



OUR LADY OF THE ROSARY COLLEGE

Annual School Report

2023-2024

Content		Page
1.	Our School	
	1. Characteristics of Education provided by the Sisters Announcers of the Lord	3
	2. School Vision and Mission	4
	3. School Information 2023-2024	5
2.	Achievements and Reflection on Major Concerns; Feedback and Follow-up	
	Major Concern 1:	7
	To nurture students to become mature and positive self-directed learners	
	Major Concern 2:	11
	a. To promote a positive life through the implementation of Values Education – the virtue of Conscience	
	b. To strengthen Catholic Education Core Values with focus on a specific virtue each year by Values Education	
3.	Student Performance	20
4.	Financial Summary	32
5.	Appendix	
	1. School-based After-school Learning and Support Grant Report	33
	2. Diversity Learning Grant Report	37
	3. Promotion of Reading Grant Report	41
	4. Life-wide Learning Grant Report	44
	5. Student Activities Support Grant Report	64
	6. Non-Chinese Speaking Students in Learning Chinese Grant Report	66
	7. Learning Support Grant Report	69
	8. One-off Grant for Supporting the Implementation of the Senior Secondary	74

(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.

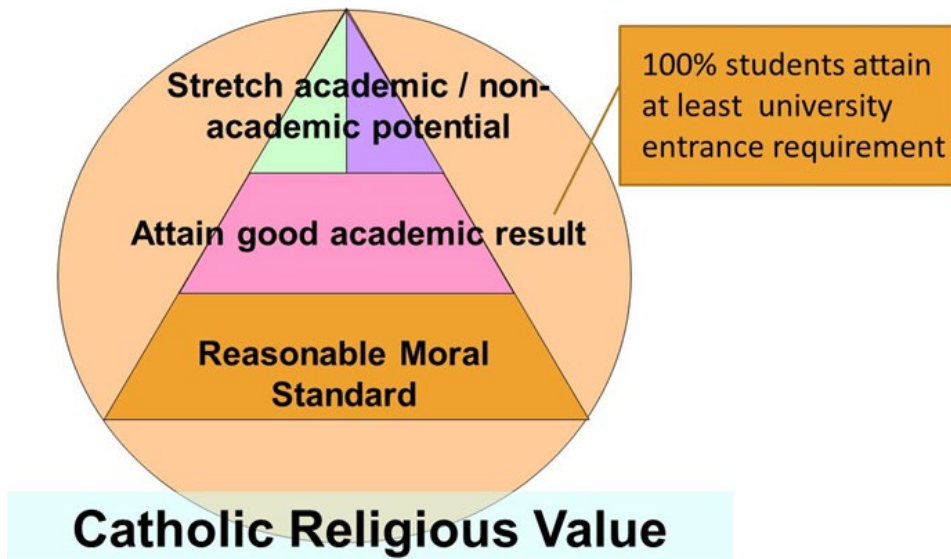
It is our firm belief that even the most deviant young people may repent and become charitable.

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

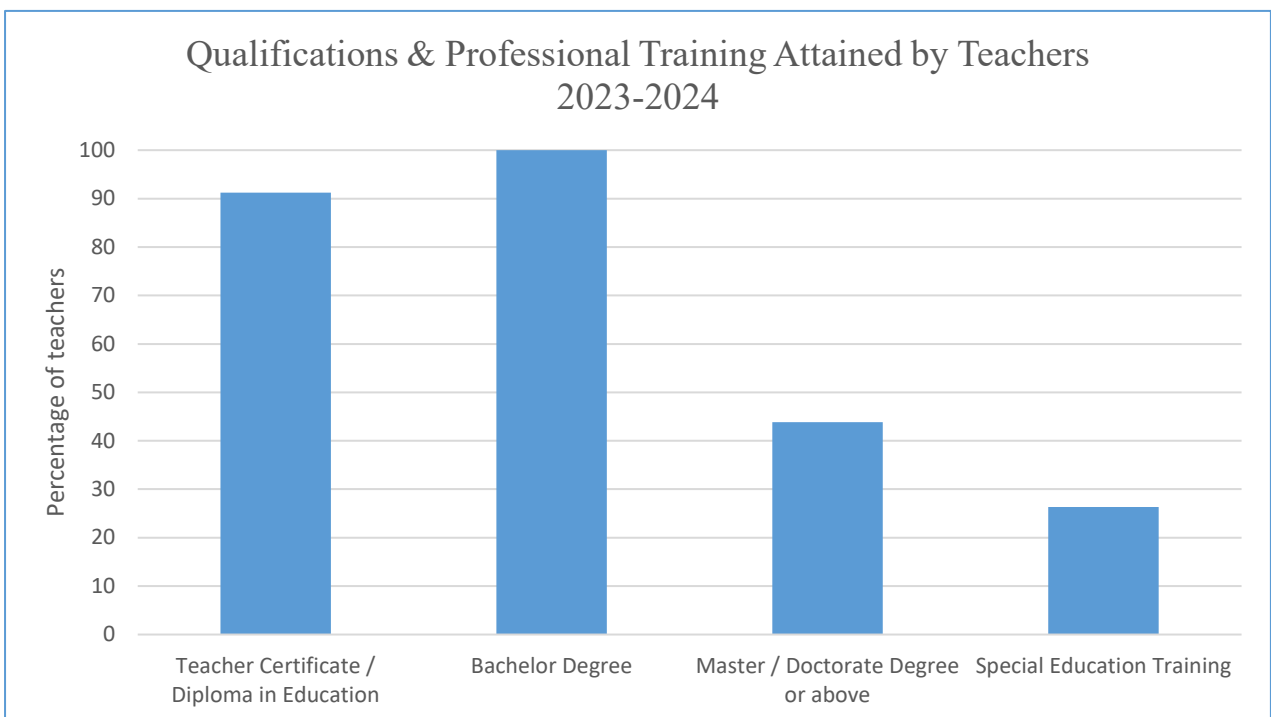
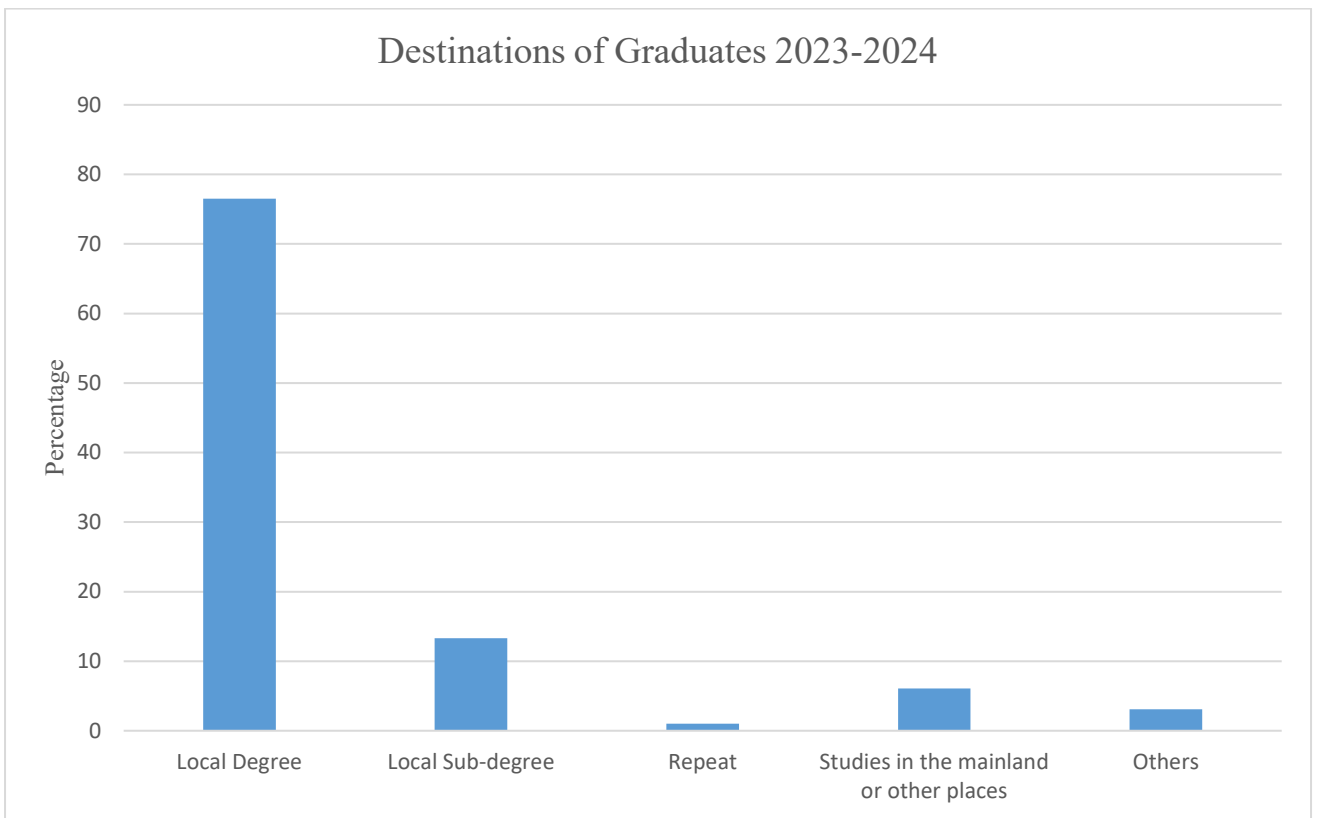


The motto of the School is “Purity and Charity”. Following the teaching of Jesus Christ, with our teachers’ professionalism and our staff’s sense of devotion, we pledge to develop our students’ potential to the fullest and enable them to achieve success in university, career and life and have a positive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

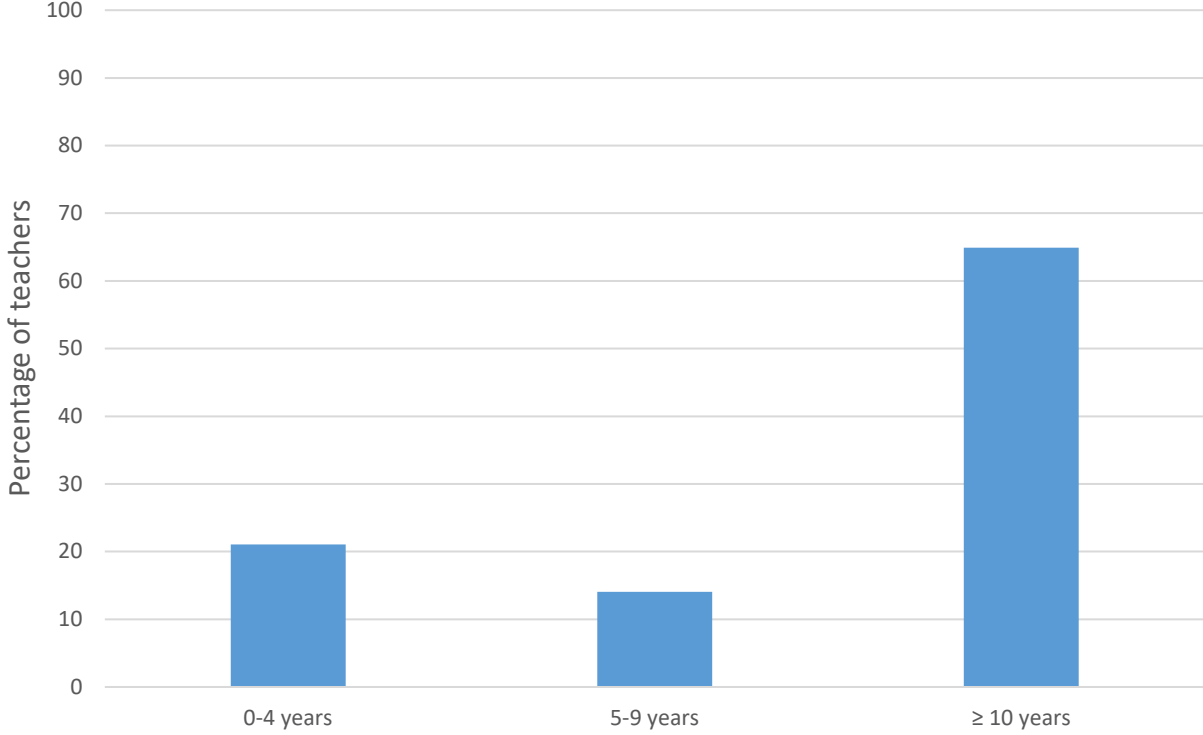
School Mission

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



Teachers' Teaching Experience 2023-2024



(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1

- **To nurture students to become mature and positive self-directed learners**

Achievements

To nurture students into mature and positive self-directed learners, we joined the Quality School Improvement Project (QSIP) launched by CUHK under the theme of Professional Support—Fostering Self-Directed Learning. Our focus areas include English Language, L&S/CES, and Science in S1. Through tailor-made on-site support such as workshops, in-depth discussions, lesson observations, and evaluations, we facilitate teachers' understanding of the principles of self-directed learning and effective strategies to develop students' capabilities. Additionally, a professional development workshop for all staff was held to emphasize strategies for facilitating self-directed learning beyond traditional note-taking.

1. To enhance students' motivation to learn

We have adopted teaching strategies to enhance students' motivation to learn. A notable 89.6% of students reported improved learning through motivational tasks, while 86.6% confirmed they effectively use strategies in their learning processes. Additionally, 88.9% of students agreed that they learn better with feedback and encouragement. Teachers observed that these strategies helped develop self-monitoring skills, enabling students to better assess their thinking processes, utilize concept maps, pre-lesson tasks, and overcome learning challenges.

Teachers' feedback was overwhelmingly positive, with 100% agreeing that strategies such as motivational tasks, effective learning strategies, and feedback enhance student motivation. Furthermore, 98.2% of teachers noted improvements in student performance, and 93% agreed that curriculum adjustments effectively motivate students across different learning abilities.

The statistics of the Stakeholder survey (SHS) showed that students' views on teaching and learning have been enhanced.

	School year	Teachers	Students
My views on teaching	2022	4.1	3.6
	2023	4.1	3.7
My views on student learning	2022	3.2	3.3
	2023	3.2	3.4

The APASO results also showed improvements in Generic Skills Learning - Self-Monitoring, with a Q Value of 113, and in Learning Aims (Mastery), with a Q Value of 105.

Panel reports and teacher observations highlight the effectiveness of e-learning tools and reflective writing in extending learning beyond the classroom. These strategies have increased students' readiness to learn and their awareness of their learning processes. Pre-writing worksheets and peer learning have also proven beneficial, providing students with a clearer understanding of success criteria and offering good examples to follow.

Scaffolding techniques have enhanced students' understanding of essay structure, though

elaboration skills still need improvement. Observations showed that students used classmates' work samples for test preparation, highlighting their effectiveness as learning tools. This practice helped students become more familiar with exam requirements and more attentive in their responses.

Students actively engaged in discussions and presentations, indicating increased motivation to express their opinions. Tailored exercises for both stronger and weaker students, such as past paper questions and spelling exercises, have strengthened foundational skills.

Various self-directed learning tasks, including pre-lesson activities, note-taking, essay writing, and cooperative learning, have been adopted effectively. Positive feedback from students and improved performances in assignments and exams demonstrate the success of these initiatives.

The above observations were supported by student feedback in the Stakeholders' Survey, where students expressed agreement with the strategies used by our teachers.

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	10.1%	56.8%	30.0%	2.4%	0.6%
2 Teachers often provide suggestions on my performance and let me know how to improve.	9.1%	51.2%	33.1%	5.3%	1.3%
3 Teachers' questions inspire my thinking inside and outside of the classroom.	8.6%	51.5%	34.1%	4.2%	1.6%
4 Teachers often allow us to explore a variety of topics inside and outside of the classroom.	10.2%	54.3%	31.0%	3.4%	1.1%

Workshops on note-taking and time management, led by the Study Skills in Self-Directed Learning Committee, have provided students with essential skills that boost their learning efficiency and confidence.

The "Reading to Learn" Programme, conducted by the Promotion of Reading Committee, has been particularly effective for S4-5 students. They engage with selected texts across the curriculum and complete assessments via TEAMS during the morning reading period. Students report that these sessions provide valuable language input and learning support, a sentiment echoed by teachers who observe positive impacts on student motivation and learning outcomes. Additionally, the "DEAR" (Drop Everything And Read) Programme pairs S2 students with library prefects to facilitate English reading, fostering a supportive environment that encourages deeper engagement with reading materials. Together, these initiatives have increased students' motivation and involvement in their educational pursuits.

2. To inspire students to equip themselves for their future and enhance their ownership of learning

85.7% of students reported that they are able to equip themselves for their dreams through various activities. This sentiment is echoed by 94.7% of teachers, who believe that the strategies employed effectively prepare students for their future.

In terms of enhancing ownership of learning, 88.1% of students agreed that they actively take responsibility for their learning. This is supported by 96.5% of teachers, who noted improvements in students' learning performance due to these strategies. The data indicates that 80.2% of students have mastered self-management skills and formed healthy habits, further reinforcing the effectiveness of the implemented strategies.

Feedback from both teachers and students highlights the success of incorporating presentations, debates, and self-assessments into lessons. These activities have proven effective in making

students more active learners, fostering a sense of ownership and engagement. Additionally, group presentations with feedback from different panels have been used to encourage further improvement.

Cross-departmental initiatives, including collaboration with the Study Skills in Self-Directed Learning Committee, have resulted in projects like the note-taking competition for S2 and S3 Geography. These efforts, in conjunction with partnerships across subject panels and committees, have been pivotal in enhancing student learning. Note-taking competitions in Chinese History, Chemistry, Geography, and Visual Arts, along with workshops focused on memory skills and graphic organizers, have deepened students' understanding of these essential skills. Additionally, two book-sharing sessions during the Student Formation Period fostered student responsibility and engagement, as teachers observed many students actively participating and recommending books to peers, demonstrating increased involvement and enthusiasm.

School-based study tours, like the Xiamen tour, Taipei trip and the New Zealand tour, immerse students in history, culture, and broaden their horizon.

The above observations were supported by student feedback in the Stakeholders' Survey, where students agreed with the strategies used by our teachers.

Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	11.9%	55.8%	28.1%	2.8%	1.5%
6	Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	10.7%	53.2%	31.5%	3.1%	1.5%

Overall, the various learning activities organized both inside and outside the classroom have significantly contributed to increasing students' interest and ownership in their learning journey. By providing structured feedback and clear assessment criteria, students have been empowered to evaluate and enhance their own work.

3. To implement National Security Education

Firstly, understanding and awareness of National Security Education (NSE) among students have increased, with 87.1% of students agreeing that they now understand the importance of National Security. Additionally, 98.2% of teachers reported that the strategies employed were effective in enhancing students' comprehension of these concepts. This demonstrates an alignment between teaching methods and student learning outcomes.

In terms of curriculum integration, all subjects have incorporated NSE, like in Life and Society, various strands were introduced: S1 students explored critical thinking and media literacy, as well as the rights and responsibilities of citizens. S2 students focused on the economic development of the country, while S3 students learned about the country's participation in international affairs. Or In Civic and Social Development (CSD), S4 and S5 students are preparing group presentations on the achievements and contributions of our country to the world, aimed at enhancing their sense of national pride and identity. The Home Economics panel at the SPCC meeting emphasized diverse approaches for implementing National Security Education (NSE). By collaborating with organizations like Lee Kum Kee for cooking activities, they showcased how students can be immersed in Chinese culture while practically learning NSE principles. This approach serves as an example for other panels to explore different methods of teaching NSE.

The Academic Week placed a spotlight on the 'One Belt One Road' initiative and the overall development of the country. Over 96% of students agreed that the Academic Week activities enhanced their knowledge of the Belt and Road Initiative, and more than 97% felt it increased

their interest and concern for China's economic development.

Reflection

Facilitating Factors

1. Learning strategies such as concept maps, pre-lesson tasks, and thinking paths help students become more aware of their thinking processes and enhance self-monitoring skills.
2. Diverse learning activities both inside and outside the classroom increase student interest and ownership, while e-learning tools and electronic books extend learning beyond the classroom.
3. Pre-writing worksheets and process writing provide scaffolding that makes tasks more achievable, while hints and guiding questions assist students in tackling complex questions step-by-step.
4. Peer learning opportunities through process writing and the display of good work offer students success criteria and examples to follow, supported by collaboration among teachers and external resources that enrich teaching materials.
5. Identifying peers' mistakes increases attentiveness and familiarity with exam requirements, while past paper questions and assessment exercises effectively prepare students for exams.
6. A variety of learning tasks cater to different learning styles, and school-based workbooks and worksheets allow for effective customization to meet student needs.
7. Presentations and mini-teaching sessions provide opportunities for quality feedback, while assessment rubrics help students evaluate their performance despite challenges with high-order thinking questions.

Hindering Factors

1. Students generally lack confidence in learning, especially low achievers, who feel that feedback and guidance are insufficient and struggle to recognize the assistance already provided by teachers.
2. Many students have difficulty setting clear learning objectives and making effective plans, and sometimes lessons lack clearly defined goals, which affects their motivation and clarity.
3. Students often provide brief explanations of concepts, indicating a need for improvement in content elaboration and understanding of relationships among concepts.
4. The diversity in learners' abilities can hinder the effectiveness of certain strategies, as unfamiliar vocabulary and high-level tasks may demotivate some students.

Feedback and Follow-up

To further support students in achieving the seven learning goals, several follow-up measures are recommended. Providing explicit aids, such as error analysis worksheets, sample work examples, and clear guidelines for rewriting tasks, will help students understand how to improve and establish effective study plans. These resources can clarify areas for improvement and offer concrete examples to guide students.

To address learning diversity, specific measures should be implemented in remedial core subject classes, with adaptations in assessment and teaching approaches tailored to the needs of both stronger and weaker students. Emphasizing subject-related study and work plans can also enhance learning outcomes. For peer lesson observation, it is advisable to invite members from the same panel to attend, fostering the sharing of teaching strategies to address learning diversity.

Increasing the availability of online learning materials, such as the HKedCity Online Question Bank, will systematically enhance self-directed learning. Additionally, offering a greater variety of pre-lesson tasks and reflection work can motivate students. Teachers should focus not only on displaying exemplary work but also on providing other forms of constructive feedback through consolidation worksheets, such as error analysis and annotated sample writing. More tasks should focus on improving students' elaboration skills.

Major Concern 2

- **To promote a positive life through the implementation of Values Education – the virtue of Conscience**
 - **To strengthen Catholic Education Core Values with focus on a specific virtue each year by Values Education**
1. To strengthen students' mindset that abilities are not innate but can be improved through efforts, learning and persistence
 2. To encourage students to embrace responsibilities and be ready to serve others
 3. To permeate the Catholic Education Core Values and the virtue of Conscience into religious activities and liturgies
 4. To implement National Security Education

Student Formation Committee (SFC)

1. Strengthen students' mindset that progress can be made through efforts, learning and persistence

To possess a positive mindset is easier said than done, one's mode of thinking and gains from experiences are the crucial elements. That is all the more reason why numerous academic and non-academic activities have been provided for our students to explore and develop their abilities and potentials. Through the participation in diverse workshops, competitions, exchange programs, study tours, scholarships, etc., our students were guided to do self-reflections on their strengths and weaknesses, threats and opportunities. From the 'Teacher's Evaluation Survey', 100% of teachers expressed that they did strengthen students' mindset that their endeavor and persistence could lead them to make improvement and progress. On the side of students, from the 'Stakeholder Survey', the overall mean of agreeing teachers had given them support and encouragement was 3.69/5. We do believe our students are trying to surpass and better themselves day by day.

Besides, others' experiences may bring significant influence to our lives. Altogether 6 teachers and 6 units of students had done their sharing during the morning assembly. Their life experiences, gains and loss in competitions, eye-opener after study tours, sense of satisfaction with the scholarship awarded impressed a lot of students indeed. From an online survey, 80.2% of students deemed that the speakers' words were encouraging, inspiring and meaningful. Their messages more or less help our students to cultivate a positive mindset.

2. Encourage students to embrace responsibilities and be ready to serve others

The 'One Student One Post' Scheme has become mature. From the 'Class Affair Survey', 94.5% of students responded that they were willing to take on the posts and serve others while 94% of students recognized their fellows' competence. It is certainly a positive life attitude. Furthermore, 80.6% of students said they were willing to do voluntary work and that quite a lot of them had put our school motto 'Charity' into daily lives.

To leverage the spirit of mutual help, our students also learn to appreciate themselves and others. According to the 'Class Affair Survey', 90.2% of students believed they were unique and

possessed their own talents and 85.3% of them responded that they possessed four or more virtues of Rosarian virtues. Even more encouraging and deserving praise is 91.9% of students had shown their appreciation to their fellows, teachers and staff verbally or by other means.

Apart from studies, students are also highly encouraged to join various events both internally and externally. Through participating in the Speech Festival, Music Festival, Debate Competition, Inter-school Sports Competitions, etc., students have become more self-assured and confident when facing the outside world. While exploring the real world, our students have also sharpened their leadership skills, problem-solving skills, social skills and boosted their emotional as well as adversity quotient.

3. To permeate the Catholic Education Core Values with the virtue of Conscience

We do believe the Five Core Values of Catholic Education and the virtues of Values Education can help whole-person development. Through daily prayers, various religious activities and liturgies, our students are guided to internalize those values and virtues and put them into practice. From the REC survey, 92.3% of students expressed that they always respected and engaged in prayer sessions, religious activities and liturgies. 91% of them also agreed that those values and virtues helped them to develop healthy habits and attitudes, effectively nurturing spiritual well-being.

4. To implement National Security Education

Getting to know more information about our home country is certainly one of the fundamentals for National Security Education. MCNEC and CAFSGC had provided different platforms for students to acquire knowledge and receive messages about Chinese culture and development of the mainland. 87.8% of students from the survey conducted by CAFSGC and over 90% of students from the survey conducted by MCNEC agreed so. As for the other committees, they have also made their best efforts to nurture our students to be self-disciplined, polite, respectful and honest youths. Certainly, learning to love and to be loved is indispensable in students' school life. In the long term, we hope our students can love themselves and the people around them, their city, their home country and the world.

Religious Education Committee (REC)

To cultivate the virtue of Values Education (Conscience) and Five Core Values of Catholic Education in students and incorporate them into their daily lives.

Religious and Spiritual Activities

91% of the students agreed that our activities help to develop their healthy habits and attitudes, effectively nurturing spiritual well-being through religious and spiritual activities. 89% of students agreed that our activities help them to follow the teachings of Jesus Christ, recognizing that Jesus is the way, the truth, and the life, and reflecting on the desire to walk towards God. 92% of the students agreed that our activities give them a chance to treat others with kindness and empathy and also help those in need (S1-2 students).

Aligning the virtue of Values Education, Conscience with the Five Core Values of Catholic Education

At the beginning of the school term, the virtue of Conscience was gone through in the School Opening Ceremony and the School Opening Mass. ERE teachers explained the virtue of Conscience in class, asking students to set targets regarding how they would like to put the virtue into practice in their daily life. The year-end evaluation on the greatest and least character strengths possessed was done.

A hall assembly on the Value Education and virtue of Conscience was organized in September 2023. It helped to consolidate the content taught in ERE lessons.

A number of school-based liturgical ceremonies were carried out with the virtue of Conscience and the Core Values of Catholic education infused in the sermon delivered by the priests. The

different faith sharing sessions done by our REC members and morning prayers did help to deepen students' understanding of how the virtue of Conscience can be put into daily practice.

Collaboration with other Committees and Subject Panels

A worksheet on an anti-smoking seminar and ICAC Drama organised by the Discipline Committee was designed for students. The virtue of Conscience and values of Catholic Education were incorporated as well.

A morning prayer incorporated the special topic on key days (e.g. September 18 Incident Memorial Day) recommended by Moral, Civic and National Education Committee. The values education and core values of Catholic Education were incorporated as well.

To incorporate the virtue of Conscience (1.3.3. Following Christ), the meaning of the hymns was taught before hymns practised during music lessons. Moreover, S2 students were invited to design the Christmas cards in VA lessons, which were printed and distributed after the Christmas Bible Service.

The collaboration with SFC, MCNEC, DC, music, and VA panels was smooth and effective in leading the students to reflect on how the Values Education and Catholic School's core values can be used as a yardstick to make moral judgments.

Students actualize the core values and the virtue through the activities and services

S1-2 students were invited to do the service of love, for example, helpers in Caritas Bazaar, candy packaging for feast days, Salesian Youth Environmental Protection Day and S1 Blessing Ceremony decoration, to follow the teaching of Christ, as well as spreading kindness and empathy towards others (1.1.3 Compassionate to others).

The theme of this year's Religious Activity was "Becoming the yeast of Conscience – the Yeast of Love" aligning well with Major Concern 2. The teachers' faith sharing, the video and spiritual songs did help to deepen students' understanding of how the virtue of Conscience and core values "Truth", "Justice" and "Love" of Catholic Education can be put into daily practice. Positive feedback was received.

The Spiritual Ambassadors of each class joined the "Becoming the Yeast of Conscience – Yeast of Love" class spiritual activity and organized different activities of their designs in Feb-March 2024 to help students grow spiritually and become the yeast of Love in daily life (1.2.1 Holistic health).

S1-5 students were invited to join a "Becoming the Yeast of Conscience – Yeast of Love" clay art design during ERE lessons. They design their clay art on photo frames to spread their love and blessings. The spiritual activity also helped nurture students' spiritual well-being (1.2.1 Holistic health).

A folder bearing the winning designs in the clay art competition "Becoming the Yeast of Conscience – Yeast of Love" was made and distributed to every member of the school, hoping that the virtue of Conscience can be spread around. We can be reminded of the importance of upholding the virtue of Conscience in our daily life.

Discipline Committee (DC)

ICAC Drama

To nurture our students to be people with conscience, we organized an ICAC drama for S4 students. As students had to vote during the ICAC drama, they knew that each decision they made might make a huge difference to themselves and others. Over 80% of them agreed that they had to think carefully before making decisions.

Etiquette Workshop and Anti-smoking Workshop

It is important to teach our new students to be polite. The Discipline Committee organized an

Etiquette Workshop for them. From the reflection worksheets, most of students agreed that Politeness was important for them. Also, they reflected on how they treat others in daily life. For the good habits, they will keep it. But for the bad habits, they promised they would make improvement.

Also, knowing how to reject smoking is also necessary as it will affect students' health seriously. Therefore, an anti-smoking workshop was also held for S1 students. Over 90% of students agreed that they learned the harm of smoking and they learned different ways to reject smoking after the workshop.

Prefect Training

Prefects are the role models of other students. They should be confident enough to remind other students to behave well. Two prefect training days were held to enhance their confidence and team spirit. Also, 6 Prefect leaders were nominated to join the leadership training courses held by the Hong Kong Federation of Youth Groups to improve their leadership skills. Over 85% of Prefects agreed that two training days help them to enhance their confidence.

Police Talk

Students use the Internet every day. The impact of it cannot be neglected. There were lots of traps on the Internet. To let our students learn to avoid falling into the traps, the Discipline Committee invited the police to give a talk about cyber traps to all students. The atmosphere of the talk was good, and students were attentive during the talk.

Guidance Committee (GC)

Different formats of activities were organized to develop students' positive life attitudes, including self-confidence, resilience, empathy, etc. Besides, the virtue of Values Education, 'Conscience' was also incorporated into the activities.

S1 Growth Camp

Guidance Committee had organized S1 Growth camp (中一成長營) on 3/2/2024. All students went to HKFYG Jockey Club Sai Kung Outdoor Training Campsite. 70% of the participants agreed that the activities in the Growth Camp could improve their communication skills. Over 72% of the participants agreed that they could get along with more classmates through the activities.

24 Character strengths (「我的快樂比天高」)

The program was carried out for S1-S2 students. Class teachers set the goals together with students in class after the assembly. Guidelines on how to use the booklet were provided to Class Teachers and students. Class Teachers' observations and comments were positive. Students actively participated in the activities. The guidance provided during class helped students effectively improve the quality of their planning. Overall, more than 70% of students' self-awareness was highly raised, and a more positive self-image was established by recognizing their character strengths.

Growth Group

Altogether 10 meetings were held this year, while 3 in the First Term and 7 in the Second Term. During sharing sessions, members learn to show love and care with other members while they are expressing different opinions. Members are encouraged to show support and love to each other during sharing sessions. 100% of members agreed that their social connection, thinking and resilience were enhanced after joining the activities. 100% of members agreed that their self-assurance is optimized after joining the activity.

Training programs for student leaders

The Guidance Committee organized a training day camp and training workshop for Guidance Monitress (GM). GMs have become more proactive in helping S1 students to adapt to new school life and agree that they have become more confident in leading GM activities.

(a) GM Training Camp

- GM training camp was organised on 26-27/1/2023. GMs were trained to cooperate with each other and boost their team spirit through activities and high events. Students appreciated this opportunity as it allowed them to form a closer bond with each other, and they also experienced personal growth.

(b) GM Training workshop

- Training workshops were organised on 7/10/2023. They participated in team-building activity. Communication skills among group members were enhanced.

Careers & Further Studies Guidance Committee (CAFSGC)

CAFSGC aims at offering opportunities for students to effectively explore their own characters, skills and interest. Besides, CAFSGC facilitates students to explore their matriculation pathways by understanding more about admission trends and multiple pathways. Here are summaries of some activities:

For exploring students' characters and improving their own understanding and appreciation of their uniqueness, a Personality Dimension Workshop was organized for S6 students at the commencement of the first term. 88% of students agreed that the workshop facilitated them to understand more about their characters and stretch more on related aspects. Besides, the Education Bureau Life Planning Portfolio electronic platform was adopted to offer useful career-oriented assessments for S2 and S5 students. Students may interpret such data as reference to explore their careers pathways. Our CAFSGC members and Class Teachers might apply such data as well for offering more in-depth guidance with students accordingly.

For encouraging students to explore more on multiple matriculation pathways, a seminar for offering information on mainland university admission was organized for S6 students, 75% of participating students agreed that their understanding on study opportunities in the mainland was enhanced. Besides, S4 students were required to visit information days of local universities to explore useful information and chat with professors and university students in person. Afterward, our students were offered opportunities to share with their peers in other classes what they had explored during the visit. 73% of S4 students agreed that such visits and presentations may enhance their understanding on local tertiary institutes.

To let our students get to know more about workplace, CAFSGC cooperated with Hok Yau Club to offer job sharing sessions of various job sectors. Practitioners of various sectors share job nature, skills and qualification pre-requisites for entering sectors with students. To support Values Education, such practitioners also shared workplace ethics and the importance of work-life balance. 90% of students agreed that they understood more about workplace. Besides, 15 Crossroads Society members joined a scheme named 'Inspiring Girls', in which they had chances to have interflow with some professionals of some multinational corporations and visit their workplaces too.

Moral, Civic & National Education Committee (MCNEC)

The Chinese Tea Lesson and Tea Ceremony were successfully conducted, with a special emphasis on promoting the Virtue of Conscience as well as priority values and attitudes. A 100% agreement

or strong agreement was received from respondents regarding the usefulness of the activity in promoting positive values and attitudes. Additionally, it helped students gain a deeper understanding of Chinese Tea Culture and fostered a sense of national identity.

Despite unpredictable factors such as inclement weather conditions, the National Flag-raising Ceremonies were successfully conducted regularly. These ceremonies provided an opportunity for students to learn proper etiquette and develop a strong sense of national identity.

The Current Affairs Salon was successfully conducted, receiving highly positive feedback from both students and teachers. A 100% agreement or strong agreement was obtained from respondents regarding the effectiveness of the activities in cultivating awareness of current events and society.

The S2 Growth Day Camp was successfully conducted. The students' feedback was positive, with over 90% of respondents agreeing or strongly agreeing that the activities helped promote positive values and attitudes. In the area of Values Education, over 97% of respondents agreed or strongly agreed that the activities contributed to promoting their conduct and behaviour in accordance with school, societal, and moral norms, which is one of the Performance Indicators of the Virtue of Conscience.

The Community Service Team had a prosperous year, conducting 10 workshops and organizing large-scale volunteering services for S2-S4 students. These activities allowed students to understand the value and significance of helping those in need. Furthermore, students learn the traditional Chinese cultural value that emphasizes: 'Treat the elders in your own family with the reverence they deserve, so that the elders in the families of others are treated similarly; treat the youth in your own family with the kindness they deserve, so that the youth in the families of others are treated similarly.' This principle is instilled through all the activities conducted throughout the school year.

Life-wide Learning Committee (LWLC)

To cultivate the virtue of Values Education (Conscience) among students, several Inter-House activities, such as basketball competition, fashion show, etc. had been held to promote healthy habits and attitudes. Through these activities, cooperation among students had been enhanced. Moreover, the importance of sportsmanship and fair play in competitions was emphasised. 96% of the participants agreed that they had pure motivation towards the competitions. They learned to focus on targets and seek the best for one another. They also learnt to show respect, kindness, and integrity towards their opponents.

Students were encouraged to join various activities to explore their potential and cultivate their interests. The information of external activities, performance, competitions and study tours was disseminated to students via email. 60% of the promoted activities and study tours received students' applications. 70% of junior form students took part in at least one external activity, performance, or competition.

A leadership training programme was arranged for House Committees to nourish their leadership. 90% of the participants agreed that the training programme had boosted their confidence in being a leader. Besides, an Adventure Day Camp for S3 students, which focused on leadership training, had been arranged. 70% of the participants agreed the program helped them to develop self-confidence and a proactive attitude through the games. 88% of the participants agreed that they learned more about the personality of being a leader.

Reflection

Student Formation Committee (SFC)

All the committees under Student Formation Committee have collaborated closely to strengthen students' growth mindset.

From the ‘Stakeholders Survey’, students responded that our school was a place full of love and care (overall mean: 3.58/5), also, they respected teachers (overall mean: 3.73/5). They enjoyed good relationships with their schoolmates (overall mean : 3.89). The vibe of the school is positive and pleasant.

However, our students lacked **self-confidence** in learning as indicated in the survey (students: 3.16/5 ; teachers 2.95/5). Besides, according to ‘Class Affair Survey’ and ‘Integrated Survey’, students admitted that they were not **self-disciplined** enough (CAS: 2.92/4 ; IS: 2.78). In the coming academic year, the virtue ‘Courage’ of Values Education will be promoted based on the whole school approach. Our students will be strongly encouraged to participate in diverse activities, competitions, performances, scholarships, etc. to sharpen their confidence. Class Teachers will remind the students who have taken on posts in the class to work proactively while the Advisors will also remind the student leaders to behave themselves as role models and take the initiative to serve their fellows at school. Courage is not one day or two to cultivate. Instead, students need to be guided and assured all the time.

To cope with students’ needs, the Student Brilliance Promotion Committee hands with Class Collaboration Committee taking more than half a year to revise and modify the old Student Award Scheme. According to the ‘Integrated Survey’, students’ feedback (overall mean: 2.79/4) on whether the system of commendation and punishment is fair revealed that a more direct and concrete award scheme is in need. Therefore, a new Student Award Scheme which encompasses three aspects : Daily Performances, Extra-curricular Activities and Services will be officially launched in the new school year. This is a way to recognize our students’ performance apart from academic achievements. We do expect our students can pluck up their courage to surpass themselves and subsequently to enhance their self-confidence. Furthermore, they may keep improving themselves and turn to be more self-disciplined.

On the other hand, students’ **self-management** is another concern. From the survey findings (IS/Students: 2.84/4 ; SS/Teachers: 3.13/5 ; SS/Parents: 3.19/5), our students are not leading a healthier life. There is still room for them to strike a better balance between study and life, to do exercises regularly and to release stress. Class Teachers, GC and SEN Team will give guidance and advice to all the students to strengthen their self-management skills.

To conclude, a lot more collaboration among the Committees and Subject Panels will be generated to guide our students to progress.

Religious Education Committee (REC)

Nearly 90% of students agreed that

1. Our activities help to develop their healthy habits and attitudes, effectively nurturing spiritual well-being through religious and spiritual activities.
2. Our activities help them to follow the teachings of Jesus Christ, recognizing that Jesus is the way, the truth, and the life, and reflecting on the desire to walk towards God.
3. Our activities give them a chance to be kind, empathize with others and help those in need (S1-2 students).

The theme of Religious Week could align with the school’s Major Concern 2 and the activities held could be a platform for students to put into practice the virtue of Values Education and/or Catholic School Core Values.

Details concerning which activities organized by the different committees are relevant to the virtues of Value Education and Five Catholic School’s Core Values have to be collected at the beginning of the term to facilitate the collaboration work.

REC should continue to look for collaboration opportunities. It is hoped that with a structured

implementation plan of Values Education put in place, the effectiveness of incorporating the virtue of Values Education and the Five Core Values of Catholic Education into the different activities and programmes organized by various Committees can be further enhanced.

Discipline Committee (DC)

ICAC Drama

As the students' responses were good and the drama was very meaningful, Discipline Committee will apply the drama next year.

Etiquette Workshop and Anti-smoking Workshop

The Etiquette Workshop helped our students to learn the importance of courtesy and reminded them to be polite in daily life. The workshop will be held again next year.

For the anti-smoking workshop, it helped our students to resist temptations afterwards. Discipline Committee will keep the workshop in the coming academic year.

Prefect Training

As two training days contained lots of activities, prefects were involved and enjoyed. This also helped them to know more about each other and learn how to appreciate others as well. It is vital to keep the training days in the new academic year.

To make the students become real leaders, they must equip themselves through joining leadership skill courses. Discipline Committee will keep recommending our 6 prefect leaders to join the leadership courses organized by the Hong Kong Federation of Youth Groups.

Police Talk

As more cases were related to cyber-crime, it is important to teach our students to avoid internet traps. The Discipline Committee will invite the Office of the Privacy Commissioner to hold a talk and teach our students how to protect themselves in the cyber world.

Guidance Committee (GC)

24 Character strengths

Although a schedule was provided, more reminders for class teachers and students throughout the term would ensure timely completion of the plan. In addition to providing more reminders for class teachers, consider alternative methods for gathering students' learning outcomes, such as collecting booklets or requiring online submissions and sharing of project results.

Growth Group

Apart from S6 students, all the members are new this year. That's why it is better for the teacher to lead the activity at the beginning. Suggestion for the coming year: Can let the teachers lead half of the meeting and for another half will be led by students in the 1st term. All the activities can be led by students but with teacher's guidance in the 2nd term.

GM Training Camp

The organization we hired should be changed next year. The activities that they proposed could be more challenging and achieve the purpose of leadership training more.

GM Training Workshop

GM had role play in the sessions discussing different difficult situations they may face if the S1 mentees show emotional problems. Feedback was positive, 80% of GMs have become more proactive in helping S1 students to adapt to school life after the training.

Careers & Further Studies Guidance Committee (CAFSGC)

More students are interested in pursuing their further studies in the mainland. Our support for students on mainland higher institute admission may be insufficient. To cope with this trend, we might invite some professional organizations, which show expertise in mainland admission to offer a seminar for our students. For instance, Heung To School of Continuous Education, as recommended by Education Bureau officials during our meeting with the visit by their Life Planning Education Section in academic year 2022-23. More solid ideas on choosing mainland institutes will be available.

Some students are in lack of incentives on searching information related to their future tertiary studies and careers paths. To let students re-owe their life planning, CAFSGC would restructure our “S4 university information day visit and presentation scheme” and “exploring jobs” workshop to booster students’ work incentives and collect more related information based on their personal actual needs.

CAFSGC would strengthen our Crossroads Society to offer some more surplus opportunities for students to contact university departments and some corporations, such as Cathay Pacific.

Moral, Civic & National Education Committee (MCNEC)

The Chinese Tea Lesson proved to be an excellent way for promoting values education and national identity, while also receiving a warm reception from students. It is planned to be continued in the upcoming academic year. Additionally, a Chinese Tea Society is planned to be established as a new ECA.

Flag-raising ceremonies play a crucial role in developing students' sense of national identity, particularly for those involved in the Flag-guard group. It is hoped that this uniform group will continue to grow and recruit more members, leading to more professional flag-raising ceremonies. On the other hand, five teachers attended the Chinese-style foot drill course, and all flag guards will also participate in a similar course in the coming academic year.

The Current Affairs Salon has proven to be a highly effective initiative in addressing the issue of low social awareness among our students. By providing a platform for open discussions and in-depth analysis of current events and societal issues, the salon has successfully heightened students' understanding and engagement with the world around them. It has fostered critical thinking skills, encouraged active participation in discussions, and promoted a broader perspective on local and global affairs. Given the positive impact of the Current Affairs Salon, it is strongly recommended to continue organizing this activity in the coming year.

Regarding the S2 Growth Camp, it is highly recommended to include it as a prominent component of the upcoming academic year's activity to promote value education. The camp provides a valuable opportunity for students to engage in experiential learning, character development, and the cultivation of positive values and attitudes. It is also a crucial part of School-based Value Education. Through a carefully designed program, students can actively participate in team-building activities and ethical dilemmas that encourage personal growth and reflection. The camp will emphasize the importance of values such as integrity, empathy, resilience, and care for others, preparing our students to become well-rounded individuals who positively contribute to society.

The Community Service Team has consistently demonstrated its commitment to organizing meaningful services for students, fostering a strong sense of community engagement and compassion. Building upon the experiences and successes of the past year, there is always room for improvements and adjustments that will maximize the impact of future volunteer activities. Thorough consideration has been given to selecting a more suitable date for organizing community services, taking into account the school calendar and student availability.

Life-wide Learning Committee (LWLC)

The targets set last year were achieved. 75% 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. on OLE Days and Life-wide Learning Day to let students have more life experience in different areas.

Shared details on the external activities and study tours via email and Today's Activities. Invited Class Teachers and Subject Teachers to encourage their classes to enroll in the competitions and study tours. The participants of study tours / competitions were invited to share their experiences during the morning assembly to encourage more students to take part in various activities.

Feedback and Follow-up

1. Our students have diverse talents and potentials. They generally are willing to accept challenges and attempt new things. If they are strongly encouraged to take part in a competition or even a scholarship, she will do so regardless of win or lose. In the new school year, we will take the good chance to promote the virtue of 'Courage' of Values Education, encouraging our students to pluck up their courage to further explore and develop themselves.
2. Some of our students have stress in learning and submitting homework, especially the low-achievers and cases of GC/SEN/Social Workers. Most probably, the former has insufficient confidence in themselves. Therefore, more positive and inspiring sharing sessions by weaker students should be arranged to stimulate the less able group of students. As for the latter, GC/SEN Team/Social Workers will align the remedial work with a series of preventive programs in the coming year.
3. A newly joined program named 'OLR Sunshine Youth Project' organised by Narcotics Division, Security Bureau will be launched from 2024 to 2027. Our school will partner with The Lok Sin Tong Benevolent Society, Kowloon to provide a lot of tailor-made events for our students. Meanwhile, they have close collaboration with the committees under SFC and other parties of the school. We hope this external support can also help our students to broaden their horizons and develop a positive attitude towards life.
4. According to the record of Discipline Committee and some GC cases, they are mainly related to misbehavior on social media. Further promotion of information literacy is a vital direction to the problem. Apart from this, students' value of money and sex education are another direction for education. In the new school year, some talks and programs will be themed on those issues.
5. In fact, we discover that family problems in recent years have also hindered our students from moving forward. The lack of domestic harmony, for example, the divorce of parents, the conflicts among families, financial problems ... All these may be the reasons why some students feel distressed, helpless and even hopeless. The Parent Education Committee will be established in the coming year. Hopefully, parents will receive more parent-child information and practical skills to improve the family relationship. We will also convey the messages in the events such as S1 Orientation Day, Parent-Teacher Meetings, Parents' Seminars that they should be alerted to the changes of their children's emotions and behavior.

(3) Student Performance

Our students generally are polite and kind-hearted (IS: 3.09/4). They are always ready to offer help if needed (IS: 3.12/4), especially through the 'One Student One Post' Scheme. However, some of them are not proactive enough to take quick actions to work or give a helping hand instantly. Their courage must be boosted in the coming days with teachers' and peers' encouragement and positive reinforcement.

According to the Class Affair Survey, over 90% of students enjoyed good relationship with both their fellows and teachers. The harmonious vibe brings positivity to their school life. Besides, 85.3% of students responded that they possess four or more Rosarian virtues and 91.9% of them

said they have shown appreciation to people around them, including their fellows, teachers and staff. It reveals that they have positive mindset and behavior. Also, the culture of appreciation permeates around the school campus.

In teachers' view, our students are able to reflect themselves and make improvement (SS: 3.12/5). In the long term, they can differentiate the rights and wrongs and never go astray easily.

As for learning, the majority of students understand their responsibility and strive to fulfil it. They should learn to set accessible goals to enhance their confidence. However, some of them aim too high that they suffer stress and feel disappointed. If they have a lot of negative feelings, it may affect their emotional or mental health. Hence, it is indispensable to strengthen their resilience and self-management skills.

➤ Participation in learning activities and competitions

- Our students have engaged in a variety of learning activities and competitions organized by the school and the external organizations. These including Academic Weeks, Chinese Creative Writing Workshop, Literary Walking Tour, Battle of the Books Competition, Public Speaking Competitions, Student Science Project Competition, STEM courses, Summer Intern in IT firm, trade fair, field trips, school-based Exchange Tours, etc.
- The hard work and determination of our students have enabled them to win awards in various activities, including the Hong Kong Secondary School Debate Competition (HKSSDC), the English Debating League, the Hong Kong School Mathematics Elite Competition 2024, and the 75th Hong Kong Schools Speech Festival, the Fashion Design Competition and Catwalk Show organized by the Education Bureau and The Hong Kong Polytechnic University, the Disaster Resilient Architecture Planning and Design Charrette, etc.

➤ Public Examination Results (Please refer to KPM 19 for the content and format of reporting.)

- The percentage of students who meet the minimum requirements necessary to apply for undergraduate programmes offered by the University Grants Committee (UGC)-funded institutions: 79.6%
- The percentage of students who meet the minimum entrance requirement for sub-degree programmes: 93.9%

Non-academic performance (2023-2024)

Academic 學術 Culture 文化

Hong Kong Schools Speech Festival

Choral Speaking

First Place

1A

Second Place

1B

Solo Verse Speaking

First Place

1A HO CHEUK YING SIENA

First Place

4D KOH KA YU AMBER MARIE

First Place

5A CHUNG WAI SHAN ROSANNE

Second Place

5A FUNG CHING YIN

Dramatic Duologue

Third Place

5A FUNG CHING YIN

5A WAN NOK YI JOAN

香港學校朗誦節

詩詞獨誦 - 粵語 - 女子組

冠軍 First Place

1A HO CHEUK YING SIENA

詩文集誦 - 粵語

冠軍 First Place

4A、4C 部分學生

詩詞獨誦 - 粵語 - 女子組

優良獎狀 Merit

1B NGAN SZE NGA

1C ZHOU HIU TUNG

4C LI JIAYI

Disaster Resilient Architecture Planning and

Design Charrette

Bronze Award

3B CHENG CHEUK YIN ANDREA

3B KUOK YEE CHING

3B LAM WING CHI

3B TAM CHING

第二十二屆基本法多面體全港中學生辯論賽 十六強

2B LEE PEI LIN

3A TSE TIN YAN ANGELA

3B LEE HOI YING

3B WU CHUN KWAN

4C LI JIAYI

5A KWOK CHAK WAI ANGEL

初賽最佳辯論員

5A KWOK CHAK WAI ANGEL

第一回合複賽 最佳辯論員

3A TSE TIN YAN ANGELA

星島第三十九屆全港校際辯論賽

第二回合複賽 最佳辯論員

4A CHIK WING LAAM

2023 HK Mathematics and Mathematics Olympiad Open (9/12/2023)

Gold Award

4D LAU GISELLE HIU CHING

4D WU YAN TUNG PRAVI

5D KO WING LAM

Silver Award

1A LEE HO CHING KOEY

4C DENG WING YU

4C SZE TING XIANG

4D LIAN HOI LAM

Bronze Award

1A HO CHEUK YING SIENA
1B HO YAN HEI
1B HUI SZE CHING
1B LAM SHEUNG YAU
1C MAK SIN YU
1C SIU CHO WING
1C TONG CHO WING
1D LAW YIK LAM CANDY
2B CHAN HOI KI
3A LAM WING HEI
3A WONG KA KI
4C CHAN WING GI
4C LEUNG TSZ KEI
4C LIU ZHENTONG
4C SUN WENQI
4C WONG YUET FU
4D FUNG KWAN WAI
4D GUAN PUI YU
4D LAI YIU LOK
4D LI SHENWEI
5C CHENG HONG KI
5D CHAN YEE CHING
5D CHENG CHEUK SZE

**2024 HK Mathematics and Mathematics
Olympiad Open**

Gold Award

1A LEE HO CHING KOEY

Silver Award

3A WONG KA KI
3B LAM WING CHI
4D WU YAN TUNG PRAVI
5D KWAN YI TUNG

Bronze Award

1A SO ANSON
4C DENG WING YU
4D LIAN HOI LAM

**The Hong Kong School Mathematics Elite
Competition 2023**

Gold Award

4C LAI YAN KIU
4D LAU GISELLE HIU CHING

Silver Award

2B SIU NGA YEE
2C LAM WING YIU
3A WONG KA KI
3B LAM WING CHI
4C YUEN KA WAI, NICOLE
4C WONG YUET FU
4D CHAN YUET HEI
4D GUAN PUI YU
6C LEUNG WING SAU
6D KONG HUI YAU KATRINA
6D LEE YUEN LUM JOCELYN
6D TAM HIU NGA

Bronze Award

3A LAI YAN CHING
4C LAM YIP TING, PAMMIE
4C LEUNG TSZ KEI
4C CHAN WING GI
4C DENG WING YU
4C LIU ZHENTONG
4D LIAN HOI LAM
4D POON OI YIN
4D WU YAN TUNG PRAVI
5D CHENG CHEUK SZE
6B CHUNG WING TUNG
6C CHEN KAN LING
6C CHUI BIK KI
6C HO UEN SHAN
6C LAW KEI YAU
6C NG WAI KIU
6D CHAN HOI YAU
6D LEE CHING YEE
6D ZHONG KELLY

**2023 HK Mathematics and Mathematics
Olympiad Open**

Silver Award

3A CHAN YIN TONG CONSTANCE
4D LAU GISELLE HIU CHING

4D GUAN PUI YU

4D POON OI YIN

Bronze Award

3B LOCK HEI TUNG

4C LIU ZHENTONG

4D LIAN HOI LAM

4D TSE YAN TUNG

4D LAI YIU LOK

Hong Kong English Debating League Round 2

Best Speaker

5D LEUNG TSZ HEI THEMIS

Hong Kong Secondary School Debating
Competition Term Two Round 2 Champion

Best Speaker

1A LAI HIU LAAM KRISTEN

HKU SDL-STEAM 學生獎勵計劃 2024

SDL-STEAM 創科實踐大獎 (中學組)

優異獎

2B LO YIN KWAN

2B YU HO CHING

STEAM 自主學習之星大獎 (中學組)

2B NG TSZ YU

Music 音樂

Music@e-Contest 2023

Chinese Instruments: Guzheng Category E:

Aged 15-17

Certificate of Distinction

6D WU KA YAN

Music@e-Contest 2023 Second-round
competition

Chinese Instruments: Guzheng Category E:

Aged 15-17

Gold Award

6D WU KA YAN

The 17th Asia Pacific Outstanding Youth Piano
Competition

Piano Solo Sonata Class- Third

5D LEE CHEUK YING

International Young Musicians Music

Competition, Wien 2023 Final

Piano Solo Aged 13-15 - Second Prize

5D LUI HOI TING

76th Hong Kong Schools Music Festival

Graded Piano Solo - Grade Four

Bronze Award

1A YEUNG YUI KA

Graded Piano Solo - Grade Four

Silver Award

1D CHAN YAT CHING

Graded Piano Solo - Grade Five

Bronze Award

1D CHOY MAN HUEN

Graded Piano Solo - Grade Four

Silver Award

1D HO HEI YIN

Graded Piano Solo - Grade Six

Silver Award

2B CHAN TSZ TUNG

箏獨奏 - 中級組

Silver Award

2B NG TSZ YU

Graded Piano Solo - Grade Six

Silver Award

2B WONG WING TUNG

Graded Piano Solo - Grade Five

Silver Award

2B YU HO CHING

Graded Piano Solo - Grade Seven

Silver Award

3A LAM WING HEI

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

Silver Award

3A YEUNG KAITLYN

Guitar Solo - Junior

Silver Award

3B LAI YEE CHING

Graded Piano Solo - Grade Six

Silver Award

3B LEE HOI YING

琵琶獨奏 - 深造組

Bronze Award

3C ZHAO SAI MAN

Graded Piano Solo - Grade Six

Bronze Award

4C LEE EUNICE

笙獨奏 - 高級組

Third Place

4C LEE EUNICE

箏獨奏 - 中級組

Bronze Award

5A HO HEI YU

箏獨奏 - 高級組

Third Place

5D HSU YUK SZE NICOLE

Violin Solo - Grade Three

Silver Award

5D LI TSZ CHING

Asia Musicians Competition

Silver Award

School Choir

1A CHOW YU KIU
1A LAU NGA MAN
1A LAW YU CHING
1A YEUNG YUI KA
1A YONG CHLOE LOK YI
1B CHAN FOR CHUN
1B CHAN HO CHING
1B CHUNG YU CHING
1B HO HO YAN
1B HO SZE KI
1B HO YAN HEI
1B LI WING YIU
1B PUN SZE HANG
1B WONG TSZ KI
1C MAK SIN YU
1C TONG CHING YAU
1C WONG SUM YI
1C ZHOU HIU TUNG
1D CHAN SIN YI
1D CHENG HIU CHING
1D HO HEI YIN
1D LAU YUI YAN
1D SHEK NGA PUI
1D SIU YAN CHING
2A LAI KA YAN
2A LEE TSZ YAU
2A LIU HOI YAN
2B CHAN HAY CHING
2B FUNG SUM YEE
2B LAU KA CHING
2B LIANG YI TONG
2C LAM WING YIU
3A CHIEN YI SIN
3A LEE HOI TING

3C CHEUNG TSZ YING

3C LAM KA KEI

3C LEUNG HIU CHING

3C YIP CHIN WAI

4A LING KA LO

4A NG WING

4A WONG AUDREY YAN

4B WONG SZE WAI

4C CHAN WING GI

4C KWAN YU CHING

4C LAM YIP TING

4C LAU HOI TUNG

4C LEE EUNICE

4D LAU GISELLE HIU CHING

4D LEUNG WING YI

4D LIAN HOI LAM

5C CHAN YVONNE

5C CHEN SIYING

5C KWOK OI KWAN

5C MAK KAR NAM

5D DANG LOK YING

5D LEE CHEUK YING

Bronze Award

Chinese Music Ensemble

1D WANG JIAHUAN

2B CHAN PUI HEI

2B NG TSZ YU

2C CHAN TSZ CHING

2C CHUNG CHEUK WING

2C ZHANG YUK YIU

2D TAN SIN MAN

3B LOCK HEI TUNG

3C ZHAO SAI MAN

3D MAK CHEUK YAN

5A HO HEI YU

4C LEE EUNICE

Bronze Award

School Orchestra

1A CHOW YU KIU

1A CHUNG NGA MAN

1A LAI HIU LAM KRISTEN

1A LIU SUM CHING

1B NGAN SZE NGA

1D KWOK HEI YIN

2B CHEUNG HOI LAM

2D CHENG KAI YAM

2D LI CHEUK YIN

2D SIU CHUNG MAN

3A LAM WING HEI

4B HO HIU CHING

4C CHAN WING GI

4C CHEUNG KAY

5C CHAN YVONNE

International Youth Talent Musician

Competition

Choir class-Winner、傑出音樂家金獎

School Choir

1A CHOW YU KIU

1A LAU NGA MAN

1A LAW YU CHING

1A YEUNG YUI KA

1A YONG CHLOE LOK YI

1B CHAN FOR CHUN

1B CHAN HO CHING

1B CHUNG YU CHING

1B HO HO YAN

1B HO SZE KI

1B HO YAN HEI

1B LI WING YIU

1B PUN SZE HANG

1B WONG TSZ KI

1C MAK SIN YU

1C TONG CHING YAU

1C WONG SUM YI

1C ZHOU HIU TUNG

1D CHAN SIN YI

1D CHENG HIU CHING

1D HO HEI YIN

1D LAU YUI YAN

1D SHEK NGA PUI

1D SIU YAN CHING
2A LAI KA YAN
2A LEE TSZ YAU
2A LIU HOI YAN
2B CHAN HAY CHING
2B FUNG SUM YEE
2B LAU KA CHING
2B LIANG YI TONG
2C LAM WING YIU
3A CHIEN YI SIN
3A LEE HOI TING
3C CHEUNG TSZ YING
3C LAM KA KEI
3C LEUNG HIU CHING
3C YIP CHIN WAI
4A LING KA LO
4A NG WING
4A WONG AUDREY YAN
4B WONG SZE WAI
4C CHAN WING GI
4C KWAN YU CHING
4C LAM YIP TING
4C LAU HOI TUNG
4C LEE EUNICE
4D LAU GISELLE HIU CHING
4D LEUNG WING YI
4D LIAN HOI LAM
5C CHAN YVONNE
5C CHEN SIYING
5C KWOK OI KWAN
5C MAK KAR NAM
5D DANG LOK YING
5D LEE CHEUK YING

Ensemble class -Winner、傑出音樂家銀獎

Chinese Music Ensemble

1D WANG JIAHUAN
2B CHAN PUI HEI
2B NG TSZ YU
2C CHAN TSZ CHING
2C CHUNG CHEUK WING
2C ZHANG YUK YIU

2D TAN SIN MAN
3B LOCK HEI TUNG
3C ZHAO SAI MAN
3D MAK CHEUK YAN
5A HO HEI YU
4C LEE EUNICE

Ensemble class -Second Runner-up、傑出音樂家銀獎

School Orchestra

1A CHOW YU KIU
1A CHUNG NGA MAN
1A LAI HIU LAM KRISTEN
1A LIU SUM CHING
1B NGAN SZE NGA
1D KWOK HEI YIN
2B CHEUNG HOI LAM
2D CHENG KAI YAM
2D LI CHEUK YIN
2D SIU CHUNG MAN
3A LAM WING HEI
4B HO HIU CHING
4C CHAN WING GI
4C CHEUNG KAY
5C CHAN YVONNE

學屆西樂組 木管樂器 - 中一至中六

冠軍傑出音樂家金獎

5C CHAN YING TUNG

JSMC Joint School Music Competition 2024

Gold Award in Secondary School Choir section

School Choir

1A CHOW YU KIU
1A LAU NGA MAN
1A LAW YU CHING
1A YEUNG YUI KA
1A YONG CHLOE LOK YI
1B CHAN FOR CHUN
1B CHAN HO CHING
1B CHUNG YU CHING

1B HO HO YAN
1B HO SZE KI
1B HO YAN HEI
1B LI WING YIU
1B PUN SZE HANG
1B WONG TSZ KI
1C MAK SIN YU
1C TONG CHING YAU
1C WONG SUM YI
1C ZHOU HIU TUNG
1D CHAN SIN YI
1D CHENG HIU CHING
1D HO HEI YIN
1D LAU YUI YAN
1D SHEK NGA PUI
1D SIU YAN CHING
2A LAI KA YAN
2A LEE TSZ YAU
2A LIU HOI YAN
2B CHAN HAY CHING
2B FUNG SUM YEE
2B LAU KA CHING
2B LIANG YI TONG
2C LAM WING YIU
3A CHIEN YI SIN
3A LEE HOI TING
3C CHEUNG TSZ YING
3C LAM KA KEI
3C LEUNG HIU CHING
3C YIP CHIN WAI
4A LING KA LO
4A NG WING
4A WONG AUDREY YAN
4B WONG SZE WAI
4C CHAN WING GI
4C KWAN YU CHING
4C LAM YIP TING
4C LAU HOI TUNG
4C LEE EUNICE
4D LAU GISELLE HIU CHING
4D LEUNG WING YI
4D LIAN HOI LAM

5C CHAN YVONNE
5C CHEN SIYING
5C KWOK OI KWAN
5C MAK KAR NAM
5D DANG LOK YING
5D LEE CHEUK YING

Gold Award in Secondary School Group

Ensemble (Chinese Instrument) section

Chinese Music Ensemble

1D WANG JIAHUAN
2B CHAN PUI HEI
2B NG TSZ YU
2C CHAN TSZ CHING
2C CHUNG CHEUK WING
2C ZHANG YUK YIU
2D TAN SIN MAN
3B LOCK HEI TUNG
3C ZHAO SAI MAN
3D MAK CHEUK YAN
5A HO HEI YU
4C LEE EUNICE

Silver Award in Secondary School Group

Ensemble (Orchestral instrument) section

School Orchestra

1A CHOW YU KIU
1A CHUNG NGA MAN
1A LAI HIU LAM KRISTEN
1A LIU SUM CHING
1B NGAN SZE NGA
1D KWOK HEI YIN
2B CHEUNG HOI LAM
2D CHENG KAI YAM
2D LI CHEUK YIN
2D SIU CHUNG MAN
3A LAM WING HEI
4B HO HIU CHING
4C CHAN WING GI
4C CHEUNG KAY

5C CHAN YVONNE

Gold Award in Secondary School Piano Solo –
Diploma Section

4D LAU GISELLE HIU CHING

Physical Education 體育

The 59th Schools Dance Festival

Chinese Dance Solo – Honours Award

6D LEE VENUS

Chinese Dance Solo – Highly Commended
Award

2C ZHONG YAN HEI

Chinese Dance (Trio) – Highly Commended

Award

4C TSANG TSZ CHING ROSSETTI

4D FU SZE YU

4D KONG MAN CHING

The 51st Open Dance Contest

Chinese Dance Solo – Silver Award

6D LEE VENUS

2C ZHONG YAN HEI

Chinese Dance Trio – Silver Award

2C CHUNG CHEUK WING

4C TSANG TSZ CHING ROSSETTI

4D FU SZE YU

International Young Dancers Competition 2023

First Place Award

6D LEE VENUS

**11th Hong Kong Schools Dance & Music
Festival 2023**

Gold Award- Chinese Dance Solo

6D LEE VENUS

The Schools Sports Federation of Hong Kong,

China

2nd runner-up

5C NG YUEN LAM

**Heung Do Middle School 4x100m Inter-school
Invitation Relay**

2nd runner-up

4C FUNG TSZ KIU

2B CHAN CHING LAM ANKKI

2B CHENG TSAM YUET

1A CHUNG NGA MAN

**Concordia Lutheran School 4x100m Inter-
school Invitation Relay**

2nd runner-up

5C CHAN SZE MING

4C FUNG TSZ KIU

3D SO PUI CHI

2B CHENG TSAM YUET

**Shine Tak Foundation Outstanding Junior
Athlete Awards**

5C CHAN YING TUNG

New Sports Quiz Contest

The Best Participation School Award

Our Lady of the Rosary College

Individual prize

1B CHAN HO CHING

1B HO TSZ KI

1B LI SUM YI

1B FU WING YIN

1C HUEN TSZ CHING

1D DONG HOI WAN

1D SIU YAN CHING

4B CHEN LOK YAN

52nd Open Dance Contest

Gold award in Chinese Dance – Group

1A YEUNG PEIWEN

1A YONG CHLOE LOK YI

1B HO TSZ KI

1C CHEUNG YUE

1C CHU CHEUK NI

1D CHOY MAN HUEN

1D KWOK SIN LOK

1D WONG KA YEE
2A HO YAT LAM
2C CHUNG CHEUK WING
2C ZHONG YAN HEI
2D CHEE TSZ YIU
2D CHEUNG CHING CZARINA
6D LEE VENUS
6D WU KA YAN

Gold award in Oriental Dance – Trio

2A HO YAT LAM
2C CHUNG CHEUK WING
6D LEE VENUS

Silver Award in Chinese Dance – Solo

2C ZHONG YAN HEI

Silver Award in Chinese Dance – Trio

1A YONG CHLOE LOK YI
1D CHOY MAN HUEN
2D CHEUNG CHING CZARINA

**2024 Hong Kong Rhythmic Gymnastics Age
Groups Competition**

1st Runner up in Freehand Routine

4B CHAN YU KING SHAN

5th position in Hoop Routine

4B CHAN YU KING SHAN

1st Runner up in Group Competition

1C LEUNG CHING KA
2D WONG SUM KEI
4B CHAN YU KING SHAN

60th Schools Dance Festival

Honours award (優等獎) in Chinese Dance –
Group

1A YEUNG PEIWEN
1A YONG CHLOE LOK YI
1B HO TSZ KI
1C CHEUNG YUE
1C CHU CHEUK NI
1D CHOY MAN HUEN

1D KWOK SIN LOK
1D WONG KA YEE
2A HO YAT LAM
2C CHUNG CHEUK WING
2C ZHONG YAN HEI
2D CHEE TSZ YIU
2D CHEUNG CHING CZARINA
4A LI PUI KA
4C TSANG TSZ CHING ROSSETTI
4D FU SZE YU

Highly Commended awards (甲級獎) in Chinese
Dance – Trio

2A HO YAT LAM
2C CHUNG CHEUK WING
2D CHEUNG CHING CZARINA

Highly Commended awards (甲級獎) in Oriental
Dance – Trio

4A LI PUI KA
4C TSANG TSZ CHING ROSSETTI
4D FU SZE YU

Highly Commended awards (甲級獎) in Oriental
Dance – Solo

2C ZHONG YAN HEI

Inter - school Table Tennis Competition 23-24

B Grade Champion

3A LAI YAN CHING
4A TAM KI YIN
4B KU KA LO
4C LAI YAN KIU
4C WONG YUET FU

Overall Champion

1A DENG SUNNY
1A LEE HO CHING KOEY
1B HO YAN KIU
3A LAI YAN CHING
4A TAM KI YIN
4A WONG YUEN YI
4B KU KA LO

4C LAI YAN KIU
4C WONG YUET FU
4D KWONG TSZ CHING
5A YAU TSZ WAI EVELYN
5C CHEN SIN MAN
5D TOM CHEUK YIU

Sham Shui Po District Age Group Table Tennis Competition 2023
Youth Group 16-18 Years old – 1st Runner-up
5D TOM CHEUK YIU

Kwai Tsing District Age Group Table Tennis Competition 2023
Youth Group 16-18 Years old – 2nd Runner-up
5A YAU TSZ WAI

Hong Kong Diving Competition Series 2023-2024 Group Open B
Women's 3 meter Springboard – 1st Runner-up
5D KWOK HIU LAAM

Women's 1 meter Springboard – 2nd Runner-up
5D KWOK HIU LAAM

Kwai Tsing District HKSAR Reunification Cup Swimming Competition
Breaststroke – 2nd Runner-up
3A YEUNG KAITLYN

The Hong Kong Extra-curricular Activities Masters' Association Award 2023-2024
5C CHAN YING TUNG

Masterful Rope Skipping Competition 2024
S1-S3 Girls 30s Criss-cross Champion
2D LEE WAI LAAM

S1-S3 Girls 45s Specific Combination Jump Champion
3D LEUNG TSZ YIN

Secondary School Girls Overall 2nd runner-up

Hong Kong Rope Skipping Union Cup 2024
15-16 Age Group Female Switch Cross Jump 1st Runner-up

15-16 Age Group Female Criss Cross Jump 3rd Runner-up
3D LEUNG TSZ YIN

17 or above Age Group Female Basic Jump 3rd Runner-up
5D CHAN YEE CHING

Visual Art 視覺藝術

Wharf Real Estate Investment Company Limited
Outstanding Performance

6D ZHONG KELLY

Youth Section - Gold Prize

5A LEE YAN HIU
5D CHAN TSZ CHING
5D NG MAN MAN

Disaster Resilient Architecture Planning and Design Charrette

Bronze Award

3B CHENG CHEUK YIN ANDREA
3B KUOK YEE CHING
3B LAM WING CHI
3B TAM CHING

(4) Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds)	13,692,535.28	
I. Government Funds		
(1) EOEBG Grant		
(a) Administration Grant	3,843,888.00	3,620,890.26
(b) Other Grants	3,908,626.83	3,985,981.73
(2) School-based After-school Learning & Support	132,000.00	86,220.00
(3) Learning Support Grant	836,287.00	661,641.09
(4) D.L.G. (Other Programmes)	84,000.00	99,623.00
(5) D.L.G. (Applied Learning)	144,535.00	144,535.00
(6) Grant for N.C.S.	858,130.00	772,773.46
(7) Grant for Promotion of Reading	65,198.00	70,086.80
(8) Life-Wide Learning Grant	1,218,131.00	1,329,229.24
(9) Student Activities Support Grant	100,750.00	100,750.00
(10) Other Grants	5,454,101.52	4,109,286.31
<i>Sub-total</i>	16,645,647.35	14,981,016.89
Total deficit for school year	1,664,630.46	
Accumulated surplus as at the end of school year	15,357,165.74	

	Income (\$)	Expenditure (\$)
Balance B/F (School Funds)	3,010,061.19	
II. School Funds (General Funds)		
(1) Tong Fai	106,420.00	
(2) Donations	16,700.00	
(3) Others	334,113.39	345,091.57
<i>Sub-total</i>	457,233.39	345,091.57
Total surplus for school year	112,141.82	
Accumulated surplus as at the end of school year	3,122,203.01	

School-based After-school Learning and Support Programmes 2023/24 s.y. School-based Grant—Programme Report

Name of School: Our Lady of the Rosary College

Staff-in-charge: Tang Cheuk Yan Contact Telephone No.: 23806468

A. The number of students (count by heads) benefitted under this Programme is 147 (including A. 38 Comprehensive Social Security Assistance (CSSA) recipients, B. 109 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 36 under school's discretionary quota).

B. Information on subsidised activities

*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						
S1-S6 After school revision class/ Study groups	35	79	28	85%	Sep 23 – Aug 24	\$38,802	Questionnaires		
S1-S2 After-school Tutorial Classes	11	8	4	72%	Nov 23 – Dec 24 Apr 23 – May 24	\$8,500	Questionnaires		
External Academic activities	5	38	0	100%	Oct 23 – Jul 24	\$9,418	Questionnaires	Walk in Hong Kong, Hong Kong Red Cross, Hok Yau Club, Hong Kong Disneyland	
After school Community Service Training	21	58	0	100%	Oct 23 – Apr 24	\$11,939	Peer sharing, teachers' observation		
Leadership Training Programme	13	47	0	100%	Oct 23- May 24	\$6,711	Peer sharing, teachers' observation		
Summer Bridging Course	8	17	0	90%	Jul 24 – Aug 24	\$10,850	Teachers' observation		
Total no. of activities: _____									
@No. of man-times	93	247	32			\$86,220			

**Total no. of man-times	372
--------------------------	-----

Total Expenses	
----------------	--

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students 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 and full grant under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify the reason(s): There is a clash with other outside school activities)
- 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): _____

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

Nil

Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2023/24 school year

Programme Title	Objective	Target Students	Duration	Deliverable	Evaluation	Expenditure	TIC
Chinese History Enrichment Course	To enhance students' thinking, analytics and writing skills in learning Chinese History	S4-S6 elite students in Chinese History	Oct 2023-Jan 2024	Training exercise	Over 80% of the students agreed that the course can enhance their analytics thinking skills.	\$1,200	Lee TM
Intensive training course for Scientific thinking	To enhance students' knowledge and skills for scientific thinking	S4-6 Elite students in Chem	Oct 2023-Aug 2024	Training exercise	All students agreed that the course can enhance their scientific thinking skills.	\$9,033	LiWK
Visual Arts Enrichment Course	To enhance students' creative and technical skills	S4-S6 Elite students in VA	Dec 2023 – Aug 2024	Training exercise	All students agreed that the course can enhance their creative and technical skills.	\$8,800	Poon YC
Intensive training course for Scientific thinking in Biology	To enhance students' knowledge and skills for scientific thinking	S4-6 Elite students in Bio	Feb 2024-May 2024	Training exercise	Over 80% of the students agreed that the course can enhance their scientific thinking skills.	\$5,250	HungSY
Intensive Geography Training Course	To enhance students' geographical and inquiry skills in learning geography.	S4-S6 Elite students in Geog	NA	NA	Did not organize the course as no suitable tutor is available	\$0	Tang CY
Scientific investigation of tectonic hazards	To enhance students' knowledge, experience and interest in facing tectonic hazards	S4-S6 elite students in Geog and Physics	Jul 2024	A scientific investigation on a specific tectonic hazard	The senior form students studying Physics were trained to hold a scientific investigation for students to understand the structure of	\$3,790	Tang CY Chan SL

					earthquake-proof buildings. 81% of the students agreed that it can enhance their knowledge on earthquake-proof buildings.		
Pull-out External Gifted Education	To subsidize talented students to join external gifted programmes	S4-S6 Talented Students	NA	NA	No Applicant	\$0	Mr Leung YL
Math training course	To teach Olympics Math for elite students participating in Math competitions	S4-6 elite students in Maths	Oct 2023 – July 2024	Students are trained (3 courses) to participate in 3 external competitions.	52 awards received 99% of students agreed that these courses could train their mathematical thinking and problem-solving abilities.	\$24,300	Ms Kwan Yuk Yin
History Enrichment Course	To enhance students' thinking, analytics and writing skills in learning History	S4-6 elite students in Hist	Mar-May 2024	Training exercise	All students agreed that the course enhanced their thinking and writing skills in learning History.	\$1,800	Ms Cheung Lok Yan
Chinese Debate Training Course	To enhance students' thinking, analytics and presentation skills	S4-S6 Elite students in Chinese	Oct 2023-May 2024	Students are trained to participate in four competitions, including 馮壽如盃, 基本法多面體全港中學生辯論賽, 星島辯論賽 and 大律師公會辯論賽.	81-hour training sessions are conducted. -Best Speaker Award in 星島辯論賽 - Best Speaker Award and Top 16 Award in 基本法多面體全港學生辯論賽	\$24,300	Ms Cheung Lok Yan, Mr Leung Yat Fung

Intensive Chinese Enhancement Course	To enhance students' language sensitivity, high order thinking skills and presentation skills	S4-6 elite students	Oct2023-Nov2023	Training exercise	Over 80% of the students agreed that the course can enhance language sensitivity and high order thinking skills.	\$9200	Ms Yim WY
Writing Enrichment Course	To enhance students' creative writing skills	S4-S5 elite students in writing	Oct2023-Nov2023	Workshop and Training	Over 90% of the students agreed that the course can enhance writing skills. Participated students were awarded: <ul style="list-style-type: none"> • 校園作家大招募小說組季軍「2024 城市文學獎 • 中學組(小說類)推薦獎 • 「兩代情徵文比賽」優異獎。 	\$6,400	Ms Yim WY
English Critical Thinking Enhancement Course	To enhance students' critical thinking and presentation skills through the use of English news and related materials	S4-S5 elite students in English	Mar-May 2024	Training exercise	Over 80% of students agreed that the course was effective. Their critical thinking skills were improved as shown in related materials, while their presentation skills were enhanced during in-class presentation	\$1,350	Mr Kwong HK
English Debate Course	To enhance students' critical thinking and English Debate skills for Inter-school Competitions	S4-S5 elite students in English	Oct 2023-July 2024	Participated in Singtao , English Debating League Inter-School Debating Competition	The Senior Debate Team participated in the English Debating League Territory-wide competitions. One S5 student was awarded the best speaker in Round 2.	\$3,000	Ms Tam SM

Intensive THS training course	To enhance students' writing and analytical skills	S5-S6 elite THS students	Nov 2024	Training exercise	Over 80% of students agreed that the courses are effective. Their writing and analytical skills on tourism issues were improved.	\$1,200	Ms Lau KY
-------------------------------	--	--------------------------	----------	-------------------	--	---------	-----------

Amount granted for the year: \$84,000 (carried forward from 22/23) +\$84,000 = \$168,000

Total expenses of the year: \$99,623

Balance: \$68,377

Our Lady of the Rosary College
Report on the Use of the Promotion of Reading Grant (2023-24)

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

1.1 To nurture students to become mature and positive self-directed learners/readers (Major Concern 1)

- To cultivate students to become self-directed readers and learners, various reading activities enhancing ‘reading to learn’ were organized, including the Reading Award Scheme, ‘Reading to Learn’ Programme, reading buddies, and the Battle of the Books Competition.
- 124 S1-3 students received certificates of commendation for their work in the English Reading Award Scheme.
- According to the students’ questionnaire, 85% of the students agree that the ‘Reading to Learn’ Programme during every Day 5 Morning Reading period gives them extra language input and support in learning. The exposure to a variety of texts is beneficial for students as well. Each term, around 40-50 students received commendation for their rate and accuracy in completing the reading tasks. This scheme will be continued next year. Collaboration from various panels will be sought to support reading across the curriculum.
- Eight pairs of S2 students were matched with library prefects in the ‘Drop Everything And Read’ (DEAR) programme. Meetings were held during lunchtime or after school. 88% of the participating students agree that this programme provides them with language support and an encouraging environment. This programme will be continued next year.
- 92% of S1-3 students agree that the book sharing sessions made them active and responsible in completing the task. Based on teachers’ observations, many of them completed the tasks seriously and took the opportunity to recommend books to their classmates. This activity will be continued next year.
- The school participated in the Battle of the Books Competition (modified secondary division) in May. Participants learned a lot from the experience of entering an inter-school competition. An internal Inter-house Battle of the Books Competition was organized in March. A majority of S4 participants agreed that the competition gave them an opportunity to be active and responsible in finishing the book and completing the task. Better book choices will be arranged next year, and students will be divided into smaller groups.

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

- Various co-curricular reading activities were organized to boost students’ interest in reading. Overall, an atmosphere of sharing of reading outcome is cultivated among students.
- Literary and cultural activities are organized regularly during lunchtime at the school library. Books are promoted during the activities, and small gifts are given to students to encourage them to visit the library more often. According to the questionnaire, 82% of students agreed that the library lunchtime activities (on every Day 5) can boost students’ interest in reading and promote

- a reading culture at school.
- A Book Fair was organized from 12/3 to 14/3. 97% of the students agreed that the Book Fair organized in March can promote a reading culture at school.
- A school-based “10 Best Books Election” was conducted. Students nominated books for a whole school poll. Students shared books with others via an online platform, and the whole school voted for their favorite books.
- Teachers also recommend Chinese and English books regularly by filming videos. Eight more videos were added for students to view. Students and teachers’ feedback on the teachers’ recommendation videos was positive. 86% of students believe that the book recommendation videos can boost their interest in reading. Videos will continue to be produced, and more students will be involved in the production.
- Reading ambassadors manage the class library with the help of class teachers. Students are also encouraged to read during the morning reading period.

2. Evaluation of strategies:

- In general, the strategies to promote reading can be categorized into two parts: reading schemes and reading activities.
- About school-based reading schemes, students’ overall feedback was positive, and these schemes will be continued next year. More encouragement can be given to students to read extensively. Yet the emergence of computer-generated texts has posed difficulty when monitoring students’ reading progress. Measures for better monitoring will be implemented next year. In particular, the ‘Reading to Learn’ Scheme was proven to be a good practice to help senior form students to boost their extensive reading. It also enhances reading across the curriculum. This programme will be continued, with more collaboration with different subject panels.
- As for reading activities, the making of videos to recommend books continued to be an effective method. Students were more involved in making videos recommending books to be shared with the whole school. More forms of reading promotion and book recommendation, such as morning announcements (1-min Reading) and lunchtime activities, are suggested to be held next year. Besides, a writer’s talk and other literary and cultural activities related to reading were organized. They were well received in general. Students found them interesting. More literary and cultural activities related to books and reading will be organized to further boost students’ interest next year.

3. Financial Report

		Expenses (\$)	Income (\$)	Balance (\$)
1.	Purchase of Books	\$43,514.4		
	<input checked="" type="checkbox"/> Printed books			
	<input type="checkbox"/> e-Books			
2.	Web-based Reading Schemes	\$10,490.8		
	<input checked="" type="checkbox"/> e-Read Scheme			
	<input checked="" type="checkbox"/> Other scheme: School-based reading scheme			
3.	Reading Activities			
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$3,000		
	<input checked="" type="checkbox"/> Hiring service from external service providers to organise student activities related to the promotion of reading	\$8,036		
	<input checked="" type="checkbox"/> Prizes for reading activities	\$3,200.7		
	<input checked="" type="checkbox"/> Other expenses related to school-based reading activities	\$1,764.9		
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading			
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses			
4.	Others:			
5.	Promotion of Reading Grant 2023-24		HK\$65,198.00	
6.	Balance brought down from 2022-23		HK\$14,864.18	
7.	Total Expense	HK\$70,006.8		
8.	Balance			HK\$9975.38

* Please tick the appropriate boxes or provide details.

Our Lady of the Rosary College
Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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	<u>Biology Panel - Mr. Ma YN</u> S6 Ecological field trip to mangrove - To let students acquire field trip techniques and admire beauty of nature	26/9/2023	S6	38	\$1,800.00	\$47.37	E2	KLA-Sci Education	All students agreed that they had acquired field trip techniques and admired the beauty of nature.	✓				✓
02	<u>Biology Panel - Ms Hung SY</u> S5 Ecological field trip to mangrove - To let students acquire field trip techniques and admire beauty of nature	11/3/2024	S5	44	\$1,800.00	\$40.91	E2	KLA-Sci Education	All students agreed that they had acquired field trip techniques and admired the beauty of nature.	✓				✓
03	<u>Chemistry Panel - Ms Li WK</u> S6 Exploratory workshop (The Silver Salt Photographer) - Motivate students to learn chemistry through daily life experience and have a better understanding about what they learnt in the curriculum.	22/9/2023	S6	30	\$4,200.00	\$140.00	E1	KLA-Sci Education	100% std and tch involved agreed that it motivated std to learn chemistry through daily life experience and had a better understanding about what they learnt in the curriculum.	✓				
04	<u>Chemistry Panel - Ms Li WK</u> S5 Exploratory workshop (The Aglatic Repairman)- Motivate students to learn chemistry through daily life experience and have a better understanding about what they learnt in the curriculum.	19/10/2023	S5	50	\$7,200.00	\$144.00	E1	KLA-Sci Education	Same as the above	✓				
05	<u>Chemistry Panel - Ms Li WK</u> S4 Exploratory workshop (The Alchemist)- Motivate students to learn chemistry through daily life experience and have a better understanding about what they learnt in the curriculum.	12/4/2024	S4	50	\$6,300.00	\$126.00	E1	KLA-Sci Education	Same as the above	✓				

06	<u>Chemistry Panel - Ms Li WK</u> S3 Exploratory workshop (Gold panning)- Motivate students to learn chemistry through daily life experience and have a better understanding about what they learnt in the curriculum	19/4/2024	S3	30	\$3,600.00	\$120.00	E1	KLA-Sci Education	Same as the above	✓				
07	<u>Chinese Panel - Ms Yim WY</u> 參加第75屆校際朗誦節(個人) - 提高學生對朗誦的興趣; 推動學生透過朗誦表達心聲, 藉此提升說話能力。	Nov-Dec 2023	S1-S6	13	\$0.00	\$0.00	E6	KLA-Chinese Language Education	本年沒有學生向本校申請資助報名費, 建議可加強宣傳, 提升學生的參與度。	✓	✓			
08	<u>Chinese Panel - Ms Yim WY</u> 參加第75屆校際朗誦節(集誦) - 提高學生對朗誦的興趣; 推動學生透過朗誦表達心聲, 藉此提升說話能力。	Nov-Dec 2023	S4	45	\$2,715.00	\$60.33	E6 & E2	KLA-Chinese Language Education	學生認同活動能增強公開朗誦的信心; 學生透過朗誦表達心聲, 並提升說話能力。	✓	✓			
09	<u>Chinese Panel - Ms Yim WY</u> 初創意寫作坊 - 發展學生創意思維能力及表達能力	Feb-Mar 2024	S4-S5	45	\$2,900.00	\$64.44	E1	KLA-Chinese Language Education	超過80%同意寫作班能提升學生的寫作能力和寫作興趣。	✓	✓			
10	<u>Chinese History - Ms Lee TM</u> 中四參觀歷史博物館、歷史古蹟 - 提升學生對中國歷史文化的認識, 加強她們的國民身份的認同	Feb-Jun 2024	S4	26	\$0.00	\$0.00	/	KLA-PSHE	申請不獲主辦機構接受, 故未能舉辦。					
11	<u>Chinese History - Ms Lee TM</u> 中五參觀歷史博物館、歷史古蹟 - 提升學生對中國歷史文化的認識, 加強她們的國民身份的認同	22/3/2024	S5	20	\$900.00	\$45.00	E2	KLA-PSHE	由於參觀費用由香港故宮文化博物館贊助, 同學既能免費參觀頤和園展館, 又配合中史課程清史部份, 同學評價正面。	✓	✓			
12	<u>CS Panel - Mr. Ma YN</u> 資助去年未合資格之中五學生參加內地考察 - 提升學生對國家、中華文化及法治的認識。增強她們的國民身分認同及民族自豪感	Cancelled	S6	3	\$0.00	\$0.00	/	KLA- Cross-KLAs	No repeater joined the visit.	✓				✓
13	<u>English Panel - Ms Chan KY</u> Choral Speaking Competion (Solo) - Enhance students' speaking and presentation skills -Enhance students' skills of expressing emotions through the projection of their voice -Enhance students' communication & collaboration skills	Nov-Dec 2023	S1-6	50	\$0.00	\$0.00	/	KLA - English Language Education	No participant came to claim the subsidy	✓				

14	<u>English Panel - Ms Chan KY</u> Choral Speaking Competition (2 Choral groups) - Enhance students' speaking and presentation skills -Enhance students' skills of expressing emotions through the projection of their voice -Enhance students' communication & collaboration skills	Nov-Dec 2023	S1	66	\$2,270.00	\$34.39	E1 & E2	KLA - English Language Education	The two groups won the HK School Speech Festival Choral Speaking Secondary 1 Girls Champion and 1st runner-up. Students' collaboration skills, voice projection and understanding of a poem as shown in emotional expressions through the performance were enhanced.	✓				
15	<u>Geography Panel - Ms Tang CY</u> S6 Geography Site Visit - to equip geographical skills through the site visit	Cancelled	S6	0	\$0.00		/	KLA-PSHE	Due to limited lesson time and the availability of the suitable sites were full, the site visit is cancelled.					
16	<u>Geography Panel - Ms Tang CY</u> S5 Geography Site Visit - Students will attend a field trip to Kwai Chung to study the changes of industry in Hong Kong	13/12/2023	S5	19	\$950.00	\$50.00	E2	KLA-PSHE	100% students agreed that site visit/ field trips can consolidate their learning in real-life context.	✓	✓			
17	<u>Geography Panel - Ms Tang CY</u> S4 Geography Site Visit - Students will attend a field trip related to the coast to study the formation of coastal landform and coastal management	15/4/2024	S4	23	\$2,800.00	\$121.74	E2	KLA-PSHE	100% students agreed that site visit/ field trips can consolidate their learning in real-life context.	✓	✓			
18	<u>Geography Panel - Ms Tang CY</u> S2 Geography Site Visit - Students will visit the H2OPE Centre to understand the importance of conserving water As the availability of H2OPE Centre was full, we have arranged a site visit to Shatin Sewage Treatment Work.	21/6/2024 & 28/6/2024	S2	104	\$4,000.00	\$38.46	E2	KLA-PSHE	78% students agreed that they have a deeper appreciation for the scarcity and value of water resources.	✓	✓			
19	<u>Geography Panel - Ms Tang CY</u> S1 Geography Site Visit - Students will visit the T-park/ O-park to understand the process of handling waste in modern incinerator in Hong Kong and understand the importance of protecting the environment.	Cancelled	S1	0	\$0.00		/	KLA-PSHE	Due to limited manpower and availability of suitable site was full, the site visit is cancelled.					

20	<u>History Panel - Ms Cheung LY</u> S4 History Outing (HK Red Cross) - to let students experience the life in a warzone and learn humanitarian support	4/7/2024	S4	22	\$4,120.00	\$187.27	E1 + E2	KLA-PSHE	87% of the participants agreed the activity enabled them to distinguish right from wrong.	✓	✓				
21	<u>History Panel - Ms Cheung LY</u> S5 History Outing (Wong Nai Chung Gap) - to let students to have a better understanding of World War 2 relics in HK	9/3/2024	S5	24	\$9,620.00	\$400.83	E1 + E2	KLA-PSHE	100% of participants agreed the tour enhanced their motivation to learn the history of Hong Kong and demonstrated a close connection with the History curriculum.	✓	✓				
22	<u>History Panel - Ms Cheung LY</u> S6 History Outing (North Point) - to let students to learn the historical development of HK in the 1960s by walking down the streets in North Point	16/12/2023	S6	24	\$3,730.00	\$155.42	E1	KLA-PSHE	Same as the above	✓	✓				
23	<u>Mathematics Panel - Ms Kwan YY</u> S1-3 Maths Olympiad Classes (2 classes) -Learn Olympiad mathematics -Prepare for participating in external maths competitions	Oct 2023 – Jan 2024	S1-2	15	\$1,500.00	\$100.00	E1, E5	KLA-Math Education	More than 80% students agreed that they had interest in learning skills in Olympiad questions. Participated in 3 external maths competitions Got 3 bronze, 1 silver and 1 gold awards.	✓					
24	<u>Mathematics Panel - Ms Kwan YY</u> S4-5 Maths Olympiad Class (2 classes)	Sep 2023-Jul 2024	S4-5	14	\$0.00	\$0.00	E1	KLA-Math Education	Used DLG grant	✓					
25	<u>Mathematics Panel - Ms Kwan YY</u> S1 Maths Board Games Competition	5/3/2024	S1	129	\$746.82	\$5.79	E7	KLA-Math Education	All students agreed that their mathematical logical thinking has enhanced.	✓					
26	<u>Mathematics Panel - Ms Kwan YY</u> S2-3 Maths “Learning from Mistakes” Competition	6/3/2024	S2-S3	221	\$0.00	\$0.00	E7	KLA-Math Education	Used Math panel budget (\$389.5)	✓					

27	<u>Mathematics Panel - Ms Kwan YY</u> Math activities and external competitions (Preliminary round, semi-final and final) 2023 Hong Kong Mathematics and Olympiad Open Competition 2024 Hong Kong Mathematics and Olympiad Open Competition - To arouse students' interest in learning Math -To develop students' mathematical logical and critical thinking	9/12/2023 20/4/2024	S1-S5	56	\$5,390.00	\$96.25	E6	KLA-Math Education	Participated in 3 external maths competitions Got 26 bronze, 8 silver and 4 gold awards	✓				
28	<u>Music Panel - Ms Lie WL</u> The 76th Hong Kong Schools Music Festival (50% subsidy) - To encourage students to participate in external music-related competitions so as to enhance their confidence and courage to embrace challenges and learn from others	Sep 2023-Aug 2024	S1-S5	22	\$2,932.50	\$133.30	E1	KLA-Arts Education	2 students got 2nd runner-up, 13 silver awards and 6 bronze awards	✓		✓		
29	<u>Music Panel - Ms Lie WL</u> Instrumental Classes - To provide students with opportunities to learn to play an instrument with peers so that students can take ownership of their learning and learn from peers	Sep 2023-Aug 2024	S1-S5	102	\$61,200.00	\$600.00	E1	KLA-Arts Education	The average attendance rate was >80%.	✓		✓		
30	<u>Physical Education Panel - Ms NgYF</u> S6 Bowling class - To let students have more exposure to sports activity outside school -To arouse students' interest in tenpin bowling	Oct -Nov 2023	S6	98	\$22,500.00	\$229.59	E1+E2	KLA-Physical Education	90% students agreed that the activity can broaden their horizons and arouse their interest in tenpin bowling					
31	<u>Physics Panel - Ms Chan SL</u> S5 Visiting – Hong Kong Observatory To arouse students' interest in Physics	20/11/2023	S5	18	\$850.00	\$47.22	E2	KLA-Sci Education	100% std agreed the tour enhanced their motivation to learn the HK Observatory and demonstrated a close connection with the Physics curriculum.	✓	✓			
32	<u>Physics Panel - Ms Chan SL</u> S4 Visiting – Hong Kong Space Museum To arouse students' interest in Physics	19/10/2023	S4	23	\$1,118.00	\$48.61	E1+E2	KLA-Sci Education	100% std agreed the tour enhanced their motivation to learn the space in the universe and demonstrated a close connection with the Physics curriculum	✓	✓			

33	<u>Science Panel - Mr. Yip CK</u> S1& S2 Science competition and activities (internal) -Increase students' interests in science -Enhance Critical Thinking and Problem-Solving Skills -Foster Collaboration and Teamwork.	S1: 27/6/24; S2: 1 to 20/5/24	S1 and S2	220	\$10,864.27	\$49.38	E1	KLA-Sci Education	81% students felt more interested in learning Science. 81% students thought they were more capable in learning Science.	✓	✓			
34	<u>Science Panel - Mr. Yip CK</u> S1-S5 Science competitions (external) eg. HKSSPC Increase students' interests in science. -Enhance Critical Thinking and Problem-Solving Skills -Foster Collaboration and Teamwork.	11/3/2024	S1 to S3	12	\$979.00	\$81.58	E1	KLA-Sci Education	79% students felt more interested in science after participating in the external science events.	✓	✓			
35	<u>THS Panel - Ms Lau KY</u> TramOramic Tour: -To understand historical background of the Tram and Hong Kong Island -To strengthen sense of belonging to the society.	cancelled	S4	18	\$0.00	\$0.00	E2	KLA-PSHE	No timeslot available for our school.	✓	✓			
36	<u>THS Panel - Ms Lau KY</u> Site visit- Tai O cultural tour: - To deepen students' understanding of cultural tourism in HK -To investigate real example of sustainable tourism.	11/7/2024	S4	18	\$6,380.00	\$354.44	E2	KLA-PSHE	95% of students agreed that the activity enriched their understanding of sustainable tourism and learning of curriculum.	✓	✓			
37	<u>THS Panel - Ms Lau KY</u> Disney Hospitality Workshop:- To broaden students' horizon -To build students' ownership of learning by exploring career development in the industry -To strengthen understanding of hotel operation	12/12/2023	S5	18	\$2,549.50	\$141.64	E2	KLA-PSHE	100% students agreed that they know more about the hotel operation and the workplace.	✓	✓	✓		
38	<u>THS Panel - Ms Lau KY</u> Site visit and workshop – Cookie making workshop in a social-enterprise: - To care and learn positive attitude about “Inclusive society” - To experience working environment of F&B industry	10/7/2024	S5	18	\$3,390.00	\$188.33	E2	KLA-PSHE	95% of students agreed that they experienced more about respect towards diversity of people.	✓	✓			✓
39	<u>THS Panel - Ms Lau KY</u> Eco-tour in Hoi Ha Wan: - To deepen students' knowing about eco-tourism and latest tourism development in HK - To educate the concept of sustainability	16/12/2023	S6	17	\$8,962.00	\$527.18	E2	KLA-PSHE	100% of students agreed that they know more about the latest development of eco-tourism in Hong Kong.	✓	✓	✓		

40	<u>VA Panel - Ms Poon YC</u> Visits to Museums, and International Art Fairs - To broaden the horizons of the students	Sep 2023- Jun 2024	S1-S6	200	\$11,690.00	\$58.45	E1 & E2	KLA-Arts Education	100% of S2 & S3 students who visited the HK Museum of Art found it a captivating and inspiring experience. The diverse collection, showcasing both Chinese and other contemporary works, offered deep insights into different cultures and history.	✓	✓	✓	✓
41	<u>CAFSGC - Mr. Ma YN</u> Personality Dimension Workshop - Through the workshop, students may understand their own characters and stretch more on related aspects	5 and 6 Sep 2023	S6	98	\$26,230.00	\$267.65	E1	Student Formation	88% of students agreed that the workshop facilitated them to understand more about their characters and stretch more on related aspects.		✓		✓
42	<u>CAFSGC - Mr. Ma YN</u> S6 Parents' Seminar - Invite guest speaker to share further studies information to facilitate students on their further study plan	22/9/2023	S6	98	\$5,200.00	\$53.06	E5	Student Formation	85% of students agreed that this seminar facilitated them on their further study plan.		✓		✓
43	<u>CAFSGC - Mr. Ma YN</u> St James Settlement Career Life Simulation Games	3 & 5 Jul 2024	S5	108	\$17,608.00	\$163.04	E1 & E2	Student Formation	83% of students agreed that this activity boosted their initiatives on life planning.		✓		✓
44	<u>Class Collaboration Committee -Mr. Leung YF</u> - Leadership training session for Chairlady and Vice Chairlady of S4 and S5 Class Associations - To let students understand the attributes of leader -To let students be able to organize class-based activities with meaningful objectives.	5/9/2023	S4-S5	16	\$4,656.00	\$291.00	E6	Student Formation	100% students agreed that they are more confident to organize a class-based activity. All of them agreed that the activity is interesting and can be kept in the coming years.		✓		

45	<u>Class Collaboration Committee - Mr. Leung YF</u> Election of Rosarian Role Model (1 st Term) - To let students know more about Rosarian Virtues -To promote peer appreciation in classes	S2-S5: 25/1/2024 S1:22/3/2024	S1-S5	565	\$1,707.40	\$3.02	E1	Student Formation	Rosarian Virtues were well promoted in the election.	✓				
46	<u>Class Collaboration Committee - Mr. Leung YF</u> Election of Rosarian Role Model (2 nd Term) - To let students know more about Rosarian Virtues -To promote peer appreciation in classes	S1:3/6/2024 S2-5:24/5/2024	S1-S5	565	\$1,399.00	\$2.48	E1	Student Formation	Rosarian Virtues were well promoted in the election.	✓				
47	<u>Class Collaboration Committee - Mr. Leung YF</u> Letter to primary school - To let students learn the value of gratitude	24/5/2024	S1	129	\$1,054.80	\$8.18	E1	Student Formation	The activity helped students to learn the meaning and method of showing gratitude	✓				
48	<u>Class Collaboration Committee - Mr. Leung YF</u> Cards to parents on Parents Day -To improve the communication between students, class teachers and parents	20/2/2024	S1-S5	565	\$369.60	\$0.65	E1	Student Formation	Parents can know more about students in non-academic perspective.	✓				
49	<u>Class Collaboration Committee - Mr. Leung YF</u> S4, S5 Class activity - To strengthen the bonding between classmates -To let students relieve pressure	2/2/2024	S4-S5	215	\$0.00	\$0.00	/	Student Formation	Both teachers and students agreed that class atmosphere was great during the activity. No classes claim extra grant.	✓				
50	<u>Class Collaboration Committee - Mr. Leung YF</u> Dart Training for leaders	Cancelled	S1-S5	50	\$0.00	\$0.00	/	Student Formation	The activity cancels as no suitable students can be recruited.	✓				
51	<u>Discipline Committee - Ms Chung FK</u> Prefect Leadership Training Day Camp(half day) - To help prefects develop a proactive attitude with self-confidence, good communication skills and team working spirit.	3/11/2023	S3-S5	28	\$1,818.00	\$64.93	E1	Student Formation	85% students thought that the activity helps them to improve their leadership skills, team spirit and self-confidence.	✓				
52	<u>Discipline Committee - Ms Chung FK</u> Prefect Leadership Training Day Camp Part II (whole day) - To help prefects develop a proactive attitude with self-confidence, good communication skills and team working spirit.	13/4/2024	S3-S5	22	\$5,760.00	\$261.82	E1	Student Formation	95% students thought that the activity helps them to improve their leadership skills	✓				

53	<u>Discipline Committee - Ms Ng NW</u> Prefect Leadership Training Program - 6 Prefects (e.g Head and Deputy Head Prefects) will join the professional leadership training program to develop self-confidence, good communication skills and team working spirit.	Sep 2023-May 2024	S4-S5	6	\$3,717.00	\$619.50	E6	Student Formation	Student agreed that the training program can help them to improve their leadership skills and broaden their horizon. They could also exchange their experiences with different participants from other schools.	✓				
54	<u>e-Learning and STEM Committee - Mr. Louie CW</u> Various STEM competitions and activities- Participate in various STEM competitions such as the First Lego League Challenge, Territory wide inter school flight simulator competition, etc. -Arrange training to participants -Arrange internal STEM competitions and workshops	Whole year	S1-S5	20	\$9,616.00	\$480.80	E1 & E2	KLA-Technology Education	Results: First Lego Leagues Challenge: Team A (S1-2): Merit award Team B (S3-5): Merit award 水中無人系統挑戰賽 (港澳選拔賽) 1 team (S2): Promoted to National Contest	✓	✓			✓
55	<u>Environmental Education Committee - Ms Tang CY</u> Environmental Education Talk by guest speaker - To promote the environmental education	20/12/2023	S3	107	\$3,000.00	\$28.04	E5	Student Formation	63% students agreed that the talk can strengthen their knowledge on environmental protection.		✓			
56	<u>Guidance Committee - Ms Ngai MC</u> Guidance Monitress Leadership Training Overnight Camp - To help Guidance Monitresses to develop a proactive attitude with self-confidence, team working spirit.	26-27 Jan-24	S3-S5	31	\$10,167.90	\$328.00	E1	Student Formation	Guidance Monitresses reflected that they had developed a proactive attitude with self-confidence, team working spirit through the training camp.	✓	✓	✓		
57	<u>Guidance Committee - Ms Ngai MC</u> Guidance Monitress Leadership Training Workshop - To help Guidance Monitresses to develop good communication skills and team working spirit.	7/10/2023	S3-S5	0	\$0.00		N/A	Student Formation	The activity was subsidised by SEN Grant.	✓	✓	✓		

58	<u>Guidance Committee - Ms Ngai MC</u> S1 growth camp(day camp) - To help S1 students to develop good communication skills and class team spirit.	3/2/2024	S1	128	\$21,370.00	\$166.95	E1	Student Formation	S1 students agreed that they had developed good communication skills and class team spirit.	✓	✓		
59	<u>Guidance Committee - Ms Ngai MC</u> S1 Orientation Day - To help s1 students know more about the school and adapt to school life.	20/8/2024	S1	132	\$15,400.00	\$116.67	E6	Student Formation	S1 class teachers agreed that the program helped s1 students know more about the school and adapt to school life.	✓	✓		
60	<u>Guidance Committee - Ms Ngai MC</u> S1 Orientation Day - To help s1 students develop good communication skills.	26/8/2024	S1	132	\$490.50	\$3.72	E8	Student Formation	S1 students enjoyed the program and could develop good communication skills.	✓	✓		
61	<u>Guidance Committee - Ms Ngai MC</u> Sex education 護苗講座 - To help S2 students develop positive values, knowledge and skills to make respectful and healthy choices towards gender equality.	11/7/2024	S2	117	\$2,340.00	\$20.00	E6	Student Formation	S2 students can developed positive values, knowledge and skills to make respectful and healthy choices towards gender equality.	✓			
62	<u>Guidance Committee - Ms Ngai MC</u> 24-character strength program - To inspire students to set and achieve goals to boosts students' self-confidence.	Oct 2023 - May2024	S1-S2	246	\$1,422.40	\$5.78	E8	Student Formation	Student agreed that they knew more about their character strengths. They could set and achieve goals to boosts their self-confidence.	✓	✓		
63	<u>LWLC - Ms Ng YF</u> S1 LWL Day - Visit to Ngong Ping 360 -To let students explore HK's famous scenic spots -To appreciate Buddhist culture -To broaden students' horizon	7/12/2023	S1	129	\$26,545.00	\$205.78	E1+E2	Student Formation	87% students agreed the activities can let students explore HK's famous scenic spots, appreciate Buddhist culture and broaden their horizon.	✓	✓	✓	

64	<u>LWLC - Ms Ng YF</u> S2 LWL Day - Wetland Park & Reptile House - To provide opportunity for students to participate in various activities -To broaden students' horizon	7/12/2023	S2	115	\$16,134.75	\$140.30	E1+E2	Student Formation	90% students agreed the activities can increase students' participation and broaden their horizon.	✓	✓	✓		
65	<u>LWLC - Ms Ng YF</u> S3 LWL Day - Day Camp - To give students a chance to explore the world and have a leisure time with classmates	7/12/2023	S3	106	\$17,157.80	\$161.87	E1+E2	Student Formation	95% students thought that the activity give them a chance to explore the world and have a leisure time with classmates		✓	✓		
66	<u>LWLC - Ms Ng YF</u> S4 LWL Day - Visit to Macau - -To provide opportunity for students to participate in various activities -To broaden students' horizon	7/12/2023	S4	107	\$21,284.60	\$198.92	E1+E2	Student Formation	80% students thought that the activity give them a chance to explore Macau and broaden their horizon.					
67	<u>LWLC - Ms Ng YF</u> S5 LWL Day - Visit to Tai Kwun & Stanley - To provide opportunity for students to participate in various activities -To broaden students' horizon	7/12/2023	S5	108	\$13,985.00	\$129.49	E1+E2	Student Formation	90% students thought that the activity give them a chance to know the HK history and explore Stanley.					
68	<u>LWLC - Ms Ng YF</u> S6 LWL Day - Class activity -To provide opportunity for students to participate in various activities -To broaden students' horizon	7/12/2023	S6	98	\$8,630.50	\$88.07	E1+E2	Student Formation	85% students thought that the activity give them a chance to participate in various activities and have a leisure time with classmates					
69	<u>LWLC - Ms Ng YF</u> Adventure day camp for S3 students - To provide opportunity for students to participate in various activities -To broaden students' horizon	3/2/2024	S3	106	\$33,858.80	\$319.42	E1+E2	Student Formation	88% of the feedback on the day camp is positive. Students agreed the activities can increase their participation and broaden their horizon.					

70	<u>LWLC- Ms Ng YF</u> Sports Society Camp - To provide opportunities for students to participate in various sports activities. -To strengthen students' friendship and sense of belonging.	5-6 Jul 2024	S1-6	48	\$13,020.00	\$271.25	E1+E2	Student Formation	The students and teachers involved agreed the camp provide them opportunities to participate in various sports activities and strengthen students' friendship and sense of belonging.	✓	✓	✓		
71	<u>MCNEC - Ms Lee TM</u> 中二級社會服務培訓工作坊 - 培育學生正面的義工態度及價值觀，發揚助人自助的精神及學習利他精神 - 提升學生對社區上不同服務受眾的認識及了解其需要 - 提升溝通及合作技巧 - 加強籌劃及執行活動能力	May-Jun 2024	S2	115	\$11,992.00	\$104.28	E1+E2	Student Formation	活動順利，同學反應正面		✓			✓
72	<u>MCNEC - Ms Lee TM</u> 中三級社會服務培訓工作坊 - 培育學生正面的義工態度及價值觀，發揚助人自助的精神及學習利他精神 - 提升學生對社區上不同服務受眾的認識及了解其需要 - 提升溝通及合作技巧 - 加強籌劃及執行活動能力	Mar-Apr 2024	S3	106	\$12,989.00	\$122.54	E1+E2	Student Formation	活動順利，同學反應正面		✓			✓
73	<u>MCNEC - Ms Lee TM</u> 中四級社會服務培訓工作坊 - 培育學生正面的義工態度及價值觀，發揚助人自助的精神及學習利他精神 - 提升學生對社區上不同服務受眾的認識及了解其需要 - 提升溝通及合作技巧 - 加強籌劃及執行活動能力	Oct-Nov 2023	S4	107	\$12,880.00	\$120.37	E1+E2	Student Formation	活動順利，同學反應正面		✓			✓
74	<u>MCNEC - Ms Lam MY</u> S2 Growth Camp - To promote positive attitude and value education	2/3/2024	S2	115	\$37,790.00	\$328.61	E1 & E2	Student Formation	Most of the students agreed that the camp can promote their positive attitudes in value education	✓	✓			
75	<u>OLE Day Coordination Committee - Ms Lie WL</u> Pre trip - To explore various learning experiences for students	7/12/2023	S2 & 6	3	\$835.00	\$278.33	E1 + E2	Student Formation	Worth doing. Have a well planning for OLE Day	✓		✓		

76	OLE Day Coordination Committee - Ms Lie WL S1 OLE Day (1st term) Visit to Legoland - To provide students with aesthetic experience	24 Nov 2023	S1	129	\$15,794.00	\$122.43	E1+E2	Student Formation	Students were satisfied			✓		
77	OLE Day Coordination Committee - Ms Lie WL S1 OLE Day (2nd term) Sky-100 & Big Bus Tour - To provide students with aesthetic experience	30/4/2024	S1	129	\$17,149.00	\$132.94	E1+E2	Student Formation	Positive feedback from teachers and students.	✓		✓		
78	OLE Day Coordination Committee - Ms Lie WL S2 OLE Day (1st term) Visit to TeamLab - To provide students with aesthetic experience	24/11/2023	S2	115	\$13,224.00	\$114.99	E1+E2	Student Formation	Students were satisfied	✓		✓		
79	OLE Day Coordination Committee - Ms Lie WL S2 OLE Day (2nd term) Bowling experience - To provide students with aesthetic and physical experiences -To learn the skill of playing bowling -To enhance class spirit and sense of belonging	30/4/2024	S2	115	\$13,805.00	\$120.04	E1+E5+E2	Student Formation	Positive feedback from teachers and students.	✓		✓		
80	OLE Day Coordination Committee - Ms Lie WL S3 OLE Day (1st term) Visit to M+ - To provide students with aesthetic experience	24/11/2023	S3	106	\$1,500.00	\$14.15	E2	Student Formation	Students were satisfied	✓	✓	✓		
81	OLE Day Coordination Committee - Ms Lie WL S4 OLE Day (2nd term) Movie Appreciation & Sharing - To provide students with aesthetic experience	30/4/2024	S4	107	\$7,685.00	\$71.82	E1+E5	Student Formation	This activity replaced the original plan: musical appreciation. Positive feedback from teachers and students.		✓	✓		
82	OLE Day Coordination Committee - Ms Lie WL S5 OLE Day (2nd term) Baking Class - To provide students with aesthetic experience -To learn baking skill	30/4/2024	S5	108	\$19,750.00	\$182.87	E1 + E2	Student Formation	Positive feedback from teachers and students.	✓	✓	✓		✓
83	OLE Day Coordination Committee - Ms Lie WL S6 OLE Day (1st term) Visit to the Peak, Madame Tussauds Hong Kong - To provide students with aesthetic experience	24/11/2023	S6	98	\$14,430.00	\$147.24	E1 + E2	Student Formation	Positive feedback from teachers and students.	✓		✓		

84	<u>Promotion of Reading Committee - Mr. Kwong HK</u> Reading activities outside school: Two activities (Battle of the Books Competition & HK Book Fair Tour) were organised on two separate days to promote reading culture and widen students' horizons.	8/5/2024 and 17/7/2024	S1-3 and S1-5	42	\$2,100.00	\$50.00	E2	Teaching and Learning	Students got good exposure to reading activities outside school and were looking forward to similar activities in the future.	✓				
85	<u>REC - Ms Mak HY</u> Katso Pilgrimage / Outing - To develop good communication & team spirit. -To strengthen their faith in God.	10/7/2024	S1-5 Catholics and ERS students	48	\$6,300.00	\$131.25	E1	Student Formation	S1-5 catholics and ERS students were invited to join the pilgrimage. It included spiritual activity, group sharing, church visitation and mass. The spiritual activity also helped nurture students' spiritual well-being. Positive feedback was received.	✓	✓			
86	<u>REC - Ms Mak HY</u> Christmas Bible Service – Christmas Cards - To promote family spirit and love in school and following Christ -To create a positive and spiritual atmosphere through the religious activity	21/12/2023	S1-6	663	\$410.00	\$0.62	E1	Student Formation	The virtue of Conscience (1.3.3. Following Christ) was successfully incorporated. Positive feedback was received.	✓	✓			
87	<u>REC - Ms Mak HY</u> Religious Activity 越之悅 --To cultivate the virtue of value education(conscience) and 5 core values of Catholic education -To create a positive and spiritual atmosphere through the religious activity	26/3/2024	S1- S6	663	\$9,389.75	\$14.16	E1	Student Formation	S1-5 students were invited to join a clay art design workshop during ERE lessons. They designed their clay art on photo frame to spread their love and blessings. The spiritual activity also helped nurture students' spiritual well-being. Positive feedback was received.	✓	✓			

88	<u>SFC - Ms Ma WY</u> Student Planner (2023-2024) - To let students establish a good habit of organizing their work and life - To better students' time management skills - To cultivate a sense of belonging	2023-2024	S1- S6	663	\$16,600.00	\$25.04	E1	Student Formation	All junior form students and most senior form students used this school planner to plan and record their activities.	✓				✓
89	<u>ECA (Arts Society) - Ms Yu YY</u> Visits to Museums - -To broaden the horizons of the students -To broaden the horizons of the students	Cancelled	S1-S3	14	\$0.00	\$0.00	E1 + E2	Student Formation	Most of the members are S2-3 students, they already visited the art museum during visual art class.					
90	<u>ECA (Dance Society) - Ms Lam CS</u> Dance training - To arouse students' interest in pop dance. -To establish self-confidence through dance performance.	2023-2024	S1- S6	25	\$4,925.00	\$197.00	E5	Student Formation	100% of students agreed that the training had improved their dancing skills. The participants have good performance in training.	✓	✓	✓		
91	<u>ECA (Environmental Protection Society) - Ms Tang CY</u> Site Visit to Mil Mill - To increase students' understanding on recycling beverage carton in Hong Kong	Cancelled	S1-S5	17	\$0.00	\$0.00	/	Student Formation	The site is under maintenance, so the site visit is cancelled.					
92	<u>ECA (Environmental Protection Society) - Ms Tang CY</u> Environmental Protection Society Old Jeans Book Cover Upcycling workshop - To increase students' awareness on upcycling reusable materials	16/11/2023	S1-S5	17	\$4,500.00	\$264.71	E1	Student Formation	100% of the members agreed the activities can gain deeper understanding on the ways to protect the environment.	✓	✓			
93	<u>ECA (Flag Guard) - Ms Lam MY</u> Purchase of Uniforms - To enhance the sense of belonging to the country and national identity among students through contextual influences.	2023-2024	S1-S5	12	\$4,771.00	\$397.58	E1	Student Formation	All flag-guards agreed that their sense of belonging to the country and national identity can be enhanced		✓			✓
94	<u>ECA (Girl Guides) - Ms Tsang LS</u> Purchase of uniform - To purchase uniform and badges for newly enrolled members and members who completed 8-point programme.	Oct 2023-Mar 2024	S1-5	28	\$736.00	\$26.29	E7	Student Formation	21.4% of students received their promise badge and 78.6% students received their 8-points badge.		✓			✓

95	<u>ECA (Girl Guides) - Ms Tsang LS</u> Raffle ticket sales competition - To encourage students selling more raffle tickets.	Feb - Mar 2024	S1-5	28	\$740.00	\$26.43	E7	Student Formation	600 raffle tickets were sold.		✓		✓	
96	<u>ECA (Girl Guides) - Ms Tsang LS</u> Girl Guides Joint-unit activities - To enhance communication among patrol members.	Oct 2023 - Jul 2024	S1-5	28	\$1,114.00	\$39.79	E7	Student Formation	Each patrol hosted at least one meeting for all members.		✓		✓	
97	<u>ECA (Girl Guides) - Ms Tsang LS</u> Wild Camp - To acquire campinng skills.	20-21 Jan 2024	S1-5	28	\$4,746.00	\$169.50	E1, E2, E7	Student Formation	All members agreed that they acquired more camping skills.		✓		✓	
98	<u>ECA (Girl Guides) - Ms Tsang LS</u> Backwoods cooking training - To acquire backwoods cooking skills.	21/1/2024	S1-5	28	\$276.90	\$9.89	E7	Student Formation	All members agreed that they acquired more backwoods camping skills.		✓		✓	
99	<u>ECA (Girl Guides) - Ms Tsang LS</u> Leadership training	Cancelled	S1-5	35	\$0.00	\$0.00	/	Student Formation	cancelled as the campsite is fully booked					
100	<u>ECA (Sports Teams) - Ms Ng YF</u> School Team Training - To provide professional training to students -To stretch students' potential in intelligence, physical, aesthetic and cultural activities	Sep 2023- Jun 2024	S1-6	250	\$277,849.00	\$1,111.40	E5	Student Formation	100% of students agreed that the training had improved their sports skills and debating skills. Participants had good performance in training and won several prizes in external competitions.					
101	<u>ECA (Sports Teams) - Ms Ng YF</u> 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.	Sep 2023- Jun 2024	S1-6	180	\$14,569.00	\$80.94	E1	Student Formation	<u>All the sports team members agreed the team uniform increase their sense of belonging and strengthen their self-confidence.</u>					

102	<u>ECA (External Competitions) - Ms Ng YF</u> External Competitions - To provide opportunity for students to participate in various activities or competition To stretch students' potential To broaden students' horizon	Sep 2023- Jun 2024	S1-6	300	\$50,549.38	\$168.50	E1 & E2	Student Formation	Students' performance was good in various competitions (including sports and academic competitions). All the teachers-in-charge agreed the competitions can stretch students' potential and broaden students' horizons.					
103	<u>ECA (Activities) - Ms Ng YF</u> Internal & external extra-curricular activities such as: "Rope Skipping for Health and Church Building for Praising God's Grace 2024" Fun day	Sep 2023- Jun 2024	S1-S5	50	\$18,104.60	\$362.09	E1 & E2	Student formation	This event allows participants to create world record in Sustainable Development Goals (SDG), promoting regular exercise and healthy lifestyle. All the teachers-in-charge agreed the activities can increase students' participation and broaden their horizon.	✓	✓	✓		
104	<u>ECA (Science Society) - Mr. Yip CK</u> Scented candle workshop - Increase students' interests in science	Cancelled	S1-5	20	\$0.00	\$0.00	/	/	It has been canceled because students are required to cover 50% of the total workshop cost, which makes it less appealing to them.					
105	<u>ECA (THS Society) - Ms Lau KY</u> Mocktail workshop: -To experience working environment To learn about F&B industry	26/7/2023	S6	23	\$6,250.00	\$271.74	E2	Student formation	100% of students agreed that they know more about the food and beverage industry.	✓				✓

106	<u>ECA (THS Society) - Ms Lau KY</u> Coffee Latte Art workshop : -To experience working environment To learn about coffee culture	11/3/2024	S5	14	\$5,320.00	\$380.00	E2	Student formation	90% of student agreed that they understand primary knowledge about coffee as a fundamental basis for developing the interest.	✓				✓
107	<u>ECA (Leadership) - Ms Tsang KY</u> Part A: House Committee Team building Workshop - To build up house committee members' team spirit Part B: House Leadership Training Day camp (new house com. Members) - To enhance students' leadership training	Cancelled	S3-5	24	\$0.00	\$0.00	/	/	Cancelled due to no appropriate tutor.					
108	<u>ECA (Leadership) - Mr. Leung WC</u> IT Prefect - InstaPhoto Photography and Videography Skills Training Workshop - To develop skills in InstaPhoto and video taking for students To nurture students' creativity in media production To widen students' horizon by experience sharing from professionals	Cancelled	S2-5	25	\$0.00	\$0.00	/	/	Cancelled due to no appropriate tutor.					
109	<u>ECA (Leadership) - Ms Tsang KY</u> Library Prefect team building activity - To build up students' sense of belongings and team spirit in the library service group To building up students' leadership & team spirit	13/10/2023	S2-5	45	\$6,000.00	\$133.33	E5,E7	Student Formation	All library prefects agreed that they have learnt the skills to cooperate with others.	✓	✓	✓		✓
110	<u>ECA (Leadership) - Ms Yim WY</u> KYStudents' Association Leadership Training Camp	8 -9 Dec 2023	S4-S5	12	\$4,000.00	\$333.33	E1	Student Formation	All students agree that they have learnt some practical knowledge and leadership skills in event planning.	✓	✓			✓

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1 **10,775** **\$1,102,973.77**

1.2 **Non-Local Activities:** To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons

01	<u>History & Geography Panel</u> History & Geography Study Tour to Taipei - To enhance and consolidate students' learning in an overseas real-world environment To widen students' horizons	8-11 July 2024	S3-5	20	\$24,000.00	\$1,200.00	E3	KLA-PSHE	95% of them agreed the tour enhanced their understanding on subject-related knowledge and increased their	✓	✓	✓		
----	---	----------------	------	----	-------------	------------	----	----------	---	---	---	---	--	--

	T-I-C: Ms Cheung LY & Ms Tang CY		Teachers	2	\$9,500.00	\$4,750.00	E4		motivation to learn.					
02	LACC Study Tour to New Zealand - To enhance and consolidate students' English learning in an overseas English speaking environment To expose students to English culture To enhance students' communication & collaboration skills T-I-C: Ms Chan KY	27 Jun-6 Jul 2024	S1-S5	20	\$60,000.00	\$3,000.00	E3	Teaching and Learning	ALL participants found the tour helpful in widening their horizons and exploring their interests; and ALL participants found the tour helpful in equipping them with self-management skills and inspiring them to form healthy habits.	✓	✓	✓		
			Teachers	2	\$60,980.00	\$30,490.00	E4							
03	LWLC Study tours organized by outside bodies - To expose students to different culture To widen students' horizons To develop students' collaboration and cooperation skills. T-I-C: Ms Ng YF	Sep 2023-Aug 2024	S1-S5	35	\$24,801.00	\$708.60	E3 & E4	Student Formation	100% of the participants gave positive feedback on the study tours organized by outside bodies. The objectives had been reached.	✓	✓	✓		✓
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				79	\$179,281.00									
Expenses for Category 1				10,854	\$1,282,254.77									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Wool felt tools and materials	Wool felt Classes	\$771.78
2	剪紙用剪刀	中一級中文科每年會舉行剪紙工作坊，需要提供適合的剪刀以便工作坊順利進行	\$2,580.00
3	Recycling Box	To be placed in the classroom / corridors (replaced those are damaged) to encourage students to recycle	\$129.00

4	Recycling scales were replaced by other materials to promote recycling	To be used in weighing the amount of recyclable waste such as paper, aluminium cans, plastic bottles, etc. To implement environmental education in our school. To increase students awareness in protecting the environment	\$354.00
5	Video Camera Tripod	To be used in the daily broadcasting by IT Prefects and Videography Skills Training Workshop in December. Replacement of a damaged tripod.	\$0.00
6	Consumable apparatus for school teams -Shuttle cock & rackets -Ropes, hoops, ribbons and Rhy. Gym. balls -Props for dancing	•To enhance students' sports skills and improve performance in physical and aesthetic training	\$40,263.69
7	Introductory Olympiad math books and exercises	•Reading to learn •To purchase Olympiad math books for practice	\$0.00
8	Red Cross uniform	To be used in foot drill training. (\$400 x 10 sets)	\$2,876.00
9	First Aid Kits	To be used in first aid training.	\$0.00
10	Glassware for dining etiquette education	•To demonstrate formal table setting •To deepen students' understanding	\$0.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$46,974.47
Expenses for Categories 1 & 2			\$1,329,229.24

Category 3: Number of Student Beneficiaries

Total number of students in the school:	663
Number of student beneficiaries:	663
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ng Yee Fan
Post of Contact Person for LWL:	LWL Committee Mistress

* 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.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Our Lady of the Rosary College
Report on the Use of the Student Activities Support Grant
2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$100,750.00
B	Expenditure in the Current School Year:	\$100,750.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	39	\$21,300.00
Full-grant under the School Textbook Assistance Scheme	109	\$55,500.00
Meeting the school-based financially needy criteria	94	\$23,950.00 (capped at 25% of the total allocation for the school year)
Total	242	\$100,750.00

(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 Development	4	\$3,043.95			✓		
2	Sports activities	Physical Development	14	\$4,400.00			✓		
3	Other Learning Experience Day	Cross-KLA	249	\$21,533.00	✓	✓	✓	✓	✓
4	Life-wide Learning Day	Cross-KLA	210	\$46,385.75	✓	✓	✓		

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
5	Growth Camp	Student Formation	91	\$18,576.20		✓	✓		
6	Leadership Training	Student Formation	20	\$6,186.10	✓	✓	✓		
7	Creativity Writing Class	KLA-Chinese Language	5	\$625.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			593	\$100,750.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
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									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			593	\$100,750.00					

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 (Life-wide Learning Committee Mistress)
---------------------------------------	---

項目	全年實際開支																		
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 ⁸ ，主要負責以下工作： <ul style="list-style-type: none"> <input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 _____ 0 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他（請說明）： _____ 	不同種族的助理薪金總計： _____ ⁹ 元																		
<input checked="" type="checkbox"/> 僱用專業服務以支援課後中文學習： <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 舉辦課後中文學習班（請簡述服務內容）： 聘請校外導師 _____ <input type="checkbox"/> 舉辦校本暑期銜接課程（請簡述內容）： _____ 	5,700 元 _____ 元																		
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述有關資源及其用途）： <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; text-align: center;">資源</th> <th style="width: 30%; text-align: center;">用途</th> <th style="width: 40%; text-align: center;">開支（元）</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">中文補充練習</td> <td style="text-align: center;">製作教材、工作紙及測考卷</td> <td style="text-align: center;">1154</td> </tr> </tbody> </table>	資源	用途	開支（元）	中文補充練習	製作教材、工作紙及測考卷	1154	1,154 元												
資源	用途	開支（元）																	
中文補充練習	製作教材、工作紙及測考卷	1154																	
<input checked="" type="checkbox"/> 建立文化共融的學習環境： <ul style="list-style-type: none"> <input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）： _____ <input type="checkbox"/> 僱用專業服務以舉辦共融活動（請簡述服務內容）： _____ <input checked="" type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 _____ 5 _____ 項 （請提供各項活動的名稱、主要內容及實際開支）： <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 30%; text-align: center;">活動名稱</th> <th style="width: 30%; text-align: center;">內容</th> <th style="width: 40%; text-align: center;">開支（元）</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">花燈製作</td> <td style="text-align: center;">於中秋節與華語學生一同製作花燈</td> <td style="text-align: center;">455.46</td> </tr> <tr> <td style="text-align: center;">創意揮春</td> <td style="text-align: center;">於新年與華語學生一同製作揮春</td> <td style="text-align: center;">3500</td> </tr> <tr> <td style="text-align: center;">彩虹書法</td> <td style="text-align: center;">以有趣的方法加深非華語學生對漢字的認識</td> <td style="text-align: center;">3900</td> </tr> <tr> <td style="text-align: center;">剪紙工作坊</td> <td style="text-align: center;">與華語學生一同學習剪紙</td> <td style="text-align: center;">3468</td> </tr> <tr> <td style="text-align: center;">臉譜齊齊畫活動</td> <td style="text-align: center;">與學生一同製作臉譜</td> <td style="text-align: center;">780</td> </tr> </tbody> </table> 	活動名稱	內容	開支（元）	花燈製作	於中秋節與華語學生一同製作花燈	455.46	創意揮春	於新年與華語學生一同製作揮春	3500	彩虹書法	以有趣的方法加深非華語學生對漢字的認識	3900	剪紙工作坊	與華語學生一同學習剪紙	3468	臉譜齊齊畫活動	與學生一同製作臉譜	780	_____ 元 _____ 元 12,103.46 元
活動名稱	內容	開支（元）																	
花燈製作	於中秋節與華語學生一同製作花燈	455.46																	
創意揮春	於新年與華語學生一同製作揮春	3500																	
彩虹書法	以有趣的方法加深非華語學生對漢字的認識	3900																	
剪紙工作坊	與華語學生一同學習剪紙	3468																	
臉譜齊齊畫活動	與學生一同製作臉譜	780																	

項目	全年實際開支
<input type="checkbox"/> 其他相關開支 (請說明) :	_____ 元
全年實際總開支=	772,773.46 元(C)
2023/24學年的累積結餘 [(A)+(B)-(C)]=	85,356.54 元(D) ¹⁰
2023/24學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	9.95 %

¹⁰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。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。

- 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下： [只適用於在本學年完結時，額外撥款的餘額累積至高水平 (70%或以上) 的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額(D) 85356.54 元(如適用)，於下學年繼續支援本校的非華語學生。(請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排)
18. 除第16項所述的開支外，本校 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

Our Lady of the Rosary College
LSG Financial Report 2023-2024

Revenue

Items	Targeted Amount	Description
1. Surplus allowed to be retained at the end of last school year (i.e. as at 31st August)	\$62324.8	
2. The 1st allotment in the 2022/23 school year	\$397,631	The 1 st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.
3. Estimated amount of the 2nd allotment in the 2022/23 school year	\$438,656	
4. Refund from the previous financial year.	\$240	Cancelled check from the previous financial year.
Total Revenues:	\$898,851.80	

Expenditure

Items	Targeted Amount	Description
1. Deployment of teaching assistants to support students with SEN	\$133,125.62	Provide support and assist teachers in SEN group.
2. Deployment of SEN Counsellor to support students with SEN	\$296100,425	Provide counsellor support and training to SEN students, especially to Tier 3 students.
3. Deployment of tutors to provide learning support students with SEN:	\$121,200.50	<ul style="list-style-type: none"> ▪ Provide after school tutorial classes, in groups or private tutorial, according to the learning needs of the students.
4. “Love in Action”心靈健康活動推廣計劃	\$32591.97	<ul style="list-style-type: none"> ▪ A whole school approach to promote mental healthiness to teachers and students through the school year.
5. “Love to Share”正向成長活動小組	\$15,354.00	<ul style="list-style-type: none"> ▪ Positive growth workshop organized by school SEN counsellor, helping students to build up positive mindset and discover their own character strength.
6. 健康快樂正向週	\$4,649.00	<ul style="list-style-type: none"> ▪ A whole school approach to promote mental healthiness and positive mind set.
7. 領袖訓練小組	\$4600	<ul style="list-style-type: none"> ▪ To provide leadership training to senior form

		SEN students
8. 「動融」社交小組	\$3000	▪ To provide training on interpersonal skills.
9. 言語治療服務	\$28,800	▪ To provide speech therapy sessions to students with special learning difficulties.
10. 執行功能訓練服務	\$14,250	▪ To provide training on executive function.
11. 暑期花藝工作坊	\$3,250	▪ To provide a floral workshop for SEN students.
12. 聖誕開心烹飪班	\$4,960	▪ To provide a fun cooking class to improve the interpersonal skills of our students.
Total	661881.09	

Financial Balance

Items	Targeted Amount	Description
Estimated accumulated surplus by end of this school year $(f) = (d) - (e)$	\$236,970.71	
Percentage of surplus to this school years' provision (%) $(g) = (f) / [(b) + (c)] \times 100\%$	28.33%	

11. Financial Report 2023-2024

Our Lady of the Rosary College
Financial Report for Learning Support Grant (LSG) 2023/24

2022/23 Surplus: \$ 62324.8
 2023/24 Allotment: \$ 397631 (1st allotment) + \$438656(2nd allotment)+\$240 (Cancelled check)
 = \$836,527
 2023/24 Total income: \$ 898,851.8

	<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 2023 Study/social group afterschool (2 hours per day)	No. of SEN students : 35 (All tier 2 & 3 students)	Feedback from teachers Able to carry out the IEP effectively Able to provide learning and emotional support	SENCO team members agreed that the SEN assistant has provided support to them and had carried out IEP effectively.	<u>Full-time SEN TA</u> Sep 1, 2023 –Aug, 2024 =\$121,286.3 <u>MPF Contribution for TA</u> Sep 1, 2023 –Aug, 2024 = \$11839.32 <u>Total=\$133,125.62</u>
2.	Deployment of SEN Counsellor to support students with SEN	Provide counsellor support and training to SEN students, especially to Tier 3 students. Liaising with parents, assisting in group activities, etc.	Not applicable	12 months starting from September 2023	No. of SEN students : 35 (All tier 2 & 3 students)	Feedback from teachers Able to carry out the IEP effectively Able to provide learning and emotional support	SENCO team members agreed that the SEN assistant has provided support to them and had carried out IEP effectively.	<u>Full-time SEN Counsellor</u> Sep 1, 2023 –Aug, 2024 =\$267,900 <u>MPF Contribution for SEN Counsellor</u> Sep 1, 2023 –Aug, 2024 = \$28,200 <u>Total=\$296,100</u>
3.	Deployment of tutors to provide learning support students with SEN:	Provide after school tutorial classes, in groups or private tutorial, according to the learning needs of the students.	Not applicable	1-2 hours per lesson	No of SEN students : 30 (All tier 2 & 3 students)	Feedback from students	90% students agreed that the tutors has provided support to their learning.	Total fee : <u>\$121,200.50</u>

4.	“Love in Action” 心靈健康活動推廣計劃	A whole school approach to promote mental healthiness to teachers and students through the school year.	Not applicable	6 activities were organized throughout the whole year	Whole school students.	Feedback from students & questionnaire	91% students agreed that the programs can help to improve their mental health.	Total fee : \$32591.97
5.	“Love to Share” 正向成長活動小組	Positive growth workshop organized by school SEN counsellor, helping students to build up positive mindset and discover their own character strength.	Not applicable	4 activities were organized throughout the whole year	Whole school students.	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$15,354.00
6.	健康快樂正向週	A whole school approach to promote mental healthiness and positive mind set.	Not applicable	3 activities were organized held during lunch time, Mar 11-15.	Whole school students.	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$4,649.00
7.	情緒管理小組	To provide leadership training to senior form SEN students	Faith training company	One training session on 1 st Nov, 2023	No. of students attend:32 No.& type of SEN students : 3 1 (ADHD) 2 (MI) 2 (ASD)	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$4600
8.	「動融」社交小組	To provide training on interpersonal skills.	香港基督教服務處深匯樂 Teen 會	8 lessons starting from Mar 2024	No. of students attend:8 No.& type of SEN students : 6 2(ADHD) 2 (MI) 2 (ASD)	Feedback from students & questionnaire	80% students agreed that the program can improve their interpersonal functions.	Total fee : \$3000
9.	言語治療服務	To provide speech therapy sessions to students with special learning difficulties.	嘉言言語治療有限公司	12 lessons starting from Nov 2023	No. of students attend: 2 No.& type of SEN students : 2 1 (SpLD) 1 (ASD)	Feedback from students & questionnaire	80% students agreed that the program has positive effect on their language and speaking skills.	Total fee : \$28,800

10.	執行功能訓練服務	To provide training on executive function.	Edge Development Center Limited	8 activities were organized throughout the whole year	No. of students attend: 4 No.& type of SEN students : 4 3 (ADHD) 1 (MI)	Feedback from students & questionnaire.	75% students agreed that the program can improve their mental health.	Total fee: 14,250.00
11.	暑期花藝工作坊	To provide a floral workshop for SEN students.	Embrace Floral Limited	1 floral workshop was organized on 16 th Aug, 2024	No. of students attend:7 No.& type of SEN students : 5 2(ADHD) 2 (MI) 1 (ASD)	Feedback from students & questionnaire.	80% students agreed that they have learnt some floral skills from the programme.	Total fee: 4,960.00
12.	聖誕開心烹飪班	To provide a fun cooking class to improve the interpersonal skills of our students.	Grain Buds Bakes	1 cooking class was organized on 16 th Dec, 2023	No. of students attend:8 No.& type of SEN students : 8 3(ADHD) 3 (MI) 2 (ASD)	Feedback from students & questionnaire.	75% students agreed that the program can improve their mental health.	Total fee: 3,250.00
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 661881.09 Remain: \$237,690.71 (28.34%)

**One-off Grant for Supporting the Implementation of the
Senior Secondary Subject Citizenship and Social Development Report 2023-2024**

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	<p>Students have more reference for learning</p> <p>Teachers have more reference for curriculum planning and teaching methodologies</p>	\$7,380	<p>70% of students agree that reference books are useful to enhancing their learning</p> <p>All teachers find the resources useful for enhancing learning and teaching effectiveness</p>	<p>Students' feedback</p> <p>Feedback from teachers</p>	<p>70% of students who read such books agreed that reference books are useful for enhancing their learning.</p> <p>Some teachers claimed that such electronic database is not effective in enhancing learning and teaching effectiveness</p>	<p>More reference books will be purchased as library books for reference among students.</p> <p>Some learning and teaching resources as recommended by other schools may be purchased instead.</p>

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 and visit to other cities in our country	The visits may enhance students' admiration for Chinese culture and understanding on rule of law	\$47,349	70% of students agree that the visits may enhance their appreciation on Chinese culture and understanding on rule of law	Questionnaires	85% of students agreed that the visits may enhance their appreciation on Chinese culture. 87% of students agreed that the visits may enhance their understanding on rule of law.	Upon availability of time for activities, we may consider reorganizing similar activities again in the future. Yet, more interactive mode may be adopted.