



# ST. ROSE OF LIMA'S COLLEGE

Annual School Report (2020 - 2021)



## **Contents**

(1)	Our School	p.2
(2)	Achievements and Reflections on Major Concerns	p.8
(3)	Our Learning and Teaching	p.18
(4)	Support for Student Development	p.23
(5)	Student Performance and Achievement	p.25
(6)	Financial Summary	p.30
(7)	Feedback on Future Planning	p.31

# **(1) Our School**

## **The Sponsoring Body**

The Sponsoring Body of St. Rose of Lima's Kindergarten, Primary School and Secondary School is the International Missionary Institute, the "Franciscan Missionaries of Mary". It was founded in 1877 by the French sister and missionary, Blessed Mary of the Passion.

We, the F.M.M. Sisters, following the charitable and loving spirit of Jesus Christ, imitating the selfless love of His mother, Mary, and the spirit of simplicity and joy of St. Francis, have been committed to the mission of education in Hong Kong since 1948, working to meet the needs of the society of Hong Kong.

## **School Vision and Mission**

The School shall operate as a "Catholic" school. Its "Catholic" identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church.

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the **core values** of "Truth", "Justice", "Love", "Life" and "Family" to young people to prepare them properly for their life and future responsibilities.

### **Vision**

In the spirit of a loving family devoted to serving one another, and in order to fulfill our school motto, "Through Charity to Truth" in Latin "Per Caritatem Ad Veritatem", we strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

### **Mission**

To fulfill this vision, we work to:

1. meet the needs of each student by guiding her in her moral, intellectual, emotional, physical, social and spiritual formation
2. emphasise the professional qualifications of our teachers and encourage them in life-long learning
3. foster co-operation among our three schools so that they will earn and benefit from one another
4. establish close relationship with parents and elicit their co-operation

## **School Goals**

- (a) The School endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students, that they are joyful and loving persons, reaching out to others and living out the true values in life, just as it is set down in the School motto—Through Charity to Truth.
- (b) In practice, this means that we try to provide an environment that will allow a quality education which enhances both the intellectual and the moral/spiritual aspects. We shall see that our students uphold truth and kindness/love, equipping them to face the challenges in life, forming them to reach out to anyone in need and cultivating in themselves the virtues of loyalty and honour as well as the sense of responsibility and commitment.
- (c) In the spirit of solidarity, the School also cultivates a family spirit among students, teachers and parents, sees that they collaborate and support one another. This may also include fostering co-operation among our sponsored schools, and establishing close relationship with past students.

## **School Motto**

Our school motto is “Through Charity to Truth”, in Latin “Per Caritatem Ad Veritatem”. We strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

## **School Background**

St. Rose of Lima's School was founded on 23rd February, 1948 by the Franciscan Missionaries of Mary to cater to the needs of Hong Kong society. It is a government subsidised school for girls which emphasises a very strong moral upbringing.

Initially, the school only provided a six-year primary course (Primary 1 to Primary 6) and two secondary level classes (Form 1 and Form 2). More secondary classes were added as time went by and eventually, students began sitting the HKCEE. The first Arts A-level class sat their examinations in 1986 followed by the first Science A-level class in 1991. The Students Union was inaugurated in 1992. Although we did not have a Parent-Teacher Association in the past, there was a very close link with our parents. The Parent-Teacher Association inaugurated in 1997 marks the 50th Anniversary of the school.

To meet the challenge of quality education and the need for more space, the secondary moved to a standard secondary in September, 1999 at 29 Ngan Shing Street, Shatin. When the secondary school moved to Shatin, the school could not use the same name as the primary school. After much discussion and consultation with students, staff and parents, the term "college" was given to the secondary school when the entire building at 4 Embankment Road was given to the primary school.

## **Core Values of Education**

1. **Truth:** It is what the human intellect is searching for –
  - (a) Human reason's capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
  - (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
  - (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.
  
2. **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one's neighbours their due –
  - (a) Justice towards God is called the "virtue of religion"; and justice towards one's neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
  - (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.
  
3. **Love:** It is the greatest of all virtues –
  - (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God's family, one's goals in life are to share God's happiness, to love God above all things and love one's neighbours as brothers and sisters.
  - (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
  - (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.
  - (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.
  
4. **Life:** It is a priceless gift from God and is sacred in itself –
  - (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
  - (b) In the spirit of the "Beatitudes" as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
  - (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
  - (d) Only a society which respects human life can bring happiness to all.
  
5. **Family:** It is the basic unit of society –
  - (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.

- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

## **Objectives for The Year 2020 – 2021**

### **School Theme:**

- Strengthening the Positive Learning Environment
- Widening Exposure to Different Learning Experiences through STREAM Education

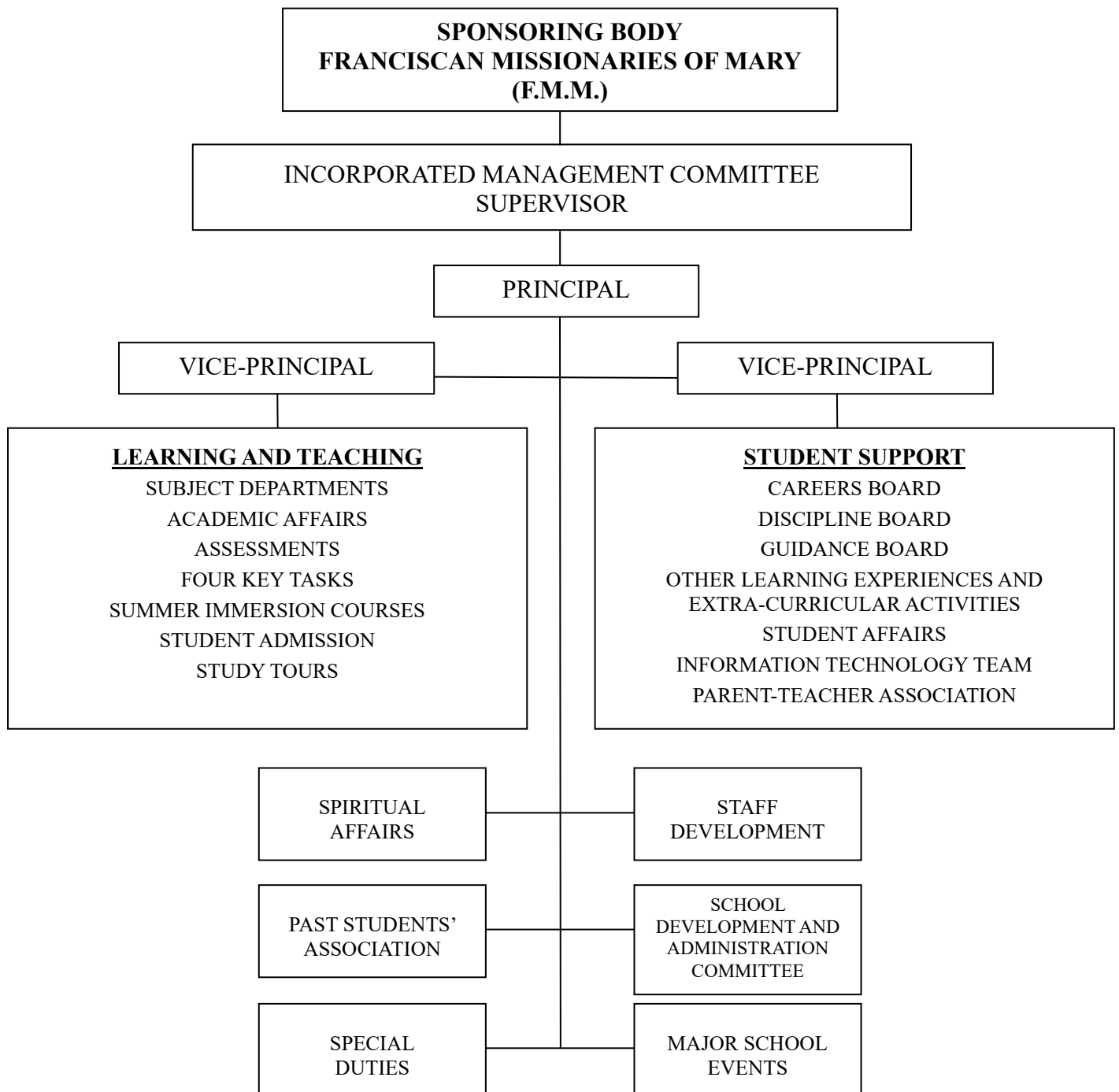
### **Areas of major concern for the following years (2018 – 2021):**

- Enhancing the Caring and Sharing Culture
- Strengthening the Positive Learning Environment
- Widening Exposure to Different Learning Experiences through STREAM Education

## **Incorporated Management Committee**

Sponsoring Body Managers:	Sr. Lilly Duggimpudi	Sr. Yuen Mei Fun, Alice
	Sr. Mak Yuen Suk, Lucia	Sr. Lam Yuk Chun
	Mr. Pau Shiu Hung, Aristide	Mr. Chung Hung Fung, Harry
	Miss Tong Sau Fun, Frances	
Alternate Sponsoring Body Manager:	Sr. Kong Sze Wai	
Principal (Ex-officio Manager):	Miss Lin Mau Tong, Kitty	
Teacher Manager:	Miss Chan Oi Ting, Ida	
Alternate Teacher Manager:	Mr. Lau Kam Hing	
Parent Manager:	Miss Yeung Pui Wan	
Alternate Parent Manager:	Miss Chan Pui See, Josephine	
Alumni Manager:	Miss Shiu Ching Yee, Leslie	
Independent Manager:	Miss Chau Pik Chu	

**Administration Framework**





## (2) Achievements and Reflections on Major Concerns

### Major Concern 1: Enhancing the Caring and Sharing Culture

#### Achievements

- **Peer Support and Learning (Start with Form 1, then extend to Forms 2 and 3)**
  - Teachers used various e-learning tools to conduct interactive activities during online lessons for peer learning, such as Padlet.
  - There were group and peer learning in Home Economics in the Junior Forms. Students could help each other. However, in view of the anti-epidemic measures, students had to do most of their work individually instead of groups.
  - Because of the pandemic and the suspension of face-to-face classes, the peer support group and buddy system could not be fully implemented. Despite that, Departments such as the Science Department and the Social Science Department had invited the senior form buddies or alumni to share their learning skills and experience with the junior form students. These activities promoted the sharing cultures among the students. Students found the sharing useful.
  - Social Science Department arranged small group tutorials/peer study groups to help students to care about and share with each other. However, only online group tutorials could be arranged in view of the pandemic situation. They were not as effective as face-to-face tutorials.
  
- **Organise cross-form competitions to teach students how to accept failures in life**
  - Though it was difficult to hold cross-form competitions on the theme raised, the Cultural Subjects Department collaborated with the Moral and Civic Education Department to hold a competition and exhibition called ‘Anti-bullying - Build a Harmonious Campus’. The competition was held in Form 2 Moral and Civic Education lessons. All Form 2 students participated in the competition and the results were satisfactory. Two Form 5 students joined the competition too.
  
- **Sharing in assembly Themes (positive thinking) \*librarians; \*teachers**
  - The Morning Assemblies were much shortened because students could only attend half-day face-to-face schools and all lesson time needed to be reduced. Sharing by the Principal, Vice-principals, some teachers and students were conducted during the morning assemblies despite the difficult situation.
  - Class teachers and subject teachers shared the theme of positive thinking in lessons instead.
  
- **Book exhibition - Theme (positive thinking)**

- In view of the anti-epidemic measures, physical book exhibition could not be held. Despite that, ebooks were purchased for online sharing. The Library System was upgraded to eLibrary Plus reading platform.
- Though book exhibitions could not be held, teachers recommended books on positive thinking to students in their lessons.
- **Extension of Happy Friday: Allow more room for students to relax and support each other during free time by buying some board games and putting them in the classrooms so students can enjoy them not only on Fridays**
  - Because of the half-day school arrangement in view of the pandemic, it was impossible to hold activities for students at lunch time. Thus, the activity was cancelled.
- **Enhancement of the Big Sister Scheme:**
  - Because of the half-day school arrangement, the interactions between small sisters and their big sisters were mainly conducted through Zoom sessions or WhatsApp groups. The Big Sister Scheme was enhanced as various modes of meetings were arranged.
  - A warmer and closer relationship was built between Form 1 students and their class teachers, schoolmates and big sisters after the online big sister activities.
- **Organise workshops on training students' social skills and raising their awareness to show their respect, love and empathy to others**

Some workshops were run smoothly with effective results.

  - Below were some examples run by the Moral and Civic Education Department:
    - “Life Coaching” Community-based Family Support Network (Anti-Bullying) workshops for all Form 2 students
    - “My Pledge to Act - Be Grateful and Treasure What We Have, Stay Positive and Optimistic” Implementation Support Programme for students of all Forms
    - “Being a responsible netizen” Implementation Support Programme incorporated in the Senior Forms Syllabi
    - Planting Workshop
  - Guidance Board organised workshops on training students' social skills and raising their awareness to show respect, love and empathy to others.

Due to the pandemic and the suspension of face-to-face classes for some time, it was difficult to organize many workshops. Videos were made to train students' social skills. Students were encouraged to join competitions or activities promoting respect, love and empathy to others.

Below were some examples:

- Religious Education Department
  - Through various activities and sharing of Biblical stories, students learnt how to show their respect, love and empathy to others.

- English and Literature in English Department
  - Big sisters produced some videos which were uploaded to YouTube and students gave a short presentation on Flipgrid after viewing them. Some teachers showed some selected videos and students gave short responses in the form of a speaking task. Some students wrote in Padlet to give a reflection. Students learnt effective study skills and positive values and virtues from their Big sisters.
- Liberal Studies Department
  - The Form 2 students visited the recycling facilities and joined an upcycling workshop. Students had learnt a lot from the visit to the recycling facilities. Some students said that they would consider taking Chemistry in senior form as this could enable them to do more in recycling industry. According to the survey, most students had reflected that the visit was inspiring and useful. They learnt a lot more about how recycling was done in Hong Kong. This made them care more about the waste management in our community and the environmental protection in Hong Kong. They learnt that what humans had to do was to make good use of plastic by recycling as it was impossible to create a ‘plastic-free’ world. When making the mandala by using the old wooden boards, they would like to send it to someone as a gift to show their love and care.
- Cultural Subjects Department
  - Visual Arts: Promoted caring for surroundings through different art projects: A series of art projects related to caring for animals and plants in Form 1, a recycled art project related to the environmental issue in Form 2 and an art project to raise students’ care and concern about women around the world in Form 3. All students were able to demonstrate their awareness through their art works.

## Reflection

- Some of the activities which were effective would be incorporated as the routine work in the next academic year. For example, the measure to learn effective study skills / virtues from the sharing of the Big Sisters through different media (e.g. YouTube videos / publication of students’ anthology) adopted by the English and Literature in English Department would be incorporated as routine work for Form 1 and Form 4 students in the next academic year.
- Google Classroom could be made better use of when conducting activities besides giving out or collecting worksheets and assignments. For example, as reflected by the Liberal Studies Department, students could be asked to give their views on consultation papers through Google Classroom.
- More different means would be employed to conduct the activities taking into consideration that the pandemic might continue to affect the activities.
- There could be more collaboration between and among departments to organize activities and promote the school’s major concerns, such as the collaboration between the Cultural Subjects Department and the Moral and Civic Education Department in the ‘Anti-bullying - Build a Harmonious Campus’ Competition and Exhibition.

## **Major Concern 2: Strengthening the Positive Learning Environment**

### **Achievements**

- **Students are encouraged to submit their reflection after reading fiction or non-fiction, and the selected good works will be published as a booklet or an e-booklet every year to credit students' achievements and aesthetic growth.**
  - Students submitted reflection after reading fiction or non-fiction in their works with both the English and Literature in English Department and the Chinese Department. A lot of students' reflection was interesting.
  - In the Technology Education Department, students were asked to visit the department website and write a peer appreciation report against one of the posted good works. The survey result showed that students were encouraged to do better because of the good works they had seen. Besides, Form 1 students wrote a magazine appreciation report in the Second Term. Form 3 students searched the Internet to find a testing method for their Home Economics projects which were about testing a household appliance; and they wrote a summary about the testing method and a short passage of self-reflection. The survey results showed that the positive learning environment could be enhanced while students were able to learn from their daily activities such as reading magazines and websites.
- **Organise inter-class competitions to motivate students to behave positively as a whole in class (may set some specific and observable behaviour, e.g. completing pre-lesson tasks, keeping classroom tidy, being responsive in lessons, etc.)**

Though it was difficult to hold inter-class competitions to motivate students in learning in view of the pandemic and suspension of face-to-face classes for quite a long time, teachers explored the use of different apps to motivate students to behave and learn positively online. Below were some examples:

- English and Literature in English Department

Teachers helped students build motivation in the virtual classroom through exploring the use of e-Learning apps. Quizlet was used in Literature class to give instant feedback and increase motivation. Padlet was used to collect responses and promote sharing among the students. Notability and Explain Everything were extensively used. Kahoot! was used to check basic understanding. Nearpod promoted interaction and guided students to brainstorm ideas. Edpuzzle promoted pre-lesson preparation to get students engaged in class.
- Mathematics Department

For Forms 1 - 6, the difficult questions in the tests or examinations were recorded by using Explain Everything so that students could watch the videos for revision later. Students found them useful.
- Science Department

In the eReading Programme, students in elite class read very seriously and gave positive comments on what they had read. And they were able to learn more science knowledge outside the classroom. The performance of students in other classes was fair.

- Social Science Department

Students were encouraged to join external learning experience (talks/ project/workshop, etc.) Each social science subject successfully organised at least one activity even during the suspension of school. Students found the activities useful.

- Cultural Subjects Department

Visual Arts: The students who were talented in art were encouraged to deepen their knowledge and stretch their potential through a series of activities under the Art Talent Scheme. Some students were more active than the others to sign up for different art activities. 90% of participants had participated in at least one activity. 26% had participated in five or more activities throughout the year.

- Careers Board

Appreciation Scheme for Outstanding Works in Careers Guidance Activities was conducted. Students appreciated the good works produced by their classmates. They were motivated to deliver quality outcomes in the activities.

- Guidance Board

Form 1 Adventure-based Training Days were organised for Form 1 students. 96.2% of the students agreed that the activities enhanced their self-confidence and problem solving skills.

- **Use online resources to form the habit of self-learning (e.g. OQB, STAR, Mathspace, eReap)**

Various departments used different means. Below were some examples:

- Social Science Department

Self-learning aids were assigned to cater for individuals' needs. For History, interesting videos/ movies were introduced to arouse the interests and enhance the understanding of students. For Geography, relevant videos from You tube were shown to enhance the understanding of students. For Economics, MC past papers were assigned to students on Hong Kong Education City for the Forms 5 and 6 students.

- Committee on e-Learning

More mobile devices, relevant hardware and software/apps license based on teachers' needs were purchased and an e-learning resources inventory was created for teachers to facilitate their use of online resources to help students to form the habit of self-learning. Teachers found them useful.

- Pre-lesson tasks were assigned to students which enabled students to prepare their lessons in a better way and learn more effectively.

- STEM-related talks and workshops related to Technology and Science were organised during the OLE Days and the Post-Examination Period. Students found them quite interesting, which also helped them to explore some online resources for self-learning.

- **Revise homework design to sustain learning motivation and desirable learning outcomes**

Different academic departments revised their homework design to cater for learner diversity and boost students' confidence.

- Teachers had revised homework design to sustain learning motivation and desirable learning outcomes
- New homework designs had been explored to sustain learning motivation and desirable learning outcomes e.g. Google classroom during the half-day school period.

### **Reflection**

- The Merit Book was not fully utilized in some classes. Review could be conducted on the implementation of merit book system to make it more effective, e.g a digital merit system.
- Shortening the lesson time because of the arrangement for half-day school in view of the pandemic made it more difficult for subjects which required a lot of discussion and interaction. More effective ways needed to be devised to solve this difficulty.
- More eReading Programme with interesting follow-up activities or competitions could be conducted to encourage students to read.
- To promote positive learning, it would be essential to nurture a reading habit, help students to take seeking knowledge as a daily activity and widen students' scope of knowledge.
- More work could be done to help to boost students' confidence in learning as quite a significant number of students showed they lacked confidence in the APASO Survey.
- Students would read assigned materials but lacked strong motivation to develop a reading habit by themselves, which was suggested by both the Teachers' views and Parents' views in the Stakeholder Survey. Students could be involved in publishing a booklet or an e-booklet which could display students' outstanding work and credit students' achievements and encourage better reading habit.
- There was a gap between students and teachers' view on the habit of self-learning. Most students thought they took the initiative to learn and were able to apply learning strategies such as online resources whereas teachers felt students could still have room for improvement on that. More learning strategies could be taught to help students in their learning.
- It was more difficult to engage students in Online activities, thus more effective strategies needed to be devised.
- More mobile devices and e-Learning resources could be purchased to facilitate learning and teaching.
- Teachers might need to explore the new mode of coaching students and encourage students to join events online.

### **Major Concern 3: Widening Exposure to Different Learning Experiences through STREAM Education**

#### **Achievements**

- **Organise more “STREAM” activities**

Different departments organised various STREAM activities successfully. Below were some examples:

- In the English and Literature in English Department, the following STREAM related workshops were organised by the NET:

- Form 1: Myths and legends in New Zealand
- Form 2: Myths and legends in New Zealand (focus on story-writing techniques)
- Form 3: Media and News Stories
- Form 4 Sports in New Zealand and Rugby
- Form 5 Lyrics re-writing Workshop
- Form 4: Sports culture in New Zealand

Most students showed a heightened awareness of the STREAM-related issues after participating in the workshops.

- The different activities organised by the Committee on STEM Education, the Cultural Subjects Department and their collaboration with other departments and committees, were interesting to students though not many of them could be organised because of the pandemic.

- **Dialogue with Writers: Writers will be invited to school to share the joy of reading or writing with students. Cooperation with different organisations such as the British Council will be solicited to organize some Author Talk or Tours or Exhibitions to enhance students’ interest.**

- Author talks had been organised by both the English and Literature in English Department as well as the Chinese Department.

- **All Form 1 to Form 3 students are taught research skills by the School Librarian, the Cross-Curricular Project Learning Team and the subject teachers (on the subject-related skills).**

- Form 1 to Form 3 students were taught research skills by the School Librarian and the Cross-Curricular Project Learning Committee.
- In Home Economics, in the Form 1 Project: ‘A Healthy “ME”’, students were taught the research skills on the internet and they were able to search for the required information from the internet.
- In the Moral and Civic Education Department (M.C.E.), students were taught how to search for relevant information on topics to be discussed in M.C.E. lessons (e.g. Class Service Planning, Power point on students’ family or pets, etc.)

- Students were able to produce the project showing the use of computer skills.

- **Adopt e-learning including e-learning tools, e-books, and e-platform in different subjects**

Teachers made use of more e-learning tools to enhance teaching and learning especially for the online teaching.

Different departments adopted different tools and e-platforms. Below were some examples:

- In the Liberal Studies Department, more videos and websites were used when designing worksheets so as to promote Blended Learning in the Liberal Studies curriculum. The videos and websites chosen for the topics could help students catch up with the updated information. This could then make them care more about the current situation in Hong Kong, Mainland China and the world.

- Careers Board

In the Career Planning Programme in Campus TV, the Careers Board worked with the Chinese Campus TV to record some useful programmes for the students.

- **Students' works on arts education will be displayed and credited.**

- Students' good works were posted in the department (e.g. the Technology Education Department) website or other platforms or in their subject rooms by other departments.
- All the outstanding artworks were posted online for appreciation.

- **Integrate STREAM elements in school curriculum**

Different departments incorporated STREAM elements in their syllabi and the school curriculum. Students had a greater exposure and found those lessons interesting. Below were some examples:

- Collaborating with the Cultural Subjects Department, the Science Department integrated STREAM elements in their curriculum. In Form 1 science, the features of the plants was introduced in Chapter 3 and the idea about 'Golden ratio' in plants was mentioned. Visual Arts teacher then used what they learnt in science to design artwork related to plants and Golden Ratio. It was good to let students know how science can relate to art and design. Students found the lessons interesting.
- In the Technology Education Department, subject teachers introduced different STEM concepts to Form 2 students. Each group of students was provided with a set of Arduino kits. Students designed and implemented the solution under the supervision of the teachers; and then demonstrated their designs to their classmates upon completion. 80% of Form 2 students completed the tasks according to the requirements.
- In the Technology Education Department, Computer Literacy (CL), Home Economics (HE) and BAFS worked together to arrange a practical 3D Design project for Form 2 students. The concepts included: CL: 3D Design & Printing; HE: Kitchen Utensil; BAFS: 4 Ps (Price, Product, Promotion, Place) of marketing. Positive feedback was received from the students.
- In the Technology Education Department, students presented their Form 1 HE project on a Google site. In the computer lessons, teachers introduced the techniques to students. Students did the project in their spare time using mobile devices and computers. Mobile e-



Learning was conducted. Positive feedback was received from students. Students developed the habit of learning anytime anywhere.

- In the Technology Education Department, CL Subject teachers revised the syllabus of mBot. Subject teachers prepared the syllabus and teaching materials for 3-D Design and Printing, Arduino, VR/AR, App Inventor, etc.. Drone Photography was introduced to the Computer Club members. STREAM elements were integrated in both formal and informal curricula. Students found them interesting

- **Encourage students to participate in STREAM-related competitions and activities**

Students were encouraged to participate in STREAM-related competitions and activities despite the pandemic. Below were some examples:

- In the Liberal Studies Department, ten Form 4 students joined the Fair Trade School Award Scheme. They attended four workshops about fair trade. They also joined the inter-school activity to promote fair trade. Students could widen their horizon by joining the workshops and inter-school activities organized by the Fair Trade School Award Scheme. The survey reflected that the activities could foster their understanding towards the values and principles of Fair Trade. Besides, the activity could improve their understanding towards social media and media literacy. The work-tasting experience could improve their problem-solving skills. Lastly, Google Classroom was set up for making announcement, doing survey and sharing information.

Some books were recommended to the school library. This could encourage students to develop the reading habit.

The videos and websites chosen for the topics could help students catch up with the updated information. This could then make them care more about the current situation in Hong Kong, Mainland China and the world.

- In the Science Department, instead of arranging science talks from universities in school, HKUST Virtual Science talks were promoted to Form 3 to Form 5 students. Some students joined different talks. STEM workshop by HKFYA was conducted for Form 1 students. STEAM for all fun day by Trumpteck (using life-wide learning grant) was conducted for thirty Form 1 students and eighty Form 2 students. These two activities provided students hands-on experience on building up bridges and rocket cars; and they enjoyed them.
- The Cultural Subjects Department collaborated with the Science Department to let students see the relationship between Science, Mathematics and Visual Arts through recognizing the Golden Ratio in nature and famous artworks in Form 1. 95% of the Form 1 students were able to create a sculpture in Golden Ratio.
- In the Committee on STEM Education, each STEM-related department (Science, Mathematics, Technology) organised at least ONE activity or competitions. Students enjoyed the activities. Only Technology Department arranged students to join external competition this year. Other departments found that it was difficult to spare time with students in joining the activities because of the restrictions imposed due to the pandemic.

- **Purchase more hardware and software (i.e. iPads & apps) and incorporate the usage during class**

- More iPads and Apple Pencils and licences of learning platforms were purchased for teachers to facilitate the learning and teaching activities.

- **STREAM or some STREAM elements can be incorporated in the Cross-Curricular Project (CCP) Learning**

- Some Form 2 students presented their projects by videos and incorporated some stream elements.

- **Purchase some game box sets (such as robots) and put them in each classroom as some extension activities during lunch-time**

- The game box sets had been purchased but not yet allocated to different classrooms. This would be followed up in the next academic year. Robots game box sets were not purchased for the extension activities during lunch time. It was hoped that the activities could be organized after the resumption of normal school days.

### **Reflection**

- Some activities were cancelled due to the pandemic. Teachers could think of carrying similar activities by using online mode during school suspension.
- The half-day school arrangement made it not feasible to have space to organise more STREAM activities. Other means needed to be devised to handle the situation.
- Some students would like to have more arts activities in the future.
- It would be good to explore more ideas on how art could be related to science and had the integration for students' learning.
- Collaboration among different departments could have more creative integration for STREAM
- Some students who are talented in STEM could be provided with more training and encouragement to participate in external competitions.
- More hardware and software could be purchased to facilitate learning and teaching.

### (3) Our Learning and Teaching

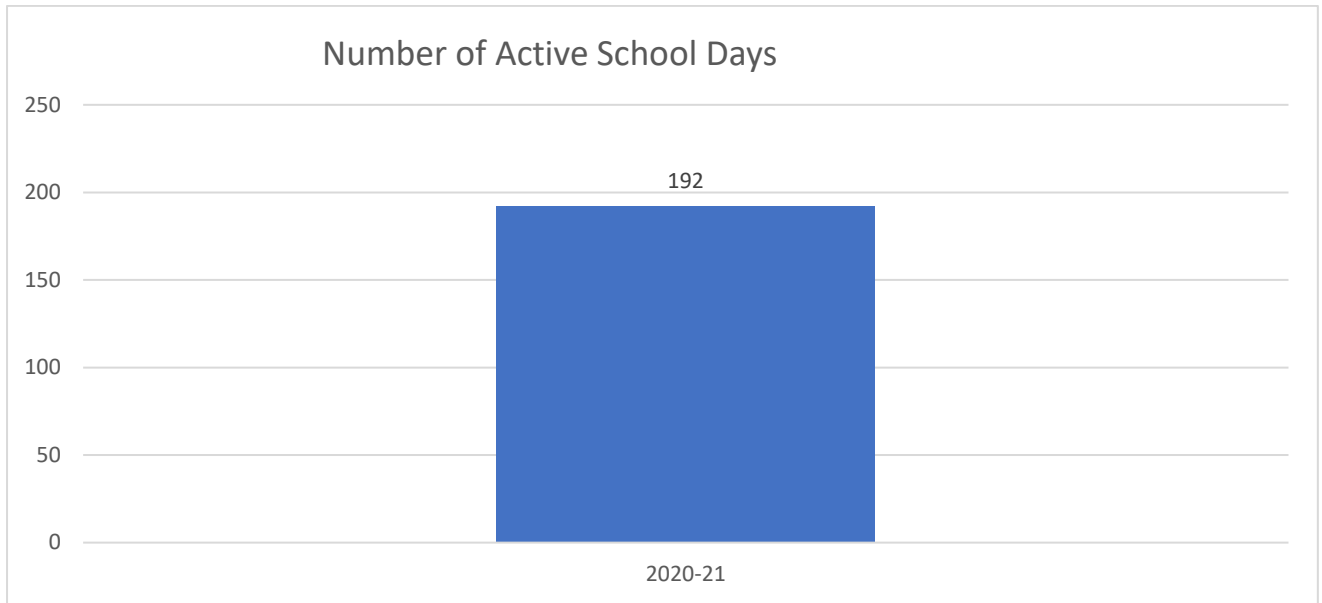
#### Class Structure 2020 - 2021

	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
Number of classes	5	5	5	5	5	5

#### Subjects Offered 2020 - 2021

<i>Form 1 to Form 3</i>	
English as the medium of instruction:	English Language, Mathematics, Literature in English, Life and Society, Integrated Science, Geography, History, Computer Literacy, Home Economics, Music, Physical Education, Visual Arts
Chinese as the medium of instruction:	Chinese Language, Chinese History, Religious Education, Putonghua, Moral and Civic Education
<i>Form 4 to Form 6</i>	
English as the medium of instruction:	English Language, Mathematics, Citizenship and Social Development / Liberal Studies, Literature in English, Biology, Chemistry, Physics, Economics, Geography, History, Business, Accounting and Financial Studies, Information and Communication Technology Non-HKDSE subject: Physical Education
Chinese as the medium of instruction:	Chinese Language, Chinese Literature Non-HKDSE subjects: Religious Education, Moral and Civic Education

**Number of Active School Days (KPM5)**



## Our Teachers

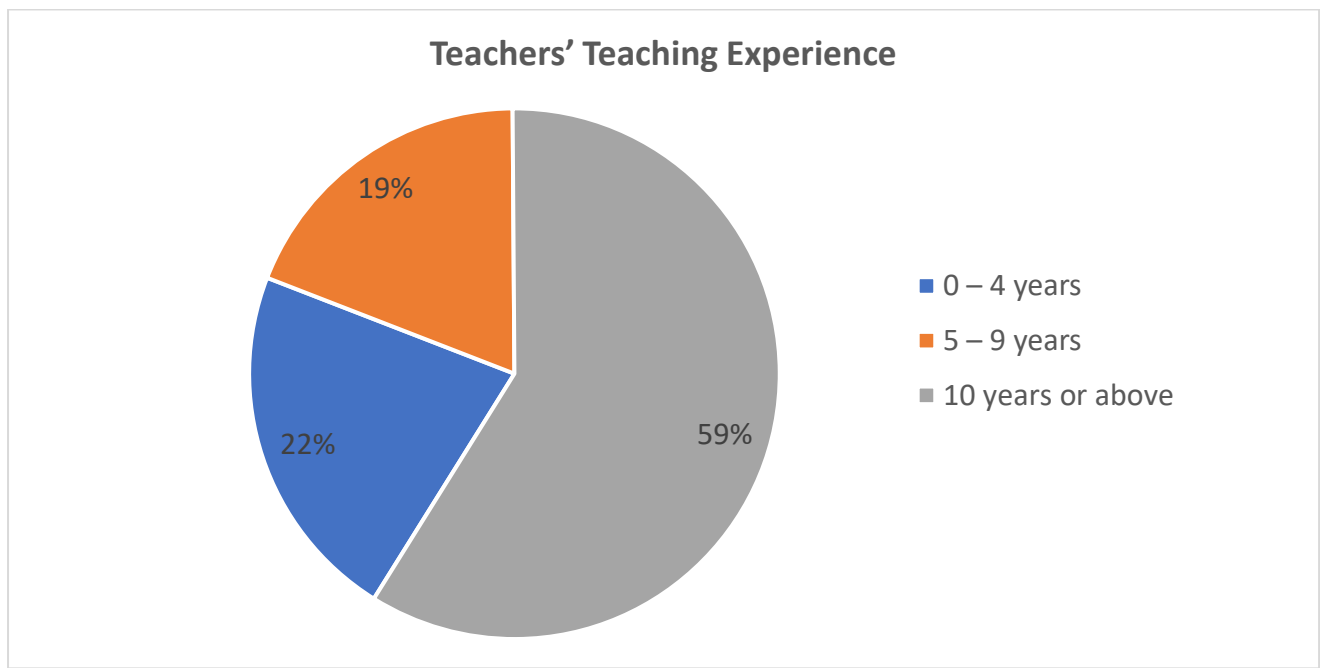
### Teachers' Qualification and Professional Training

Number of Teachers: 64

Qualification	Master's degree or above	Bachelor's degree or above	Has received Teacher Training
Number of Teachers	36	64	63
Percentage	56%	100%	98%

### Teachers' Teaching Experience

Teaching Experience	0 – 4 years	5 – 9 years	10 years or above
Number of Teachers	14	12	38
Percentage	22%	19%	59%

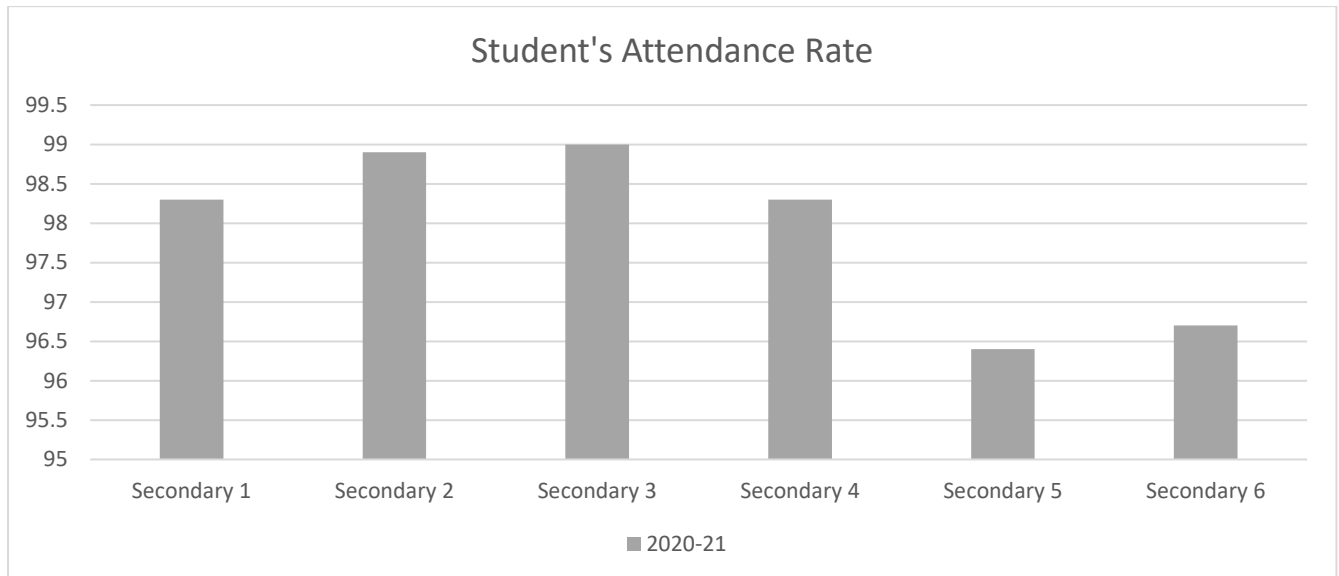


## **Our Students**

### **Enrollment and Class Structure**

	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
Number of classes	5	5	5	5	5	5
Total Enrolment	142	145	129	120	112	119

### **Students' Attendance Rate (KPM21)**



In response to the learning diversity of students, a wide range of learning opportunities were offered to students.

Resources were provided to give support to the students with special educational needs (SEN) and the Non-Chinese Speaking students (NCS) though the number of them was small.

In the Senior Forms, students were able to select their Elective subjects based on their interests and abilities. Enhancement lessons were arranged in the timetable to give more learning and teaching time to the Senior Forms students besides the Aesthetic Development (AD) lessons.

Because of the pandemic situation, many learning and teaching activities were cancelled or streamlined. Besides the Other Learning Activities and the Other Learning Experiences (OLE) Days scheduled on the school calendar, AD lessons were offered for Form 4 to Form 6 students. Different kinds of art workshops were organised every year, The lessons were conducted during the lesson time. All the programmes organised for the students were again well-received this year.

Form 4 students gave “A Cappella Education Programme” 4.1 marks out of 5 marks. It was the most popular programme among all for the Senior Forms students. Students enjoyed learning “A Cappella” very much and felt relaxed after the lessons. Among the 5 lessons in the whole year, 4 were conducted in face-to-face while 1 was conducted online because of the cancellation of afternoon face-to-face lessons. Form 5 students gave “Mixed Media Art Workshop” 3.98 marks out of 5. Same as the arrangement for Form 4 students, among the 5 lessons in the whole year, 4 were conducted in face-to-face while 1 was conducted online because of the cancellation of afternoon face-to-face lessons. Form 6 students gave “Environmental Art Workshop” 3.64 marks out of 5. The two double lessons were successfully completed.

The Academic Affairs Committee provided support to students and helped them achieve their academic goals. Examination data was analysed to identify the strengths and weaknesses of our students so as to inform the pedagogy to be applied to enhance learning and teaching effectiveness. There was collaboration with the English and Literature in English Department, Mathematics Department, Guidance Board and the Social Workers to provide appropriate support in different dimensions to the students who needed more guidance and help. Outstanding past students were invited to act as tutors / mentors to coach the students and share their experiences in learning with the students. To widen the exposure of our new Form 1 students to different learning experiences, a workshop at Warzone90 was arranged in June and the feedback from students was positive.

Our application for two Quality Education Fund (QEF) Projects was successful. They were (i) “Blended Learning – Enhancing deeper learning through the production of school-based learning and teaching resources” and (ii) “STEAM Education Programme @ HKSRL”. The former one was approved earlier at the end of this academic year and so we had kicked off the project whereas the latter one was approved towards the end of this academic year. For the QEF Project on “Blended Learning”, we had developed some school-based learning and teaching resources which students could access them based on their learning needs and pace. Training were provided for teachers and the students who were the Campus TV Reporters. This project would continue to be run in the next academic year whereas the QEF Project on “STEAM Education” would commence in the next academic year too. Students of different abilities and interests were provided various types of activities and opportunities to explore and stretch their potential.

## **(4) Support for Student Development**

In the Stakeholders' Survey for Parents, the mean for parents stating that they were pleased to let their children study in our school was 4 out of 5 marks, which was a good and encouraging score. This showed that parents supported the school and agreed that our school could help students holistically, not just in their academic studies, but also in their spiritual, moral, social and other developments.

As a Catholic school, we promoted spiritual growth not just to the Catholic students but also to all students. The values are universal values. Besides the thanksgiving masses and the morning prayers every day, different activities are organised by the Spiritual Affairs Committee. Besides the Annual Retreats for the Catholic students, all students participated in May Crowning, Religious Week and other activities to experience God's love and the family spirit.

Moral and Civic Education was conducted in our school both through the formal and informal curricula. Moral and Civic Education lessons were scheduled in the regular timetable to strengthen students' moral and core values. Besides the lessons, we had joined different programmes and promoted students' positive behaviour. They included the "Life Coaching" Community-based Family Support Network, "My Pledge to Act - Be Grateful and Treasure What We Have, Stay Positive and Optimistic" Implementation Support Programme, "Being a responsible netizen" Implementation Support Programme. The Planting Workshop was again successfully organised. All participants agreed that the workshop helped them to treasure life and serve those in need. Celebration of National Day, Constitution Day, and National Security Education Day, Pledge Day, Dress Casual Day, were held to foster students' sense of national identity and charity.

Big Sister Scheme was a signature programme of the Guidance Board, which had trained a lot of big sisters who assisted their younger sisters in school not just in Form 1 when the programme was structurally implemented. Many of them became close companions throughout their secondary school life and even after graduation. Among the big sisters who received the big sister leadership training in this academic year, 85% of them said that they became confident to be leaders, understood and knew themselves better, had improved their communication skills and were equipped with the basic counselling skills. A Day Camp for Form 1 students was held successfully. 80% of the students agreed that it helped them to adapt to the school life in Form 1, improved the class spirit, enhanced their support network in school, and helped them to build a closer relationship with their big sisters. The Form 1 Adventure-based Training Days organized on the OLE days also were popular among the students. 85% of the students agreed that the activities enhanced their self-confidence and problem solving skills, and boosted their confidence.

Various guidance activities were held for students of different forms, sometimes in collaboration with the school's social workers. They included the 'Life-Coaching' Online Talk for Forms 1 and 2 students, Stress Management Workshops for Forms 5 and 6 students, and Mental Health First Aid Course for students. Students could acquire the skills after the workshops. Though the pandemic affected whole-day face-to-face classes, many online interest classes had been organised for students, such as Handicraft Class – Desk Lamp, Art 4 MeNu Drawing Class, Pastel Nagomi Art Class, Zentangle Class and Mandala Drawing Class. Talks on 'Positive Emotion' and "Positive Thinking" were held. Besides the "Add Oil Station", the "Student Support Channel" in the Project on "Blended Learning" also gave emotional support to students. All of them were well-received by students.

Regarding communication with and support for parents, besides the Guidance Newsletters, talks and workshops had been organised for parents, such as Parents' Workshops on Form 1 Adjustment, on Parent-child relationship in adversity, on mental health, on helping their daughters in Form 5 and Form 6 to face stress and public examinations, etc. Parents attending the workshops found them helpful.



Many of the big sisters were selected as school prefects as their work was much appreciated and abilities were recognized. The Discipline Board held the Prefects' Leadership Training Camp in spite of the pandemic to further strengthen the prefects' skills in handling different situations. An educative approach to discipline was adopted in the school.

The career education was enhanced with the support of class teachers, parents and alumni. The Careers Board organised Experience Sharing by Alumni, which was well-received by the students. 100% of the participants agreed that the sharing session inspired them to think thoroughly about their careers aspiration. Careers activities and workshops were held for both junior and senior forms students. In the "Appreciation Scheme for Outstanding Works" in Careers Guidance Activities, students appreciated the good works produced by their classmates. They were motivated to deliver quality outcomes in the activities. 89% of the participants in the "University Interview Workshop" agreed that the workshop could enhance their answering skills and promote their confidence in attending admission interviews. 84% of the participants in the "CV Workshop" agreed that they knew how to design their curriculum vitae for university application and interviews. 88% of the students completed the online career assessment for students agreed that that assessment could help them understand their career interests and orientation. All those activities helped students in their life planning.

All the Extra-Curricular Activities (ECA) Club meetings were conducted online. Though many of the activities were cancelled because of the pandemic and the suspension of whole-day face-to-face classes, the Extra-Curricular Activities and Other Learning Experiences Team could organise the OLE Days as scheduled. Among them, the Form 4 students who attended the First Aid Education Talk by the Hong Kong St John Ambulance gave the Talk 3.75 marks out of 5, the Form 4 students who attended the Interactive Workshop (What have you processed) by World Vision gave the Talk 4.02 marks out of 5; and the Forms 2 and 4 students who watched the Interactive Drama (low-carbon lifestyle) by Council for Sustainable Development gave the Drama 3.94 marks out of 5. Students' social awareness was raised besides enjoying the activities.

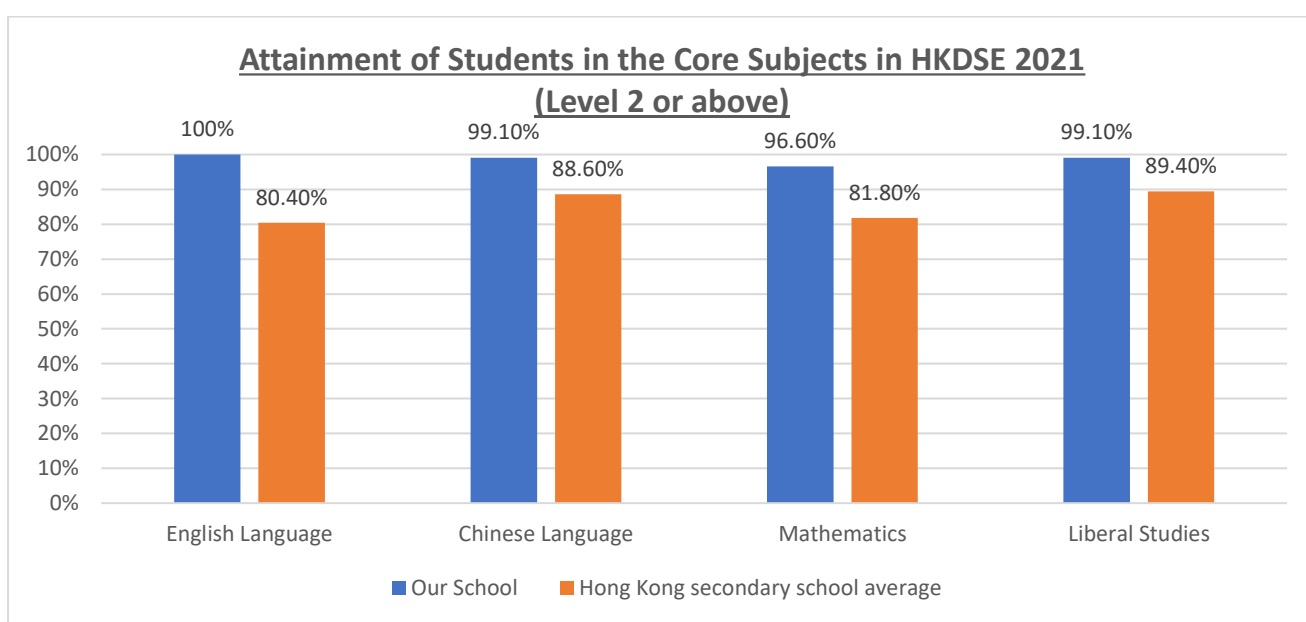
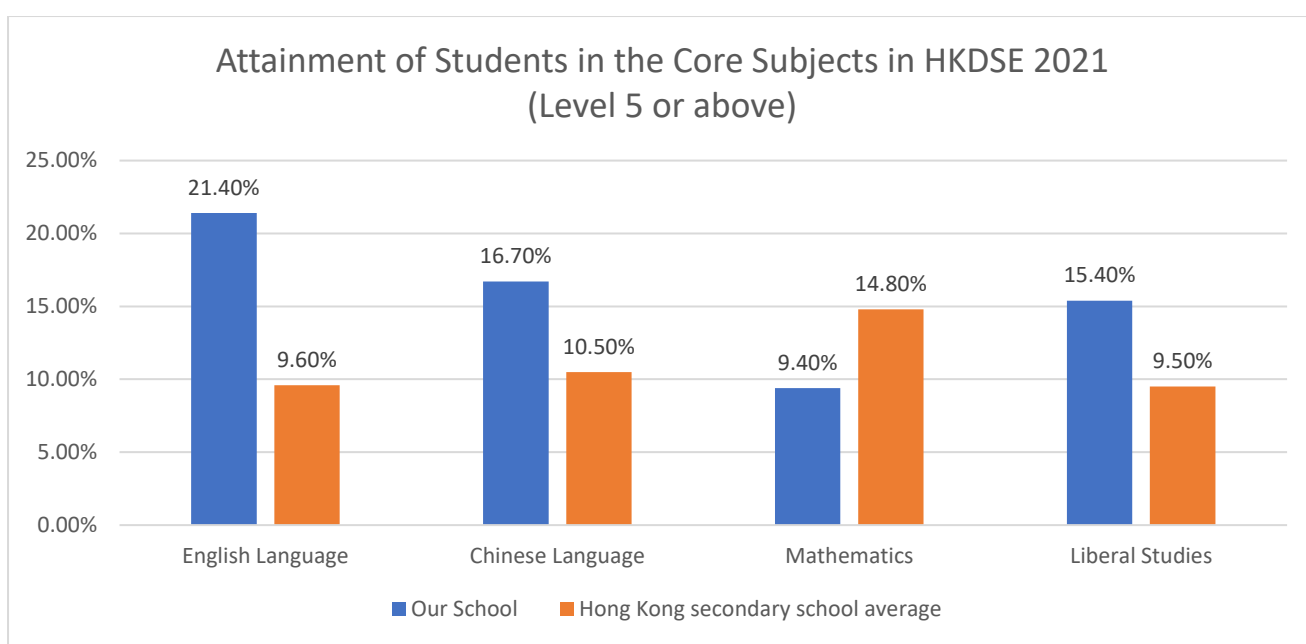
The school adopted a whole-school approach in student support. Different departments and committees worked together for the well-being and interests of our students.

## (5) Student Performance and Achievement

### Attainment of Students in the Core Subjects in HKDSE 2021

	Level 5 or above	Level 2 or above
English Language	21.4% (9.6%)	100% (80.4%)
Chinese Language	16.7% (10.5%)	99.1% (88.6%)
Mathematics	9.4% (14.8%)	96.6% (81.8%)
Liberal Studies	15.4% (9.5%)	99.1% (89.4%)

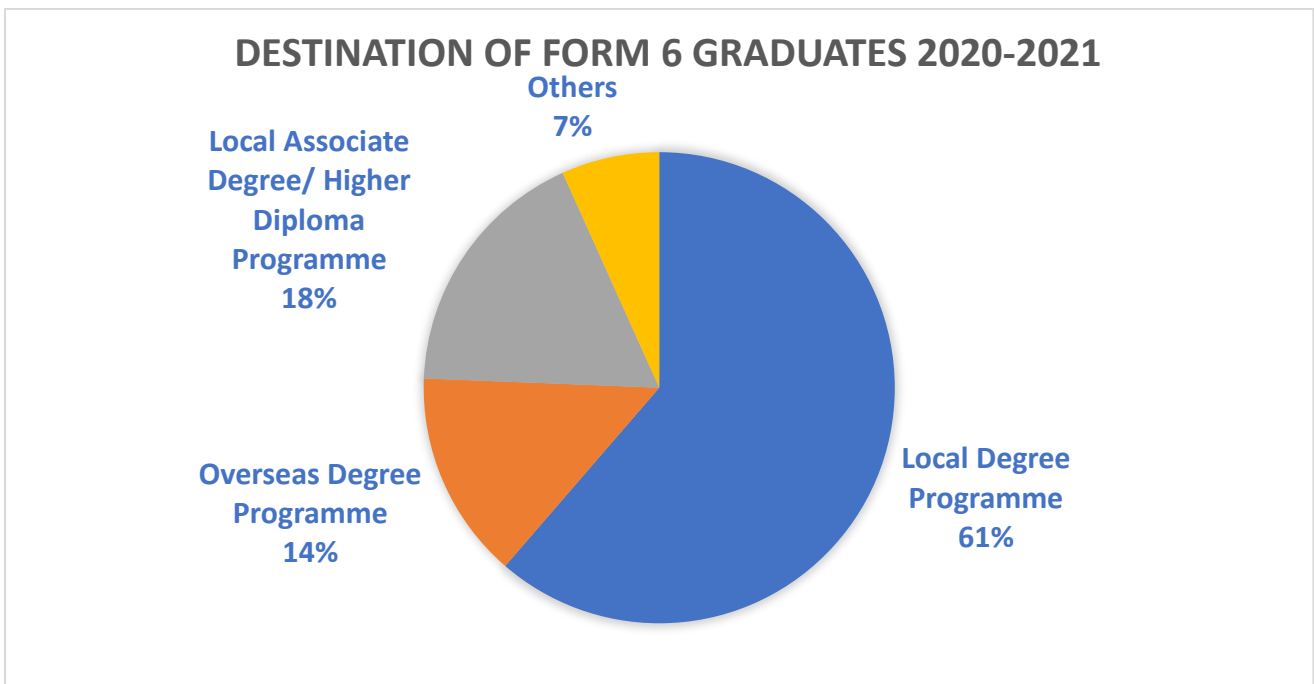
(Hong Kong secondary school average)



**Destination of Form 6 Graduates 2020-2021**

Destination	No. of students	Percentage
Local Degree Programme	73	61%
Overseas Degree Programme	17	14%
Local Associate Degree/ Higher Diploma Program	21	18%
Others	8	7%
Total number of students	119	

Destination	No. of students	Percentage
Government-funded Degree Programmes	50	42%
Self-financed Degree Programme	23	19%
Total number of students:	73	



## External Awards 2020 – 2021

Organisation	Award	Class	Name of Student
Education Bureau	Hong Kong Scholarship for Excellence Scheme Awardee	F.6A (19-20)	Scarlet Poon
Shatin Youth Association	16th Shatin Outstanding Student Award Awardee	F.2A (19-20)	Scarlet Cheung
		F.2A (19-20)	Hirose Hitomi
		F.2A (19-20)	Lilo Zheng
		F.3A (19-20)	Annie Law
Hong Kong Extra-curricular Activities Masters' Association	Oustanding Student Award Scheme 2020 Awardee	F.4E	Annie Law
Hong Kong Playground Association	Hong Kong Outstanding Teens Election 2021 Awardee	F.3B	Teresa Choi
		F.4A	Janie Chan
		F.5A	Joyce Chan
Hong Kong Schools Music and Speech Association	The 72nd Hong Kong Speech Festival (English Entries) Public Speaking Solo - Third Prize	F.5E	Gina Ng
	The 72nd Hong Kong Speech Festival (English Entries) Public Speaking Solo - Certificate of Merit	F.5E	Zoey Lam
	The 72nd Hong Kong Speech Festival (English Entries) Solo Prose Reading - First Prize	F.3A	Louise Chan
	The 72nd Hong Kong Speech Festival (English Entries) Solo Prose Reading - Third Prize	F.3D	Karis Chan
	The 72nd Hong Kong Speech Festival (English Entries) Solo Prose Reading - Certificate of Merit	F.3A	Audrey Chow
		F.3C	Janus Cheng
		F.4A	Katie Cheung
		F.5A	Jodie Lau
	The 72nd Hong Kong Speech Festival (English Entries) Solo Verse Speaking - First Prize	F.5A	Rachael Ng
		F.1D	Claudia Chan
	The 72nd Hong Kong Speech Festival (English Entries) Solo Verse Speaking - Second Prize	F.3A	Francisca Chan
		F.5A	Lauren Sun
		F.5E	Annie Li
	The 72nd Hong Kong Speech Festival (English Entries) Solo Verse Speaking - Third Prize	F.1D	Rachel Wong
		F.4E	Annie Law
	The 72nd Hong Kong Speech Festival (English Entries) Solo Verse Speaking - Certificate of Merit	F.1A	Janice Chan
		F.1A	Bernice Lam
F.2B		Amanda Chau	
F.2B		Yumi Kwan	
		F.2B	Joey Poon

Organisation	Award	Class	Name of Student
		F.2D	Prudence Lee
		F.3A	Daphne Ho
		F.3C	Haylie Wong
		F.4A	Pakeeza Butt
		F.4A	Celina Ho
		F.4E	Wincy Chan
		F.5A	Joyce Chan
		F.5A	Jasmine Chan
		F.5A	Angelica Chan
		F.5A	Teresa Chow
		F.5A	Kobe Yeung
		F.5C	Niki Ng
		F.5D	Hilan Cheung
		F.5D	Angel Wong
		F.5D	Mandy Yeung
		F.5E	Sonia Chu
		F.5E	Sylvia Fung
		F.5E	Nicole Kwok
		F.5E	Sophia Ng
		F.5E	Vicky Poon
<b>Hong Kong Schools Music and Speech Association</b>	<b>The 72nd Hong Kong Schools Speech Festival (Chinese Entries)</b> Solo Prose Reading (Mandarin) - Certificate of Merit	F.4A	Kathy Wong
<b>The Society of Language Education of Chinese University of Hong Kong</b>	<b>Chinese Writing Competition</b> Champion	F.5A	Chana Lo
香港恒生大學	第四屆「恒大中文文學獎」 中學組微型小說 - 優異獎	F.6A	Belle Szeto
		F.6E	Josephine Lam
<b>Quality Education Development Centre Limited</b>	<b>Guang Dong - Hong Kong - Macao - Greater Bay Area Inter-School Slogan Writing Competition on the Theme of Physical and Mental Health" (2020-2021)</b> 1st Runner-Up	F.1E	Milko Lee
	<b>Guang Dong - Hong Kong - Macao - Greater Bay Area Inter-School Slogan Writing Competition on the Theme of Physical and Mental Health" (2020-2021)</b> Prize for Excellence	F.5A	Angelica Chan
<b>Hong Kong Mathematical Olympiad Association</b>	<b>2021 Hong Kong and Macao Mathematical Olympiad Open 'HKMO' Open</b> Qualified to the Final Round	F.4E	Annie Law
<b>Hong Kong Computer Emergency Response Team Coordination Centre (HKCERT)</b>	<b>Cyber Security Competition 2020/21</b> Silver	F.5A	Chana Lo
<b>A.S. Watson Group</b>	<b>A.S. Watson Group HK Student Sports Awards</b> Awardee	F.3E	Peony Hung

Organisation	Award	Class	Name of Student
香港乒乓總會	全港公開乒乓球單項錦標賽 (女子丙組) First Runner Up	F.2B	Koyee Ko
View Win International Music Exchange Asso.	Chinese Instrumental Contest 2020 Grade 6 Erhu - Gold Prize	F.3A	Francisca Chan
Agriculture Fisheries and Conservation Department	'Protect Hong Kong Marine Environment 4-Panel Comic Drawing Competition 2020 Champion	F.3A	Lilo Zheng
The Woolmark Company	Wool4School Design Competition (Hong Kong) 3rd Place Winner	F.3A	Francisca Chan
South China Morning Post	SCMP "Experience as a Journalist" Programme Best Article Award	F.4A	Janie Chan
	SCMP "Experience as a Journalist" Programme Best 3 Articles Award	F.4E	Kaya Kwok
		F.5A	Jaye Wong

### Scholarships and Student Awards 2020-2021

Organisation	Award	Class	Name of student
Rev. Joseph Carra Educational Fund Limited	The Rev. Joseph Carra Memorial Education Grant 2020-21 Awardee	F.6E	Wing Wong
Sir Edward Youde Memorial Fund Council	The Sir Edward Youde Memorial Prizes 2020-21 Awardee	F.6A	Ruby Yuen
		F.6E	Josephine Lam
Hong Kong Playground Association	Hong Kong Outstanding Teens Election 2021 Awardee	F.5A	Joyce Chan
		F.4A	Janie Chan
		F.3B	Teresa Choi
South China Morning Post	Student of the Year Awards 2020-2021 Shortlisted	F.4E	Law Annie
Hong Kong Special Administrative Region Outstanding Students' Union	33rd HKSAR Outstanding Students Selection Finalist	F.4E	Law Annie
Shatin Youth Association	17th Shatin Outstanding Students Selection Awardee (Senior Section)	F.5A	Joyce Chan
Hong Kong Young Woman's Christian Association	2020-2021 Shatin Leadership Training Programme Awardee	F.2B	Chester Chan
Federation of New Territories	New Territories Outstanding Students Selection 2021 Awardee	F.5A	Joyce Chan

## (6) Financial Summary

Financial Summary for the year of 2020-2021 (Audited)

	Income (HK\$)	Expenditure (HK\$)
<b>I. Government Funds</b>		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1 Administration Grant	4,688,286	3,971,481
2 Composite Information Technology Grant	552,036	384,438
3 Air-conditioning Grant	661,260	331,650
4 Capacity Enhancement Grant	638,461	694,286
5 School-based Management Top-up Grant	50,350	100
Sub-total	6,590,393	5,381,955
(b) Non-School Specific Grant		
Baseline Reference	2,307,070	1,962,736
(c) Other Income	364,783	0
(d) Deficit transferred from Non EOEBG	(251)	0
Total EOEBG	9,261,995	7,344,692
<b>Yearly Surplus</b>		<b>1,917,304</b>
<b>II. School Funds (General Funds)</b>		
1 Tong Fai	126,480	0
2 Tuckshop Rental	150,000	31,200
3 General Donation	0	0
4 Collection of fees for specific purposes	243,652	42,325
5 Others	118,561	229,246
Total School Fund	638,693	302,771
<b>Yearly Surplus</b>		<b>335,922</b>
<b>Total Yearly Surplus for school year</b>		<b>2,253,226</b>

## **(7) Feedback on Future Planning**

### **Management and Organisation**

The Planning-Implementation-Evaluation (PIE) cycle had been implemented in Management and Organisation at the school level, the departmental level and the committee level. Besides adopting the tools for school's self-evaluation provided by the EDB, different departments and committees also conducted their own evaluation of different programmes. As there were new members joining the school, training sessions could be conducted to share with teachers on how to read and make better use of the data for analysis and improvement.

In view of the pandemic situation and the many changes in these two years, many decisions needed to be made within a short time but with comprehensive planning. Besides the School Development and Administration Committee which contributed to the participative decision-making process of the school for the development of strategic school policies actualising the School vision and mission, an Administration Board would be set up to enhance the administration efficiency and to involve more senior management in planning and making decisions. The Administration Board would contribute to the participative decision-making process of the school for the interest and development of the students, and assist in the school policy and administration processes so that the school management could be more effective.

More various types of staff development programmes would be organized to enhance the continuous professional development of teachers. Besides meeting the training requirements in the different domains for teachers, it was hoped that an effective learning community could be built and there would be more collaboration among different departments and committees in their projects and activities. Knowledge management would be further enhanced with the revision of administration guides and operation handbooks.

The school website, as an important means of communication with our stakeholders and the public, would be updated to give a new look and more comprehensive picture of our school.

The next academic year would be the beginning of a new 3-year developmental cycle, which would continue to address the needs and interests of our students and different stakeholders. With the help of the different grants provided by the Education Bureau (EDB), the school would continue to improve the school facilities and the support for students and teachers, and enhance the learning and teaching environment.

### **Learning and Teaching**

To promote academic development at subject levels, more professional sharing among and across departments would be further enhanced. More diversified pedagogy and activities would be employed and conducted to cater for greater learner diversity.

As our application for the two Quality Education Fund (QEF) Projects was successful, they would be fully implemented in the next academic year to enhance the learning and teaching effectiveness. Facing the pandemic situation and the lesson time being affected, Blended Learning would be a way to help students develop their self-directed learning. Teachers would produce school-based learning and teaching resources to facilitate students to maximise their learning opportunities. The "STEAM Education Programme @ HKSRL" would be carried out. The use of e-Learning tools would be further promoted to facilitate learning and teaching within and outside classrooms.

The Ad-hoc Committee on Timetabling, Subject Arrangement and Streaming would continue to study how to use our lesson time more effectively to facilitate student learning. The existing timetables would be studied and changed if necessary. In view of the measures for "Optimising the Four Senior Secondary Core Subjects", there would be a comprehensive study on the lesson time allocated to



various Key Learning Areas. To cope with the new changes and developmental needs of the future generation, the subject arrangement for Streaming in the Senior Forms would also be studied.

### **Student Support**

Owing to the outbreak of the pandemic, there had been very little face-to-face communication between teachers and students. Lesson time had been reduced and activities cancelled, so the development of students' physical and psychological growth had been hindered. Activities and programmes would be held to help students build their resilience and capitalise on their character strengths. The school's family spirit with love and care would be further strengthened. Positive Education would be one of the three areas of major concern in the new 3-year developmental cycle to promote positive atmosphere and attitude in face of adversity and rapid changes.

Students' exposure to different learning experiences through STREAM Education would be widened. Resources would be tapped to provide different opportunities for students. We would build on the current successful experiences of our different student support teams in collaboration with our school social workers, educational psychologist, parents, alumni and external organisations to explore more choices and paths for our students in their learning journeys.