

Rosaryhill School

(Secondary Section)



Annual Report

2012 - 13

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I School Vision and Mission

A. School Motto & Mission

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

B. School Goals

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

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

C. School Major Areas of Concern

Our school has identified three areas as our major concern for 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 & Primary Section)
8. Mr. Robert Kwan (Acting Principal, Secondary Section)

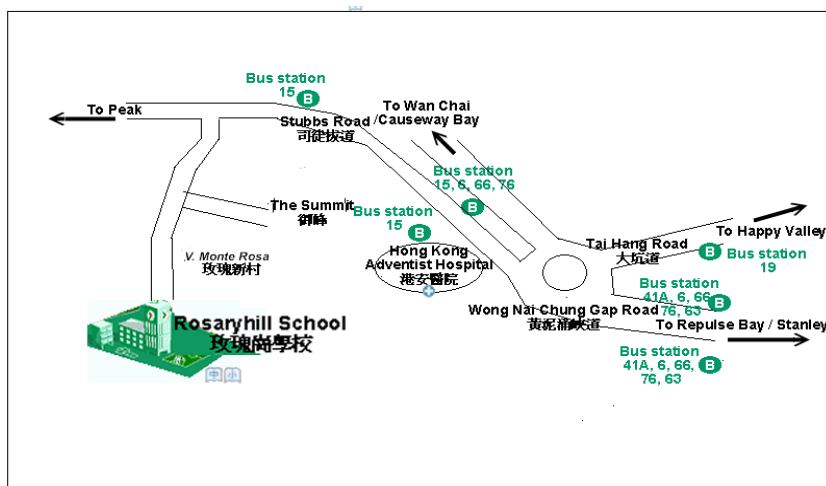
B. History

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 and had stopped offering courses after May 2012. In 2007, the Kindergarten Section was registered under a new registration system and subsequently renamed as "Rosaryhill Kindergarten". We are now a thriving co-educational institute consisting of a Kindergarten, a Primary Section, and a Secondary Section.

C. School Location and Physical Settings

Location

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



Physical Settings

The school building is a rectangular structure, divided into two parts by a central portion comprising the common facilities of school hall, chapel, library and special rooms. The back wing, or southern wing, is mainly occupied by the Primary Section. The 6th floor of both sides was originally built as private quarters. The large part of it is used as the residential quarters for the friars of the community. A five-storey multi-purpose building has brought about better learning facilities was completed in September 2005.

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

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

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

E. Our Students

1. Number of Students

In 2012-2013, we had 821 students in total, of whom 505 were boys and 316 were girls.

Table 2.1: Number of Students 2012-2013

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No.of boys	75	72	77	84	96	101	505
No. of girls	38	34	34	62	67	80	316
Total Enrollment	113	106	111	146	164	181	821

2. Class Structure

In 2012-2013, we had a total of 30 classes, offering 36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2012-2013

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	4	4	4	5	6	7
No. of places	113	106	111	146	164	181

3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2012-2013. There is still room for

improvement in the coming year.

Table 2.3: Students' Attendance and Punctuality 2012-2013

	Number of School days	Number of Students	% of Presence	% of Punctuality
S.1	174	113	96.6%	99.2%
S.2	174	106	97.7%	99.2%
S.3	174	111	96.4%	98.3%
S.4	174	146	97.4%	97.9%
S.5	174	164	96.4%	98.2%
S.6	113	181	97.2%	97.9%
All			97.0%	98.2%

III Achievements and Reflections on Major Concerns

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

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

There was a consistent improvement in the performance of our students in English Language from the data from the 2007 Pre-S1 Attainment Test, then the 2010 S.3 TSA and to the 2013 HKDSE. The proficiency of our students in English has been improved significantly through the six years of learning in our school.

Since September 2011, Mathematics, Integrated Science, Computer Literacy and part of Integrated Humanities in S.1-3 are taught in English or with extended English learning activities, students have shown improvement in the language and with increasing confidence to express themselves in English. There are collaborations between these subjects together with the English Language Department to further develop more comprehensive teaching packages for English enhancement. The MOI Focus Inspection Report gives many positive comments on our practices; the results shall be reflected in the 2014 TSA and we are optimistic about it.

We have provided various opportunities for our students to enhance their English Language abilities. The English Drama became a traditional activity which provided the 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 "Youth Theatre in English" which provides another opportunity for the students to practice more in drama acting in formal setting plus a chance to appreciate English Literature. Similarly, more and more students participated in the Hong Kong Speech Festival and the results and involvement are encouraging. The "Peak Project" was another activity which students learned the skills and put into practice

to talk with English-speaking tourists and reported on their experience with fellow schoolmates.

We have also up-kept with an English environment. Notices, displays, computer software interfaces, and announcement during morning assembly are all in English. The increasing number of non-native Chinese speaking students provided us with the opportunity in further enhancing an English-speaking environment when we arrange activities which integrate different levels and different classes together.

Priority Task 2 : To Enhance Student Learning Effectiveness

As in the last school year the learning effectiveness is enhanced mainly by promoting students' motivation through various inter-class and inter-school competitions and activities which are proved to be productive. Students' achievement provides the best driving force for them to improve and to excel.

In languages, fun days and carnival create an atmosphere in which most of the students are involved in organizing and taking part in a wide range of abilities related to English, Chinese and Putonghua. Book Report Writing Competitions and Essay Writing Competition aroused students' interest in writing. Inter-class speaking contests, Inter-school speaking festival, debates as well as many other speech contests provide ample training of speaking skills for the students. The inter-house Drama Competition provides a chance for them to integrate various skills.

In Mathematics, the traditional "Fascinating Mathematics" and "Mathematics Quiz" involved a large number of students and aroused their interest in the subject. For under-achieved students, after-school remedial classes aimed at helping them to strengthen their foundations. For high-ability students, they were recruited into the Mathematics School Team and were trained to tackle different problems and take part in various inter-school competitions such as the Mathematics Olympiad.

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, the Science Week, Inter-school Science Quiz, Liberal Studies Medicine Cup, Project Presentation Competition, Teen-Talk 2012, News Commentary Competition, and the running of commercial stalls in Chinese Flower Market etc.

The RHS Golden Jubilee Scholarship offers the target for students to excel at various subjects and at becoming the Sportsboys, Sportsgirl, Artist and Student of the Year.

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, in several subjects, 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” and S.3 students joint “Smartteen Camp” 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 senior 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 tidiness 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 Planning”, “Green Living”, “Dealing with opposite sex”, “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 2012-2013, our active school days was 174, other school days was 33, adding up a total number of 207 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2012-2013

Events	No. of Days
A. No. of active school days	174
Lessons in regular time-table	162
Integrated Learning Week (S.1-S.6)	5
Normal lessons for S6 only	3
Swimming Gala & Athletic Meet_2 Days	4
School Opening & Closing Ceremony, Teachers-Students Day & Open Day	4
B. No. of other school days	33
Examination (without normal lessons)	8
Parents Days	4
Teachers Development Day	2
Staff Meetings on Saturdays (SBM Meetings) and after Final Examinations	11
Other days which involved majority of teachers (Speech Day, Supplementary Examinations, S.1 Registration & Orientation Days etc.)	8
C. Total no. of school days	207

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

B. Subjects Offered in Different Levels

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

Table 4.2: Subjects Offered in Different Levels 2012-2013

	S.1	S.2	S.3	S.4	S.5	S.6
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
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

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 2012-2013

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

D. Subject-Period Allocation

Tables 4.4 and 4.5 provide information on the subject-period allocation in different form levels in the year 2012-2013.

Table 4.4: Subject-Period Allocation (S.1-S6) 2012-2013

Subject	Level	S.1	S.2	S.3	S.4-S6
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

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 2012-2013

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				
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 quality works were recommended to enter external competitions.

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 2012-2013. 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 2012-2013

	S.1	S.2	S.3	S.4	S.5	S.6
A	478	570	158	116	404	168

B	102	350	370	337	176	172
C	196	84	366	363	674	55
D	166	121	35	165	149	200
E					160	202
F						380
Form Total	942	1125	1053	1474	2166	1213
Total	8665					

To cope with the trend and to strengthen reading support, ebook resources will be subscribed in coming school year to facilitate and encourage sustainable reading habit.

V Support for Student Development

(1) School Facilities:

The school campus is spacious (~14,000 m²). There are 5 basketball courts, 43 classrooms, and many special rooms in the old wing, such as a library, 1 Mathematics room, 4 computer rooms, a geography room, 2 home economics rooms, 2 visual arts rooms, 2 religious rooms and 7 laboratories. There are also an auditorium, a music room, a language room, a student activity centre, a conference room and 3 supportive learning rooms in the new annex. The Student Activities Room equipped newly with sound system is for the education of dancing and drama, fulfilling the need of Other Learning Experiences. In the last year all the computer monitors were changed to LED monitors that provided better viewings. Most of the lockers in the classrooms are also replaced and additional ones were installed so that every student could have locker of his own. All students stay in school for lunch, which is prepared by the school canteens. School Library has installed e-Book system to facilitate reading.

(2) School Healthy Life:

This year there is a new caterer in the school canteen providing quality and healthy food for all the students. There is an increase in varieties of food that meets the needs of most of the students. Compulsory Lunch Programme for S1 continues 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 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 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. The Old Student

Association keeps on providing strong support to the needs of the school.

(4) School Green Policy:

Some years ago, the school won the Hong Kong Green School Award and the Hong Kong Environmental Schools Achievement Award. The school has also received the School Environment Student and Teacher awards for several years. We have 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 and recycling programs, environmental talk, organic farming and tree planting. Lunch provided by the school canteen also greatly reduces the use of foam boxes.

(5) Whole-school Language Policy:

The school has a vision of "Biliteracy & Trilingualism". In order to enrich the English learning environment, a lot of English activities such as English cafe, English drama, e-zone, inter-class singing competition etc., were organized to reinforce the use of English during everyday life. There is one class in each level from S.1 to S.3 learning Chinese using Putonghua; and there is also Putonghua talking booth every week. On top of all these, "Spanish For Fun" has been introduced starting in the 2012-13 school year to S.1. This help to expand the scope of students' in language learning.

(6) Learning-and-Teaching Strategies:

The school continues to offer a broad and balanced curriculum. From F.1 to F.3, all subjects are compulsory and students can establish a firm foundation of basic knowledge and skills. Remedial classes are offered to support students' learning in small-group teaching which targeted at individual needs. 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 senior levels apart from the four core subjects, namely English Language, Chinese Language, Mathematics and Liberal Studies, students are allowed to choose 2-3 electives out of 14 subjects offered and which may include an Applied Learning subject to meet the interests and needs of different students and the admission requirements of different universities and of different faculties. Cross-curricular project-based 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 various aspects of education. Speeches, debates, and writing competitions enhance students' language capabilities. Athletics Meet, Swimming Gala, and Cross-country Competition offer chances for many participants to experience and outstanding athletes to shine. Various student organizations such as Student Council, House Council, Discipline Prefect Team, Library Service Team, Youth Ambassadors and Sports Association to serve fellow schoolmates, to cultivate the sense of belonging as well as leadership skills.

(7) School-based curriculum:

This includes school-based curriculum of Integrated Humanities and Home Economics in Junior forms and a comprehensive curriculum in Other Learning Experiences which include aesthetic education, physical education and ethical education for senior secondary levels. The aesthetic education consists of 5 modules – music, visual arts, dance, drama and creative media. There is also a

Chinese Language curriculum developing for the non-native Chinese speaking students to meet their needs.

(8) Key Learning Tasks:

(a) Moral, Civic and Environmental Education:

The school immerse moral, civic and environmental education into the formal curriculum through various subjects such as Ethics/Religious Education, Humanities, Sciences 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 civic rights and responsibilities. Through the incorporation of the pastoral theme “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. Newspapers are ordered regularly to facilitate and encourage reading of news and current affairs. e-Book resources will be another move in coming academic year to further facilitate students to read.

(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 appropriate time of the year.

(d) Information Technology for Interactive Self-Learning:

The electronic learning platform "eClass", which is used as a communication channel in school, is kept on expanding its functions. Learning resources, assignments, and notices are issued and retrieved through this mean. More on-line learning resources are added and they serve as regular assignments and assessments for some subjects like English Language, Chinese Language, Mathematics and Sciences.

(9) Catering for Students' Diverse Learning Needs:

In the three core subjects, namely English Language, Chinese Language and Mathematics students are streamed in to smaller groups according to their abilities. Curricula are designed for the elite students to excel and the less able ones to be remedied. After-school support programs are organised for the less able students to catch up the standard. There is a tailored Chinese Language curriculum to cater for non-native Chinese speaking students. 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. A team of experienced teachers is responsible for Inclusive Education, allowing students to realize differences between people and learning to care for others. Some students will be prepared for obtaining additional academic qualifications like GCSE, IELTS and TOEFL other than HKDSE to facilitate them for further studies abroad.

(10) Assessments:

End of Term Examinations to estimate the students' achievement in public examinations and continuous assessments to evaluate the learning outcomes are both important. The annual academic results of students are graded according to the following: Examinations, Uniform Tests, other tests and coursework (book reports, project learning, data search and presentation, etc). Coursework constitutes a significant part (not less than 30% depending on the nature of the subject) of the assessment result.

(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. The school invites parents to take part in many school functions like Athletic Meet, Swimming Gala, Open Day and Speech Day etc. Parents are also act as voluntary helpers in many occasions. Programmes in parent education enhanced parenting skill. We aim at developing e-Notice and mobile apps to further facilitate communication.

(13) School Ethos:

The school aims at establishing a caring and harmonious atmosphere in which teachers and students paid mutual respect. We obtained the "Caring School Award 2013" as a result of "Invitational Education" which works on the belief that students are capable, valuable, and responsible. The dual Class Teacher setting and the "Teacher Student Interaction Time" enhances moral and civic education as well as developing an mutual understanding and trust between teachers and students.

(14) The Mentorship Program:

This is the fourth year that we have implemented the Mentorship Program which

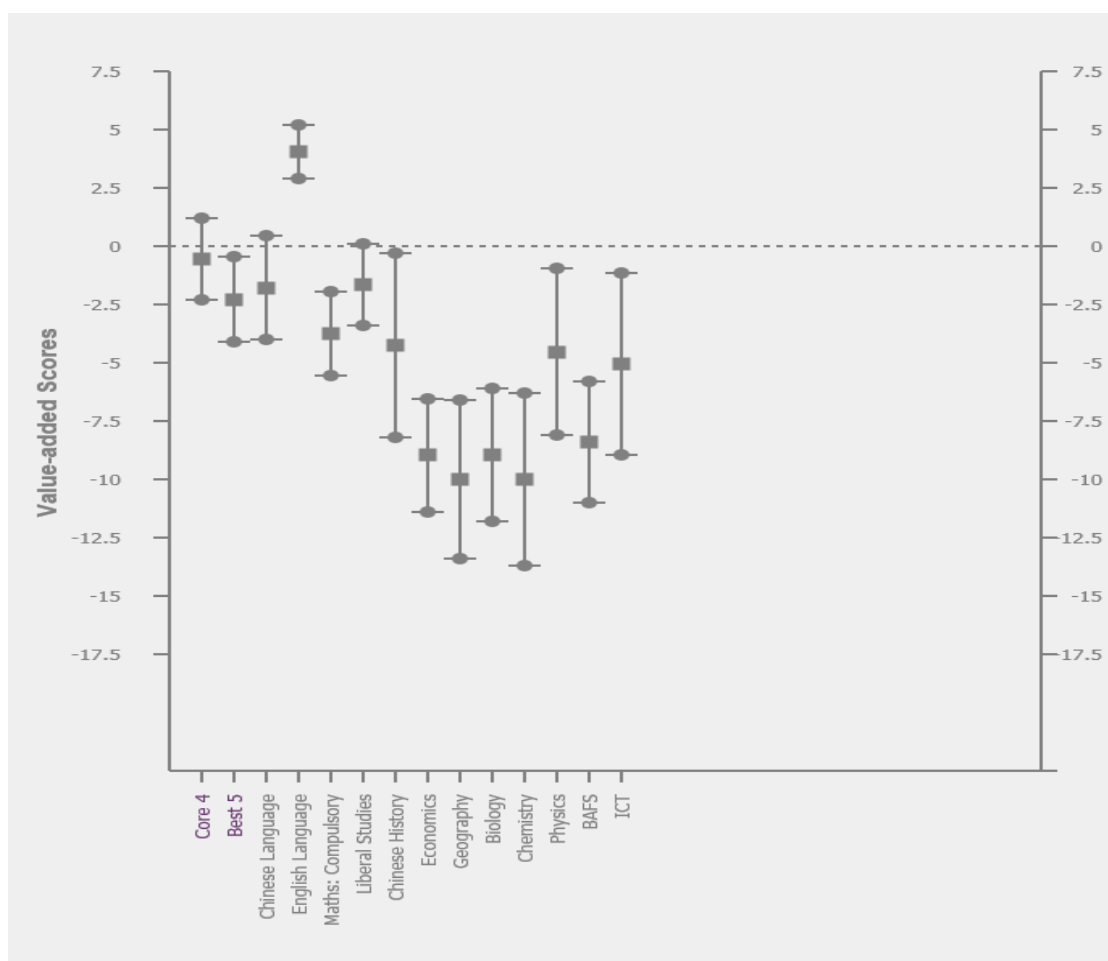
voluntary alumni were recruited as mentors, they were carefully selected and trained. The mentees are all S.5 students, and every three mentees were assigned to two mentors according to their working fields at which they are interested and according to their characters. The mentors share their experience 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.

VI Student Performance

A. Public Examination

The student was doing better, and the passing percentage has increased in comparison with HKDSE 2012. The students were doing reasonably well in the Core subjects, especially in English Language but the results varied greatly in other subjects.

Figure 6.1: Students' Performance in HKDSE in 2012-2013



B. Destination of Exit Students

Table 6.1 & 6.2 show the destinations of exit S.6 students in 2012-2013.

Table 6.1: Destination of exit S.6 students in 2012-2013

	Total number of students	Repeat S.6	Bachelor degree/ Sub-degree programmes	Vocational training and continuing education	Study overseas	Study in the Mainland	Working	Others
No. of students	181	6	59	57	25		11	23
%	100%	3.31%	32.59%	31.49%	13.81%		6.08%	12.71%

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 2012-13.

Table 6.2: Inter-school Awards 2012-13

INTER-SCHOOL AWARDS		POSITIONS			
(I)	ACADEMIC EVENTS	1	2	3	MERIT
A.	<u>Speech Competitions</u>				
a.	2012 年度第 64 屆校際朗誦節 64th Hong Kong School Speech Festival				
	<u>中文/普通話</u>				
	詩詞獨誦 (男普)				
	2A 袁德銓	*			
	4A 毛子涵			*	
	3B 袁錦文 4B 盧溢俊				*
	散文獨誦 (女普)				
	3B 鄭婉蓉 3B王依樂 4B羅美雪 4C杜曉敏 5D 馬嘉蔚 6D陳柳娟				*
	散文獨誦 (男粵)				
	6A 陳嘉榮		*		
	2A 葉京翰			*	
	3A 陳啓宇 3A 潘俊朗 5F 蘇俊賢 5F李匡培 5F 戴偉杰 6A 關家豐				*
	散文獨誦 (女粵)				
	3D 程家欣			*	
	1C 邵凱楠 2C 陳可童 4C 杜曉敏 4D 李采瑩 4D 吳穎思				*

4D 余可婷 5F 袁曉彤 5F 吳家沂 5F 孫芷韻 6F 陳穎思				
二人朗誦(粵)				
6C 黃嬌嬌 6D 潘頌婷		*		
3B 盧翠霞 3B 陳詠鋸 6F 祈莉娜 6F 區雅麗 6F 鄭文曦 6F 任智華				*
散文獨誦 (男普)				
4A 黃俊義 4A 陳俊豪 4C 梁展豪				*
詩詞獨誦 (女粵)				
4A 朱嘉琪 4A CHUA MICHELLE AIKO 4A 盧翠霞 4C 陳綽悅 5C 陳詠鋸 5C 鄧勵儒 5F 謝婉瑤				*
詩詞獨誦 (女普)				
6C 黃嬌嬌	*			
5F 陳曼昱			*	
4A 朱嘉琪 4F 李易齊				*
天主教經文朗誦 (粵/普)				
5B 黃廷茵 5B 陳杏霖 6F 陳穎思 6G 劉詩敏 6G 潘婉儀				*
歌詞朗誦 (粵)				
3B 林燕明				*
詩詞集誦 (普)				
1A 陳康政 林樂禧 張嘉暄 沈家琍 趙穎欣 張家浚 郭鎮宇 劉芷嫻 李淳一 盧溢傑 馬靖翹 吳子穎 王靖倩 王蔚然 王詠欣 1C 畢凱童 陳泳琪 杜偉杰 何詩凝 何建澄 葉翹樂 郭詠恩 林文傑 林華怡 盧凱琪 邵澤球 黃子軒 鄒欣怡 梁咏彤 邵凱楠				*
詩詞集誦 (普)				
2A 陳綽好 陳雋朗 陳紫依 董斌 黃穎怡 簡善豐 劉振楠 劉瑞澤 麥錦滔 譚志風 陶李瑞 謝一軒 徐妙慧 王偉辰 黃晉杰 黃宇軒 余佩雯 袁德銓 2C 莊誌浩 周耀權 鍾慧婷 林詩雅 繆可怡 吳卓山 吳文琪 司徒卓敏 鄧卓謙 杜君佑 曾炎宗 尹靖琳 韋昊 姚知行				*
詩詞集誦 (普)				
3A 張貴兒 李淑賢 蔡貴名 符天逸 3B 鄭穎樂 鄭慧琳 張浩賢 蔡燕琳 朱英傑 關浩賢 何偉健 姜洪亮 關令章 林銘德 劉宇堯 梁啟智 李文軒 林俊杰 林燕明 盧溢偉 盧逸倩 倫詩雅 麥灝霆 吳立勛 齊靄淇 黃澤文 王依樂 楊伶 袁錦文 袁穎恩 鄭婉蓉 林家煒 鄭婉瑩 3D 程家欣 趙婉恩 吳成龍 4A 毛子涵		*		
<u>English</u>				
1B ESTABILLO KYLE ANGELEE	*			
2A IP KING HAM 2B SNEHA LALWANI		*		
4A STEWART PATRICIA PARICHART 5B YOUNG, HIU WAH JESSICA LAURA		*		
1B LANDRITO REGINE GALLIBU 4C REYES CHRISTINA KATELYN LANO			*	
4C REYES CHRISTINA KATELYN LANO 4A CHUA MICHELLE AIKO 5C HONG HING SUM			*	
1A CHOI CHUEN WAI MICHAEL 1A NG TSZ WING 1AYAU TSZ HANG				*
1A CHUA BRYAN ANDREW 1A LAM LOK HEI LAURENT				*

	1BKHAN MAHANUR				
	1B SINGH NAVALDEEP 1B SUBANG DANIELLE 1C CHEUNG KING YEUNG				*
	1D MUHAMMAD HAMZA 1D MD SADORAN HOSSAIN SAKIN				*
	2A YUEN TAK CHUEN 2A PANG NATALIE WAI NAM 2A CHOY VIVIENNE				*
	2A CAPIENDO WINCEL SAGANA 2B CHIU CHING MAN 2C CHONG CHI HO				*
	3B LIN YAN MING 3B LAM KA YI AGATHA 4A LEE TSZ YING 4A HUI KA MAN				*
	4A CHUA MICHELLE AIKO 4A WONG CHUN YEE ALVIN 4A LO CHUI HA				*
	4B DAROSA MICHELLE 4B MOK KA NEI NICOLE 4B WONG YIU CHING				*
	4B HUANG TSIT UE VANESSA 4D TAI LEE YEE MANDY 4D LEE CHOI YING				*
	5A CHEUNG KIN FUNG 5C TO PAK YUNG 5C TSAI WING KI				*
	5D CHOI HO YAN 5D YU SZE TUNG 5D FUNG WAN ON				*
	5F HUANG KAM 6A CHAN KAR WING 6A KWAN KA FUNG, MICHAEL				*
	1B WHOLE CLASS				*
b.	第十三屆全港學界普通話傳藝比賽				
	4F 李曉靜 4F 李易齊 4E 盧敏珊	*			
	4E 關展鵬 4F 盧晨馨 4F 傅善義		*		
	2A 袁德銓		*		
	1A 郭鎮宇 1A 王蔚然 2A 鄧皓月 2A 王偉辰 2A 黃穎怡 2B 林燕明				*
	3A 李淑賢 3A 張貴兒 3D 程家欣 4B 盧溢俊 5F 謝婉瑤 5F 陳曼昱				*
B.	<u>Book Reading/ Book Report / Writing Competitions</u>				
a.	2013- 2013 中國中學生作文大賽				
	6C TAN HAIYI		*		
	2A WANG WEICHEN 2C WEI HAO 3B CHU YING KIT				*
	4A CHUNG HON LAM 4A MAO ZIHAN				*
C.	<u>Mathematics Competitions</u>				
a.	第五屆香港中學數學創意解難比賽				
	1A HO KA HEI ERNEST 1A NG TSZ WING 2A IP KING HAM 2A WANG WEICHEN				*
b.	2013 港澳數學奧林匹克公開賽<港澳盃 HKMO Open>				
	4A MAO ZIHAN 5B LEUNG CHUN WING	*			
	4A STEWART PATRICIA PARICHART		*		

	1A CHEUNG KA HUEN 2A LIU RUIZE 3A ZHANG GUIER 3B JIANG HONGLIANG			*	
	1A CHOI CHUEN WAI MICHAEL 1A HO KA HEI ERNEST 1A NG TSZ WING				*
	2A HUANG YINGYI 2A LAU CHUN NAM 2A YEE PUI MAN				*
	3A AN KAI YU MAVERICK 3B YUAN JIN WEN 4A HUI KA MAN				*
	4A LEE TSZ YING 5B HUI NGAI HUNG 5B IP HIN NAM				*
c.	Secondary School Mathematics and Science Competition(Math)				
	4A YIU CHING KAY 5B CHOI KING WAI 5B HUI NGAI HUNG				*
	5B IP HIN NAM 5B LEUNG CHUN WING				*
D.	<u>Liberal Studies Competitions</u>				
a.	獨立專題探究獎勵計劃				
	4A 朱嘉琪 4A CHUA MICHELLE AIKO 4A 毛子涵 4C REYES CHRISTINA KATELYN LANO				*
b.	第一屆通識微電影創作大賽				
	5B 蔡京衛 5C 林嘉燕 5C 梁慶麟 5C 吳健文 5C 曾繁傑 5C 葉勵琪				*
c.	亮晴工程「Eye Care, I Care」護眼創作比賽 2012-2013				
	6C 鄧雅儀				*
d.	醫學通識盃 4A 陳俊豪 李梓燾 STEWART PATRICIA PARICHART 4F 李曉靜 李易齊			*	

(II) CULTURAL / ARTS EVENTS

a.	心連心、手拉手書畫攝影大賽				
	4B LI YAT LAM 5F CHAN KA WEI 5D 陳楚賢	*			
	4D CHUNG CHEUK LUN 6E TANG SIN HEI		*		
b.	65th Hong Kong Schools Music Festival				
	1A NG TSZ WING			*	
	1A NG TSZ WING 1B ESTABILLO KYLE ANGELEE 1B LANDRITO REGINE GALLIBU				*
	2C CHAN HO TUNG 4A NG TSZ HIM 4B MOK KA NEI NICOLE 5F NG CHO YIU				*
c.	第四屆灣仔戲味「校際及公開組」戲劇比賽：灣仔「友」里				
	2B SABINANO NOEL ANZELL A. 2D KHAN MOHAMMAD ABID				*
	3B CHENG NICOL 3B CHENG WAI LAM 3B CHOI YIN LAM EDITH				*
	3B GUAN HAOXIAN 3B HO WAI KIN KEN 3B LEUNG KAI CHI				*
	3B LIN JUNJIE 5D LUN SZE NGA 5D WONG CHAK MAN				*
d.	Hong Kong Visual Arts Festival Competition				

	5D LAM OI TING		*		
e.	「世界心臟日」香港心臟基金會繪畫比賽 2012				
	4D TAI LEE YEE MANDY				*
f.	灣仔區滅罪宣傳品設計比賽				
	3B 鄭穎樂 3B 蔡燕琳 3B 倫詩雅 5A 陳炯僊 5F 陳嘉慧				*
(III)	SPORTS EVENTS				
	Inter-School Badminton Competition				
	3B LOO YAT SIN 4A CHUA MICHELLE AIKO 5B KONG YUEN LAM MARIZ				*
	4C REYES CHRISTINA KATELYN LANO 5B YOUNG HIU WAH JESSICA LAURA				*
	5D LAW LAI NAM 6C LAM PUI CHING 6C TO YI CHENG JANE 6F PAK JING KEI				*
b.	Inter-School Cross Country Competition 2012-13				
	4B CHAN TSZ KWAN 6C LEE KIM MAN MANDY				*
c.	Inter school badminton competition				
	4D CHUNG CHEUK LUN 5A CHAN CHARLES 5A CHAN TSZ KIN CHRIS 5A CHAN TSZ KIN CHRIS 5F CHEN KUNZHAO 6A LEUNG HOK LAI 6A LAM SIK HO JASON 6C HUNG TAE YANG DESMOND			*	
d.	Inter School Basketball Competition (C grade)				
	1B ALLMAN-BROWN HARRY VINCENT SADANG 1C CHOW TSUN WAH 1C LAI HOK HIM 1D BISHWAKARMA ASHISH 1D KHAN ZIYAL MOHAMMAD 1D IBOMO EZO OGHENEKARO ENOCH 1D KHAN MOHAMMAD HASSAN 1D MACAFE JHON-GILBERT PACIS 2A REAMBILLO HAMISH C 2A TSE JOSEPH YAT HIN 2B VILLAREAL JOSE GABRIEL BENITEZ 2D INOCENCIO CHRISTIAN PAULO BAUL 2D AURA JAMES SAMPILO	*			
e.	Inter School Basketball Competition (B grade)				
	1B VICTORIANO PATRICK DENZEL PUNSALANG 3A CHAN KAI YU MAVERICK 2B AXIOTES CHRISTIAN JAY NANQUIL 3B JIANG HONGLIANG 4B CHAN TSZ KWAN 4B LOO YAT CHUN 4B SO DEREK YAT LONG 4B HE ZIPENG 4C THAPA RONAL 4D WONG YIU CHING	*			
f.	Inter School Basketball Competition (A grade)				
	4A CHAN CHUN HO 4C MCINTOSH STUART GORDON MUIR 5A KWONG HO YIN	*			

	5A KWONG HO YIN 5D LING HO KWAN 5D SUNG CHAI WUN 5E CHOW KWOK FAI 5E SIU TSZ HIN 6A LAM KA CHUN 6F SIU KIN SHUN				
(Iv)	OTHER EVENTS				
	Hong Kong Island (Wan Chai District) Outstanding Student Award				
	5D LEUNG MAN HEI				*
	2012 灣仔區傑青年選舉				
	6A CHAN YUEN KWAN 6B YU WAI SIM				*
	明白領袖獎				
	6C LAM PUI CHING				*
	同行 2「書」在起跑線籌款活動 定向盃團體賽				
	5A 馮德銘 5A 鄭文樂 5B 劉在熙 5A 吳永誠 5B 盧俊昇		*		
	2013 學界遙控模型車賽				
	4B Chan Tsz Kwan			*	

VII Financial Summary

Financial Summary (2012-2013)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
1 OEBG				
(a) General Domain				
1 School & Class Grant-S	----	1,284,213.77	1,284,213.77	0.00
2 Recurrent English Language Grt	10,631.70	23,116.00	28,214.60	5,533.10
3 S B M Supplementary Grant-S	51,875.05	183,032.00	161,813.45	73,093.60
4 Enhancement Grant-S	6,398.00	7,099.00	7,433.80	6,063.20
5 Training & Development Grant-S	5,187.00	7,557.00	5,187.00	7,557.00
6 Composite IT Grant - S	121,881.40	468,421.00	503,343.12	86,958.28
7 Consolidated Subject Grant	54,484.75	200,330.27	221,703.95	33,111.07
8 Others	26,356.40	0.00	426,686.37	(400,329.97)
9 Deficit transferred to subscription	----	400,329.97	0.00	400,329.97
Sub-total :	276,814.30	2,574,099.01	2,135,252.94	212,329.97
(b) Special Domain				
1 Programme Fund - WS Approach-S	5,841.60	7,922.00	5,010.20	8,753.40
2 Home-School Co-operation Project	----	14,626.00	14,626.00	0.00
3 SBSS for schools with intake of NAC	219,392.60	84,276.00	18,030.00	285,638.60
4 After -school Learning & Support	84,400.00	123,200.00	139,200.00	68,400.00
5 English Enhancement Scheme	22,160.00	48,000.00	48,000.00	22,160.00
6 SSCSG - Sec Curr Support Grant	1,012,789.00	1,031,808.00	1,280,353.60	764,243.40
7 Learning Support Grant (LSGSS)	328,325.75	400,000.00	673,727.75	54,598.00
8 Diversity Learning Grant	99,957.89	430,058.00	477,581.00	52,434.89
9 LS Curriculum Support Grant (LSCSG)	178,919.90	0.00	178,919.90	0.00
10 e-Learning Platform	0.00	399.00	399.00	0.00
11 After-school Ext Chi Language for NCS	152,506.65	415,925.25	352,161.85	216,270.05
12 Fractional Post Cash Grant (FPCG)	125,239.15	406,077.50	429,436.33	101,880.32
13 Moral & National Education	----	530,000.00	0.00	530,000.00
14 Lift Maintenance Grant	33,880.00	320,472.00	321,400.00	32,952.00
15 Capacity Enhancement Grant	206,226.99	638,475.81	421,622.60	423,080.20
Sub-total :	2,469,639.53	4,451,239.56	4,360,468.23	2,560,410.86
(2) Composite Furniture and Equipment Grant	1,210,382.63	508,865.00	161,351.00	1,557,896.63

VIII Feedback on Future Planning

The new Major Concerns for the coming 3 years from 2013/14 – 2015/16 are:

1. To Enhance the Self-management Abilities of Students.
提升學生自我管理能力。
2. To Cater for Students' Learning Diversity.
照顧學生學習差異。
3. To Develop RHS into a Multi-cultural School of Distinctive Characteristics.
提融合多元文化，展現校本特色。

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