



OUR LADY OF THE ROSARY COLLEGE

Annual School Report

2024-2025

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(1) Our School

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

Our convictions

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

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

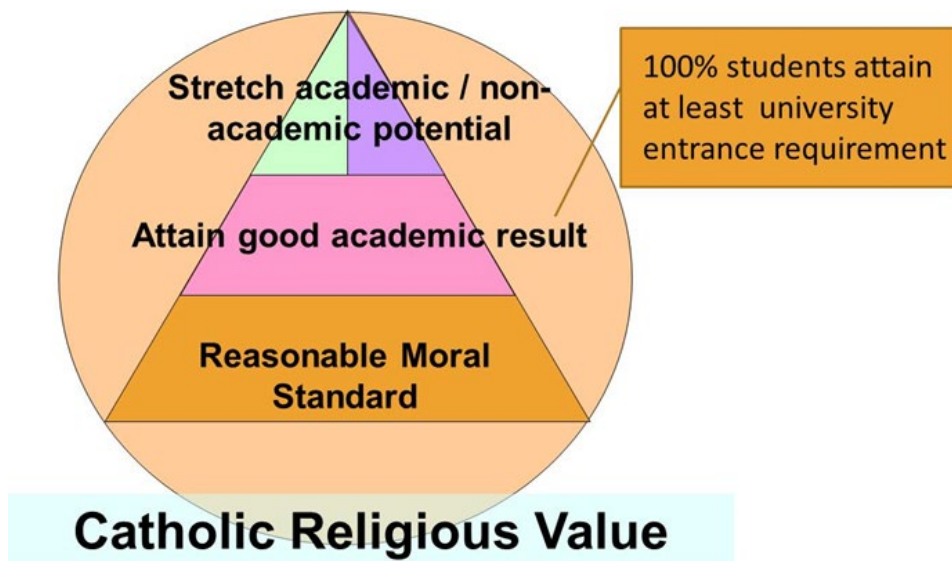
It is our firm belief that even the most deviant young people may repent and become charitable.

Application of our convictions

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

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

Vision of the school

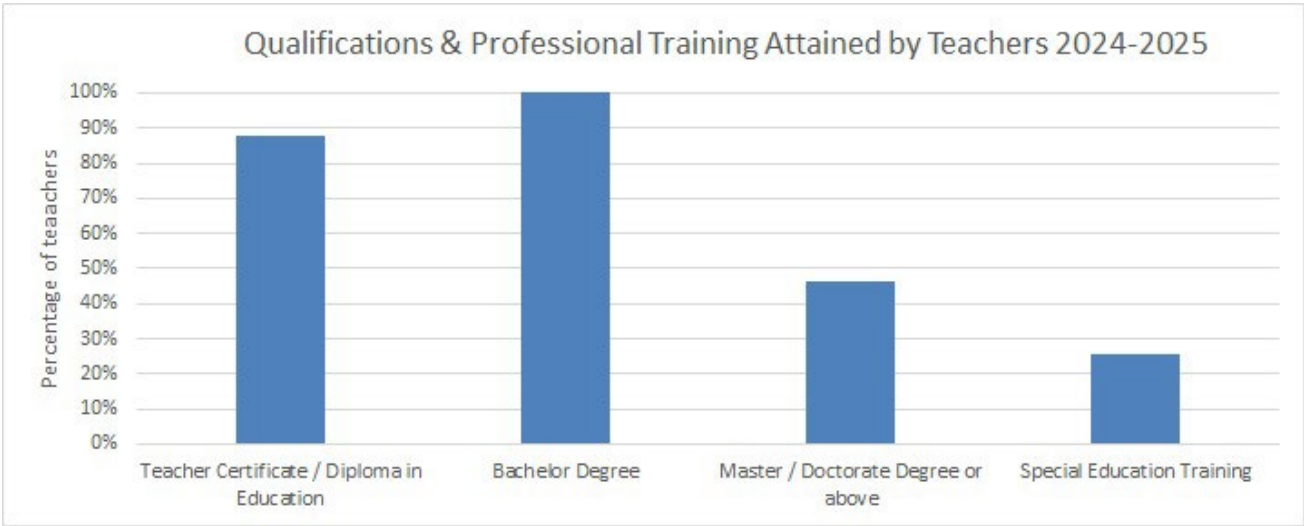
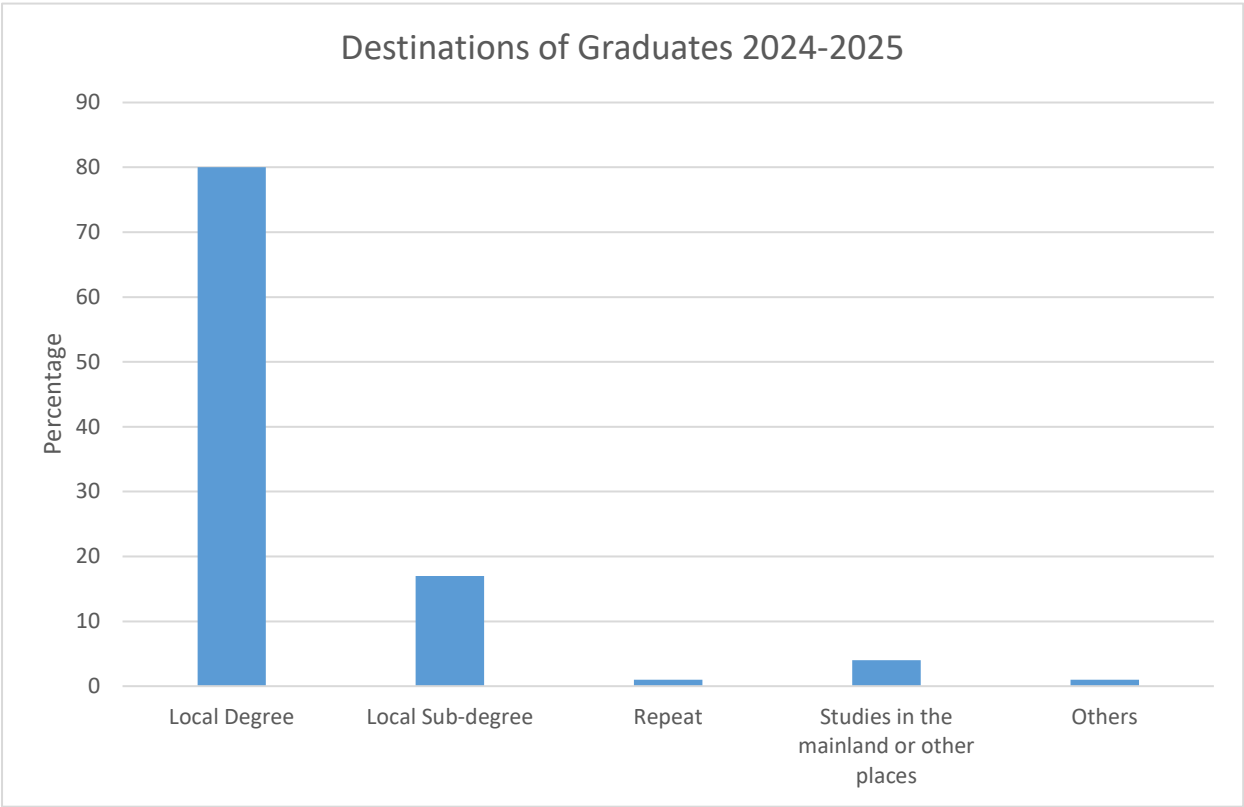


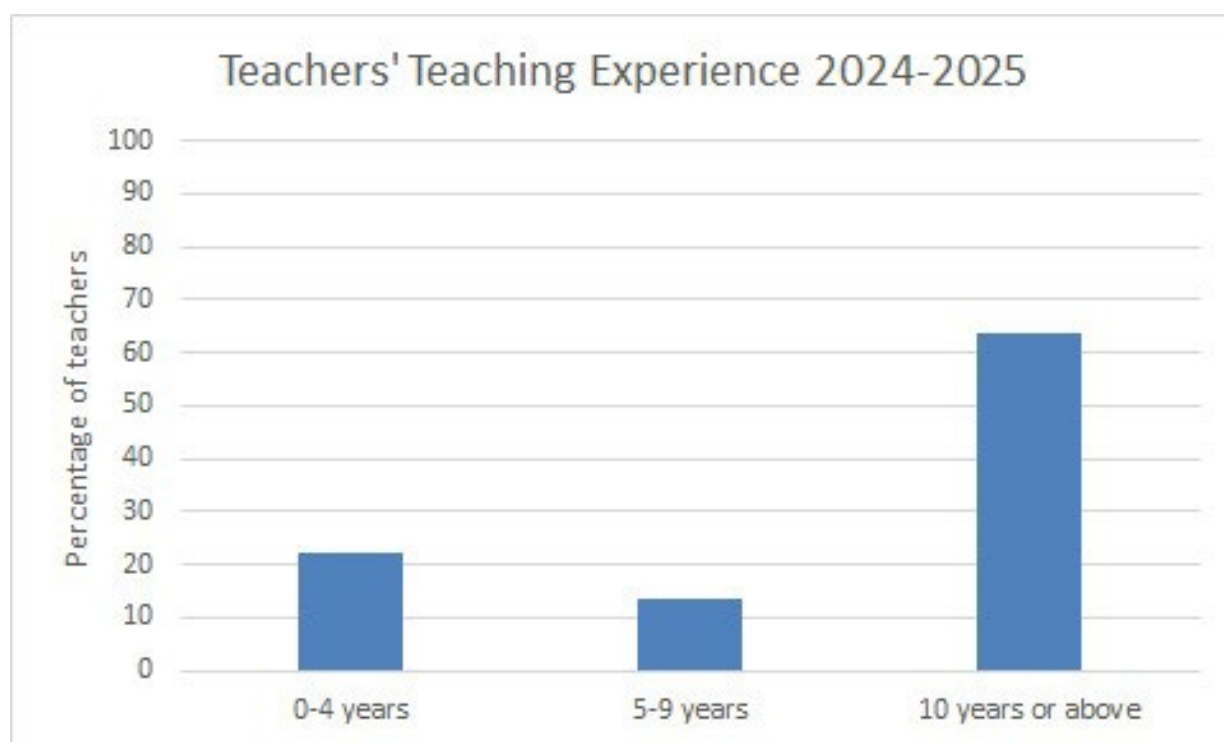
The motto of the School is “Purity and Charity”. Following the teaching of Jesus Christ, with our teachers’ professionalism and our staff’s sense of devotion, we pledge to develop our students’ potential to the fullest and enable them to achieve success in university, career and life and have a positive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

School Mission

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

School information





(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

This year, the school made significant progress in fostering self-directed learning, enhancing students' motivation, confidence, and academic performance. Building on strategies from last year's QSIP program, these practices were refined and extended to other subjects for a broader impact. Initiatives such as pre-lesson preparation, scaffolding techniques and STEM activities helped students develop skills in self-monitoring, time management, and critical thinking. Differentiated strategies supported diverse learning needs, while cultural and experiential learning opportunities broadened students' perspectives. The school also strengthened national security education, fostering a stronger sense of identity and pride. These achievements highlight the school's dedication to holistic education and preparing students for future challenges.

1. To enhance students' motivation to learn

Teaching strategies focused on motivational learning tasks have led to measurable improvements in student motivation and engagement. 93.3% of students agreed that they were able to learn better through motivational tasks, an increase from 89.6% last year. Similarly, 88.2% of students reported effectively using strategies in completing learning tasks, up from 86.6% previously. 91.8% of students agreed that feedback and encouragement helped them learn better, showing progress from 88.9% last year. Teachers also 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% of teachers noted that the strategies enhanced students' motivation to learn and improved their performance, compared to 98.2% last year. 96.4% of teachers agreed that curriculum and assessment adjustments motivated students of different learning abilities, showing an increase from 93%.

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
	2024	4.2	3.8
My views on student learning	2022	3.2	3.3
	2023	3.2	3.4
	2024	3.1	3.5

The APASO results also reflect progress in key areas of learning:

Indicator	2023 Q Value	2024 Q Value
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Generic Skills Learning - Self-Monitoring	113	116
Teaching - Clear Instruction	95	109
Teaching - Teacher Support	85	94

The significant improvements in "Clear Instruction" and "Teacher Support" show that students benefit from clearer teaching strategies and stronger support systems.

Panel reports and teacher observations this year reaffirm the effectiveness of various strategies in enhancing students' learning experiences and fostering self-directed learning. Scaffolding techniques, such as the use of pre-writing worksheets, process writing, and consolidation worksheets, have significantly contributed to students' understanding of complex tasks. Students found that pre-writing worksheets and process writing helped scaffold their compositions or essays, making these tasks more manageable. Consolidation worksheets, including error analysis and annotated samples, provided constructive feedback and helped students identify their strengths and weaknesses. Teachers noted that students found these materials particularly effective for revision and peer learning, as they were consistently made available online for easy access.

Self-directed learning strategies, such as pre-lesson preparation, note-taking, and essay writing, have been widely adopted across subjects. These activities encouraged students to take ownership of their learning and enhanced their ability to assess success criteria. Peer learning also proved to be a valuable tool, with students using classmates' work samples to prepare for tests and exams. This practice not only familiarized students with exam requirements but also helped them refine their responses and improve attentiveness.

Teachers implemented tailored exercises for students of varying abilities, such as past paper questions, spelling activities, and structured guidelines for essays and reports. These differentiated strategies strengthened the foundational skills of weaker students while providing opportunities for stronger students to engage in more complex tasks. Observations showed that even low achievers managed to grasp key concepts, such as essay structures, and improved their ability to cite and analyse sources.

This year, various workshops and programmes were implemented to equip students with essential skills for self-directed learning, improve their learning efficiency, and foster motivation. These initiatives focused on practical strategies for study skills, time management, and reading engagement, with overall positive outcomes reported by both students and teachers.

Workshops targeting study skills, note-taking, and time management, led by the Study Skills in Self-Directed Learning Committee, were instrumental in enhancing students' ability to learn effectively. The S1 Main Point Workshop, structured around Geography and English lessons, focused on identifying main points, extracting keywords, and applying note-taking strategies immediately. Additionally, the time management workshop held in Term 1 emphasized practical strategies, such as prioritization, creating to-do lists, and timetable structuring. Students actively participated in group discussions and timetable exercises, which demonstrated their engagement and improved awareness of time allocation.

To foster greater engagement with reading and improve language skills, several initiatives were implemented by the Promotion of Reading Committee. The "Reading to Learn" Programme For S4-5 students, this programme involved engaging with selected texts across the curriculum and completing assessments via TEAMS during the morning reading period. Teachers observed that these sessions provided valuable language input and learning support. Students also reported that the programme positively impacted their motivation and learning outcomes. Additionally, the

"DEAR" (Drop Everything And Read) Programme paired S2 students with library prefects to facilitate English reading. Regular meetings, held during lunch or after school, created a supportive environment.

Both the study skills workshops and reading programmes achieved their intended goals, as reflected in high levels of student satisfaction and teacher observations. By providing students with practical tools for time management, note-taking, and reading comprehension, these initiatives have contributed significantly to enhancing students' learning efficiency, confidence, and self-directed learning capabilities. The positive feedback and observed improvements highlight the success of these strategies in supporting students' academic growth and engagement.

The Stakeholders' Survey results highlight significant progress in students' perceptions of teaching and learning compared to last year. Improvements in motivation, confidence, and enjoyment of learning, coupled with strengthened teaching strategies, demonstrate the effectiveness of the school's efforts to nurture self-directed learners. These results validate the school's initiatives and provide a strong foundation for further enhancing teaching and learning practices.

Questions	Mean 2024	Mean 2025
1. The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	3.73	3.75
2. Teachers often provide suggestions on my performance and let me know how to improve.	3.61	3.74
3. Teachers' questions inspire my thinking inside and outside of the classroom.	3.61	3.72
4. Teachers often encourage us to learn and try our best to overcome learning difficulties inside and outside of the classroom.	3.69	3.77
5. I am confident in learning inside and outside of the classroom.	3.16	3.35
6. I enjoy learning inside and outside of the classroom.	3.13	3.38
7. I often complete learning tasks, including homework, seriously.	3.56	3.69
8. I try my best to overcome learning difficulties.	3.67	3.71
9. I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	3.48	3.57
10. I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	3.57	3.65

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

This year, the school achieved progress in inspiring students to prepare for their future and fostering a stronger sense of ownership in their learning. Through structured strategies, interdisciplinary collaboration, and real-world exposure, students were empowered to take responsibility for their learning while acquiring skills and knowledge to achieve their aspirations.

Survey results reflect these improvements, with 91.8% of students agreeing they were able to equip themselves for their dreams (up from 89.6% last year) and taking ownership of their learning (up from 88.1%). Additionally, 85.3% of students reported mastering self-management skills and forming healthy habits, an increase from 80.2%. Teachers also observed positive outcomes, with 100% of teachers affirming that the strategies effectively prepared students for their future and enhanced ownership of learning, up from 94.7%. All teachers noted improvements in students' learning performance, exceeding last year's 96.5%.

Further evidence of progress is reflected in the APASO results, which show significant improvement in key indicators:

Indicator	2023 Q Value	2024 Q Value
Generic Skills Learning-clear goal	85	103
Teaching - Teacher Support	85	94

The Stakeholder Survey also supports these findings, with students reporting improvements in their learning and engagement:

Questions	Mean 2024	Mean 2025
1. Teachers often organize different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	3.74	3.76
2. I take an active role in learning inside and outside of the classroom.	3.44	3.62
3. I know how to set my own learning goal.	3.39	3.54
4. I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning.	3.57	3.65

The school successfully broadened students' perspectives by connecting classroom learning to real-world experiences through a variety of activities. For instance, the LegCo visit for S1 students, organized by the CES panel, incorporated group presentations and reflective tasks to encourage active participation and critical thinking. A collaborative site visit to T-Park by the Geography and Chemistry panels provided students with firsthand exposure to sludge incineration and waste-to-energy processes, making abstract textbook concepts tangible. Workplace visits, including trips to the HK SkyCity Marriott Hotel and Disney career development programs, provided THS students with realistic insights into career paths and industry practices. Visual Arts students further showcased their creativity and potential, with S5 students presenting their design work at the Hong Kong Convention and Exhibition Centre. These experiences sparked curiosity and helped students align their aspirations with career goals.

School-based study tours to Shenzhen, Singapore, and London offered transformative cultural and environmental learning experiences, inspiring students to consider global issues such as sustainability and environmental protection, and broaden their horizon.

Engaging and interactive learning tasks were implemented across panels to foster students' ownership of learning. Classroom activities such as presentations, mini-debates, and self-assessments enhanced critical thinking, communication skills, and active engagement in lessons. Cross-departmental initiatives, including note-taking competitions in Chinese History, Chemistry, and Geography, further promoted essential academic skills. STEM-related activities like Lego Fun Day and Physics workshops at Ocean Park allowed students to apply classroom knowledge creatively. During the STEM Fun Day, organized by the Computer panel, S2 students showcased their STEM design work to the entire school. The students eagerly shared their design rationale with teachers and peers, demonstrating enthusiasm and creativity while strengthening their problem-solving skills. These initiatives reflect the school's commitment to integrating technology and innovative thinking into the curriculum.

The use of e-learning platforms, such as HKedCity question banks, proved particularly effective in supporting independent learning and self-assessment, especially in DSE subjects. Combined with collaborative learning tasks like study groups and mini-teaching, these platforms strengthened students' ability to manage their learning and reflect on their progress.

Students also participated in external programs to further enhance their learning and prepare for the future. Under the IT Innovation Lab in Secondary Schools Programme (OGCIO), students joined advanced courses such as Cloud Computing and UX/UI Design, while summer placements

provided hands-on work experience in companies, helping students gain a realistic understanding of workplace environments. In Visual Arts, the Design Innovation Professional Learning Community for Secondary School Visual Arts Teachers (EDB) introduced students to innovative design practices, further inspiring their creativity and career aspirations.

The school also emphasized the importance of self-management skills by providing students with subject-specific study and work plans explicitly presented within panels. These plans offered students clear strategies for organizing their studies effectively. Teachers further supported students by guiding them in goal-setting, note-taking, and study techniques, which enhanced their time management and academic discipline. Workshops on memory strategies and graphic organizers, deepened students' understanding of these skills, empowering them to apply their knowledge more effectively in different contexts.

The Academic Week on Singapore successfully aligned with the study tour and fostered interdisciplinary collaboration among THS, History, Geography, and Economics panels. Activities such as displays, quizzes, and games booths inspired senior students by enhancing their knowledge of tourism, urban planning, sustainable development, and global economics, while promoting ownership of learning through hands-on involvement and bonus incentives. Junior form students were introduced to foundational knowledge through engaging games and interactive activities.

Overall, the school's strategic focus on structured resources, engaging activities, and real-world applications led to significant improvements in students' confidence, motivation, and academic performance.

3. To implement National Security Education

The school has raised awareness of national security among students. According to the Stakeholder Survey, 94.6% of students agreed that they understand the importance of national security, demonstrating a significant improvement from 87.1% last year. This 7.5% increase reflects the effectiveness of the school's efforts in promoting national security awareness. Additionally, 98.2% of teachers affirmed that the strategies employed during the year enhanced students' understanding of national security, maintaining the same high level of agreement as last year.

The school also utilized the APASO data to evaluate the impact of its initiatives on students' sense of national identity. Across various indicators, such as responsibility and obligations, pride and love, the national flag and anthem, and national achievements, students consistently scored a Q-value of 116, indicating a strong and well-developed sense of national identity.

In terms of curriculum integration, all subjects have incorporated NSE into daily teaching, ensuring that students could engage with the concepts in meaningful and relevant ways. For instance, The Citizenship and Social Development (CS) Panel played a pivotal role in enhancing students' understanding of national pride and identity. Group presentations for S4 and S5 students focused on topics such as "Achievements of Our Country" and "Contributions of Our Country to the World." These presentations not only deepened students' understanding of China's achievements but also instilled a sense of pride in their national heritage. The Mathematics Panel introduced lessons on the contributions of Chinese mathematicians, aiming to broaden students' perspectives on the historical advancement of mathematical knowledge while fostering pride in national achievements.

Cross-panel collaboration was a key strategy in achieving this integration. Panels worked together to design activities that connected national security topics to daily learning experiences. For

example, the Macau visit, organized as part of the Life-Wide Learning (LWL) Day program in collaboration with the CS Panel, received highly positive evaluations. Students reported that the visit significantly enhanced their sense of identity and belonging to the nation and the Chinese community. The History Panel, in collaboration with the CS Panel, organized a Tai Kwun visit, which included simulation tasks related to a court case involving a Mui Chai. This immersive activity emphasized the importance of the rule of law and its connection to national security. Similarly, the Chinese Panel hosted a Tea Art Class in partnership with the Moral, Civic, and National Education Committee (MCNEC) to highlight the cultural significance of tea in Chinese traditions. The CS and Home Economics Panels also contributed by organizing Chinese cooking sessions for S5 and S6 students. These sessions emphasized traditional Chinese cooking techniques and their cultural importance, further enhancing students' appreciation for Chinese heritage. Additionally, the CES Panel collaborated with the MCNEC to organize activities such as a National Knowledge Trivia, where students actively participated and earned bonus marks. Such activities not only encouraged students to take ownership of their learning but also reinforced their understanding of national security concepts.

Cultural activities and experiential learning opportunities were integral to the implementation of NSE. The Chinese Panel and Chinese History Panel jointly hosted a highly engaging Chinese Culture Week, featuring a variety of interactive activities such as face-changing performances, sugar painting, Chinese hairpin making, sachet crafting, and touhu (pitch-pot). These activities were designed to deepen students' understanding of traditional Chinese culture while sparking their interest in learning more about their heritage.

Further enriching this experience, the Chinese Panel utilized the Chinese Culture Room to conduct additional cultural workshops, such as mooncake-making and calligraphy workshops. These sessions enhanced students' cultural literacy, strengthened their connection to Chinese traditions, and provided hands-on opportunities for learning.

Reflection

Facilitating Factors

1. Teachers employed a range of strategies to enhance students' self-monitoring and learning capabilities. Tools such as concept maps, pre-lesson tasks, and thinking paths helped students develop a structured approach to learning, enabling them to assess their progress and refine their thinking processes.
2. Scaffolding techniques, including pre-writing worksheets, process writing, and step-by-step guidelines for essays, made complex tasks more manageable for students. Peer learning and error analysis were instrumental in fostering deeper understanding. Students benefitted from analyzing mistakes in sample work, which familiarized them with public exam requirements and improved their attentiveness. Tailored exercises, such as past paper questions for stronger students and structural cues for weaker ones, addressed learner diversity effectively, ensuring that both high and low achievers made progress.
3. A variety of engaging learning tasks, both inside and outside the classroom, contributed to increased student motivation and ownership of learning. Activities such as site visits, presentations, and discussions allowed students to connect theoretical knowledge with real-world applications. Programs like study skill workshops, STEAM Fun Day, etc encouraged students to take an active role in their learning.

4. E-learning platforms and resources proved effective in extending learning beyond the classroom. These tools helped students become more prepared and motivated for independent learning.
5. The school's collaborative approach among teachers and external organizations enriched teaching materials, lesson planning, and classroom practices. Teachers worked together to design school-based workbooks, notes, and worksheets tailored to students' abilities and needs. Differentiated strategies were implemented to address varying abilities.

Hindering Factors

1. Students generally lack confidence in their learning abilities, particularly low achievers, who often feel that feedback and guidance are insufficient. They struggle to grasp abstract concepts or complete higher-order tasks, while stronger students require more advanced enrichment activities to stay challenged.
2. Students continue to face difficulties in providing detailed explanations and elaborating on key concepts in their written work. This challenge is particularly evident in exam performance, where answers often lack depth, critical thinking, and well-structured arguments.
3. Although e-learning tools are available, their integration into the curriculum has not yet been systematically structured. Similarly, while professional sharing among teachers occurs, there is no formalized approach to documenting or disseminating effective teaching strategies, particularly those designed to address learning diversity.

In past years, each panel has incorporated National Security Education into daily teaching and specific forms. However, better planning and coordination can be further enhanced to ensure a more cohesive and systematic approach.

Feedback and Follow-up

To build on the progress made in supporting students to achieve the seven learning goals, several enhanced follow-up measures are proposed this year. First, effective strategies such as error analysis worksheets, sample work examples, and structured rewriting tasks should be retained and consistently implemented.

To better address learning diversity, enhanced strategies will be implemented in remedial core subject classes, including refined teaching methods and assessment adaptations tailored to the needs of both high- and low-performing students. A stronger emphasis will be placed on subject-specific study and work plans to elevate learning outcomes. And these successful practices should be documented for future reference. Additionally, peer lesson observations will be encouraged among members of the same panel, fostering a collaborative environment where effective teaching strategies for managing learning diversity can be shared more effectively.

The school will also further expand the availability of online learning resources to systematically

enhance students' ability to engage in self-directed learning. Greater attention will be given to tasks that strengthen students' elaboration skills, ensuring they can articulate ideas more effectively.

With the support of the Updates to the Curriculum Framework of National Security Education in Hong Kong 2025, the school will integrate National Security Education into daily teaching and activities more systematically, extending its implementation progressively across both junior and senior forms. To ensure a coherent approach, closer collaboration and coordination among panels and departments will be established. These efforts aim to foster greater awareness of safeguarding national security among students while gradually nurturing a strong sense of patriotism. Furthermore, the school will explore professional development opportunities for teachers to deepen their understanding of National Security Education and enhance its delivery.

Major Concern 2

To promote a positive life attitude through the implementation of Value Education – the virtue of Courage

(To strengthen Catholic Education Core Values with focus on a specific virtue each year by Value Education)

Achievements

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

Cultivating positive thinking is not merely a feel-good exercise, it is a critical educational strategy that equips adolescents with the cognitive, emotional, and psychological tools necessary for academic success, personal resilience, and holistic development. Students who believe their abilities can be developed (a growth mindset) are more likely to embrace challenges, learn from criticism, and persist despite setbacks. They see effort as a path to mastery.

Our school has been making a concerted effort to create an environment filled with love and positivity without cease. The effectiveness can be revealed from the survey findings of APASO (KPM 17) as below :

Category	Item	2023-2024	2024-2025
Emotions (No negative Emotions)	-Pain	2.6	2.5
	-Worries	3.1	3.0
Emotions (No symptoms of anxiety and depression)	- Feeling depressed	2.4	2.3
	- Being irritable or bad-tempered	2.8	2.7
	- Feeling nervous	3.1	2.9
	- Feeling anxious	3.1	2.9
Sense of Satisfaction	- Your school life	2.8	3.0
	- Your learning from school	2.8	3.0
Meaning of Life	- Life has explicit meaning and goals	2.7	2.9
	- Having found my satisfied meaning of life	2.7	2.8
	- I clearly realize what gives meaning to life	2.7	2.9

The reduction of negative emotions among students and their increasingly positive views towards the meaning of life reflect the cultivation of positive thinking. Many diverse academic and non-academic activities lead students to improve their mental well-being and enhance their understanding of life's significance. This transformation may be the result of supportive environment, effective coping strategies, or educational programs that emphasize emotional intelligence and resilience. From the Stakeholder Survey (Students), students feel confident in learning both inside and outside the classrooms (3.16/23-24 → 3.35/24-25) and they love the school (3.35/23-24 → 3.55/24-25). From the perspective of teachers, they also agree that students feel confident in learning (2.95/23-24 → 3.04/24-25). Furthermore, 100% of teachers expressed that they did strengthen students' mindset that their endeavor and persistence could lead them to make improvement and progress, from the 'Teacher's Evaluation Survey'.

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. With the efforts of all the teachers (Teacher's Evaluation Survey: 100%), our students have been encouraged to actualize the School Theme: Ownership Leverages Responsibilities; Optimism Create Possibilities.

Our school firmly believes that education extends beyond academic excellence. By intentionally integrating the principles of positive psychology and fostering a growth mindset, we empower our students to become resilient, engaged, and optimistic learners. This commitment to developing the whole person ensures they are not only prepared for exams but also equipped with the emotional and cognitive tools to thrive to an ever-changing world, build meaningful relationships, and lead fulfilling lives.

On the other hand, by listening to the life stories of teachers and experiences of peers, students come to a powerful realization that progress is not just about innate talent. It is built through

consistent effort, a commitment to learning, and unwavering perseverance. From an online survey, 90.2% of students deemed that the speakers' words could inspire them to think positively, regarding one's ups and downs as the solid foundation of adulthood success. Hence, the sharing sessions by either students or teachers are worth conducting throughout the school year.

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

From the Teacher's Evaluation Survey, all the teachers (100%) are making efforts to encourage our students to embrace responsibilities and be ready to serve others. Through the Scheme of 'One Student One Post', students of each class have got the chance to take on different posts and serve one another. From the 'Class Affair Survey', almost 85% of students demonstrated the courage to take on leadership roles and responsibilities. 93.9% of students, from the 'Integrated Survey', showed their willingness to serve others. However, our students were less proactive when performing their duties than last school year (3.20/23-24→3.14/24-25).

By taking on a specific duty, our students develop a profound sense of ownership and responsibility. They learn that their contribution, no matter how small, is vital to the community's well-being. This early cultivation of a service-oriented mindset has profound long-term effects. It builds empathy as students understand the needs of others. It fosters leadership, problem-solving skills, and resilience. Most importantly, it plants the seed of active citizenship – the understanding that they have the power and the duty to make a positive impact in their future families, workplaces, and society at large.

To positively reinforce students' good behaviour and performance, showing them appreciation is a very powerful way. All the teachers (100%) expressed that they always showed appreciation to students for their efforts, improvements, good deeds, etc. according to the 'Teacher's Evaluation Survey'. The more students are praised and affirmed, the more they are able to discover their uniqueness and talents. From the 'Integrated Survey', 91.4% of students believed they were unique and possessed their own talents. It greatly fuels their motivation to explore further, take on new challenges, and ultimately, develop a strong and confident sense of self.

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

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, 92.9% of students expressed that they always respected and engaged in prayer sessions, religious activities and liturgies. 92.7% of them also agreed that those values and virtues helped them to develop a truly positive and fulfilling life.

In recent years, the school has been dedicated to promoting Values Education. This year, we are placing special emphasis on the virtue of ‘Courage’, which helps in building a positive life. Focusing on courage moves beyond theory and provides students with practical tools for life. It empowers them to step out of their comfort zones, whether it is trying a new activity, standing up for what is right, or asking for help when needed. Students are equipped to become proactive individuals who can overcome obstacles and embrace all kinds of challenges.

4. To implement National Security Education

To implement National Security Education at school is essential. Both Committees and Subject Panels endeavor to impart National Security Education through lessons, talks, visits, study tours to the mainland, etc. 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. 82.7% of students from the survey conducted by CAFSGC and over 90% of students from the survey conducted by MCNEC agreed so.

To nurture our students to be self-disciplined, the Discipline Committee regularly reviews the school rules and enforces them strictly. The aim is to cultivate students into individuals who are disciplined and law-abiding. By understanding the consequences of their actions within the safe environment of the school, students develop an internal moral compass. This prepares them to become responsible citizens who consciously choose to contribute positively and abide by the rules of society in the future.

Religious Education Committee (REC)

To cultivate the virtue of value education (courage) and five core values of Catholic education in students and incorporate them into their daily lives.

1. School-based Survey

From the Teacher's Evaluation Survey (2024-2025), 100% of teachers agreed or strongly agreed that they attentively supervised students during morning/afternoon prayer sessions.

From the Integrated Survey Results (2024-2025), 92.9% of students agreed or strongly agreed that they respected and actively participated in morning and afternoon prayers. 92.7% of students agreed or strongly agreed that through promoting 'Values Education' in school, they were working hard to cultivate the virtue of ‘Courage’, which helps to build a positive life.

From REC student survey, 92% of the students agreed that they were trying to actively participate in various religious activities, bringing about social change and influence others. 90.5% of the

students agreed that our activities help them to reflect on past shortcomings and actively striving to make improvements, drawing closer to God and experiencing peace and joy. 93% of the students agreed that our activities help them to respect and care for others, holding onto the truth with love.

2. Panel reports and teachers' observation

At the beginning of the school term, the virtue of Courage was addressed during the School Opening Ceremony and the School Opening Mass. ERE teachers also explained the virtue of Courage in class and asked students to set targets regarding how they would like to actualize this virtue in their daily lives. A year-end evaluation on the greatest and least character strengths was conducted.

A hall assembly on the Value Education and the virtue of Courage was organized in September 2024. This assembly helped to consolidate the content taught in ERE lessons.

Several school-based liturgical ceremonies were held, with the virtue of Courage and core values of Catholic education infused in the sermons delivered by the priests. The various faith-sharing sessions conducted by our REC members, along with morning prayers helped deepen student's understanding of how the virtue of Courage can be practiced daily.

A worksheet on an anti-smoking seminar, jointly designed with the Discipline Committee, was assigned to students. The virtue of Courage and the values of Catholic Education were also incorporated.

A morning prayer included a special topic on key days (e.g. September 18 Incident Memorial Day) as recommended by Moral, Civic and National Education Committee. Values education and the Five Core Values of Catholic Education were also incorporated.

To incorporate the virtue of Courage and the Five Core Values of Catholic Education, the meanings of the hymns was taught before they were practiced during music lessons. Moreover, the hymn book has been reprinted, with some hymns modified in collaboration with the Music Panel and the hymn singing group. The book cover has been redesigned by the VA Panel.

S1-2 students were invited to design the Christmas cards for the Passport Scheme - Journey to Heaven, which were printed and distributed after the Christmas bible service. The virtue of Courage and the values of Catholic Education were also incorporated.

The Don Bosco Cup Dodgeball competition proceeded smoothly, and the students' response was very enthusiastic. Through the American-style dodgeball game, in collaboration with the PE Panel, the spirit of St. Don Bosco, the values of Courage and the Five Core Values of Catholic Education were demonstrated.

The collaboration with SFC, MCNEC, DC, music, VA and PE panels was smooth and effective in encouraging students to reflect on how the Values Education and the Core Values of Catholic Schools can be used as a yardstick for making moral judgements.

S1-2 students were invited to engage in the service of love, such as helping at the Caritas Bazaar, packaging candies for feast days and participating in Salesian Youth Environmental Protection Day. These activities aim to help them respect and care for others while holding onto the truth with love. (2.3.3 Respecting others).

The theme of Religious Activity was “Heart of Courage”, which aligns well with Major Concern 2. The faith sharing, the movie, dance performance and spiritual songs helped deepen student’s understanding of how the virtue of Courage and Core Values of Catholic Education can be practiced in daily life. Positive feedback was received.

The Spiritual Ambassadors of each class joined the "Heart of Courage" class spiritual activity and organized various activities of their designs in Feb and March 2025 to help their peers respect and care for others while holding onto the truth with love. (2.3.3 Respecting others).

S1-5 students were invited to join a "Heart of Courage" mosaic candle holder design activity during ERE lessons. They design their mosaic candle holders to spread love and hope. The spiritual activity also helped them to reflect on past shortcomings and actively strive for improvements, drawing closer to God and experience peace and joy (2.1.3 Be willing to change).

A hand fan featuring the winning designs from the “Heart of Courage” Mosaic Candle Holder Design Competition was made and distributed to every member in the school, hoping that virtue of Courage can be spread throughout the community. This serves as a reminder of the importance of upholding the virtue of Courage in our daily life.

Discipline Committee (DC)

1. ICAC Drama

An ICAC Drama had organized for S4 students so that they knew the disadvantages of corruption. According to the survey conducted after the drama, 100% of the students agreed that they understood a wrong decision will bring harm to others and the society. Therefore, they will think carefully before making any decision. According to the Integrated Survey Results, 95.7% of them agreed that they had the ability to Distinguishing right from wrong. Also, from the APASO survey, the result of ‘following the society rules and norms are important’ from S4 students is 93.6%, which is very positive. This ability can nurture them to be a more mature person who can make the right decision and not violate the rules of schools and society.

2. Courtesy Workshop and anti-smoking workshop

It is important to teach our new students to be polite, the Discipline Committee cooperated with S1 class teachers and organized Courtesy Workshop for them. From the reflection worksheets, most of students agreed that Politeness were important for them. Also, over 90% of students agreed that they will make improvements in courtesy and have more courage to be polite. According to the Integrated Survey Results, 87.7% of the S1 students agreed that they are self- disciplined and speak cautiously and act carefully. From the Teachers Evaluation Survey, the result of “Our students treat other with courtesy and positivity” is 83.6%, which is like the result of students. Also, from the stakeholders’ survey of student, parents and teachers, the mean of ‘schools teach us how to respect others and consider others before making choices are 3.75, 3.86 and 3.74, which are very positive. This workshop should be retained as it can remind S1 students to treat others how to be polite and respect others.

Also, knowing how to reject smoking is also necessary as it will affect students’ health seriously. An anti-smoking workshop was also held for S1 students. For the anti-smoking workshop, over 90% of students agreed that they learn the harm of smoking and they learned different ways to reject smoking after the workshop. This helped our students to resist temptations afterwards.

3. 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 in order to improve their confidence and team spirit. Over 90% agreed that two training days help them to improve confidence. Also, as they had to cooperate with their groupmates during activities, they knew more each other and learnt how to appreciate others. A strong team spirit was fostered.

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. All of them agreed that they have improved their leadership and communication skills as they had the chances to meet different leaders from other schools.

4. Privacy Commissioner’s Talk and Lunchtime Booths

Students use the internet every day. However, they may not know how to protect their personal information. A talk organized by Privacy Commissioner was held to raise their awareness of protecting themselves and others’ privacy. Over 98% of students agreed that they knew how to protect themselves and not to invade others’ privacy in daily life and on the Internet. Also, from the Teachers Evaluation Survey, 96.4% of teachers agreed that ‘I educate my students about the proper use of electronic devices and Internet safety. I believe that through education from teachers and external organization, our students can be smart internet users.

Also, cyber bullying is common in this generation. We must educate students to protect themselves and not to participate in cyber bullying by cooperating with external organizations.

Space Oil is the drug that affects a lot of teenagers nowadays; in order to protect our students, Discipline Committee introduced the impacts of it and cooperated with external organizations to educate the students.

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

Guidance Committee (GC)

1. S1 Growth Camp

Guidance Committee had organized S1Growth camp 中一成長營 on 21/11/2024. GC cooperated with LWLC to arrange the camp held by Lok Sin Tong 樂善堂(陽光青年計劃). All S1students went to Tung Tsz Scout Camp, Tai Po. According to the questionnaire, 88% of the participants agreed that the activity contents are able to promote their personal growth.

2. Growth Group

12 meetings were held in total this year, 5 in the first term; 5 in the second term and 2 in the summer holiday. Students' sense of belonging has been raised. The meetings focus on social interaction, art and craft workshops and luncheon. By observation, the atmosphere is relaxing. Members were all willing to participate in every meeting. They showed care and love to each other. They like to share their feeling, and they had a good relationship. According to the APASO Items Average (2024-25) (KPM17), the average mark of the students of "Satisfaction (School) Q2 Your School Life" is 3 and the "Sense of belonging Q3 Other classmates seems to like me" is 2.9. According to the questionnaire, 100% of members agreed that they felt the love during sharing sessions. (MC2: Upholding the truth (PI 2.3.3) Respecting others) 100% of members agreed that their social connection, thinking and resilience were promoted after joining the activities. 100% of members agreed that their self-assurance is optimized after joining the activity.

3. Monthly mental health booths

11 times of monthly mental health booths (Take a break Oasis) were held to raise students' awareness in coping with one's stress and promote positive thinking. Some students enjoyed the game part; some enjoyed the chat time. According to the APASO Items Average (2024-25) (KPM17), the average mark of the emotion (positive mood) Q1-4 are all over 3. The average mark of "Meaning of Life Q2 I am clearly aware if what gives life meaning" is 2.9. According to the questionnaire, 97% of the participants agreed that they know more ways to deal with stress. 98%

of the participants learn how to manage emotions effectively.

4. Training programs for students' leaders

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

(a) GM training camp

GM training camp was organized on 17-18/1/2025. 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. 100% GMs believe that their confidence and skills of leading the games have improved. All of them believed that they could maintain a friendly and caring interaction with their little sisters and provide support to help their S1 little sisters.

(b) GM Training workshop

Training workshops were organized on 12/10/2024. It was conducted by social workers, focusing on team building and communication skills. 100% GMs reported increased confidence in engaging with S1 students.

Careers & Further Studies Guidance Committee (CAFSGC)

CAFSGC aims to offer opportunities for students to effectively explore their own characters, skills and interests. 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 facilitating students to explore their own characters, skills and interest, CAFSGC has regularly adopted various careers-oriented assessments on EDB Life Planning Portfolio Platform for S2 and S5 students to complete. Results of such assessments effectively help students to reflect their readiness for life planning, level of difficulties for life planning. Besides, results may reflect students' characters and interests and facilitate our members to conduct S3 and S6 further studies individual counseling sessions with students. Based on such valuable information, some members reflected that "our guidance had focused more accurately on students' needs". 94.1% of S2 students and 93.8% of S5 students reflected that the platform could help to reflect their own characters. Some students verbally reflected that "they loved the systematic assessments and reflections offered by the platform. It helped them to consider their plan of further studies".

For National Security Education in this academic year, instead of inviting external agents to share,

our members shared solid information about tertiary education systems and Scheme for Admission of Hong Kong SAR students to Mainland Higher Institutes. Besides, a member of CAFSGC, has shared his wonderful experience in an exchange opportunity to a mainland institute. 82% of students with needs agreed that the seminar might help them understand more about study and work opportunities in the mainland. Some students claimed that “they have acquired some good ideas about study opportunities and conditions in mainland”. Such results are in line with extremely high APASO ratings on national identity among students.

For enhancing students to embrace their own studies, CAFSGC offered a more self-directed workshop to own their searching and inference on job types and application requirements to let students understand more about jobs that are interested to them and understand better on job types and requirements. S5 students were instructed to search for entry requirements and necessary skills by using some actual jobs database. 93% of participating students agreed that such workshop had provided them with more ideas on job types. 93% of participating students agreed that such workshop had facilitated them to acquire more ideas on how they prepare themselves for getting their interested jobs. A student reflected that “it was a very good workshop to let them actually search for some existing jobs and let them understand how they would get an ideal job”.

For the same purpose as set in the previous paragraph to encourage students to embrace their own studies, a more class-owned university info day visit and subsequent presentation tasks was set by requesting S4 students in the classes to compromise on what university programmes they love to know more and set their own enquiries to be raised to professors or university students. This renewed format has modified to include class-assigned tasks to students when they visited universities, and such tasks included some enquiries with interest of students in the class. Some S4 students reflected that “the visit was quite meaningful to our class as it bears some information that some classmates had asked us to collect”. 97% of participating students agree that they understand more about chosen university programmes. Most S4 students claimed that “they have acquired basic ideas about university admission” and “have understood more about some university programmes”. “They know what to discover more about their tertiary education.”

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 Courage as well as priority values and attitudes. 85.7% of respondents find the activity helpful for promoting their sense of national identity, 100% for better understanding of Chinese Tea Culture and traditional etiquette and strengthened students’ respect for teachers and traditional values.

Despite unpredictable factors such as inclement weather conditions, the National Flag-raising

Ceremonies were successfully conducted. These ceremonies provided an opportunity for students to learn proper etiquette and develop a strong sense of national identity.

The Current Affairs Salon was conducted successfully and received overwhelmingly positive feedback from both students and teachers. All respondents, 100%, expressed agreement or strong agreement that the activities were effective in enhancing their awareness of current events and societal issues.

The S2 Growth Camp was carried out successfully, receiving positive feedback from students. Over 90% of respondents agreed or strongly agreed that the activities supported their development in self-discipline and encouraged them to maintain a modest and appropriate appearance in line with school regulations. Furthermore, the Growth Camp was seen as instrumental in guiding students to uphold truth with a spirit of charity, thereby nurturing a deeper respect for others.

The Community Service Team had a prosperous year, conducting 10 workshops and organizing large-scale volunteering services for S3-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 that are conducted.

Life-wide Learning Committee (LWLC)

To cultivate the virtue of Values Education (Courage) among students, ECA promotion booths had been held to promote the ECA clubs. It was the first time we promote the ECA clubs by interactive marketing strategy. The committee members should actively answer questions from interested students and extend their invitations for new members to join. Through the promotion booths, cooperation among committee members had been enhanced.

According to the survey conducted by Life-wide Learning Committee, 100% of the participated committee members agreed that they had made a breakthrough compared with the traditional promotion. They felt positive in terms of the setup of the booth and the effectiveness of the activity. 89% of them agreed that the promotion booth gives them an experience to reflect what they have encountered and strive for improvement.

Moreover, active participation in extracurricular activities was emphasised. We tried a new method to encourage students to join clubs and societies through ECA promotion booth. Students were encouraged to join various activities to explore their potential and cultivate their interests. 75% of students took part in at least one extra-curricular activity.

An adventure day camps were co-organized with the Lok Sin Tong Sunshine Youth Project for S3 students. The purpose of the day camp was to increase student's understanding of the leadership qualities and enhance student's leadership skills. S3 students showed active participation and had positive evaluation. According to the survey held by Life-wide Learning Committee, 86% of the participants agreed the program helped them to understand leadership qualities and enhance their leadership skills. 84% of the participants agreed that the program was well organized and relevant to their personal growth.

Reflection

Student Formation Committee (SFC)

All the committees under Student Formation Committee have collaborated closely to create the vibe of joy and positivity in the school campus. Such an environment enhances students' sense of belonging and security, fosters emotional development and social skills, and lays a solid foundation for lifelong healthy relationships.

From the 'Stakeholders Survey', both students and teachers responded that our school was a place full of love and care (overall mean: 3.69/5 & 4.09/5), and students loved their school (overall mean: 3.55/5). They enjoyed good relationships with their schoolmates (overall mean : 3.85/5). Students respected their teachers (overall mean : 3.71). A harmonious relationship between students and teachers on campus contributes to building a positive life.

In terms of self-discipline, the views of students and teachers are quite different. Students expressed that they were quite self-disciplined (SHS 3.62/4) while teachers think our students still have room to improve (SHS 3.39/4). The Discipline Committee will keep reminding our students to behave themselves. In addition, all the teachers have been reminded to show appreciation to the self-disciplined students in order to reinforce their good behaviour and let others learn from them. Furthermore, messages about anti-bullying, anti-smoking, preventive drug education, etc. have been conveyed to all students through talks and workshops.

On the other hand, the school still needs to do more to boost our students' **self-confidence** both inside and outside the classroom, according to the Stakeholder Survey (students: 3.35/5; teachers 3.04/5). However, most students have made an effort to improve themselves over the past year. In the coming academic year, the virtue 'Gratitude' of Values Education will be promoted based on the whole school approach. Our students will be strongly encouraged to be grateful for what abilities and talents they possess. By participating in diverse activities, competitions, performances, scholarships, etc. to enhance 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. Gratitude strengthens self-confidence by shifting focus from deficits to existing strengths, reinforcing self-worth through recognition of personal value. It fosters positive neural pathways, reducing anxiety and enhancing resilience.

The newly revised Student Award Scheme (which encompasses three aspects: Daily Performances, Extra-curricular Activities and Services) brings vigour and hope to students, as it focuses on recognizing their non-academic achievements. According to the 'Integrated Survey', students' feedback (overall mean: 3.04/4) on whether the system of commendation and punishment is fair revealed that the revised Scheme is widely accepted by students. This is a way to boost their self-acceptance, which helps students' personal growth. Students learn to love themselves and embrace their strengths and imperfections without judgment, reducing anxiety and comparison with others. Hopefully, those case students of GC and SEN Team will benefit from the Scheme and thrive in personal realms.

For years, students' self-management has been a concern for both parents and teachers, including healthy habits, regular routines, adequate exercise, and stress relief. Weak self-management, as shown in the Stakeholder Survey (Parents : 3.19/5; Students : 3.35/5) often stems from undeveloped executive functions (for example, planning, impulse control) in adolescents. External support is crucial : the school will implement a new timetable in the coming school year; teach time-management skills frequently and integrate wellness education into lessons and activities. For parents' education, the school will encourage parents to model balanced habits and provide gradual autonomy. Technology use boundaries and mindfulness practices can also mitigate distractions. In the long term, nurturing self-awareness and incremental responsibility-taking helps students build sustainable self-discipline.

To conclude, a lot more collaboration among the Committees and Subject Panels will be generated to guide our students to progress. We will work side by side to enhance students' self-discipline, self-acceptance and self-management.

Religious Education Committee (REC)

Nearly all students agreed that they had gained a deeper understanding and had strived to uphold of the virtue of value education (courage) and core values of Catholic education. And it is good that nearly all students agreed that they had strived to incorporate the virtue of Values Education (Courage) and Catholic education in their daily encounter with others.

The theme of Religious Week could align with the school's Major Concern 2 and the activities held could serve as a platform for students to practice the virtue of value education and/or the core values of Catholic Education.

Details regarding which activities organized by the different committees are relevant to the virtues of Values Education and Five Core Values of Catholic Education need to be collected at the beginning of the term to facilitate collaboration work.

The REC should continue to seek opportunities for collaboration. It is hoped that with a structured implementation plan of Values Education in place, the effectiveness of incorporating the virtue of Values Education and the Five Core Values of Catholic Education into the various activities and programs organized by different committees can be further enhanced.

We will cultivate the virtue of value education (gratitude) and Five Core Values of Catholic education in students and incorporate them into their daily lives in the next school year.

Discipline Committee (DC)

1. ICAC Drama

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. This drama can educate students think carefully before making any decision

2. Courtesy Workshop and anti-smoking workshop

During the Courtesy workshop, students understood courtesy was a core value in treating others. They could therefore become polite people and maintain positive relationships with people surrounding them.

Also, during the anti-smoking workshop, students not only understood the harm of smoking, but they also learnt to consider others' health and to protect the environment.

3. Prefect Training

As two training days contained lots of activities, prefects were so involved and enjoyed. They learnt how to be a real leader and how to work as a team.

For 6 prefect leaders, they joined the courses held by the Hong Kong Federation of Youth Groups. During discussion with others, they had to give their opinions and also listen to others, they learn how to make the best decisions by combining different opinions. Therefore, DC will continue to organize the training camp and recommend the Prefect Committee to join the leadership training courses to train our students to become real leaders.

4. Privacy Commissioner's Talk and Lunchtime Booths

The Privacy Commissioner's Talk taught our students useful knowledge about how to protect themselves on the internet. They also understood that they had to follow the laws in using the Internet. This helps to prevent students from invading others' privacy and committing online

crimes.

Apart from the talks, lunchtime activities are also essential to let the students learn about cyber bullying and space oil. By playing games and retrieving information from the boards, they understand the harm of cyber bullying and space oil. They can also learn the ways to reject and seek help from others. Discipline Committee will continue to cooperate with external organizations and educate our students in different ways.

Guidance Committee (GC)

1. S1 Growth camp

Some teachers thought the activity didn't made good use of the camp site. Nearly all activities could be held in school campus. The games are very popular and some of them have been used on school orientation day. Students thought the campsite was too small and old. More free time could be arranged. It is suggested to ask the service provider to submit the activity planning at least one week before.

2. Growth Group

Students' interpersonal skills needed to be enhanced. Some more games related to interpersonal skills can be introduced.

3. Preventive Program: monthly mental health booths

Avoid overlapping with other school activities so that more students can come to the booth. Create a stamp card that can be preserved throughout the year. Record the number of participating students and maintain an attendance list.

4. GM training camp and Training workshop

Training workshops and camp dates could be planned and secured earlier in the next academic year.

All GMs reported increased confidence in supporting S1 students.

Career & Further Studies Guidance Committee (CAFSGC)

CAFSGC have already established some effective individual further studies counseling sessions. Yet, to better record information during sessions, CAFSGC would adopt an electronic form to collect and record essential information.

Such information would be shared with corresponding class teachers and CAFSGC members for

their further guidance in the future.

To better facilitate students to understand in person about the study and work opportunities in the mainland, CAFSGC would offer a “Careers Exploration Visit to Greater Bay Area”, S4 students in particular those of related elective subjects such as Economics and ICT will be invited to join.

Besides, CAFSGC always receives plenty of information, we would follow the school information dispatch channels or investigate other effective methods to dispatch them to target students more accurately.

Moral, Civic & National Education Committee (MCNEC)

The Chinese Tea Lesson proved to be an effective and engaging platform for promoting values education and fostering a sense of national identity. It was warmly received by students, who responded with enthusiasm and appreciation. Additionally, the meetings held by the newly established Chinese Tea Society were both meaningful and productive, further reinforcing national identity through the appreciation of the cultural elegance and heritage embodied in Chinese tea.

Flag-raising ceremonies play a vital role in fostering students’ sense of national identity, especially among members of the Flag Guard. It is hoped that this uniformed group will continue to expand and attract new members, contributing to increasingly professional and dignified ceremonies. In addition, our flag guards have completed training in Chinese-style foot drills, and even more refined and ceremonious national flag-raising performances are anticipated in the future.

The Current Affairs Salon has proven to be a highly impactful initiative in addressing the challenge of limited social awareness among students. By offering a platform for open dialogue and thoughtful analysis of current events and societal issues, the salon has significantly enhanced students’ understanding and engagement with the world around them. It has cultivated critical thinking, encouraged active participation, and broadened perspectives on both local and global affairs. In light of its positive outcomes, it is strongly recommended that the Current Affairs Salon be continued in the coming academic year.

The S2 Growth Camp offers a meaningful opportunity for students to engage in experiential learning, character development, and the cultivation of positive values and attitudes. As a key component of the school-based Values Education framework, the camp features a thoughtfully designed program that encourages active participation in team-building activities and exercises that foster moral courage, personal growth, and self-reflection. Emphasizing core values such as courage, gratitude, integrity, resilience, and care for others, the Camp aims to nurture well-rounded individuals who are equipped to make positive contributions to society.

The Volunteer Team has consistently demonstrated its dedication to organizing meaningful service opportunities for students, nurturing a strong sense of community engagement and compassion. Building on the successes and insights gained over the past year, there remains ongoing potential for refinement and enhancement to further increase the impact of future volunteer initiatives. Careful consideration has been given to curating more engaging and purposeful workshops for student volunteers, ensuring that their experiences are both enriching and inspiring.

Life-wide Learning Committee (LWLC)

According to the APASO survey (2024-2025) KPM 17, we got relatively low scores in physical exercise. Developing students' healthy lifestyles would be our priority in the next year.

We will implement the "One Student One Sport One Art" Scheme in our school to cultivate a healthy lifestyle among students. Through this programme, each student may find at least one enjoyable physical activity or arts activity that they can consistently participate in to develop a lifelong habit.

Besides, the senior members of the 9 sports teams will encourage the S1 students to join their teams in the first week. The PE teachers will set a questionnaire to collect S1 students' data about their sports experience in primary schools, so that PE teachers may invite them to join our sports teams.

As the feedback for ECA promotion booths was good last year, we will keep this promotion method as a practice. Since the hall was under renovation last year, the promotion booth and performance could only be held in the covered playground. It was suggested to open the doors of the covered playground to allow more students to enter and reserve more space for students to watch the performances. Based on the positive feedback received, it was believed that more students would enrol in ECA clubs next year.

The adventure day camp co-organized with the Lok Sin Tong Sunshine Youth Project for S3 students gained positive feedback from the participants. However, the design of the games was not highly connected with each other, and the games did not fully utilize the facilities provided at the campsite. We Would ask the service provider to submit the activity planning as soon as possible. The teacher-in-charge should discuss with the service provider to set more challenging and interesting games beforehand.

1. A positive life requires continuous development, and the school spares no effort to promote it.

The activities and support jointly organized by various committees have clearly demonstrated the right direction and effectiveness. Diverse activities (for example, booths of stress relief before or after tests and exams; mental health workshops; life experience sharing by students

and teachers) address varied needs and create a positive and inclusive vibe in the school campus.

2. Our students have various traits. They need diverse learning experiences and activities to showcase their abilities and potential. With affirmation and appreciation, they will continue to improve and better themselves. When students receive genuine praise – especially for effort, creativity or collaboration – their motivation and self-efficacy grow. Our school will implement more platforms like talent shows, project exhibitions, or peer feedback sessions to celebrate various strengths. This approach not only nurtures confidence but also fosters a culture where every student feels valued, ultimately promoting sustained engagement and holistic development.
3. In the new school year, we will take the good chance to promote the virtue of ‘Gratitude’ of Values Education. Gratitude reduces stress and anxiety by shifting what is lacking to what is present. It promotes positive emotions and life satisfaction. Expressing gratitude strengthens relationships with peers, teachers, and family, fostering a sense of belonging and trust. This creates a supportive environment crucial for academic and personal growth. Moreover, grateful students tend to be more engaged and motivated, as they value learning opportunities and acknowledge efforts of those who support them.
4. The ‘OLR Sunshine Youth Project’ organised by Narcotics Division, Security Bureau (2024 to 2027), will continue to run, partnering with The Lok Sin Tong Benevolent Society, Kowloon to provide a lot more events for our students. Committees under SFC and other parties will still have close collaboration. Besides, we have joined a new project named JC LevelMind@ School. It comprises of the curation of LevelMind Hubs and Student Wellness Clubs. These initiatives empower students to create student-centred solutions that enhance mental well-being at school, harnessing the vitality and creativity of young people. We hope this external support can also help our students to broaden their horizons and develop a positive attitude towards life.
5. Parents’ Education is always a great concern. In fact, investing in parents’ education is one of the effective ways to ensure the well-being, success, and long-term potential of children. The Parent Education Committee will hand with Social Workers to provide our parents with more practical parenting information and support by conducting workshops, seminars, etc. 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, friendly and helpful (IS: 3.14/4). They are always ready to offer help if needed (IS: 93.9%), 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 (CAS: 3.14/4). There is room for improvement in students' proactive engagement in services and peer support. Implementing structured leadership programs would foster their developmental growth. With the promotion of the virtue of 'Gratitude', the school will strongly inspire our students to feel grateful when offering help or receiving help.

According to the Class Affair Survey (CAS: 2.82/4), students demonstrated a heightened sensitivity to current affairs compared to the previous academic year (CAS: 2.77/4). It sharpens critical thinking as they may attempt to analyze complex real-world issues. They learn to evaluate information sources and form reasoned opinions, moving beyond passive acceptance. From the perspective of National Security, students are able to think critically to discern truth from falsehood, resisting conformity and the influence of harmful rhetoric. Our teachers will also strive to guide students in conducting objective analysis and discussion, ensuring a balanced and unbiased approach.

As for learning, most students understand their responsibility and strive to fulfil it. At the same time, a small group of students are too diffident to move forward as they may look down on themselves. Both types of students should learn to set accessible goals to enhance their confidence and raise their self-esteem. Setting realistic and balanced goals helps students stay motivated and supports their emotional well-being. When students align their aspirations with their abilities, they build a healthy and resilient mindset. Hence, it is indispensable to strengthen their resilience and self-management skills. In the coming school year, a lot more activities aligned with positive psychology will be conducted for our students to address their needs.

(i) Academic Performance

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, Battle of the Books Competition, Public Speaking Competitions, Student Science Project Competition, STEM courses, Summer Intern in IT firm, Chinese Creative Writing Workshop, Chow Sang Sang Chemistry Workshop, 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

- 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%

(ii) Non-academic Performance

Internal activities

- Our school provides more than 40 ECA groups for students to stretch their abilities and potential. There is a wide variety for selection, which is very popular. To let students have more chances to explore themselves, we hope the implementation of ‘One Student One Sport One Art’ Scheme will provide more room for students to enjoy more ECAs.
- As for the whole-school competition, one of the highlights was the Sports Day, students were enthusiastic enough to prepare and get involved in it. Besides, the Inter-House Dodgeball Competition (Don Bosco Cup) was also an engaging event. Students learnt what sportsmanship was and actualized fair play through it. Another highlight was the Rosarians’ Got Talent. All students were welcome to take part in it. They could showcase their talents in singing, dancing, playing musical instruments, drama, etc. Some students have a strong desire to perform, and the competitions provide the perfect platform for them to showcase their talents and uniqueness.

External Activities

- Participating in the Hong Kong Schools Speech Festival (Cantonese & English Categories) has been a part of our students’ school life. We encourage students to gain experience through joining the competition. They need to equip themselves well with courage and confidence. Learning from other contestants is a lively lesson. Both English Choral Speaking (S1 & S2) and Cantonese Choral Speaking (S3) clinched the Champions in the 76th Hong Kong Schools Speech Festival this school year.
- As for the 77th Hong Kong Schools Music Festival, our students also have great achievements

in various musical instruments, including Zheng Solo (Winner), Sheng Solo (Winner), Pipa Solo (Silver Award), Graded Piano Solo (Silver Award), Guitar Solo (Silver Award), etc. Besides, for the School Music Competition 2025, our School Choir won the Gold Award in the Secondary School Choir while in the Secondary School Vocal Ensemble, our school also won the Silver Award. Some students also distinguished themselves through outstanding performance in musical ensembles and vocal pursuits. In fact, quite a lot of our students have demonstrated their musical talents through internal performances and external competitions. Their talents are our pride.

- As for sports, our students also have remarkable performance in diverse competitions. They were willing to receive intensive training and do skill-building practices after school. As like as the Double Dutch Team, they had very brilliant achievements this year. They were the Champion of JUMPY 校際交互繩錦標賽 2025 暨 JUMP YOUR STYLE 交互繩表演賽. Their team members were awarded some individual or group prizes as well.
- For Chinese Dancing, its performance was undoubtedly great as the previous years. They got the Highly Commended Award (Chinese Dance – Group, Trio; Oriental Dance – Trio) in the 61st Hong Kong School Dance Festival and Gold Award in the 53rd Hong Kong Open Dance Competition. There was still a lot of individual and group prizes.
- In the Inter-School Athletics Competition, they performed satisfactorily in a few events like Grade A Discus Throw – Champion, Grade C 100m & 200m – Champion, Grade B 4x100m Relay – Champion. Most importantly, our students won the Overall Champion of Girls Grade A. Their sports talents are brilliant indeed.
- In recent years, our school has vigorously promoted STEM education, allowing students to fully demonstrate their creativity and imagination, they have achieved outstanding results in competitions. They attained the gold award in RoboParade 創意機械人巡遊 - 高級組 and the third place in RoboParade 醫療應用發明大賽 - 高級組. The awards reflect the effectiveness of this educational approach, encouraging students to explore real-world challenges and contribute to future technological advancements.
- The school's commitment to fostering well-rounded future leaders is reflected in its emphasis on holistic education, which integrates academic excellence, character development, and community engagement. The recognition of students as 'Sham Shui Po District Outstanding Students' Award' and 'Kowloon Region Outstanding Students' highlight their exceptional achievements not only in academics but also in leadership, extra-curricular activities, and social contributions.

Students' levels of physical fitness

- Generally speaking, our students' physical fitness is much above average. According to the 'School Physical Fitness Award Scheme', which is jointly organised by the Hong Kong Childhealth Foundation, the Physical Fitness Association of Hong Kong, China and the Education Bureau, 570 students out of 673 were awarded (Gold Award : 187, Silver Award : 233, Bronze Award : 150) and presented certificates for having done physical activities and health-related fitness.
- Most of our students are willing to do exercises during the PE lessons. Therefore, some school-based fitness exercises have been implemented to improve students' physical strength and endurance. If students can develop good habits and lead a healthier lifestyle, their physical fitness will be much better in the near future.

Non-academic performance (2024-2025)

Academic 學術 Culture 文化	
<u>Hong Kong Mathematics & Math Olympiad</u> <u>Open 2024</u>	
<u>Gold Award</u> 5D Poon Oi Yin	
<u>Silver Award</u> 5C Sze Ting Xiang 5D Lau Giselle Hiu Ching	
<u>Bronze Award</u> 6D Cheng Cheuk Sze 6D Kwan Yi Tung	
<u>Hong Kong Tourism Industry Student Summit</u> <u>2025 – Inter school Project Learning</u> <u>Competition</u>	
<u>First runner up</u> 5B Chan Yu King Shan 5B Lam Hiu Tung 5B Tang Hoi Ying 5D Kong Man Ching 4A Leung Hiu Ching	
<u>The 16th Kowloon Region Outstanding</u> <u>Students' Selection</u>	
<u>Junior Outstanding Student Award</u> 4D Wong Ka Ki	
<u>The 76th Hong Kong Schools Speech Festival</u>	
<u>English Choral Speaking Secondary 2</u> <u>Champion</u> 2A	
<u>English Choral Speaking Secondary 1</u>	

<u>Champion</u> 1A
<u>Cantonese Choral Speaking</u> <u>Champion</u> <u>Hong Kong Schools Music and Speech Association</u> <u>Trophy</u> 3B
<u>RoboMed 醫療應用發明大賽 – 高級組</u>
<u>RoboMed Senior Section 3rd Place</u> 5C Lai Yan Kiu 4D Kuok Yee Ching 4A Chow Wing Hei 4A Ho Yin Tsun
<u>RoboParade 創意機械人巡遊 – 高級組</u>
<u>Roboparade Gold Award</u> 2B Lee Lok Yong 2B Wong Kin Lam 2B Chu Tsz Yiu Clara 2B Sze Lok Yiu 2A Huang Tsz On Angela
<u>Roboparade Gold Award</u> 3A Wong Wing Tung 3A Ng Tsz Yu 3D Wu Hiu Laam 3D Lee Pei Lin
<u>Roboparade Silver Award</u> 2B Chiu Wing Nga 2A Chan For Chun 2B Chan Roxanne 2A Pun Sze Hang
<u>Roboparade Bronze Award</u> 1D Chan Cheuk Yu 1C Chu Chui Yi Ashley 1C Fung Tsz Huen

Shum Shui Po District Outstanding Students’**Award****Outstanding Student – Senior**

6D Lo Pui Yan

Outstanding Student – Junior

4D Wong Ka Ki

Commendable student – Junior

4C Ng Chak Yan

Hong Kong Mathematics and Mathematics**Olympiad Challenge Competition 2025****Gold Award**

3A Wong Wing Tung

4C Lau Ngai Yi

Silver Award

1A Ng Ka Man

3D Cheng Kai Yam

3D Chow Ping Ping

4A Chung Pui Wah

4B Liu Jiaying

4C Shen Ziyin

5C Lau Tsz Ying

5D Poon Oi Yin

Bronze Award

1A Chan Man Wah

1A Ng Chin Wai

1A Tsang Hung Sin

2A Hui Sze Ching

2A Lai Tsz Ching

2A Lee Ho Ching Koey

2A So Anson

2A Yeung Peiwen

2C Tong Cho Wing

2D Chu Tsz Ching

3A Chiu Charline Tsoi Wan

3A Chung Miu Yan

4A Lau Wan Wai

4C Chan Nga Yuen

4C Kwok Wing Yi

4C Leung Tsz Yin

4C Yip Chin Wai

4D Lee Wing Tung

4D Wong Ka Ki

5A Silva Gaile Au

5B Cheung Kiu Yan

5B Li Sze Nga

5B Peng Zi Yan

5C Deng Wing Yu

5C Leung Nga Kiu

5D Wong Tsz Yau

5D Wu Yan Tung Pravi

Music 音樂**The 77th Hong Kong Schools Music Festival****Zheng Solo - Junior – Winner**

1C Lo Yuen Yu

Sheng Solo – Senior – Winner

5C Lee Eunice

Pipa Solo — Senior – Silver Award

4B Zhao Sai Man

Graded Piano Solo - Grade Five – Silver Award

2C Ho Hei Yin

Guitar Solo – Junior – Silver Award

4B Lai Yee Ching

Graded Piano Solo - Grade Three – Silver Award

2D Chan Ho Ying

Zheng Solo — Junior - Bronze Award

1B Yu Tsz Yan

Graded Piano Solo - Grade Three - Bronze Award

2C Chan Ho Ching

Graded Piano Solo - Grade Five - Bronze Award

2C Yeung Yui Ka

Graded Piano Solo - Grade Seven - Bronze Award

3A Wong Wing Tung

Graded Piano Solo - Grade Eight - Bronze Award

4D Lam Wing Hei

Graded Piano Solo - Grade Three - Bronze Award

2A Yeung Peiwen

Graded Piano Solo - Grade Six - Bronze Award

2B Chiu Wing Nga

Graded Piano Solo - Grade Six - Bronze Award

3B Chan Tsz Tung

Joint School Music Competition 2025

Secondary School Choir – Gold Award

1A Chan Man Wah

1A Chan Sheung Kwan Kathy

1A Siu Yiu

1B Chan Nga Kei

1B Cheung Ka Yiu

1B Chiu Yee Ching

1B Choy Tsz Yue

1B Li Meng Fei

1B Tsang Tsz Hei Raphaela

1C Tan Tsz Yin

1D Chan Sum Yee

1D Ho Ching Man

2A Chow Yu Kiu

2A Ho Ho Yan

2A Ho Sze Ki

2A Ho Yan Hei

2A Lam Ching Kiu Megan

2A Lau Nga Man

2A Law Yu Ching

2B Chung Yu Ching

2B Deng Sunny

2B Li Wing Yiu

2C Ho Hei Yin

2D Tong Ching Yau

2D Zhou Hiu Tung

3B Ip Hoi Ki

3B Lai Ka Yan

3B Lau Kan Ching

3D Lam Wing Yiu

4C Yip Chin Wai

5A Ling Ka Lo

5A Ng Wing

5B Wong Sze Wai

5C Chan Wing Gi

5C Kwan Yu Ching

5C Lau Hoi Tung

5C Tsang Tsz Ching Rossetti

5D Lau Giselle Hiu Ching

5D Leung Wing Yi

5D Lian Hoi Lam

Secondary School Vocal Ensemble - Silver Award

4A Leung Hiu Ching

4C Yip Chin Wai

4D Chien Yi Sin

4D Lee Hoi Ting

5A Ng Wing
 5B Wong Sze Wai
 5C Chan Wing Gi
 5C Kwan Yu Ching
 5C Lam Yip Ting
 5C Lau Hoi Tung
 5D Lai Yiu Lok
 5D Lau Giselle Hiu Ching
 5D Leung Wing Yi
 5D Lian Hoi Lam

Orchestra - Bronze Award

1A Lui Hau Yau
 1A Siu Yiu
 1A Wong Sze Wan
 1B Chiu Hei Yin
 1B Ma Wanqi
 1B Poon Wing Lam Edlyn
 1B Tung Ka Ching Saka
 1B Wu Sze Tung
 1C Chu Chui Yi Ashley
 2A Chung Nga Man
 2A Lai Hiu Laam Kristen
 2B Liu Sum Ching
 2B Ngan Sze Nga
 2C Deng Jie
 2C Kwok Hei Yin
 3C Cheung Hoi Lam
 3C Siu Chung Man
 3D Cheng Kai Yam
 3D Cheung Ching Czarina
 3D Li Cheuk Yin
 3D So Yuk Wan Yoyo
 4D Lam Wing Hei
 5B Ho Hiu Ching

Secondary School Group Ensemble (Chinese

Instrument) - Bronze Award

1A Wong Tsz Ching
 1B Chong Hoi Yee
 1C Kwok Tsz Yin
 1C Lam Tsz Yau
 1C Lo Yuen Yu
 1D Mak Ngo Ching
 2D Wang Jiahuan
 4C Mak Cheuk Yan
 5C Lee Eunice _

2025 Asia Academic Music Competition (Hong Kong Division)

Secondary School Orchestra Class – First Runner-up

1A Lui Hau Yau
 1A Siu Yiu
 1A Wong Sze Wan
 1B Chiu Hei Yin
 1B Ma Wanqi
 1B Poon Wing Lam Edlyn
 1B Tung Ka Ching Saka
 1B Wu Sze Tung
 1C Chu Chui Yi Ashley
 2A Chung Nga Man
 2A Lai Hiu Laam Kristen
 2B Liu Sum Ching
 2B Ngan Sze Nga
 2C Deng Jie
 2C Kwok Hei Yin
 3C Cheung Hoi Lam
 3C Siu Chung Man
 3D Cheng Kai Yam
 3D Cheung Ching Czarina
 3D Li Cheuk Yin
 3D So Yuk Wan Yoyo

4D Lam Wing Hei

5B Ho Hiu Ching

Piano Solo Grade 8 – First Runner-up

5D Lau Hiu Ching

Piano Solo Grade 8 –Second Runner-up

4D Lee Hoi Ying

Piano Solo Grade 8 –Second Runner-up

4D Lam Wing Hei

2025 International Youth Talent Musician

Competition

Secondary School Chinese Music – Reedpipe
Solo Class – Winner & Youth Talent Musician Gold

Award

5C Lee Eunice

Piano Classical Music Class - Piano - Romantic
Period – Winner & Youth Talent Musician Silver
Prize

5D Lau Giselle Hiu Ching

Secondary School Ensemble Class (Chinese Music)
– Winner & Youth Talent Musician Gold Award

1A Wong Tsz Ching

1B Chong Hoi Yee

1C Kwok Tsz Yin

1C Lam Tsz Yau

1C Lo Yuen Yu

1D Mak Ngo Ching

2D Wang Jiahuan

4C Mak Cheuk Yan

5C Lee Eunice

Secondary School Small Choir Group – 2-16
persons — Winner & Youth Talent Musician Gold
Award

4A Leung Hiu Ching

4D Chien Yi Sin

4D Lee Hoi Ting

5A Ng Wing

5B Wong Sze Wai

5C Chan Wing Gi

5C Kwan Yu Ching

5C Lam Yip Ting

5C Lau Hoi Tung

5D Lai Yiu Lok

5D Lau Giselle Hiu Ching

5D Leung Wing Yi

5D Lian Hoi Lam

Secondary School Ensemble — Winner & Youth
Talent Musician Gold Award

1A Lui Hau Yau

1A Siu Yiu

1A Wong Sze Wan

1B Chiu Hei Yin

1B Ma Wanqi

1B Poon Wing Lam Edlyn

1B Tung Ka Ching Saka

1B Wu Sze Tung

1C Chu Chui Yi Ashley

2A Chung Nga Man

2A Lai Hiu Laam Kristen

2B Liu Sum Ching

2B Ngan Sze Nga

2C Deng Jie

2C Kwok Hei Yin

3C Cheung Hoi Lam

3C Siu Chung Man

3D Cheng Kai Yam

3D Cheung Ching Czarina

3D Li Cheuk Yin
3D So Yuk Wan Yoyo
4D Lam Wing Hei
5B Ho Hiu Ching

Physical Education 體育

JUMPY 校際交互繩錦標賽 2025 暨 Jump Your Style 交互繩表演賽

Girls Group A 1min Double Dutch Figure 8 champion

2B Chan Cheuk Ying
2B Lam Wing Yi
2D Chan Tsz Ying
3A Lee Wai Laam
3C Wong Hayley
4C Leung Tsz Yin

Girls Group A 30s Double Dutch Speed Step first runner up

Girls Group A 30s Double Dutch Double Under second runner up
3A Lee Wai Laam
3C Wong Hayley
4C Leung Tsz Yin

Girls Group B 1min long rope second runner up

1A Yau Hoi Shuen
1B Chan Tsz Tan
2B Chan Cheuk Ying
2B Lam Wing Yi
2B Lau Hoi Shuen
2D Chan Tsz Ying

聯校盃- 全港跳繩競速錦標賽 2025

14 year-old Girls 30s Toad first runner up
2D Chan Tsz Ying

14 year-old Girls 30s Side Open first runner-up

14 year-old Girls 30s Cross second runner-up
_2B Lam Wing Yi

16 year-old Girls 30s Criss Cross Switch first runner-up
4C Leung Tsz Yin

Masterful Rope Skipping Championship 2025

Girls 30s Criss cross champion
45s Girls Specified Routine Champion
4C Leung Tsz Yin

Girls Twins first runner up
3A Lee Wai Laam
3C Wong Hayley

Girls 45s Double Dutch Speed first runner up
3A Lee Wai Laam
3C Wong Hayley
4C Leung Tsz Yin

DDT Exhibition Match first runner up

1A Yau Hoi Shuen
1B Chan Tsz Tan
2B Chan Cheuk Ying
2B Lam Wing Yi
2B Lau Hoi Shuen
2D Chan Tsz Ying
3A Lee Wai Laam
3C Wong Hayley
4C Leung Tsz Yin

Overall second runner up
OLR DDT

AS Watson Group HK Student Sports Awards 2024-2025

AS Watson Group HK Student Sports Awards
5C Wong Hei Kiu Heidi

Shine Tak Foundation Outstanding Junior**Athlete Award****Shine Tak Foundation Outstanding Junior Athlete Awards**

6C Chan Ying Tung

Inter-School Athletics Competition**Grade A Discus Throw – Champion**

5B Lau Wai Yu

Grade A Shot Put – 1st Runner-up

6C Ng Yuen Lam

Grade B 100m – 1st Runner-up

3B Cheng Tsam Yuet

Grade B Javelin Throw – 2nd Runner-up

3A Lee Hei Lam

Grade B High Jump – 1st Runner-up

3A Lee Hei Lam

Grade B Long Jump – 2nd Runner-up

4D So Pui Chi

Grade B Shot Put – 1st Runner-up

4C Yip Chin Wai

Grade B Discus Throw – 2nd Runner-up

4C Yip Chin Wai

Grade C 100m & 200m – Champion

2A Chung Nga Man

Grade A 4x100m Relay – 1st Runner-up

6A Li Yan

6C Chan Sze Ming

5A Silva Gaile Au

5CFung Tsz Kiu

Grade B 4x100m Relay – Champion

4D Lee Hei Yan

4D So Pui Chi

3B Cheng Tsam Yuet

3C Chung Cheuk Wing

Grade C 4x100m Relay – 1st Runner-up

2A Chung Nga Man

2A Li Sum Yi

1A Li Sze Shuen

1D Yip Tsz Ying

Girls Grade A Overall – Champion

All Grade A athletes

Girls Grade B Overall – 1st Runner-up

All Grade B athletes

Girls Grade C Overall – 1st Runner-up

All Grade C athletes

Girls Overall – 1st Runner-up

All athletes

HK Rhythmic Gymnastics Age Group**Championship****Secondary School 5 Hoops Routine - Champion**

5B Chan Yu King Shan

3D Wong Sum Kei

2B Leung Ching Ka

2C Sit Tsz Ting Jasmine

1C Zhu Miu Lo Miranda

The Leap Taekwondo 2025**Individual, Junior 13-15 years old, Advanced, Feather – Champion**

2D Lee Wan Yin

21st Japan WATA Open International Taekwondo Competition

Individual Kyorugi, Junior 15-17 years old,
Advanced, Feather - 1st runner-up
2D Lee Wan Yin

Hong Kong Taekwondo Black Belt Competition
2024

Individual, Girls Cadet, Feather - 1st runner-up
2D Lee Wan Yin

Inter-school Swimming Competition 2024-2025

Girls A Grade 200m Free Style – 2nd Runner up
3C Hui Sze Wan

The 61st Hong Kong School Dance Festival

Highly Commended award (甲級獎) in Chinese
Dance – Group

1C Wong Wai Ching
1D Lai Hoi Lam
1D Mak Ngo Ching
1D Yuen Tsz Yui
2A Yeung Peiwen
2A Yong Chloe Lok Yi
2C Choy Man Huen
2D Kwok Sin Lok
3A Ho Yat Lam
3C Chung Cheuk Wing
3D Zhong Yan Hei
4C Chan Hoi Tung

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

2A Yong Chloe Lok Yi
2C Choy Man Huen
2D Kwok Sin Lok

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

3A Ho Yat Lam

3C Chung Cheuk Wing
3D Zhong Yan Hei

Honours award (優等獎) in Chinese Dance -Solo
3D Zhong Yan Hei

The 53rd Hong Kong Open Dance Competition

Gold award (金獎) in Chinese Dance – Group

1C Wong Wai Ching
1D Yuen Tsz Yui
2A Yeung Peiwen
2A Yong Chloe Lok Yi
2C Choy Man Huen
2D Kwok Sin Lok
3A Ho Yat Lam
3C Chung Cheuk Wing
3D Zhong Yan Hei
4C Chan Hoi Tung

Silver award (銀獎) in Chinese Dance – Trio

2A Yong Chloe Lok Yi
2C Choy Man Huen
2D Kwok Sin Lok

Silver award (銀獎) in Oriental Dance – Trio

3A Ho Yat Lam
3C Chung Cheuk Wing
3D Zhong Yan Hei

Silver award (銀獎) in Chinese Dance -Solo
3D Zhong Yan Hei

Inter-school Individual Fencing Competition
2024-2025

Grade A Epee – Champion
6C Ng Yuen Lam

2024 Hong Kong Extra-Curricular Activities
Outstanding Student Award

<u>Hong Kong Extra-Curricular Activities Outstanding Student Award</u> 5C Cheung Kay
<u>2024 National Youth Fin swimming U series(3rd Station) Competition</u> <u>Girls youth 50 metre apnoea first-runner up</u> 6C Chan Ying Tung
<u>2023 年全國青年分蹼泳 U 系列梧州站比賽暨全國中學生蹼泳聯賽</u> <u>Girls A grade 400metre surface champion</u> <u>Girls A grade 200 metre surface champion</u> <u>Girls A grade 100metre surface champion</u> <u>Girls A grade 50metre apnoea second-runner up</u> 6C Chan Ying Tung
<u>Chinese Taipei Fin swimming competition</u> <u>Girls B grade 16-17 age group 50 metre apnoea first-runner up</u> 6C Chan Ying Tung
<u>The 66th sports festival: Finswimming timed race</u> <u>Age group 15-16 girls 50 metre bfin champion</u> 6C Chan Ying Tung
<u>2024 Hong Kong CMAS cup</u> <u>15-16 age group Girls 50metre apnoea champion</u> <u>15-16 age group Girls 100metre surface champion</u> 6C Chan Ying Tung

Visual Art 視覺藝術
<u>Hong Kong “Zero Bullying” Digital Illustration Competition</u> <u>First Prize (Youth Category (12-15 years old))</u> 3A Young Hei Wun <u>Most Actively Participating School Award</u>
<u>Enjoy Children’s Painting” Children and Adolescents Painting Competition 2025</u> <u>Silver Award</u> 1A Chan Sheung Kwan Kathy
<u>HK Jockey Club Flower Show Drawing Competition 2025</u> <u>Outstanding Prize</u> 4C Fung Peley Ashley Johana
<u>Asia Pacific Arts & Innovation Competition 2025</u> <u>Champion</u> 4B Ng Hoi Lui
<u>The Wharf Hong Kong Secondary School Art Competition 2024-2025</u> <u>City Vibrance: Art and Light” Special Award</u> 6D Hsu Yuk Sze Nicole

(4) Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds)	15,392,803.14	
I. Government Funds		
(1) EOEBG Grant		
(a) Administration Grant	3,901,524.00	3,845,078.96
(b) Other Grants	3,967,262.62	5,103,267.77
(2) School-based After-school Learning & Support	118,200.00	153,750.17
(3) Learning Support Grant	588,048.00	764,465.45
(4) D.L.G. (Other Programmes)	84,000.00	121,532.00
(5) D.L.G. (Applied Learning)	99,155.00	99,155.00
(6) Grant for N.C.S.	883,874.00	830,959.52
(7) Grant for Promotion of Reading	66,176.00	68,846.20
(8) Life-Wide Learning Grant	1,236,410.00	1,194,985.45
(9) Student Activities Support Grant	98,800.00	97,010.80
(10) Other Grants	6,345,690.89	6,005,559.54
Sub-total	17,389,140.51	18,284,610.86
Total deficit for school year	(895,470.35)	
Accumulated surplus as at the end of school year	14,497,332.79	

	Income (\$)	Expenditure (\$)
Balance B/F (School Funds)	3,183,156.26	
II. School Funds (General Funds)		
(1) Tong Fai	103,700.00	
(2) Donations	38,859.00	
(3) Others	422,248.19	469,312.95
Sub-total	564,807.19	469,312.95
Total surplus for school year	95,494.24	
Accumulated surplus as at the end of school year	3,278,650.50	

OUR LADY OF THE ROSARY COLLEGE
Capacity Enhancement Grant Report 2024-2025

Objective 1: To create space for teachers so that they can concentrate on developing effective learning and teaching strategies and to cater for learning diversity						
Strategies/Tasks	Benefits Anticipated	Actual Expenditure	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Employing 3 teaching assistants/associate teachers to provide support for teachers in compiling teaching materials and conducting teaching activities for English, Math and PSHE subjects. Teaching one English, one CES and one Geog.	Teachers have more time for curriculum planning and teaching methodologies.	Salary of 4 teaching assistants/associate teachers Plus MPF \$676,940.06	Teachers find the support from the teaching assistants useful.	Questionnaires to collect feedback from teachers.	Most teachers found the support from the teaching assistant useful	Arrange teacher assistant to teach students in small groups for extra support on students' learning

Objective 2: To create space for teachers to develop students' spirituality						
Strategies/Tasks	Benefits Anticipated	Resources Required	Success criteria	Evaluation method	Evaluation	Areas for Improvement
Employing a full-time pastoral assistant to provide support for teachers in conducting religious activities	Together with members of REC, the pastoral assistant helps to enhance religious atmosphere and provide quality religious functions for students of all levels.	Salary for pastoral assistant plus MPF \$239,893.5	Teachers find the pastoral assistant helpful.	Feedback from REC members	All REC members found the pastor assistant helpful and effective in enhancing the religious atmosphere through organizing various functions.	▪ Contact students who are interested in knowing more about Catholicism. ▪ Organize more religious activities for students/teachers.

School-based After-school Learning and Support Programmes 2024/25 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 180 (including A. 37 Comprehensive Social Security Assistance (CSSA) recipients, B. 108 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 35 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	53	119	28	81%	Sep 24-Aug 25	\$74,395.17	Questionnaires		
S1- S2 After-school Tutorial Classes	6	16	16	66%	Nov 24-May 25	\$13,500	Questionnaires		
External Academic Activities	4	26	4	100%	Nov 24-Jul 25	\$8,549	Questionnaires	Walk in Hong Kong, Hong Kong Red Cross, Hong Kong Disneyland	
After school Community Service Training	23	58	0	100%	Oct 24-Apr 25	\$15,857	Peer sharing, teachers' observation	Hong Kong Playground Association	
Leadership Training Programme	1	6	0	100%	Feb 24-Jul 25	\$910	Peer sharing, teachers' observation		
After school form activities	23	56	0	98%	Oct 24-May 25	\$18,839	Teachers' observation		
Instrument Classes	5	14	2	100%	Oct 24-May 25	\$10,500	Teachers' observation		
Summer Bridging Courses	6	20	0	90%	Jul 25-Aug 25	\$11,200	Questionnaires		

Total no. of activities: <u>60</u>							
@No. of man-times	121	315	50				
**Total no. of man-times	486						
				Total Expenses	\$153,750.17		

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 Prgroammes: Gifted Education for the 2024/25 school year**

Programme Title	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Teacher i/c	Evaluation	Expenditure (will be completed by the General Office)
To enhance students' language sensitivity, high order thinking skills and presentation skills	Intensive Chinese Enhancement Course	S4-S6 students 6 groups 12 students each group Nominated by the Chinese Language with specific criteria	Sept 2024-May 2025	Training exercise	Yim WY	The attendance of students was high (92%) and their performance was rated 3.7 on a 4-point scale. Students could apply high order thinking skills and presentation skills in the training exercise.	HKD 9,425
To enhance students' creative writing skills	Writing Enrichment Course	S4-S5 elite students in writing Nominated by the Chinese Language with specific criteria	4-6 periods (Oct-Nov 2024)	Workshop and Training	Yim WY	The attendance of students was high (93%) and their performance was rated 4.2 on a 5-point scale. Over 90% of the students agreed that the course can enhance writing skills.	HKD 8,000
To enhance students' knowledge and skills for scientific thinking	Intensive training course for Scientific thinking in Biology	S4-6 Bio Elite Students Nominated by the Biology panel with specific criteria	Oct 2024-May 2025	One assignment for each lesson	Hung Sui Yin	The attendance of students was high (92%) and their performance was rated 4.5 on a 5-point scale. Over 80% of the students agreed that the course can	HKD 8,100

						enhance their scientific thinking skills.	
Regular and Intensive Chinese debate training	To enhance students' logic and presentation skill	S4-6 Chinese elite students in speaking Selected with specific criteria	Oct 2024-Aug 2025	Debate Competitions	Yip CK Leung YF	The attendance of students was high (92%). Students can participate in 5 inter-school debate competitions.	HKD 28,600
To enhance students' knowledge and skills for scientific thinking	Intensive training course for Scientific thinking in Chemistry	S4-6 Chem Elite Students Nominated by the Chemistry Panel with specific criteria	Sept 2024-Aug 2025	Training exercise	LiWK WongWT	The attendance of students was high. (92%). Students agreed that the course can enhance their scientific thinking	HKD 6,825
Universities Dual Programmes	(1) Spend most of their time at secondary schools for a healthy, holistic personal development; (2) Devote part of their time at universities studying subjects of their interest at an accelerated pace	S4-S6 elite students Selected with specific criteria	Nov 2024- April 2025	Assessment	Siu PC	One student applied the grant and got a certificate with satisfactory attendance rate.	HKD 8,100

	and earn university credits						
Chinese History Enrichment Course	To enhance students' thinking, analytics and writing skills in learning Chinese History	8 students from S6 Nominated by the Chinese History with specific criteria	Oct 2024- Jan 2025	Training exercise	Lee TM	The attendance was about 85%. 90% participants agreed that the course enhanced their writing skills and thinking in learning Chinese History.	HKD 900
Geography Enrichment Course	To enhance students' geographical and inquiry skills in learning geography	8 students from S5 Nominated by Geography Panel with specific criteria	Oct-Jan	Training exercise for each lesson	Tang CY	The attendance rate was about 88%. Their performance is rated 4.5 on a 5-point scale. 100% of students agreed that the course enhanced their geographical and inquiry skills in learning Geography.	HKD 2,250
To enhance students' knowledge, experience and interest in facing tectonic hazards	Scientific investigation of tectonic hazards	19 students from S4 Nominated by the Physics Panel with specific criteria	Jul	Workshops and training	Tang CY Chan SL	The workshop was canceled due to the piling schedule next to our school. The materials that were purchased will be utilized in the upcoming academic year.	HKD 2,082
History Enrichment Course	To enhance students' thinking, analytics and	10 students from S5-6 Nominated by the History Panel with specific criteria	Oct 2024 – May 2025	Training Exercise	Cheung LY	100% of students agreed that the course enhanced their thinking and writing skills in learning History.	HKD 4,500

	writing skills in learning History						
Elite English Enrichment Course	To enrich elite students' exposure to the language and cultivate critical thinking, writing and presentation skills	15 elite students each from S4 and S5 Nominated by English Panel with specific criteria	Oct 2024- May 2025	Reading and writing exercise / in-class presentation	Kwong HK	All participants agreed that the course enrich their language exposure and cultivate their critical thinking and writing skills.	HKD 7,650
English Debate Training	To enhance students' critical thinking and English Debate skills	10 S4-S5 elite students in English Debate Selected with specific criteria	Oct 2024- May 2025	Inter-school Debate Competitions	Tam SM, Siu PC	The attendance rate was 100%. All participants agreed that the training has given them invaluable exposure to the world of debating and has enhanced their critical thinking ability. One of the participants won the Overall Best Speaker Award of the HK English Debating League	HKD 8,400
S4 Mathematics Enrichment Class	To enhance student's logical thinking and exploration on advanced topics	15 S4 elite students Nominated by the Math Panel with specific criteria	Oct 2024- May 2025	Training Exercise	Li Yee Tung	Participants agreed that the class deepened their understanding of mathematical concepts and fostered their logical thinking and problem-solving skills.	HKD 9,225
ICT Enrichment Classes	To enhance students'	15 elite students each from S4 and S5	Oct 2024 - July 2025	Workshop with notes / practice /	Leung Wai Chun	Not being held due to time and manpower limitation	HKD 0

	knowledge and skills on ICT and STEAM-related fields	Nominated by Computer Panel with specific criteria		exercise			
THS enrichment courses	To enhance students' knowledge and thinking skills	8 students from S5-S6 nominated by THS panel with specific criteria	Nov 2024 – May 2025	Training exercise	Lau KY	The attendance rate was about 90%. Their performance is rated 4.5 on a 5-point scale. All students agreed that the course enhanced their knowledge and thinking skills in learning THS.	HKD 2,475
STEAM elite training workshop	To cultivate problem-solving skills through hands-on STEAM activities	15 elite STEAM students from S4-S6 nominated by STEAM and eLearning committee members	Oct 2024 - July 2025	Training workshop	Yip CK	100% of participants agreed that hands-on STEAM activities helped cultivate their problem-solving skills. Attendance rate exceeded 90%.	HKD 15,000

Our Lady of the Rosary College
Report on the Use of the Promotion of Reading Grant (2024-25)

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, the Battle of the Books Competition, etc.
- English Reading Award Scheme: 115 S1-3 students received certificates of commendation for their work.
- ‘Reading to Learn’ Programme: 85% of the students agree that the Programme gives them extra language input and support in learning.
- Reading buddies: 10 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. 90% of the students participating agree that this programme provides them with language support and an encouraging environment.
- Book sharing: Two book sharing sessions were conducted during the Student Formation Period. 92% of S1-3 students agree that the book sharing sessions made them active and responsible in completing the task. In the first term, S1–2 and S3 students formed groups and presented a book of their choice to the class under the facilitation of their class teachers. This activity aimed to develop students’ presentation skills. All S3 students participated in the ‘SOW Inspiring Book Gifting Competition’. Students gave a presentation on an English book they wished to share with a loved one, under the guidance of their English teachers. They prepared a 2D artwork to accompany their sharing. Selected students were nominated to enter the ‘SOW Inspiring Book Gifting Competition’.
- The Battle of the Books Competition: 12 students participated in the BOB competition (modified secondary school) in May. Students enjoyed it very much, and it was an eye-opening experience for high achievers. Inter-house Battle of the Books Competition in May (S4) gives them an opportunity to be active and responsible in finishing the book and completing the task. The atmosphere of the event was positive, particularly during the quick-fire round of questions.

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

- From the school-based surveys, such as APASO and stakeholder survey, the cultivation of reading atmosphere among students has shown improvement. More students regarded reading as not solely task-driven or for necessary information, but also for interest and emotional values.
- Literary and cultural activities were regularly organised during lunchtime, each lasting approximately 20 minutes. Activities included group reading, drawing, and handcrafts, aimed at attracting student participation. Books were promoted through these

activities, and small gifts were distributed to encourage library visits. A consistent group of students regularly participated, which was good. NSE-themed activities were organised to introduce Chinese culture and related reading materials.

- The Book Fair was held in February 25-27th, with Commercial Press invited to host the event on campus. Books related to Chinese culture were featured, supporting National Security Education.
- Various activities and programmes such as “10 Best Books Election”, ‘Teacher recommendation videos’, writer’s talk and literary walk were organized to boost the reading culture in school.

2. Evaluation of strategies:

- In terms of implementing school-based reading schemes, based on students’ questionnaires, students’ feedback was mostly positive. To facilitate reading across curriculum, more collaboration with other panels on the materials will be reinforced so that both English and other subjects could benefit from it.
- Our team had organized various reading activities regularly, and they were mostly well received. It had been a routine for students to have reading / lunchtime library activities every Day 5. Students particularly like activities that involve outside resources, such as organizing a book fair, with 97% of the students agree that this could cultivate a school reading culture. Next year the book fair could incorporate a more focused theme to attract more students to participate. Other activities like “10 Best Books Election”, writers’ talk, and literary walk were very well received. For example, 89% of S3–S5 students agreed that the talk increased their interest in reading and contributed to cultivating a reading culture.
- The school will continue to provide a wide range of school-based reading activities to build a strong reading culture for students, fostering their love of reading.

Part 2: Financial Report

		Expenses (\$)	Income (\$)	Balance (\$)
1.	Purchase of Books	\$37,015.70		
	☒ Printed books			
	☐ e-Books			
2.	Web-based Reading Schemes	\$9,760.00		
	☒ e-Read Scheme			
	☒ Other scheme: School-based reading scheme			
3.	Reading Activities			
	☒ Hiring writers, professional storytellers, etc. to conduct talks	\$7,000.00		
	☒ Hiring service from external service providers to organise student activities related to the promotion of reading	\$4,000.00		
	☒ Prizes and gifts for reading activities	\$7,989.50		
	☒ Other expenses related to school-based reading activities	\$1,181.00		
	☐ Paying the application fees for activities and competitions related to the promotion of reading			
	☒ Subsidising students for their participation in and application for reading related activities or courses	\$1,900.00		
4.	Others:			
5.	Promotion of Reading Grant 2024-25		\$66,176.00	
6.	Balance brought down from 2023-24		\$9,975.38	
7.	Total Expense	\$68,846.20		
8.	Balance			\$7,305.18

* Please tick the appropriate boxes or provide details.

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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 ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1	Biology Panel - Mr. Ma YN Ecological field trip to freshstream This activity aims at equipping students with essential investigating techniques and providing opportunities for students to admire beauty of nature.	2 Dec 24	S4	52	\$2,800.00	\$53.85	E2	KLA-Science Education	100% of Ss agreed that they had acquired field trip techniques and admire beauty of nature.	✓	✓	✓		
2	Biology Panel- Ms Hung SY Ecological field trip to mangrove To let students acquire field trip techniques and admire beauty of nature	13 Mar 25	S5	24	\$2,000.00	\$83.33	E2	KLA-Science Education	100% of Ss agreed that they had acquired field trip techniques and admire beauty of nature.	✓	✓	✓		
3	Chemistry Panel - Ms Lee WK S6 Exploratory workshop (The Silver Salt Photographer) To enhance and consolidate students' learning in chemistry	29 Nov 24	S6	39	\$5,850.00	\$150.00	E1	KLA-Science Education	100% of Ss agreed that it had enhanced and consolidated students' learning in chemistry.	✓	✓			
4	Chemistry Panel - Ms Lee WK S5 Exploratory workshop (The Aglatic Repairman) To enhance and consolidate students' learning in chemistry	13 Dec 24	S5	38	\$5,700.00	\$150.00	E1	KLA-Science Education	100% of Ss agreed that it had enhanced and consolidated students' learning in chemistry.	✓	✓			
5	Chemistry Panel - Ms Lee WK S4 Exploratory workshop (The Alchemist) To enhance and consolidate students' learning in chemistry	9 May 25	S4	50	\$7,500.00	\$150.00	E1	KLA-Science Education	100% of Ss agreed that it had enhanced and consolidated students' learning in chemistry.	✓	✓			
6	Chemistry Panel - Ms Lee WK S3 Exploratory workshop (Gold panning) To enhance and consolidate students' learning in chemistry	11 Apr 25	S3	30	\$4,500.00	\$150.00	E1	KLA-Science Education	100% of Ss agreed that it had enhanced and consolidated students' learning in chemistry.	✓	✓			
7	Chinese History Panel - Ms Lee TM 中四、五參觀歷史博物館或古蹟文物徑	9 May 25	S4	18	\$0.00	\$0.00	/	KLA-PSHE	主辦機構贊助入場費及交通費	✓	✓			
8	提升學生對中國歷史文化的認識，加強國民身份的認同		S5	19	\$0.00	\$0.00	/	KLA-PSHE		✓	✓			

9	Chinese History Panel - Ms Lee TM 中六參觀歷史博物館或古蹟文物徑 提升學生對中國歷史文化的認識，加強國民身份的認同	/	S6	20	\$0.00	\$0.00	/	KLA-PSHE	由於在中六上課日 未能揀選相關活動 ，故未能舉辦					
10	Chinese Panel - Ms Yim WY 參加第76屆校際朗誦節(獨誦) 藉著參加比賽：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 2024	S1-S6	10	\$0.00	\$0.00	/	KLA- Chinese Language Education	No students applied for the grant.					
11	Chinese Panel - Ms Yim WY 初中創意寫作坊 發展學生創意思維能力及表達能力	Feb-Mar 2025	S1-S2	12	\$3,160.00	\$263.33	E5	KLA- Chinese Language Education	100% of Ss agreed that the workshops can raise their interest of writing and enhance their writing skills.	✓	✓			
12	English Panel - Ms Au SH Speech Festival (Solo and duo events) Enhance students' skills of expressing emotions through the projection of their voice	Nov- Dec 2024	S1-6	50	\$0.00	\$0.00	/	KLA- English Language Education	No students applied for the grant.					
13	English Panel - Ms Au SH Speech Festival Choral Speaking Comp. 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 2024	S1-S2	63	\$3,330.00	\$52.86	E2	KLA- English Language Education	1A and 2A class got the Champion of the Choral Speaking Competition. The fee is used to cover the transportation arrangement.		✓	✓		
14	English Panel - Ms Au SH Canadian English Writing Comp. 2024-25 Enhance students' writing skills	Nov 24- April 25	S1-S5	10	\$0.00	\$0.00	/	KLA- English Language Education	The activity is cancelled due to lack of participants and suitable pieces to be submitted.					
15	Geography Panel - Ms Tang CY S2 Site Visit (Shatin Sewage Treatment works) To deepen students' understanding on safeguarding water resources	Jun-Jul 2025	S2	123	\$8,400.00	\$68.29	E2	KLA - PSHE	It was co-organized with Science Panel. 95% Ss agreed that they have a better understanding of sewage treatment practices in HK.	✓	✓			
16	Geography Panel - Ms Tang CY S4 Field trip To let students acquire geographical fieldwork skills and admire beauty of nature	16 Oct 24	S4	28	\$2,800.00	\$100.00	E2	KLA - PSHE	94% of Ss agreed that field trips can consolidate their learning in real-life context.	✓	✓			
17	Geography Panel - Ms Tang CY S5 and S6 Field trip To let students acquire geographical fieldwork skills	12-Dec-2024 7-Jul-2025	S5 and S6	32	\$3,600.00	\$112.50	E2	KLA - PSHE	94% of Ss agreed that field trips can consolidate their learning in real-life context. As one of the locations is far away from the urban centre, so the transport fee is unexpectedly high.	✓	✓			

18	History Panel - Ms Cheung LY S6 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 Nov 24	S6	22	\$5,168.00	\$234.91	E1, E2	KLA - PSHE	100% of Ss agreed the tour enhanced their motivation to learn the history of HK and demonstrated a close connection with the History curriculum.	✓	✓			
19	History Panel - Ms Cheung LY S5 outing (Wong Nap Chung Gap) To let students to have a better understanding of World War 2 relics in HK	15 Mar 25	S5	20	\$7,000.00	\$350.00	E1, E2	KLA - PSHE	100% of Ss agreed the tour enhanced their motivation to learn the history of WWII and demonstrated a close connection with the History curriculum.	✓	✓			
20	History Panel - Ms Cheung LY S4 outing (HK Red Cross) To let students experience the life in a warzone and learn humanitarian support	4 Jul 25	S4	20	\$4,736.00	\$236.80	E1, E2	KLA - PSHE	100% of Ss agreed the tour enabled them to distinguish right from wrong and nurtured their ability to seek truth.	✓	✓			✓
21	Mathematics Panel - Ms Kwan YY Math activities and external competitions To arouse students' interest in Mathematics and enhance mathematical calculation skills	Sep 2024 – Aug 2025	S1-S6	120	\$17,705.00	\$147.54	E1	KLA-Mathematics Education	Around 118 Ss participated in competitions and they got 112 awards.		✓			
22	Mathematics Panel - Ms Ms Tsang KY Math Olympiad training course To provide skill training for students	Oct 2024- May 2025	S1-3	20	\$0.00	\$0.00	/	KLA-Mathematics Education	Could not find appropriate tutors. Not organized.					
23	Music Panel - Ms Ms Lie WL The 77th Hong Kong schools Music Festival 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	Feb – Mar 2025	S1-5	14	\$1,900.00	\$135.71	E1	KLA - Arts Education	2 students were Winners and got Gold Award. 4 got Silver Award and 8 got Bronze Award.	✓		✓		
24	Music Panel - Ms Lie WL 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 2024 – Aug 2025	S1-5	116	\$52,500.00	\$452.59	E1	KLA - Arts Education	The average attendance rate was >80%. Students were assessed by music teacher during music exam in class and all of them passed.	✓		✓		
25	Physical Education Panel - Ms Ng YF S6 Bowling lessons To arouse students' interest in tenpin bowling	Sep -Nov 2024	S6	104	\$22,500.00	\$216.35	E1, E2	KLA - Physical Education	95% of Ss agreed that the activity can broaden their horizons and arouse their interest in tenpin bowling.	✓	✓	✓		

26	Physics Panel - Ms Chan SL S4 - Visiting Hong Kong Space Museum To enhance and consolidate students' learning in Physics and admire the beauty of nature	28 Oct 24	S4	18	\$1,220.00	\$67.78	E1, E2	KLA-Sci Education	100% of Ss agreed the tour enhanced their motivation to learn in the HK Observatory and demonstrated a close connection with the Physics curriculum.	✓	✓			
27	Physics Panel - Ms Chan SL S5 - Visiting Hong Kong Observatory To enhance and consolidate students' learning in Physics and admire the beauty of nature	18 Dec 25	S5	20	\$0.00	\$0.00	/	KLA-Sci Education	HK Observatory rejected our application. We changed to visit the Headquarters of EMSD on 22 April 2025. No need to apply the transport fee.					
28	Physics Panel - Ms Chan SL S4 - Workshop in Ocean Park Academy, Hong Kong To enhance and consolidate students' learning in Physics and admire the beauty of nature.	15 Mar 25	S3-S4	20	\$4,925.00	\$246.25	E1	KLA-Sci Education	100% of Ss agreed the tour enhanced their motivation to learn in the Ocean Park Academy and demonstrated a close connection with the Physics curriculum.	✓	✓			✓
29	Science Panel - Mr. Yip CK S1 & S2 Science competition and activities (internal) To develop students' scientific mind and logical thinking skills	/	S1-2	240	\$0.00	\$0.00	/	KLA-Sci Education	Science Panel had co-organized a LEGO competition with e-Learning and STEAM Committee. The expenses were subsidized by IT LAB Grant.		✓			
30	Science Panel - Mr. Yip CK S1 & S2 Science competition and activities (external) To develop students' scientific mind and broaden their horizons	/	S1-S5	20	\$0.00	\$0.00	/	KLA-Sci Education	Science Panel had also co-organized a site visit to Shatin Sewage Treatment Works with Geography Panel for S2 Ss. (refer to Item 15)	✓	✓			
31	THS Panel - Ms Lau KY Visit to Tai Hang Fire Dance Historical Centre To enrich students' experience of Chinese culture and the most iconic attractions during Mid-Autumn Festival	24 Sept 25	S6	18	\$4,130.00	\$229.44	E1	KLA-THS	All Ss agreed that they knew more about the history and culture of the Fire Dragon Dance.	✓	✓			
32	THS Panel - Ms Lau KY Visit to manufacturing factory of F&B company To enrich students' understanding of F&B related workplace related to the curriculum	24 Jun 25	S5	30	\$3,685.20	\$122.84	E1	KLA-THS	All Ss agreed that they acquired comprehensive understanding of the industry and operation of kitchen.	✓	✓			

33	THS Panel - Ms Lau KY Central and Sheung Wan Cultural Tour To let students consolidate learning with real experience and nurture them become a active learner To develop students' scientific mind and broaden their horizons	25 Jun 25	S4	15	\$4,472.00	\$298.13	E1, E2	KLA-THS	All Ss agreed that they knew more about the enchantment of the society and the latest development of tourism industry in HK.	✓	✓			
34	THS Panel - Ms Lau KY Disney Hospitality Workshop To provide experience as a learning basis for S5 and S6 curriculum as a pre-lesson study trip	3 Jul 25	S5	15	\$2,447.00	\$163.13	E1	KLA-THS	All Ss agreed that their knowledge of operation and management of theme park and hotel can be improved.	✓	✓			✓
35	THS Panel - Ms Lau KY Visit to Historical Heritage To update students with the latest trend of tourism and nurture their pride towards Chinese culture	1 Mar 25	S4	13	\$0.00	\$0.00	/	KLA-THS	Cancelled because there were no available capacity for us.					
36	Visual Arts Panel - Ms Poon YC Visit to Tai Hang Fire Dance Historical Centre To enrich students' experience of Chinese culture and the most iconic attractions during Mid-Autumn Festival	24 Sept 24	S6	8	\$1,320.00	\$165.00	E1	KLA - Arts Education	All Ss agreed that they knew more about the history and culture of the Fire Dragon Dance.	✓	✓	✓		
37	Visual Arts Panel - Ms Poon YC Visit to museums and international art fairs To expand students' career horizons and expose them to a wider range of possibilities	Feb - Jul 2025	S3 - S6	40	\$0.00	\$0.00	/	KLA - Arts Education	Cancelled because there were no available capacity for us.					
38	Visual Arts Panel - Ms Poon YC Coach fares for visiting museum To cultivate students' art appreciation and inspire their artistic expression	Feb - Jul 2025	S2 & S3 S4-S6 (VA Ss)	300	\$9,550.00	\$31.83	E2	KLA - Arts Education	All Ss agreed that the arrangement of the coach is essential to the success of the visits.	✓	✓	✓		
39	Visual Arts Panel - Ms Poon YC School Planner (25-26) 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	2 Jul 25	S1-S6	800	\$16,800.00	\$21.00	E1	Student Formation	Students have learned a lot in time management skills.	✓	✓			
40	CAFSGC - Mr. Ma YN Personality Dimension Workshop Through the workshop, students may understand their own characters and stretch more on related aspects	4 and 5 Sep 2024	S6	104	\$26,860.00	\$258.27	E1	Student Formation	77.3% of participating students agreed that the workshop helped them understand their characters.	✓	✓			✓
41	CAFSGC - Mr. Ma YN S6 Parents' Seminar Invite guest speaker to share further studies information to facilitate students on their further studies plan	27 Sept 24	S6	104	\$5,200.00	\$50.00	E5	Student Formation	90% of participating parents and students agreed that information shared in the seminar had facilitated their further studies plan.		✓			✓

42	CAFSGC - Mr. Ma YN St. James Settlement Careers Life Simulation Game To let students try out different job types in the centre and facilitate their life planning	4 and 14 Jul 2025	S5	98	\$21,780.00	\$222.24	E1	Student Formation	86% of participating students agreed that this activity had facilitated their life planning.		✓			✓
43	CAFSGC - Mr. Ma YN Visit to ICAC Headquarters To facilitate students to acquire importance of workplace ethnics against corruption	4 Oct 24	S2	124	\$5,200.00	\$41.94	E2	Student Formation	88% of Ss agreed that they acquired importance of workplace ethnics against corruption.		✓			✓
44	CAFSGC - Mr. Ma YN Mock Interview To facilitate students to acquire importance of workplace ethnics against corruption	9 Nov 24	S6	104	\$18,000.00	\$173.08	E1	Student Formation	77.3% of participating students agreed that this activity had enhanced their interview skills.		✓			✓
45	CAFSGC- Mr. Ma YN Seminar on Further Studies in Mainland To provide information on study opportunities in the mainland and related admission system for students	29 Nov 24	S6	104	\$0.00	\$0.00	/	Student Formation	No reliable organization might offer this seminar. It is eventually conducted by our teachers instead.					
46	CAFSGC- Mr. Ma YN Mock Result Release To facilitate students to be familiar with the events and actions throughout the tertiary institutes admission process	1 May 25	S5	98	\$12,000.00	\$122.45	E1	Student Formation	81% of Ss agreed that this activity is useful to let them be familiar with the events and actions throughout the tertiary institutes admission process.					✓
47	CAFSGC- Mr. Ma YN Visit to workplace To let students have some understanding about actual workplace and facilitate them on their further study plan.	2 Jul 25	S4	104	\$4,000.00	\$38.46	E2	Student Formation	75% of Ss agreed that the activity had offered them more understanding about actual workplace and facilitated them on their further study plan.		✓			✓
48	DC-Ms Ng NW Prefect Leadership Training Day Camp (half day) To improve the confidence of prefects	2 Nov 24	S3-S5	34	\$1,820.00	\$53.53	E1	Student Formation	Over 90% of the prefects agreed that the Training Camp improve their team spirit and let them investigate their leadership potentials.		✓			
49	DC-Ms Ng NW Prefect Leadership Training Day Camp Part II (whole day) To improve the leadership skills and enhance the team building of prefects	15 Feb 25	S3-S5	34	\$6,950.00	\$204.41	E1	Student Formation	Over 90% of the prefects agreed that the Training Camp improve their communication skills and leadership skills.		✓			

50	DC-Ms Ng NW Prefect Leadership Training Program To improve the leadership skills of prefect committee	Sep 2024-Aug 2025	S4-S5	6	\$3,660.00	\$610.00	E6	Student Formation	All students agreed that the leadership training courses boarden their horizon and improved their leadership skills.		✓			
51	e-Learning and STEAM Committee- Mr. Yip CK STEAM showcase - Drone show, coffee corner, robosumo competition To cultivate problem-solving skills through hands-on activities and broaden their horizons on the latest technology developments.	Oct 2024 – May 2025	S1-5	568	\$14,503.36	\$25.53	E1, E7	KLA-Sci Education	82.4% of Ss agreed that they learned something new and practiced problem-solving skills through the STEAM showcase. 75.8% of Ss agreed that the STEAM showcase increased their interest in joining future STEAM events.	✓	✓			
52	GC(Class Collaboration) - Mr. Leung YF S4,5 Class Association Leadership training programme To let students understand the attributes of leader. To let students be able to organize class-based activities with meaningful objectives	9 Sept 24	S4, S5	16	\$2,900.00	\$181.25	E1	Student Formation	100% of Ss agreed that the training can help them to organize a class activity for their class.	✓				
53	GC(Class Collaboration) - Mr. Leung YF S4,5 Class Activity To let students relieve pressure To enhance class collaboration and team spirit.	31 Oct 24	S4, S5	202	\$2,455.20	\$12.15	E1	Student Formation	Class teachers agreed that most of the students enjoy the class activity.	✓				
54	GC(Class Collaboration) - Mr. Leung YF Election of Rosarian Role Model To let students know more about Rosarian Virtues To promote peer appreciation in classes	19 Dec 24	S1-S5	568	\$1,347.80	\$2.37	E1	Student Formation	Class teachers agreed that students know more Rosarian virtues from the activity.	✓				
55	GC(Class Collaboration)- Mr. Leung YF Prepare a card for parents' day To improve the communication between students, class teachers and parents"	1 Feb 25	S1-S5	568	\$840.00	\$1.48	E1	Student Formation	Class teachers agreed that it can help communication between parents and students.	✓				
56	GC - Ms Yim WY Guidance Monitress Leadership Training Camp To help Guidance Monitresses to develop a proactive attitude with self-confidence, team working spirit.	17-18 Jan 2025	S3-S5	38	\$12,812.00	\$337.16	E1	Student Formation	All GMs believed that their confidence and skills of leading the games have improved. All of them believed that they could maintain a friendly and caring interaction with their little sisters and provide support to them.	✓	✓	✓		

57	GC - Ms Yim WY Guidance Monitress Leadership Training Workshop To help Guidance Monitresses to develop good communication skills and team working spirit.	Oct 2024-May 2025	S3-S5	42	\$0.00	\$0.00	/	Student Formation	The workshop was provided by our school social workers (free of charge).					
58	GC - Ms Ngai MC S1 Orientation Day To help S1 students develop good communication skills	23 Aug 25	S1	113	\$423.00	\$3.74	E1	Student Formation	Over 99% of the participants agreed that the orientation day can help them to know more our school and making new friends.	✓	✓	✓		
59	GC - Ms Yim WY Sex education 護苗講座 To help S1-S2 students develop positive values, knowledge and skills to make respectful and healthy choices towards gender equality.	2-Jul-2025 3-Jul-2025	S1-S2	255	\$5,120.00	\$20.08	E1	Student Formation	Students were fully engaged in the talk.	✓				
60	GC - Ms Yim WY Monthly Mental Health Booth (6 Times) To raise students' awareness in coping with one's stress and promote positive thinking.	Sep 2024-Jul 2025	S1-S6	200	\$1,374.97	\$6.87	E1	Student Formation	97% of the participants agreed that they know more ways to deal with stress.	✓				
61	GC - Ms Yim WY 24-character strength program To inspire students to set and achieve goals to boosts students' self-confidence.	Oct 2024 - May 2025	S1	131	\$902.40	\$6.89	E1	Student Formation	98% of the participants learnt how to manage emotions effectively.	✓	✓			
62	LWLC - Ms Lee WK ECA Promotion Booth - Materials fee for ECA clubs promtion booth (decoration and preparing souvenirs) To encourage students participating in different ECA to broaden their horizons.	19 & 20-Sep-2024	S1-S6	673	\$767.50	\$1.14	E7	Student Formation	Over 90% of advisors and participants were satisfied with the conduct of the ECA Promotion Booth and agreed that it helps deliver or gather information about the ECA clubs.	✓		✓		
63	LWLC - OLE Day - Ms Ng YF S1 (1st term) The Chinese People's Liberation Army (PLA) Hong Kong Garrison Exhibition Center To let students know about the importance of national security of HKSAR. To strengthen students' sense of nationality.	1 Nov 24	S1	131	\$8,822.00	\$67.34	E1, E2	Student Formation	It was satisfied in general. Most of Ss found the content of the exhibition was very informative.	✓	✓	✓		
64	LWLC - OLE Day - Ms Lie WL S2 (1st term) The Hong Kong Palace Museum To provide students with aesthetic experience.	1 Nov 24	S2	124	\$2,400.00	\$19.35	E2	Student Formation	It was satisfied in general. Ss were allowed to stay behind after the dismissal. Most of them accepted this arrangement.	✓	✓	✓		
65	LWLC - OLE Day - Ms Tsang LS S5 (1st term) Hong Kong Customs & Excise Department To provide students with career-related experiences.	1 Nov 24	S5	99	\$4,000.00	\$40.40	E2	Student Formation	It was satisfied in general. Some Ss requested for longer visiting time due to the tight schedule.	✓		✓		

66	LWLC - OLE Day - Ms Tsang KY S6 (1st term) Visit to The Peak, Madame Tussauds HK To provide students with aesthetic experience	1 Nov 24	S6	104	\$24,196.00	\$232.65	E1, E2	Student Formation	Over 95% of Ss agreed that this activity could broaden their horizons and give them a chance to understand popular culture.		✓	✓		
67	LWLC - OLE Day - Ms Ng YF S1 (2nd term) - Dragon Boat Experience Visit to the HK China Dragon Boat Association - Shek Mun Training Centre To widen students' horizons and acquire Chinese Traditional Culture	3 Apr 25	S1	131	\$9,005.00	\$68.74	E1, E2, E5	Student Formation	Ts & Ss expressed satisfaction with the date and time of the event, with most recommending similar activities for the following year. However, the facility was not enough for the whole form.	✓		✓		
68	LWLC - OLE Day - Ms Lie WL S2 (2nd term) - Bowling Experience To provide students with physical experience. To learn the skill of playing bowling.	3 Apr 25	S2	124	\$6,017.00	\$48.52	E1, E2, E5	Student Formation	A new bowling center, Kai Tak was booked. The venue booking fee and coach fee were included in a package. The actual cost was lower than our budgeted amount. Most of the Ss expressed satisfaction with the Bowling activity. However, some were not satisfied with the performance of the instructors.	✓		✓		
69	LWLC - OLE Day - Ms Wong BT S4 (2nd term) - Musical experience To provide students with aesthetic experience.	3 Apr 25	S4	105	\$0.00	\$0.00	E1, E2	Student Formation	Cooperated with CS Panel to arrange a film appreciation, "Leap", which is related to National Education. It was fully subsidized by CS Grant. Most of the Ss expressed satisfaction with the film appreciation.	✓		✓		
70	LWLC - OLE Day - Ms Tsang LS S5 (2nd term) - Baking Class To provide students with aesthetic experience. To learn baking skill.	3 Apr 25	S5	99	\$13,595.00	\$137.32	E1, E2	Student Formation	Most of the Ss expressed satisfaction with the baking class. However, some noted that the venues were too small and overcrowded.	✓		✓		

71	LWLC - S1 LWL Day - Ms Ng YF Day Camp cooperated with The Lok Sin Tong Benevolent Society Kowloon To enhance class spirit and sense of belonging To promote positive attitude and value education	21 Nov 24	S1	131	\$6,900.00	\$52.67	E2	Student Formation	Haven't made good use of the camp site. Nearly all activities could be held on our school campus. The games are very popular and some of them have been used on our O Day.	✓		✓		
72	LWLC - S2 LWL Day - Ms Lie WL Day Camp cooperated with The Lok Sin Tong Benevolent Society Kowloon To enhance class spirit and sense of belonging To promote positive attitude and value education	21 Nov 24	S2	124	\$7,500.00	\$60.48	E2	Student Formation	More activities should be arranged outdoors or more campsite facilities should be used for Ss. There can be more physically challenging activities for Ss.	✓		✓		
73	LWLC - S3 LWL Day - Ms Lee WK Day Camp cooperated with The Lok Sin Tong Benevolent Society Kowloon To develop self-confidence, good communication skills and team working spirit. To promote positive attitude and value education	21 Nov 24	S3	113	\$4,800.00	\$42.48	E1	Student Formation	Have not made good use of the camp site. The games are not challenging for Ss. More outdoor and challenging activities should be set.	✓	✓	✓		
74	LWLC - S4 LWL Day - Ms Wong BT Visit to Macau To let students know more about our country's history and culture To strengthen students' sense of nationality.	21 Nov 24	S4	105	\$18,148.00	\$172.84	E1 E2	Student Formation	Coorganized with CS Panel and partly subsidized by SC Grant. Both Ts and Ss found the tour guides very helpful and reliable. Though there was a delay in the dismissal time, it was understandable due to the long transportation required.	✓	✓	✓		
75	LWLC - S6 LWL Day -Ms Tsang KY Class activity To provide opportunity for students to participate in various activities To broaden students' horizon	1 Nov 24	S6	104	\$7,900.00	\$75.96	E2	Student Formation	Students should take more initiative to organize the activities. TIC could inform the Ss about the arrangements for LWL Day earlier with CCC in the beginning of school year.	✓		✓		

Non-Chinese Speaking Students in Learning Chinese Grant Report														
76	MCNEC - Ms Lee TM 中三級本服務工作坊(義工服務) 培育學生正面的義工價值觀，發揚助人自助的精神及學習利他精神；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	Feb-April -2025	S3	112	\$13,670.00	\$122.05	E1, E2	Student Formation	91.4%同學同意以下各項 培育學生正面的義工價值觀，發揚助人自助的精神及學習利他精神；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		✓		✓	
77	MCNEC - Ms Lee TM 中四級本服務工作坊(義工服務) 培育學生正面的義工價值觀，發揚助人自助的精神及學習利他精神；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-2024	S4	105	\$16,085.00	\$153.19	E1 E2	Student Formation	96.3%同學同意培育學生正面的義工價值觀95.1%同學同意以下各項：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		✓		✓	
78	Promotion of Reading Committee - Mr. Kwong HK Battle of the Books Competition To enhance students' interest in reading and broaden their horizon by bringing them to visit book stores / book fair	1 May 25	S1-3	12	\$0.00	\$0.00	/	Teaching and Learning	The activity had been held successfully; however, the fee of transportation was claimed from another grant.					
79	Promotion of Reading Committee - Mr. Kwong HK Trip to Book Fair / Book store visit To enhance students' interest in reading and broaden their horizon by bringing them to visit book stores / book fair	Jan - Jul 2025	S1-5	40	\$0.00	\$0.00	/	Teaching and Learning	This activity was cancelled due to the inability to arrange a suitable date and time during post-exam period to visit the book fair/ book store.					
80	REC - Ms Mak HY Katso Committee Leadership Training Day To develop good leadership skills & team spirit. To strengthen their faith in God.	9 Sept 24	2-5 catholic student	10	\$4,200.00	\$420.00	E1	Student Formation	All S1-5 Katso committee members agreed that the activity helped them to develop good leadership skills & team spirit and strengthen their faith in God.	✓	✓			

81	REC - Ms Mak HY Katso Orientation Camp To develop good communication & team spirit. To strengthen their faith in God.	20-21-Sep-24	1-5 catholic student	40	\$12,960.00	\$324.00	E1	Student Formation	All S1-5 Katso members agreed that the activity helped them to develop good communication & team spirit, and strengthen their faith in God.	✓	✓			
82	REC - Ms Mak HY Christmas Bible Service – Christmas Cards / Other gifts To create a positive and spiritual atmosphere through the religious activity To promote family spirit and love in school and following Christ	21 Dec 24	5 Students &Teache	757	\$1,477.00	\$1.95	E1	Student Formation	S1-2 Ss were invited to design the Christmas cards for the Passport Scheme. The virtue of Courage and the values of Catholic Education were also incorporated. All students agreed that it can help create a positive and spiritual atmosphere through the religious activity and promote family spirit and love in school and following Christ.	✓	✓			
83	REC - Ms Mak HY 聖雷鳴道瞻禮同樂日 (Games/Booth/Orienteering) To create a positive and spiritual atmosphere through the activity To promote family spirit and love in school and following Christ	25 Feb 25	5 Students &Teache	200	\$2,091.50	\$10.46	E1	Student Formation	The St. Versiglia booth was set up to help students learn more about the deeds of St. Versiglia, and a prayer bulletin board was provided for prayers for those in need. Positive feedback was received.	✓	✓			
84	REC - Ms Mak HY Religious Activity Day 越之悅 To cultivate the virtue of value education(courage) and 5 core values of Catholic education	16 Apr 25	5 Students &Teache	653	\$10,556.40	\$16.17	E1	Student Formation	The faith sharing, the movie, dance performance and spiritual songs helped deepen student's understanding of how the virtue of Courage and core values of Catholic Education can be practiced in daily life. Positive feedback was received.	✓	✓			

85	Student Brilliance Promotion Committee - Mr. Leung YF - Student Award Scheme To let students strive for all-round development To strengthen students' self confidence through appreciation	Sep-2024-Jul-2025	S1-S6	672	\$6,322.37	\$9.41	E1	Student Formation	More students agreed that our school have fair award and punishment system.	✓				
86	ECA - Art Society - Ms Yu YY Visit to museums and international art fairs To bordent students horizons and expose them to a wider range of possibilities	Feb - Jul 2025	S1-S3	14	\$0.00	\$0.00	/	Student Formation	The members visit "Oi!" with S4-5 VA students. No need to claim transportation fee with LWL grant. The following workshops were arranged for Ss instead.					
	a. Wool felt workshop	10,31 OCT 2024	S1-3	15	\$710.83	\$47.39	E7	Student Formation	All student were able to create their own wool felt doll.			✓		
	b. Ceramic workshop	23 Jan, 13 Feb 2025	S1-3	15	\$1,003.00	\$66.87	E7	Student Formation	Most of the students can crate a clay figure by themself. Few of them need teacher's hlep to redo the project.			✓		
87	ECA - Astronomical and Meteorological Society - Mr. Chan KM 冬季觀星營 2024 To let students admire the beauty of the universe	20-21-Dec-2024	S1-S5	30	\$8,562.00	\$285.40	E1, E2	Student Formation	Students enjoy the activity very much. They are inspired by the beauty of the universe, and understand more about the scientific knowledge behind.	✓		✓		✓
88	ECA - Environmental Protection Society Ms Tang CY Upgraded Solar-Powered Recycled Plastic Bottle Night Light Workshop To enhance students' awareness on environmental protection	28 Nov 24	S1-S5	17	\$2,720.00	\$160.00	E1	Student Formation	The activity has been changed to the Upgraded Solar-Powered Recycled Plastic Bottle Night Light Workshop due to time availability. 100% of the students agreed that the activity can enhance students' awareness.	✓	✓			✓
89	ECA - Environmental Protection Society Ms Tang CY Bonsai Sand Painting Air Plant Workshop To enhance students' awareness on environmental protection	15 May 25	S1-S5	16	\$2,560.00	\$160.00	E1	Student Formation	The activity has been changed to the Bonsai Sand Painting Air Plant Workshop due to time availability. 100% of the Ss agreed that the activity can enhance students' awareness.	✓	✓		✓	

90	ECA - Flag Guards - Ms Lam MY Membership fee of The Association of Hong Kong Flag-guards Foot drill training	Jun-Jul-2025	S1-S5	16	\$600.00	\$37.50	E1	Student Formation	Invited a parent, who is a Foot Drill Instructor to conduct the training. No training fee was charged. All Flag Guards agreed that their sense of belonging to the country and national identity can be enhanced.	✓	✓		✓	
91	ECA -Girls Guides - Tsang KY Girls Guides Camp To enhance the leadership of patrol leader and patrol second To acquire camping skills To promote effective communication and cooperation among members	27-28-July-2025	S1-5	27	\$4,710.80	\$174.47	E1	Student Formation	All girl guides agreed that the facilities of the campsite were good. They claimed the meals were good. They satisfied with the transportation arrangements.		✓		✓	
92	ECA -Girls Guides - Tsang KY Eight-Point Programme To equip students completing the eight-point programme The varied and interesting activities are arranged which gives guides opportunities to learn camping skill, social skill, house work skill, service skill and art.	2024-2025	S1-S5	27	\$849.90	\$31.48	E1	Student Formation	Part of the expences were claimed in Item 91. All members completed eight point programme challenge.			✓	✓	
93	ECA -Girls Guides - Tsang KY Enrolment Ceremony To present promise badge and eight-point badge to new and old members respectively To encourage them to be a girl guide to serve others.	8 Mar 25	S1-S5	27	\$230.00	\$8.52	E1	Student Formation	44.4% of Ss received their promise badge and 55.6% students received their eight point badge.			✓	✓	
94	ECA -Girls Guides - Tsang KY Interest Badge Assessment To encourage students participating in more interest badge assessment	2 Jul 25	S1-S5	27	\$798.00	\$29.56	E1	Student Formation	92.6% of Ss complete the assessment of at least one interest badge.			✓	✓	
95	ECA -Girls Guides - Tsang KY Girl Guides Leadership Training To enhance the leadership skills of patrol leader and patrol second To accquire skills of hosting activities for fellow members	27-28-July-2025	S1-5	27	\$517.20	\$19.16	E5	Student Formation	All girl guides agreed that their leadership skills had been strengthened.		✓		✓	
96	ECA -Girls Guides - Tsang KY Girl Guides Uniform To encourage them to be a girl guide to serve others.	01-31 Oct 2024	S1	12	\$5,466.00	\$455.50	E1	Student Formation	The girl guides agreed that their sense of belonging to the uniform group could be enhanced.		✓		✓	

97	ECA - Makers Team - Ms Wong WT FIRST LEGO League competiton This program fosters teamwork, problem-solving, and innovation, preparing students for future careers in science and technology.	26/7/2025 - 27/7/2025	S2-S5	14	\$2,000.00	\$142.86	E1,E3	Student Formation	100% of Ss agreed the competition enhanced their interest in STEM and promoted their teamwork and problem solving skills.	✓	✓			✓
98	ECA - Makers Team - Ms Wong WT STEM Competitions This competition enhances skills in STEM, teamwork, and strategic thinking, providing a fun and educational experience	25 Jan 25	S1-S5	12	\$10,620.70	\$885.06	E1,E3	Student Formation	100% of Ss agreed the competition enhanced their interest in STEM and promoted their teamwork and problem solving skills.	✓	✓			✓
99	ECA- Pop Band - Mr. Lau CY Pop Band - Instrument Classes To provide music instrument training for pop music performance	Oct 2024 - May 2025	S1-5	5	\$2,800.00	\$560.00	E1	Student Formation	Students are able to perform in the annual school performance. 70% of the students are satisfied with the classes.			✓		
100	ECA - Red Cross - Mr. Lau KS Uniform for Red Cross Drill Course	Oct 2024 - Aug 2025	S1-5	1	\$272.00	\$272.00	E1	Student Formation	All Students attended the drill course. They have good performance on the stage.	✓	✓			
101	ECA - Red Cross - Mr. Lau KS Blood Donation To let students know more about the medical industry and contribute the society by donating blood	30 Oct 24	S4-6	20	\$1,400.00	\$70.00	E2	Student Formation	22 students visited the blood bank.		✓			
102	ECA-School Team Training - Ms NgYF To provide professional training to students To stretch students' potential in intelligence, physical, aesthetic and cultural activities	Sep 2024 - Aug 2025	S1-S6	260	\$295,095.00	\$1,134.98	E1, E5	Student Formation	100% of Ss 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.	✓	✓	✓		
103	ECA - Sports Team uniform - Ms Ng YF 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 2024 - Aug 2025	S1-S6	280	\$45,142.00	\$161.22	E1	Student Formation	All the sports team members agreed the team uniform increase their sense of belonging and strengthen their self-confidence.	✓		✓		

104	ECA - External Competitions - Ms Ng YF To provide opportunity for students to participate in various activities or competition To stretch students' potential To broaden students' horizon	Sep 2024 - Aug 2025	S1-S6	320	\$44,017.70	\$137.56	E1, E2	Student Formation	Students' performance was good in various competitions (including sports and academic competitions). All the t-i-c agreed the competitions can stretch students' potential and broaden students' horizons.	✓	✓	✓		
105	ECA - Internal & external extra-curricular activities - Ms NgYF To provide opportunity for students to participate in various activities To broaden students' horizon	Sep 2024 - Aug 2025	S1-S6	500	\$49,366.0	\$98.73	E1, E2	Student Formation	All the teachers-in-charge agreed the activities can increase students' participation and broaden their horizon.	✓	✓	✓		
106	ECA - Students' Association & House Committee Leadership Training Camp - Ms Lau KY To let SA & House Committee members nurture with leadership skills and strengthen team spirit	Oct 2024 - Nov 2025	S3-5	34	\$4,978.0	\$146.41	E1, E2	Student Formation	100% of Ss agreed that they had learnt leadership skills and improved team spirit.	✓	✓	✓		
107	ECA-THS Society - Ms Lau KY Hong Kong Flower Board workshop	Jun-Jul -2025	/	20	\$0.0	\$0.00	/	/	Cancelled because the applicants are not enough.					
108	ECA - THS Society - Ms Lau KY Kowloon City cultural tour	Jun-Jul -2025	/	15	\$0.0	\$0.00	/	/	Cancelled because the number of few applicants can not reach the minimum requirement.					
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				12,745	\$1,023,678.83									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	ECON, GEOG, HIST & THS Panels - Cultural Study Tour to Singapore Ms Cheung LY To enhance and consolidate students' learning in an overseas real-world environment To widen students' horizons	9-12 July 2025	S3-S5	22	\$63,400.0	\$2,881.82	E3	KLA - PSHE	100% of them agreed the tour enhanced their understanding on subject-related knowledge and increased their motivation to learn.	✓	✓			

2	LACC - Study Tour to London - Ms Lam CS To enhance and consolidate students' learning in an overseas real-world English-speaking environment To widen students' horizons	1-11-July 2025	S1-5	20	\$97,780.0	\$4,889.00	E3, E4	KLA English Language	Most of the students agreed that the tour has widened their horizons and explore their interests	✓	✓	✓		
3	LWLC - Mainland China Study Tour - Ms Tsang KY To let students know more about our country's history and culture To strengthen students' sense of nationality.	28 Feb 25	S2	38	\$1,001.0	\$26.34	E3, E4	NSE	Over 78% of S2 Ss agreed that they knew more about our country's history and culture. Their sense of nationality had been strengthened.		✓	✓		
4	LWLC - Study tours organized by outside bodies - Ms Tsang LS To widen students' horizons To develop students' collaboration and cooperation skills.	Sep 2024-Aug 2025	S1-S5	30	\$9,460.0	\$315.33	E3	Student Formation	Part of the expences were subsidized by SAS Grant. 100% of participants gave positive feedback. Some of them shared the precious experience gained with their fellow schoolmates.	✓		✓		
5	CS - S5 Mainland Visit - Mr. Ma YN To equip S5 repeaters with more understanding on development of our Country and enhance their sense of pride and national identity.	21-22/11/2025	S5	2	\$2,460.0	\$1,230.00	E3	Student Formation	The Ss involved agreed that the tour may enhance her understanding on development of our Country and enhance her sense of pride and national identity.	✓		✓		
Sub-total of Item 1.2				112	\$174,101.00									
Expenses for Category 1				12,857	\$1,197,779.83									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1	Math board games - Ms Kwan YY	To be used in Math activities and competitions	\$0.00
2	Recycling Box - Ms Tang CY	To be placed in the classroom / corridors (replaced those are damaged) -To encourage students to recycle	\$0.00
3	Food waste bin - Ms Tang CY	To be placed in the corridors (replaced the old one) - to encourage students to recycle	\$0.00
4	Video Camera Tripod, InstaPhoto Camera - Mr. Leung WC	To be used in Photography and Videography Skills Training Workshop	\$2,094.00
5	Kits for Joining Robofest Bottle sumo competition - Ms Wong WT	To be used in STEM competition	\$929.79
6	Kits for Joining Lego First League competition - Ms Wong WT	To be used in STEM competition	\$3,180.00
7	Consumable apparatus for school teams - Ms NgYF -Shuttle cock & rackets -Basketball & volleyball -Ropes, hoops, ribbons and Rhy. Gym. balls -Props for dancing	To enhance students' sports skills and improve performance in physical and aesthetic training	\$16,995.66
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$23,199.45
Expenses for Categories 1 & 2			\$1,220,979.28

Category 3: Number of Student Beneficiaries

Total number of students in the school:	670
Number of student beneficiaries:	670
Percentage of students benefitting from the Grant (%):	100%

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

* 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, consumables)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

2024-2025 School Year Report on the Use of the Student Activities Support Grant
Our Lady of the Rosary College

I. Financial Overview

A	Allocation in the Current School Year:	\$98,800.00
B	Expenditure in the Current School Year:	\$97,010.80
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,789.20

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	48	\$28,650.00
Full-grant under the School Textbook Assistance Scheme	139	\$44,367.40
Meeting the school-based financially needy criteria	199	\$23,993.40 (capped at 25% of the total allocation for the school year)
Total	386	\$97,010.80

(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)				
					Values Education	Intellectual Development (closely linked with curriculum)	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	School teams training	Physical Education	87	\$56,798.00	✓		✓		
2	Leadership training	Leadership Training	45	\$4,495.00	✓		✓		
3	Visit / outing / camp	Cross-Disciplinary (Others)	151	\$12,047.80	✓	✓	✓	✓	✓

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)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
4	Math competition	Mathematics	10	\$770.00		✓			
5	Writing competition	Chinese Language	7	\$1,080.00		✓			
6	Instrumental classes	Arts (Music)	7	\$7,106.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			307	\$82,296.80					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	地中海考察團	Cross-Disciplinary	2	\$10,000.00	✓		✓	✓	
2	Cultural study tour to singapore	Cross-Disciplinary	1	\$2,500.00	✓	✓	✓		
3	廣西交流團費用	Citizenship and Social	1	\$500.00	✓		✓	✓	
4	中二深圳藝術文化探索之旅	Arts (Visual Arts)	41	\$1,504.00	✓		✓		
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			45	\$14,504.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Purchase of props for Chinese Dance	Physical Education	2	\$210.00	✓		✓		
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			2	\$210.00					
Total			354	\$97,010.80					

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 Student Activities Support Grant (Name & Post):	Ms Ng Yee Fan / Life-wide Learning Committee Head
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(三) 撥款的運用⁶

16. 本校在2024/25學年所獲的額外撥款為:(A) 883,874 元, 在2023/24學年完結時, 額外撥款的累積餘額為:(B) 99,099.54 元(如適用)⁷。本校在2024/25學年用於支援非華語學生學習中文及建構共融校園的實際開支如下: (可選多於一項)

項目	全年實際開支
☒ 聘請中文科 / 其他科 (請說明: _____) 全職教師 <u>1.3</u> 名 ⁸ , 及全職教學助理 <u>0.7</u> 名 ⁸ 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作: ☒ 教師 教授非華語學生中文的額外教學工作, 每週 / 循環週 <u>36</u> 節 ☐ 教學助理 協助 / 支援非華語學生學習中文, 每週 / 循環週 <u>0</u> 節 ☒ 發展校本課程 / 教材 (包括電子教材), 共 <u>8</u> 單元 (涵蓋的年級: <u>中一,中二,中三,中四,中五</u>), 每週 / 循環週 <u>1</u> 節 ☐ 共同備課 (年級: _____), 每週 / 循環週 _____ 節 ☒ 建構共融校園 ☒ 安排共融活動, 每週 / 循環週 <u>1</u> 節 ☒ 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料, 每週 / 循環週 <u>1</u> 節 ☐ 其他相關工作 (請說明): _____	教師薪金總計: <u>624,293.85</u> 元 ⁹ 教學助理薪金總計: <u>151,288.37</u> 元 ⁹

⁶ 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段, 有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引, 可參考教育局通告第8/2020號附件一。

⁷ 2023/24學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

⁸ 教職員的人數以職位計算, 負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職, 亦應以1名全職人員計算。如該職位或職位的工作量並非全職, 可按比例填報, 例如: 全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

⁹ 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付, 請在第18項補充其他相關資料。

項目	全年實際開支
☐聘請全職不同種族的助理_____名⁸，主要負責以下工作： ☐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 ☐於中文課堂及 / 或課後支援入班協作，每週 / 循環週_____0_____節 ☐協助教師安排共融活動 ☐其他（請說明）：_____	不同種族的助理薪金總計： _____元⁹
☒僱用專業服務以支援課後中文學習： ☒舉辦課後中文學習班（請簡述服務內容）： 聘請校外導師教授中文基礎知識，以及為學生複習課堂內容。 ☐舉辦校本銜接課程（請簡述內容）： _____	25,350元 _____元
☒購買 / 發展教學資源（請簡述有關資源及其用途）： 資源 用途 開支（元） 中文教科書及補充練習 製作教材、工作紙及測考卷 1733	1,733元
☒建立文化共融的學習環境： ☐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）： _____ ☐僱用專業服務（請簡述服務內容）： _____ ☒舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動 8項 （請提供各項活動的名稱、主要內容及實際開支）： 活動名稱 內容 開支（元） 麵粉公仔工作坊 透過體驗麵塑的傳統工藝，認識中國傳統藝術。 3200 年獸製作工作坊 製作中國民俗神話中的卡通版年獸，認識節慶習俗。 3200 創意揮春工作坊 以毛筆在紅紙上書寫吉祥祝福，認識節慶習俗。 3200 紮染工作坊 通過扎縫、浸染等工序，在布上染出不同紋樣，認識民間工藝。 3200	_____元 _____元 28,294.3元

皮影戲製作工作坊	透過製作皮影及表演皮影戲，認識中國傳統藝術文化。	3600
扇畫工作坊	透過繪畫扇面畫，認識中國歷史悠久的傳統藝術。	3200
龍舟製作工作坊	透過製作龍舟，認識端午節的由來。	4300
臉譜製作工作坊	透過製作臉譜，認識中國歷史悠久的傳統藝術。	4394.3

項目	全年實際開支
☐ 其他相關開支（請說明）：	_____ 元

全年實際總開支=	830,959.52 元(C)
2024/25學年的累積結餘 [(A)+(B)-(C)]=	152,014.02 元(D) ¹⁰
2024/25學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	17.2 %

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) 152014.02 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 2024-2025

Revenue

Items	Targeted Amount	Description
1. Surplus allowed to be retained at the end of last school year (i.e. as at 31st August)	\$236,970.71	
2. The 1st allotment in the 2024/25 school year	\$299,522	The total amount of the LSG in the year 2024/25 is \$1,009,008. As the amount has reached threshold 1, \$420,960 will be converted to additional teaching post.
3. Estimated amount of the 2nd allotment in the 2024/25 school year	\$288,526	
Total Revenues:	\$825,018.71	

Expenditure

Items	Targeted Amount	Description
1. Deployment of teaching assistants to support students with SEN	\$119,372.05	Provide support and assist teachers in SEN group.
2. Deployment of TA (SEN Counsellor) to support students with SEN	\$312,750	Provide counsellor support and training to SEN students, especially to Tier 3 students.
3. Deployment of tutors to provide learning support students with SEN:	\$215,225	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	\$9,203.1	A whole school approach to promote mental healthiness to teachers and students through the school year.
5. “Love and Care”正向成長活動小組	\$33,929.6	Positive growth workshop organized by school SEN counsellor, helping students to build up positive mindset and discover their own character strength.
6. 樂靈小組	\$186.04	An ECA friendship group for SEN students.
7. Executive Function Training	\$45000	To provide training on executive functions for SEN students.
8. Speech therapy service	\$28,800	To provide speech therapy sessions to students with special learning difficulties.
Total	764,465.45	

Financial Balance

Items	Targeted Amount	Description
Estimated accumulated surplus by end of this school year (f) = (d) – (e)	\$60,553.26	
Percentage of surplus to this school years' provision (%)	10.3%	

11. Financial Report 2024-2025

Our Lady of the Rosary College Financial Report for Learning Support Grant (LSG) 2024/25

2023/24 Surplus: \$ 236,970.71
2024/25 Allotment: \$ 299,522 (1st allotment) + \$288,526(2nd allotment)
= \$588,048
2024/25 Total income: \$ 825,018.71

	<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 2024 Study/social group afterschool (1.5 hours per day)	No. of SEN students : 42 (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 (Salary+MPF)</u> Sep 1, 2024 –Aug 31, 2025 <u>Total=\$119,372.05</u>
2.	Deployment of TA(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 2024	No. of SEN students : 42 (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.	Full-time SEN Counsellor (Salary+MPF) Sep 1, 2024 –Aug 31, 2025 <u>Total=\$312,750</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>\$215,225</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	2 activities were organized throughout the whole year	Whole school students.	Feedback from students & questionnaire	88% students agreed that the programs can help to improve their mental health.	Total fee : \$9,203.1
5.	"Love and Care" 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 : \$33,929.26
6.	樂靈小組	An ECA friendship group for SEN students.	Not applicable	10 activities were organized throughout the whole year	No.& type of SEN students : 10 3 (ADHD) 4 (MI) 3 (ASD)	Feedback from students & questionnaire	Positive feedback from students.	Total fee : \$186.04
7.	Executive Function Training	To provide training on executive functions for SEN students.	Edge Development Center Limited	8 lessons starting from Mar 2024	No.& type of SEN students : 8 4(ADHD) 2 (MI) 2 (ASD)	Feedback from students & questionnaire	100% students agreed that the program can improve their executive functions.	Total fee : \$45,000
8.	Speech therapy service	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 2024	No. of students attend: 4 No.& type of SEN students : 3 (SpLD) 1 (ASD)	Feedback from students & questionnaire	100% students agreed that the program can improve their mental health.	Total fee : \$28,800
9.	Total	\$764,465.45						

		Remain: \$60,553.26 (10.3%)							

填寫日期：28/8/2025

2024/25 學年「有特殊教育需要非華語學生支援津貼」財政報告

上一個學年的餘款 (a) :	\$	97,691.00	(請輸入)
本學年有特殊教育需要非華語學生支援津貼的總額 (b) :	\$	106,769.00	(請輸入)
本學年可運用的津貼總額 (c) = (b) + (a) :	\$	204,460.00	(不用輸入, 電腦自動計算)
本學年預計支出 (d) :	\$	103,639.32	(不用輸入, 電腦自動計算)
本學年預算盈餘 (e) = (c) - (d) :	\$	100,820.68	(不用輸入, 電腦自動計算)
盈餘超出上限 (本學年津貼總額) 的款額 (f) = (e) - (b) : (*如顯示紅色銀碼代表盈餘超出上限)	\$	-	(不用輸入, 電腦自動計算)

預計支出用於以下用途：(可多於一項)

支援項目	支出細項	支援項目的描述
1) 聘請教學助理 兼職華語助理1名 (薪金連同強積金)	\$ 103,639.32	負責職務 a) 支援學生的工作： ☒ 協助學生進行課堂學習活動 ☒ 為學生提供課後個別/ 小組支援 ☐ 為學生提供情緒支援 ☒ 為學生提供社交上的支援 ☐ 其他 (請註明): b) 支援家長的工作： ☒ 加強學校與有特殊教育需要非華語學生家長的溝通 ☒ 協助有特殊教育需要非華語學生家長參與學校事務 ☐ 其他 (請註明): c) 支援教師的工作： ☐ 協助教師設計活動及教材 ☐ 協助教師推行個別學習計劃 ☐ 協助教師為學生制定轉銜計劃 ☐ 其他 (請註明): 4) 其他支援 (請註明):
2) 購買翻譯服務	\$ -	☐ 翻譯學校通告 ☐ 翻譯校訊/通訊單張 ☐ 其他 (請註明):
3) 購買支援學生的服務	\$ -	☐ 情緒管理訓練 ☐ 社交技巧訓練 ☐ 生涯規劃 ☐ 其他 (請註明):
4) 舉辦共融活動	\$ -	
5) 舉辦家長小組/ 家校合作活動	\$ -	請註明：
6) 教師專業培訓	\$ -	請註明：
7) 購買支援教材	\$ -	請註明：
8) 其他		請註明：

**One-off Grant for Supporting the Implementation of the
Senior Secondary Subject Citizenship and Social Development Report 2024-2025**

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	Students have more reference for learning Teachers have more reference for curriculum planning and teaching methodologies	\$45,041.2	70% of students agree that reference books are useful to enhancing their learning All teachers find the resources useful for enhancing learning and teaching effectiveness	Students' feedback Feedback from teachers	90% of students who read such books agreed that reference books are useful for enhancing their learning. All teachers agreed that the electronic resources offer real examples to enhance students' understanding on our CS subject topics	More reference books may be purchased as library books for reference among students. Reading may be further promoted through some tasks and strategies as set in our CS curriculum and homework assignment.

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	\$174,646.8	70% of students agree that the visits may enhance their appreciation on Chinese culture and understanding on rule of law	Questionnaires	100% of students agreed that the visits may enhance their appreciation on Chinese culture. 100% of students agreed that the visits may enhance their understanding on rule of law.	With fewer resources available without CS grant next year, we will swap to arrange some activities offered by some NGOs or HKSAR government.