

Rosaryhill School

(Secondary Section)



Annual Report 2014 - 15

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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. Mr. Kwan Chi Bong
8. Ms. Anne Wong Wai Ching

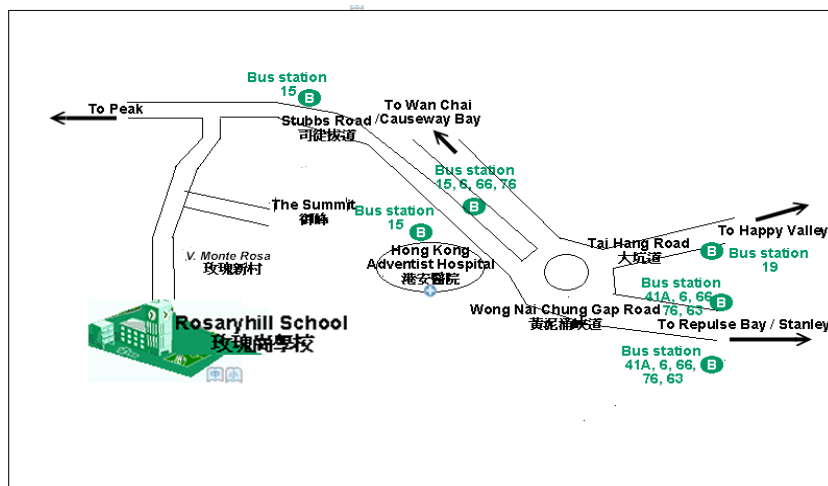
B. History

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

C. School Location and Physical Settings

Location

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



Physical Settings

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

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

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

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

E. Our Students

1. Number of Students

In 2014-2015, we had 591 students in total, of whom 365 were boys and 226 were girls.

Table 2.1: Number of Students 2014-2015

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No.of boys	50	58	57	66	66	68	365
No. of girls	36	34	44	33	28	51	226
Total Enrollment	86	92	101	99	94	119	591

2. Class Structure

In 2014-2015, we had a total of 25 classes, offering 36 places in each S.1-S.6 class.

Table 2.2: Class Structure 2014-2015

Level	S.1	S.2	S.3	S.4	S.5	S.6
No. of classes	4	4	4	4	5	5
No. of places	86	92	101	99	94	119

3. Students' Attendance and Punctuality

A relative high percentage rate for average daily student attendance and punctuality was recorded in the year 2014-2015. There is still room for improvement in the coming year.

Table 2.3: Students' Attendance and Punctuality 2014-2015

	Number of School days	Number of Students	% of Presence	% of Punctuality
S.1	183	86	96.2%	99.3%
S.2	183	92	96.1%	99.0%
S.3	183	101	95.8%	98.4%
S.4	183	99	95.4%	98.2%
S.5	183	94	96.3%	96.5%
S.6	112	119	96.6%	97.4%
All		591	96.1%	98.4%

III Achievements and Reflections on Major Concerns

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

Priority Task 1 (Major Concern 1): To enhance the self-management abilities of students

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

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

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

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

Priority Task 2 : To cater for students' learning diversity

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

Started from the junior levels in the core subjects of English Language, Chinese Language and Mathematics, students are streamed according to their standards. In weaker groups, the teachers tailored the curricula to meet the needs of the students and targeted at strengthening foundation and supplementing weaknesses so that the students can gradually catching up with the main-stream. In higher standard groups, the teachers excelled the students to higher

achievements and in participating in external competitions. In other subjects, bilingualism or even trilingualism is the main strategy to cater for language diversity; the main aim is to facilitate the understanding of subject matters prepared for future study.

Started from 2014-15, Secondary 4 classes are streamed according to combined standard in English Language and Mathematics. In Chinese Language, students have decided on to follow HKDSE curriculum or GCSE/GCE curriculum; all students who follow the non-HKDSE curricula in Chinese Language have to attend the Applied Learning courses in Chinese Language to facilitate their further studies and future careers. In Liberal Studies, both Chinese and English streams are available for the choice of the students. In elective subjects, supplementary lessons are arranged both for the elite and under-achieved groups.

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

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

Apart from all the measures taken in the past years, in 2014-15 we have started to integrate students together in Secondary one classes. Students of different races, nationalities, mother languages and cultures are able to learn, work, dine and play together for most of the time in school. They are able to share their experience and customs in their everyday life. They also communicate in a common language – English, but other languages are also used making them being able to learn from others as well as creating a harmonious atmosphere in school. The students have also learnt how to be considerate and understanding. In all the consultations, teachers and parents of local and non-local students all welcomed this policy and from the observations, it is a major step in cultural integration in our school.

Co-curricular activities are still playing a major role in this major area of concern. "Multi-cultural Presentations", "Talent Show", English Week and Chinese Week are the occasions for students of different races to present their characteristic including food, clothes, traditions, music, dance, festivals and sceneries of their home-countries. English drama, Dance Club, Choir & A cappella group, Choral Speaking and sports teams are chances for the students to cooperate and collaborate.

IV Our Learning and Teaching

A. School Days and Active School Days

In the year 2014-2015, our active school days was 183, other school days was 24, adding up a total number of 207 school days. Table 4.1 shows the break-down of the school days.

Events	No. of Days
A. No. of active school days	183
Lessons in regular time-table	164
Teachers-students Day, Post Exam. & School Activity Days	8
Integrated Learning Week (S.1-S.5)	5
Normal lessons for S6 only	4
Swimming Gala, Athletic Meet_2 Days & Cross-country	2
School Opening & Closing	2
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, Recollection Day, Supplementary Examinations, S.1 Registration, Attainment Test & 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 2014-2015

	S.1	S.2	S.3	S.4	S.5	S.6
Biology			C	E	E	E
BAFS				E	E	E
Chemistry			C	E	E	E
Chinese History			C	E	E	E
Chinese Language	C	C	C	C	C	C
Computer Literacy	C	C	C			
Economics			C	E	E	E
English Language	C	C	C	C	C	C
Ethics & Religious Studies				E	E	E
Geography			C	E	E	E

Home Economics	C	C	C			
HMSC				E	E	E
ICT				E	E	E
Integrated Humanities	C	C				
Integrated Science	C	C				
Liberal Studies				C	C	C
Mathematics	C	C	C	C	C	C
Music	C	C	C	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 2014-2015

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 2014-2015.

Table 4.4: Subject-Period Allocation (S.1-S6) 2014-2015

Subject	Level	S.1	S.2	S.3	S.4-S6
Biology				3	10
BAFS					10
Chemistry				3	10
Chinese History				3	10
Chinese Language	12	12	12	12	14
Chinese Literature					10
Combined Science					10
Computer & Information Technology	4	3	3	3	10
Economics				3	10
English Language	14	14	14	14	14
Ethics and Religious Studies					10
Geography				3	10
History				3	10
Home Economics	3	4	3	3	10
HMSC					10
Information and Communication Technology					10
Integrated Humanities	8	9			
Integrated Science	8	8			
Liberal Studies					12
Life Edu. Period	2	2	2	2	2
OLE (aesthetic development)					2
Mathematics	11	11	10	10	11
Music	4	3	3	3	10
Physical Education	4	4	4	4	4
Physics				3	10
Putonghua	3	3	2		
Religious Studies	3	3	3	3	2
Visual Arts	3	4	3	3	10
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
2014-2015

2014-2015									
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. This year we have 3 students receiving merit prizes in external bookmark design and book review competition.

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

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

The Library's borrowing record in both physical form and Raz-Kids eBook indicates an encouraging increase in 2014-2015. The accumulative number of books borrowed in each form is shown in Table 4.7. The average borrowing rate per student was around 21 books in the school year. If Class Library, ebooks from eLibrary Plus are taken into account, the average and total number of books borrowed will be higher.

Table 4.6: Accumulative Total of the Books Borrowed 2014-2015

	S.1	S.2	S.3	S.4	S.5	S.6
A	302	1070	1264	161	593	174
B	892	329	1705	10	88	97
C	370	909	1065	232	66	33
D	1706	1166	181	17	139	76
E	/	/	/	/	/	7
Form Total	3270	3474	4215	420	886	387
Total						12652

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 hundreds of ebooks all in English. With the planned ebook reading program, students are much motivated to read a lot of ebooks in this year.

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

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

V Support for Student Development

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 2014-15.

(1) School Facilities

The conversion of several classrooms into learning resource rooms for several subjects (History, Liberal Studies, Science, and Physical education. Chinese Language) was completed and the rooms were fully utilized by the subjects in teaching and learning, apart from keeping resources.

Projectors in some classrooms were renewed and upgraded. The sound system in all the classrooms had been renewed in this school year.

*

(2) School Organization

Preparation for implementation of Incorporated Management Committee is about to complete. 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. They will take IGCSE, GCE AS level, and then the Applied Chinese Learning course.

“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 these school years and will be implemented up to S.2 in the coming school year (2015-16)

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. Destination of Exit Students

Table 6.1 shows the destinations of exit S.6 students in 2014-2015.

Table 6.1: Destination of exit S.6 students in 2014-2015

	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	119	2	36	54	23	0	2	2
%	100%	1.68%	30.25%	45.38%	19.33%	0%	1.68%	1.68%

B. 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 2014-15.

Table 6.2: Inter-school Awards 2014-15

INTER-SCHOOL AWARDS				POSITIONS			
(I)	ACADEMIC EVENTS			1	2	3	MERIT
A.	中文/普通話						
	第十五屆全港學界普通話傳藝比賽						
	4A Yuen Tak Chuen			*			
	4A Wang WeiChen				*		
	2C Cheng Hon Lam				*		
	2A Mok Ning Fei	2A Zhang JiaXiang	2C Tam Pui Man	2C Zhou Yuan Ying			*
	2C Cheng Hon Lam	2C Tam Pui Man	2C Zhou Yuan Ying	2C AramvejananRasika			
	第四屆非華語學生(中學)普通話朗讀比賽						
	1B Kaur Pushpinder Dhaliwal						*
	1C Wong Ainsley						*
	66屆香港校際朗誦節 - 中文朗誦						
	4A Wang WeiChen			*			
	4A Yuen Tak Chuen				*		
	2A Cheung Cheuk Nam	2C Cheng Hon Lam	3A Feng LePei	3A Ho Sze Ying			*
	2C Tam Pui Man	2C Zhou Yuan Ying	4C Ching Ka Yan				
	5D Cheng Man Ho						
	5D Li Chung Yu	5D Yeung Ling	6A Chu Ka Ki				
	6C Du Xiaomin						

	集誦				
	2A Cheung Alvin Ho Nam Chan Po San Jenny Chan Russell Chan Owen Cheung Cheuk Nam Lam Henry Kai Chung Leung Lok Hei Li Ho Wing Li Ka Lok Lo Hoi Ki Ng Ching Yi Tang Lai Sho Tsui Zheng Yang Wong Hei Ting Zhang JiaXiang 2C Aramvejanan Rasika Chan Ka Ki Chan Percy Choi Hang Hin Choi Tsz Wai Kwok Tsz Ching Laurel Aronn Grant Y. Pang Wing Chun Tam Pui Man Tsang Yick Ngai Wong Ka Yuk Wong Yu Tak Noel Yip Ching Wang Yu Cheuk Ying Zhou Yuan Ying			*	
	第十一屆兒童及青少年讀經比賽				
	1B Casupanan Yasmine Colette 1B Kaur Pushpinder Dhaliwal 1B Yamat Lyra Pauline D 2B Wu Ashley 2B Liang Laiane 4A Chan Ho Tung 4A Huang YingYi 4A Lui Alvin Tin Wing 4A Tang Ho Yuet 4A Yuen Tak Chuen 6D Lee Choi Ying 6D Ng Wing Sze 6D Yu Ho Ting			*	
	66th Speech Festival--English				
	6C Reyes Christina Katelyn Lano	*			
	5B Mandalihan Ma Patricia Sales		*		
	1B Casupanan Yasmine Colette			*	
	4B Ortega Nicole Jan Marie Mano			*	
	5B Tsao Tom David			*	
	1A Choi Ho Yi 1A Kaur Gurkeerat 1A Santos Jennessa Lynn Khan 2D Singh Ivanpal 1B Jones Anastasia Tiffany Coco 1B Panday Monica Dhanley Fernandez 2A Chan Po San Jenny 3A Choi Chuen Wai Michael 3A Sham Ka Lei Kelly 3D Hossain Md. Sadnan Hossain Sakin 3A Yau Tsz Hang 3B Khan Mahanur 3D Muhammad Hamz 4B Lalwani Sneha 5B Panikar Sruti J. 5B Axiotes Camille Jane Nanquil 5B Medina Justin Charles 5A Ng Hui Yan 4A Hamish Reambillo C			*	
	Choral Speaking				
	1A Alfon Christian Quiban Arnold Sebastian Boddy Hanna Louisa Catindoy Choi Ho Yi Chan Tsz Ho Nino Adam Gurung Milly Kaur Gurkeerat Li Ka Chun Lui Ming Kiu Mehndi Hasan Noor Aresha Ng Travis Siu Tsun Rai Mahangrungl Rai Mowsam Tamayo Enrico Nuere Isabel Marie Palma Gil Tse Julian Yin Nam Santos Jennessa Lynn Khan Tubana Fatima Flora Ramirez 1B Brotonel Agharta Raine Crishna Casupanan Yasmine Colette Defeo Ampiyas Inciong Gurung Ishan Gail V Jones Anastasia Tiffany Coco			*	

	Lalwani Gitika Kaur Pushpinder Dhaliwal Limbu Subekcha Matriano Jonah Marie Aquino Panaligan Micah Gregorio Panday Monica Dhanley Fernandez Ramin Genu Singh Reshabh Mandral Gurung Susan Yamat Lyra Pauline D Youngson Jamie Brandon Busto 2B Aranas Hannah Ayezza Alimagno Alexander-Jovan Bayran Zandru Justin Sabinano Gurpreet-Singh Christian Palasin Companero Breana Maling Fernandez Marc Jason Valdez Khan Zeshan Ledesma Hendrix John Paul Khatwani Taksh Kumar Ran Deep Tamayo Paul Jhester Estabillo Rai Eric Palmer Ivy Jane Fabro Singh Gavinder Sharma Suraj Gaire Singh Jashanbir Wu Ashley	Lal Muhammad Iqra Perveen Munawar Hamaad Rathnayake K Pathiranage Villanueva Jeane Dylan Rentoy Windebank Ewan Peter George Aquino Aaron John Angelo Balagot Justine Mae Fernandez Carroll Louis Jonathan Tik Hang Defeo Tala Inciong Eclipse Erica Inocencio Dylan Reese Esteban Kwok Dorene Wai Yin Miranda Cristine Kate Derecho Liang Laiane Wong Lamuel Tong Vargas Safran Lance Angelo B. Villareal Emanuel Jose Rai Kabir				
B.	<i>Book Reading/ Book Report / Writing Competitions</i>					
	中文					
	中學生好書龍虎榜讀後感寫作比賽 (初級組)					
	2C Zhou Yuan Ying			*		
	2C Zhou Yuan Ying				*	
	中學生好書龍虎榜書簽設計比賽					
	4A Kennelly Zoe Angela				*	
	6B Chung Sin Hung				*	
C.	<i>Mathematics Competitions</i>					
	HKMO2015 (港澳數學奧林匹克公開賽)					
	1D Wong Chi Kin		*			
	4A Wang WeiChen			*		
	2A Leung Lok Hei			*		
	AIMO2015 (亞洲國際數學奧林匹克公開賽)					
	4A Wang WeiChen		*			
	2A Leung Lok Hei			*		
D.	<i>Science Competitions</i>					
	Hong Kong Biology Olympiad for Secondary Schools 2014-2015					
	6A Chung Hon Lam				*	
	6A Mao Zihan				*	
E.	<i>Liberal Studies Competitions</i>					
	第二十三屆全港中學生十大新聞選舉					

	5A Wong Yee Lok 5A Zhang Guier 5AZheng Wan Rong 5AZheng Wan Ying				*
	第二十三屆全港中學生十大新聞選舉 - 網絡人聞專題研習比賽				
	5A Wong Yee Lok 5A Zhang Guier 5AZheng Wan Rong 5AZheng Wan Ying		*		
(II)	Cultural / Arts Events				
	第十一屆《德藝雙馨》中國文藝展示活動——香港區賽 (少年組- 水彩及粉 畫比賽)				
	6A Lo Chui Ha				*
	「世界心臟日」香港心臟基金會繪畫比賽				
	2A Chan Po San Jenny				*
	“心連心,中國情”亞太青年書畫攝影優秀作品展“天人合一,上善若水”-聯合 國“世界水日”紀念活動				
	5B Baroli Amansingh A. 5C Chan Lam Wan 5D Cheng Man Ho 5D Lee Nga Pok				*
	「會展・環保新一袋」環保袋繪畫比賽 2015				
	1B Julia Zyree Go				*
	3A Cheung Iris Tsz Yu				*
	「光的藝術」2015 創作比賽				
	4C Chow Yiu Kuen				*
	第九屆香港盃外交知識競賽 - T-shirt 設計比賽				
	5C Chan Lam Wan		*		
	67th Hong Kong Schools Music Festival				
	1A Mehndi Hasan 1B Jones Anastasia Tiffany Coco 1B Panaligan Micah Gregorio 1B Panaligan Micah Gregorio 1D Wong Chi Kin 2A Chan Owen 2A Chan Po San Jenny 2C Yu Cheuk Ying 3A Gurung Stephanie Villaeba 3B Estabillo Kyle Angelee 3B Landrito Regine Gallibu				*
	Hong Kong School Drama Festival 2014/15 (School Performance Phase)				
	Award for Outstanding Performer				
	2A Chan Po San Jenny				*
	2A Li Ho Wing				*
	4A Chan Ho Tung		*		
	Award for Outstanding Stage Effect				
	2A Leung Lok Hei 3A Kwok Chun Yu 3C Choy Hiu Yeung 3C Siu Chak Kau 4A Ng Man Ki 5D Fu Tin Yat Aidan Ragasa 5D Ng Lap Fan 4A Kennelly Zoe Angela				*
	Award for Outstanding Cooperation				
	2A Cheung Cheuk Nam 2A Lai Pak Hei 2A Lam Henry Kai Chung 2A Ngai Tsun Kai 2A Tang Lai Sho				*
(III)	Sports Events				
	Inter-School Football Competition (Boys A Grade)				
	4A Yuen Tak Chuen 4B Malhi Parminder Singh 5B Rozo Gonzalez Luis Esteban 5C Tsang Pak Kwan 6B Cheng Calvin 6B Tang Tsun Yin 6B Wong Pak Ho 6C Long Nap Fung Jackal 6C Ng Sze Ho				*

	Anthony 6C Wong Matthew Yuen Kit Hei 6D Fung Chun Chung	6D Lam Man Kin	6D Chan Chun				
	Inter-School Football Competition 2014-2015						
	1A Chan Tsz Ho Nino Adam Nitej Niraj 1D Kennelly Michael John Sadhvani Krish Vashdev 2A Lam Henry Kai Chung Zeshan 2B Sharma Suraj Gaire Gurung Chris 2D Singh Ivanpal	1B Gurung Susan 1D Lewis-Mat Nor Michael Jusuf 2B Carroll Louis Jonathan Tik Hang 2D Azhar-Iqbal	1D Gurung 1D 2B Khan 2D				*
	Rosaryhill Sports Tournament Basketball Team (Boys Open)						
	2b Villareal Emanuel Jose Bomari Jarren P. 3C Chow Tsun Wah Mohammad 3D Macafe Jhon-Gilbert Pacis Jose Gabriel Benitez 4D Inocencio Christian Paulo Baul Wai	2B Rai Eric 3DBishwakarma Ashish	3B Medina 3D Khan Ziyal 4A Tse Joseph Yat Hin 4B Villareal 5D Wong Chun		*		
	Inter-School Basketball Competition (Boys Grade B)						
	2B Rai Eric Bishwakarma Ashish 3D Khan Ziyal Mohammad Gauraw 4ATse Joseph Yat Hin Christian Paulo Baul	3B Medina Bomari Jarren P. 3D Macafe Jhon-Gilbert Pacis 3D Shrestha	3C Chow Tsun Wah 3D 4B Villareal Jose Gabriel Benitez 4D Inocencio				*
(IV)	OTHER EVENTS						
	2015 年學界遙控模型車賽						
	4C Chow Yiu Kuen						*
	Hong Kong's Top Story 2014						
	5A Ng Hui Yan						*

VII Financial Summary

Financial Summary (2014-2015)

	Bal. from last year	Income (\$)	Expenditure (\$)	Balance
1 OEBG				
(a) General Domain				
1 School & Class Grant	-	702,584.45	748,740.43	(46,155.98)
2 Recurrent English Language Grant	(10,863.30)	22,708.00	13,543.40	(1,698.70)
3 S B M Supplementary Grant - S	79,161.30	197,245.00	104,419.60	171,986.70
4 Enhancement Grant - S	4,228.10	6,175.00	14,760.00	(4,356.90)
5 Training & Development Grant - S	(10,055.70)	8,150.00	5,040.00	(6,945.70)
6 Composite Information Technology Grant	97,239.80	467,618.00	423,651.74	141,206.06
7 Consolidated Subject Grant	44,490.83	186,695.05	141,913.30	89,272.58
Sub-total :	204,201.03	1,591,175.50	1,452,068.47	343,308.06
(b) Special Domain				
1 Programme Fund-WS Approach-S	8,670.80	7,123.00	8,665.90	7,127.90
2 Home-School Co-operation Project	-	14,989.00	14,989.00	-
3 SBSS for schools with intake of NAC	335,146.60	70,686.00	3,500.00	402,332.60
4 After-school Learning & Support	54,800.00	96,400.00	17,100.00	134,100.00
5 SSCSG - Sec Curr Support Grant	269,680.85	672,906.00	840,479.40	102,107.45
6 Learning Support Grant (LSGSS)	76,508.20	416,000.00	445,450.60	47,057.60
7 Diversity Learning Grant	102,464.23	315,028.00	420,336.70	(2,844.47)
8 LS Curriculum Support Grant (LSCSG)	76,508.20	416,000.00	445,450.60	47,057.60
9 Moral & National Education	530,000.00	-	26,986.20	503,013.80
10 Lift Maintenance Grant	(94,016.00)	89,112.00	70,720.00	(75,624.00)
11 Capacity Enhancement Grant	426,631.38	557,148.00	373,325.35	610,454.03
Sub-total :	1,786,394.26	2,655,392.00	2,667,003.75	1,774,782.51
(2) Composite Furniture and Equipment Grant	-	442,575.00	486,904.00	(44,329.00)

VIII Feedback on Future Planning

Feedback on the 3 Major Concerns

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

Self-management skills are never acquired through reading books. The school shall keep on providing all sorts of training as we have offered in the past years. These trainings are found to be effective that they shall be evaluated and modified from time to time to suit the changing needs of the students.

(2) To cater for students' learning diversity:

Resulting from the admission of students of different nationalities and with different streaming methods, the composition of students is much different in different classes. The school shall keep on streaming students into different ability sets in core subjects which are important and compulsory for future studies. Subject Heads and KLA Heads should also revise the curricula and teaching strategies to meet the abilities of various groups. Subject teachers shall also devise methods to cater for the diversified needs within a class.

The school shall continue to provide a broad and compulsory curriculum for the junior level and a wide variety of choices with practical subjects like Visual Arts and Physical Education for the senior levels. Although aiming for academic excellence is an important role in school, we should keep on providing our students with ample opportunities to explore the talent of our students in non-academic areas.

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

We shall continue with the integration of students in class in 2015-16 in S.1 and extend to S.2 and S.4. Following this trend, most of the students (S.1 – S.5) will be integrated in the year 2016-17 as the effect is prominent and the implication is crucial.

All the teachers and especially Class Teachers should devise strategies to cultivate mutual understanding and acceptance of different cultures in class. Through living, learning and working together the students can expand their scope in languages and general knowledge more than in a purely local environment.

Future Planning:

Based on the above observations, the Major Concerns for the coming school year (2015-16) 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