

Rosaryhill School

(Secondary Section)



Annual Report 2013 - 14

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I School Vision and Mission

A. School Motto & Mission

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

B. School Goals

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

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

C. School Major Areas of Concern

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

1. To 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.
融合多元文化，展現校本特色

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. Christopher Chor Yuk Wa (Chairman)
2. Fr. Jose Salas
3. Alejandro Salcedo Garcia
4. Solis Bonifacio
5. Fr. Emiliano Perez
6. Fr. Vicente Sanchez
7. Fr. Franciaco de las Heras
8. Mr. Kwan Chi Bong
9. Ms. Anne Wong Wai Ching

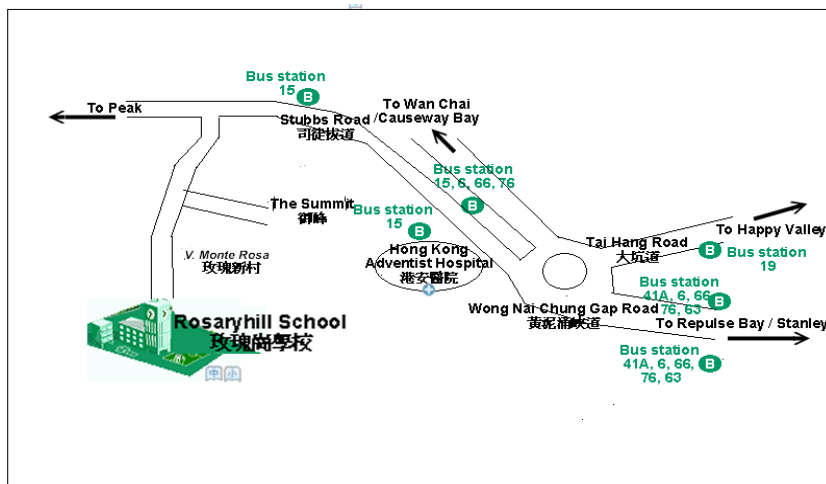
B. History

Rosaryhill School was founded in 1959 by the Dominican Fathers of the Holy Rosary Province. The school initially began as a Primary School and the Secondary Section was added in September, 1962. By 1968, our Kindergarten, Primary, and Secondary Sections were established as independent sections. In 1970, the Business Studies Section was established and had stopped offering courses after May 2012. In 2007, the Kindergarten Section was registered under a new registration system and subsequently renamed as "Rosaryhill Kindergarten". We are now a thriving co-educational institute consisting of a Kindergarten, a Primary Section, and a Secondary Section.

C. School Location and Physical Settings

Location

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



Physical Settings

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

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

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

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

E. Our Students

1. Number of Students

In 2013-2014, we had 680 students in total, of whom 416 were boys and 264 were girls.

Table 2.1: Number of Students 2013-2014

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No.of boys	55	68	67	68	85	73	416
No. of girls	32	44	30	36	61	61	264
Total Enrollment	87	112	97	104	146	134	680

2. Class Structure

In 2013-2014, we had a total of 27 classes, offering 36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2013-2014

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	4	4	4	4	5	6
No. of places	87	112	97	104	146	134

3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2013-2014. There is still room for improvement in the coming year.

Table 2.3: Students' Attendance and Punctuality 2013-2014

	Number of School days	Number of Students	% of Presence	% of Punctuality
S.1	180	87	96.6%	99.4%
S.2	180	112	95.6%	98.5%
S.3	180	97	96.8%	98.6%
S.4	180	104	97.3%	97.6%
S.5	180	146	97.2%	97.5%
S.6	114	134	96.2%	97.8%
All			96.6%	97.9%

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 the self-management abilities of students

A number of subjects have established filing systems with the students, they have learnt to organize their learning material in a more systematic way. Through the Life Education Periods, students were taught how to set up their learning portfolios, they are able to keep updated records of their learning progress and achievements which are useful for their future.

The Integrated Learning Week programmes played a very important part in this aspect. The S.1 Personal Growth Camp, S.3 Adventure-based Camps, S.4 & S.5 Theme-based Camps and Study Tours all demanded students to manage themselves, to join in group activities, and to cooperate, communicate and collaborate with other students.

Various student bodies like Discipline Prefect Team, House Captains Liaison Committee, Student Librarians, Youth Ambassadors and Sports Association etc. have also strengthened their training. Through providing community services and organizing activities students gained experience in time management, resource management and leadership skills.

The Counselling Team has also organized a number of small group programmes targeted at the specific needs of different groups of students.

Priority Task 2 : To cater for students' learning diversity

In recent years there is a drastic change in students' composition and nature. The diversity is not only on abilities and motivation but also on languages, nationalities and culture.

In the past years we have put in tremendous effort in improving students' English Language proficiency through various measures including the English Enhancement Scheme, the result is extremely encouraging as reflected by the top percentile obtained in the 2014 HKDSE Value-addedness in English Language. What we have input this school year were also measures for diversity in Chinese Language and Mathematics as we have admitted more non-native Chinese speaking students who are also generally weaker in Mathematics. Small group teaching together with after-school tutorial classes targetted at specific basic skills were run to remedy the situation.

In general, the students are motivated by encouraging them to participate in more inter-school activities and competitions, in a wide range of discipline depending on their interests and abilities; in sports, arts, music, speaking, drama, as well as in academic subjects like Mathematics, Science and Liberal Studies. Through training the students could acquire different skills and establish confidence in learning especially when they achieved in obtaining awards. These also increased their sense of belonging to the school and motivated them in learning other skills including in academic subjects.

We also actively presented students for outside-school awards and outstanding student awards so that they could learn by exposing themselves to more-qualified students from other schools as well as expanding their scopes beyond own school. This will remain as our future practice.

Priority Task 3: to develop RHS into a multi-cultural school of distinctive characteristics

At present we have students from more than ten different nationalities and the number of non-Chinese speaking students is increasing, our students are exposed to different spoken languages, cultures, religions and traditions; therefore, it is of prime importance that all students are integrated together so that the chance of having disputes and unhappiness due to their difference is minimized.

In recent years we have started with the “Multi-cultural Presentations” to let students from different nationalities to present their characteristic including food, clothes, traditions, festivals and sceneries of their home-countries etc., this improves the cognitive knowledge of our students. In school activities like House competitions, Leadership Training, and community services we designed to integrate our students so that they have developed cooperation and collaboration among themselves; this narrows down their gaps and improves their mutual understanding.

We have also added a number of activities like English Drama, Cricket, A cappella, Jazz Dance and Lion Dance etc. so that their talents can be shown and their pride being established. With the increasing demand and importance in learning Chinese Language, we have designed a tailored curriculum with continuous evaluation and modification to meet the expanding needs. We will move on in this trend towards learning in languages as well as in other academic subjects.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2013-2014, our active school days was 180, other school days was 24, adding up a total number of 204 school days. Table 4.1 shows the break-down of the school days.

Table 4.1: School Days 2013-2014

Events	No. of Days
A. No. of active school days	180
Lessons in regular time-table	160
Integrated Learning Week (S.1-S.5)	5
Normal lessons for S6 only	4
Swimming Gala, Athletic Meet 2 Days & Cross-country	7
Teachers-students Day, Post Exam. & School Activity Days	4
School Opening & Closing	4
55th Anniversary Open Day & Closing Ceremony,	24
B. No. of other school days	24
Parents Day (S1, S3, S6, all form levels)	4
Examination (without normal lessons)	8
Teachers Development Day	2
Staff Meetings on Saturdays (SBM 2 days,)	2
Other days which involved majority of teachers (Speech Day, Supplementary Examinations, S.1 Registration & Orientation Days, S4 Enrolment etc.)	8
C. Total no. of school days	204

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 2013-2014

	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)
Spanish	C	C				
Visual Arts	C	C	C	E	E	E
World History			C	E	E	E

Remarks: C- Compulsory subject E – Elective subject NE – Non-public examination subject

C. Assessment

The school year is divided into 2 terms. In each term there is an examination and regular tests to assess the progress and achievement of the students. There is also a uniform test on each subject in S.1-S.5 in each term to monitor the variation between classes. Emphasis has always been put on courseworks and project works as a mean of continuous assessment instead of a “once-for-all” written examination. Assessment reports will be issued 4 times a year. The weighing of tests and examinations in the students’ report is shown in Table 4.3.

Table 4.3: The weighting of Tests and Examinations 2013-2014

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 2013-2014.

Table 4.4: Subject-Period Allocation (S.1-S6) 2013-2014

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	12	13
Chinese Literature					8*
Combined Science					8*
Computer & Information Technology	4	3	3	3	8*
Economics				3	8*
English Language	14	14	14	14	13
Ethics and Religious Studies					8*
Geography				3	8*
History				3	8*
Home Economics	3	4	3	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	2
OLE (aesthetic development)					2
Mathematics	11	11	10	10	10
Music	4	3	3	3	8*
Physical Education	4	4	4	4	4
Physics				3	8*
Putonghua	3	3	2		
Religious Studies	3	3	3	3	2
Visual Arts	3	4	3	3	8*
Spanish	2	1			
Total (per cycle)	80	80	80	80	80

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

In order to provide a bilingual setting for our students, we provide more lesson time for English Language and Chinese Language. There was a balanced time distribution amongst Mathematics, Science and PSHE and appropriate percentage of time was allocated for Arts, Technology, Physical Education and Life Education.

Table 4.5: Lesson Time for Various Key Learning Areas Per Cycle in S.1-S.3
2013-2014

2010-2011									
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 is supportive to school Major Concern 1 relating to promoting and reinforcing a healthy life style. Students are provided with the opportunities to read daily in the morning and present/share frequently in MRS. After many years of implementation, teachers and students are used to the MRS which actually becomes part of the school life.

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

With the collaboration of related KLAs, the stock in LAC Corner increases gradually and books there are borrowed quite frequently by students. Almost all junior classes have been taken by English teachers to the Library to borrow English books of various disciplines from there. Students themselves are already familiar with the Corner and some will find books from the Corner on their own.

Two book exhibitions a year are popular programs with mass participation, contributing to the reading atmosphere of school in one way or the other, and to a certain extent enhancing student learning

The Library's borrowing record indicates a satisfactory overall rate of book

borrowing during 2013-2014. 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 7 books in the school year. If Class Library, ebooks from eLibrary Plus and Raz-kids are taken into account, the average and total number of books borrowed will be much higher.

Table 4.6: Accumulative Total of the Books Borrowed 2013-2014

	S.1	S.2	S.3	S.4	S.5	S.6
A	210	183	360	493	147	61
B	183	109	49	6	138	151
C	212	290	197	134	38	225
D	91	13	81	172	444	85
E					146	53
F						101
Form Total	696	595	687	805	913	676
Total	4372					

To meet the trend of online reading, this year we have introduced two types of ebooks for students in the hope to strengthen reading support, and to facilitate and encourage sustainable reading habit. One is eLibrary Plus with over 400 ebooks mainly in Chinese and the other one is Raz-kids with over thousand ebooks all in English.

An ebook reading competition was held for the eLibrary Plus ebooks and the result was satisfactory.

V Support for Student Development

Apart from all the supports provided as stated in the Annual Reports of recent years, the following were new measures implemented in the school year 2013-14.

(1) School Facilities

Several classrooms have been assigned and converted into learning resource rooms of various subjects including History, Liberal Studies, Science, and Physical education. Chinese Language will also be moved to a new room.

Projectors in some classrooms were renewed and upgraded. The sound system in all the classrooms will also be renewed in the coming school year.

(2) School Organization

The preparation for implementation of Incorporated Management Committee is underway. By then all stakeholders of the school including the Sponsoring body, teachers, parents and alumni will have their representatives as school managers in the school management.

(3) Whole-school Language Policy

With admission of more non-native Chinese speaking students, English became the main and official language for communication between teachers, students and parents though Cantonese and Putonghua are still popular. We are aware that students of different mother languages have to learn other languages through practices in everyday life.

We are developing a separate Chinese Language curriculum for the non-native Chinese speaking students and they will be preparing to obtain qualifications other than HKDSE.

“Spanish for Fun” has been introduced to S.1 and S.2. This helps to expand the scope of students’ in language learning.

(4) Learning-and-Teaching Strategies

While we continue to offer a broad, balanced and compulsory curriculum to junior level students and a wide variety of elective subjects to senior level students we are revising the streaming of classes and the language medium of instruction in various subjects to meet the changing needs of our students. The process has been going on through this school year and will be implemented in the coming school year (2014-15) in S.1.

We also keep on providing 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.

(5) Reading to Learn

Our school library has already installed e-Books for all students that they can have a more flexible channel and more choice for reading. Together with the installation

of “Raz-kids” and “看漢中文網” the students are facilitated with a more comprehensive reading material and guided to read according to a designed schedule as required by different subjects.

(6) Home-School Co-operation

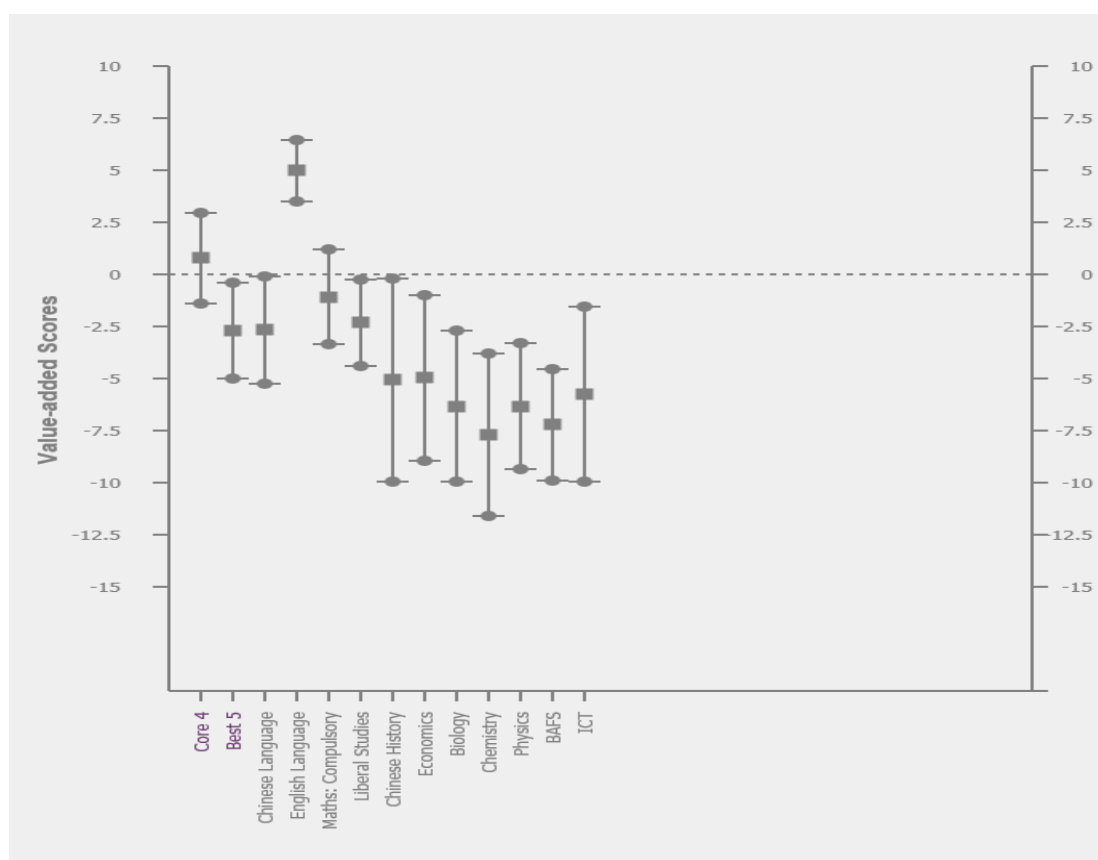
We have subscribed for eClass e-Notice and mobile apps to further facilitate communication with parents. Through the mobile apps parents can obtain information of their children at school easily through their cellular phones. This includes the read school news, receive, read and sign school notices, check the attendance status, as well as noting the homework given by the teachers.

VI Student Performance

A. Public Examination

The performance of students were more or less the same as previous year. The number of students meeting the entrance requirements for local sub-degree programmes increased. The students were doing reasonably well in the Core subjects, especially in English Language. The results varied greatly in other subjects.

Figure 6.1: Students' Performance in HKDSE in the Subjects with significant number of students in 2013-2014



B. Destination of Exit Students

Table 6.1 shows the destinations of exit S.6 students in 2013-2014.

Table 6.1: Destination of exit S.6 students in 2013-2014

	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	140	2	48	46	24	1	10	9
%	100%	1.4%	34.3%	32.9%	17.2%	0.7%	7.1%	6.4%

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 2013-14.

Table 6.2: Inter-school Awards 2013-14

INTER-SCHOOL AWARDS		POSITIONS			
(I)	ACADEMIC EVENTS	1	2	3	MERIT
A.	<i>Speech Competitions</i>				
	<u>中文/普通話</u>				
a.	第七屆全港學生公開朗誦比賽				
	1C WANG MINGXUN				*
	1C ZHOU YUAN YING		*		
	4C LIN YANMING	*			
b.	第十四屆全港學界普通話傳藝比賽				
	1C CHENG HON LAM	*			
	3A YUEN TAK CHUEN		*		
	1C TAM PUI MAN 1C WANG MING XUN 1C ZHOU YUAN YING 5A LOO YAT CHUN 1A WANF EASTERN 5B DA ROSA MICHELLE				*
c.	65屆香港校際朗誦節 - 中文朗誦比賽				
	6F 吳家沂			*	
d.	集誦				
	1A 陳毓倫 1A 陳寶榮 1A 張浩楠 1A 張焯楠 1A 黎柏希 1A 林啟聰 1A 梁樂希 1A 李灝榮 1A 李家樂 1A 吳靖怡 1A 魏浚楷 1A 單美 1A 單儀 1A 蕭文朗 1A 謝征洋 1A 王一森 1C 陳嘉琪 1C 陳柏熹 1C 鄭瀚林 1C 蔡恒軒 1C 蔡梓偉 1C 鍾洁儀 1C 郭子晴 1C 譚佩雯 1C 曾譯毅 1C 王明洵 1C 黃家玉 1C 王如得 1C 葉政宏 1C 余綽盈 1C 周元穎		*		
e.	第十屆兒童及青少年讀經比賽				
	3A 袁德銓 6F 吳家沂 6B 陳杏霖 6B 江宛霖 6B 梁綽言 6B 盧俊昇 4C 林燕明 4C 程家欣 5A 朱家琪 5A Chua Michelle Aiko 5B 盧逸俊 5C Reyes Christina Katelyn Lano 6C 鄧勵儒 6C 康馨心				*
	<u>English</u>				
	1A CHAN PO SAN JENNY 1C YU CHEUK YING 1C WANG MINGXUN 1D INGH IVANPAL 2A SHAM KA LEI KELLY 2A LEUNG NGAI CHUNG 2A YAU TSZ HANG 2B KHAN MAHANUR 2B SINGH MOHIT 2B ESTABILLO KYLE ANGELEE 2B PANIKAR SNEHA JAYCHANDRAN 2B SUBANG DANIELLE PALAGANAS 2B JASVEEN KAUR 2B LANDRITO REGINE GALLIBU 2B SINGH NAVALDEEP 3A CHOY VIVIENNE 3B CHIU CHING MAN 3B LALWANI SNEHA 4A LIU WING LEUNG 4B MEDINA JUSTIN CHARLES 4B TSAO TOM DAVID 4B PANIKAR SRUTI J. 5A LAM HO SZE 5A LO CHUI HA 5B MOK KA NEI NICOLE 5B LAI CHIN WAI CHRISTY 5B HUANG TSIT UE VANESSA 5D TAI LEE YEE MANDY				*

	5D LEE CHOI YING 5E LAI WING GI 5E LEE HIU CHING 2B ADVINCULA JHET KENNETH 2B CHAN RHODY CHUN MING 2B ALLMAN-BROWN HARRY VINCENT SADANG 2B CENTENO ELLAN JAMES 2B GURUNG SAURAV RAJ 2B CRUZ CHRISTIAN ANDRE VIAJE 2B ESTABILLO KYLE ANGELEE 2B ERAES SHANILLE NICOLE ADVINCULA 2B SANDHU SUNIL 2B GURUNG AMRIT KUMAR 2B GANESH SHALINI BELAYA 2B GUSTAVO DE LA ESCUDERO 2B PHAWANGI PUN KRITAN 2B JASVEEN KAUR 2B SINGH GURJIT 2B RAI KABIR 2B JOAQUIN CARLOS ANDRADA ALBERTO 2B KHAN MAHANUR 2B LANDRITO REGINE GALLIBU 2B LASRADO JOSHUA DELA ROSA 2B MEDINA BOMARI JARREN P. 2B MOHAMMAD ZESHAN ANJUM 2B MORGENSTERN JAN CHRISTIAN 2B LIMBU BEGA SHANDES 2B PANIKAR SNEHA JAYCHANDRAN 2B SINGH KAUR NAVNEET 2B SINGH NAVALDEEP 2B SUBANG DANIELLE PALAGANAS 2B WARDE KIMBERLY DAISY 2B VICTORIANO PATRICK DENZEL PUNSALANG 2D PERERA K SHASHINTHA SHEHARA 2D ROBLEDO MARK CHRISTIAN JOSEPH HUI SO				
	2A CHOI CHUEN WAI MICHAEL			*	
	4B MA PATRICIA S MANDALIHAN			*	
	5A CHUA MICHELLE AIKO			*	
	5C REYES CHRISTINA KATELYN LANO			*	
B.	<i>Book Reading/ Book Report / Writing Competitions</i>				
	中文				
a.	看漢中文網「閱讀寶庫」獎勵計劃				
	4D 盧逸倩			*	
	1C 陳柏熹 2A 張芷瑜 2A 沈家琍 5A 譚藝 5D 陳輝峻 5D 李采瑩 5D 盧欣儀 5D 吳穎思 5D 鄧詠欣 5D 曾梓豪				
b.	第十八屆全港中小學中英文硬筆書法比賽				
	3A 王偉辰 3A 施譚倫 1A 王明洵 5C 杜曉敏 6C 林嘉燕 6F 施則天				*
c.	2013-2014中國中學生作文大賽(香港賽區)				
	1C 譚佩雯 2A 畢凱童 3A 鄧皓月 5A 李梓燾 5C 杜曉敏 6C 杜柏蓉				*
C.	<i>Mathematics Competitions</i>				*
a.	Secondary School Mathematics & Science Competition 2014 - [Mathematics Section]				
	5A MAO ZIHAN 5A YIU CHING KAY 5E CHAN KA LONG				*
b.	華夏盃全國數學奧林匹克邀請賽2014 (香港賽區)初賽				
	2A HO KA HEI ERNEST 2A CHEUNG KA HUEN			*	
	2A LEUNG NGAI CHUNG 1C WANG MINGXUN		*		
c.	華夏盃全國數學奧林匹克邀請賽2014 (華南賽區)晉級賽				
	2A LEUNG NGAI CHUNG 2A HO KA HEI ERNEST			*	
	1C WANG MINGXUN		*		
d.	HKMO 港澳盃決賽				
	3A WANG WEICHEN			*	
	5A MAO ZIHAN	*			
e.	香港數學奧林匹克協會				
	3A HUANG YINGYI 5A WOO HAYWOOD			*	
	5A YIU CHING KAY 3A WANG WEICHEN 1C CHENG HON LAM 5A STEWART PATRICIA PARICHART 1C WANG MINGXUN		*		

	5A MAO ZIHAN	*			
D.	<i>Science Competitions</i>				
a.	Secondary School Mathematics & Science Competition 2014 - [Physics Section]				
	5A CHUNG HON LAM 5A YIU CHING KAY 5E CHAN KA LONG				*
b.	Secondary School Mathematics & Science Competition 2014 - [Chemistry Section]				
	5A CHUNG HON LAM 5A MAO ZIHAN 5A YIU CHING KAY				*
c.	Secondary School Mathematics & Science Competition 2014 - [Biology Section]				
	5A CHUNG HON LAM 5A MAO ZIHAN 5A STEWART PATRICIA PARICHAR				*
d.	Hong Kong Biology Olympiad for Secondary Schools (13-14)				
	5A CHUNG HON LAM	*			
	5A MAO ZIHAN		*		
E.	<i>Liberal Studies Competitions</i>				
a.	2014 香港資訊及通訊科技獎：最佳學生發明				
	5A WONG CHUN YEE 5B LOO YAT CHUN 4B MEDINA JUSTIN CHARLES 4B TSAO TOM DAVID 5D NG WING SZE 5DYU HO TING				*
b.	醫學通識年賽 – 醫學通識盃				
	5A LEE TSZ YING 5E LEE HIU CHING 5E LEE YIK CHAI 4A CHAN CHUN HO (2012-2013)	*			
c.	析港第四權-專題研習				
	5B DA ROSA MICHELLE 5B HUANG TSIT UE VANESSA 5B LOO YAT CHUN 5B MOK KA NEI NICOLE		*		
d.	2014 年我愛香港德育演講比賽				
	5B LOO YAT CHUN				*
e.	「假如我是國家領袖」演講詞寫作及演說比賽				
	5D CHAN CHUN HEI 5D CHAN TAK YU 5D CHEUNG TSZ CHING 5D CHEUNGTSZ YUEN 5D LAM MAN KIN 5D LEE CHOI YING				*
(II)	CULTURAL / ARTS EVENTS				
a.	「灣仔戲味」校際戲劇比賽 – 「藉著話劇說愛你」				
	3A YUEN WING YAN				*
b.	「世界心臟日」香港世界心臟基金會繪畫比賽 2013				
	4D EDITH CHOI				*
c.	2013 第二屆中國美術學院國際繪畫比賽 (西畫青少年組)				
	5A LO CHUI HA		*		
d.	敬師愛生 T 博士造型設計比賽				
	5A HUI KA MAN 5A LO WING YU GLORIA 5B MAK DAWNNIE HIU LAM 5D TAI LEE YEE MANDY	*			
e.	Art of Light Design Competition				
	4C CHAN LAM WAN				*
f.	66th Hong Kong Schools Music Festival				
	2B KYLE ESTABILLO 2B REGINE GALLIBU				*

(III)	SPORTS EVENTS				
a.	東區分齡羽毛球比賽 2013				
	6D LAW LAI NAM				*
b.	Inter-school Badminton Competition 2013-14				
	4D LOO YAT SIN 5A CHUA MICHELLE AIKO 6D LAW LAI NAM 5C REYES CHRISTINA KATELYN LANO 6B KONG YUEN LAM MARIZ			*	
(IV)	OTHER EVENTS				
a.	2013 香港遙控模型車新星賽				
	5B CHAN TSZ KWAN	*			
b.	第廿五屆荃灣體育節國際遙控模型車邀請賽				
	5B CHAN TSZ KWAN		*		
c.	同行 2 定向盃 2014				
	6D 陳光健 6D 陳心怡 6D 呂仲豪 6D 呂嘉豪 6D 莫宇坤 6C 梁慶麟 3B SINGH BHUMINDERJIT 1B KUMAR RAN DEEP	*			
	5B 鄧浚彥 5B 何梓鵬 5B 黃栢皓 5C 郎納烽 4B SINGH MANJOT 4B ZABAT CHARLES MATTHEW FLORENCIO 3D KHAN MOHAMMAD ABID			*	
d.	第十四屆明日領袖獎				
	3A LUI ALVIN TIN WING 3A TSE JOSEPH YAT HIN 4A YUAN JIN WEN 4A ZHANG GUIER 5A CHUA MICHELLE AIKO 5A LEE HIU LAM HELEN 6A CHAIR MAN HO 6A FUNG TAK MING JOSEPH				*
e.	2013 年香港島傑出學生選舉				
	3A YUEN TAK CHUEN				香港島優 秀學生

VII Financial Summary

Financial Summary (2013-2014)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
1 OEBG				
(a) General Domain				
1 School & Class Grant-S	0.00	720,011.35	1,339,824.33	(619,812.98)
2 Recurrent English Language Grant	5,533.10	18,240.00	29,103.30	(5,330.20)
3 S B M Supplementary Grant-S	73,093.60	191,191.00	112,029.70	152,254.90
4 Enhancement Grant-S	6,063.20	6,426.00	2,197.90	10,291.30
5 Training & Development Grant-S	7,557.00	7,867.00	17,922.70	(2,498.70)
6 Composite IT Grant - S	86,958.28	451,369.00	354,129.20	184,198.08
7 Consolidated Subject Grant	33,111.07	189,311.83	144,821.00	77,601.90
8 Lift Maintenance Grant	32,952.00	86,016.00	180,032.00	(61,064)
9 Deficit transferred to school funds		619,812.98		
Sub-total :	245,268.25	2,290,245.16	2,180,060.13	355,453.28
(b) Special Domain				
1 Programme Fund - WS Approach-S	8,753.40	6,875.00	6,957.60	8,670.80
2 Home-School Co-operation Project	0.00	14,811.00	14,811.00	0.00
3 SBSS for schools with intake of NAC	285,638.60	68,236.00	18,728.00	335,146.60
4 After -school Learning & Support	68,400.00	105,600.00	25,410.00	148,590.00
5 English Enhancement Scheme	22,160.00	48,000.00	70,160.00	0.00
6 SSCSG - Sec Curr Support Grant	764,243.40	751,391.00	1,245,953.55	269,680.85
7 Learning Support Grant (LSGSS)	54,598.00	390,000.00	368,089.80	76,508.20
8 Diversity Learning Grant	52,434.89	352,780.00	414,256.66	(9,041.77)
9 LS Curriculum Support Grant (LSCSG)	0.00	0.00	1,543.20	(1,543.20)
10 After-school Ext Chi Language for NCS	216,270.05	370,455.70	586,725.75	0.00
11 SB Support for NCS Students	0.00	600,000.00	226,102.40	373,897.60
12 Fractional Post Cash Grant (FPCG)	101,880.32	0.00	101,057.15	823.17
13 Moral & National Education	530,000.00	0.00	0.00	530,000.00
14 Capacity Enhancement Grant	423,080.20	537,792.00	524,232.75	436,639.45
Sub-total :	2,527,458.86	3,245,940.70	3,604,027.86	2,169,371.70
(2) Composite Furniture and Equipment Grant	1,557,896.63	464,164.00	279,702.30	1,742,358.33

VIII Feedback on Future Planning

Feedback on the 3 Major Concerns

(1) To enhance the self-management abilities of students:

The deficiency in self-management capabilities is still prominent especially in junior levels as many students are from single-child families and/or having parents with over-protection; they are also weak in time management, inter-personal skills and emotional control, not to say leadership. It shall be one of the major concerns in our pastoral care to offer training to our students in all the above aspects.

Through Life Education programs, personal growth camps, smart-teens camps, leadership training, as well as all other group activities and student bodies students shall be instilled with all the necessary skills to become emotionally stable and equipped with self-managed capabilities.

(2) To cater for students' learning diversity:

Diversity persists not only due to academic foundation and intellectual abilities in various areas but also the differences in culture and languages. The added dimensions in recent years render more complications and difficulties to handle. We have remedied the first two factors by small group teaching, streaming according to performance and abilities, after-school classes targeted at basic concepts, extra lessons and outside-school competitions for elite groups.

With the admission of more students from other nationalities we will revise our curriculum in general and in individual subjects as well as in their language media of instructions so that students' needs for personal knowledge and advancement can be accomplished; and they are also prepared well for further studies.

"The ability and performance of a fish cannot be judged by how well it flies". We shall continue to offer a broad curriculum in senior levels with a large number of elective subjects; and we shall also carry on with a wide variety of activities to explore the talents of our students both on academic and non-academic areas.

(3) To develop RHS into a multi-cultural school of distinctive characteristics:

With the admission of more and more students of different nationalities this issue is of the prime importance. We aim at having a school with harmonious atmosphere, filled with love and positive attitude, and all stakeholders work together for a community for our students to learn with joy and with consideration and respect to every other members.

All class streaming should be based on standards and performance. Students should be well-mixed and strategies should be taken to allow mutual learning in languages and in cultures. Intra-class, inter-class and group activities should be devised to enhance the cooperation and collaboration between students disregarded of nationalities and spoken languages. English, being known to all,

shall be the official language in school yet students should be given the chance to practice other languages as much as possible.

Future Planning:

Based on the above observations, the Major Concerns for the coming school year (2014-15) are the same as in the previous two years with a change in priority.

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

IX Appendix

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

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

TDI-Discipline Team

TCO-Counselling Team

TISE-Inclusive & Special Ed. Team

TCG-Career Guidance Team

TLE-Life Education Team

TRE-Religious Education & Activities Team

TST-Student Affairs Team