletics Meets, Swimming Gala, Cross Country, Rope Skipping Competition, and Inter-class Ball Games. Biology Department held Fitness Programme.

(3) School Organization:

The Advisory Committee & the Executive Committee are led by the Principal to make up the school policy. The Academic, Co-curricular Activities, Pastoral Care, Administration, and Liaison Offices ran daily school activities. The PTA also played an active role by giving suggestions.

(4) School Management Committee:

The SMC is consisted of the registered managers of Rosaryhill School & Rosaryhill Kindergarten (not more than 9).

(5) School Green Policy:

In August 2008, the school won the Hong Kong Environmental Schools Achievement Award. The school received the School Environment Student and Teacher awards from 2001 to 2005. It also won the Environmental School Award in 2003~2006. In 2004, the school received the Hong Kong Green School Award merit prize and in 2005, received the Hong Kong Green School Award second prize. The school successfully developed many environmental facilities at school such as the Environmental Education Centre, the renewable Energy Green House and an Organic Farm. Various activities were held, including waste reduction programs, environmental talk, organic farming, tree planting and No Air-conditioning Day, etc.

(6) Whole-school Language Policy:

The school had a vision of "Biliteracy & Trilingualism". An English Day and a Putonghua Day were held weekly. In order to enrich the English learning environment, Native-speaking English teachers (NETs) taught some of the S1

English classes. A lot of English activities such as Fun Fair, E-zone, Halloween Fair, Flea Market, Inter-class Choral Speaking Competition, Shakespeare-4-All, etc., were organized to reinforce the use of English during everyday life. Besides, an English Tour, which is on voluntary basis, to English-speaking countries was organized during summer vacation.

(7) Learning-and-Teaching Strategies:

The school developed a broad and balanced curriculum from which students were free to pursue their passions. Remedial classes were offered to support students' learning in small group teaching. Mother Tongue teaching was conducted in junior levels to allow students to learn efficiently and participate meaningfully in the learning process. In addition, students of diverse abilities and interest were catered to as the school offered more choices in arts, science, and commercial subjects in the senior level curriculum. A wide range of electives met the interests and needs of different students and the entrance requirements of different universities and of different faculties. One class in each junior level had the Chinese Language subject conducted in Putonghua. In order to further enrich the English learning environment, in junior levels, on top of the English Language lessons, extended learning activities in English were conducted in a progressive manner in non-language subjects. An Integrated Learning Week was organized. Cross-curricular activities project learning and school-based assessments had become an integral part of the school curriculum. All junior students were required to prepare their "Student Learning Profile", in which their learning experiences were recorded. Through this project, students had self-reflection to enhance and modify their learning strategy. The school provided students with a balanced school life designed to promote excellence in moral, intellectual, physical, interpersonal, aesthetic & spiritual education. Religious Education, Life Education, School Assembly, and Speech Presentation in Assembly helped develop decency in the life of a teenager. Remedial classes in Chinese, English, and Mathematics (S1~3) rendered support to those in need. Choral speaking, debates, and writing competitions enhanced students' language ability. Physical Education lessons aimed at both theoretical and practical teaching while Athletics Meets, Swimming Gala, and Cross-country Competition offered chances for athletes to shine. Various student organizations such as Student Council, House Council, and Sports Association cultivated a sense of belonging as well as leadership skills. Through participating in art lessons, Art Club, Dance Club, and Drama Club, students' aesthetic development was broadened. Four Visual Arts teachers received the Chief Executive's Award for Teaching Excellence (2006~2007) (Arts Education KLA). As a Catholic school, it was compulsory for students to take Religious Studies and Ethics lessons. Students were encouraged to join the Catholic Society (KATSO) and Altar Boys Society to develop a deeper understanding of the Catholic faith.

(8) School-based curriculum:

This included school-based curriculum of Integrated Humanities in Junior forms and a complete and all-rounded curriculum for Other Learning Experiences for NSS levels.

(9) Four Key Learning Tasks:

(a) Moral and Civic Education:

The school immersed moral and civic education into the formal curriculum through various subjects such as Ethics/Religious Education, Integrated Humanities and many other subjects as well as in the informal curriculum such as Life Education periods and Morning Talks. Through co-curricular activities such as election of Student Council and House Committee students learn how to fulfill the duties as a voter and exercise human rights and responsibilities.

(b) Reading to Learn:

Promoting reading to learn was consistently carried out in the school. There were an Extensive Reading Scheme and a Youth Reading Scheme run regularly throughout the school year. Students were encouraged to submit book reports in Chinese, English, I.H. and I.S. for assessment. Chinese and English Book Report Writing Competitions were held to promote reading. The Morning Reading Session fostered self-discipline and good reading habit. Book sharing was regularly held with classes to enable students to share good books and train the students of oral presentation. The Book Exhibitions were widely welcome and enjoyed by students. Newspaper cutting & reflection enabled students to read more, write more, and think more.

(c) Project Learning:

The school implemented Project-based Learning for three years from S1 up to S3. S1 students were asked to focus on the skills of collecting information, collaborative learning, brainstorming and using mind map. S2 students were requested to do scientific investigations which focussed on the skills of devising experiments, data analysis, setting questionnaire, problem solving, critical thinking and presentation. S3 students were required to carry out creativity projects in English which emphasized on the use of information technology and appreciation of arts. For all levels, students had to present their projects at the end of school year.

(d) Information Technology for Interactive Learning:

The electronic learning platform "eClass" was used as a communication channel in school. Learning resources, assignments, and notices were issued and retrieved through this mean. On-line learning was also a regular assignment for some subjects like English Language, Chinese Language, Mathematics and Physics.

(10) Learning and Teaching in Information Technology:

The use of information technology for learning and teaching activities in different subjects enriched the learning experience of students. The establishment of the "eClass" provided a platform for students and teachers to communicate beyond school hours. Students could grasp the skills of Information Technology easily.

(11) Whole School Approach to Catering for Students' Diverse Learning Needs:

A team of experienced teachers were responsible for Inclusive Education, allowing students to realize differences between people and learning to care for others. Elite classes and remedial classes in 3 core subjects in junior levels helped students to enhance their learning. There was a special NCS class in Junior levels to cater

different language needs of NCS. Some non-language subjects were conducted in EMI to cater for the learning needs of this group of students whereas Chinese was adopted as the MOI for the remaining non-language subjects in order to increase their exposure to the language. There were also after school tutorial classes for NAC and NCS students.

(12) Curriculum Tailoring and Adaptation for Learning and Assessment:

The annual academic results of students were graded according to the following: Examinations, Uniform Tests, other tests and coursework (book reports, project learning, reports, etc).

(13) Policy on Class Promotion/Detention:

With reference to the results and performances of individual student, decisions would be made according to their class teacher's recommendation & the opinions of the subject teachers.

(14) Home-School Co-operation:

The school communicated with parents through various channels, such as homepage, eClass, Newsletter, notice, and school annual. PTA connected the school and parents. PTA scholarship awarded students who strived for excellence. The PTA fund was also used to installed learning facilities and reading materials. Programmes in parents education enhanced parenting skill.

(15) School Ethos:

"Invitational Education" was a democratically-based self-concept theory for working with people and constructing positive school cultures. It worked on the belief that students were capable, valuable, and responsible. Education through collaborative learning developed their potential. The learning process and result were equally important. it focussed on five areas: Policy, Place, People, Program, and Process that existed in every school environment and that contributed to the success or failure of each individual. Each class had two class teachers. In addition, the "Teacher Student Interaction Time" enhanced the harmonious, understanding, and caring atmosphere of the school. Collaboration between Counselling and Discipline Teams aimed at helping the holistic development of students.

(16) Teacher Professional Training and Development:

Teachers structured their own professional development plan at the beginning of each academic year. In addition, teachers were encouraged to attend training courses and seminars related to their expertise. There were three teacher development days in each school year. Teaching effectiveness was enhanced through peer observation & collaborative lesson preparation.

(17) Others:

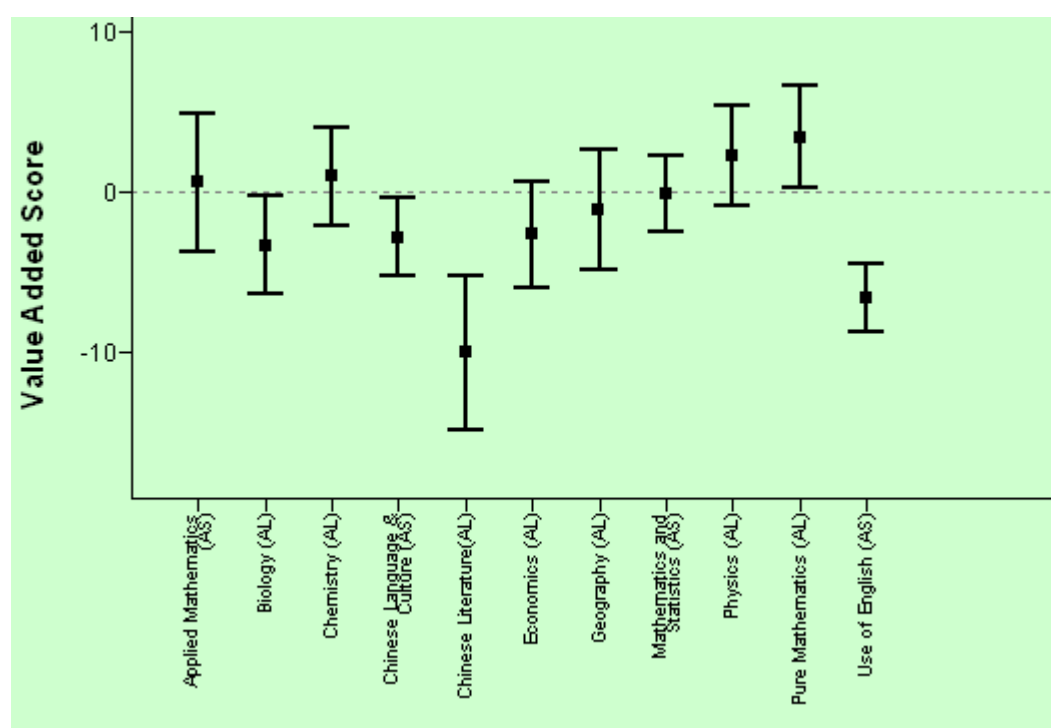
the school promoted cultural harmony among various ethnicities. Local students, non-Chinese speaking students, and newly arrived children were equally welcome to apply for admission. Chinese and non-Chinese speaking students had many opportunities to meet and interact with one another at school. Through daily contact and interpersonal interaction, they could improve their understanding of culture and language of each other.

VI Student Performance

A. Public Examination

There was only one public examination, namely HKALE, in the school year 2010-11. The performance of the students was average with value-addedness of most subjects ranged from -3 to +3. In general, they performed better in mathematics and science subjects but less satisfactory in humanities. To our surprise that the value-addedness for languages are quite low and yet the actual passing percentages are good – 71.6% for Use of English and 90.2% for Chinese Language & Culture. This is beyond our understanding.

Figure 6.1: Students' Performance in HKALE in the Subjects with significant number of students in 2010-2011



B. Destination of Exit Students

Table 3.4 shows the destination of exit S.7 students in 2010-2011.

Table 6.2: Destination of exit S.7 students in 2010-2011

	Total number of students	Repeat S.7	University/ Associate Degree / Higher Diploma courses	Private Study	Study abroad	Study in the Mainland	Working	Others
7A	26	0	19	2	3	0	2	0
7B	27	0	20	0	2	0	4	1
7C	25	0	20	1	1	0	2	1
7D	25	0	20	0	2	0	2	1

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 2010-11.

Table 6.3: Inter-school Awards 2010-11

INTER-SCHOOL AWARDS		POSITIONS			
NO.	EVENTS/NAMES	1	2	3	MERIT
(I)	ACADEMIC EVENTS				
A.	<u>Speech Competitions</u>				
a.	2010 年度第 62 屆校際朗誦節 62nd Hong Kong School Speech Festival				
	<u>中文/普通話</u>				
	6C 庄丹萍	*			
	2B 羅睿哲			*	
	3G 李匡培			*	
	6C 庄丹萍	*			
	5B 羅穎思	*			
	4C 陳鈺珊			*	
	6C 朱斐斐			*	
	6D 麥欣利			*	
	1B 齊靄淇			*	
	1B 盧逸倩			*	
b.	古典詩文及經典新詩朗誦比賽				
	6D 麥欣利		*		
	6B 黃可思			*	
	5B 羅穎思			*	
c.	2011 第十九屆聖經朗誦節				
	6D 曾樂瑤		*		
	6D 麥欣利		*		
	<u>English</u>				
	3F Angie Luk			*	
	5F Sin Wing Shan Margarita		*		
	Geopano Gus Meizan Casela	*			
	<u>普通話</u>				
a.	第十一屆全港學界普通話傳藝比賽				
	6B 黃可思	*			
	5B 羅穎思	*			
	4C 祝曉娜	*			
	6C 黎圳洋		*		
	6D 麥欣利		*		
b.	第十三屆 全港中小學普通話演講比賽 2011				
	5B 羅穎思				*
c.	第六屆全港經典古詩、小品、詩歌表演比賽				

	3F 張穎詩				*
B.	<u>Book Reading/ Book Report Writing Competitions</u>				
a.	20 11 22ND Popular Reading Award Scheme				
	4C 祝曉娜				*
	3E 何芷文				*
b.	2010/11 中國中學生作文大賽香港賽區 -- 文學之星				
	2B 羅美雪				*
	2B 鍾瀚霖				*
	4D 洪慧衡				*
C.	<u>Mathematics Competitions</u>				
a.	2010 Australian Mathematics Competition				
	4A He Ruibo				*
	4C Desmond Hung				*
	5A Wong Cheuk Wai				*
	5E Chen Yun				*
b.	2011年港澳數學奧林匹克公開賽				
	3E Hui Ngai Hung			*	
	3F Leung Chun Wing		*		
c.	華夏杯全國中小學數學奧林匹克邀請賽 2011(香港賽區)				
	1E 張貴兒				*
D.	<u>Liberal Studies Competitions</u>				
a.	「十二・五專題研習比賽」				
	4A 尤思潮			*	
	4E 張星蕊			*	
	4E 謝穎斯			*	
	4E 余晴			*	
	4E 許一君			*	
b.	第五屆「香港杯外交知識競賽」--海報設計比賽				
	5F 鄭鈺萍				*
	4B 韓承灝				*
	6C 李冠霆				*
c.	全球化專題研習比賽	*			
E.	<u>Biology Competitions</u>				
	2011 Senior Secondary Mathematics and Science Competition				
	5A Ip Hon Ni				*
	5D Yuen Ka Kin				*
	4C Fung Siu Lok				*
(II)	CULTURAL EVENTS				
A.	<i>Drama Competition</i>				
a.	Hong Kong School Drama Festival 2010/11				
	Award for Outstanding Actress (4E 羅詠瑤),				*
	Award for Outstanding Cooperation				*

	Award for Outstanding Script (Mr. Sammy Hung),				*
	Award for Outstanding Director(Mr Sammy Hung)				*
	Award for Commendable Overall Performance				*
B.	<u>Art Competitions</u>				
a.	六十本好書書籤設計比賽				
	6C 陳卓時	*			
	6C 李冠霖				*
	7C 吳舜筠				*
b.	灣仔區學界素描比賽2011珍惜眼前人				
	6c Tse Wing Hin				*
c.	香港唐樓面面觀繪畫比賽				
	6c Tse Wing Hin			*	
d.	世界心臟日香港心臟基金會繪畫比賽 2010				
	6C Lee Kwun Ting				*
	6c Law Po Chun				*
e.	根・住唐樓藝墟校際攤位設計賽				
	6C Lee Kwun Ting	*			
f.	Art of Light competition 2011 光的藝術				
	6C Au Chun Hin	*			
	6C Szeto Lok Yiu				*
	6C Tse Wing Hin				*
	6C Wong Wing Man				*
g.	港燈電動車扮靚大賽2010				
	3G To Pak Yung				*
h.	Hong Kong Flower Show 2011 Student drawing competition				
	6C Chan Cheuk Shi				*
	6C Lai Chun Yeung				*
	6C Tse Wing Hin				*
(III)	SPORTS EVENTS				
a.	Inter-School Swimming Championship (HKSSF)				
	5B Matthew Tang			*	
b.	Adidas StreetBall Challenge 2010 (灣仔區中學邀請組)	*			
c.	Rosaryhill Sports TournamentBadminton School Team (Boys)		*		
d.	Rosaryhill Sports Tournament FootBall School Team (Grade A)			*	
e.	Rosaryhill Sports Tournament Badminton School Team (girls)			*	
f.	Rosaryhill Sports Tournament Basketball School Team (girls)			*	
g.	Ecperiential Tour to QingYuan FootBall School Team (mix grade)		*		
h.	Inter-School Indoor Rowing Champion 2010-11 Various School teams (mix grade)			*	
i.	Inter-School Football Competition 2010-11 Football School Team (Grade A)			*	
j.	Basketball competition (HK Div. III) Grade B			*	
(IV)	Other Events				
	野外定向盃(慈善籌款活動)				
	「同行 2」定向盃 2011- 學生組分秒必爭獎銀獎：			*	
	4A 陳婉君			*	

4A	羅慧妍		*	
4C	陳鈺珊		*	
4C	張穎思		*	
4C	馮兆樂		*	

VII Financial Summary

Financial Summary (2010-2011)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
I. Government Funds				
(1) OEBG Grant				
(a) General Domain				
1 Admin Grant-Ordinary+Additional CA	-	4,522,719.00	3,887,264.00	635,455.00
2 School & Class Grant-S	-	879,127.16	487,552.90	391,574.26
3 Recurrent English Language Grt	-	25,110.00	21,849.70	3,260.30
4 S B M Supplementary Grant-S	-	167,013.00	75,835.80	91,177.20
5 Enhancement Grant-S	-	8,569.00	5,589.80	2,979.20
6 Training & Development Grant-S	-	6,901.00	4,000.00	2,901.00
7 Composite IT Grant - S	-	459,455.00	231,209.30	228,245.70
8 Consolidated Subject Grant	-	220,018.02	186,738.90	33,279.12
9 Fractional Post Cash Grant (FPCG)	-	-	-	-
Deficit transferred to subscription	-	-	-	-
Sub-total :	-	6,288,912.18	4,900,040.40	1,388,871.78
(b) Special Domain				
1 Programme Fund - WS Approach-S	5,207.10	7,234.00	4,861.40	7,579.70
2 CEG-s + CEG (Additional Payment)	81,549.48	471,771.00	380,987.95	172,332.53
Sub-total :	86,756.58	479,005.00	385,849.35	179,912.23
(2) Composite Furniture and Equipment Grant				
Sub-total :	912,742.33	614,590.00	720,868.75	806,463.58
(3) Other Grants				
1 Home-School Co-operation Project	-	14,224.00	14,224.00	-
2 SBSS for schools with intake of NAC	121,009.50	42,760.00	15,550.00	148,219.50

3 Teacher Professional Preparation Grant	949,156.45	-	795,361.30	153,795.15
4 Migration Grant	160,983.30	-	3,389.00	157,594.30
5 Special One-off IT Grant	228,441.00	-	131,259.00	97,182.00
6 After -school Learning & Support	-	144,800.00	25,525.00	119,275.00
7 English Enhancement Scheme	120.00	648,000.00	589,960.00	58,160.00
8 SSCSG - Sec Curr Support Grant	13,584.90	889,308.00	632,731.20	270,161.70
9 Websams One Off Grant	3,620.00	-	-	3,620.00
10 Learning Support Grant (LSGSS)	99,092.35	370,000.00	176,706.80	292,385.55
11 DLG-Other Programmes 2009-2012	9,597.00	49,000.00	19,596.40	39,000.60
12 LS Curriculum Support Grant (LSCSG)	-	320,000.00	152,266.96	167,733.04
13 e-Learning Resources	-	84,210.00	-	84,210.00
14 After-school Ext Chi Language for NCS	-	50,000.00	13,196.00	36,804.00
15 QEF - Smart Card	-	-	-	-
16 Jockey Club Life-wide Learning Fund	24,760.00	67,740.00	82,546.00	9,954.00
Sub-total :	1,610,364.50	2,680,042.00	2,652,311.66	1,638,094.84

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
II. School Funds (Subscription Fund)				
1 Tong Fai S4-S7	-	190,807.00	-	190,807.00
2 Canteen & Tuckshop rental received	-	125,000.00	-	125,000.00
3 Bank interest earned (Subscription)	-	41.65	-	41.65
4 Sundry Income	-	1,178.40	-	1,178.40
5 Lift maintenance	-	-	142,329.60	142,329.60
8 Electricity (Hall and Classrooms)	-	-	283,286.60	283,286.60
9 Seminar and course	-	-	-	-
10 Salaries for gardener and programmer	-	-	27,168.00	27,168.00
11 Periodic admin. fees for ORSO/MPF	-	-	-	-
12 Sundry Expenses	-	-	61,330.30	61,330.30
13 Deficit in OEBG - General Domain	-	-	-	-
Sub-total :	-	317,027.05	514,114.50	(197,087.45)
14 Fees for Specific Purposes S1-S7	-	318,496.00	-	318,496.00
15 Chinese U. School Partnership Fund	230,730.62	-	56,633.00	174,097.62
16 Substitute Teacher Grant	333.38	-	-	333.38
Sub-total :	231,064.00	318,496.00	56,633.00	492,927.00
Total :	2,840,927.41	10,698,072.23	9,229,817.66	4,309,181.98

VIII Feedback on Future Planning

(1) To Enhance Students' English Proficiency, Confidence, and Enjoyment of English:

In the Science subjects, it was found that students were of great diversity in English standard, basic knowledge and attitude. A lot of preparatory works, guidance, and motivation were needed to facilitate them to participate in any activities organized. It was not easy to teach students to learn new things by just reviewing old things and it was also a challenge to the teachers to convince students learning biology in English.

This year, a certain proportion of the Integrated Humanities curriculums were designed for EMI purpose. Some exercises and tests were also designed to help students with a better understanding in English. However, the English ability of the some students was below expectation. Some of them even showed resistance in using and learning in English no matter what type of exercises was provided to them. The subject would try their best to devise better strategies to arouse their interest in using English for learning IH. The department would also work in a direction that more diversified programmes would be provided to different levels of students in order to cater students with more learning experience in different areas.

In Computer Studies, there was a drop in English standard in all form levels in recent year. In Junior Levels, there was a drop in the performance of English quizzes, English portion of the examination papers. Besides, the participation of English Typing competition and the English typing speed was also dropped, especially in S1.

(2) To Enhance Student Learning Effectiveness:

In Senior Level Science subjects, The NSS syllabuses were vast and periods allocated for teaching were insufficient. This prohibited the running of co-curriculum learning in the subject.

In History, the use of portfolios was implemented and the purpose of helping students better understand their own learning progress was achieved. However, it success depends on subject teachers' guidance on the use of portfolios. Students with good or improved performance in History were positively reinforced. This practice should be retained for next year. NSS History students were provided oral reminders to connect history knowledge and concepts with their Liberal Studies learning. However, its success depended on whether the teacher teaching NSS subjects was also a Liberal Studies teacher.

In Chinese History, students' ability in active enquiries and analysis still had room for improvement, even for more elite students.

In Health Management and Social Care, the outcome of the learning programmes was only satisfactory for a few brighter classes. In the weaker classes, some students were not motivated and a few of them even gave up; they did not complete the tasks very often, especially for the S5 students. In particular, the programmes requiring more reading and writing skills were generally unsuccessful. Therefore, more samples or photos of good works should be shown to the students, which provide tracks for students to follow.

For Inclusive and Special Education, there was no teacher workshop arranged due to the lack of manpower and inappropriate time. For parent workshop, the Team organized a workshop in July which aimed at educating parents to deal with SEN students' emotional needs.

(3) To Develop and Enhance Students' Self-management Capabilities:

The attendance rate of students reflected part of the students' self management ability, it also affects their learning attitude and motivation if they had high absent rate. This year, the non attendance percentage rose and the punctuality rate increased significantly. Despite the collaboration of Student Affairs Team, Discipline Team, Class Teachers and Assistance Class Teachers, and the staff of the Secondary Office, the situation was still deteriorating, as a result, the percentage goes up to about 18% students with such problems. Much more effort would be needed to at the beginning of the school year. More statistical records should be generated and immediately action must be taken promptly.

The After-school School-based Support Programme organized by the Student Affairs Team was one of the difficult programmes this year. With a lot of preparation work and interview with the disadvantage students, the interest classes and the tutorial classes were launched. However, due to the unforeseen activities and other school events, the attendance rate was unsatisfactory. It was suggested to organize such program earlier next year and more choices were suggested to the students. It was hoped that the programme could be done more effectively.

(4) Future Planning:

The implementation of the school-based language and MOI policy posted various degrees of challenges to students as well as to different subjects, especially the English Language Education KLA and the EMI content subjects.

Teachers had tried their very best to devise supportive measures to cater for the weak learning effectiveness, low learning motivation, and vast learning diversities of students (including the NAC, NCS, SEN, etc.). However, the pressure of the recent education reform and particularly the very tight NSS curriculum added further challenges to KLAs and subjects in devising strategies with promising efficacies.

In self-management capability, students still had rooms for improvements in the areas of punctuality, attendance, and homework submission, all of which also affected directly or indirectly their learning effectiveness.

Last but not least, the recent rapid decline in the aged pre-S1 population posted a huge challenge to the future sustainability to the school. The followings should also be addressed to:

(a) English and MOI

- (i) Student support measures
- (ii) Cross-curricular collaboration between the English Subject and the content subjects
- (iii) Teacher capability building

- (b) Academic
 - (i) Junior Levels
 - Homework/Assignment Supervision System
 - Supports for NCS and NAC
 - After-school support lessons on 3cores for selected students
 - (ii) Senior Levels
 - Preparation for the first HKDSE
 - S6 After-school Supplementary Lessons
- (c) School Ethos
 - (i) Punctuality & Attendance
 - (ii) Appearance
- (d) Student Support
 - (i) Improving campus learning facilities
 - (ii) Fuller utilizing the Post Examination Period

IX Appendix

A. Abbreviation of Offices, Teams and Departments listed according to five Offices

OAC-Academic Office

TCL-Chinese Language Ed. Team

TEL-English Language Ed. Team

TME-Mathematics Education Team

TLSE-Liberal Studies Education Team

TSE-Science Education Team

DBI-Biology Department

DCE-Chemistry Department

DPH-Physics Department

DIS-Integrated Science Department

TPS-PSHE Education Team

DIH-Integrated Humanities Department

DGE-Geography Department

DHI-History Department

DCH-Chinese History Department

DEC-Economics Department

DRS-Religious Studies Department

TAE-Arts Education Team

DVA-Visual Art Department

DMU-Music Department

TTE-Technology Education Team

DCS-Computer Studies Department

*DHE-HMSC & Home Economics
Department*

DBA-BAFS

TPE-Physical Education Team

TLI-Library Team

TSA-Student Assessment Team

TLS-Learning Strategies Development Team

OAD-Administration Office

TCI-Crisis Intervention Team

TDM-Data Management Team

TFB-Finance, Budgeting & Inventory Team

THR-Human Resources Management Team

TSD-School Development Team

TSF-Safety & Facilities Management Team

OCC-Co-curricular Activities Office

TCM-Clubs Management Team

THM-House Management Team

TLW-Life-wide Learning Development
Team

TSL-Student Leaders Guidance Team

OLI-Liaison Office

TCE-Ceremonial Team

TPR-Parents Relation Team

TPU-Publication Team

TSP-School Promotion Team

OPC-Pastoral Care Office

TCD-Counselling & Discipline Team

DCO-Counselling Department

DDI-Discipline Department

DISE-Inclusive & Special Ed. Department

TCG-Careers & Guidance Team

TEE-Environmental Ed. Team

TLE-Life Education Team

TRE-Religious Education & Activities Team

TST-Student Affairs Team

B. Achievement & Reflection of Individual Strategies

Target 1. To devise a comprehensive English curriculum that caters for diverse learning needs

Strategy 1. To strengthen the junior curriculum by focusing on vocabulary acquisition and content-building.

Plans	Achievements	Reflections
Form Level Dictation Target groups: All form levels	Passages of various topics with thematic vocabulary are adopted in all form level. Teachers' feedback has been positive on the level of difficulty and frequency of dictations. Marking guidelines are issued by the department to ensure consistent approach in marking and follow up remedies.	The performance of stronger and weaker class is rather extreme. Students in remedial classes perform poorly due to their lack of phonics awareness and limited range of vocabulary. Teachers may use the passages for extended writing and speaking activities to increase exposure to the text.
Routine speaking activities in class Target groups: S1-S3	For classes with a routine set up for every student to try speaking in front of the class on regular basis, students are challenged to express ideas around a topic and to structure arguments verbally.	The one-minute time frame is a starting point especially to reluctant members of the class to practice oral skills in presentations. Different activities can be adopted like show and tell, role-plays and reading aloud to suit the needs of classes.
To design IH Teaching and Learning materials	The worksheets and learning materials were well prepared by SO, SB and YV	The exercises were well organized
S.1 Drama Workshop Target groups: S1	All the S.1 classes are given a different script to act out, with every student participating. The workshops are preceded by a Drama Day during the Integrated Learning Week. Students are given training on voice projection, pronunciation and acting skills. The workshops are integrated into the normal English lessons (2 periods per week). The drama performances were conducted by early June.	The time tabling of the workshops pose challenges to the continuity of the plays as the practices were to spread over 2 months. With the less capable classes, there were discipline issues and drama tutors brought in warm-up games and modifications of the script to suit their levels. It is observed from the year-end performance that most students had an increased level of confidence in oral delivery and they showed better co-operation in working as a group.
English Enrichment Program (D.I.S.) Target groups: S1-3	Passing percentage in 2nd term UT and exam paper: UT S1 — 50% S2 — 69% Exam S1 — 41% S2 — 55% - The result was not satisfactory.	The subject teachers found that the English standard of the students was low. A lot of time was used on teaching the students science vocabularies and use of appropriate words in answering questions with complete sentences. The passing percentage dropped when compares with the result in 1st term (Chinese as teaching medium). The teaching medium will be English in next whole year.

50% of subject matters is taught and examined in English in the 2nd term for S.3 Physics.	Tailor-made teaching and learning materials have been set in English (e.g. Notes, assignments, tests and exam papers)	There is a great diversity for our students in using English to learn Physics. Different levels of teaching and learning materials should be developed to cope with the needs of different levels students.
Prepare students using English to study CIT in S4	Completed.	To cope with the new MOI policy. It will integrate as part of the curriculum in S1-3 with other add on activities.

Strategy 2. To strengthen teacher development and peer collaboration among English panel members.

Teacher Workshop on the teaching of NSS electives and junior form speaking and writing Target groups: English teachers	Topics of teacher workshops: - Junior form writing - Junior form speaking Due to time issue, it is proposed that the teacher workshop be postponed to next school year on the above themes. A total of 15 hours is to be spent on teacher training. Teachers are encouraged to review the effectiveness of teaching styles adopted in lessons and devise more student-centered strategies.	Teaching materials and lesson planning inputs are acquired. The need to engage students in language classroom is reinforced. Teachers are encouraged to try out activities and skills learnt in these workshops.
School-based teaching packages related to school opted electives of NSS curriculum. Target groups: NSS teachers and students	School based materials on the NSS electives are developed to cater for the needs of our students. They are to be printed in booklet formats and adopted in S5. The lesson plans and tasks designed are to supplement the elements in course books.	The booklets will be ready in beginning of October and teachers of S5 are expected to use them as an introduction to the NSS electives.

Strategy 3. To stretch abilities of capable English learners

Training of English Ambassadors Introduction of Shakespeare For All Program Target groups: S1-S5	We have the pleasure of working with Dr Vicki Ooi and Mr Duncan James Lauder. The club had regular meetings on Fridays starting on 8 October and each session lasted for 1.5 hours (3:45- 5:15p.m.). We had a total of 16 sessions throughout the school year.. The trainings were held at our English Room in Room N520. There were a total of 18 active participants across S.1 to S.5. The training was based on a modern version of As You Like It, a mix of romance and comedy.	With the input from S4A, we have greater confidence in promoting English drama at our school in terms of teaching materials and methodologies. Because experienced tutors conducted the lessons, we saw how students were led to higher standard of language output in reading and speaking in a non-threatening and appreciative setting. In areas of personal development, those actively involved established friendship and rapport and their sense of responsibility and team spirit were lifted. This was mostly felt when a show was on and every player was expected to respect and support each other.
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Target 2. To enhance English learning abilities, interest and confidence of students

Strategy 4. To increase students' exposure to using English in learning other subjects and in their daily life

Plans	Achievements	Reflections
Online learning package *Funded by English Enhancement Scheme Target groups:S1-7	Classes are taken to the computer room to work online for at least 1 lesson per cycle. The interactive online package encourages independent language learning in the context of global affairs.	The completion rate is unsatisfactory in most classes, though exam bonus marks are awarded. This reflects that our students lack effective self learning habits. We may make better use of this multi-media resource and nurture more autonomous learners.
Youth Reading Programme Target groups: S.1-7	The department has housed an extensive range of reading materials in the resource room, including graded readers and class sets. Teachers can use them for book reports and help develop better reading habits and skills.	The reading culture has to be strengthened among all form levels. The issue lies not in the shortage of reading resources but motivation to read. Books will be donated to enrich the class library.
Arts Ambassador	Students were selected for the group of Arts Ambassador. S5C Stephen Ho was appointed to be the group leader of the team. He had completed the entire training program organized by HKADC, he also participated the visual arts competition with the school arts ambassador team members.	The plan will be further amended for next school year. More arts ambassador helpers will be trained up for school arts promotion.
English Enrichment Programme (Reading articles with gifts) (LSDT) Target groups: S.3	The response from the students about the program is satisfactory. More than 80 % S.3 classes complete and return the worksheets.	<ul style="list-style-type: none"> - Class teachers play an important role to encourage them to get involved. - The awards of exquisite gifts to the winners in the reading programme can attract the students to participate in this activity.
Fun Reading in Economics Target groups: S4-6	<ul style="list-style-type: none"> - All S.4 to S.6 students were required to read an economics book in the 1st term and to hand in one written report of about 400 words. - Around 80% of the students completed the work while some students failed to submit the reports. One outstanding report from each class received a prize from the department. 	<ul style="list-style-type: none"> - S.6 students made good reports of what they read while some of the work written by S.4 still had room for improvement. Teachers could encourage students by suggesting more recommended books. - Some outstanding reports were selected to be presented orally in class or to be posted during the period of subject exhibition. It improved students' writing skills and oral presentation ability
Food for Thought Target groups: whole school	Easily access by students whenever they lock in the eclass.	Bilingual Words of Wisdom should be implemented.

To link biology knowledge to daily experiences. Target groups: S6	All students submitted their work on time and the quality was quite good. Most of them could present their work in English smoothly.	NIL
Success Skill Workshop - Cooperate with external organizations - Sharing from alumni Target groups: S5 – S7	<ul style="list-style-type: none"> - Selected students attended one day workshop and received positive feedback from business volunteers. - Certificates received. - Individual advice provided by business volunteers regarding mock interview. 	<ul style="list-style-type: none"> - Limited quotas. (~10 students per workshop) - Keen competition between schools.
To increase English communication opportunities in daily routines (Thanksgiving Mass)	<ul style="list-style-type: none"> - Students were willing to take part in some duties in the Mass, for example altar servers, readings and offerings. - Students were willing to learn more about Liturgies of Mass. - Students could show appropriate behavior and maintain solemn atmosphere inside the chapel. - Well played music, together with loudly sung songs, atmosphere of Masses was successfully to become solemn. 	<ul style="list-style-type: none"> - Time management was appreciated. - Students didn't sing the hymn loud if there was no one leading the song.
S.4 Bridging course	Tailor-made supplementary teaching and learning materials have been set for our students to cope with their needs in this aspect.	It was found that there are great demand for our students in some training on basic reading and answering skill in Physics.
Use English Software	Using English version MS Office and Some portable software.	Carry on next year. Consider using more English version in the future. Especially portable software

Strategy 5. To increase opportunities for both teachers and students to interact in English.

After school English Club activities Target groups: S.1-7	All English teachers have help out in the enrollment by promoting the activity and nominating students to join. The NETs arrange weekly meetings with the members and engage them in more interactive games and tasks like script writing and poetic appreciation.	For those regular attendants, they benefit in the interaction with the NETs in a more relaxing setting. They learn to work collaboratively in a group and acquire a greater sense of achievement with the creation of a language product with original ideas.
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English Corner The resource room is refurbished into an English Café with new cabinets and round tables for interactive games and discussions. Target groups: S.1-7	It is encouraging to see students showing up for this lunch-time activity in busy hours. Students were issued a gift redemption card to collect chops for exchange of bonus exam marks and presents. There were some motivating activities like cooking classes, band show, movie viewing, RHS forum and discussions. There are frequent patrons and this is a place for outside lesson English exposure.	Lunch time can be quite occupying for teachers and the senior form students for meetings and activities held by different student bodies. There are some issues on attendance particularly towards the end of term. However, there are regular patrons from the junior forms. If more leadership roles can be assigned, this can help sustain a group of English ambassadors and they can assist in various English events in the hope of encouraging others to join.
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Strategy 6. To foster an English rich environment for students to learn and use English with joy

Speech Festival Target group: S.1-7	There are 100 entries this year. Four students obtained the third position. There are 43 merit certificates and 23 proficiency certificates.	The audio version of the pieces of the event is produced with the help of NETs. Teachers and students have more authentic language support. Teachers need to make time to train students to ease tension in joining public events.
English Zone Displaying interesting English language materials on the designated board outside each classroom Target group: S.1-7	The displays of some classes are impressive, with language and visual input, showing commendable works done by students or feature articles on interest-arousing topics. Some teachers made good use of the boards to showcase various end-products during different language activities.	The maintenance of the boards is a concern, subject to wear and tear. Teachers should check and upkeep the quality of the displays frequently. In some classes, junior forms in particular, the supervision on the materials shown is too loose. The prints are too small to be read with faulty written structures.
Inter-class competitions Every student in each class having the opportunity to be involved in the event in one way or another Target group: S.3, 6, 7	The competitive atmosphere of these events helps uplift learning motivation and class spirit. Students are given opportunities to perform on a stage with higher of confidence demanded in presentation and language skills.	Manpower and planning is the major concern with a competition involving all the classes in the whole form. The booking of venues, logistic arrangement and set up of equipment has to be well coordinated. It can get very demanding on teachers responsible for preparing for the events. At junior forms, it is suggested that inter-class activities can be replaced by fun fair to instill a higher sense of enjoyment.

<p>Writing Competitions</p> <p>The 2 major events are English Book Report Writing Competition (with Library Team) and Essay Writing Competition (with PTA)</p> <p>Target group: S.1-7</p>	<p>Attendance in both events had improved. The total enrollment in Book Report Writing Competition was 260 and 193 students attended (Attendance rate: 74.2%). In the PTA competition, 122 students attended out of 182 enrollment (67%).</p>	<p>With bonus exam marks added to participants, there is an improved record of attendance. However, there were issues on the quality of writing especially at lower forms. Teachers should also be vigilant to any attempts of plagiarism.</p>
<p>Collaborative activities and competitive (Arts & English)</p> <p>Target group: S.3</p>	<p>S3 students incorporated technology, music instruments and creativity in this interclass English singing competition. Most of the classes showed their effort and gave a good quality performance. Each student was requested to participate, including planning, arranging music, and performing. Their feedbacks were positive and their musical skills rose.</p>	<p>-Better communication between departments is necessary. Longer preparation time for the I.T. teacher as there was insufficient time for students to learn incorporating technology.</p> <p>-Clear instructions should be established for teachers to follow and execute.</p>
<p>Sports related vocabulary decoration</p> <p>- Introducing different sports related specific terms through PE & SA bulletin board</p>	<p>The response of the students were only satisfactory</p>	<p>The way of presentation was suggested to be modified so as to draw more students' attention.</p>
<p>Morning Reading Session (MRS)</p> <p>Target groups: All Teachers & Students</p>	<ul style="list-style-type: none"> - The MRS was implemented in a whole-school approach in the second week in September and continues throughout smoothly the school year. - Teachers and students are in generally in favor of the MRS. - Controlled English newspaper reading on Wednesdays throughout the year. - The program is intended to cultivate a reading culture in students. - The book sharing, appraisal and class prize system has also helped to encourage better reading atmosphere. 	<ul style="list-style-type: none"> - After years of implementation, teachers and students are used to the MRS. MRS becomes part of the school life. - The performance of students in MRS was found to deteriorate. Suggested measures include: <ol style="list-style-type: none"> 1. Less influence from morning assembly, IE assembly, and school administration. 2. Book reading only, no newspaper, and no magazine. 3. Non-text of healthy nature of all kinds, regardless of language and discipline. 4. Book sharing varied greatly amongst classes, from zero to the whole class. Some positive enforcement can be tried out in the coming year.

Program for Newly-arrived Students from Mainland Target groups: Students from Mainland	<ul style="list-style-type: none"> - A new form was designed to identify the status of newly-arrived students. - A data base was set up to enter the name of newly arrived students - Students were subsidized to buy English resources like dictionary and books. 	<ul style="list-style-type: none"> - The English class was overlapping with the after school base support program. - It was quite difficult to organize the tutorial class since the newly arrived students will be added through the whole year.
S1 Reading Scheme – "Reading is Fun"	<ul style="list-style-type: none"> - 53% of the students submitted 3 book reports. - 38% of the students gained 60 marks or more for their written reports. 	<ul style="list-style-type: none"> - Results of the survey indicated that more than half of the students were willing to read books related to Science. - Both of the % reflected that the students submitting book reports and the quality of the reports dropped. Teachers should encourage students to read more.

Strategy 7. To improve the English learning ability of less capable students

<p>After-school supplementary programme and classes Target groups: S.1-7 Students who receive CSSA or Full Remission of STAS</p>	<p>Japanese Course & Memory Training Course</p> <ul style="list-style-type: none"> - Instructor of Japanese reflected that the course enlightened students to a foreign language. - Instructor of Memory Training Course reflected that the course stimulated students' learning ability. - Students showed interests in the other learning areas besides academic subjects. - The other learning experiences widened students' knowledge of various branches. <p>Chi. & Eng. Tutorial Lesson</p> <ul style="list-style-type: none"> - Students with good attendance said the lessons did help. - Half of the students were eager to come to the class. There were no discipline problems during the class. Students were doing their assigned work willingly and enthusiastically. 	<ul style="list-style-type: none"> - The attendance of the interest groups fluctuated because there were clashes among school activities, like supplementary lessons, Science Week activities and Math quiz, etc. - Though students were very keen on joining the courses at the beginning, they still had problems committing themselves to the end. - There were cases of students not attending the classes because they did not have the companionship of other friends. - Even though there were slips reminding students about the time and date of the courses, it seemed that students just took it for granted and failed to join the classes because of their personal reasons. - Only 6 students out of 23 had good attendance. Quite many withdrew after a few lessons as time clashed with their private tutorial lessons or other plans. The tutorial lessons fit the need of a few, but not many. - Students couldn't come to some of the lessons because they had to attend other school activities. Arrangement of lessons must be made carefully to avoid any clashes. - Since most of the students need individual tutoring, it was hard to cater for individual if the class size is large.
<p>After school enrichment class conducted by past students Target groups: S.5</p>	<p>The classes are conducted by alumni teacher. The extra lessons render some remedial support to weaker students. The smaller class size allows more individual attention and foundation building on vocabulary and grammar.</p>	<p>The programme starts in the second term, mostly for S.5 students. They attended regularly and found the lessons useful in strengthening their English foundation.</p>

Spelling Competition (Dictation of vocabularies in Science Subjects)	<p>For S1 students in 1st term, 38% students passed in the competition but there was a remarkable increased rate in 2nd term (73%).</p> <p>For S2 students in 2nd term, 63% students passed in the competition. There was a significant increase when compare with 09-10 (49%).</p>	<p>In 1st term, the passing rate was much lower than 2nd term as 1st term using Chinese as the teaching medium. The passing rate increased in 2nd term when using English as teaching medium for whole 2nd term.</p> <p>It was encouraging that both two level students (S1 & S2) performed better than 1st term. It indicated that 100% English as a teaching medium might significantly help students to improve their English ability.</p> <p>The final inter-class competition was exciting. The students enjoyed the competition.</p>
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Strategy 8. To build student confidence by exposing them to continuous assessment and activities

Use of form level readers and movie appreciation Target groups: S1-7	The inventory of visual resources has been enhanced with the purchase of more popular movie titles and stimulating documentaries. The borrowing and retrieval is closely monitored to reduce overdue and loss of items. Coupled with the readers adopted in the junior forms, there are resourceful inputs on pre and post viewing language activities.	Teachers should be careful when deciding on the length and sequencing of showing films in class, to maximize the effectiveness of using movies in class to achieve language learning goals. It is suggested that a division of movie titles among different form levels is required to avoid repetition of usage and to suit the needs of curriculum.
Reinforcement of vocabulary	Some of the vocabulary lists can be used by teachers	The lists can reinforce the students' spelling ability.
Different variety of exercises to enhance students' English proficiency	Some of the exercises are used by English teachers for S.1 students	Time is not enough for English teachers to finish all the exercises. As long as we can provide the materials, teachers may find them useful whenever they need.
Science Week - Inter-class Spelling Competition (Final)	<ul style="list-style-type: none"> - For S1 students in 1st term, 38% students passed in the competition but there was a remarkable increased rate in 2nd term (73%). - For S2 students in 2nd term, 63% students passed in the competition. There was a significant increase when compare with 09-10 (49%). 	<ul style="list-style-type: none"> - In 1st term, the passing rate was much lower than 2nd term as 1st term using Chinese as the teaching medium. - The passing rate increased in 2nd term when using English as teaching medium for whole 2nd term. <ol style="list-style-type: none"> 1. It was encouraging that both two level students (S1 & S2) performed better than 1st term. It indicated that 100% English as a teaching medium might significantly help students to improve their English ability. 2. The final inter-class competition was exciting. The students enjoyed the competition.

Target 3. To strengthen the collaboration between English KLA and different KLAs/Teams

Strategy 10. To strengthen collaborative activities and competitions between different KLAs/Teams

<p>Activities or project learning between English KLA and other KLA (e.g. English & PSHE, Project learning, English, music and Computer) Target group: S1-3</p>	<p>Chinese & English Essay :</p> <ul style="list-style-type: none"> - Writing Competition Scholarship is so attracting. There were 333 students attending in Chinese Writing competition and 252 in English Writing competition. - The participants wrote their essay seriously in the Hall. - This year, the winners' essay were of a high quality. There were double 2nd runner up winners in Chinese senior group. - The Competition was supported by teachers, especially Chinese and English teachers. They not only helped to promote and encourage students to take part, but also by supplying essay topics. <p>Project learning Insufficient time for implementation. Live playing of musical instrument may be better than a mixed sound clips in the performance.</p>	<ul style="list-style-type: none"> - The competition was a worthwhile academic event by reinforcing students' Chinese and English proficiency. - It was not necessary to hold 3 or 4 days because the number of students reducing. <p>Will discuss to revise the implementation method</p>
<p>Collaborative activities and competitive (Arts & English) Target group: S.3</p>	<p>S3 students incorporated technology, music instruments and creativity in this interclass English singing competition. Most of the classes showed their effort and gave a good quality performance. Each student was requested to participate, including planning, arranging music, and performing. Their feedbacks were positive and their musical skills rose.</p>	<p>Better communication between departments is necessary. Longer preparation time for the I.T. teacher as there was insufficient time for students to learn incorporating technology. Clear instructions should be established for teachers to follow and execute.</p>
<p>English Book Report Writing Competition (TLI, TEL)</p>	<ul style="list-style-type: none"> - The success criteria were met with a new high of 334 students (09-10 was 260, 08-09 was 191) enrolled for the competition and 259 students (09-10 was 193, 08-09 was 153) participated at a turn-up rate of 77.5% (09-10 was 74.2%, 08-09 was 80.1%). - Winning book reports were displayed for public appreciation. - Some quality entries were selected for external competitions. 	<ul style="list-style-type: none"> - Strong support from English Dept. is indispensable to make the program a success. - Additional sponsorship of \$2000 from PTA enabled the increase in the number of winners. - "Reading Grade" in report card also encouraged active students to participate.

Collaboration with English Department	Common themes were sorted out to consolidate thematic vocabulary learning and content based concepts. Reading comprehension and short writing outlines were prepared by PSHE teachers with modification from English Department. The short writing (1 piece per term) was counted as routine Eng written work, with themes coincide with topics in S.3 English Course book (i.e. environmental protection and careers).	PSHE KLA Team would continue to collaborate with English Language KLA Ed. Team to carry out a series of implementation plan in order to achieve the MAOC 2011-2011: "To enhance students' English proficiency, confidence and enjoyment of English". The teaching focus of English subject and PSHE subject differs in terms of perspective and language needs. Therefore, it is not easy to compromise on the share of work and assessment method. More planning is needed to guide the number and types of materials to use throughout the term.
S.3 Project Learning	Each class performed a song in English. The whole class was arranged to sing on stage All the classes gave a satisfying performance, with good team spirit. It is a good chance to enable students to experience making appearance in public and deliver a message with music in English. It helped to enhance their confidence in English as well as working with their peer group.	It is suggested more IT elements should be added. Since 3 departments are involved, the teaching components and time for completion can be worked out to allow sufficient time for practice.

Major Area of Concern 2: To enhance student learning effectiveness

Target 4. To cater for students' learning diversity

Strategy 11. To have class allocation and teaching strategies devised according to students' abilities & performance

Plans	Achievements	Reflections
<p>To design flexible curriculum & activities for learning</p> <p>L.S.: (1) To teach students to monitor their learning progress by using portfolios</p> <p>(2) To give positive praise to students who have improved or good performance in Liberal Studies</p> <p>Target groups: S4-S5 students</p> <p>B.D.I.: (1) To cater for teaching diversified classes and students</p> <p>(2) To bridge the gap between S3 & S4. Use EMI with S3 students in the second term.</p>	<p>To teach students to monitor their learning progress by using portfolios</p> <ul style="list-style-type: none"> - All S4 and S5 LS students have kept their learning portfolios. - Students' filing skills have been enhanced and the learning portfolios could be a tool for them to monitor their own learning progress. - Teachers could have a more complete picture of individual student's learning. <p>To give positive praise to students who have improved or good performance in Liberal Studies</p> <ul style="list-style-type: none"> - Students' achievements in Liberal Studies were recognized. - 2 students (1 S4 and 1 S5) were awarded for their outstanding performance in Liberal Studies. More than 30 students were awarded for either their good performance or significant improvement in Liberal Studies. <p>To cater for teaching diversified classes and students</p> <p>The sequence of teaching has been carefully rearranged to help students catching up with the NSS syllabus.</p> <p>To bridge the gap between S3 & S4. Use EMI with S3 students in the second term.</p> <p>Due to the new policy on MOI, we have no room to implement this plan in S3.</p>	<ul style="list-style-type: none"> - The value of learning portfolios has been confirmed and this practice will be continued the next academic year. - Students' filing skills are of deviated levels. It is suggested that teachers should provide more guidance in guiding students how to keep their learning portfolios. - Examples of good learning portfolios would be shared among students (in subject exhibition) so that students could have a better picture of "what constitutes good learning portfolios". <p>This award practice could boost up students' learning motivation and will be continued in the next academic year.</p> <p>The school (the decision maker) should have a long-term policy on MOI, otherwise, different KLA or Department cannot carry out their plan.</p>

Strategy 12. To improve the teaching effectiveness in ALA classes

S1 & S2 ALA classes for slow learners Target groups: S1 & 2 slow learners	<ul style="list-style-type: none"> - Same as last year, each student had a student portfolio to collect his/her feedback about the program. - Some gifts are prepared for ALA teachers to reinforce the improvement of ALA students throughout the whole year (Nov, 2010 and Mar, 2011) 	<ul style="list-style-type: none"> - As the class size of S.1 and S.2 reduces, there are no more remedial classes in each level. Some of them are integrated into ALA classes. So ALA classes will cater for students with greater diversity.
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Strategy 13. To provide resources and assistance to students of different abilities

Maintenance of softcopy of teaching materials - Experiment manuals, tests, examination papers and exercises will be uploaded to eclass for students Target groups: All students	<ul style="list-style-type: none"> - The success criteria were not fulfilled. - Many uniform test papers and examination papers were not uploaded promptly. 	Emphasis should be put on uploading study materials to facilitate the learning of students
Support group for students with SEN 1. Growth groups for students with SEN 2 Speech therapy for students with speech and language impairment Target groups: SEN students	<ul style="list-style-type: none"> - Growth Group about confidence building for S.1 & S.2 students was finished. 8 students participated in the Day Camp on 16/4 to enhance confidence and techniques in solving problems through adventure-based activities. - Five students who are suspected to have speech disorders were referred to EDB (言語及聽覺服務組) for further assessment. - 13 SEN students joined the Speech Therapy (5 sessions) provided by Hong Kong Rehabilitation Academic Association in June and July. - 6 of them need training in articulation and voice improvement, while 7 of them need training in language organization. 	<ul style="list-style-type: none"> - Two-day camp would be better. - The speech therapy scheme should be implemented throughout the year and the number of training sessions should be increased.
Careers Talk & Booth	The introduction of careers talk on selected topic from external organizations is a success. Good response from teachers & students High participation rate	By utilizing external resources, we can minimize the workload of teachers and received updated and effective information. Some talks in LEP lesson involved too many students and the outcomes are not satisfactory. More careers talk suggested organize in next year.
Library Resources	KLAs/ Depts make full use of the allocated amount to enrich library resources for students.	It is difficult to assess whether the resources of every subject cover the needs of different abilities and needs.

S.1 & 2 Summer Academic Improvement Program	<ul style="list-style-type: none"> - Students' attendance is very well. Both S.1 and S.2 students performed well and they are eager to learn during the program. - Their learning attitude was improved and they showed their concern on their studies. Most of them realized that they should make improvement on their studies and the Summer Improvement Program can help to enhance their learning interest. 	<p>In fact, academic performance of students cannot be improved a lot by just a small program.</p> <p>The program aims at reinforcing students' positive attitude towards learning.</p> <p>In order to enhance the effectiveness of the program, we should adjust the level of difficulties and the amount of the used material based on their abilities/background.</p> <p>Remark: ALL Maths. assignments should be set in English next year.</p>
<p>Specific assessment method is employed for students of different abilities</p> <p>To including the following items in the grading system</p> <p>Attendance – 30%</p> <p>Fitness Test – 15%</p> <p>Skill Test – 23%</p> <p>Events Bonus – 5-15%</p> <p>Attitude – 10%</p> <p>Service – 5%</p>	<p>This assessment method can cater the needs of different students</p> <p>Students were actively engage in PE lessons and sports events.</p> <p>Students with different abilities can get a way to achieve a pass grade in PE.</p>	<p>Adjustment was recommended on the norm table of both "Fitness Test" & "Skill Test" so as to make students with low ability to meet the basic requirement.</p>
To offer tailor-made guidance activities for S7 on JUPAS strategies and interview technique	<ul style="list-style-type: none"> - All the talks were completed according to schedule. - Students sending their choices of courses through different means e.g. email for advice. - Individual advices were given to some students regarding interview technique. - 4 students were nominated under the Principal's recommendation scheme. - Good response on careers booth 	<ul style="list-style-type: none"> - Some students were not attentive enough during the talks and so they needed to come for further enquiries. - Students were not initiative enough to explore the information on further studies in the early stage. - Sharing from alumni is a success - The assistance from external organizations is very important

Target 5. To improve students' learning motivation and attitude**Strategy 14.** To educate and motivate students to make learning a habit

Life Education Period Activity Target groups: all levels	<ul style="list-style-type: none">- According to the Teachers' evaluation, 85% of the topics were rated above average.- 85% of the topics were recommended to retain with a few retained with modification.- about 8% of students wrote down good comments and deep reflection in their reflection sheet.- The implementation of "Goal Setting" in the LEP was satisfactory.	<ul style="list-style-type: none">- Clear guideline were given to teachers in the materials which helped to run the program smoothly.- Teachers brought forth the problems arose promptly which helped to run the program smoothly.- Interactive activity and video show were vivid and could attract students' attention.- The trial of placing the materials in eclass was welcomed by teachers. The visual attractions to students made them more involved in the LE period.- In rating the OLE marks by the fulfillment of Goal, classroom performance and the reflection sheet could lead the students to self-actualization. The feedback from teachers and students were quite good.
S1-3 Invitational Education Target groups: S1-3 students	<ul style="list-style-type: none">- The sharing was encouraging and well-liked by students.- Students' sharing was also touching.- After 3 years' implementation of the IE program, the S3 class teachers supported the program by saying it's fruitful.	<ul style="list-style-type: none">- Class teachers should sit together and brainstormed on the implementation of the program.- Various teams should joined force in this program.

<p>Parents Education Talk Target groups: S1 - S7 parents & students</p>	<p>1st Talk Speaker: Mr. Mak Yun-Sau Francis--- Hong Kong famous Radio Program Moderator, takes charge of a phone-in program, "My Heart", in RTHK Topic: Good communication skill between children and adults There were 70 parents and students attending</p> <p>2nd Talk Speaker: Mrs. Wong Hui Kit Yee Eltha---Deputy Chief Executive Officer, Register Social Worker, MBTI Trainer Topic: MBTI (Myers-Briggs Type Indicator) how can affect parent-child relationship? There were 22 parents & students attending</p> <p>Parents took an active role during the Talks.</p> <p>Parents were satisfied with the answers made by the Speakers during the Talks.</p> <p>In the evaluation, Parents highly appreciated the arrangement of the Talks and they also proposed topics they were interested in.</p>	<p>Talks designed to meet the needs of parents were well praised and could attract a great number of new faces.</p> <p>Parents of different levels chatted and shared their experience, it helped to foster a close relationship between them and widen their social life.</p> <p>Speakers talked about good communication skill between children and adults and also told the parents how to enhance child 's learning effectiveness</p> <p>However, it was regarded as an encouraging co-operation between PTA and school social worker. They had made a good arrangement and provided full support to parents.</p> <p>After the 1st Talk, Parents suggested that Lep Lesson in school may invite Mak Sir to hold the talk for students.</p> <p>1st Talk holding about 1hr. Parents responded that the time was not enough.</p> <p>After the 2nd Talk, Parents suggested that Lep Lesson in school may arrange MBTI Talk to S3 students for them choose subjects in NSS.</p>
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Strategy 15. To continuously assess students' performance during lessons in every subject

<p>HE & NW Practical Lessons</p>	<p>HE</p> <ul style="list-style-type: none"> - Most students showed interest in the subject. - More and more students did not bring their aprons for the lesson, and marks had been deducted <p>NW</p> <ul style="list-style-type: none"> - Most of the students completed their work, and the performance was satisfactory. - There were still a few students left the work incomplete. They were not interested in needlework. - Most students were not patient in class, they expected teachers to provide individual supervision all the time. 	<ul style="list-style-type: none"> - Teachers should state clearly the breaking up of marks, so as to motivate the students. - Measures should be carried out to handle the problems of not bringing the aprons. - Teacher should settle the students and give a clear demonstrate at the beginning of the lesson. - Teachers should stress the importance of discipline. - Articles that suit both the boys and girls could be made.
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Scaffolding in assessment for L.S.	<ul style="list-style-type: none"> - Template for scaffolding in assessment was designed with some guiding questions. - Teachers found insufficient time in discussing news in classroom with students. 	<ul style="list-style-type: none"> - Scaffolding in assessment will be continued with some modifications the next year, so that it can scaffold students' learning more. - Classroom New Focus time will be cancelled. Instead students will be asked to do newspaper cutting.
Speech Training Workshop for S.4 conducted by an outside service provider	Students receive extra speech training. They are given more opportunities to make presentations in class. They have heightened awareness to the different aspects of oral tasks like voice projection, pace and stress and connection to audience.	The diverse ability in the class has a bearing on the overall effectiveness of the workshop. Most students show reasonable efforts to improve on presentation skills, the lack of vocabulary and background knowledge, however, take more than a single workshop to develop.
To employ continuous assessment method for evaluating the students' performance in different subjects Target groups: S1 – All form levels	PE KLA A variety of choices were provided to students for their skill test	A marking component, process marks, was recommended to add into the assessment scheme.

Strategy 16. To assist students to complete and submit assignments on time

Consistent Effort Award Scheme Target groups: All S1 ~ S3 students	<ul style="list-style-type: none"> - The Success Criteria (stated in 0809 Annual Plan) were met as follows: Overall S1 Level : 21% of students obtained at least 1 certificate (i.e. 22/104 students) (Last school year 0910: 47%) Overall S2 Level : 51% of students obtained at least 1 certificate (i.e. 83/160 students) (Last school year 0910 : 43%) Overall S3 Level : 40% of students obtained at least 1 certificate (i.e. 76/190 students) (Last school year 0910 : 49.6%) 	<ul style="list-style-type: none"> - Moreover, the achievement in Success Criteria of 10-11 were ONLY Increasing in the S2 levels than the outcomes of 0910 which were as follows : S1 Level : 21% S2 Level : 51 % S3 Level : 40 %
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Strategy 17. To award students who display good learning habits or produce pleasing achievements

Election of Outstanding Student Target groups: nominated Students	<ul style="list-style-type: none"> - There were 5, 4, 5 and 7 candidates finally qualifying for the election of Student of the Year, Student Artist of the Year, Sportsboy of the Year and Sportsgirl of the Year respectively. - A student from each category received a commendation for the achievement. 	<ul style="list-style-type: none"> - The application period can be earlier with promotion activities on morning assembly and eclass platform. The language used in the morning prefers to Cantonese. - The nomination criteria should be studied beforehand for double cohort year in 2011-12.
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RHS Award Scheme Target groups: All Students	<ul style="list-style-type: none"> - The RHS Award Scheme was introduced to S.1 students at lunch time and was explained again to S.2-7 students in the Refreshing Program. - Class and assistant class teachers helped promote the scheme and encourage students to get their record cards signed through the year. - More students and teachers are aware of the scheme and ask for the details actively. - There were totally 52 students receiving the award until 4 July 2011. Bronze award – 39 students Silver award – 26 students Gold award – 15 students 	<ul style="list-style-type: none"> - The promotion of the Scheme by the class teachers is an important factor to raise the awareness of participants - A list of various activities for RHS Award Scheme was distributed to all classes and up-loaded on e-class. - Messages for encouraging participation and reminding the endorsement on the record card were sent throughout the academic year.
Best Improve Students Award Target groups: S.1-5 students with improvement in academic result or character	<ul style="list-style-type: none"> - Certificate was awarded to the most outstanding student having promotion in academic result or conduct in each class by comparing the average score two consecutive years or between the first term and second term for S.1 & S.6. - Data Management Team helped calculate the average score, compare marks and provide data to the class teachers for the recommendation. 	Co-operating with the Data Management Team and the class teachers is the chief element of success.
Awards Scheme (attendance in PE lesson by class)	<ul style="list-style-type: none"> - Outstanding students were being recognized - Students were encouraged to perform well in self-management 	<ul style="list-style-type: none"> - The scheme had a positive impact on student's performance - Clear instructions should be made for better response from students
Visual arts exhibition	<ul style="list-style-type: none"> - Rosarian Arts Show organized in November (Oi Tung Shopping mall) & December (School Basement) - The Graduation show of S7 (Wu Show) organized in Feb 2010 at A-Link gallery and Youth square exhibition area. <p>The feedback from the parents and public were encouraging and positive.</p>	<ul style="list-style-type: none"> - Visual arts exhibition was arranged for S7 class. The feedback from the Gallery, parents, teachers and students are encouraging. - Due to School Mini Gallery was opened. We could arrange various art show or exhibition as usual from time to time.

活動獎勵計劃 初中及新高中 學生參加校內 及校外語文活 動及比賽，可獲 加許學科分數	<ul style="list-style-type: none"> - 是項活動所定出成功指標為全體中一至中五學生不少於 30%獲得本科獎勵分數，根據統計本年度中一達標率是 85.8%、中二 72.1%、中三 75.54%、中四 68.0%及中五 91.0%，上述五級均遠高於達標率。 - 五級中以中五級表現最佳、中四級則稍強差人意。 - 個別班級表現而言，獲得 100%本科獎勵分數者有中一甲、中一乙、中三丙及中三己班；而表現不如理想之班別為中二甲、中二戊班，兩班均不足四成學生獲得本科獎勵分數。 	<ul style="list-style-type: none"> - 明年度周年計劃中可將成功指標定高一些，比方全體中一至中五學生不少於 50%獲得本科獎勵分數。 - 是項統計有賴教學助理統計完成，倘若明年度本科不獲教學助理，統計數字將不能即時獲得。 - 卷五之活動加分涉及多項，比如初中級寫揮春比賽、中一成語日、語文嘉年華、燈謎競猜及整理教學資料文件夾等督。不少學生參加上述多項活動才獲 2 分之獎勵分，實太嚴苛，需重新檢視此項得分。
Annual Arts Student Award Scheme (優秀藝術學生獎勵計劃)	The plan same as last year. Target student group will be S2-S6 The plan expect over 100 student can received 3 levels of achievement. All winners will be awarded in Oct 2011	Due to the special plan of Rosarian Arts Fair was organized. The implementation plan of Annual Arts Student Award Scheme was postpone for next school year.
參加網上閱讀計劃： 「看漢中文網」 (中一至中五)	學生表現與往年相若，各級只有約一半學生曾登入閱讀，能持續閱讀的只佔約 10%，效果欠理想。 五級當中以高年級表現較佳，初中及高中組的最佳表現班級亦分別由中三級及中五級奪得。	任教老師宜加強推動及鼓勵學生上網閱讀。 由於初中學生的學習動機較弱，老師更要加強推動的力量，宜不時審閱學生的閱讀表現，適時加以鼓勵。
Reading Prize Giving Ceremony	<ul style="list-style-type: none"> - The ceremony is the highlight of reading related activities of the year. - The prize presentation program was smoothly run. - Many teachers and students showed up to give support to the student winners. - The winning bookmark produced in magnetic bookmarks, as souvenirs were welcome by all audience. 	<ul style="list-style-type: none"> - Winners in different reading events were openly honored with the prizes. - It has very positive impact to elevating the reading culture in school. - With the sponsorship of Ms. Grace Fung Memorial Fund, magnetic bookmarks were produced as souvenirs to the audience. - The magnetic bookmarks can be used for several years and can also be used as promotional materials of school.
To give positive praise to students who have good or improved performances Target students: all students	History <ul style="list-style-type: none"> - Three students (S.3, S.4 and S.6 level) were nominated for PSHE Commendation Award. - There were around 20 students in S.3, S.4 and S.6 awarded for either their good performance and improved performance in History. 	Positive reinforcement is given to students with good performance in History. It can encourage students to do better in the next academic year.
Art Corridors	2 sets of 14 artist display boards were completed in 1st term. The display not only for decoration purpose but for education and it could enhance student learning with art appreciation.	The corridor displays were effective for providing a better environment in student learning. We suggested to further planning with various environment for arts learning.

Election of Outstanding Student Target groups: nominated Students	<ul style="list-style-type: none"> - There were 5, 4, 5 and 7 candidates finally qualifying for the election of Student of the Year, Student Artist of the Year, Sportsboy of the Year and Sportsgirl of the Year respectively. - A student from each category received a commendation for the achievement. 	<ul style="list-style-type: none"> - The application period can be earlier with promotion activities on morning assembly and eclass platform. The language used in the morning prefers to Cantonese. - The nomination criteria should be studied beforehand for double cohort year in 2011-12.
School Opening Day and Closing Ceremony Target groups: S1 – S7	<p>Opening Day: There were a number of problems arisen this year, mainly on two aspects:</p> <ol style="list-style-type: none"> 1. Due to the lack of communication among teachers, chaos had been caused in arranging students to be seated in the hall. 2. The speech of the guest of honour was too long. <p>Closing Ceremony: The function has been run very smoothly and successfully. Although there were over 200 prizes to be presented and 7 speeches to be made in each section, all programmes were completed perfectly within the time limit.</p>	<p>Opening Day: Improvements should be made in the following aspects:</p> <ol style="list-style-type: none"> 1. Communication between the teachers-in-charge should be improved. 2. Emphasize to the guest of honour that the time limit should be followed closely. 3. All programmes in the ceremony should follow the time-limit strictly. <p>Closing Ceremony: Improvements can be made in the following aspects: Markings should be made on the stage showing the position of the first prize-winner in that batch. Say for a batch of 4 or 8 students.</p>
Speech Day Target groups: S7	The function was run smoothly and the atmosphere was warm and at the same time it shown the importance of the occasion. The timing was especially good.	<p>Improvements can be made in the following aspects:</p> <ol style="list-style-type: none"> 1. The MCs should stand near the podium while saying the prayer. 2. More time should be allowed for the training of MCs. 3. More “interesting” performance should be arranged.
Outstanding performance award scheme	In order to encourage the students to study hard, coupons had been given out in the first term as well.	In order to encourage the students, teachers should stress the scheme to them before the exam.,

Strategy 18. To develop and use multifaceted activities/programs to stimulate learning motivation

Learning-based programs, activities, competitions and award schemes launched by different Teams and KLA/ Dept. throughout the school year: 中一成語活動日 中二看圖寫作(以感恩為題)比賽	<p>中一成語活動日</p> <ul style="list-style-type: none"> - 整體而言，每班九位同學均能各司其職，合作無間，體現了同學間的合作性。 - 比賽時間為 20 分鐘，但有四班同學以少於 16 分鐘時間完成三道題目，可見同學對成語的熟識程度。 - 五班中有一班為非華語學生，同學亦能投入比賽中，並取得季軍。 	<ul style="list-style-type: none"> - 比賽題目出自中一成語冊指定的 50 個成語，並平均分配於三類題目中，達到比賽目的在於溫故知新，及寓遊戲於學習。觀乎是日參賽同學的表現及打氣同學的投入程度，成效已達到。 - 比賽過程重視團隊的溝通及合作性，亦藉比賽過程訓練學生的兩大能力：聆聽指示能力和書寫能力，每組同學的表現均合乎理想。 - 由於有一班為非華語學生，故今年在考核內容的形式上作出調適，以提升他們對學習中文的興趣。而在
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<p>中三演說賽(與感恩內容有關) 中四級以感恩為題寫作比賽 語文嘉年華 初中寫揮春比賽 與中文學會合辦之元宵燈謎競猜 校際中文朗誦節、全港學界普通話傳藝比賽... 舉辦中文閱讀報告比賽(與圖書館及英文科合辦) 綜合考察週之 (1)漫遊新界文物徑 (2)文學之旅 通過不同形式的班際比賽(如集誦、講故事、演講及辯論)，提高同學對普通話的興趣 To stimulate students' learning motivation in Liberal Studies Target groups: S4-S5 students</p> <ul style="list-style-type: none"> - Book Exhibitions (TLI) - Chinese Book Report Writing Competition (TLI, TCL) - Bookmark design competition (TLI, TAE) - Maths Competition - "Fascinating Maths 	<p>中二看圖寫作(以感恩為題)比賽</p> <ul style="list-style-type: none"> - 能回應學校的關注事項，培養學生感恩的心 - 提昇學生的寫作興趣 - 學生表現理想，在老師指導下，認真、積極投入比賽。 - 不乏佳作，具創意。 <p>中三演說比賽(與感恩內容有關)</p> <ul style="list-style-type: none"> - 每班任課老師先向學生講解寫作演講辭的技巧，隨即於班中挑選一上佳的演講辭及挑選一位演講者參賽。 - 七位參賽者的演說能力不錯，得獎者表現更是不俗。 	<p>比賽過程中，他們亦如他班同學一樣的認真及投入。</p> <ul style="list-style-type: none"> - 預計比賽時間為 20 分鐘，由於中級及高級類題目同時進行，大大縮短了比賽時間，四班均能比預定時間提早完成。 - 「皇牌」制度能催化比賽中的效度及強弱度，宜保留。 - 在比賽過程中，得到 30 位中三、中五及中六同學協助，負責每班的計時、監察作答過程、核對答案、及負責秩序等工作；不但為中一同學樹立一良好榜樣，亦減輕了老師的工作量，加快了比賽的節奏。而各位同學對比賽的過程及內容均表現投入。 - 活動於禮堂進行，有音響、大螢幕的配合，可運用電腦將比賽程序、計時器、比賽結果即時展示，大大增加了活動進行的流暢度及氣氛。而旁觀打氣的同學亦能透過屏幕了解比賽的過程。 - 可考慮把得獎作品公開展示、交流分享 - 今年主題由「禮貌儀容」改為「感恩」，較能搜尋有關學生感恩的圖片，幸最後仍能在網上找到相關圖片。 - 今年的舉行日期較遲，明年須定於年初或下學期初舉行。 - 建議任教老師安排學生出席觀賽，一方面是作為對參賽同學的支持；另一方面可透過同學的示範，去認識及掌握演講的技巧。 - 建議可以把學生的得獎作品上載於中文科的網頁內，以作表揚。 - 為求公平，建議用抽籤形式決定出賽次序。
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<p>Questions”.</p> <p>S.5 Maths Foundation Course</p> <p>國情教育 (DCH)</p> <p>中史聯考活動(DCH)</p> <p>中三級專題報告比賽 (DCH)</p> <p>全方位學習活動(TLW)</p> <p>嘉許優異學生</p> <p>Chinese Flower Market</p> <p>Mosaic Project regarding the pastoral plan</p> <p>Photo display project</p> <p>Religious and Physics Talk</p> <p>Newspaper cutting</p> <p>S2 “Water-Power ed” Car Design Competition</p> <p>S2 Project Learning</p> <p>S.3 Physics is Fun (Reducing Heat Loss competition)</p> <p>JA Personal Finance & JA Financial Management (DBA)</p> <p>Iron-on-picture</p> <p>Healthy Meal Planning (DHE-HMSC)</p> <p>Health and Care Promotion</p>	<p>中四級以感恩為題寫作比賽</p> <ul style="list-style-type: none"> - 是次活動能配合學校關注事項：提昇學生對於「感恩」的意識。同時協助學生反思日常生活中對人、事及物的態度。 - 能提昇學生寫作論說文、抒情文的技巧。 <p>語文嘉年華</p> <ul style="list-style-type: none"> - 本年度“語文嘉年華”活動在 2011 年 3 月 15-16 日下午 12：20-13：05 時段在學校禮堂進行。 - 全場兩天共設立 19 個遊戲攤位，全部由中五年級同學設計及主持。攤位遊戲包括： 中五甲班諸子百家 中五甲班猜字謎 中五甲班對聯 中五乙班齊找錯別字 中五乙班正字正音 中五丙班任你拼 中五丙班同音字有啟示 中五丙班潮語 中五丁班由繁入簡 中五丁班歇後語 中五戊班急口令大比試 中五戊班中國傳統鬼怪 中五己班甲骨文 中五己班尋寶學量詞 中五己班繁簡字對譯(16/3) 中五己班中國武術(16/3) 中五庚班詩情畫意 中五庚班正反成語 中五庚班中華美食 - 從統計數字得知，本年度語文嘉年華活動之參與率，全校(中一至中六)超過四成的學生參與。其中以中五級參與率最高，達 81.1%；中四級次之，達 36.1%；而中六級亦有 33.3%的同學參加。中五及中六級比去年的參與率均上升了。依負責老師估計，相信這是由於同學喜歡活動式的語文學習及老師大力推動下所致；至於中六學生由於以前對相關活動並不陌生，加上這次設有加分獎勵，故願意參與遊戲及攤位工作，是。故參與率較往年 	<ul style="list-style-type: none"> - 是次寫作比賽舉行時間略為倉促，故未有足夠時間設計其他教學活動配合(例如閱讀有關感恩的篇章) - 以「感恩」為題，範圍太廣，宜訂立更具体 / 更清晰的寫作指引 <p>1.1 在籌劃階段所遇上之問題：</p> <p>(1) 活動相隔一年再進行，但由於事前之籌備工作頗多，基本上由副科主任籌劃整個活動，由於中五級老師已負責帶領學生設計及籌備攤位，故其他行政(例如收發文件、電郵通知、場地器材借用、安排展版、總檢展版器材等)，以及邀請嘉賓主持、場布、買禮物、安排中六工作人員崗位等等，故工作主要集中在副科主任一人身上。</p> <p>(2) 在早會進行活動宣傳時，因受校方指示學生必須用英語宣傳，無法把有關訊息成功地傳遞給同學知悉(尤其是初中同學)，亦不合本科用語特色，唯事後經科主任調解後，已取得校監清晰指示本科之宣傳用語應以中文進行。</p> <p>1.2 在活動進行階段所遇上之問題：</p> <p>(1) 由於前一年本活動停辦，而兩年前的活動只舉辦一天，故是次活動連續舉辦兩天，所準備的禮物不足，需要於第一天活動後補充。</p> <p>(2) 部分攤位遊戲設計過於簡單，亦有部分攤位為求增加人流，故把遊戲簡單化，以致同學遊戲時間往往不到一分鐘就讓過關，平均不到數分鐘時間，同學就能獲得四個蓋印換取獎品，這亦是導致禮物不足的一個重要原因。</p> <p>(3) 雖然參與活動的同學頗多，但相信仍可吸引更多同學前來參與，是次活動個別班級的學生參與率甚低，甚至 0 參與率，主要原因為相</p>
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<p>(DHE-HMSC)</p>	<p>戲及擔當工作人員，故參與率較往年高。</p> <p>中一及中三級有超過三成學生參加活動，而中二級的參與相對較低。</p> <p>- 活動成效</p> <p>一年一度「中國語文科——語文嘉年華」活動已告一段落，今年所有攤位遊戲都由中五級同學構思和主導，七班同學共設置了十九個攤位，活動過程順利，氣氛熱鬧，不僅工作人員表現主動投入，參與者亦積極爭取完成各攤位遊戲</p> <p>是次活動中共設四個獎項，得獎班級如下：</p> <p>最佳攤位遊戲設計獎：中五戊班「急口令大比試」</p> <p>最佳攤位設計獎：中五甲班「諸子 百家」</p> <p>最具創意攤位獎：中五丙班「同音字有啓示」</p> <p>最具合作精神獎：中五丁班「由繁入簡」</p> <p>活動邀請了叢培森校長為頒獎嘉賓，並邀請副校長關治邦老師及嘉賓評判藍素琴老師為活動獎項作評選；而中六級 28 名工作人員和全體中五級同學的付出與努力，以及各中文科老師的帶領與在場指導；各中五級班主任及不少同事亦到場支持與參與遊戲活動，師生共樂，廣獲好評。希望在來年的活動中再接再厲，能進一步推動本校的語文及文化學習風氣。</p> <p>1. 本年度“語文嘉年華”活動在 2011 年 3 月 15-16 日下午 12：20-13：05 時段在學校禮堂進行。</p> <p>- 全場兩天共設立 19 個遊戲攤位，全部由中五年級同學設計及主持。攤位遊戲包括：</p> <p>中五甲班諸子百家 中五甲班猜字謎 中五甲班對聯 中五乙班齊找錯別字 中五乙班正字正音 中五丙班任你拼 中五丙班同音字有啓示 中五丙班潮語 中五丁班由繁入簡</p>	<p>信與代課老師的推動力度有關；而另一原因為兩天活動碰巧其他學科、體育組或課外活動組同一時間在校內舉行比賽活動，故同學未必得空前來參加。</p> <p>1.3 整體反思及建議：</p> <p>(1) 建議活動由副科主任負責，中五級聯絡老師協助籌備。</p> <p>(2) 中五級班任老師在引導同學製作攤位時，注意學生所設計的遊戲是否過於簡單，並教育學生切勿於主持遊戲時偏私；而在活動當天亦可留意學生(自己班或別班)是否有簡化遊戲程序及偏私的情況出現。</p> <p>(3) 有關連續兩天均與其他學科、體育組或課外活動組的活動同時進行的問題，則建議由科主任向有關部門反映、協商，或者了解情況，以便由中文科老師在班上向學生宣傳活動時，及早處理有關情況，鼓勵學生抽空參與。</p> <p>(4) 透過生動有趣的方法加強對初中同學(尤以中一為主)在活動宣傳上的力度；而任教老師可加強在班中宣傳，以推動有關活動，提升學生學習語文的興趣與風氣。</p> <p>(5) 語文嘉年華屬中文週的唯一代表活動，模式已有經年，建議在能力範圍內可多作新的嘗試，例如：</p> <p>a)重新思考中文週的活動和意義</p> <p>b)在舉辦語文嘉年華時可加入一些新的元素，例如：加入中國傳統文化的主題展覽區、語文迷宮等等、由中文學會設置篆刻區等等。</p> <p>c)請一些演藝者表演現代相聲等等。</p>
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	<p>中五丁班歇後語 中五戊班急口令大比試 中五戊班中國傳統鬼怪 中五己班甲骨文 中五己班尋寶學量詞 中五己班繁簡字對譯(16/3) 中五己班中國武術(16/3) 中五庚班詩情畫意 中五庚班正反成語 中五庚班中華美食</p> <p>- 從統計數字得知，本年度語文嘉年華活動之參與率，全校(中一至中六)超過四成的學生參與。其中以中五級參與率最高，達 81.1%；中四級次之，達 36.1%；而中六級亦有 33.3%的同學參加。中五及中六級比去年的參與率均上升了。依負責老師估計，相信這是由於同學喜歡活動式的語文學習及老師大力推動下所致；至於中六學生由於以前對相關活動並不陌生，加上這次設有加分獎勵，故願意參與遊戲及擔當工作人員，故參與率較往年高。</p> <p>中一及中三級有超過三成學生參加活動，而中二級的參與相對較低。</p> <p>- 活動成效</p> <p>一年一度「中國語文科——語文嘉年華」活動已告一段落，今年所有攤位遊戲都由中五級同學構思和主導，七班同學共設置了十九個攤位，活動過程順利，氣氛熱鬧，不僅工作人員表現主動投入，參與者亦積極爭取完成各攤位遊戲。</p> <p>是次活動中共設四個獎項，得獎班級如下：</p> <p>最佳攤位遊戲設計獎：中五戊班「急口令大比試」</p> <p>最佳攤位設計獎：中五甲班「諸子百家」</p> <p>最具創意攤位獎：中五丙班「同音字有啓示」</p> <p>最具合作精神獎：中五丁班「由繁入簡」</p> <p>活動邀請了叢培森校長為頒獎嘉賓，並邀請副校長關治邦老師及嘉賓評判藍素琴老師為活動獎項作評選；而中六級28名工作人員和全體中五級同學的付出與努力，以及各中文科老師的帶領與在場指導；各中五級班主任及</p>	<p>可多鼓勵學生用毛筆寫揮春，貫徹傳統文化精神。</p>
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	<p>不少同事亦到場支持與參與遊戲活動，師生共樂，廣獲好評。希望在來年的活動中再接再礪，能進一步推動本校的語文及文化學習風氣。</p> <p>初中寫揮春比賽 同學自由構思富賀年含意的揮春內容，更發揮創意，加上不同的圖案，創作別出心裁的作品。大部份老師能在課堂內完成揮春寫作，同學也興致勃勃，氣氛不錯。 每班挑選出三張出色的作品參與全級的評選。本屆共約有 54 份作品入圍。</p> <p>本年度獎項除原有的冠亞季軍，每級更增設優異獎、最具創意獎各一名。</p> <p>頒獎禮於2月17日早會舉行。所有得獎作品已在3月15及16日語文嘉年華內展出。</p> <p>與中文學會合辦之元宵燈謎競猜 一年一度的元宵燈謎大會已於二零一一年二月十七日圓滿結束。是日活動於午膳時間假初中部有蓋操場舉行，當日有超過一百位學生入場參與競猜，場面熱鬧，當中還吸引了不少老師駐足競猜呢！活動期間，同學們把燈謎的謎底填在遊戲券上，每猜中一題可獲小獎，三題獲中獎，五題獲大獎。大部分同學簇擁答題，並贏取精美禮品。是次富趣味的思考活動，可讓學生從活動中學習，提升他們對中國文化的興趣。</p> <p>校際中文朗誦節、全港學界普通話傳藝比賽...</p> <ul style="list-style-type: none"> - 今年，報名單項者共 75 項，較去年少了 30 多項，集誦仍維持有三項(每項集誦，約 30 至 36 人)，整體上參賽人數為 187 人，較去年的 217 人，少了 30 人。 - 參賽人數雖少了，惟成績與去年相若，共獲三項冠軍、七項季軍、良好獎狀 19 張，優良獎狀 52 張 (去年共獲四項冠軍、兩項亞軍、六項季軍、良好獎狀 20 張，優良獎狀 63 張)，今年的成績也可說是豐收的一年。 - 三隊集誦，成績尚算不錯，中一、二、三分別獲 84 分、81 分、83 分之優良獎狀成績。 	<p>為收更大宣傳中國寫揮春文化之效，建議明年中一至中三每班提名三人，在農曆年假前一個午膳時間在初中部有蓋操場舉辦即席寫比春決賽，屆時也可考慮邀請老師即席示範，以作文化交流。</p> <p>鑑於本年有參賽者未能個人身份創作，事件揭露了比賽規則有未完善之處。建議明年須修訂有關比賽規則以杜塞漏洞。</p> <p>由於所設的題目深淺程度參差，故大部分同學集中競猜其中較淺的題目。</p> <p>是次活動以派發遊戲券方式進行，這有助提高同學的參與，並避免部分猜中的同學把謎底外洩。</p> <ul style="list-style-type: none"> - 今年，無故缺席比賽的同學有 3 人，另 1 人因病缺席，1 人未能完成。(去年缺席者有 5 人) - 未能完成者分紙上不獲評分，只得評語，這多與訓練時間不足、或未能熟記誦材或臨場過於緊張有關，老師訓練同學時宜多加注意此事。 - 今年獲低於 75 分者有 4 人，與去年相若，這多少與訓練時間不足有關。 - 多年來學校津貼單項參賽者每人 \$15.00，多年不變，明年度可津貼至每位參賽者每人\$20.00，可更吸引多些人參賽。 <p>普通話</p> <ul style="list-style-type: none"> - 除朗誦外，同學有更多機會接觸不同類型的普通話比賽，擁有更多發揮空間。
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	<p>普通話</p> <p>每年選取一些適合本校學生參與的普通話校際比賽，鼓勵學生參加，增加接觸普通話的機會，同時提高普通話口語能力。</p> <p>已達標。初中每級皆有一班同學(1F、2F及3F)參與【62 學校朗誦節】普通話集誦比賽，3 班均獲優良獎狀。</p> <p>除【香港學校朗誦節】外，中一至中六各級共有約23人參與朗誦、演講、歌唱及主持人等不同類型的普通話比賽。在【第十一屆全港普通話傳藝比賽】獲得卓越成績，共獲得兩項冠軍、一項亞軍及13項良好獎狀。另，於【第六屆全港經典古詩、小品、詩歌表演比賽(2011)】，獲得1項季軍，4人獲得優良獎狀。</p> <p>舉辦中文閱讀報告比賽(與圖書館及英文科合辦)</p> <p>今年共有 500 位同學報名參加比賽，出席人數為 419，出席率為 83.8%，人數比去年減少 18 人，下降 5.4%。</p> <p>此外，今年各級參與比賽的學生人數相若，中一級有 51 名學生出席；而中二及中三級分別有 56 及 91 人參與；中四及中五則分別有 105 及 75 人參與；而中六及中七的參與人數為 37 及 4 人；而中四級的參與人數是全校之冠。</p> <p>是次比賽人數在中一級班數下降的情況下仍維持接近半數的同學參與，有賴本科組老師積極鼓勵學生參與活動之效。</p>	<ul style="list-style-type: none"> - 【第十一屆全港普通話傳藝比賽】參賽費用為： <ul style="list-style-type: none"> (1) 個人賽每人\$260 (2) 組別賽每人\$200，上年度申請家教會津貼\$5000。下年度將繼續申請津貼，增至\$7000，並且同時涵蓋其他比賽(例如【第七屆全港經典古詩、小品、詩歌表演比賽(2012)】)。所有同學可豁免悉數報名費用。 - 所有普通話老師皆須參與培訓學生工作，每人至少帶領 2 位學生比賽。老師都積極參與。 <p>學生參與比賽的動機及責任感比往年為佳，23參賽者中只有1人缺席。</p> <ol style="list-style-type: none"> 1. 學生撰寫閱讀報告水平： <p>今年參與比賽同學之作品達一般水準，大部分同學都能表達個人感想；部分學生尚能對個人生活有所反思，或能對社會國家等議題表達關懷；然而在寫作技巧和篇章布局方面可以加以提升。</p> 2. 有關人手安排： <p>本年度比賽的評閱人手共有六位，兩位老師負責評閱一個組別，而正、副科主任負責在最後一個階段審定名次，工作量與去年相若。</p> 3. 比賽時間的修訂： <p>由於參賽人數眾多及根據去年的經驗，今年嘗試把比賽分成兩段時間於禮堂進行：中一至中三同學於午膳時間(12:20-1:20p.m.)於禮堂進行。中四至中七同學放學後(3:40-5:15p.m.)於禮堂進行。</p> 3.1 由於場地集中在禮堂，故把原定的人手稍作調動，同時有教學助理的協助，人力資源安排不成問題。
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		<p>3.2 而分兩段時間比賽的利處是能集中一個場地進行比賽，容易編排人手；</p> <p>3.3 但熱鬧場面稍遜於去年坐滿禮堂的景況，活動氣氛或會因此而受到少許影響。</p> <p>3.4 對學生來說，中午只有約一個小時的時間進行比賽，而中一級則只有五十分鐘左右，對於在允許學生帶同稿件進場的大原則下，學生寫作時間不成很大的問題；但若日後要修訂有關規條，則必須考慮比賽時間的問題，反之亦然。</p> <p>4. 活動人數能維持高比率的原因：</p> <p>今年比賽人數在中一級班數下降的情況下仍維持接近半數的同學參與，實有賴本科組老師積極鼓勵學生參與活動之效。其次，亦與本科設置的語文活動分計劃有關。</p> <p>5. 建議：</p> <p>(1) 鼓勵本科老師多與學生分享閱讀經驗(閱讀與個人、生活、社會等的關係)；再於平日教學安排作業時，除了要求學生撰寫報告時兼顧內容簡介和感想外，更教導其撰寫感想的方式，以提升學生撰寫閱讀報告的深度；同時，對於能力較強的學生可在寫作技巧上多加指點。</p> <p>(2) 把有關活動的資料及優秀文章置於教學資源庫內，以方便老師教學用。</p> <p>建議由圖書館發出指引，或在學期初由圖書館主任與各級班主任開會時建議老師於早讀課進行閱讀分享期間，提高學生分享閱讀的內涵，例如：可</p>
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	<p>綜合考察週之(1)漫遊新界文物徑</p> <ul style="list-style-type: none"> - 今年，中二圍村考察進行遇上一些阻滯，11月9日中二己班考察期間出現二人毆打事件。又11月10日中二戊班出現屏山鄧族文物館捉迷藏事件，是推行此項活動以來首見之事。除上列兩班外，其餘四班考察順利，學生表現良好。 - 美術科寫生之習作回收順利，只有極少數未能完成，寫生的水準也與去年相若。中文科的工作紙有個別班別的少數同學事後未能呈交。普遍來說，學生工作紙的表現遜於往年，質量高之工作紙並不多。 	<p>要求學生除了敘述書籍內容外，更可分享一下與個人生活經驗，使閱讀的口頭分享與寫作的要求一致。</p> <ol style="list-style-type: none"> 1. 交通安排 每天兩班考察、首兩天是屏山與錦田，第三天是屏山與龍躍頭。錦田線來回走第三號幹線（大攬隧道）；屏山線來回走屯門公路，時間長了一點約需一小時十五分鐘；龍躍頭則較另外兩線早一小時回程（二時回程，三時左右抵銅鑼灣百德新街）。 *美中不足的是司機的手機並不事前作通傳，每天要到校車站才知哪位是負責司機 2. 人手安排 跟過往大致相若，基本上有三位老師或 T.A/L.A.協助，人手尚算足夠，惟面對秩序較差之班別宜安排班主任/副班主任/訓導老師跟隊；又其中一位跟隊老師需為任課老師；每班至少安排一位男老師跟隊，則較為恰當。 3. 教材套/學生工作紙 教材套分有精裝版及簡潔版供老師參閱；學生工作紙跟往年一樣，惟建議刪除平面圖一項。 4. 其他改善建議 <ol style="list-style-type: none"> (1) 路線：明年至少縮減一條參觀，配合縮班 (2) 時間：建議提早於上午 8:45 出發，下午 1:30 回程，建議取消寫生部分。 (3) 財政開支：由於明年度中二級將減至四至五級，財政開支上宜有所修訂，可縮減 10%，以上年預算為本。 (4) 明年 2C（NCS）一班學生，建議校方應研究如何處理考察工作及填寫工作紙。當中涉及宗教問題及規劃上的考慮，其中建議帶隊老師須為班主任/副班主任。 (5) 由於明年嘗試縮短為半天行程，考慮不與美術科合作，繼而取消寫生部分。
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	<p>(2)文學之旅</p> <ul style="list-style-type: none"> - 學生通過參觀當地一所中學，與師生進行交流、分享兩地的學習環境、瞭解兩地之差距，並能擴闊視野。 - 此行能讓學生了解湖湘的歷史文化。對修讀文學、中史的學生來說，他們收獲較大。 <p>通過不同形式的班際比賽(如集誦、講故事、演講及辯論)，提高同學對普通話的興趣</p> <p>由於舉行日期正值科主任產假，故此項活動只能擱置，留待下一年度舉辦。</p> <p>To stimulate students' learning motivation in Liberal Studies</p> <ul style="list-style-type: none"> - Four programmes were successfully organized to enhance students' interest in Liberal Studies. - Liberal Studies Enquiry Study Project Award was successfully held. Participating students' project learning skills have been enhanced. - S5 News Commentary Competition was successfully held. Students' awareness of current issues was enhanced. One of our group also participated in the "Globalization" Project Learning competition organized by the HKIED and HKIRRA. Finally, they got the championship. - Integrated Learning Week – Study Tour to Beijing and Study Tour to Shanghai, Suzhou & Nanjing were successfully organized. The response from students was encouraging and positive. 	<ul style="list-style-type: none"> - 部分學生行為差劣，違規行為不少。此外，對文學、歷史沒有興趣的同學，只視是次考察純屬旅遊。建議舉辦外地考察團時可先由負責老師篩選合適的學生。 - 行程方面，車程頗長，六天的行程令學生非常疲累，建議可縮短至五天。 - 在擬定年度計劃時，此項活動必須列出確切的舉行日期及各項細節。 - 普通話老師工作繁重，上學期帶領集誦，下學期帶領學生參與校外比賽【第十一屆全港普通話傳藝比賽】， <p>此項校內比賽可能會增加老師工作量，等待檢討。</p> <ul style="list-style-type: none"> - As Liberal Studies is a new subject, more activities of different kinds should be organized to boost up students' interest and capability in learning this subject. - Liberal Studies Enquiry Study Project Award and S5 News Commentary Competition will be continued as the learning achievement is confirmed by students, teachers and parents. - Issue-based Essay Writing competition will be organized the next year for training students' essay writing skills. - Movie appreciation and visits will not be organized in the next year as many students have been to our focused museums in their junior forms.
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	<ul style="list-style-type: none"> - One movie appreciation and one visit have been arranged to further boost up students' interest in Liberal Studies. Students' response to the movie appreciation was quite well in the First Term. The visit was well-received from students. <p>Book Exhibitions</p> <ul style="list-style-type: none"> - Most students were either led by teachers or went on their own to the book exhibition. - The response of teachers and students to the variety of books provided by the suppliers was positive. Primary section appreciated our arrangement for them. - The suppliers were satisfied with the sales condition and praised the good behavior of our students. <p>Chinese Book Report Writing Competition</p> <ul style="list-style-type: none"> - The success criteria were met with a new high of 500 students enrolled for the competition and 421 (09-10 was 437, 08-09 was 248, 07-08 was 195) students participated at a high turn-up rate of 84.2%. - Winning book reports were displayed for public appreciation. - Some quality entries were selected for external competitions. <p>Bookmark Design Competition</p> <ul style="list-style-type: none"> - The total number of entries was 275 (09-10 was 396, 08-09 was 75) with many quality pieces. - 1 champion and 2 merit prizes were obtained in external territory-wide competition (organized by the Professional Teachers' Union and Public Libraries). <p>Maths Competition</p> <p>67 students of S.1, 116 students of S.2, 148 students of S.3, 152 students in S.4 and 195 students in S5-7, amounting to (678) more than half of the students in the secondary section.</p> <p>"Fascinating Maths Questions"</p> <p>There are 50% (average %) of classes participated throughout the year</p>	<ul style="list-style-type: none"> - It was a good chance for teachers/students to choose books for themselves and for the Class Library. - Greater variety of books is recommended for coming year. English books and books for NSS are also preferred. <ul style="list-style-type: none"> - Chinese Dept. is a strong support in promotion and implementation to make the program a success. - Additional sponsorship of \$2000 from PTA enabled the increase in the number of winners. - "Reading Grade" in report card also encouraged active students to participate. <ul style="list-style-type: none"> - Winning bookmarks of several years produced as magnetic bookmarks distributed in the prize presentation ceremony as souvenirs was much welcomed. - Additional sponsorship of \$2000 from PTA enables the increase in the number of winners. <ul style="list-style-type: none"> - There are three categories of questions, including Mathematics IQ questions, "Sudoku" (數獨) and "Seven Piece Tangram" (七巧板). - Students found it challenging and interesting. <p>The participation rate is almost the same as that of last year.</p>
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	<p>S.5 Maths Foundation Course</p> <ul style="list-style-type: none"> - The attendance rate is about 58.8% of 50 S5 students being present. - Besides the Maths teacher in the classroom, about 12 S6 students being the student helpers to teach S5 students. S5 students felt that the S6 students act like as their big brothers and sisters. <p>國情教育 能刺激其研習興趣</p> <p>中史聯考活動</p> <ul style="list-style-type: none"> - 能提早其準備的時間 - 加強其研習之信心 <p>中三級專題報告比賽</p> <ul style="list-style-type: none"> - 成功以階段式引導完成報告 - 呈交的數目比以往多，質素亦較好。 <p>全方位學習活動</p> <ul style="list-style-type: none"> - 在老師帶領下，學生表現不俗 - 同學反應良好 <p>嘉許優異學生 共頒發 三級共 18 位同學</p> <p>Chinese Flower Market</p> <ul style="list-style-type: none"> - Upon completion of the workshops training, 2 classes of S4 students were running 8 stalls in the Chinese Flower market. - All the stalls made profits and were able to make donations. - Game stalls were newly set up to attract the primary students. <p>Mosaic</p> <ul style="list-style-type: none"> - Outstanding displays - Interests of students were shown in their reflections of the story and the activity <p>Project regarding the pastoral plan</p> <ul style="list-style-type: none"> - Fair participation of students - Students showed good observations from the teaching materials prepared <p>Photo display project</p>	<p>There are about 10 students always dropping out of the foundation class. It is quite difficult to monitor those absentees.</p> <ul style="list-style-type: none"> - 學生在低年級有專題研習訓練，能掌握基本技巧，惟在分析和評鑑方面，能力欠佳。老師宜多訓練其分析、綜合能力。 - 中三級反應熱烈，參加者眾 - 中四同學則較被動 - 對於欠主動的學生，戶外學習活動非常重要，不但能提供機會拓闊視野，而且改變他們對歷史科的印象 <p>能加強其研習之信心</p> <ul style="list-style-type: none"> - Secondary school student customers are interested in selling stalls while the primary school students and small kids are interested in game stalls. - The target invitation for promotion should be planned better beforehand - More message could be conveyed through the mosaic artwork as long as students were interested in it - The school theme “Gratitude” could be reinforced and be practiced more with daily examples - Projects done by students could be shown in the exhibition and be appreciated by other schoolmates - Students were creative and show interest in this project
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	<ul style="list-style-type: none"> - Outstanding displays - The passing rate is high and is more than 50% - Students performed well in this project and gave good artwork <p>Religious and Physics Talk</p> <ul style="list-style-type: none"> - Students were enthusiastic during the whole talk - Students showed outstanding participation and interaction with teachers <p>Newspaper cutting</p> <ul style="list-style-type: none"> - The success criteria were not fulfilled. - S4 finished the 2 articles but less than 30% of students handed in their summaries or comments. - The program was not run for the S5 in the current year as the time was too rushed. <p>S2 “Water-Powered” Car Design Competition S2</p> <ul style="list-style-type: none"> - Totally 61 cars were submitted - 39 cars (64%) can travel 3 meters which reach the success criteria. - On the whole, the event was quite successful. <p>S2 Project Learning</p> <ul style="list-style-type: none"> - 82% of the students could complete all assigned tasks. - 61% of the students can get 60% (score) or above. <p>S.3 Physics is Fun (Reducing Heat Loss competition) Students of some S.3 elite classes participated this competition and most of them enjoy and take part actively in it.</p> <p>JA Personal Finance (DBA)</p>	<ul style="list-style-type: none"> - The level of passion of teachers could directly affect the participation level of students - Theme of talks are important (this time was the Beauty of Small 微小的藝術) - The learning attitude of NSS Chemistry students were low as many of them did not opt for Chemsitry in S3 Streaming. It was very difficult to urge them to do any “extra” works. - The syllabus of NSS was too long and there was not enough time to finish the syllabus. - Only 4 classes had submitted more than 5 cars. All classes have more than 50% of the cars can travel 3 meters or more. - The goals were reached. The competition provided extra opportunities for our students to gain achievement. It motivated the students to develop interest in science and it provided a chance to train the students to gain improvement in tackling and solving problems. <p>The quality of the reports was as good as last year.</p> <p>It was found that this kind of learning activity can provide a good chance for our students to practice what they learnt in Physics.</p>
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	<p>2 Workshops were run to teach the students on the basics of the personal financial management.</p> <p>JA Financial Management (DBA) The workshops were called off by the principal because of the time clash with the second SBM meeting.</p> <p>Iron-on-picture Completed and achieved</p> <p>Healthy Meal Planning</p> <ul style="list-style-type: none"> - All S2 and 3 students completed and submitted the project during the lesson. Therefore there was no problem in collecting the work, but most of the works were not outstanding. - The projects were not displayed in the subject exhibition. <p>Health and Care Promotion (Plan A)</p> <ul style="list-style-type: none"> - S3 - The format of the S3 activity had been changed. After reading the information on the board, interested students could complete and submit the worksheets. Small gifts were given to the prize-winners. - S4 – Top 15% of students have demonstrated the full integration of knowledge in writing the reflection in both health management and social care issues. - Another 70% of students, to certain extent, can practice the integration of subject knowledge in writing the reflection. - This routine assignment gave a chance to the students to revise their learning regularly and think over different health and social care issues; thus facilitates their answering technique. <p>(Plan B)</p> <ul style="list-style-type: none"> - Students have obtained a better understanding of the social services provided by the Baptist Oi Kwan Social Service; e.g. youth and family 	<p>The students participated actively in the workshops which are beneficial to their subject learning.</p> <p>The time for workshops were scheduled by the business volunteer and it is not easy to change arrangement.</p> <p>Carry on next year. The topics will be changed to 'Courage'.</p> <ul style="list-style-type: none"> - This year, the practice had been changed, lesson time was arranged for completing the projects. This was a good way to avoid students from not submitting the works, which used to be a big problem of the teachers. - The project was not very effective for students were poor in motivation. - S3 – The activity was carried out within two to three weeks, which can be extended to allow more students to participate. - S4- It's better to arrange at least 2 lessons during September, to discuss with the students on the news that concern the health and social care issues and help them to formulate the framework in writing the reflection. <p>The visit has ended at 3:10p.m.; thus, insufficient time for the students to go through the Q & A session; as most of the students came back to school to join the Interclass Maths. Quiz.</p>
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	<p>service, halfway house and shelter workshop for the mentally rehabilitated patients.</p> <ul style="list-style-type: none"> - Students have learnt the content of the “Child Development Fund” for the teenagers and newly development “OKLink(關愛鈴)” which like a mobile link to serve the elderly. <p>(Plan C)</p> <ul style="list-style-type: none"> - Most students attended the activities punctually. - Their response in the activity was fair, some of them were not very active and reluctant to participate. <p>Visual Arts</p> <p>We have finished 3 events include: Environmental Colouring competition, Card design and 60 popular bookmark design competitions in this academic year.</p> <p>In bookmark design competition, one of our S6 student: Tracy Chan got the public champion.</p> <p>We have applied the PTE fund for the printing of Teacher day card in coming year successfully.</p> <p>Music</p> <p>Hymn Singing Competition was proposed to be held in Religious Week in April.</p> <p>Due to busy progress of Hong Kong School Music Festival, and there was misunderstanding and improper communication that the competition was cancelled.</p>	<ul style="list-style-type: none"> - Teachers should discuss with the students while choosing the theme of the activity. - If time is available, some training should be given to the students before the activity. <p>The competition arranged too much for student, so the performance of student were poor in the last “Card design” event.</p> <p>Teacher should let student to focus in one annual event only. The program result will get better and improved in future.</p> <p>Suggest to have longer preparation and better communication with the Religious Department for the final concert during the Religious Week.</p>
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Mentorship Program (TCG)	Mentorship Program (TCG) Students were interested in the programs. Good responses from the students and alumni.	Mentorship Program (TCG) Lots of administration work, but limited manpower provided
Environmental Debate competition (THM & TEE)	Good relationship between alumni & students were established.	This is the second year to run the program and still have rooms for improvement.
S3 ILW Visits		The number of mentees should be around 30.
S4 Maths & Science Camp	Environmental Debate competition (THM & TEE) Generally the event was successful organized in the forth year.	More mentoring means is needed.
Science Week - Fitness Program	The final competition held in March. We had organized 12 events for 6 houses.	Environmental Debate competition (THM & TEE)
Science Quiz	The organization & the student performance were improved than last year The result of competition as final:	Generally the performance of students was good. Senior class student could practice Chinese debate through the competition.
Science Week -Science Forum (Topic: Pastoral theme 2010-11)	1st Unicorn, 2nd Peacock, 3rd Dragon, 4th Eagle, 5th Phoenix, 6th Flamingo And the best debater was 羅穎思 S.5B (Peacock House)	Both S4 & S5 students improved their presentation skills through the training workshop and the team work learning in debate competition.
Science Week -Physics is Fun	S3 ILW Visits Most students had submitted the report and poster. The quality can be improved.	Only too many school activities overlapped at the same time. We hope to improve this situation in school management in near future.
	S4 Maths & Science Camp 36 students (S.4 ~ S.6) participated in the camp. The response and feedback from the students towards the arrangement and organization is positive and satisfactory. This event can enhance the students' interest in learning Science and Maths.	The arrangement of transportation should be improved.
	Science Week - Fitness Program Students took blood pressure, heart rate, height, body weight and body water percentage, body fat from their peers. They have acquired the techniques, and could explain the importance of different data.	Learning should not be restricted in classroom. Understanding the students' background and taking care of their needs with heart are very important for teaching and learning.
	Science Quiz - The program was partly success. - The attendance of students was fair: S4 84 out of 154 (54.5%), S5 53 out of 117 (45.3%), S6 35 out of 68 (51.5%) and overall 172 out of 339 (50.7%) - The average mark of students was not very satisfactory: S4 Physics 8.90, S4 Chemistry 6.21, S4 Biology 9.55; S5 Physics 8.26, S5 Chemistry 8.39, S5 Biology 8.89; S6 Physics 8.17, S6 Chemistry 8.92, S6 Biology 14.00. Only S6 Biology fulfilled the success criteria	Due to clash with many other activities, the no. of participants is small, only around 100.
	Science Week -Science Forum (Topic: Pastoral theme 2010-11) 144 S.3 students participated in the	Too many activities were held at the same time. It affected greatly the attendance of students. The low average partly due to the fact that many groups did not have students taking all the Science subjects. Also, many students were taking Combined Sciences only and cannot answer all the questions.

Target 6.To improve students’ learning environment**Strategy 21.** To require students to bring the necessary teaching and learning materials

To set a clear rule for encouraging students to bring proper uniform for the PE lessons	<ul style="list-style-type: none">- Outstanding students were being recognized- Students were encouraged to perform well in self-management	Clear instructions should be made for better response from students
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Strategy 22. To maintain a clean and favorable environment for teaching and learning

<p>Invitational Education - PLACES</p> <ul style="list-style-type: none"> -Special Color Banner -Bulletin board design for Invitational Education -Green plant growing at the classroom green corner 	<p>18 banners completed in first term December 2011, some of S6 visual arts class students invited to stick the banners' background for the junior classes. Finally the banners on wall were well present and meaningful display for S1-3 classes. Only a few banners damaged at the end of school year. All prizes were presented at the end of school year.</p> <p>The classroom planting campaign organized from October 2009 to June 2010. The performance of classes was satisfactory. The quality of pot flowers were poor provided by public agent. The pot plant could provide for S1&2 levels only. Finally 1C got the champion</p> <p>We have finished the following award schemes in the school year. The Final result of Environmental Classroom Campaign as below awards</p> <p>Best in Bulletin Board classes: 1A, 3F, 3G</p> <p>Best Junior corridor IE class banner: 1A, 3E</p> <p>Best Classroom Environmental ambassadors: 2A, 3G</p> <p>Best Class pot plant growing: 5F, 6B (S3-6)</p> <p>Classes best in Level 1A, 2A, 3G, 4C, 5F, 6B</p> <p>Best in Senior levels Class: 6B(322 marks)</p> <p>Best in Sec Class: 3G (Overall Champion 363 marks)</p>	<p>The production cost was reduced compare with last year. The corridor decoration suggested to invite respective classes participation e.g. display student works, class achievement or photography etc. More guidelines or suggestion should provide for class teachers. S1 classes should have more support for this program.</p> <p>Since 4 classes failed in the program, the green classroom project should be asked all class teachers and class environmental ambassadors to fully support.</p> <p>* The award scheme for classroom & ambassadors award scheme was well organized in this year.</p> <p>Due to only 70% of class could pass in the program and most senior class teachers not support the plan, more promotion and communication should be improved in coming year.</p>
<p>Replace the LCD projectors in all the classrooms</p> <p>Target group: all students</p>	<ul style="list-style-type: none"> - New LCD projectors had been installed in all classrooms - New screen with larger size had also been installed in all classrooms. 	<ul style="list-style-type: none"> - The new LCD projector and screen provide bigger image with higher light intensive greatly enhance the teaching and learning conditions in the classrooms.

Target 7. To foster students' learning and organizing skills

Strategy 23. To develop in students necessary learning skills

Plans	Achievements	Reflections
<p>通過不同形式, 如問答、討論及朗讀篇章, 給予初中同學更多</p>	<p>上下學期各 8 次(全年 16 次), 每逢星期二午膳時間於初中有蓋操場進行。10 位普通話大使因應不同討論題目與參加同學進行對答, 訓練學生口語能力。表現</p>	<p>本年度共有 8 位普通話大使(選自中一至中五各班)協助普通話交流活動, 並設有後備, 各人之出席率比上年度有所改善。</p>

	- The standard of the projects varied.	
Enrichment of our students' learning experience -Slogan / Bookmark/ Booklet Design Competition -Project learning (S1) Target groups: S.1 and S2	<ul style="list-style-type: none"> - Over 70% of students finished their work. - Some students did the work with outstanding art work and creative ideas. 	<ul style="list-style-type: none"> - Students showed interest in design. - Their beautiful art work granted them with great achievements. - Such project work is beneficial to students' learning but more guidance should be provided.
Develop students' analyzing and appreciation skills in art / music appreciation studies for NSS.	<p>Visual Arts</p> <p>VA department had jointed the environmental sculpture project with S5 class. The program organized in March 2011 and student completed the artist works visit with art appreciation and art work making in the school year.</p> <p>Music</p> <p>Various Concerts arranged for elective classes:</p> <p>For NSS, various concerts and performances outside school</p> <ul style="list-style-type: none"> - "Swire Symphony Under the Stars" full rehearsal (at afternoon) and performance (at night) by HK Philharmonic Orchestra at Happy Valley Racecourse - "Hong Kong International Acapella Festival Extravaganza" at Queen Elizabeth Stadium - A cappella "Vybrations" concert in School - Hong Kong Arts Festival at CUHK School Ensemble Year-End Concert 	<p>Both teacher and student were well planning for the NSS teaching & learning in school year.</p> <p>More music appreciation can help students understand and learn the manner to respect others as our students cannot only learn from the theory.</p> <p>Music teachers should make good use of plan in order to develop teaching material or aids for NSS syllabus.</p>
Talk on reading/writing skills Target group: Junior level	<ul style="list-style-type: none"> - The famous writer 君比 was invited to give talk to S1-S3 students on reading and writing skills, and to share her experience in reading and writing. - The atmosphere was good; students were interested to raise questions. 	<ul style="list-style-type: none"> - Book exhibition together with signing booth (簽名會) held on the same day was a good arrangement and an attraction.
Support program for SpLD students Enhance the reading and writing skills of Chinese	<ul style="list-style-type: none"> - The 8-sessions Reading and Writing Learning Groups for S.1 (2nd term) and S.2-S.3 (1st term) students were finished. - The performance of S.1 students is better than S.2. 	<ul style="list-style-type: none"> - The reading and writing learning groups should be held afterschool due to students' low motivation during lunch time. - Propose to recruit tutors from social service centre to lead the reading and writing group after school in the coming year.

S1-3 KEY Chapters (MATHS KLA)	Most of the Maths teachers responded that it is good to let students train the KEY chapters. It will be carried on.	Those KEY chapters will be counted as part of the assessment.
Newspaper Clipping	<ul style="list-style-type: none"> - Most students learned to express their views on current social issues from an economic point of view. - 90% of the students completed the assignments. - This year, S3 students were given simple English reading articles and the results were satisfactory. 	<ul style="list-style-type: none"> - This year, sample articles and guided questions were given to S.3 and S.4 students in the beginning of the term and the result was satisfactory. - The reading articles for S3 will be continued next year in the MRS session.
To maintain a centralized and well-organised database of shared teaching and learning resources for teachers and students	<ul style="list-style-type: none"> - The database of shared resources are well-organised and uploaded to Y: drive - Some teaching resources have been borrowed from the publisher for reference - Some teacher references were bought. - Some hard copies have been filed. 	More teacher references should be bought as most of our materials are school based. In long term, we have to keep enough copies for teachers setting exam or UT papers.
To develop students' generic skills and to increase their awareness of currents issues in Hong Kong, China and the world through newspaper reading	Over 70% of students finished the newspaper / article reading	<ul style="list-style-type: none"> - The English ability of the students is not as good as we expected. They found difficulties in reading the English articles. - It is better if the teachers could find some simplified articles for them and give more guidelines.

Strategy 24. To develop in students necessary organizing skills

To teach students to monitor their learning progress by using portfolios Target students: S.3, 4, 6 students	<ul style="list-style-type: none"> - Portfolio file has been designed to teach students to monitor their learning progress. - Majority classes in S3, S4 and S6 have kept their learning stuffs in a portfolio file. Some classes are able to record their learning activities under the guidance of subject teachers. 	To get the programme succeeded, subject teachers should arrange time in teaching students in writing their learning reflections and filing.
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Major Area of Concern 3: To develop and enhance students' self-management capabilities.

Target 8. To develop students' sense of self-management

Strategy 25. To provide training activities for students on self-management skills and/or leadership skills

Plans	Achievements	Reflections
Encourage students to join social service and charitable events - Elderly Academy - 30-hour famine - Oxfam rice selling - flag selling	Elderly Academy - Students showed great concern to the elderly and were serious when they taught in lessons. - Good attendance rate of 90% in those three- day workshop - Students have learnt to be responsible and caring citizens through the preparation work and play interactive activities with the elderly. .	Elderly Academy - It was appreciated that students expressed enthusiasm to the elderly , shared love and care with them. - This program has provided opportunities for students to experience the hardship and reward of teaching. - The elderly showed great appreciation to our school that this program has provided them a fruitful, healthy and enjoyable learning time.
Monday Moral Presentation Target groups: all levels	- Since English was the formal language used in Monday & Tuesday's Assembly, it was difficult to recruit students to present the materials. - Though in the 2nd term, Cantonese could be used in Thursday Assembly, it was still difficult to recruit students.	Since the presentation could enhance students' self-esteem, speaking skills and confidence when speaking to strangers / a large crowd of people, it is worthwhile to implement next year.
Interactive activity on various themes - "Sexual Harassment" - "Be cool-No Drugs" Target groups: S2,S3	"Sexual Harassment" - The contents were rich and fruitful to students which not only provided knowledge but also arouse students' reflection. - The presentation skill of the MC was vivid and highly attracted the students' attention. - Students were willing to take part in the role play. - Teachers made good comments on the activity. "Be cool-No Drugs" - The contents of the program was rich and fruitful to students. - The presentation skill of the L.E.A.P. workers was vivid. - Students showed interest in the presentation. - Teachers also made good comments on	"Sexual Harassment" - It was a well-designed interactive activity by the "Foundation" and was highly recommended by teachers to hold the activity next year. "Be cool-No Drugs" - The program rundown was a bit long, it was suggested to cut down for at least 15 minutes. - Though the charge was a bit high, the content was rich and vivid. It was a good program for students to know about the temptation in daily life and learn how to be cool against it.

	the activity.	<ul style="list-style-type: none"> - It was a worthwhile program to hold next year.
Youth Ambassador Scheme Target group: 25 S3-S5, S6 selected students	More than half of the responsible Big Brothers and Big Sisters showed keen involvement in the activities.	<ul style="list-style-type: none"> - Since all S1 students had to finish their lunch with their class teachers until 12:30 noon, there was not much time left for the Big Brothers and Big Sisters to invite their S1 peers to join the school activities. - The YA and the Big Brothers and Big Sisters could take more initiative to approach the S1 students to join different school activities.
I-TEEN reporters -To promote and organize activity concerning positive value Target groups: S3	<ul style="list-style-type: none"> - 2 S3 students were recruited to be the I-teen reporters. - They joined a training workshop and visit ICAC during summer holidays. - They also take part in the organization of a Fun Fair in Jan. 	The boys were invited to share their experience with the schoolmates. But they were too shy to do so.
Enhancement of students' self-management capabilities	Majority of students were trained to be more systematic and organized in keeping their assignments in a standardized file.	The practice will keep on for next academic year.
Social service skills training Courses	Students could join the event initiatively For the workshop, students learnt the techniques in talking and caring different targets, including the handicapped and elders. Most students found it was very useful.	Attendance rate was unsatisfactory in the 2nd term This reflected that the our students' patience was not enough.
Out Boundary Volunteer Service Tour (ILW)	Students participated the trip This tour really transmitted a positive message, love and care, to the students and to the people in China.	Heyuan Tour was beneficial to our students. They had unforgettable experiences in serving and approaching the disadvantaged people in China. They understood the difficult situation the poor are facing in their daily lives. Meanwhile, it was a valuable chance for students to learn organizing and leading different activities by their own.

Strategy 26. To promote class stewardship designed to foster class spirit and class management

S3 Invitational Education -- Big Brothers & Big Sisters Scheme Target groups: S3 & S1	<ul style="list-style-type: none"> - Some BBBS were able to develop their potentials like dancing and magic skills. - S1 students showed keen involvement in the games organized by the Big Brothers and Big Sisters. 	<ul style="list-style-type: none"> - Teachers remarked that some students were not that capable of organizing activities.
Religious LEP Target groups: S.1-S.6	<ul style="list-style-type: none"> - Moral Catholic values were introduced to the students in which they could have more positive energy in their daily life. - Daily life examples were made as topics 	<ul style="list-style-type: none"> - Students were not active enough. - The participation level of senior students was relatively lower. - Attendance was taken in order to

	<p>so that students could remember the moral meanings during their life.</p> <ul style="list-style-type: none"> - The identity of being a Catholic student was strengthened. 	<p>monitoring the participation level.</p>
<p>Invitational Education - A</p> <p>well-developed programme able to be extended from S.1 & 2 to S.3</p> <p>Target groups: S1-3</p> <ul style="list-style-type: none"> - Star of the Month -Community service 	<p>Star of the Month</p> <p>The program was highly supported by S3 Class Teachers who recommended students in every phase.</p> <p>Community service</p> <p>SSW mentioned that the students who joined the program benefited a lot.</p> <p>S2A students were able to tutor the primary pupils in the Primary Section.</p>	<p>Star of the Month</p> <p>Some teachers mentioned that not all the students were eager to get the award.</p> <p>Community service</p> <p>Most of the Saturdays were fully booked in the elderly centres so it is not easy to find elderly people for our students to serve.</p>
<p>S1 Adaptation Program</p> <p>Target groups: S1</p>	<ul style="list-style-type: none"> - The students enjoyed the activities. - Teachers made good comments on the activity. The relation between teachers and students become closer after one day's activity. 	<ul style="list-style-type: none"> - Clear guidelines were given to teachers in advance so that teachers could go through the contents which helped to run the program smoothly. - The contents were informative which helped the teachers to establish a good classroom environment. - Students were reminded of some important guideline in school life, e.g. manners, greetings, which helped to reinforce their self-discipline. - The rundown of the activity was too tight, there was no spare time for the teachers to handle class affairs.
<p>S2-3, S5-7 Refresher Program</p> <p>Target groups: S2-S7</p>	<ul style="list-style-type: none"> - The students enjoyed the activities. - Teachers made good comments on the activity. The relation between teachers and students become closer after one day's activity. 	<ul style="list-style-type: none"> - Clear guidelines were given to teachers in advance so that teachers could go through the contents which helped to run the program smoothly. - The contents were informative which helped the teachers to establish a good classroom environment. - Students were reminded of some important guideline in school life , e.g. manners, greetings, which helped to reinforce their self-discipline. - The rundown of the activity was too tight, there was no spare time for the teachers to handle class affairs.

<p>Inter Class Sports Competition</p> <p>1. Basketball (S.1,2,5,6,7)</p> <p>2. (a) Volleyball (S.5,6,7)</p> <p>(b) Badminton (S.1,2,3,4)</p> <p>3. Table Tennis (S.1,2,3,4,)</p> <p>4. Volleyball (S.3,4)</p>	<ul style="list-style-type: none"> - Classes were actively participated in all kinds of inter-class events. - Students showed high sense of belonging to their classes - These competitions brought positive effects on cultivate a good teachers-students relationship 	<ul style="list-style-type: none"> - More manpower was needed in organizing and running the competitions - Arranging the matches in lunch time was recommended.
<p>S.6 Orientation Camp</p>	<ul style="list-style-type: none"> - ~90% S.6 students join this camp - ~50% S.6 students have applied for student leaders and 1 student council cabinet has been formed -finally ~41% amongst those applicants were successfully to be student leaders - Each class spirit was built up. -From the evaluation done by students, the students highly appreciated this camp especially the sharing of old students, providing a chance to know their class teachers and classmates. 	<ul style="list-style-type: none"> - It was an effective way to build up the class spirit. - Moreover, it was successful due to the active participation of class teachers.

Target 9. To uphold effective classroom management and self-discipline of students

Strategy 27. To develop a school-based classroom management system & sharing channels among teachers

<p>CT & ACT Meetings</p> <p>Provide communication channel for CTs & ACTs to share issues on:</p> <p>-i) Pastoral Care</p> <p>-ii) Teaching & learning</p>	<ul style="list-style-type: none"> - It served as a good communication channel between the school and teachers. - It provided an opportunity for teachers to share their observation of students. 	<p>Teachers usually expressed negative points concerning students' performance and behavior.</p>
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Strategy 28. To adopt developmental and preventive measures to promote “self-discipline”

<p>Different developmental and preventive programmes for target students</p> <ul style="list-style-type: none"> - Smart Teens Program - S3/S4 Anti-Smoking group - Visit to Cape Collinson Correctional Institution & Lai King Correctional Institution - LEP activities 	<p>Smart Teens Program:</p> <ul style="list-style-type: none"> - Students’ sense of responsibility and commitment to the group were built. The Smart Teen Programme has cultivated a harmonious atmosphere and mutual support bonding. - Most students reported that they found themselves more capable in handling challenges and their self-esteem had been enhanced. They showed great enthusiasm in all gatherings, hence a highly satisfactory turn-out rate was recorded. <p>Anti-Smoking group</p> <ul style="list-style-type: none"> - Very good attendance rate of 90% in small group session. - It was reported that our students found the program useful and could help them understand the disadvantages of smoking. <p>Visit to Cape Collinson Correctional Institution Lai King Correctional Institution</p> <ul style="list-style-type: none"> - Students participated actively in the visit. <p>Students have learnt to be more disciplined.</p> <p>LEP activities (Talks, video show, class activities)</p> <ul style="list-style-type: none"> - Moral education has been reinforced. - Students have equipped their social skills and learnt more about emotion management. 	<p>Smart Teens Program:</p> <ul style="list-style-type: none"> - Throughout the training, participants were actively involved in all activities; they were able to complete the tasks and games satisfactorily. - Students demonstrated a high degree of co-operation and were self-disciplined in the voluntary service (wrapping small gifts for all secondary teachers) and adventure-based day camp. - It was good to invite students with good behaviour to join the program as it could avoid labeling effect but give a positive effect to the unruly students in the activities. - Parents of the participants were supportive in this program as they have joined the closing ceremony. <p>Anti-Smoking group</p> <ul style="list-style-type: none"> - It was appreciated that our students showed keen interest to know how smoking affects their health and use a special equipment to test the functions of their lung. <p>Visit to Cape Collinson Correctional Institution Lai King Correctional Institution</p> <p>It was delighted to see our students paid attention and behaved well during the visit, especially when the prisoners shared their experience with our students.</p> <p>LEP activities</p> <ul style="list-style-type: none"> - It was encouraging that students were attentive in the talks and had keen participation in lessons. - It was also reflected that students performed quite well in the lessons. - positive feedback was received from class teachers.
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To organize an inter-class slogan-design competition for establishing clear guideline of whole-school classroom rules (L.S. co-organised with Learning Strategies Development Team) Target Group: S4	The participation rate is satisfactory. For each theme, three excellent students' work had been chosen as Champion, 1st runner-up and 2nd runner-up. Certificates and prizes are presented to the winners.	It is a good activity to arouse the awareness of students about MAOC (Self-management).
S1-3 New Students Parents Day Target groups: Parents of S1-3 new students	It helped to enhance the communication and understanding between Parents and teachers / School.	<ul style="list-style-type: none"> - All necessary information were prepared for teachers and a briefing session was held in advance which helped to run the program smoothly. - Parents could have a good understanding on the child's school life, behavior and the School. - It was a good chance to bridge among School, teachers and Parents.

Target 10. To maintain students' good attendance to school and to class

Strategy 29. To set up a consistent and effective system to deal with students who are absent or late to school/ class

Attendance of Students Target groups: All Students	<ul style="list-style-type: none"> - Discipline Teachers helped to interview the students who are late to school. - Class Teachers had to submit the students' status through the eclass platform every morning and afternoon. The accuracy was improved. - Students and Parents with habitual absence and lateness were interviewed. Some of them were improved. - The students adapted to scan the ID in the morning. - The sign-in penalty at Room 109 forced the students to have the habit to scan ID. The situation improved once they returned to scan their ID freely afterwards. 	<ul style="list-style-type: none"> - Students were absent to detention class arbitrarily. Discipline teachers needed to follow up every morning instantly so as to minimize their lazy attitude. - It was very important if CT submitted eclass attendance promptly. SMS will be sent to parents immediately. - Regular checking of scanning machine is required. This will minimize the technical problem happened in the morning.
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Provide SMS service for all parents All parents can receive the SMS from school if their children are absent.	If the students are absent, their parents can get the SMS from school.	This measure is an efficient method for the school to communicate with the students' parent
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Strategy 30. To seek collaboration of PTA and parents.

Make use of SMS system to enhance communication with parents	- After using the SMS to promote and remind parents attending the events of PTA, the number of participants was increasing. And the costs about \$1,250, were cheaper than expected.	- It was found very efficient to enhance the communication between the School and the Parents through PTA Homepage and PTA SMS System.
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Target 11. To cultivate a positive image of neat appearance in students

Strategy 31. To emphasize the importance of appearance and provide clear standards to students, teachers and parents.

Plans	Achievements	Reflections
Essay Writing Prize Presentation Ceremony Target groups: All winners, their parents & teachers	- Show to parents a positive image of neat appearance in students - - Parents, teacher & students took an active role during the Sharing Session.	- Ceremony successful to emphasize the importance of appearance. - - A good channel for Parents to have a close contact with teachers by attending the Prize Presentation and being the markers. - - Clash with the other school events again.
To instill a sense of the neat appearance	- Students felt comfortable to wear PE uniform for PE lessons and sports activities.	- The design of the uniform made students more willing to wear it for the attending sports event.

Strategy 32. To enforce a whole-school neat appearance system.

<p>Checking students physical appearance Target groups: All students (morning assembly checking & rapid class checking)</p>	<ul style="list-style-type: none"> - According to the data collected from the number of official 'Appearance Checking Slips' by the Discipline Teachers, the Total Number of Students with CLEAN appearance record (whole-year) is : $= (317 / 1115) \approx 28.43\%$, which can be said to be 'Unsatisfactory Performance.' - (in the C&D Annual Plan : '40-50%' : Satisfactory Performance ; >50% " Fairly Good .) 	<ul style="list-style-type: none"> - When compared with last year's achievement, which was $(238 + 160) / 1310 \approx 30.38\%$ obtaining CLEAN appearance records, the Discipline Department reckons that the drop in the overall performance of students' proper physical appearance did indeed rely on a 'whole-school approach' involvements of all teachers' collaboration to frequently remind/check the students, particularly the front-line CTs/ACTs for follow-up actions in order to achieve a satisfactory outcome.
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二零一零/一一學年校本課後學習及支援計劃校本津貼 - 活動報告表

學校名稱：玫瑰崗學校

計劃統籌人姓名：高錦棠老師

聯絡電話：28355126

A. 本計劃受惠學生人數共 35 名(包括 A. 領取綜援人數：10 名, B. 學生資助計劃全額津貼人數：25 及, C. 學校使用 10%酌情權的清貧學生人數：0 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加對象學生人數#			平均出席率	活動舉辦期間/日期	實際開支(\$)	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
英文 功課輔導班	4	4	0	70%	1/3/11-12/5/11 (Every Tue & Thu)	3360	問卷	大坑坊眾福利會大坑 青年中心	
數學 功課輔導班	2	7	0	68%	2/3/11-9/5/11 (Every Mon & Wed)	3360	問卷	大坑坊眾福利會大坑 青年中心	
記憶力訓練班	2	6	0	45%	24/2/11-14/4/11 (Every Thu)	5600	觀察, 口頭訪問	浸信會愛群社會服務處	
日語班	2	5	0	46%	22/2/11-3/5/11 (Every Tue)	4800	觀察, 口頭訪問	浸信會愛群社會服務處	
活動項目總數: 4									
@學生人次	10	25	0		總開支	17120			
**總學生人次	35								

備註:*活動名稱/類別如下: 導修服務、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次: 指參加各項活動的受惠學生人數總和

**總學生人次: 指 (A) + (B) + (C) 的總數

對象學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

C. 計劃成效

整體來說活動對受惠學生的成效評估如下

請在最合適的方格填上「()」號	改善			沒有 改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機	✓					
b) 學生的學習技巧	✓					
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感	✓					
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作	✓					
k) 學生對求學的態度	✓					
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感			✓			
社區參與						
n) 學生參與課外及義工活動			✓			
o) 學生的歸屬感			✓			
p) 學生對社區的了解			✓			
q) 你對學生參與社區活動的整體觀感			✓			

D. 對推行活動計劃的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- ☒ 未能識別對象學生(即領取綜援及學生資助計劃全額津貼的學生)；
- ☒ 難以甄選 10% 的酌情名額；
- ☒ 對象學生不願意參加計劃；
- ☐ 伙伴/提供服務機構提供的服務質素未如理想；
- ☐ 導師經驗不足，學生管理技巧未如理想；
- ☒ 活動的行政工作明顯地增加了教師的工作量；
- ☐ 對執行教育局對處理撥款方面的要求感到複雜；
- ☐ 對提交報告的要求感到繁複、費時；
- ☐ 其他(請說明)：_____