



OUR LADY OF THE ROSARY COLLEGE

Annual School Report

2021-2022

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(1) OUR SCHOOL

Characteristics of education provided by schools of the Sisters Announcers of the Lord

Our convictions

An educator has to be filled with love and devotion as education is an art which touches hearts. Only people who know how to gain access to hearts will master the art.

All human beings have thoughts rooted in religion; they believe in a Creator. Human hearts are inclined to truth, charity and the aesthetics which originate from the Creator. Education is to discover and develop Man's potentiality for these virtues to the utmost.

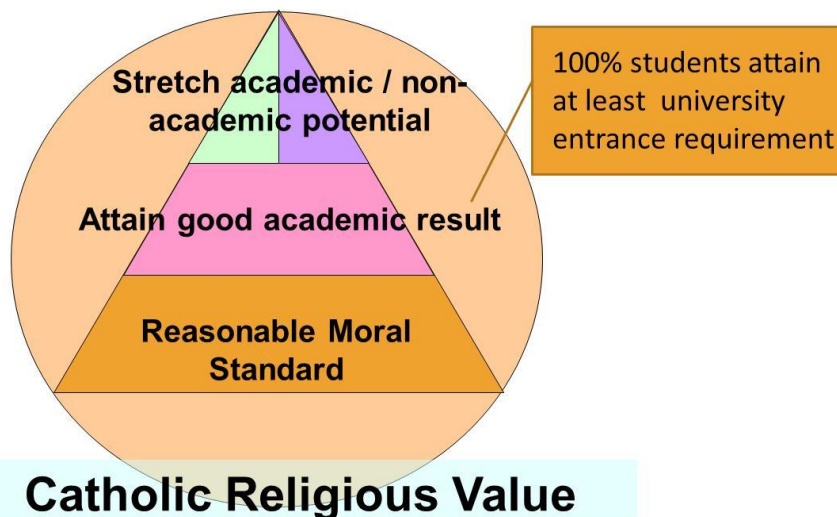
It is our firm belief that even the most deviant young people may repent and become charitable.

Application of our convictions

"Prevention is better than cure." We follow the model of preventive education founded by the great educator Don Bosco. This model works from three principles: rationality, religion, and love.

1. Rationality – We convince students by appealing to reasons. Our rules and measures must be reasonable and easily understood by students. We regularly use encouragement and reminders to persuade students to be charitable and diligent in their studies.
2. Religion – We develop students in the spirit of religion. We educate youths to search for truth, charity and the aesthetics through the values of the Christian Gospel.
3. Love – We strike students' hearts with sincere love for them. Love forms the nucleus of our education ideal. We do not just use words but action to prove our love.

Vision of the school

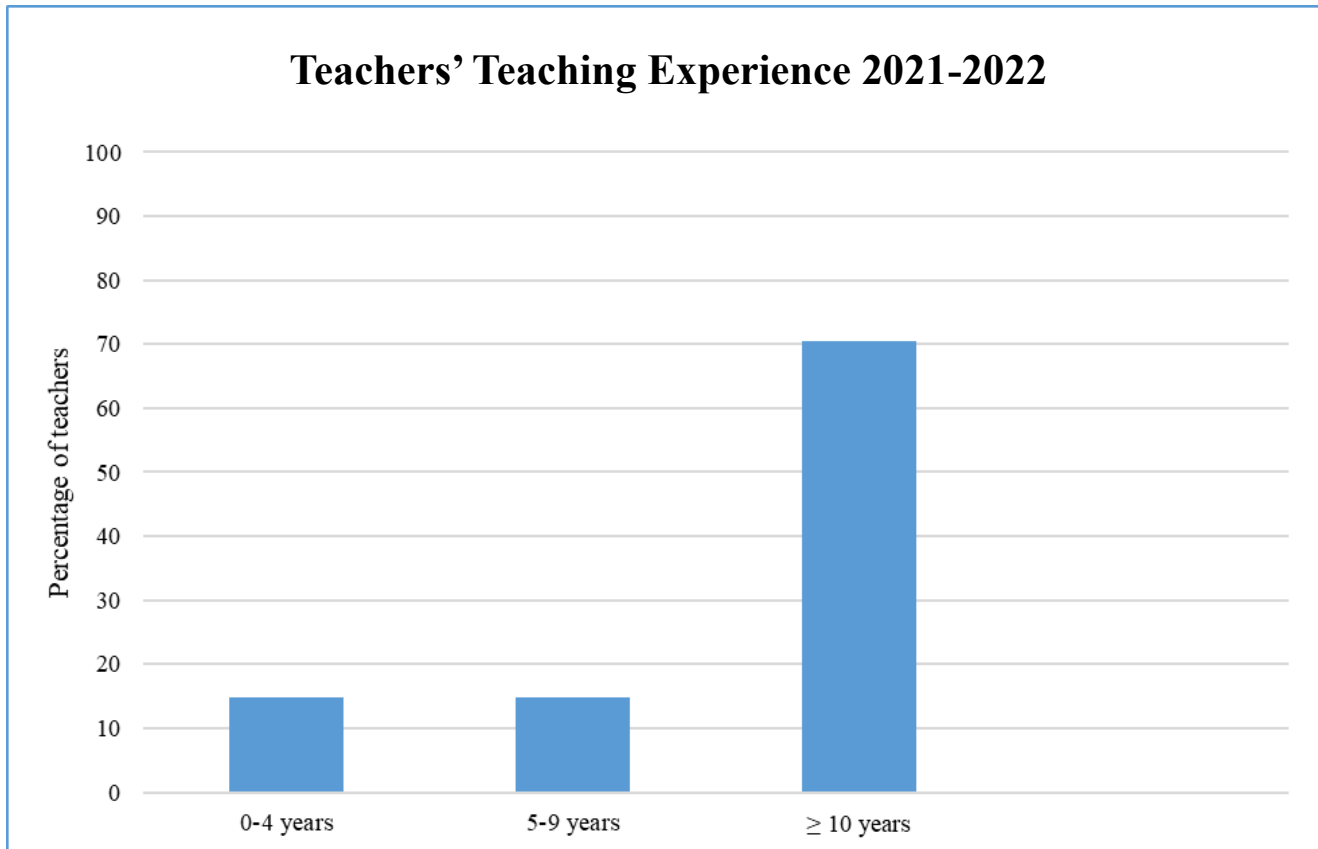
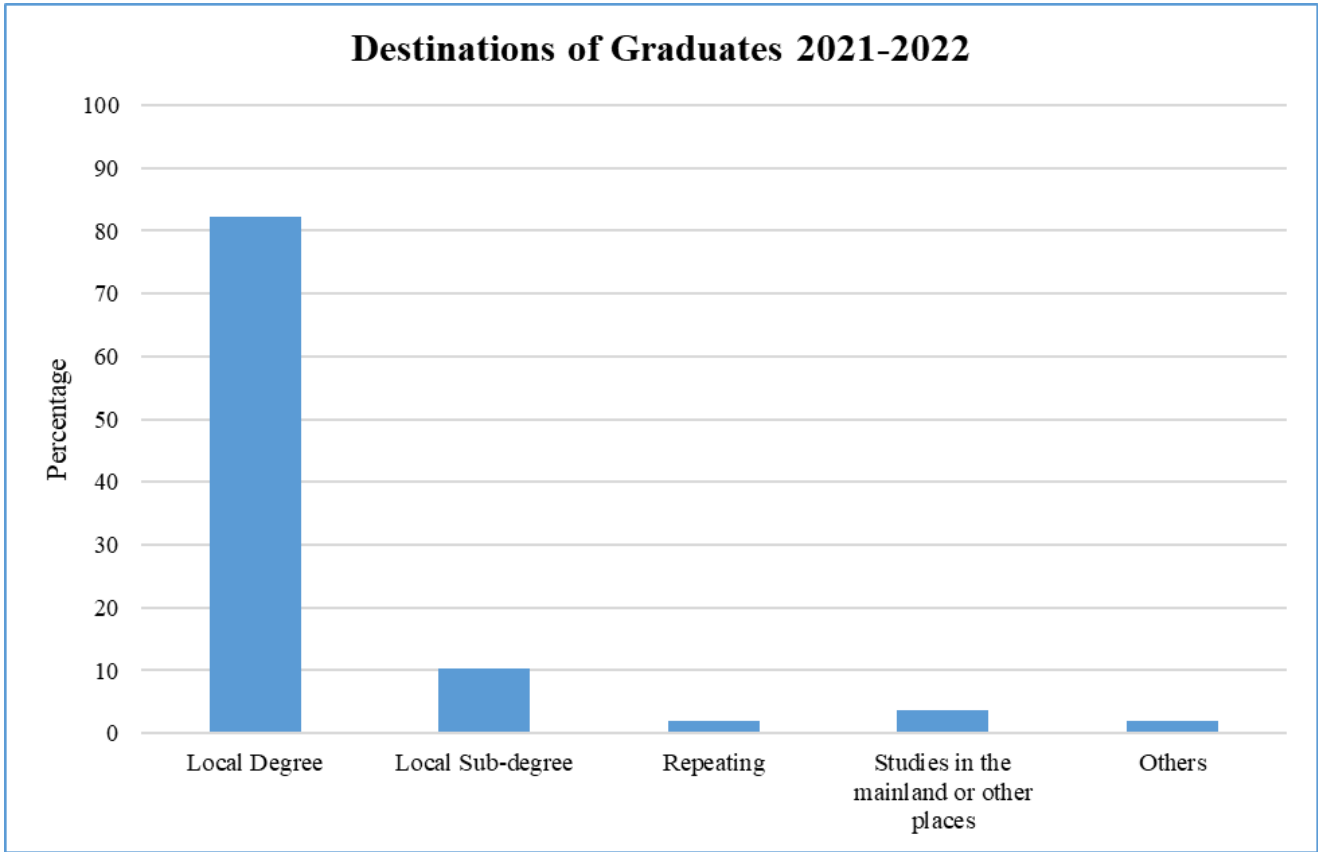


The motto of the School is “Purity and Charity”. Following the teaching of Jesus Christ, with our teachers’ professionalism and our staff’s sense of devotion, we pledge to develop our students’ potential to the fullest and enable them to achieve success in university, career and life and have a positive influence on others.

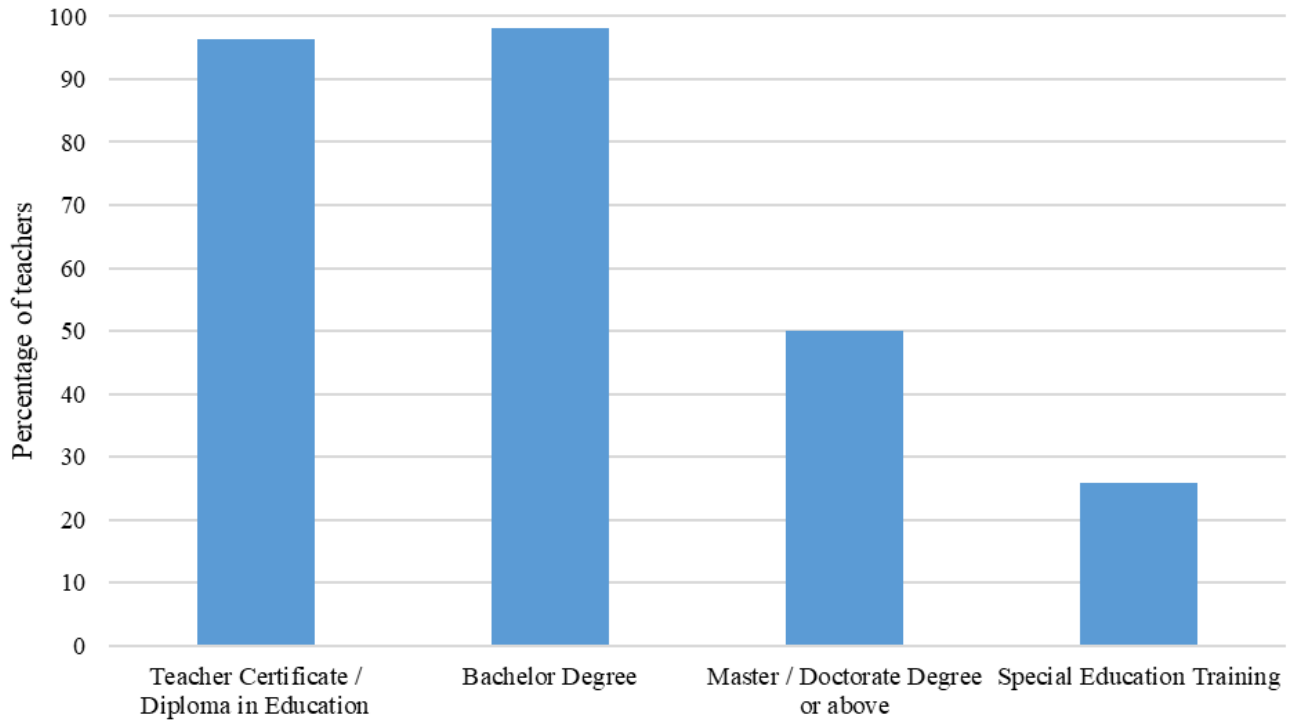
School Mission

We follow the teachings of Jesus Christ and regard Our Lady as our model. Our mission is to help our students acquire the Christian values with special emphasis on "Purity and Charity". Through the provision of a caring and loving environment and building up of a trustful and intimate relationship with parents and students, we aim to enable students to become mature, happy and positive people. By equipping students with knowledge and skills, we hope to help them develop their individual potential fully. We also aim to enhance students' social and cultural awareness as well as their care for their country from a global perspective.

School information



Qualifications & Professional Training Attained by Teachers 2021-2022



(2) ACHIEVEMENTS AND REFLECTIONS ON MAJOR CONCERNS

Major Concern 1:

To nurture self-directed and confident learners who are capable of high-order thinking

Achievements

We have adopted teaching strategies for promoting self-directed learning. 91%, 84%, 79%, 76%, 80% and 80% of students agreed that they could learn by collaborating with peers, use rubrics or success criteria for self- and peer assessments, connect and apply knowledge and skills in a variety of real-life contexts, learn effectively by completing pre-lesson tasks, connect between different learning experiences and raise questions or suggest topics of enquiry respectively. 85% of students agreed that they could make use of the e-learning materials to enhance their learning.

We have adopted different strategies for the stronger classes and weaker classes. These strategies include scaffolding, hints, cooperative learning, graphic organizers, ability grouping, dividing a big task into manageable chunks and different course books. E-learning materials, e.g. Edpuzzle, have been used as pre-lesson preparation, post-lesson revision and further learning for high achievers. 86%, 77% and 72% of students agreed that they could make use of the various strategies to enhance their learning, they are able to make use of teachers' support to overcome their language problems in learning, and they are able to use the strategies to solve higher-order thinking questions respectively.

Regarding strengthening students' presentation skills, both face-to-face and recorded presentations were arranged by teachers. 62% of students agreed that their presentation skills had been strengthened.

Reflections

Regarding the self-directed learning strategies, most strategies have fulfilled the success criteria even though the teaching time was greatly reduced by half-day schooling. 79% of students agreed that they are able to connect and apply knowledge and skills in a variety of real-life contexts. This is lower than the success criteria, 90%. More interesting reading materials, movies, and YouTube videos could be provided. 85% of students agreed that they could make use of the e-learning materials to enhance their learning. This is lower than the success criteria, 100%. A larger variety and levels of e-learning materials could be provided so that students of different learning styles and abilities can be catered to.

All subject panels agreed that the strategies for the stronger classes and weaker classes are effective. 86% of students agreed that they could make use of the various strategies to enhance their learning. Teachers could share the strategies tried this year among teachers of the same key learning areas as well as among different subject panels.

Regarding strengthening students' presentation skills, both face-to-face and recorded presentations were arranged by teachers. However, due to the shortening of face-to-face teaching time, the chances for students to present or watch the presentation of their classmates during the lessons were greatly reduced. To solve this problem, a shorter presentation time could be assigned for each student. Teachers could encourage students to make use of the feedback from both teachers and their classmates for improvement.

Major Concern 2:

To promote a Growth Mindset to optimize the self-confidence of students that leads them to develop a proactive attitude towards life

Achievements

Student Formation Committee (SFC)

To cultivate effective learners, students should be implanted a growth mindset, which leads them to develop a proactive attitude to respond positively in challenging situations and do better in various aspects over time. All the committees under Student Formation Committee work side by side to develop our students' positivity by organizing diverse events, workshops, programs, etc.

A talk on Growth Mindset was held at the beginning of the school year to deepen students' understanding of it. An alumna, Ms Lee Lai Yee, Elsa was invited to share her own experiences supporting the themes of 'Self-confidence' & 'Love Oneself to Love Others'. The sharing was so inspiring and encouraging that about 80% of students reckoned the value of Growth Mindset.

Providing an uplift to the Rosarian Virtues by printing them in the Student Handbook and the back cover in order to have a civilizing influence on our students. According to the Class Survey, more than 80% of students reflected that they were proud of being Rosarians.

Apart from that, it is also important to let students learn to appreciate their uniqueness. Through the scheme of 'One Student, One Post', they learned to embrace challenges when performing their duties at school. The Integrated Survey revealed that over 77% of students thought that they were unique and they had their own talents and potentials. Students were also able to appreciate the efforts of one another.

It is more powerful and convincing to do appreciation with actions. A special heart-shaped appreciation cards and certificates were designed for teachers and students. They could deliver them to the ones who had done good deeds as a token of recognition. More than 60% of students had used the cards whereas around 55% of teachers had used the cards as well as certificates. In the long term, a culture of appreciation is expected to spread around the school, especially when there are more face-to-face lessons in the near future.

Discipline Committee (DC)

In order to optimize the self-confidence of students, the Discipline Committee had organized two "Prefect Training Day" for prefects. In the programs, there were some well-designed games and adventure-based activities. The target was to help students understand and master key points of successful teamwork and respond positively in challenging situations.

To help and teach prefects to perform their daily duties effectively, a Discipline teacher keeps them company in the main entrance. Prefects are guided to get their job well done and offer help if necessary.

Besides, six members of Prefect Committee were nominated to join a systematic leadership training program held by the Hong Kong Federation of Youth Groups. 80% of the course fees was sponsored by the Life-wide Learning Grant of our school.

Guidance Committee (GC)

Goal Setting Scheme 「人人期望可達到」獎勵計劃

S1-2 students were encouraged to achieve study goal and show academic improvement in Term Test(s) and Mid-year Exam. S1-2 students needed to apply growth mindset in achieving study goal. Growth mindset was highlighted through the scheme.

According to the questionnaire set for the above-mentioned scheme, 34% of students took actions to achieve their study goals. 35% of S1-2 students applied time management skills in achieving their study goals. For example, they worked out plans and a realistic timetable. The related study skills and time management skills were introduced by TSSP. 47% of S1-2 students used growth mindset in actualizing their goals. It is also a useful tool for teachers to communicate with students and help them to set their study goals. 59% of S1-2 students thought that they were willing to surpass themselves with goal-setting and actions. Class teachers checked the students' progress and gave feedback to students after the Term Tests / exams.

Student Formation Period - Hall Assembly

A hall assembly 《愛·挑戰》和《愛·壓力》 was for building resilience/positive psychology. It was organized by 生命熱線. The social worker helped to disseminate the message of how positive attitude could help with building resilience and coping the stress for S1-5 students.

Student Formation Period - Class Assembly

A class assembly on movie appreciation was held for students to build resilience and enhance strong family relationship. The movie “Bad Genius” was used as assembly materials for S2-5. According to the questionnaire for S2 students, 34% of them understood and appreciated the differences among people. 41% of students had greater awareness on coping stress and problems. 47% of students had greater confidence in coping with stress and dealing with problems positively. 59% of students agreed that they had emotion management skills.

Big Sister Scheme

Guidance monitresses (GMs) were proactive in organizing the Big Sister Scheme activities and study skills programs for S1 students. They gave learning and emotional support to S1 students. They also developed the bonding with S1 students and guided them to get along well with each other at school.

Based on the advisors' observation and the self-reflection of GMs, all criteria were achieved. From the questionnaires, 91% of GMs rated themselves as proactive in helping S1 students to adapt to new school life. 100% of them said that they had provided support for S1 students, and had gained experience in building relationship with S1 students. BSS1, Study skills 1 and 2 were successfully organized. However, the social service programs were cancelled due to the COVID measures.

Guidance Monitress – Training Day Camp / All GM programs

The training camp was cancelled due to the COVID measures. A face-to-face training workshop was held in July. It was about skills of communicating with S1 little sisters. Guidance monitresses learnt to be proactive and optimize their potentials through leadership activities in training workshops and training day camp.

Goals were set before organizing the activity, such as boosting students' morale and confidence. GMs were encouraged to set a personal goal in the aspect of leadership to enhance students' personal growth. 93% of GMs rated themselves as proactive in helping S1 students to adapt to new school life. All agreed that they had more confidence in leading GM activities.

Growth Group

Due to the COVID-19 pandemic, survey from Students had not been conducted. The evaluation was based on the Teacher's observation and direct feedback from the students. Based on the Teacher's observation, most of students felt the love in the group as their overall percentage of participation was high. Because of the COVID-19 pandemic, online meetings were mainly held. It was really hard to have a sufficient improvement on their social connection, thinking and resilience.

Owing to the COVID-19 pandemic, only one activity was organized by a group of students. However, based on the teacher's observation, the self-assurance of that group of students was optimized after holding the activity. Meditation Painting Workshop was held in July, from teacher's observation, the sense of belonging and cohesion in the group had been enhanced.

Careers & Further Studies Guidance Committee (CFSGC)

The team aimed at actively organizing or promoting the following activities, such as S4 Visit to Information Days of Tertiary Institutes and S5 Life Buddies Mentoring Scheme.

To encourage students to develop and strengthen their proactive life attitude by doing self-reflection from time to time and bettering themselves with strong self-motivation and eventually enhancing their self-assurance as well as their academic and personal goals.

Moral, Civic and National Education Committee (MCNEC)

Students' sharing sessions and Current Affairs Salon were conducted after the resumption of face-to-face classes. with special emphasis on promoting priority values and attitudes. The feedback from both the students and teachers was very positive. During the course of sharing ideas, students' growth mindset and self-confidence were strengthened.

Life-wide Learning Committee (LWLC)

Students were strongly encouraged to take part in the external activities or online events under the social distancing policies. About 80% of students had at least taken part in one external activity in this academic year, for example, visiting a theme park and Sky-100, participating in bowling tasting program, etc.

Reflections

Student Formation Committee (GC)

We deeply believe that our students can be more confident and proactive if their performance of different aspects can be further recognized and admired. In the coming school year, election of Rosarian Role Model will be held each term in the class. This is the way to let classmates to appreciate and learn from their peers. Besides, student leaders of the school will be invited to give sharing in the morning assembly on Day 4. Public speaking is an effective way to boost their self-confidence. In a word, students should be provided ample opportunities to show their abilities and potentials.

Discipline Committee (DC)

Due to the epidemic situation over the past two years, lacking face-to-face activities, students are eager to join more on-site activities. In those leadership training programs, most of the students found that they learnt more about leadership skills. However, only about half of them found that they could enhance their "self-confidence". In the next academic year, we will plan to arrange one more leadership training program for the prefects. Their horizons need to be further broadened.

Guidance Committee (GC)

Goal Setting Scheme

The involvement of Class Teachers is utmost important in the Goal Setting Scheme. GC or the school should encourage Class Teachers to follow our school theme and participate more in this scheme. A memo will be given them as reminder to follow students' progress closely next year. S1-2 Class teachers should encourage students to think up plans and work out a realistic timetable for achieving goals. Meanwhile, they should apply the related study skills and time management skills introduced by Thinking and Study Skills programme in their studies.

S1-2 Class Teachers can make use of growth mindset to encourage and praise students next year. For instance, Parents' Day is a good platform to do so. GC should also encourage Class Teachers to arrange lunch-chat or after-school interview with students for discussing their study goals individually. If more feedbacks and follow-ups can be given to students personally, their goals will be therefore more concrete and realistic.

Student Formation Period - Hall Assembly

It is advisable to focus on the topics of "Building Resilience" and "Growth Mindset" next year because more students suffered from mental health problems and study stress recently. Through the hall assembly, it is hoped to help students to raise the awareness on their well-being. Possessing a growth mindset can help to release their anxiety when shouldering pressure. Live education programs can be arranged for junior (S1-3) and senior formers (S4-5) respectively.

Student Formation Period – Class Assemblies

Students can be invited to share their experiences verbally; or teachers may ask them to express their feelings and opinions via weekly diary. Worksheets can be designed for student reflection towards the needs of each class.

Big Sister Scheme

More face-to-face gatherings should be organized for both GMs and S1 students if possible.

Guidance Monitress – Training Day Camp / All GM programs

More face-to-face GM gatherings and workshops need to be organized in order to provide more opportunities for GMs to get familiarized with each other.

Logbook on Goal Setting will still be distributed, completed and collected next year to help younger sisters set targets as like as student leaders.

Growth Group

If the pandemic still exists, more sharing sessions either online or onsite will be held to develop a sense of belonging and cohesion in the group. Organizing more outings or workshops for them to improve their social connection, thinking and resilience if the situation is favorable.

Careers & Further Studies Guidance Committee (CFSGC)

For "Visit to Information Days", about 78% of students reflected that their proactive life attitude were enhanced through the activity.

For Life-Buddies Mentorship Scheme, due to the pandemics, only the introductory session was completed.

Members generally agreed that both above-mentioned activities were meaningful to facilitate life planning among students. According to our experience, the effectiveness of Life Buddies Scheme is high as well. Both activities would be organized next year.

Moral, Civic & National Education Committee (MCNEC)

MCNEC's objectives were mostly achieved, all evaluations of the committee's activities reached our success criteria. However, some of the activities or programs, like S2 Growth Camp, were cancelled due to the pandemic. It is hoped that everything will be back to normal soon, then all planned activities or programs can be launched in the coming year.

Life-wide Learning Committee (LWLC)

Targets set last year have been achieved. 70% of the participants agreed the activities broadened their horizons. It was suggested to organize more external activities such as visits, sports or cultural activities, etc. to let students have more life experience in different areas.

Major Concern 3:

To cultivate in our students the core values of Catholic education on “Love” and “Family”

Achievements

Discipline Committee (DC)

To cultivate our students the 5 Core Values (Truth, Justice, Love, Life and Family) of the Catholic Education, the Discipline Committee organized two assemblies for our students.

One was the online ICAC Drama Show for S4 and S5 students was given during the Student Formation Period on 27 Jan. 2022. Reflective worksheets about “Love” and “Life” had been given to students and E&RE teachers helped give responses to students’ works afterwards.

Another was Anti-smoking Workshop for S1 students was held in the Student Formation Period on 19 Jan. 2022. Similarly, reflective worksheets about “LIFE” had been given to students. E&RE teachers also help respond to students’ works afterwards.

Most of the students got involved in both events and dealt with the worksheets seriously.

Religious Education Committee (REC)

In response to Major Concern 3, which is to cultivate in our students the Core Values of Catholic Education on “Love” and “Family”, we penetrate deeper into students’ understanding through E&RE lessons and a series of religious activities throughout the school year.

With one of the targets being deepening students’ understanding of the Core Values of Catholic education especially on ‘Love’ and ‘Family’, the Religious Education Committee (REC) collaborated closely with the Ethics & Religious Education (ERE) Panel, introducing the Catholic interpretation of ‘Love’ and ‘Family’ in ERE lessons and highlighting the practice of ‘Love’ and ‘Family’ by different religious figures and saints in the ERE curriculum when teaching various topics. A hall assembly on ‘Love’ and ‘Family’ was also organized. The sharing given by our teachers helped to consolidate the content taught in class and give students real-life examples displaying how the teachers they know lived out the Core Values of Love in their family. The sermon delivered by the priests in both the School Opening Mass and 50th School Anniversary Thanksgiving Mass, the morning prayers and faith sharing done by REC members helped to get the message across, further reinforcing students’ grasp of the essence of the two Core Values of ‘Love’ & ‘Family’ in Catholic Education.

A song dedication activity “願我的心聲” was organized with the aim to provide chances for students and teachers to express gratitude and love so as to make the school campus feel like a ‘home’. Positive feedback was received and the activity helped create an atmosphere of family at school.

Though the Religious Week was downsized due to the switch to online lessons, the theme of Religious Week could align with the school’s Major Concern 3 and the activities held could be a platform for students to put into practice the Core Values learnt.

Junior form students were invited to take part in a drawing competition and reflect on how the saints they drew inspired them to live up to the values of ‘Love’ & ‘Family’. Senior form students were invited to join a calligraphy competition. It is hoped that the bible verse chosen for them can instill into their minds the teaching of God on ‘Love & Family’. A folder bearing the winning designs in the two competitions was made and distributed to every member in the school hoping that the spirit of family can be spread around and we can be reminded of the importance of upholding the two Core Values in our daily life. Students were invited to take

part in the “Prayer Wall” activity. By writing prayers, they were bringing love to the ‘family’ they concerned.

According to the survey conducted, 98% of the students agreed that they had gained a deeper understanding of the Core Values of Catholic education while 86 % of the respondents agreed that they had strived to uphold the value of Love and Family in their daily encounter with others. To conclude, as far as the acquisition of knowledge is concerned, students’ understanding of the Catholic interpretation of the core values of ‘Love’ and ‘Family’ was strengthened and thus the target of aiming at deepening students’ understanding of the Core Values was successfully reached.

Careers & Further Studies Guidance Committee (CFSGC)

To cultivate in our students the Core Values of Catholic education on “Love” and “Life”, we keep aiming at incorporating those values in our S3 and S6 counseling services.

Reflection

Discipline Committee (DC)

Due to the epidemic situation, ICAC could only offer the Online Drama Show on 27 Jan. 2022. In addition, the show time needed to be shortened from 50 minutes to 30 minutes. The effectiveness was definitely not as good as the face-to-face Drama Show. Some follow-up worksheets, which were about “Love” and “Family”, were emailed to S4 and S5 students. Most of them could realize the importance of keeping Hong Kong, our family, uncorrupted.

On the other hand, the S1 “Anti-smoking Workshops” was conducted on 19 Jan. 2022 by Life Education Activity Programme. Their Social Workers offered each S1 class a Face-to-Face workshop. The effectiveness was very good. Some follow-up worksheets, which is about “Life”, were given to S1 students after the workshop. Most of the students could realize the importance of Life.

Religious Education Committee (REC)

One of the yardsticks to evaluate if students are cultivated with the Core Values of Catholic education on ‘Love’ and ‘Family’ is to see whether they strive to uphold these values in their daily lives. This year, affected by the limited face-to-face lessons conducted in school, quite a number of liturgical and religious activities intended to be held to deepen students’ understanding towards the way to uphold the core values of ‘love’ and ‘family’ were either cancelled or downsized. Therefore, students were only given limited opportunities to put into practice what they had learnt.

More collaboration with various committees was fostered this year but to more deeply cultivate in our students the Core Values of Catholic Education, involvement of subject panels to incorporate the key elements in their curriculum and implementation plan is of equal importance. REC should continue to look for opportunities for collaboration. It is hoped that with a more structured implementation plan of value education put in place, the effectiveness of incorporating the five Core Values of Catholic Education into the curriculum of different subject panels can be enhanced. With the engagement of most of the committees and subject panels aligning their implementation plan with the five Core Values of Catholic education, students can be given a wider range of learning experiences, urging them to internalize such Core Values and manifest good deeds in their lives.

(3) OUR LEARNING AND TEACHING

The English Panel has adopted the following strategies to promote self-directed learning, especially during the pandemic when we cannot always conduct lessons face to face:

- 1) make good use of e-learning platforms such as Teams and Google Classroom as a platform for disseminating teaching materials and collecting students' assignments;
- 2) make use of different e-learning tools to aid teaching and learning
- 3) introduce grammar items through flipped lessons and reinforce learning through consolidation exercise;
- 4) reinforce pre-lesson learning through reading or watching relevant videos;
- 5) ask students to do research and submit soundtracks, videos and digital stories as parts of their continuous assessment for speaking;
- 6) encourage students (S1-3) to keep using EB Wiseman to widen their exposure to English.

To cater for learners' diversity, the English Panel have adopted the following strategies:

- 1) conduct process writing with a focus on co-construction of learning goals;
- 2) stimulate students to think through scaffolding worksheets, concept maps and provide them with language input necessary for a particular topic and genre;
- 3) encourage self-assessment and peer assessment during lessons;
- 4) encourage collaborative learning and group work during lessons.

The Chinese Language Panel equipped students with self-directed learning skills by:

- 1) requiring students to practise note-taking skills;
- 2) encouraging collaborative learning and providing opportunities to showcase their learning outcomes;
- 3) designing assignments to help students reviewing their writing.
- 4) making use of different e-learning tools to aid teaching and learning
- 5) compiling vocabulary lists of classical Chinese to facilitate students' effective learning.

It's the third year that the Chinese Language Panel has joined the School-based Support Service from the EDB. The focus area this year is Curriculum Leadership Development, which aims to build up the capacity of Chinese Language panel heads to lead their teams to work towards the immediate and long-term development of the subjects, including devising effective learning and teaching strategies under the new normal

The Mathematics Panel has made use of e-learning materials to enhance students' learning (e.g. gMath, Book publisher eSmart 2.0 for S1,2, Jockey Club "Flipped Learning" Platform Fabulearn@schools, GeoGebra Courseware, videos and online quizzes). Teachers have analyzed students' pre-lesson tasks for identifying students' misconceptions and careless mistakes so that class learning could be facilitated. Pre-lesson tasks also allowed students to learn some simple Mathematical concepts before lessons. Moreover, all teachers have provided opportunities for students to showcase their classwork and suggestions for improvements were provided by teachers. Teachers' feedback greatly enhanced students' learning. Furthermore, the Math Panel has created assignment guidelines for self- and peer assessments so that students' evaluation of their own and their classmates' learning were encouraged. In the academic year 2021-2022, our S1-5 elite students got over 100 Mathematical competitions awards.

The Citizenship and Social Development Panel has provided pre-lesson tasks at least twice on every topic. After students have adapted to the assessment mode, "Peer assessment sheet" was assigned to students in the second term. Instead of reading books, teachers had adopted an electronic platform offered by Academy of Chinese Culture which facilitates the promotion of students' understanding of the latest development of the Country and their sense of belonging

to the Country. Students were required to complete at least two modules in a term.

To strengthen the junior and senior interface, the CSD Panel and the Life and Society Panel have discussed the collaboration between them and suggested that the L&S Panel could provide some bridging materials for S3 students during summer holidays.

The Panels of the Science KLA has used the following strategies to improve students self-directed learning skills”

- 1) Assign pre-lesson task through watching Edpuzzle videos with inserted questions or searching exercises.
- 2) Provide cooperative learning tasks when tackling high-order thinking questions
- 3) Showcase students’ learning outcome through posting their good works on the board or presentations.
- 4) Provide rubrics or success criteria for self-and peer assessments during presentation.
- 5) Apply the study skills learnt from the Thinking and Study Skills Programme in taking notes.

To prepare teachers and students to teach and learn more effectively and efficiently with the advancement of technology, the eLearning and STEM Committee worked collaboratively with the IT Coordination Committee and completed the procurement of mobile devices for students (QEF e-Learning Funding Program) and teachers. To inspire teachers to apply the devices in their teaching, workshops on the application of Microsoft Teams and OneNote have been organized. The S2 STEM syllabus has been rearranged to include more applications of different sensors. All S2 students have also completed and submitted their final smart model. Besides, students have also participated in various STEM competitions and activities organized by our teachers or external organizations, such as the ‘3D pen workshop’, ‘Network security competition’, ‘The Green Flame Project – Smart Energy Competition’, ‘Master Code Competition 2021: AI 構想 · 智健康生活’, ‘Distance Measurement & Application Design Competition’, and 「英才盃 – STEM 教育挑戰賽」.

Thinking and study skills committee has planned a series of training for promoting students’ self-directed learning strategies. These include training on identifying main points, note-taking, graphic organizers, memory skills and time management. The learning and teaching materials are prepared by teachers of different subjects so that students could apply the study skills learnt in different subjects. Students’ works on different subjects were showcased from time to time. Senior form students and past students were invited to share their valuable learning experiences and give spiritual support to the current students.

(4) SUPPORT FOR STUDENT DEVELOPMENT

Discipline Committee (DC)

To cultivate a sense of responsibility among students to complete their homework on time, the Detention Class was resumed.

During the period of half-day face-to-face lesson mode, “Saturday Detention Class” was held every Saturday morning from 9:30 a.m. to 12:00 noon. Every Saturday, about 20 to 30 students needed to attend the detention class.

During the period of whole day face-to-face lesson mode, “After School Detention Class” was held every school day from 4:00 p.m. to 5:00 p.m., about 10 to 20 students needed to attend the detention class except on Monday. On Monday, about 30 to 40 students needed to attend the detention class.

The absence rate of the detention class was very low. Most of them could turn up on time. Students understood that they needed to attend the detention class if they did not hand in the assignments on time. Unfortunately, detention class policy still cannot stop the phenomena of students’ late submission of assignments.

Guidance Committee (GC)

The Student Gatekeeper Training Pilot Programme 「學生守護大使」計劃 (2021/22)

S3-4 Guidance Monitresses received a series of school-based and joint-school training. Through interactive activities, they learnt methods to maintain mental well-being, common mental illnesses, practical skills to care about peers in distress, etc. Specifically seeking help from reliable adults was emphasized in the training. In order to boost the awareness and understanding in mental health amongst students and teachers, peer leaders organized school-based mental health promotional activities upon completion of gatekeeper training. The feedback of the activities was very positive.

The Student Mental Health Support Scheme (醫教社同心協作計劃) (2021/22)

To step up the support for students who need mental support in schools through the setting up of a school-based multi-based disciplinary platform.

This scheme has practically enhanced capacity of the schools in handling students who have mental health needs at school setting. Our student participants have strong trust in the nurses, who provide relevant service of mental health in our school campus.

Careers and Further Studies Guidance Committee (CAFSGC)

S3 and S6 individual counseling were offered to all S3 students and 60% of S6 students. Various kinds of personal characters assessment were conducted. The EDB Life Planning Electronic Platform has been adopted and we would expand our use of it in the next academic year.

Religious Education Committee (REC)

Liturgy and religious activities which aim at nurturing the spiritual growth and wellbeing of the students were organized.

Life-wide Learning Committee (LWLC)

Inviting the old girls who were team members of sports, dance, and music to share their experiences of training and competitions with their fellows. It is aimed to help the school team members build self-confidence and enhance proactive attitude.

80% of the school team members have positive feedback towards the sharing. 70% of the school team members agree that the old girls have shown them love and given them support.

Support to students with special education needs (SEN)

Our school is committed to developing a whole-school approach to support students with Special Educational Needs (SEN). With focuses on school culture, practices and policies, the school strives to provide diversified support to students to enhance their learning and have a meaningful school life.

1. Regular communications channels are developed to facilitate parents' participation in supporting students with SEN.
2. A whole school approach was adopted to implement the Individual Education Plan which was to support Tier 3 SEN students.
3. A student support team headed by SENCO and vice-principal was established. Team members from the Guidance Committee (GC), Special Educational Needs Coordinator (SENCO), Educational Psychologist, and social workers were included. The team members communicated with the parents of SEN students regularly to provide timely support to them.
4. With subsidies from the Learning Support Grant, a teaching assistant (for SEN) was hired to provide learning support to SEN students, liaise with parents and assisting the teachers in group activities, etc. Students showed improvements in learning, communication skills and social skills.
5. After-school tutorial lessons and various training programmes have been organized to help SEN students to better cope with their learning. Adapted learning materials, homework strategies and assessment accommodation have been provided to students in need. Students showed improvement in learning and self-confidence.
6. A Chinese Fun Learning Course was organized for S1 and S2. The aims of the course are to enhance students' language proficiency through learning more Chinese vocabulary and writing skills. Students showed improvement in learning Chinese Language.
7. An English Vocabulary Learning Course was organized for S1 and S2. The aims of the course are to enrich students' language proficiency through learning more vocabulary and writing skills. Oral skills were also trained in the course.
8. Summer Tutorial classes were organized in order to help students make improvements. Students received training on study skills and executive functioning skills, and also training from social workers and Caritas CP about positive psychology.
9. The team has also coordinated with other subject panels to provide learning support to the SEN students.

(5) STUDENT PERFORMANCE
聖母玫瑰書院校外殊榮
一覽表 (2021-2022)

【Academics】
<p><u>第二十屆基本法多面體全港中學生辯論賽</u></p> <p>(個人) 初賽及第一回合最佳辯論員 4D 李靜儀</p> <p>(個人) 第二回合複賽最佳辯論員 4B 謝曉瑩</p> <p>(個人) 第三回合複賽最佳辯論員 5C 鄭鈺珊</p> <p>(團體) 全港八強 1A 錢懿善 1A 麥綽恩 3A 郭澤慧 4A 林思彤 4B 謝曉瑩 4C 陳思學 4C 王旻暉 4D 李靜儀 5C 鄭鈺珊</p>
<p><u>第六屆全港學界「中史解碼」— 香港歷史建築與古蹟短片拍攝比賽</u></p> <p>高中組最積極參與獎</p>
<p><u>73rd Hong Kong Schools Speech Festival (English Speech)</u></p> <p>Solo Verse Speaking - First Place 3A Ng Ka Wai Sophia 4C Shin Hin Yau</p> <p>Solo Verse Speaking - Second Place 5D Chung Hoi Tik</p> <p>Solo Verse Speaking - Third Place 2A Koh Ka Yu Amber Maria 4B Tsang Kei 4C Angee Chung</p> <p>News Feature Presentation - First Place 4D Lee Yuen Lum Jocelyn</p>

<p>News Feature Presentation - Third Place 4D Lee Ching Yee 5A Ng Ka Ip 5C Lui Cheuk Yin</p>
<p><u>Hong Kong Secondary School Debating Competition</u></p> <p>Term 1 Round 1 (Best Speaker) 1A Ng Chak Yan Charlotte 3B Lui Hoi Ting Natalie</p> <p>Term 1 Round 2 Winning Team 1A Lam Wing Hei 1A Ng Chak Yan Charlotte 1D Iqbal Sahar (Best Speaker) 2A Wong Sze Ling</p> <p>3A Lam Hei Tung Hebe 3B Fung Lok Yiu Cherry 3B Yip Nga Ting Ginny</p> <p>Term 2 Round 1 Winning Team 3A Ng Kai Wai Sophia (Best Speaker) 3A Lam Hei Tung Hebe 3A Cheung Ching Yin Natalie</p> <p>4C Ng Wai Kiu 4D Kong Hui Yau 5D Lam Ho Yiu (Best Speaker)</p> <p>Term 2 Round 1 (Best Speaker) 1A Ng Chak Yan Charlotte</p> <p>Term 2 Round 2 Winning Team 1D Iqbal Sahar 2B Wong Audrey Yan 2A Kaur Parveer (Best Speaker)</p> <p>3A Ng Kai Wai Sophia 3A Lo Pui Yan Yannis (Best Speaker) 3B Fung Lok Yiu Cherry</p> <p>Grand Final 1st Runner-up Team 3A Ng Kai Wai Sophia 3A Lo Pui Yan Yannis 3A Cheung Ching Yin Natalie 3A Chan Ching Man Vincy 3A Lam Hei Tung Hebe 3B Fung Lok Yiu Cherry</p>
<p><u>The 36th Singtao Inter-school Debate Competition</u></p> <p>Preliminary 1 - Winning Team 3A Ng Kai Wai Sophia 4D Angee Chung 5D Lam Ho Yiu Koey</p>

Preliminary 2 (Best Speaker)	
3A Ng Kai Wai Sophia	
<u>香港學校音樂及朗誦協會</u> <u>第 73 屆香港學校朗誦節</u>	
中學五、六年級粵語佛教詩文朗誦	
亞軍	
5D 鍾凱翟	
中學五、六年級粵語基督教詩文朗誦	
季軍	
5D 鍾凱翟	
中學一年級粵語詩詞獨誦	
季軍	
1B 黃穎晞	
<u>The Hong Kong School Mathematics Elite Competition</u>	
2A Deng Wing Yu	Silver Medal
2A Koh Ka Yu Amber Marie	Silver Medal
2A Lian Hoi Lam	Bronze Medal
2A Cheung Kay	Silver Medal
2A Lai Yan Kiu	
1) 3rd position in Academic Group	
2) Gold Medal	
2B Lau Giselle Hiu Ching	Bronze Medal
2B Lee Eunice	Bronze Medal
2B Liu Zhentong	Gold Medal
2B Tang Tsz Yin	Bronze Medal
2B Yuen Ka Wai	Bronze Medal
2B Wong Yuet Fu	Silver Medal
2C Li ShenWei, Kitty	Silver Medal
5C Cheng Ka Hing	Silver Medal
5C Tan Tsz Wai	
1) 7th place of HK Top 10 Elite Students	
2) 2nd position in Academic Group	
3) Gold Medal	
5C Au Ka Yiu	Gold Medal
5D Lau Hiu Lam	Bronze Medal
5D Yang Tsz Ching	Gold Medal
5D Leung Wing Yin	Gold Medal
5D Ng Yan Tung	Silver Medal
5D Sin Wing Ting	Bronze Medal
5D Xie Chung Wing	
1) 3rd position in Academic Group	
2) Gold Medal	
5D Yuen Wing Sum	Bronze Medal
<u>True Light Girls' Invitation Mathematics Contest</u>	
Merit	
4D Chan Hoi Yau	

<u>Faculty of Engineering, HKU</u> <u>Distance Measurement & Application Design Competition</u>	
Merit	
4B Tam Ka Man	
4C Chui Bik Ki	
4C Hung Wing Yin Joanna	
4D Chan Lok Hei	
4D Kong Hui Yau Katrina	
<u>Thailand International Mathematical Olympiad Heat Round (Hong Kong Region)</u>	
2A Koh Ka Yu Amber Marie	Silver Medal
2B Lee Eunice	Bronze Medal
2C Li ShenWei, Kitty	Bronze Medal
4C Ho Uen Shan	Bronze Medal
5C Cheng Ka Hing	Silver Medal
5C Tan Tsz Wai	Silver Medal
5C Yam Tsz Kiu	Silver Medal
5C Li Lok Yiu	Silver Medal
5D Lau Hiu Lam	Bronze Medal
5D Leung Wing Yin	Bronze Medal
5D Sin Wing Ting	Silver Medal
<u>Semi-Final (Hong Kong Region)</u>	
2B Lee Eunice	Bronze Medal
2C Li ShenWei, Kitty	Bronze Medal
5C Cheng Ka Hing	Silver Medal
5C Tan Tsz Wai	Silver Medal
5C Yam Tsz Kiu	Silver Medal
5C Leung Ka Wing	Bronze Medal
5D Lau Hiu Lam	Silver Medal
<u>Final (Hong Kong Region)</u>	
2B Lee Eunice	Merit
2C Li ShenWei, Kitty	Bronze Medal
5C Tan Tsz Wai	Bronze Medal
5C Yam Tsz Kiu	Merit
5C Leung Ka Wing	Merit
5D Lau Hiu Lam	Silver Medal
<u>Guangdong Hong Kong Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region)</u>	
2B Lee Eunice	3rd Prize
2C Li ShenWei, Kitty	2nd Prize
5A Chan Man Wa	3rd Prize
5D Lau Hiu Lam	3rd Prize
6D Leung Yuet Ching	3rd Prize
<u>Qualifier Round (Hong Kong Region)</u>	
5D Lau Hiu Lam	2nd Prize

<u>Final Round (Hong Kong Region)</u>	
5D Lau Hiu Lam	3rd Prize
<u>Hua Xia Cup National Mathematical Olympiad Competition</u>	
<u>Semi-Final (Hong Kong Region)</u>	
1B Tse Tin Yan	3rd Prize
1C Chan Ka Yan	3rd Prize
1D Lock Hei Tung	3rd Prize
2A Deng Wing Yu	3rd Prize
2A Koh Ka Yu Amber Marie	3rd Prize
2A Lau Hoi Tung	3rd Prize
2A Lian Hoi Lam	3rd Prize
2A Sze Ting Xiang	2nd Prize
2A Tse Yan Tung	3rd Prize
2A Wu Yan Tung Pravi	2nd Prize
2B Chan Wing Gi, Dora	3rd Prize
2B Guan Pui Yu	3rd Prize
2B Lau Giselle Hiu Ching	3rd Prize
2B Lee Eunice	3rd Prize
2B Liu Zhentong	3rd Prize
2B Wong Yuet Fu	3rd Prize
2C Li ShenWei, Kitty	3rd Prize
<u>Final (Hong Kong Region)</u>	
2A Lian Hoi Lam	3rd Prize
2B Chan Wing Gi, Dora	3rd Prize
2B Guan Pui Yu	3rd Prize
2B Liu Zhentong	3rd Prize
2B Wong Yuet Fu	3rd Prize
<u>Asia International Mathematical Olympiad Open Contest Semi-Final</u>	
2A Koh Ka Yu Amber Marie	Bronze Medal
2A Sze Ting Xiang	Silver Medal
2B Chan Wing Gi, Dora	Bronze Medal
2B Guan Pui Yu	Bronze Medal
2B Lau Giselle Hiu Ching	Bronze Medal
2B Liu Zhentong	Bronze Medal
2B Wong Yuet Fu	Bronze Medal
5C Cheng Ka Hing	Bronze Medal
5C Tan Tsz Wai	Bronze Medal
5C Yam Tsz Kiu	Bronze Medal
5C Leung Ka Wing	Bronze Medal
5D Lau Hiu Lam	Bronze Medal
<u>Open Final</u>	
2A Koh Ka Yu Amber Marie	Merit
2B Chan Wing Gi, Dora	Merit
2B Guan Pui Yu	Merit
2B Liu Zhentong	Merit
2B Wong Yuet Fu	Merit
5C Cheng Ka Hing	Merit
5C Leung Ka Wing	Bronze Medal

5C Tan Tsz Wai	Bronze Medal
5C Yam Tsz Kiu	Merit
5D Lau Hiu Lam	Merit
<u>Hong Kong International Mathematical Olympiad Heat Round (Hong Kong Region)</u>	
2B Lee Eunice	Bronze Medal
5A Chan Man Wa	Bronze Medal
5D Lau Hiu Lam	Silver Medal
<u>Semi-Final (Hong Kong Region)</u>	
5A Chan Man Wa	Bronze Medal
5D Lau Hiu Lam	Silver Medal
<u>Global Mathematics Elite Competition Heat Round (Hong Kong Region)</u>	
Bronze Medal in S5 Math Group	
5D Ng Yan Tung	
<u>Final (Hong Kong Region)</u>	
Bronze Medal in Grade 11	
5D Ng Yan Tung	
<u>全港青年學藝比賽大會</u>	
<u>全港青年演講比賽 (普通話)</u>	
優異獎	
5D 何淇鈺	

【Girl Guides】
<u>香港女童軍總會 優秀女童軍選舉 2022</u>
優秀女童軍
5C 任芷喬

【Design & Visual Arts】
<u>Young Artists Development Foundation Youth Painting Category</u>
1st Prize and 2nd Prize
4C Ki Hau Ching
Outstanding Prize
1A Chow Kwan Yiu Grace
<u>Hong Kong Cultural and Creative Industrial HKCC Lucky Cat Design Competition</u>
1st Prize
4D Lee Ching Yee

City University of Hong Kong
7th Secondary School Distinguished Artwork
Exhibition 2022

Outstanding Award

2A Koh Ka Yu Amber Marie

The Wharf Art Competitions 2021-2022

Outstanding Award

6D Chan Ka Mei

Outstanding Award

5C Wong Chung Yi

【Music】

Hong Kong Children and Youth Arts
Association
Hong Kong Schools Music Festival 2021

Piano Solo – Grade 6 – Silver Award

4C Ki Hau Ching

Hong Kong Joint School Music Association
Joint School Music Competition 2021

Secondary School Woodwind (Flute) Solo –
Intermediate

Silver Award

3B Chan Ying Tung

Secondary School Piano Solo – Intermediate

Bronze Award

3B Chan Ying Tung

Hong Kong Schools Music and Speech
Association
The 74th Hong Kong Schools Music Festival

Pipa Solo - Senior

Second

5D Leung Nga Fan

Zheng Solo - Advanced

Gold Award

3B Hsu Yuk Sze

Graded Piano Solo - Grade Five

Silver Award

1A Lam Wing Hei

1B Lee Hoi Ying

Vocal Solo Foreign Language - Female Voice -
Secondary School Age 14 or under

Silver Award

1B Yeung Kaitlyn

Zheng Solo - Intermediate

Silver Award

2A Tse Yan Tung

Sheng Solo - Advanced

Silver Award

2B Lee Eunice

Graded Piano Solo - Grade Six

Silver Award

3B Chan Ying Tung

Graded Piano Solo - Grade Eight

Silver Award

3B Lee Yurika

Guitar Solo intermediate

Silver Award

3B Ng Yuen Lam, Kieran

Graded Piano Solo - Grade Seven

Silver Award

4D Lee Yuen Lum Jocelyn

Zheng Solo - Intermediate

Silver Award

4D Wu Ka Yan

Graded Piano Solo - Grade Five

Bronze Award

1D Wong Chit Ying

Graded Piano Solo - Grade Four

Bronze Award

1A Lung Wing Hei Andrea

Graded Piano Solo - Grade Three

Bronze Award

1C Cheung Tsz Ying

3A Chan Wing Yin

Hong Kong Children and Youth Piano Contest

Senior Class - Bronze

1A Chien Yi Sin

Open Class - Bronze

4A Lui Tang Fong

【Dance】

The Hong Kong Schools Dance Association Limited and the Education Bureau
The 58th Schools Dance Festival

Highly Commended Award in Chinese Dance (Solo) of Secondary School Section

4D Lee Venus

Highly Commended Award in Chinese Dance (Duet) of Secondary School Section

6A LEE ZOE SIN YING

4D WU KA YAN

【Physical Education】

The Hong Kong Schools Sports Federation
Inter-School Badminton Competition 2021-2022

(Group)1st Runner-up

3D Mak Tsz Yiu

3D Ko Sum Yau Stacey

4B Chiang Chung Hei

5B Wong Pui Kei

5C Cheng Ka Hing

5C Li Lok Yiu

6C Chow Pui Wai

6C Chung Tsz Wan

The Hong Kong Schools Sports Federation
Inter-School Swimming Competition 2021-2022

Girls A grade 50 m Free Style

2nd Runner-up

5D Chung Hoi Tik

Hong Kong Underwater Association
65th Festival of Sport – Underwater Sports Fun Day (Experiencing Finswimming)

50m Short-Bifin

Champion

3B Chan Ying Tung

100m Short-Bifin

Champion

3B Chan Ying Tung

A.S. Watson's Group Hong Kong Student Sports Award

5D Chung Hoi Tik

Hong Kong Underwater Association
Inter-School Swimming Competition 2021-2022

50m New Athlete Short-Bifin

Champion

3A Shum Charisse Kwui Tung

100m New Athlete Bifin

1st Runner-up

3A Shum Charisse Kwui Tung

50m New Athlete Bifin

2nd Runner-up

3B Chan Ying Tung

100m New Athlete Short-Bifin

2nd Runner-up

3B Chan Ying Tung

【Extra Curricular Activities】

第十八屆基本法大使培訓計劃
『政策多面體』報告書比賽

冠軍

3A 黎梓晴

Certificate of Appreciation

3A 黎梓晴

3B 李貝嘉

4C 姚佩紋

【Others】

香港科學院、香港工程科學院、香港科學會
主辦 - 「名師高徒」導師計劃 2022

入選學生

4D 鄺栩悠

泰山公德會

「孝道之星」

5A 黃安生

Financial Summary (2021-2022)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds)	13,547,759.15	
I. Government Funds		
(1) EOEBG Grant		
(a) Administration Grant	3,705,504.00	3,117,783.46
(b) Capacity Enhancement Grant	642,934.00	646,721.91
(c) Other Grants	1,097,059.00	1,685,021.88
(2) School-based After-school Learning & Support	130,800.00	42,735.00
(3) Learning Support Grant	579,668.00	570,119.07
(4) D.L.G. (Other Programmes)	84,000.00	81,382.74
(5) D.L.G. (Applied Learning)	42,800.00	42,800.00
(6) Grant for N.C.S.	300,000.00	294,906.20
(7) Grant for Promotion of Reading	62,851.00	60,962.59
(8) Life-Wide Learning Grant	1,181,853.00	1,215,758.72
(9) Student Activities Support Grant	113,750.00	5,079.00
(10) Other Grants	6,034,726.60	4,017,093.58
<i>Sub-total</i>	13,975,945.60	11,780,364.15
Total surplus for school year	2,195,581.45	
Accumulated surplus as at the end of school year	15,743,340.60	

	Income (\$)	Expenditure (\$)
Balance B/F (School Funds)	3,167,306.57	
II. School Funds (General Funds)		
(1) Tong Fai	103,230.00	
(2) Donations	20,000.00	
(3) Others	437,657.60	689,050.74
<i>Sub-total</i>	560,887.60	689,050.74
Total deficit for school year	(128,163.14)	
Accumulated surplus as at the end of school year	3,039,143.43	

Capacity Enhancement Grant Report 2021-2022

Objective 1: To create space for teachers so that they can concentrate on developing effective learning and teaching strategies and to cater for learning diversity						
Strategies/Tasks	Benefits Anticipated	Actual Expenditure	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Employing 5 teaching assistants/assistant teachers to provide support for teachers in compiling learning materials, conducting learning activities and teaching one Science and on Chinese History class	Teachers have more time for curriculum planning and teaching methodologies.	Salary of 5 teaching assistants Plus MPF \$489,179.91	Teachers find the support from the teaching assistants useful.	Questionnaires to collect feedback from teachers.	Most teachers found the support from the teaching assistant useful	Arrange teacher assistant to teach students in small groups for extra support on students' learning

Objective 2: To create space for teachers to develop students' spirituality						
Strategies/Tasks	Benefits Anticipated	Actual Expenditure	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Employing 1 part-time pastoral assistant to provide support for teachers in conducting religious activities	Together with members of REC, the pastoral assistant helps to enhance religious atmosphere and provide quality religious functions for students of all levels.	Salary for 0.6 pastoral assistant plus MPF \$157,542	Teachers find the pastoral assistant helpful.	Feedback from REC members	All REC members found the pastor assistant helpful and effective in enhancing the religious atmosphere through organizing various functions. However, some of the activities, such as First Friday Mass, Bible service, Penitential Rite, were all cancelled because of COVID-19.	Contact students who are interested in knowing more about Catholicism.

School-based After-school Learning and Support Programmes 2021/22 s.y.
School-based Grant - Programme Report

Name of School: Our Lady of the Rosary College

Staff-in-charge: Mr. YN Ma

Contact Telephone No.: 2380-6468

A. The number of students (count by heads) benefitted under the Grant is 184 (including A. 30 CSSA recipients, B. 74 SFAS full-grant recipients and C. 80 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Joining External Academic Activities	15	35	0	85%	Sept 2021 – July 2022	6,785	Peer Sharing / Test	Hok Yau Club, HK Innovation Technology Development Centre. HK DSE Educator Association	
Revision Classes	15	39	80	88%	Sept 2021 – July 2022	35,950	Questionnaires		
Total no. of activities:									
@No. of man-times	30	74	80		Total Expenses	42,735			
**Total no. of man-times	184								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students²⁶ identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills	✓					
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem						✓
g) Students’ self-management skills						✓
h) Students’ social skills						✓
i) Students’ interpersonal skills						✓
j) Students’ cooperativeness with others						✓
k) Students’ attitudes toward schooling						✓
l) Students’ outlook on life						✓
m) Your overall view on students’ personal and social development						✓
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _For arranging revision classes, it is not easy to encourage economically disadvantaged students to join.);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify):Due to poor economic situation, some parents
may face economic difficulties, even though they are not receiving
CSSA or SFAS Full-grant. Thus, some students of these kinds were
enrolled in our revision classes.

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2021/22 school year

Programme Title	Objective	Target Students	Duration	Deliverable	Evaluation	Expenditure	Teacher-in-charge
Intensive training course for Scientific thinking	Enhance students' knowledge and skills for scientific thinking	S4-6 Chem Elite students	Sep 2021- Aug 2022	Training Exercises	Most of the students found the course useful, it can enhance their knowledge in chemistry and stimulated their higher order thinking skills.	\$12,600	Au Yee Ling
Math training course	To teach Olympics Math for elite students participating in math competitions	High achievers in Math	Oct 2021 – Aug 2022	Training Exercises	<p>Got over 93 awards in external math competitions (The HK School Math Elite Competition, Guangdong Hong Kong Macao Greater Bay Area Mathematical Olympiad, Thailand International Mathematical Olympiad, HK Mathematical Olympiad, Asia International Mathematical Olympiad Open Contest, HK International Mathematical Olympiad, Global Mathematics Elite Competition)</p> <p>The two S5 Olympiad classes (for 16 S5 girls) were useful.</p> <p>Insufficient budget to organize S4 Olympiad classes.</p>	\$16,000	Kwan Yuk Yin
VA Enhancement Course	To enhance students in painting and design skills	S4-6 VA students	Sep 2021 – Aug 2022	Painting and design works	Alumni gave students useful advice on strengthening their painting and design skills	\$2,400	Poon Yu Ching

English Critical Thinking and Reading Course	To enhance students' critical thinking and reading skills through use of newspapers and related materials	S4-5 Eng students	Oct 2021- May 2022	Writings from students	Students produced succinct and logical writing through various news input. Students demonstrated critical and analytical thinking through in-class debate /speaking activities.	\$6,950	Au Siu Ha
Intensive Physics Training course	To enhance students' knowledge and skills in handling physics problems	S4 – S6 elite students in physics	Sep 2021 – Aug 2022	Participation in external activities	Students participated in Hong Kong Physics Olympiad Students think that the Tutorial Class were useful to handle the Hong Kong Physics Olympiad	\$6,425.19	Yu Kam Fung
Media Production Training Course	To enhance students in photography and video production skills for CampusTV and school events	S4-S6 students in Campus TV and IT prefect	2 Oct 2021	Photos and videos produced	Students participated in 60 th Anniversary Photography Competition Over 90% of IT prefect reflected that the training could help them perform their duty	\$0	Yu Kam Fung
Scientific investigation of tectonic hazards	To enhance students' knowledge, experience and interest in facing tectonic hazards	S4-S6 elite students in geography and physics	17 Jul 2022	Participation in competition	S3 & S4 students participated in Plate & Earthquake competition Over 90% students reflected that they enjoyed the competition	\$1582.55	Yu Kam Fung Tang Cheuk Yan
Intensive Geography Training Course	To enhance students' geographical and inquiry skills in learning geography	S4-S6 Geography Students	/	/	No lessons have been arranged due to the pandemic.	\$0	Tang Cheuk Yan
Intensive Chinese Enhancement Course	To enhance students' language sensitivity, high order thinking skills and presentation	S4-6 students	Sep 2021 – Aug 2022	Presentations from students	The course is effective and over 80% students agreed that the course helped them to improve language sensitivity and high	\$2,400	Chong Wai Ling

	skills				order thinking skills		
Writing Enrichment Course	To enhance students' writing skills, language sensitivity, high order and thinking skills	S4-S5 elite students in writing	Sep 2021 – Aug 2022	Writing from students	Students think that the course helped them to improve writing skills	\$8,400	Chong Wai Ling
Coaching Debate Team	Provide training for debate team members on debate skills and rebuttal strategies	High achievers in English	Oct 2021 – July 2022	Participation in inter-school debate competitions	HKSSDC - 6 wins throughout the year and First Runner-up in Grand Final - Best Speaker Award (8 debaters) 36 th Singtao Debate -1 win + 1 Best Speaker Award	\$24,625	Winnie Tam
STEM workshop and competition	To enhance students' ability to apply ICT knowledge in various situations	S4-6 ICT students	/	/	No workshops / competitions have been arranged due to the pandemic and the very short summer vacation.	\$0	Louie Cheuk Wing
Biology Interest Course	To enhance students' interest and abilities in studying Biological Sciences	Selected S4 Biology students	/	/	Due to pandemic and difficulty for employing a laboratory technician, no lesson has been arranged.	\$0	Ma Yin Nin
THS Enrichment Course	To enhance students' thinking, analytics and writing skills in learning	S4-S6 elite students in THS	/	/	Due to the pandemic, no course have been arranged for students.	\$0	Lau Ka Yi

Amount granted for the year: \$87,676.6 + \$84,000

Total expenses of the year: \$81,382.74

Balance: \$90,293.86

Our Lady of the Rosary College
Report on the Use of the Promotion of Reading Grant (2021-22)

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

1.1 To nurture self-directed and confident learners who are capable of high-order thinking

- 103 S1-3 students receive certificates of commendation and gifts for their work on the reading award scheme.
- 8 S2 students were paired up with library prefects in the Reading Buddies Programme. 8 meetings were held. SRA reading boxes were purchased and used in this programme. 87.5% of the students participating in the programme believe that this reading buddies programme can broaden their reading experience and allows them to cultivate high order thinking skills. Therefore, similar programme will be organised next year, expanding the scale to recruit more S2 students and library prefects, and purchasing two more sets of reading boxes.

1.2 To nurture students' interest in reading and promote a school culture of reading

- Students and teachers' feedback on teachers' recommendation videos was positive. 86% of the students agree that the videos boost their interest in reading and cultivate a reading culture. Next year videos will continue to be produced. More students will be involved in the production.
- Students' written recommendations were received in the Best Ten Book election activity. Books were purchased and stored in the library and class library.
- Books that students are interested in were added to class libraries. A systematic borrow and return system was created.
- Books were also purchased for all S4 students to participate in the Battle of the Books Competition.

2. Evaluation of strategies:

- The making of videos to recommend books continued to be an effective method. Students involved more in making videos recommending books to be shared to the whole school.
- Class librarians were given more roles in managing the class libraries. Students' wish was factored into consideration when making purchase of books, and students were more interested in the books stored in the library.

Part 2: Financial Report

	Income	Amount (\$)
1.	Balance brought from 2020-21	\$17,751.83
	Grant received	\$62,851.00
	Total	\$80,602.83
	Expenses	Actual expenses (\$)
1.	Purchase of Books	\$38,995.39
	<input checked="" type="checkbox"/> Printed books	
	e-Books	
2.	Web-based Reading Schemes	
	eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme: School-based reading scheme - S1-3 Reading Award Scheme	\$4,820.00
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading - SRA Reading Lab	\$17,147.20
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	
	Total	\$60,962.59
	Unspent balance	\$19,640.24

* Please tick the appropriate boxes or provide details.

Our Lady of the Rosary College
Life-wide Learning Grant
Report on the Use of the Grant
2021-2022 School Year

No.	Name, Brief Description and Objective of the Activity Teacher-in-charge	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	* Nature of Expenses E1-E9 Refer to the table at the bottom	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
			Level of participants	No of participants						I	M	P	S	C
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students' positive values and attitudes.													
01	中六家長會 - 「聯招選科策略」講座 -介紹大學聯合招生辦法 -講解選科策略及排序注意事項 -以最新數據分析形勢 負責老師：馬慧儀	24 Sep 2021	S6	107	\$4750	\$44.4 / stu	E5	Student Formation	超過 90%的參加者認為座談會的內容適切、實用。總括而言，學生和家長對整個聯招制度和選科策略都有清晰透徹的了解	✓				✓
02	External activities or competitions -To provide opportunity for students to participate in various activities or competition -To stretch students' potential -To broaden students' horizon T-I-C: Ms S. Ng	Sep 2021-Jun 2022	S1-5	~300	Entry fee for competitions / Annual fee for associations/ transportation fee: \$23,760.5	\$122.5 / stu	E1 E2 E7	Physical & Aesthetic Development	-Students' performance is good in various activities or competitions. -The activities and competitions can stretch students' potential and broaden students' horizon.		✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
03	School Team Training -To provide professional training to students -To stretch students' potential in intelligence, physical, aesthetic and cultural activities T-I-C: Ms S. Ng	Sep 2021- Jun 2022	S1-5	~200	RG: \$13,000 Chinese Debate: \$16,875 Table Tennis: \$19,200 Chinese Dance: \$74,400 Athletics: \$16,800 Badminton: \$48,100 English Debate: \$5,250 Rope skipping: \$2,100 Swimming: \$1,000 Basketball: \$1,000 Total: \$197,725	\$866 / stu	E1	Physical & Aesthetic Development	-Students' attendance is satisfactory. -Participants have good performance in training and competition. -Swimming Team got several individual prizes in Inter-school Swimming Competition. -Chinese Dancing Team got Honours Award in the 58th Schools Dance Festival. -English Debate Team got the Most Outstanding Debater Award in the 38th Sing Tao Inter-school Debating Competition.		✓	✓		
04	Sports Team uniform -To encourage the unity of the team and keep players motivated to perform better in the competition. -To increase the sense of belonging and strengthen self-confidence. T-I-C: Ms S. Ng	Sep 2021- Jun 2022	S1-5	~70	Chinese Dance: \$3,840 Basketball: \$5,456 Total: \$9,296	\$210.7 / stu	E1	Physical & Aesthetic Development	-Students' attendance is satisfactory. -Participants have good performance in training and competition.		✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/pr Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
05	Visit to the Space Museum - S5 Physics students will watch a 3D movie in the Space Museum which is about the development of science. - To arouse students' interest in learning Physics T-I-C: Ms Chan Suet Ling	28 Oct 2021	S5 Phy Students	19	Students: \$16 x 19 = \$304 Teacher: \$32 x 1 = \$32 Total: \$336	\$16/Stu \$32/Tr	E1	KLA – Physics	The teachers and students gave positive feedback after the visit. Students could learn more about the development of science and arouse interest in learning Physics.	✓				
06	中一、二數學奧數基礎班 培訓學生的數學思維和解難能力，激發她們對數學的興趣 T-I-C: Kwan Yuk Yin	29 Oct 5,12,19,16 Nov 3,9,14,17 Dec 2021	S1-2	17	\$800 x 12 hrs = \$9,600	\$564.7/Stu	E5	KLA-Math	-76.5%的學生認為本課程可以培養學生的數學思維和解決問題的能力，激發學生學習數學的興趣。 -88.2%的學生認為課程材料幫助他們學習。 -在數學校外比賽中獲獎。	✓				
07	Campus TV Training -Develop students' essential skills such as scriptwriting, reporting, interviewing, video shooting and editing, live broadcasting, communication, and presentation -Enhance students' communication in both Cantonese and English T-I-C: Ms Annie Chan	Oct 2021	S2-S5	12	\$3400	283.3/Stu	E5	Student Formation-Leadership	All students have acquired knowledge of shooting and video editing. Students have successfully produced a virtual campus tour which is uploaded on the school webpage.	✓		✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
08	50th anniversary photography & video editing workshops - To prepare students for 50th anniversary photography and video editing competitions T-I-C: Mr Yu KF	Oct, Nov, Dec 2021 and Mar 2022	S1-S5	30	Tutor fee: \$1,200	\$40	E5	Student Formation-Aesthetic Development	-Participants learnt the skills of photography & video editing. - The activities can enhance students' interest in photography & video editing.			✓		
09	Prefect Leadership Training Program -6 Prefects (Committee members) will be nominated to join the professional leadership training program organised by Hong Kong Federation of Youth Groups. -to help students to develop a proactive attitude with self-confidence, leadership, and communication skills. T-I-C: Ms Chan Suet Ling, Ng Ngai Wa and Chung Fung Kwan	Oct 2021 to May 2022	S4-S5	6	Camp fee: \$8860	\$1,477 / stu	E1	Student Formation-Leadership	100% of the students found that the programs are very useful for them to develop their leadership skills			✓		
10	Subscription of online physical activities learning platform -to promote self-directed learning in physical activities -to enrich students' horizons in physical activities T-I-C: Ms Ng YF	Oct 2021-Jun 2022	S1-S3	369	\$14,600	\$40 / stu	E1	Physical & Aesthetic Development	Students can make good use of the learning platform to learn the knowledge and rule of various physical activities.		✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
11	Instrumental classes (Chinese and western) To provide aesthetic development opportunities for students to learn to play a musical instrument at school T-I-C: Ms Winnie Lie	Oct 2021 - Jul 2022	S1-4	121	\$72,600	\$600 /Stu	E1	KLA - Arts Education	Students' attendance is satisfactory.			✓		
12	Stargazing night -To arouse interest in Astronomy -To experience the real night sky T-I-C: Mr Yu KF	Oct 2021 - Jul 2022	S1-S5	20	Docents fee: \$5,300 Transportation fee: \$1800 Total: \$7100	355 /stu	E2 E5	KLA - Physics	-The teachers and students gave positive feedback after the activity. -Participants can experience the real night sky. - The activities can enhance students' interest in Astronomy	✓				
13	Prefect Leadership Training Day Camp (part I) - Some leadership programs will be organised by Hong Kong Christian Service in our school campus. - To help prefects to develop a proactive attitude with self-confidence, good communication skills and team working spirit. T-I-C: Ms Chan Suet Ling, Ng Ngai Wa and Chung Fung Kwan	6 Nov 2021	S3 to S6 members of Prefect	45	Course fee: \$2,500 Subsidize 80%: \$2,000	44.5/Stu	E1	Student Formation-Leadership	The teachers and students gave positive feedback after the visit. Students could learn good communication skills and team working spirit.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
14	STEM Competitions <ul style="list-style-type: none"> To arouse students' interest in STEM To develop students' skills in the following aspects: <ul style="list-style-type: none"> Problem solving skill Coding skill Collaboration skill IT skill <p>T-I-C: Mr Louie CW</p>	Nov-Dec 2021	S2-S4	30	/	/	/	Cross-KLA (STEM)	It was cancelled due to Covid-19 pandemic.	✓				
15	Chinese Tea Lessons To promote the Seven Priority Values and Attitudes in Values Education: Respect, Care for others, National Identity, Commitments T-I-C: Mr LAI HF	Nov 2021 - Jan 2022	S1-S5	13	\$4,980	\$383 / stu	E1	Student Formation	Over 90% of respondents find the activity useful for promoting their proactive attitude, self-assurance, positive values and attitudes.		✓			
16	Dance Society training - To arouse students' interest in dancing - To develop students' body coordination and dancing skills T-I-C: Ms Liu CO	Nov 2021-May 2022	S1-S5	20	Tutor fee: \$960 The remaining tutor fee, \$3800 is paid by the students	48/Stu	E5	Student Formation-LWL	The teachers and students gave positive feedback after the course. Successfully develop students' body coordination and dancing skills. Students become more self-confident after the annual performance in the Christmas Celebration.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
17	<p>Community Service Team 中四級義工隊：(遊樂場協會)</p> <p>-增加參加者對領袖角色的認識 -提昇參加者的化妝技巧 -提昇參加者的活動策劃技巧 -強化參加者服務社會的精神</p> <p>參加者要戴口罩，如果受疫情影響，活動可能會更改，所有開支為實報實銷，毋需預繳</p> <p>T-I-C: Lee Tsz Mei</p>	Nov 2021- May 2022	中四級學生	5	\$14,200	2840 / Stu	E1 E5 E7	Student Formation	The teachers and students gave positive feedback after the course.				✓	
18	<p>Movie Appreciation - ‘Sunshine Of My Life’</p> <p>- to let students learn through different media - to let students realize every family has its concerns and problems - all family members should love and support each other - to show students that communication is essential among family members</p> <p>T-I-C: Ms Ma WY</p>	9 Dec 2021	S1-6	699	movie tickets : 1) The Metroplex by Cinema City : \$18,250 2) Cinema City Langham Place \$24,012 Total = \$42,262	\$60.5 /stu	E1	Student Formation	<p>The majority of the students responded through the after-watching reflective worksheets that the movie did inspire them a lot. The theme of the movie is highly related to their daily life, especially about the relationship and communication between parents and their children. All the teachers agreed that such an event was meaningful and educational. Both students and teachers are looking forward to having more similar events in the near future.</p> <p>The movie coincidentally goes with our Major Concern 3 : Love & Family.</p>		✓	✓		

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			Level	No. of Ss						I	M	P	S	C
19	中一、二校本數學及數學奧林匹克增益課程 培訓學生的數學思維和解難能力，激發她們對數學的興趣 T-I-C: Kwan Yuk Yin	11,12, 18 Dec 2021 19,25 Jan 2022	S1-2	17	\$800 x 7 hrs = \$5600	\$317.6/ Stu	E5	KLA-Math	-100%的學生認為本課程可以培養學生的數學思維和解決問題的能力，激發學生學習數學的興趣。 -100%的學生認為課程材料幫助他們學習。 -在數學校外比賽中獲獎。	✓				
20	粵港澳大灣區數學競賽選拔賽、晉級賽及總決賽 2022 (大灣賽區) -培訓學生的數學思維, 創新能力及數學運用能力，激發她們對數學的興趣 -提升學生數學水準及競爭 T-I-C: Ms Kwan YY	23 Jan, 20 Mar 2022	S5	1	晉級賽及總決賽費用 \$1,200 + \$800 = \$2,000	\$1200 / Stu	E1	KLA-Math	晉級賽(高中組二等獎) 總決賽(高中組三等獎)	✓				
21	中一、二校本數學奧林匹克進階課程 培訓學生的數學思維和解難能力，激發她們對數學的興趣 T-I-C: Kwan Yuk Yin	11, 12, 18, 19, 25 Feb 23,30 Mar 6, 13, 20 Apr 2022	S1-2	17	\$750 x 14.25 hrs = \$10687.5	\$628.7 /Stu	E5	KLA-Math	-100%的學生認為本課程可以培養學生的數學思維和解決問題的能力，激發學生學習數學的興趣。 -100%的學生認為程材料幫助他們學習。 -在數學校外比賽中獲獎。	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
22	Adventure day camp for S3 students -focus on growth mindset -to optimize students' self-confidence T-I-C: Ms Ng YF	Feb 2022	S3	~125	/	/	/	Student Formation	It was cancelled due to Covid-19 pandemic.		✓	✓		
23	The 74th Hong Kong Schools Music Festival -To widen students' exposure to both Chinese and western music -To boost self-confidence T-I-C: Ms Winnie Lie	Feb - Mar 2022	S1-5	17	\$3,440	\$202.4/ Stu	E1	KLA - Arts Education	Students' results are encouraging.			✓		
24	'First Lego League Challenge 2021-22' competition ● To develop students' skills in the following aspects: ○ Problem solving skill ○ Coding skill ○ Collaboration skill ○ IT skill T-I-C: Mr Louie CW	Feb-Jul 2022	S2-S4	18	/	/	/	Cross-KLA (STEM)	It was cancelled due to Covid-19 pandemic.	✓				
25	3D 筆工作坊 - 培養學生空間感 - 學習用點，線製作平面圖形，鎖匙扣及正多面體 - 製作筆筒(運用畢氏定理，圖形周界和面積) T-I-C: Ms Kwan YY (數學學會)	15,16 Mar 2022	S1-4	0	0	/	/	KLA-Math	The programme was cancelled due to the pandemic.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
26	「華夏盃®」全國數學奧林匹克邀請賽 2022 晉級賽報名費 -培訓學生的數學思維, 創新能力及數學運用能力, 激發她們對數學的興趣 -提升學生數學水準及競爭力 T-I-C: Ms Kwan YY	19 Mar 2022	S1, S2	21	\$450 x 18 students Total: \$ 8,100	\$450 /Stu	E1	KLA-Math	100% 合格	✓				
27	Day Camp for promoting Values Education To promote the Seven Priority Values and Attitudes in Values Education, with special emphasis on Care for others T-I-C: Mr Lai HF	Mar 2022	S2	117	/	/	/	Student Formation	Activity cancelled due to the pandemic		✓			
28	Microbit Hovercraft Fun Day for S3 students ● To arouse students' interest in STEM and computer programming ● Improve students' problem-solving ability through hands-on experiences in making hovercraft remotely controlled by microbits T-I-C: Mr Louie CW	Mar - Apr 2022	S3	126	/	/	/	Cross-KLA (STEM)	It was cancelled due to Covid-19 pandemic.	✓				
29	Rocket Car Fun Day for S1 students ● To arouse students' interest in STEM ● Improve students' problem-solving ability through hands-on experiences in making a compressed-air driven rocket car T-I-C: Mr Louie CW	Mar - Apr 2022	S1	126	/	/	/	Cross-KLA (STEM)	It was cancelled due to Covid-19 pandemic.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences					
			Level	No. of Ss						I	M	P	S	C	
30	<p>中六共同製作回憶錄</p> <p>– 由中六各班在校內拍攝校園生活照，以相片表達關愛、感恩之情。</p> <p>– 由各班班會幹事負責選取相片及排版，收集同學聯絡電話、電郵，再向老師收集訓勉之詞，製作成小冊子。</p> <p>– 透過共同創作提升同學對本校之歸屬感，學習包容和協作，展現玫瑰人特質。</p> <p>T-I-C: Mr. Ma YN & Ms Ng YF</p>	Mar - Jul 2022	S6	107	\$7,500	70.1	E1	Student Formation	<p>畢業同學錄內容包含任教老師及畢業生贈言及校園生活照，彼此勉勵的話語讓畢業生感受到濃厚的師生情及同學間的珍貴情誼，能表達關愛及感恩之心，同時加強對學校的歸屬感。</p> <p>協作過程中，由畢業同學籌委會負責收集照片及贈言，商討同學錄設計排版、報價等。同學能從中提升協作及溝通能力。</p>		✓				
31	<p>Oxfam Hong Kong Global Citizenship Education Workshop</p> <p>- To provide students' opportunities to think about their roles and responsibilities as global citizens</p> <p>- To help young people to observe carefully, think critically, reflect conscientiously and act responsibly about local and global poverty issues.</p> <p>T-I-C: Ms Chan MT</p>	Apr 2022	S3	126	/	/	/	KLA- PSHE (Life and Society)	It was cancelled due to Covid-19 pandemic.	✓	✓				
32	<p>中四級義工體驗：(遊樂場協會)</p> <p>1.提昇參加者的活動策劃技巧</p> <p>2.強化參加者服務社會的精神 (參加者要戴口罩，如果受疫情影響，活動可能會更改，所有開支為實報實銷，毋需預繳)</p> <p>T-I-C: Ms Lee Tsz Mei</p>	Apr-Jul 2022	中四級各班學生	120	/	/	/	Student Formation	cancelled due to Covid-19 pandemic.				✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
33	<p>Community Service Team 中二級長者/幼兒義工體驗：(遊樂場協會)</p> <p>1. 提升學生對長者/幼兒服務受眾的認識及了解其需要 2. 培育學生正面的義工價值觀，發揚助人自助的精神及學習利他精神 (參加者要戴口罩，如果受疫情影響，活動可能會更改，所有開支為實報實銷，毋需預繳)</p> <p>T-I-C: Ms Lee Tsz Mei</p>	Apr-Jul 2022	中二級各班學生	120	/	/	/	Student Formation	cancelled due to Covid-19 pandemic.				✓	
34	<p>Community Service Team 中三級長者義工體驗：(遊樂場協會)</p> <p>1. 提升學生對長者服務受眾的認識及了解其需要 2. 培育學生正面的義工價值觀，發揚助人自助的精神及學習利他精神 (參加者要戴口罩，如果受疫情影響，活動可能會更改，所有開支為實報實銷，毋需預繳)</p> <p>T-I-C: Ms Lee Tsz Mei</p>	Apr-Jul 2022	中三級各班學生	120	/	/	/	Student Formation	cancelled due to Covid-19 pandemic.				✓	
35	<p>Disney Hospitality in Practice 迪士尼款客服務體驗坊</p> <p>-To deepen understanding of hotel management and F&B concepts -To experience the reality of business -To broaden students horizons</p> <p>T-I-C: Ms Lau Ka Yi</p>	Apr-Jul 2022	S5 THS	22	/	/	/	Student Formation-LWL	cancelled due to Covid-19 pandemic.	✓				✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
36	Coffee making workshop -To create opportunities for students to experience hospitality service -To increase students' sense of belonging -To experience different jobs T-I-C: Ms Lau Ka Yi	Apr-Jul 2022	THS Society	30	/	/	/	Student Formation-THS Society	cancelled due to Covid-19 pandemic.	✓				✓
37	Visiting M+ Museum 參觀 M+博物館 -To strengthen understanding of the development of tourism industry -To experience services in actual famous attractions -To broaden students horizons T-I-C: Ms Lau Ka Yi	Apr-Jul 2022	S4 THS	18	/	/	/	KLA- THS	cancelled due to Covid-19 pandemic.	✓				
38	Craftsmanship Experience - leather cardholder workshop -To enhance students' understanding of cultural tourism and craftsmanship -To encourage students' development of different skills T-I-C: Ms Lau KY	12 May 2022	THS Society	30	2 hrs workshop fee: \$180 x 30 =\$5,400	\$180 /stu	E1 E7	Student Formation- THS Society	Students gave positive feedback after the activity. They were encouraged to practice new skills and accept challenges.	✓		✓		
39	Visit to the Ocean Park -To expose students to Hong Kong famous tourist spots -To strengthen students' friendship and sense of belonging. T-I-C: Ms Ng YF	20 May 2022	S1-5	520	Admission fee: \$62,000 Transportation fee: \$8,800 Total: \$70,800	\$136.2/ Stu	E1 E2	Student Formation	-The teachers and students gave positive feedback after the visit. Students gained exposure to the famous theme park. -They enjoyed playing with their classmates. -They thought this activity strengthened their friendship and sense of belonging to our school.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
40	Walk in Hong Kong- Cultural Tour in Old Town Central -To appreciate Chinese folk religious beliefs -To experience the cultural attractiveness of Hong Kong -To connect with different stakeholders in the community T-I-C: Ms Lau KY	21 May 2022	S2-5 THS Society members	15	Tour fee: \$5,400 Transportation fee: \$1,000 Total: \$6,400	\$426.7 / stu	E1 E2	THS Society	Teachers and students gave positive feedback. They agreed that they are more interested in the culture and history of different communities in Hong Kong.	✓	✓			
41	Girl Guides Eight Point Programme Exploring the Arts (Making handcraft) -Enhance communication among patrol members -Improve leadership skills T-I-C: Ms Tsang KY & Ms Tsang LS	26 May 2022	S1-5	24	Handcraft materials : \$752	31.4/Stu	E1	Student Formation-LWL	Each guide had finished one handcraft. Leaders prepared and organised the program well. All members enjoyed the activity.	✓		✓		
42	2022 亞洲國際數學奧林匹克公開賽 (AIMO Open) 晉級賽 - 培訓學生的數學思维, 創新能力及數學運用能力, 激發她們對數學的興趣 -提升學生數學水準及競爭力 T-I-C: Ms Kwan YY	29 May 2022	S2, S5	17	報名費 \$7650	\$450 /Stu	E1	KLA-Math	晉級賽(銅獎) x 11 晉級賽(銀獎) x 1	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
43	Music Team Uniform (School Orchestra & Chinese Music Ensemble) -To encourage the unity of the team and keep students motivated to perform better in the performance and competition. -To increase the sense of belonging and strengthen self-confidence. T-I-C: Ms Winnie Lie	May - Jun 2022	S1-5	25	/	/	/	KLA - Arts Education	No uniform was purchased this school year since most competitions and performances were cancelled due to Covid-19 pandemic.			✓		
44	中一跳舞工作坊 – 跳舞及編舞技巧初探 – 提升團隊合作精神 T-I-C: Ngai MC	1 Jun 2022	S1	125	Course fee: \$4500	\$36 / stu	E1 E5	Student Formation: class collaboration	同學能了解跳舞及編舞的基本技巧，並享受學習的過程。		✓	✓		
45	S2 Activity Day Visit to Sky-100 -To expose students to Hong Kong famous tourist spots -To broaden students' horizon	1 Jun 2022	S2	117	Tour fee: \$17,616 Transportation fee: \$2,400 Total: \$20,016	\$171 / stu	E1 E2	Student Formation	-The teachers and students gave positive feedback after the visit. -Students gained exposure to the famous tourist spots and know more about Hong Kong.	✓		✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
46	S3 Activity Day Bowling experience -To expose students to Hong Kong famous sports house -To broaden students' horizon -To arouse students' interest in playing bowling	1 Jun 2022	S3	120	Coaching fee: \$8,000 Venue booking fee: \$6,918 Transportation fee: \$4,000 Total: \$18,918	\$144.3 / stu	E5 E1 E2	Student Formation	-The teachers and students gave positive feedback after the activity. -Students gained exposure to the famous sports house and gain the experience of playing bowling. -Students enjoyed playing bowling with their teachers and classmates. They thought this activity strengthened their friendship and sense of belonging to our school.		✓	✓		
47	中四班級經營活動 -改善同學溝通、社交技巧 -提升團隊合作精神 T-I-C: Ms Ngai MC	1 Jun 2022 10 Jun 2022	S4	118	Course fee: \$16,800	\$142.4 / stu	E1 E5	Student Formation: class collaboration	師生享受活動過程，班級經營活動能加強同學間的溝通，提升班內團隊精神。		✓			
48	中五歷奇訓練(攀石、繩網訓練) -加強參加者自信心 -提升同學團隊合作精神 T-I-C: Ngai MC	1 Jun 2022 13 Jul 2022	S5	105	Course fee and transportation fee : \$33,300	\$317.1 / stu	E1 E2 E5	Student Formation: class collaboration	師生享受活動過程，認為教練講解清楚認真，歷奇訓練能加強同學的自信心，提升班內的團隊精神。		✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
49	a. Professional Design and Illustration Class b. Basic Painting Class c. Professional Painting Class - To introduce students to Design Concepts & theories, - To train students in constructing design works of high quality - To introduce students to fundamental and advanced drawing & painting techniques - To train students in creating paintings of high quality T-I-C: Ms Poon YC	Jun - Aug 2022	S4 – S5	25	/	/	/	KLA - Visual Arts	It was cancelled due to Covid-19 pandemic.			✓		
50	金禧慶典遊藝會 Fun fair - 學生心智發展階段的體驗學習活動，讓學生在真實情境中學習，拓寬學生視野，增加學以致用的機會 - 培養他們終身學習的能力，有助學生建立正面的價值觀和態度，提升服務精神和責任感，以及培養正向思維 - 展現玫瑰大家庭的溫情，活力與創意 T-I-C: Ms Kwan YY	8, 9 Jul 2022 1 Aug 2022	S1-6	660	宣傳, 佈置, 印刷品, 禮物及物資： \$34,864.7		E1 E5 E6 E7	Student Formation	- 因 Covid-19 疫情影響，8, 9/7 「金禧慶典遊藝會 Fun fair」推遲至 1/8 舉行，改名為「金禧慶典遊戲日」。 - 「金禧慶典遊戲日」延期。	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
51	<p>中一、二校本數學奧林匹克深造課程</p> <p>培訓學生的數學思維和解難能力，激發她們對數學的興趣</p> <p>T-I-C: Ms Kwan Yuk Yin</p>	11,12, 21,22 Jul 2022	S1-2	14	\$750 x 8 hrs = \$6000	\$428.6 /Stu	E5 E6	KLA-Math	<p>-100%的學生認為本課程可以培養學生的數學思維和解決問題的能力，激發學生學習數學的興趣。</p> <p>-100%的學生認為課程材料幫助他們學習。</p> <p>-在數學校外比賽中獲獎。</p>					
52	<p>S1 Note Processing & Learning Style Workshop</p> <p>-To equip students with effective reading strategies</p> <p>- To raise the students' awareness of their preferred learning styles</p> <p>T-I-C: Ms Poon YC</p>	14 Jul 2022	S1	125	<p>Edvenue instructor for each class</p> <p>(3-hr Program fee): \$ 18,000</p> <p>Gifts for students: \$4,764.5</p> <p>Total: \$22,764.5</p>	\$182.1 /stu	E1 E5 E9	Cross-KLA	<p>More than 80% of the students participated actively during the workshop. Students also reflected on what they learned from the workshop.</p>	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
53	Guidance Monitress Training camp (half day) -To build up the sense of belonging, team spirit -To enhance the communication and leadership skills T-I-C: Mr Kwong HK & Ms Mak HY	15 Jul 2022	S3-5 guidance monitresses	35	Training fee: \$2,000 and transportation fee: \$1650 Total: \$3,650	\$104.3 / stu	E1 E2	Guidance Monitresses	The teachers and students gave positive feedback after the program. Students could learn good communication, leadership skills and team spirit.				✓	
54	S3 Entrepreneurial Spirit Training Program by Edvenue Ltd -To enhance students' problem-solving skills -To motivate students to accept challenges -To help students be more open to future opportunities T-I-C: Ms Poon YC	15 Jul 2022	S3	120	Edvenue instructor for each class (3-hr Program fee): \$ 24,000	\$200 / stu	E1 E5 E9	Cross-KLA	More than 80% of the students participated actively during the workshop. Students also reflected on what they learned from the workshop.	✓				✓
55	S4 Effective Study Skills Training Program -To help students identify their needs and problems in studies -To help students prepare for revision and exams -To enhance students' study skills T-I-C: Ms Poon YC	15 Jul 2022	S4	120	Edvenue instructor for each class (3-hr Program fee): \$ 18,000	\$150 / stu	E1 E5	Cross-KLA	More than 80% of the students participated actively during the workshop. Students also reflected on what they learned from the workshop.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
56	Visit to Hong Kong Disneyland -To expose students to Hong Kong tourist spots -To strengthen students' friendship and sense of belonging. T-I-C: Ng YF	18 Jul 2022	S1-5	520 ss 33 tea	Students: \$192,400 Teachers: \$8,415 Total: \$200,815	\$370/Student \$255/Teacher (Teacher Additional Ticket)	E1	Student Formation	The teachers and students gave positive feedback after the visit. ● Students gained exposure to the famous theme park. They enjoyed playing with their classmates. They thought this activity strengthened their friendship and sense of belonging to our school.			✓		
57	Prefect Leadership Training Day Camp (part II) - Some leadership programs will be organised by Hong Kong Christian Service. - To help prefects to develop a proactive attitude with self-confidence, good communication skills and team working spirit. T-I-C: Ms Chan Suet Ling, Ng Ngai Wa and Chung Fung Kwan	18 Jul 2022	S3 to S6 members of Prefect	45	Course fee: \$9,500	211/Student	E1	Student Formation-Leadership	The teachers and students gave positive feedback after the visit. ● Students could learn good communication skills and team working spirit.			✓		
58	Science Museum Visit (Mathematics Society and Science Society) T-I-C : Ms Kwan Yuk Yin Mr Chan Ka Ming	19 Jul 2022	S1 - S5	34 ss + 3parents	\$0 (free of charge)	\$0	E1	KLA - Math & Science	● I understand the content of the exhibits in the Science Museum (100%) ● Visiting the Science Museum can enhance your pursuit of science and mathematics knowledge (100%) ● Watching the dinosaur exhibition can make you reflect on the impact of human activities on global	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
									warming, extreme weather and biodiversity loss (97.0%) Favourite dinosaur show (45%)					
59	S4 Design Workshop -To enhance students' appreciation in design -To strengthen students' design skills T-I-C: Ms Poon YC	20 Jul 2022	S4	12	\$600 (3 hours)	\$50 / stu	E5	KLA-VA	100% of the students found the workshop very useful for them to improve on their design skills	✓		✓		
60	Stargazing night -To arouse interest in Astronomy -To experience the real night sky T-I-C: Mr Yu KF	23 Jul 2022	S1-S5	50	Docents fee: \$9,600 Transportation fee: \$3,600 Total: \$13,200	\$264 / stu	E2 E5	KLA - Physics	-The teachers and students gave positive feedback after the activity. -Participants can experience the real night sky. - The activities can enhance students' interest in Astronomy	✓				
61	Girl Guides Enrolment Ceremony -Build up sense of belonging and team spirit -Practise personal foot drill T-I-C: Ms Tsang KY & Ms Tsang LS	23 Jul 2022	S1-5	22	Souvenirs, Badges, Folder & Certificate Total: \$912	41.5/Stu	E1 E7	Student Formation-LWL	The guiders and guides took part in the ceremony and improved our communications. The new guides enrolled in our big family. The old guides got the 8-points challenge badges. All of us enjoyed the event with each other.				✓	

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
62	<p>「華夏盃®」全國數學奧林匹克邀請賽 2022 總決賽</p> <p>-培訓學生的數學思維, 創新能力及數學運用能力, 激發她們對數學的興趣</p> <p>-提升學生數學水準及競爭力</p> <p>T-I-C: Ms Kwan YY</p>	24 Jul 2022	S1, S2	16	報名費 \$11,200	\$700 /Stu	E1	KLA-Math	<p>總決賽(中一級二等獎) x 2</p> <p>• 總決賽(中二級三等獎) x 5</p>	✓				
63	<p>3D 筆工作坊</p> <p>-培養學生空間感</p> <p>-學習用點, 線製作平面圖形, 鎖匙扣及正多面體</p> <p>-製作筆筒(運用畢氏定理, 圖形周界和面積)</p> <p>T-I-C: Ms Kwan YY</p>	26,27 Jul 2022	S2	102	<p>工作坊收費 (2 位中大老師和 4 位導師費)</p> <p>(\$500 x 2 + \$200 x 4) x 8 hrs = \$14400</p> <p>物料, 3D pens, 教材: \$10800</p> <p>Total: \$25200</p>	\$247.1/ Stu	E6	KLA-Math	<ul style="list-style-type: none"> • 98.1% 的學生認為工作坊很有趣。 • 96.2% 的學生認為工作坊組織得很好。 • 100% 學生聲稱工作坊內容適合他們的水平。 • 96.2% 的學生聲稱他們在工作坊學到了一些新東西 (ThinkerCad 和 3D 筆)。 • 工作坊很有趣, 但沒有足夠的時間來完成她們自己的 3D 模型。 	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
64	摺紙工作坊 + 金禧慶典遊戲日摺紙攤位 - 學習用於功能性、裝飾性或趣味性應用的摺紙。 - 通過動手和思維活動，在邏輯和創造性思維發展之間建立相互聯繫。 T-I-C : Ms Kwan YY	28 Jul, 1 Aug 2022	S1-6	200	剪紙物料： \$2025.9	\$10.1/ Stu	E7	KLA - Math Student Formation	該節目因 1/8 金禧慶典遊戲日延期而取消。剪紙物料待用。	✓				
65	3D 筆工作坊 - 養學生空間感 - 學習用點，線製作平面圖形，鎖匙扣及正多面體 - 製作筆筒(運用畢氏定理，圖形周界和面積) T-I-C: Ms Kwan YY	29 Jul 2021 1 Aug 2022	S3 S1-5	110 580	\$0 \$0	\$0 \$0	/	KLA-Math	該工作坊因 1/8 金禧慶典遊戲日延期而取消。	✓				
66	HKMO Pioneer 香港數學奧林匹克代表隊選拔計劃 2022 - 培訓學生的數學思維和解難能力 - 提升學生數學水準及競爭力 T-I-C: Ms Kwan YY	30 Jul	S2	1	報名費 \$400	\$400 /Stu	E1	KLA-Math	入選成為 2022 至 2023 年度 HKMO Pioneer 香港數學奧林匹克代表隊	✓				
67	War Zone 90 Programme (香港紅十字會人道教育中心「戰區 90」體驗活動) - To build up humanitarian perspectives - To experience the cruelty of war - To learn post-war reconstruction work T-I-C: Ms Cheung Lok Yan	Jul 2022	S4 History	28	\$0	\$0	/	KLA- History	The programme was cancelled due to the pandemic.					

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
68	Walk in Hong Kong- Cultural Tour in Old Town Central -To appreciate Chinese folk religious beliefs -To experience the cultural attractiveness of HK -To connect with different stakeholders in the community T-I-C: Ms Lau KY	Jul 2022	S5 THS stu	20	Transportation fee: \$1,000	\$50 / stu	E2	KLA - THS THS - Society	Teachers and students gave positive feedback. They learn more about the role of different tourism organisations.	✓	✓			
69	Retreat -To promote togetherness and sense of KATSO -To reflect on individual's relationship with God -To promote a positive, healthy well-being T-I-C: Ms Annie Chan	Jul 2022	S2-S5	45	Camp fee: \$4600 Transportation fee: \$900 Total: \$5500	\$123 /Stu	E1 E2	Student Formation- Spiritual education	Students and teacher-in-charge reflected that the activity could promote togetherness and sense of belonging of KATSO The activity has provided chances for students to reflect on an individual's relationship with God and to promote a positive, healthy well-being.	✓	✓	✓		
70	Meteorology and Earth Science Adventure Days • To arouse interest in Geography & Science study • Improve students' analytical skill through the activities T-I-C: Mr Yu KF & Ms Tang CY	Jul 2022	S3-S5	50	Workshop fee: \$25,000 6 sets of arduino based micro-climate instrument \$24,800 Total: \$49,800	\$996 / stu	E1 E7	KLA- Physics & Geography SFC - Astronomical & Meteorological Society	-Participants have good performance in training. -The activities can stretch students' potential and broaden students' horizon. - The activities can enhance students' interest in Geography & Science study.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
71	S5 Painting Workshop -To enhance students' appreciation in painting -To strengthen students' painting skills T-I-C: Ms Poon YC	Jul 2022	S5	7	/	/	/	KLA-VA	It was cancelled due to Covid-19	✓		✓		
72	金禧慶典遊戲日－跳舞 －激發學生對舞蹈的興趣 －培養學生的身體協調能力和舞蹈技巧 T-I-C: Ms Kwan YY	1 Aug 2022	S1-5	300	行政費 \$2400	\$8/Stu	E6	Student Formation	該節目因 1/8 金禧慶典遊戲日延期而取消。	✓	✓			
73	金禧慶典遊戲日－酒精墨水流動畫 可以藉由創作過程，看著酒精及墨水緩緩的交融及流動，體驗流動藝術的魅力 T-I-C: Ms Kwan YY	1 Aug 2022	S1-5	S1-5 (125 students)	/	/	/	Student Formation	該節目因 1/8 金禧慶典遊戲日延期而暫時取消。	✓				
74	Art As a Form of Communication - sharing by HK artist Tang Ying Chi -To expose students to different forms of art -To introduce students to a more creative life -To encourage students to be more observant in their everyday life T-I-C: Ms Poon YC	5 Aug 2022	S3-S5	12	Guest Speaker fee: \$1,500	\$125 / stu	E5	KLA-VA	100% of the students found the workshop helpful to understand how to create art projects, and to start an art career in HK.			✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
75	2022 亞洲國際數學奧林匹克公開賽 (AIMO Open) 總決賽 - 培訓學生的數學思維, 創新能力及數學運用能力, 激發她們對數學的興趣 - 提升學生數學水準及競爭力 T-I-C: Ms Kwan YY	7 Aug 2022	S2 (5 students) S5 (5 students)	10	報名費 \$700 x 9 + \$750 = \$7,050	\$705 /Stu	E1	KLA-Math	高中組 銅獎 x 2 高中組 優異獎 x 3 中二組 優異獎 x 5	✓				
76	S1 Orientation activity -Get to know each other. -Build up sense of belonging and team spirit T-I-C: Ms Ngai MC	22 Aug 2022	S1	124	Course fee: \$15,000	\$121 /stu	E1	Student Formation	- The activities can enhance students' self-esteem. - Students' performance is good. They found this activity strengthened their friendship and sense of belonging to our school.		✓	✓		
77	香港國際數學競賽 (香港賽區) 總決賽 2022 -培訓學生的數學思維, 創新能力及數學運用能力, 激發她們對數學的興趣 -提升學生數學水準及競爭力 T-I-C: Ms Kwan YY	28 Aug 2022	S5	2	報名費 \$800 x 2 =\$1600	\$800 /Stu	E1	KLA-Math	-100%的學生認為本課程可以培養學生的數學思維和解決問題的能力, 激發學生學習數學的興趣。 -100%的學生認為課程材料幫助他們學習。 -在數學校外比賽中獲獎。	✓				
78	GMEC 全球數學精英賽 2022 總決賽 -培訓學生的數學思維, 創新能力及數學運用能力, 激發她對數學的興趣 -提升學生數學水準 T-I-C: Ms Kwan YY	Aug 2022	S5	1	報名費 \$780	\$780 /Stu	E1	KLA-Math	初賽(中五級銅獎) x 1 總決賽(中五級銅獎) x 1	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Ss		Actual Exp. (\$)	Actual Exp/per Person (\$)	*Nature of Exp. (E1-E9)	Domain	Evaluation Results	Essential Learning Experiences				
			Level	No. of Ss						I	M	P	S	C
79	KATSO committee leadership training camp -To strengthen committee members' leadership skills T-I-C: Ms Annie Chan	Aug 2022	S2-S5	10	\$0	\$0	/	Student Formation-Leadership	The leadership camp was cancelled due to the pandemic.					
80	Poly U Summer Workshop – What is Design? Poly U Summer Programme – Fashion Industry • To provide more opportunities for senior students to gain more knowledge in the design field • To introduce students to the latest developments in design T-I-C: Ms Poon YC	Aug 2022	S4	1	/	/	/	KLA-VA	It was cancelled due to Covid-19 pandemic.			✓		
Sub-total:									\$1,096,473.1					

1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
01	Mainland study tours organized by outside bodies -To expose students to different culture -To widen students' horizons -To develop students' collaboration skills and cooperation skills. T-I-C: Ms Ng YF			Jan-Jun 2022	S1-5 (~100 students)	/	/		It was cancelled due to Covid-19 pandemic.					

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Estimated Expenses (\$)
01	Movie DVDs T-I-C: Ms Lau KY	To introduce culture and customs of other countries in the world	\$139
02	Board games for Mathematics activities T-I-C: Ms Kwan (數學學會)	To train students' mental arithmetic skills and problem-solving skills	\$921
03	Polydron Platonic Solids Set (2 sets, 50 pieces) T-I-C: Ms Kwan YY	To build and explore the 5 Platonic Solids	\$0 (out of stock)
04	Tea set for Chinese Tea Lessons T-I-C: Mr. Lai HF	To support National Education and National Identity recognition.	\$29,330
05	ECA Multiple-Intelligence Portfolio (ECA 多元智能概覽系統) T-I-C: Mr. Yu KF	<ul style="list-style-type: none"> • Record students' extracurricular activities, competitions and achievements • Allow students to analyse and understand their talents in order to facilitate their further development in various domains • Export extracurricular activity record report for JUPAS Establish a gifted talent pool	\$40,000
06	Microbit V2 (~100 pieces) Robotbit (~100 pieces) 18650 battery (~100 pieces) T-I-C: Mr. Louie CW	Microbit is a microprocessor and Robotbit is an important extension board of Microbit. Students use microbits and robotbits together with other electric/electronic components to build their intelligent models when they participate in STEM activities and competitions. Depending on the complexity of the design, simple intelligent model may use 1-2 sets while complicated design may use more than 10 sets of microbit and robotbit. Each robotbit needs to be installed with an 18650 battery.	Microbit V2, Robotbit, 18650 batteries and delivery Total: \$38,288.92
07	COPIC ciao 72-colour Set A markers Mont Marte Gallery Acrylic Brush 6's Set #17 Faber-Castell Solid Water Colour 24-colour Set T-I-C: Ms Poon YC	To provide materials for S1 to S3 students in the following activities that help cultivate positive values and appreciation in art: 1. Fashion Design inspired by the Chinese Culture (using Copic markers) 2. City Sketching showcasing HK landmarks (using acrylic brushes and watercolour)	\$3,180
08	Recycling boxex in classrooms T-I-C: Ms Ngai MC	To enhance students' awareness of environmental protection and conservation.	\$3,620

09	Ongoing support of Lightboard studio area in English Corner T-I-C: _KRJ_	For technology enhanced learning (synchronous and asynchronous)	\$3,024.7
Sub-total:			\$118,503.62
Category 1+ Category 2			\$1,215,758.72

* Input using the following codes; more than one code can be used for each item.

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school

E7 Purchase of equipment, instruments, tools, devices, consumables

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E9 Others (please specify)

Category 3: Number of Student Beneficiaries

Total number of students in the school:	705
Number of student beneficiaries:	705
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms Ng Yee Fan
Post of Contact Person for LWL:	Mistresses of Life-wide Learning Committee

Our Lady of the Rosary College
Report on the Use of the Student Activities Support Grant
2021-2022 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$113,750.00
B	Expenditure in the Current School Year:	\$5,079.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$108,671.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$970.00
Full-grant under the School Textbook Assistance Scheme	2	\$1,840.00
Meeting the school-based financially needy criteria	3	\$2,269.00 (capped at 25% of the total allocation for the school year)
Total	6	\$5,079.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Instrumental class (To provide aesthetic development opportunities for students to learn to play a musical instrument at school)	Aesthetic	6	\$5,079.00			✓		
Expenses for Category 1		6	\$5,079.00						
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	-								
Expenses for Category 2		0	\$0.00						
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	-								
Expenses for Category 3		0	\$0.00						
Total		6	\$5,079.00						

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Ng Yee Fan (Head of LWL Committee)
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致： 教育局常任秘書長

經辦： 教育局教育統籌委員會秘書處（傳真號碼：2537 4591）

（學校請於 2022 年 11 月 30 日或之前透過傳真提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生¹的普通中學²

**加強支援非華語學生的中文學與教
額外撥款
2021/22 學年學校報告（普通中學適用）**

學校名稱	： 聖母玫瑰書院
學校註冊編號	： 170500 (6 位數 SCR N)
學校電話號碼	： 2380 6468
學校傳真號碼	： 2381 2639
總統籌人員姓名	： 莊慧玲
總統籌人員職位	： <input type="checkbox"/> 副校長 <input checked="" type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____
總統籌人員電郵	： chongwl@olr.edu.hk

按教育局通告第 8/2020 號，本校在 2021/22 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校 2021/22 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員於 2021/22 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他(請說明): _____

(2) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校於 2021/22 學年：

- 已安排他們參加的相關培訓如下（可選多於一項）：
 - 教育局舉辦有關「中國語文課程第二語言學習架構」(「學習架構」)及／或《中國語文校內評估工具—非華語學生適用》(《評估工具》)的研討會、工作坊等
 - 教育局專業人員／教育局委託專上院校提供的校本支援服務
 - 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
 - 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
 - 校內中文科教學人員同儕觀課，進行專業交流，分享心得
 - 校內中文科教學人員共同備課，調適教學策略和教學內容等
 - 其他(請說明): _____

或

- 未有安排他們參加相關培訓，原因是（可選多於一項）：
 - 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - 其他(請說明): _____

(3) 評估非華語學生的中文學習需要

本校於 2021/22 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input checked="" type="checkbox"/> 已採用《評估工具》。 <input type="checkbox"/> 未有採用《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他（請說明）：_____
(b)	<input checked="" type="checkbox"/> 已實施「學習架構」。 <input type="checkbox"/> 未有實施「學習架構」，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____

(4) 安排非華語學生考取合適的中國語文資歷

本校於 2021/22 學年提供的中國語文資歷考試，以及參加有關考試的高中非華語學生人數如下：

中國語文資歷考試		提供有關考試	參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試	<input type="checkbox"/>	/		
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)	<input type="checkbox"/>			
(c)	普通教育文憑試 (GCE) 高級程度 (A-Level)	<input type="checkbox"/>			
(d)	普通教育文憑試 (GCE) 高級補充程度 (AS-Level)	<input type="checkbox"/>			
(e)	國際普通中學教育文憑 (IGCSE)	<input type="checkbox"/>			
(f)	綜合中等教育證書 (GCSE)	<input checked="" type="checkbox"/>	1		

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (5) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2021/22 學年獲提供的額外撥款 A 151,050 元 / 300,000 元，以及 2020/21 學年額外撥款累積餘額³（如適用） B 50042.95 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2020/21 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(6)(a)項提供補充資料）		
	<input type="checkbox"/> 教學助理 () 名	請以小數 表示 (如適用)	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名		<input type="checkbox"/>
	<input checked="" type="checkbox"/> 教師-助理教師 (1) 名		\$291312
(b)	<input checked="" type="checkbox"/> 購買促進非華語學生學習中文的教學資源 （請於第(6)(b)項提供補充資料）	\$198	<input type="checkbox"/>
(c)	<input checked="" type="checkbox"/> 僱用專業服務（請於第(6)(a)項及／或第(6)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$3396.2	<input type="checkbox"/>
	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動 （請於第(6)(c)項提供補充資料）	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	<input type="checkbox"/>
運用額外撥款總支出 <input type="checkbox"/> C		\$294906.2	
[(a) + (b) + (c) + (d) + (e)]			
（請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和）			

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(5)(a)項註明學校以額外撥款 15 萬元聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

(請注意：上述額外撥款開支必須與學校有關學年／財政年度經審核周年帳目的相關項目一致)

- (f) 2021/22 學年完結時，本校的額外撥款累積結餘為 **[D]** 55136.75 元 **[A + B - C]**，累積結餘佔 2021/22 學年額外撥款的百分比為 18.4 % **[D ÷ A × 100%]**。

只供額外撥款的餘額 **[D]** 累積至高水平 (70%或以上) 的學校填寫

2021/22 學年完結時，本校額外撥款的餘額累積至高水平，有關原因，以及改善建議／下學年運用額外撥款餘款的計劃詳述如下：

(i) 原因： _____

(ii) 改善建議／下學年運用額外撥款餘款的計劃： _____

(6) 本校於 2021/22 學年的校本支援措施詳情如下：

(a)	本校已聘請額外員工／僱用專業服務，負責以下工作：	
<input checked="" type="checkbox"/>	提供中文科的課堂支援：(可選多於一項)	
	<input checked="" type="checkbox"/> 抽離學習 (年級： <u>1,2,4</u>)	
	<input type="checkbox"/> 分組／小組學習 (年級：_____)	
	<input type="checkbox"/> 協作／支援教學 (年級：_____)	
	<input checked="" type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料(年級： <u>1,2,4</u>)	
	<input type="checkbox"/> 其他(請說明：_____)	(年級：_____)
<input type="checkbox"/>	提供課後支援：(可選多於一項)	
	<input type="checkbox"/> 中文學習小組 (年級：_____)	<input type="checkbox"/> 暑期銜接課程 (年級：_____)
	<input type="checkbox"/> 中文銜接課程 (年級：_____)	<input type="checkbox"/> 伴讀計劃 (年級：_____)
	<input type="checkbox"/> 朋輩合作學習 (年級：_____)	<input type="checkbox"/> 故事導讀 (年級：_____)
	<input type="checkbox"/> 其他(請說明：_____)	
	(年級：_____)	
<input checked="" type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(6)(c)項提供補充資料)	
<input type="checkbox"/>	其他 (請說明：_____)	
	(年級：_____)	

請在適當的方格內加上「√」號

(b)	<p>本校已購買促進非華語學生學習中文的教學資源，詳情如下： (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;"><u>教學資源</u></th> <th style="text-align: center; width: 20%;"><u>年級</u></th> <th style="text-align: center; width: 30%;"><u>用途</u></th> </tr> </thead> <tbody> <tr> <td>(i) 字帖</td> <td style="text-align: center;">中一級</td> <td style="text-align: center;">提高對常用詞的認識</td> </tr> <tr> <td>(ii)</td> <td></td> <td></td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	<u>用途</u>	(i) 字帖	中一級	提高對常用詞的認識	(ii)		
<u>教學資源</u>	<u>年級</u>	<u>用途</u>								
(i) 字帖	中一級	提高對常用詞的認識								
(ii)										
(c)	<p>本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：</p> <p>(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)</p> <p>1. 活動內容：<u>剪紙班</u> 年級：1,2</p> <p> > <input type="checkbox"/> 由學校籌辦 / <input checked="" type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p> > <input checked="" type="checkbox"/> 使用此額外撥款 / <input type="checkbox"/> 沒有使用此額外撥款</p> <p>2. 活動內容：<u>大姐姐計劃</u> 年級：1</p> <p> > <input checked="" type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p> > <input type="checkbox"/> 使用此額外撥款 / <input checked="" type="checkbox"/> 沒有使用此額外撥款</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，年級： 協助講解學校政策及其他安排</p> <p><input checked="" type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，年級： 闡釋學校政策及其他安排 1,2,4</p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度 (包括 中文學習)，強調學好中文的重要性 年級： 1,2,4</p> <p><input checked="" type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 年級： 1,2,4</p> <p><input type="checkbox"/> 其他 (請說明：_____) 年級：</p>									

請在適當的方格內加上「√」號

(三) 評鑑、問責及支援

(7) 在 2021/22 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2021/22 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

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(i) 加強支援非華語學生的中文學與教（可選多於一項）

- | | | | |
|---|--------------------------|--------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 提升教學人員教授非華語學生中文專業能力 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input checked="" type="checkbox"/> 促進非華語學生的中文學習進度 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> 提升非華語學生學習中文的信心和態度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(ii) 建構共融校園（可選多於一項）

- | | | | |
|---|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> 推廣共融校園的成效 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> 其他（請說明）：_____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

(8) 本校已備妥以下文件：

- (i) 本校已在 2022 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2021/22 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。現隨學校報告夾附本校的中、英文版本學校支援摘要（見附件二），以供教育局備考；以及
- (ii) 本校已在 2022 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。現隨學校報告夾附有關電腦頁面截圖（見附件二），以供教育局備考。

校監簽署：_____

校監姓名：陳惠芬

日期：20/9/2022



請在適當的方格內加上「√」號

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year**

Name of School: Our Lady of the Rosary College

Our school was provided with additional funding by the Education Bureau in the 2021/22 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2021/22 school year (one or more options can be selected)#:

- Appointing 1 additional assistant teacher(s) and 0 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>1,2,4</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials (Level(s): <u>1,2,4</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
_____ Chinese Paper-Cutting Art _____

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):
_____ Big Sister Scheme _____

- Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
- Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms Chung Fung Kwan at 2380 6468.

(2) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動(請說明)：

_____剪紙工作坊_____

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務)(請說明)：

_____參與大姐姐計劃_____

- 其他措施（請說明）：

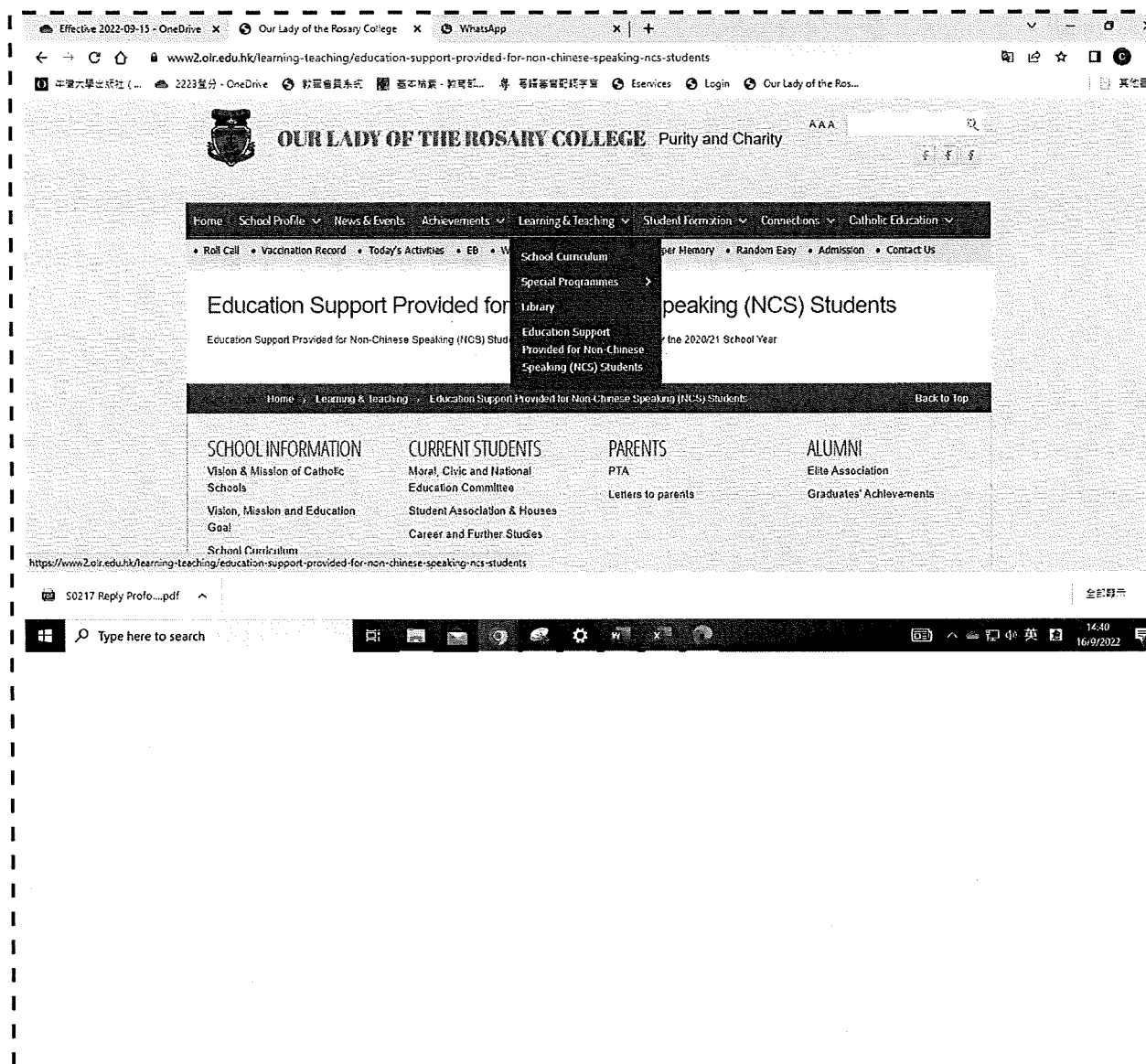
(3) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 2380 6468
與 鍾鳳軍老師 聯絡。

學校必須在 2022 年 11 月 30 日或之前，在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要。



Our Lady of the Rosary College
Financial Report for Learning Support Grant (LSG) 2021/22

2020/21 Surplus: \$ 49,928.24
 2021/22 Allotment: \$ 212954 (1st allotment) + \$334642(2nd allotment)+\$31432 (Refund of S1 Growth Camp in the year of 2019/20)
 +\$640 (Cancelled check)
 = \$579,668
 2021/22 Total income: \$ 629,596.24

	<u>Item</u>	<u>Objectives</u> (e.g. split class or group teaching, inclusive activities, reading and writing training, social skills training, training to enhance attention, etc.)	<u>Hire of services</u> Name of the service provider (If applicable)	Time of Implementation (Total hour of each activity/lesson)	Target group (e.g. Number/type of SEN students, number of parent)	Performance indicators Evaluation Methods (If applicable)	Evaluation of Effectiveness (If applicable)	Actual/average expenditure (\$)
1.	Deployment of teaching assistants to support students with SEN	Provide support and assist teachers in SEN group. Provide learning support, liaising with parents, assisting in group activities, etc.	Not applicable	12 months starting from September 2021 Study/social group afterschool (2 hours per day)	No. of SEN students : 21	Feedback from teachers Able to carry out the IEP effectively Able to provide learning/emotional support	Helping students to show improvement in learning, communication, social areas.	<u>Full-time SEN TA</u> Sep 1, 2021 –Aug, 2022 =\$191842.47 <u>MPF Contribution for TA</u> Sep 1, 2021 –Aug, 2022 = \$18,700 <u>Total=\$210,542.47</u>
2.	S1 Orientation Day	Inspire students to have a personal breakthrough and personal growth	Not applicable	27 Aug 2021 Total hour: 20 hours	S1 Students : 118 No.& type of SEN students : 3	Feedback from teachers and students	Personal growth of students Need to have a personal breakthrough	Miscellaneous fee of Orientation Day : \$2390+\$920.6 Total fee : \$3310.6
3.	Stationary, Furniture & Gifts e.g. A4 Paper, , Folder, Timer etc	Provide necessary equipment for the team & activities	Not applicable	12 months starting from September 2021	No. & type of SEN students : 21	Not applicable	Not applicable	Fee : \$364 <u>Total=\$364</u>

4.	Deployment of tutors to provide learning support students with SEN	Provide learning support e.g. tutorial class	Not applicable	1-2 hours per lesson	No.& type of SEN students : 19	Feedback from students	Need to show improvement in learning area Need to build self-confidence	Total fee : <u>\$185256</u>
5.	樂萌小組刺繡活動	Provide SEN students with an outlet for expression and creativity that enhances learning.	Not applicable	6 lessons starting from Sep 2021	S1-3 Students : 15 No.& type of SEN students : 1 (ADHD) 1(Spld) 2 (MI)	Feedback and reflections from students	Willing to express their feelings through Arts in daily life.	Total fee : <u>\$154</u>
6.	S1&S4 English writing skills training workshop	Enhance students' language proficiency through learning more Chinese vocabulary and writing skills.	Edvenue Ltd	3 classes, 8 lessons for eac classes, each class starting from Jul 2021	No. of students attend: 36 No.& type of SEN students : 2 (SpLd) 1 (ADHD) 2 (MI)	Feedback from students & questionnaire	Need to show improvement in English learning	Total fee : \$66,000
7.	S1&S2 Chinese writing skills training workshop	Enhance students' language proficiency through learning more Chinese vocabulary and writing skills.	Edvenue Ltd	3 classes, 8 lessons for each classes, each class starting from Mar 2022	No. of students attend: 36 No.& type of SEN students : 2 (SpLd) 1 (ADHD) 2 (MI)	Feedback from students & questionnaire	Need to show improvement in Chinese learning	Total fee : \$67,000
8.	Summer Special Tutorial Class	Students receive academic training , executive function training, training from social workers and Caritas CP about positive psychology during summer time.	Not applicable	20 lessons starting from July 2021	No. of students attend:10 No.& type of SEN students : 1 (SpLd) 3 (ADHD) 1 (MI)	Feedback from students & questionnaire	Positive feedback from the students.	Total fee : =\$6080
9.	心靈鬆一 zone-心靈健康活動推廣計劃	A whole school approach to promote mental healthiness to	Not applicable	5 activities ware organized throughout the whole year	Whole school students.	Feedback from students & questionnaire	Positive feedback from the students.	Total fee : =\$11112.5

		teachers and students through the school year.						
10.	「生命守門員」 教師培訓工作坊	Training workshop for teachers to be the gatekeeper of our students.	Not applicable	A 3 hours training workshop.	Whole school students.	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$498
11.	非常學堂活動	To explore alternate pathway for student with low study motivation.		A 10 weeks program with lessons every weekday.	No.& type of SEN students : 1 (ADHD)	Feedback from student.	Positive feedback from the student.	Total fee : \$1200
12.	學生守護大使計劃	Training workshops for students ambassadors to be the gatekeeper of other students.		Three training workshop.	Whole school students.	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$9401.5
13.	執行功能訓練小組	To provide training on executive functions training	越己堂教育及心理顧問中心	8 lessons starting from March 2021	No. of students attend: 15 No.& type of SEN students : 3 (ADHD) 3 (MI)	Feedback from students & questionnaire	Need to show improvement in executive functions	Total fee : \$9200

Remarks : Please provide the information of the cost (salary + MPF) of deploying additional support teacher / social worker / teaching assistant with the Learning Support Grant.

Total

570,119.07

Remain: 10.9

%

**One-off Grant for Supporting the Implementation of the
Senior Secondary Subject Citizenship and Social Development Report 2021-2022**

Objective 1: To develop or procure relevant learning and teaching resources						
Strategies/Tasks	Benefits Anticipated	Actual Expenditure	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Searching for appropriate learning and teaching resources	Teachers have more reference for curriculum planning and teaching methodologies	\$6,589	All teachers find the resources useful for enhancing learning and teaching effectiveness	Feedback from teachers	All teachers find the resources useful	Should more diverse kinds of reliable and accurate resources be available in the coming year, the panel will purchase them.

Objective 2: To organize school-based learning activities for enhancing the learning and teaching effectiveness						
Strategies/Tasks	Benefits Anticipated	Actual Expenditure	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Arranging appropriate local visits	The visits may enhance students' admiration for Chinese culture	\$0	70% of students agree that the visits may enhance their appreciation on Chinese culture	Feedback from teachers	Due to pandemic, the plan for local visit was cancelled.	If conditions allow, more outings will be arranged to let students visit some local attractions for appreciating Chinese culture and understanding more about rule of law.