

# **Rosaryhill School**

## **(Secondary Section)**



# **Annual Report**

## **2011 - 12**

# CONTENTS

	<b>Page</b>
List of Tables	i
List of Figure	i
<b>I. <u>School Vision and Mission</u></b>	<b>Page</b>
A School Motto & Mission	1
B School Goals	1
C School Major Areas of Concern	1
<b>II. <u>Our School</u></b>	<b>Page</b>
A School Management	2
B History	2
C School Location and Physical Settings	2
D School Address, Telephone, E-mail, Web Site Information	3
E Our Students – Number of Students, Class Structure, Students’ Attendance and Punctuality	3
<b>III. <u>Achievements and Reflection on Major Concerns</u></b>	<b>Page</b>
Summary report on three Major Areas of Concern	5
1 Priority Task 1(Major Concern 1)	5
2 Priority Task 2(Major Concern 2)	6
3 Priority Task 3(Major Concern 3)	7
<b>IV. <u>Our Learning and Teaching</u></b>	<b>Page</b>
A School Days and Active School Days	8
B Subjects Offered in Different Levels	8
C Assessment	9
D Subject-Period Allocation	10
E Lesson Time for Various Key Learning Areas Per Cycle in S.1-S.3	12
F Students’ Reading Habits	12
<b>V. <u>Support for Student Development</u></b>	<b>Page</b>
Support for Student Development	14
<b>VI. <u>Student Performance</u></b>	<b>Page</b>
A. Public Examinations	18
B. Destination of Exit Students	19
C. Inter-school Awards	20
(I) Academic Events	
(II) Art & Cultural Events	
(III) Sports Events	

(IV) Other Events

<b>VII.</b>	<b><u>Financial Summary</u></b>	<b><u>Page</u></b>
	Financial Summary	26
<b>VIII.</b>	<b><u>Feedback on Future Planning</u></b>	<b><u>Page</u></b>
	Feedback on Future Planning	28
<b>IX.</b>	<b><u>Appendix</u></b>	<b><u>Page</u></b>
	A Abbreviation of Offices, Teams and Departments listed in alphabetical order	30
	B 二零一一/一二學年校本課後學習及支援計劃校本津貼 - 活動報告表	31
	C Project of After-school Extended Chinese Learning For Non-Chinese Speaking Students - Income and Expenditure Statement	33

## **List of Tables**

2.1	Number of Students 2011-2012	3
2.2	Class Structure 2011-2012	3
2.3	Students' Attendance and Punctuality 2011-2012	4
4.1	School Days 2011-2012	8
4.2	Subjects Offered in Different Levels 2011-2012	8
4.3	The Weighing of Tests and Examinations 2011-2012	10
4.4	Subject-period Allocation (S.1-S.6) 2011-2012	10
4.5	Subject-period Allocation (S.7) 2011-2012	11
4.6	Lesson Time for Various Key Learning Areas Per Cycle in S.1-S.3 2011-2012	12
4.7	Accumulative Total of the Books Borrowed 2011-2012	13
6.1	Destination of exit S.6 students in 2011-2012	19
6.2	Destination of exit S.7 students in 2011-2012	19
6.3	Inter-school Awards 2011-2012	20

## **List of Figure**

6.1	Student's Performance in HKALE 2011-2012	18
-----	--	----

# **1 School Vision and Mission**

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

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

## **B. School Goals**

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

1. to instill in students Christian values, moral integrity, a charitable and caring attitude and an understanding and respect towards differences.
2. to cultivate amongst students a spirit of self-motivation and learning, and the ability to think and create in order to cope with the demands of the changing world.
3. to develop the sense of civic duty, responsibility to the family and service to the community.
4. to develop health awareness and good physical coordination.
5. to develop creativity and aesthetic awareness.

## **C. School Major Areas of Concern**

Our school has identified three areas as our major concern for 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 formulate 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)

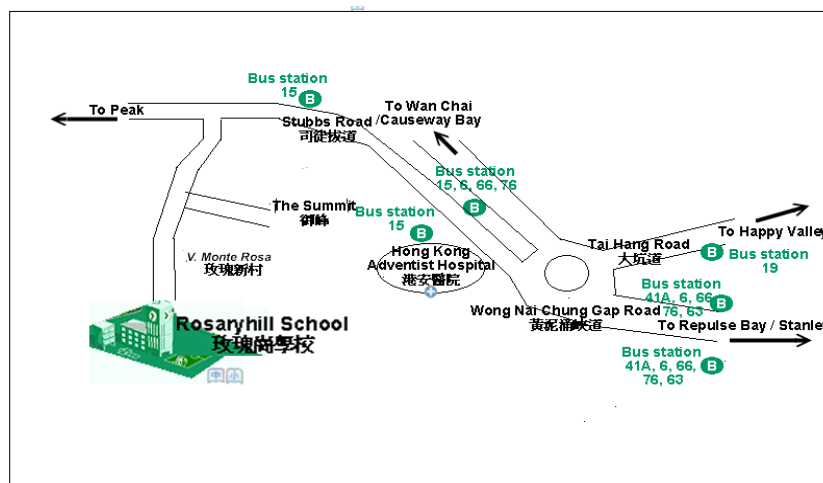
### B. History

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, and a Secondary Section. The Business Studies Section has stopped offering courses after May 2012..

### C. School Location and Physical Settings

#### **Location**

Rosaryhill School is located on the northern slope of Mount Nicholson, the hill at the centre of Hong Kong Island, facing the Victoria Harbour.



### **Physical Settings**

The school building is a rectangular structure, divided into two parts by a central portion comprising the common facilities of school hall, chapel, library and special rooms. The back wing, or southern wing, is mainly occupied by the Primary Section. The 6<sup>th</sup> floor of both sides was originally built as private quarters. The 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 has brought about better learning facilities was completed in September 2005.

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

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

1. Address: 41B Stubbs Road, Wanchai, Hong Kong
2. Telephone No.: (852) 2572 0228 (852) 2835 5127
3. E-mail Address: [info@rhs.edu.hk](mailto:info@rhs.edu.hk) , [sec@rhs.edu.hk](mailto: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 2011-2012, we had 1039 students in total, of whom 616 were boys and 423 were girls.

**Table 2.1: Number of Students 2011-2012**

Level	S.1	S.2	S.3	S.4	S.5	S.6	S.7	Total
No.of boys	62	72	87	106	115	110	59	611
No. of girls	31	37	66	71	97	67	54	423
Total Enrollment	93	109	153	177	212	177	113	1034

#### **2. Class Structure**

In 2011-2012, we had a total of 39 classes, offering 34 places in each S.1-S.6 class and 30 places in each S.7 class.

**Table 2.2: Class Structure 2011-2012**

Level	S.1	S.2	S.3	S.4	S.5	S.6	S.7	
							A	S
No. of classes	4	4	6	7	7	7	1	3
No. of places	136	136	204	238	238	238	30	90

### 3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2011-2012. There is still room for improvement in the coming year.

**Table 2.3: Students' Attendance and Punctuality 2011-2012**

	<b>Number of School days</b>	<b>Number of Students</b>	<b>% of Presence</b>	<b>% of Punctuality</b>
<b>S.1</b>	176	98	99.0%	99.6%
<b>S.2</b>	176	109	96.8%	98.6%
<b>S.3</b>	176	153	96.4%	98.2%
<b>S.4</b>	176	177	96.2%	97.9%
<b>S.5</b>	176	212	97.1%	98.3%
<b>S.6</b>	111	177	96.5%	97.9%
<b>S.7</b>	108	113	96.5%	97.9%
<b>All</b>			<b>96.9%</b>	<b>98.3%</b>



### III Achievements and Reflections on Major Concerns

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

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

With the implementation of the English Enhancement Scheme since 2008, school-based teaching and learning materials have been developed and used in S.1-3. Together with two English Language workshops including phonics and story-telling arranged for the students plus the online interactive learning program - English Builder, the result seems encouraging. Started with a low intake in S.1, in 2009 TSA the number of S.3 students who obtained basic competency in English Language were lower than the territory; but in 2012 HKDSE, the percentage of students who obtained level 2 is higher than the territory. This fact shows that there is a significant progress and success in our revised English Language curriculum.

Started from September 2011, Mathematics, Integrated Science, Computer Literacy and part of Integrated Humanities in S.1-3 are taught in English or with extended English activities; students have shown improvement in the language and with greater confidence to express themselves in English. The effect on English enhancement through these arrangements is yet to be evaluated. These subject panels have already started their collaboration together with the English Language Department to further develop more comprehensive teaching packages for English enhancement.

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. A number of students have joined the drama organisation "Shakespeare-For-All"; this provides another opportunity for the students to practice more in drama acting in formal setting plus a chance to appreciate English Literature. They even obtained the best production and a number of individual prizes including the Tutor's Prize, the Best Leading Actress, and the Best Supporting Actress. We are planning to carry on with similar program in the coming school year to keep on the enthusiasm of the students in English drama.

An English environment is also essential. Notices, displays, computer software interfaces, and announcement during morning assembly are all in English. Together with various kinds of activities like "eZone", English Cafe, Inter-class Singing Competition, solo and group entries in Speech Festival etc. provide ample chances for student to encounter an English atmosphere and to participate in English practice. The After-school English classes also provide support for Newly Arrived Children from mainland China.

## **Priority Task 2 : To Enhance Student Learning Effectiveness**

Learning will become more effective if students are interested in it and become motivated. Through various kinds of activities, prizes and awards, students can be cultivated the interest, momentum and enthusiasm in participation which lead to the involvement in learning.

In English Language, all those mentioned above in Priority Task 1 for English enhancement are also means for cultivating an English-speaking habit. In Chinese, Language Carnival was the highlight, the event attracted hundreds of students, some running the stalls and many played the language games. The Essay-Writing Competition sponsored by the PTA, Proverbs Competition, Book-report Writing competitions, Visits to the Local Heritage, Inter-house Drama and Inter-school Speech Festival were the main events that brushed up students' interest.

In Mathematics, the annual "Mathematics Quiz" which requires both individual and group work is always welcome by the students and over 80% of the total student population participated. The monthly "Fascinating Mathematics" has also aroused the interest of many students in mathematics. The "S.5 Foundation Course" aims at strengthening weaker students' confidence in tackling the HKDSE and the Mathematics School Team aims at excelling capable students to prepare for the Mathematics Olympiad.

The Science Week provides a platform for students to apply their knowledge in Science thus arousing their interests. "Shock Absorption Competition" and "Water-powered Car Design Competition" were two such occasions which many students got involved. Joint forum between Physics and Religious Studies Departments offered a different perspective to students about science. The Science Quiz attracted nearly all students choosing Physics, Chemistry or Biology as electives; and the Physics Olympiad offered a chance for outstanding students to experience high level of competition.

In Liberal Studies, apart from the Independent Enquiry Studies, students participated in competitions, seminars and activities both inside and outside school. Through activities and competitions such as "Teen Talk 2011", "News Commentary Competition", "Enquiry Project Competition" students have learnt different skills like public speaking, information search and screening, critical & logical thinking, all of which are in turns contributive to the improvement in students' overall abilities. Similarly, Project-based Learning is continued in S.1-3 with S.1 concentrated on information search and design of questionnaires, S.2 on scientific approaches that are based on experiments and data analysis; and finally S.3 concentrated mainly on creativity and information technologies. Hopefully after the junior secondary, students can get hold of most basic skills in carrying out independent enquiry on topics of different nature.

All other subject departments have carried out programs, competitions or award schemes to enhance students the skills in learning the subjects, to enrich their experiences and to motivate them in learning the subjects. For example, Economics students have to run business stalls in Chinese Flower Market, History

department helped students to establish learning portfolio, Computer department held typing competitions, Chinese History department held comics and games design competition etc. The PSHE KLA has organized a Joint Department Prize Giving Ceremony for presentation of awards to various competitions.

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

This task was achieved through various aspects of school life. Academically, students were taught how to set up their learning portfolio so that they can organize their learning material, manage their time and trace their learning outcomes and results in a systematic way.

The Integrated Learning Week is an important event for this purpose. S.1 students joint a “Camp for Personal Growth” when the students learnt how to take care of themselves in everyday life – in packing up personal belongings, judging what to bring or not to bring, brushing up personal appearance, cooperating with others, collaborating with team members to complete a task, being disciplined in following orders from the instructors, being courteous and willing to offer help voluntarily and quickly, attending to table manners, and taking care of personal hygiene etc. Study tours abroad and camps with designated themes for other levels also served similar purposes.

A number of award programs were carried out to motivate students to monitor their own progress in various aspects by themselves. These include the RHS Award Scheme which encouraged students to take part in activities of different categories and being self-disciplined, “Star of the Month” in Invitational Education stressed on different themes like courtesy and punctuality in different months; and Consistent Effort Award stressed on homework and preparation for lessons.

The Life Education Period held once a week provides ample opportunities to develop students the self-management theories and skills. Topics on “Life Map”, “Green Living”, “Future Planning”, “Stress Release”, “Mastering of Internet”, and many other topics help them to face problems and make proper decisions in different aspects of life.

Programs like “Smart-teens”, “Youth Ambassadors”, and “YES Program” run by the Counselling & Guidance Team together with the social workers helped to establish confidence and targeted at specific needs of the students. Visits to different parts of the society like single elderly home, correctional institute, and doing community services cultivated social awareness, empathy and concern for others. These also stimulate self-reflection and critical thinking in students.

The Leadership Training Camps for Student Leaders, Discipline Prefects and a special one for selected S.1 students helped to develop students’ self-management, leadership techniques, and inter-personal skills. As a whole, progress is obvious year after year. Apart from being more mature, the behaviour, the performance of the students in emotion control and in mutual understanding showed significant improvement.

## IV Our Learning and Teaching

### A. School Days and Active School Days

In the year 2011-2012, our active school days was 176, other school days was 36, adding up a total number of 212 school days. Table 4.1 shows the break-down of the school days.

**Table 4.1: School Days 2011-2012**

Events	No. of Days
<b>A. No. of active school days</b>	<b>176</b>
Lessons in regular time-table	<b>164</b>
Integrated Learning Week (S.1-S.6)	<b>5</b>
Normal lessons for S7 only	<b>2</b>
Athletic Meet	<b>5</b>
School Opening & Closing Ceremony, Teachers Students Day, Open Day, Walkathon	<b>36</b>
<b>B. No. of other school days</b>	<b>36</b>
Examination (without normal lessons)	<b>8</b>
Parents Days	<b>4</b>
RHS Tournament (During Easter holidays)	<b>3</b>
Teachers Development Day	<b>2</b>
Staff Meetings on Saturdays (SBM Meetings) and after Final Examinations	<b>11</b>
Other days which involved majority of teachers: Speech Day, Supplementary Examinations, S.1 Registration & Orientation Days	<b>8</b>
<b>C. Total no. of school days</b>	<b>212</b>

**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 to S.7 to meet the interests and needs of different students. Moreover, there is also a wide range of subject combinations in S.4 - S.7 to meet the entrance requirements of different universities and post-secondary faculties.

**Table 4.2: Subjects Offered in Different Levels 2011-2012**

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

Economics			C	E	E	E	
English Language	C	C	C	C	C	C	
Ethics & Religious Studies				E	E	E	
Geography			C	E	E	E	
Home Economics	C	C	C				
HMSC				E	E	E	
ICT				E	E	E	
Integrated Humanities	C	C					
Integrated Science	C	C					
Liberal Studies				C	C	C	
Mathematics	C	C	C	C	C	C	
Music	C	C	C	E	E	E	
OLE				C (NE)	C (NE)	C (NE)	
Physical Education	C	C	C	C/E	C/E	C/E	C (NE)
Physics			C	E	E	E	
Putonghua	C	C	C				
Religious Studies	C	C	C	C (NE)	C (NE)	C (NE)	
Visual Arts	C	C	C	E	E	E	
World History			C	E	E	E	
AL Biology							E
AL Chemistry							E
AL Chinese History							E
AL Chinese Literature							E
AL Economics							E
AL Geography							E
AL History							E
AL Physics							E
AL Pure Mathematics							E
AS Applied Mathematics							E
AS Art							E
AS Chemistry							E
AS Chinese History							E
AS Chinese Language & Culture							C
AS Computer Applications							E
AS History							E
AS Mathematics & Statistics							E
AS Use of English							C
Ethics							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 courseworks and project works as a mean of continuous assessment instead of a “once-for-all” written examination. Assessment reports will be issued 4 times a year. The weighing of tests and examinations in the students’ report is shown in Table 4.3.

**Table 4.3: The weighting of Tests and Examinations 2011-2012**

<b>Whole Year Assessment</b>			
<b>1st Term (40%)</b>		<b>2nd Term (60%)</b>	
<b>Test Mark 20%</b>	<b>Exam. Mark 80%</b>	<b>Test Mark 20%</b>	<b>Exam. Mark 80%</b>
Uniform Test (30-50%) Other Tests Course works	Reading reports/ Project works ( 10-30% ) 1 <sup>st</sup> 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 (not more than 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 2011-2012.

**Table 4.4: Subject-Period Allocation (S.1-S6) 2011-2012**

<b>Subject</b>	<b>Level</b>	<b>S.1</b>	<b>S.2</b>	<b>S.3</b>	<b>S.4-S6</b>
Biology				3	8*
BAFS					8*
Chemistry				3	8*
Chinese History				3	8*
Chinese Language		12	12	12	13
Chinese Literature					8*
Combined Science					8*
Computer & Information Technology		4	3	3	8*
Economics				3	8*
English Language		14	14	14	13
Ethics and Religious Studies					8*
Geography				3	8*
History				3	8*
Home Economics		3	4	3	8*
HMSC					8*
Information and Communication Technology					8*
Integrated Humanities		8	9		
Integrated Science		8	8		
Liberal Studies					10
Life Edu. Period		2	2	2	2
OLE (aesthetic development)					2

Mathematics	11	11	10	10
Music	4	3	3	8*
Physical Education	4	4	4	4
Physics			3	8*
Putonghua	3	3	2	
Religious Studies	3	3	3	2
Visual Arts	3	4	3	8*
Total (per cycle)	80	80	80	80

**Table 4.5: Subject-Period Allocation (S.7) 2011-2012**

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, 2 A-Level subjects, or 1A-Level + 2AS-Level subjects.
- # Computer Application (AS) – Choose Only ONE Group
- \* History (AL) – have to attend both sessions
- Mathematics & Statistics (AS) cannot be taken together with Pure Mathematics (AL) or Applied Mathematics (AS).
- The same subject cannot be taken at both A-Level and AS-Level.
- 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  
2011-2012**

KLA Level	Eng. Lang.	Chi. Lang.	Math.	Sci.	PSHE	Arts	Technology	Phy. Ed.	Life Ed.	
S.1 (periods)	15	15	11	8	11	7	7	4	2	
S. 2 (periods)	14				12					
S.3 (periods)					15					6
S.1 (%)	18.75	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. 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 and there were 4 prizes in external competitions this year, 1 of which was the 2nd runner up in the Bookmark Design Competition (organized by HKPTU and HK Public Libraries).

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 2011-2012. 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 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 2011-2012**

	<b>S.1</b>	<b>S.2</b>	<b>S.3</b>	<b>S.4</b>	<b>S.5</b>	<b>S.6</b>	<b>S.7</b>
A	478	570	158	116	404	168	184
B	102	350	370	337	176	172	95
C	196	84	366	363	674	55	49
D	166	121	35	165	149	200	364
E			10	173	160	202	
F			114	88	404	380	
G				232	199	36	
<b>Form Total</b>	<b>942</b>	<b>1125</b>	<b>1053</b>	<b>1474</b>	<b>2166</b>	<b>1213</b>	<b>692</b>
<b>Total</b>	<b>8665</b>						

## V Support for Student Development

### (1) School Facilities:

The school campus is spacious (~14,000 m<sup>2</sup>). There are 5 basketball courts, 43 classrooms, and many special rooms in the old wing, such as a library, 1 Mathematics room, 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 provides quality education and equips students well to face challenges of the 21st century. There are also an auditorium, a computer room, a music room, a language room, a student activity centre, a conference room and 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 stay in school for lunch, which is prepared by the school canteens.

### (2) School Healthy Life:

There are two school canteens catering for Junior and Senior students respectively. Compulsory Lunch Programme for S1 has been introduced to cultivate good eating habits. School Canteen Management Committee, consisted of parent representatives and a dietitian, gives advices to the Canteen Manager to ensure students' healthy dining. 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 formulate school policies. The Academic, Co-curricular Activities, Pastoral Care, Administration, and Liaison Offices monitor various aspects of everyday school life. The PTA also played an active role by giving suggestions.

### (4) 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. We 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.

### (5) Whole-school Language Policy:

The school has a vision of "Biliteracy & Trilingualism". In order to enrich the English learning environment, Native-speaking English teachers (NETs) teach 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. On top of all these, "Spanish For Fun" will be introduced starting from the school year

2012-13 to S.1. This help to expand the scope of students' in language learning.

(6) Learning-and-Teaching Strategies:

The school has developed a broad and balanced curriculum from which students are free to pursue their passions. Remedial classes are offered to support students' learning in small-group teaching. Medium of instruction is tailored according to the needs of the students as well as for preparation of senior secondary education and further tertiary education. In addition, students of diverse abilities and interests are catered for as the school offers many choices in arts, science, cultural and commercial subjects in the senior level curriculum. A wide range of electives meet the interests and needs of different students and the admission 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 is organized every year. Cross-curricular activities project learning and school-based assessments have become an integral part of the school curriculum. The school provides 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 help developing decency in the life of a teenager. Remedial classes in Chinese, English, and Mathematics (S1~3) render support to those in need of remedial support. Choral speaking, debates, and writing competitions enhance students' language abilities. Physical Education lessons aims at both providing tastes of different kinds of sports including the relatively uncommon ones while Athletics Meets, Swimming Gala, and Cross-country Competition offer chances for athletes to shine. Various student organizations such as Student Council, House Council, and Sports Association cultivate the sense of belonging as well as leadership skills. Through participating in art lessons, Art Club, Dance Club, Drama Club, in outside shows and exhibitions students' aesthetic development is broadened. One of our Music teachers obtained the Chief Executive's Award for Teaching Excellence (2011-12) (Arts Education KLA). As a Catholic school, it is compulsory for students to take Religious Studies and Ethics lessons. Students are encouraged to join the Catholic Society (KATSO) and Altar Boys Society to develop a deeper understanding of the Catholic faith and develop Christian values.

(7) School-based curriculum:

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

(8) Four Key Learning Tasks:

(a) Moral and Civic Education:

The school immerse 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. 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. Through the incorporation of the pastoral theme "Courage" & "My School My Home" in various subjects and activities, core values and basic ethical values are instilled.

(b) Reading to Learn:

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

(c) Project Learning:

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

(d) Information Technology for Interactive Learning:

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

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

A team of experienced teachers are 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 help students to enhance their learning. There are NCS classes in Junior levels to cater different language needs of NCS. Some non-language subjects are conducted in English to cater for the learning needs of this group of students whereas Chinese is adopted as the MOI for the remaining non-language subjects in order to increase their

exposure to the language. There are also after school tutorial classes for NAC and NCS students respectively.

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

The annual academic results of students are graded according to the following: Examinations, Uniform Tests, other tests and coursework (book reports, project learning, reports, etc). Coursework constitutes an important part ( $\geq 30\%$ ) of the assessment result indicates continuous assessment is emphasized.

(11) Policy on Promotion/Detention:

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

(12) Home-School Co-operation:

The school communicates with parents through various channels, such as homepage, eClass, SMS, Newsletter, notice, and school annual. PTA connect the school and parents. PTA scholarship awarded students who strive for excellence. The PTA fund is also used to sponsor learning facilities and reading materials. Programmes in parents education enhanced parenting skill.

(13) School Ethos:

"Invitational Education" is a democratically-based self-concept theory for working with people and constructing positive school cultures. It works on the belief that students are capable, valuable, and responsible. Education through collaborative learning develop their potentials. The learning process and result are equally important. it focuses on five areas: Policy, Place, People, Program, and Process that exist in every school environment and that contribute to the success or failure of each individual. Each class has two class teachers. In addition, the "Teacher Student Interaction Time" enhances the harmonious, understanding, and caring atmosphere of the school. Collaboration between Counselling and Discipline Teams aims at helping the holistic development of students.

(14) The Mentorship Program:

Voluntary alumni are recruited as mentors, they are carefully selected and trained. Each group of 2 mentors adopts 3 mentees who are mainly S.5 students. The mentors are serving as friends, listeners and careers counselors who share their experience in life, in study and in work with the mentees. They also perform voluntary work and community services together such that the mentees can establish a positive attitude towards life.

(15) Others:

The school promotes cultural harmony among various ethnicities. Local students, non-Chinese speaking students, and newly-arrived children are equally welcome to apply for admission. Chinese and non-Chinese speaking students have 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. A Multicultural Show is organized for S.1 to share their differences through cultural performance

## VI Student Performance

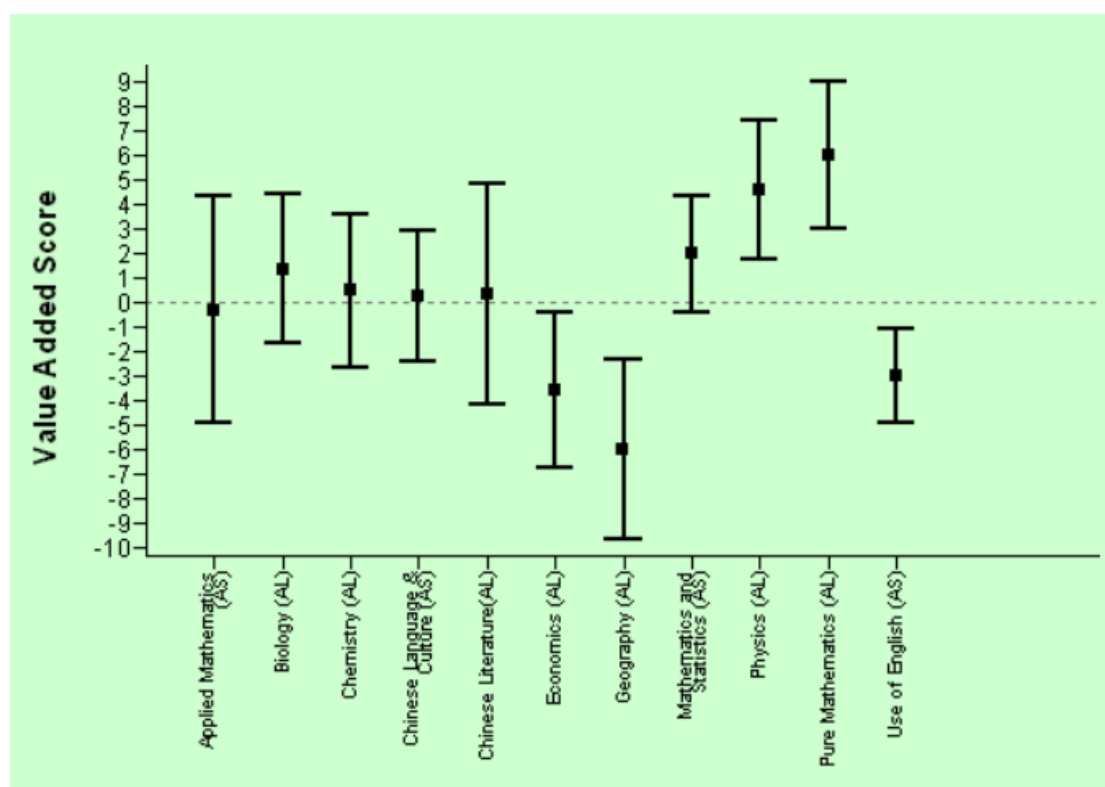
### A. Public Examination

There were two public examinations in the school year 2011-12, the HKDSE for S6 and HKALE for S7.

In the HKALE, the performance of students was significantly better than last year, and most subjects got positive value-addedness. The value-addedness of Pure Mathematics was even up to +6. Generally speaking, the Science subjects and Mathematics were doing better. Chinese History, CLC, M&S, AL Pure Mathematics and VA all had very high passing percentages.

In the HKDSE, the student was doing only average, and the passing percentages were only about the same as HKCEE 2010. English Language, Liberal Studies, Math M2, Music and PE were doing quite well.

**Figure 6.1: Students' Performance in HKALE in the Subjects with significant number of students in 2011-2012**



## B. Destination of Exit Students

Table 6.1 & 6.2 show the destinations of exit S.6 & S.7 students in 2011-2012 respectively.

**Table 6.1: Destination of exit S.6 students in 2011-2012**

	Total number of students	Repeat S.6	University/ Associate Degree / Higher Diploma courses	Private Study	Study abroad	Study in the Mainland	Working	Others
6A	28	0	19	0	6	0	1	2
6B	17	1	10	1	4	1	0	0
6C	35	2	23	0	5	1	0	4
6D	16	1	12	0	1	1	1	0
6E	32	4	20	0	5	1	0	2
6F	33	0	20	1	5	3	2	2
6G	19	0	14	0	0	0	4	1
Total	180	8	118	2	26	7	8	11

**Table 6.2: Destination of exit S.7 students in 2011-2012**

	Total number of students	University/ Associate Degree / Higher Diploma courses	Private Study	Study abroad	Study in the Mainland	Working	Others
7A	28	21	0	3	1	0	3
7B	28	24	0	0	0	0	4
7C	28	25	0	0	0	2	1
7D	29	21	1	2	0	2	3
Total	113	91	1	5	1	4	11

### 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 6.3 illustrates the inter-school awards received by students in the academic year 2011-12.

**Table 6.3: Inter-school Awards 2011-12**

INTER-SCHOOL AWARDS		POSITIONS			
NO.	EVENTS/NAMES	1	2	3	MERIT
(I)	ACADEMIC EVENTS				
A.	<u>Speech Competitions</u>				
a.	2011 年度第 63 屆校際朗誦節 63rd Hong Kong School Speech Festival 2011				
	<u>中文/普通話</u>				
	男粵語散文				
	1A 葉京翰	*			
	3B 黃俊義                      4G 蘇俊賢                      4G 李匡培				*
	4G 戴偉傑                      5A 關家豐                      5A 陳嘉榮				*
	女粵語散文				
	3D 盧敏珊                      3D 林可詩				*
	4G 吳家沂                      6G 劉美嘉				*
	女粵語詩詞				
	4G 謝婉瑤	*			
	1A 陳可童                      4D 馬嘉蔚                      4D 陳嘉莉				*
	4D 梁敏熹                      4F 陳嘉慧				*
	二人朗誦				*
	5F 區雅麗                      5F 陳穎思				*
	3C 吳穎欣                      3C 譚藝				*
	5F 歐陽惠玲                      5F 吳芷琪				*
	7B 侯婷婷                      7B 梁芷敏				*
	5B 王海澎                      5E 阮俊偉				*
	5F 祈莉娜                      5F 岑穎欣				*
	4B 黃廷茵                      4B 陳杏霖				*
	5C 蔡敏儀                      5C 陳鈺珊				*
	4A 鄺浩然                      4A 葉皓軒				*
	5D 陳柳娟                      5D 陳敏婷				*
	5C 陳敏儀                      5C 梁泳霖				*
	5F 陳慧嫦                      5F 周雪汶				*
	4C 杜柏榕                      4C 林嘉燕				*
	7B 江天愛                      7C 陳正諺				*
	3C 朱嘉琪                      3C Chua Michelle Aiko				*
	男普詩詞				



1A 袁德銓	4B 梁綽言	6G 袁錦文			*
<b>女普詩詞</b>					
2B 齊靄淇	2B 林燕明	3B 羅美雪			*
<b>普通話詩詞集誦</b>					
1A1/C					*
2A/2B					*
3B					*
<b>歌詞朗誦</b>					
5C 黃嬌嬌	5G 劉詩敏	5G 潘婉儀			*
<b>天主教經文</b>					
5C 陳鈺珊					*
<b>基督教經文</b>					
5C 祝曉娜			*		
7D 麥欣利			*		
6G 姚冠鵬	6G 李樂恆				*
<b>English</b>					
3B Tai Lee Yee Mandy			*		
3B Huang Tsit Ue Vanessa				*	
3C Chua Michelle Aiko				*	
3C Reyes Christina Katelyn Lano				*	
4B Young Hiu Wah Jessica Laura				*	
1A Ip King Ham				*	
1A Yuen Tak Chuen				*	
3C Mok Ka Nei Nicole				*	
4C Hong Hing Sum				*	
5C Leung Yi Bao Rachel,				*	
6G Wong Nga Yin				*	
1A Gurung Yoman	1A Pang Natalie Wai Nam				*
1A Reambillo Hamish C	1B Sneha Lalwani				*
1C Chong Chi Ho	1C Tang Cheuk Him				*
2A Ng Hui Yan	3A Abigail Lee Choi Ying				*
3A Lo Chui Ha	3B Chung Hon Lam				*
3B Stewart Patricia Parichart	3B Wong Chun Yee Alvin				*
4C Lam Ka Yin	4C Real Genesis V				*
4C To Pak Yung	4C Tsang Tsz Sin				*
4D Choi Ho Yan	4D Fung Wan On				*
4D Yu Sze Tung	5A Chan kar Wing				*
5A Kwan Ka Fung, Michael	5C Chuk Hiu Na				*
5E Yuen Chun Wai	5F Chan Wing Sze				*
5F Ho Chloe Ka Ling	5F Pak Jing Kei				*
6A Tam Ka Pok Gilbert	6A Wong Cheuk Wei Bates				*
6F Tang Heather Sharon	6E Geopano Gus Melzar Casela				*
<b>Proficiency Award</b>					
1A Chan Cheuk Ue Ruby	1A Tsui Miu Wai Jennifer				*
1B Chiu Ching Man	1D Inocencio Christian Paulo				*
4A Kwong Ho Yin	4B Wong Ting Yan				*
5GLau Sze Man	5G Poon Yuen Yee				*

	6D Cheung Cho Ki	7B Kong Tin Oi				*
	<b>普通話</b>					
b.	<b>第十一屆全港學界普通話傳藝比賽</b>					
	4B 聶華		*			
	1A 袁德銓	1A 周映佐	1A 劉瑞澤			*
	1A 徐妙慧	1A 陳綽好	1A 謝一軒			*
	1B 趙靜雯	1C 繆可怡	1C 司徒卓敏			*
	2B 鄭婉蓉	2B 齊藹淇	2B 林燕明			*
	2D 程家欣	3B 盧溢俊	3B 黃俊義			*
	3B 黃婕妤	3B 李梓雲	3B 羅美雪			*
	4B 梁綽言					*
c.	<b>第六屆全港經典古詩、小品、詩歌表演比賽(2012)</b>					
	3C 陳俊豪		*			
	4F 張穎詩				*	
B.	<i>Book Reading/ Book Report / Writing Competitions</i>					
a.	<b>2011-2012 中國中學生作文大 賽 (香港賽區)</b>					
	2A 梁思敏	2B 鄭婉蓉	3A 麥千敏			*
	4C 劉元霜	5C 祝曉娜	5F 馬家成			*
b.	<b>故事創作比賽</b>					
	5D 蔡浩霖					*
C.	<i>Mathematics Competitions</i>					
a.	<b>2011 Australian Mathematics Competition</b>					
	4F Chen Kunzhao					*
	5A Chan Kar Wing	5A Chan Yuen Kwan				*
	5A Chau Chung Leung Denis	5A Cheng Hon Wing Andrew				*
	5A Cheng Lun Ho	5A He Ruibo				*
	5A Kwan Ka Fung	5A Lam Chak Ching				*
	5A Lee Man Hei	5A Lam Chun Wing				*
	5A Mong Chun Hei	5C Fung Siu Lok				*
b.	<b>Hang Lung Mathematics Awards</b>					
	6A Lee Chun Kit	6A Ho Wai Lun William				*
	6A Tam Ka Yiu	6A Wong Cheuk Wei Bates				*
	7B Yuen Lai Hing					*
c.	<b>港澳盃 HKMO Open 亞洲國際數學奧林匹克公開賽選拔賽</b>			*		
	4B Leung Chun Wing					
	3B Yiu Ching Kay				*	
	3B Stewart Patricia				*	
	5C Tan Hai Yi				*	
d.	<b>華夏杯全國中小學數學奧林匹克邀請賽 2011(香港賽區)</b>					
	1C Yip Chi Wai					*
	1C Cheng Hoi Ho					*
e.	<b>第四屆香港中學數學創意解難比賽</b>					

	1A Kan Alvin Shin Fung 1A Chan Chun Ming 2A Zhang Guier 2D Lam Kai Wai			*	
f.	<b>Secondary School Mathematics and Science Competition(Math)</b>				
	5A HE RUIBO				*
	5A YAU SZE CHIU				*
D.	<u>Science Competitions</u>				
	<b>Secondary School Mathematics and Science Competition(Science)</b>				
	5A Chan Yuen Kwan(Chemistry & Physics)				*
	5A Yau Sze Chiu (Physics)				*
	5B Wang Hai Peng(Chemistry)				*
	5B Yu Wai Sim, Miriam(Biology & Chemistry)				*
	5C Fung Siu Lok(Biology)				*
	5C Tan Hoi Yi (Chemistry)				*
E.	<u>Liberal Studies Competitions</u>				
	<u>「長者零意外」攝影比賽</u> 最踴躍參與學校(中學組)				*
	<u>大白鵝盃——全港學生中國國情知識大賽</u> 5B 王海澎				*
	<u>「認識祖國，認識香港」問答比賽</u> 5B 王海澎                      5C 鄭智遠                      5C 施法天				*
	<b>Smart Power Campaign</b> 7D Lee Tsz Ying Michelle 5B 陳伊琳			*	*
	<b>第十三屆消費文化考察報告獎</b> 5D 潘頌婷				*
	<b>企業公民計劃書設計比賽</b> 5E Chan Hoi Lam Karen                      5E Chan Wan Ki 5E Chan Yee Shan                      5E Cheng Wai Chi				*
					*
(II)	<b>Cultural / Arts Events</b>				
a.	<b>64th Hong Kong Schools Music Festival</b>				
	1A Chow Angel			*	
	1A Chow Angel				*
	3B Kwan Pui Yee				*

	3B Kwan Pui Yee				*
	3B Mak Hiu Lam				*
	3B Mak Hiu Lam				*
	2B Qi Hoi Kee				*
	4C Tang Lai Yu				*
	4D Yu Sze Tung				*
	2D Law Shing Tai				*
	3C Mok Ka Nei				*
	1A Chiu Yuen Ki				*
	1A Chan Ho Tung				*
	4D Ma Ka Wai				*
	4C Tang Lai Yue				*
	1C Cheng Hoi Ho				*
	4G Chen Man Yu				*
	4G Chen Man Yu				*
b.	<b>Schools Speech Choir Showcase 2011/12 (學校動感聲藝展 2011/12)</b> Group Prize: Secondary Section: Gold Award of Best Performance Prize in Performing Group (中學組演藝組最佳演出獎金獎)	*			
c.	<b>Kwun Tong District Culture and Recreation Promotion Association 40th Open Dance Contest</b>				
	2B Yuen Wong Yan			*	
	2B Qi Hoi Kee Alice			*	
	3D Lee Tim Han			*	
	4D Leung Man Hei			*	
d.	<b>Shakespeare-4-All Drama Showcase</b> 3C Reyes Christina Katelyn Lano 1B Chiu Ching Man Melanie				* *
e.	<b>Schools Creative Showcase 2011/2012</b>				
	2B Qi Hoi Kee 4B Ip Hin Nam			*	
	5A Li Xi Lang 5A Lee Man Hei			*	
	5A Chan Kar Wing 5A Yau Sze Chiu			*	
	5A Yuen Ho Kwan 5A Lam Wah Ting			*	
	5A Kong Cheuk Fai 5A Chan Hing Long			*	
	5C Chuk Hiu Na 5B Hon Shing Ho			*	
	5C Lo Wang Fung 5C To Yi Cheng			*	
	5C Chan Chung Ki 5C Tang Nga Yee			*	
	5C Heung Man Kit			*	
	5C Poon Chung Ting			*	
f.	<b>第十一屆基本法多面體——全港中學生辯論賽 Quarter-final in HK Island</b>				
	Best Debater :4B Kong Yuen Lam Mariz				*
	4B Yuen Lam Mariz 4B Chan Hang Lam Noven				*
	4B Leung Cheuk Yin Tony 4B Nie Hua				*

	4B Leung Chun Wing	5A Yau Sze Chiu				*
	5C Chuk Hiu Na	5C Lam Pui Ching				*
g.	全港學界「光的藝術」創作比賽					
	4A Chan Charles	4A Chong Chi Wai				*
	4A He ZhiWen	4B Nie Hua				*
	4B Chan Ka Wei	5A Chiu Long Yin				*
	5A Chan Yee Tung					*
(III)	<b>Sports Events</b>					
a.	<b>Inter-School Badminton Competition Girls (Grade A)</b>					
	4B Kong Yuen Lam Mariz	4B Nie Hua				*
	5C Lam Pui Ching	5C To Yi Cheng Jane				*
	5F Pak Jing Kei					*
b.	<b>Inter-School Badminton Competition Boys (Grade A)</b>					
	4A 陳炯僊	5A 林錫豪	5A 梁學禮	*		
	5C 孔德揚	5E 羅梓龍	6A 房正軒	*		
	6C 蔡栢熙	6C 謝俊亨	7A 方雲嘉	*		
c.	<b>Inter-school Athletic Championship</b>					
	6B Ellison Max Lawrence			*		
	3C Chan Chun Ho				*	
	6B Tang Nok Him Matthew				*	
	6B T ang Nok Him Matthew	6B Ellison Max Lawrence				*
	6G Li Lok Hang	5D Chan Hin Ching				*
(IV)	<b>Other Events</b>					
a.	<b>野外定向盃(慈善籌款活動)</b>					
	「同行 2」定向盃 2012- 學生組分秒必爭獎					
	4D 黃炫傑			*		
	4D 陳嘉莉			*		
	4D 宋霽桓			*		
	4D 俞思彤			*		
	4D 陳德宇			*		
	4D 馮運安			*		
b.	<b>2012 Future Leaders Award</b>					
	6A Law Ka Leung					*

## VII Financial Summary

### Financial Summary (2011-2012)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
<b>I. Government Funds</b>				
<b>(1) OEBG Grant</b>				
<b>(a) General Domain</b>				
1 Admin Grant-Ordinary+Additional CA	-	4,522,719.00	3,887,264.00	635,455.00
2 School & Class Grant-S	-	878,391.76	1,693,975.29	(815,583.53)
3 Recurrent English Language Grt	-	23,858.00	20,597.70	3,260.30
4 S B M Supplementary Grant-S	-	167,013.00	75,835.80	91,177.20
5 Enhancement Grant-S	-	8,151.00	5,171.80	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	237,089.30	222,365.70
8 Consolidated Subject Grant	-	212,276.02	179,546.90	32,729.12
<b>Deficit transferred to subscription</b>	-	-	-	-
<b>Sub-total :</b>	<b>-</b>	<b>6,278,764.78</b>	<b>6,103,480.79</b>	<b>175,283.99</b>
<b>(b) Special Domain</b>				
1 Programme Fund - WS Approach-S	2,008.60	7,234.00	4,861.40	4,381.20
2 CEG-s + CEG (Additional Payment)	81,549.48	471,771.00	375,248.95	178,071.53
<b>Sub-total :</b>	<b>83,558.08</b>	<b>479,005.00</b>	<b>380,110.35</b>	<b>182,452.73</b>
<b>(2) Composite Furniture and Equipment Grant</b>				
<b>Sub-total :</b>	<b>1,020,545.23</b>	<b>584,610.00</b>	<b>690,888.75</b>	<b>914,266.48</b>
<b>(3) Other Grants</b>				
1 Home-School Co-operation Project	-	14,224.00	14,224.00	-
2 SBSS for schools with intake of NAC	175,089.50	42,760.00	73,652.30	144,197.20
3 Teacher Professional Preparation Grant	949,156.45	-	795,361.30	153,795.15
4 Migration Grant (NSSCMG)	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	-	82,000.00	25,525.00	56,475.00
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 Learning Support Grant (LSGSS)	99,092.35	370,000.00	176,706.80	292,385.55
10 DLG-Other Programmes (2009-2012)	9,597.00	49,000.00	35,346.40	23,250.60
11 DLG-Other Programmes (2010-2013)	-	49,000.00	25,780.00	23,220.00
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 Fractional Post Cash Grant (FPCG)	-	169,392.00	-	169,392.00
16 Jockey Club Life-wide Learning Fund	24,760.00	67,740.00	93,340.00	(840.00)
<b>Sub-total :</b>	<b>1,660,824.50</b>	<b>2,835,634.00</b>	<b>2,762,737.96</b>	<b>1,733,720.54</b>

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
<b>II. School Funds (Subscription Fund)</b>				
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	-	-	-	-
<b>Sub-total :</b>	<b>-</b>	<b>317,027.05</b>	<b>514,114.50</b>	<b>(197,087.45)</b>
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
<b>Sub-total :</b>	<b>231,064.00</b>	<b>318,496.00</b>	<b>56,633.00</b>	<b>492,927.00</b>
<b>Total :</b>	<b>2,995,991.81</b>	<b>10,813,536.83</b>	<b>10,507,965.35</b>	<b>3,301,563.29</b>

## VIII Feedback on Future Planning

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

Although the result of English Language in HKDSE is encouraging, there are still a lot of challenges to face. The major one is the great diversity of standard and abilities. Within 110 students in a level there are newly arrived children with very low English standard, there are local students of average standard; and there are also NCS, some are of good English standard while other may be average or even low. This situation will persist in the coming years and the school shall address to the difficulties.

The language policy in the territory and thus in the school is also inconsistent, thus teachers have to make a lot of changes every year with little chance for evaluation and refinement

### (2) **To Enhance Student Learning Effectiveness:**

The school has provided ample programs to enhance the learning effectiveness of the students. These ranged from the training of basic skills in learning, to integrated skills in project based learning; and also include remedial lessons to cater students of different needs.

The main difficulty encountered is the motivation of students. Highly motivated students showed significant progress while the un-motivated ones showed little improvement. In future planning, emphasis should be put on how to arouse students' interest in learning as well as how to induce satisfaction and success.

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

The general performance of the junior level students is not satisfactory, there is a general trend that they do not have the incentive and skills to manage themselves, both for schooling and for taking care of themselves in everyday life. The awareness of completing their own jobs, playing their own roles appropriately, and fulfilling their responsibilities is low and need the urging from teachers from time to time. It is glad to see that majority of the senior level students, after a few years of training, show much better self-management capabilities. Through all sorts of programs and activities, students are more aware of how to take care of themselves, from everyday life in personal appearance and hygiene, to being more prepared for schooling and to be more concerned for other people.

The programs run by the Life Education Team during the weekly Life Education Period, the camps and tours organized in the Integrated Learning Week, the Leadership Training Camps, the activities run by the Counselling Team, together with the specific programs organized by some subjects form the main framework for developing students' self-management skills and they should be continued with suitable modifications and refinement.

### (4) **Future Planning:**

The MOI policies have been fixed and shall remain consistent, teachers shall work systematically in designing teaching packages and planning of strategies to improve students' English standard and assist students to learn in English when they go up to senior levels.



For our students, to enhance learning effectively should begin with arousing the motivation and establishing confidence of them. Short term co-curricular activities and competitions, both intra-school and inter-school, shall be encouraged for students to join. Through these participations with suitable guidance from teachers, students may experience the processes of preparation, cooperation, collaboration, and taste the success or failure. Through success, their confidence may be established; if failure exists, their life experience is enriched.

With regard to pastoral care, care and concern is the ultimate solution. Personal problems of students should be dealt with by counselling approach. Minor affairs handled by Class Teachers, and more serious matters by counselling teachers and social workers. Discipline teachers should ensure safety in the school campus to prohibit and remedy conflicts like bullying and violence, if any, promptly.

In conclusion, the followings should also be addressed to:

- (a) English enhancement and MOI
  - (i) Small group teaching according to the varied ability and standard.
  - (ii) Cross-curricular collaboration between the English Language KLA and the content subject KLAs – PSHE & Science mainly.
  - (iii) Sharing between teachers in teaching resources and strategies.
- (b) Learning & Teaching
  - (i) Design more lesson activities so that learning and teaching are more interactive.
  - (ii) Short and immediate assessment should be made to obtain feedback to adjust teaching progress and methods.
  - (iii) Appropriate number and well-arrangement of extra lessons for senior levels to supplement relatively low achievers or to excel gifted ones.
- (c) School Ethos
  - (i) “My School My Home”
  - (ii) A harmonious and safe school campus
- (d) Student Support
  - (i) Improving campus facilities
  - (ii) Providing a caring and warm atmosphere that students can learn happily.
  - (iii) Organising activities that target at enhancing personal growth of the students.

## 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 Department*

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. School-based After-school Learning and Support Program School-based Grant

二零一／一二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： Mr. Simon Tai (Deputy Principal)

聯絡電話： 28355129

A. 本計劃受惠學生人數共 **44名** (包括 A. 領取綜援人數：\_1\_名，B. 學生資助計劃全/半額津貼人數：**10** 及，C. 學校使用 10%酌情權的清貧學生人數：**33**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						
日語班	0	6	16	70.0%	14/2/12-22/3/12 (逢星期二及四)	4850	導師觀察, 問卷	伴你同行計劃	
韓語班	1	4	17	67.7%	14/2/12-22/3/12 (逢星期二及四)	4850	導師觀察, 問卷	伴你同行計劃	
活動項目總數: _____									
@學生人次	1	10	33		總開支	\$9,700			
**總學生人次	44								

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)：

C.

Project No.:(for official use)

SWC1003

(To be returned on or before 31 August 2012)

To: Permanent Secretary for Education [Attn: SEO (EC)]

(Fax No.: 2537 4591)

**Project of After-school Extended Chinese Learning  
For Non-Chinese Speaking Students  
Income and Expenditure Statement – 2011/12 school year**

Items	Amount (\$)
<b>(A) Approved funding received</b>	
(a) 1 <sup>st</sup> term	\$200,000
(b) 2 <sup>nd</sup> term (i.e. adjusted funding, if applicable)	\$50,000
<b>Total of (A):</b>	<b>250,000</b>
<b>(B) Unspent balance brought forward from previous year</b>	\$37,154.5
<b>(C) Other income received (if any) e.g. interest income</b>	---
<b>(D) Expenditure (please specify "Name of Activity/ Programme")</b>	
(a) Chinese cultural and Cantonese classes (Elementary and Intermediate levels)	\$59233.15
(b) Outdoor visits related to Chinese cultural learning	\$9,534.0
(c) Cultural Integration Program	\$21,280.0
(d) Program on Chinese Alphabet Teaching method (中文字母教學法)	\$21,744.0
(e) Summer Chinese Bridging program for S1 & S2 NCS students	\$27,856.7
<b>Total of (D):</b>	<b>\$139,647.85</b>
<b>(E) Unspent balance carried forward (if any) [=(A)+(B)+(C)-(D)]</b>	<b>\$147,506.65</b>

I understand that the unused portion of the approved funding will be clawed back after the 3-year project period, i.e. end of 2012/13 school year or end of the last year joining the Project, whichever is earlier.

My school will/ ~~will not~~\* join the Project in the forthcoming year.

Signature of ~~Supervisor~~/ School Head\*:

Name of ~~Supervisor~~/ School Head\*:

Name of School:

KWAN CHI BONG ROBERT

Rosaryhill School (Secondary Section)

(WD/AM/PM\*)

School Code:

211516

School Tel. No. (Fax No.):

25720228 (Fax No. 28386141)

Date:

11<sup>th</sup> September 2012

[\*Please delete as appropriate]

**School  
Chop**