St. Rose of Lima's College

School Report

2009/10



School Mission and Vision

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", 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 intellectual, moral 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 learn and benefit from one another
- 4. establish close relationship with parents and elicit their co-operation

Our School

St. Rose of Lima's College was founded on 23rd February, 1948 by the Franciscan Missionaries of Mary (F.M.M.) to cater to the needs of Hong Kong society. It is a government subsidised Catholic school for girls which emphasises a very strong moral upbringing. Our school motto is "Through Charity to Truth".

To meet the challenge of quality education and the need for more space for development, our school moved to a new building at 29 Ngan Shing Street, Shatin in September, 1999. This change ensures that our students will enjoy a better, more spacious and well-equipped learning environment.

From the time it was founded in 1948, St. Rose of Lima's College has had the characteristics of an extended family with a close relationship among teachers and students. We have always managed to retain the atmosphere of gentility and friendliness while remaining alert and receptive to constructive changes.

As a unique EMI girls' school in Shatin, all subjects (except Chinese Language, Putonghua, Chinese History, Religious Education and Moral & Civic Education) are taught in English.

School Management

There are 8 members in the School Management Committee (SMC) which includes 6 members from the Sponsoring Body, the Principal and 1 teacher.

Our Students

Class Organisation

Number of operating classes

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29

Number of students

Level	S1	S2	S3	S4	S5	S6	S7	Total
Total Enrolment	188	190	169	171	170	61	58	1007

Our Teachers

Total number of teaching staff: 60 (54 in the permanent establishment)

Teachers with Master degrees: 32 Teachers with Bachelor degrees: 27

Teachers with non-degree qualifications: 1

Teachers completed Professional Teacher Training: 57

Teachers taking Professional Training: 3

Our Learning and Teaching

Subjects Offered 2009 - 2010

Form 1 to Form 3

English as the medium of instruction: English Language, Mathematics, Liberal Studies, Integrated Science, Literature in English, Geography, History, Computer Literacy, Visual Art,

Music, Physical Education, Home Economics

Chinese as the medium Chinese Language, Chinese History, Religious Education, Putonghua,

of instruction: Moral and Civic Education

Form 4 (NSS)							
English as the medium	Core Subjects: • English Language • Mathematics • Liberal Studies						
of instruction:	Elective Subjects: • Literature in English • Biology • Chemistry						
	Physics ■ Economics ■ Geography ■ History						
	■ Business, Accounting and Financial Studies						
	 Information and Communication Technology 						
	■ Visual Art (lessons on Saturday)						
	Non-HKDSE Subject: • Physical Education						
Chinese as the medium	Core Subject: Chinese Language						
of instruction:	Elective Subject : • Chinese Literature						
	Non-HKDSE Subjects: • Religious Education • Moral and Civic						
	Education						
Form 5							
English as the medium	English Language, Mathematics, Literature in English, Biology,						
of instruction:	Chemistry, Physics, Additional Mathematics, Economics, Geography,						
	History, Principles of Accounts, Commerce,						
	Computer and Information Technology						
	Non-HKCE Subject: Physical Education						
Chinese as the medium	Chinese Language, Chinese Literature						
of instruction:	Non-HKCE Subjects: Religious Education, Moral and Civic Education						
Form 6 to Form 7							
English as the medium	Use of English (ASL), Literature in English (AL),						
of instruction:	Pure Mathematics (AL), Biology (AL), Chemistry (AL), Physics (AL),						
	Mathematics and Statistics (ASL), Economics (AL), Geography (AL),						
	History (AL), Principles of Accounts (AL),						
	Computer Applications (ASL)						
Chinese as the medium	Chinese Language and Culture (ASL), Chinese Literature (AL)						
of instruction:	Non-HKAL Subject: Moral and Civic Education						

Changes in 2009–2010:

NSS commences in Form 4 (4 core subjects + 11 elective subjects, no longer any arts or science stream)

NSS Curriculum in SRL:

CLASS	FOI	RM 4A F	ORM 4B	FORM	FORM 4C		ID FO	ORM 4E		
CORE SUBJECTS	ENGLISH LANGUAGE, CHINESE LANGUAGE, MATHEMATICS, LIBERAL STUDIES									
ELECTIVE SUBJECTS	Block 1 Economics		Geography	History	Information and Communication Technology		Biology	Chemistry		
	Block 2	Business, Accounting and Financial Studies	Economics	Geography	Chinese	e Literature	Literature in English	Chemistry		
		Business, Accounting and Financial Studies	Economics	History	Literatu English		Biology	Physics		
Other Subjects Religious Education, Moral and Civic Education, Physical Education, Aesthetic Experio (These are non-HKDSE subjects.)										

Performance of Students

HONG KONG CERTIFICATE OF EDUCATION EXAMINATION

English Language

Year	Level 4 or above	Level 2 or above
2010	80.6% (HK : 21.5%)	100.0% (HK : 68.2%)
2009	82.0% (HK : 21.1%)	100.0% (HK : 68.0%)
2008	76.2% (HK : 19.4%)	100.0% (HK : 67.2%)
2007	77.7% (HK : 18.1%)	100.0% (HK : 70.0%)
Year	Grade C or above	Grade E or above
2006	38.7% (HK : 13.8%)	100.0% (HK : 78.2%)

Chinese Language

Year	Level 4 or above	Level 2 or above
2010	49.4% (HK : 20.9%)	97.6% (HK : 73.8%)
2009	41.0% (HK : 19.1%)	96.7% (HK : 73.3%)
2008	45.8% (HK : 20.7%)	98.2% (HK : 73.8%)
2007	43.6% (HK : 19.0%)	99.4% (HK : 69.8%)
Year	Grade C or above	Grade E or above
2006	33.7% (HK : 17.8%)	96.1% (HK : 72.0%)

Mathematics

Year	Grade C or above	Grade E or above
2010	47.1% (HK : 30.4%)	97.6% (HK : 75.2%)
2009	49.2% (HK : 30.3%)	97.8% (HK : 87.0%)
2008	50.6% (HK : 30.5%)	98.8% (HK : 74.5%)
2007	57.0% (HK : 28.9%)	98.3% (HK : 73.2%)
2006	53.6% (HK : 30.1%)	97.2% (HK : 74.5%)

FORM SEVEN GRADUATES – % entering local tertiary universities

2010 – 79% including

CUHK: 10 students PolyU: 6 students CityU: 2 students HKU: 7 students HKBU: 2 students

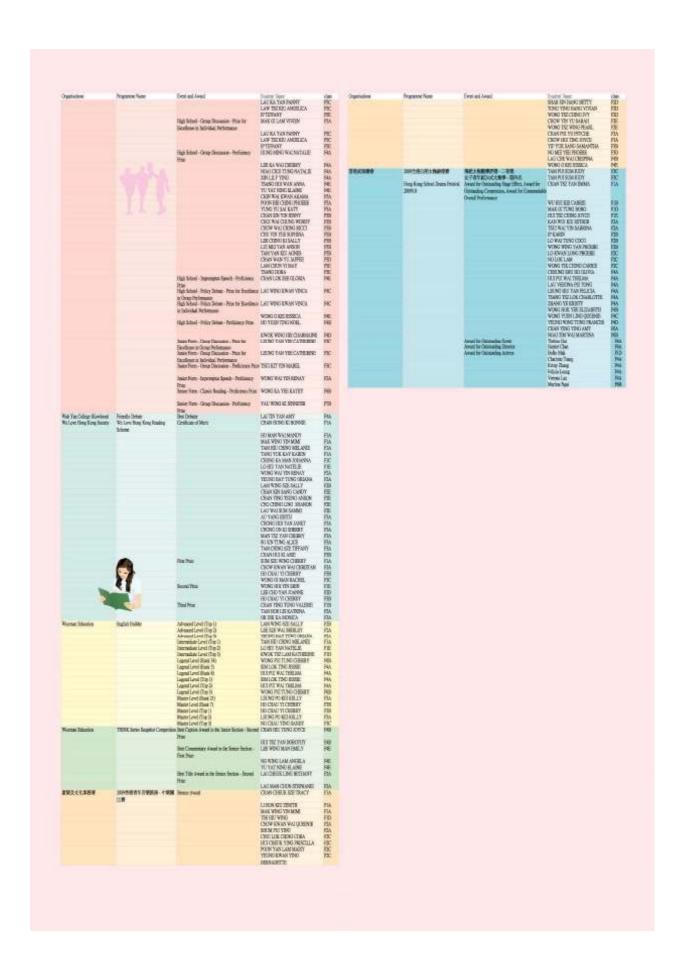
Sub-degree: 15 students

HKIEd: 4 students

<u>EXTERNAL AWARDS</u> (printed in the PTA Annual Newsletter)

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Major Concerns (Reflection)

OBJECTIVES FOR THE YEAR 2009 – 2010

School Theme: Nurturing the Garden of Charity, Tending the Roses of Truth

Areas of major concern for the following years (2009 - 2012):

- Enhancing our English Learning Environment
- Promoting a Healthy Mind
- Implementing the New Senior Secondary Curriculum

Our students were very good in general and they had good achievements in many areas. The students in Form 1 and Form 2 showed significant progress in their manners and behaviour. The work of the Moral Education Core Group should be extended to Form 3.

Some students were still passive and some gave up when they had difficulties. Some students in the NSS cohort had difficulties and pressure. Positive thinking / attitude should be cultivated. We had to focus more on our students' sense of responsibility and curb their tendency to give up when they encountered difficulties.

The Cross-curricular Project Learning Committee had collaborated with the Liberal Studies Department in undertaking the Project Learning work.

The students had shown considerable improvement in their reading habits. The student helpers and the teachers in the Reading Committee had done a lot of work. The Reading Ambassador Programme undertaken in collaboration with St. Rose of Lima's Primary School was a success.

Other Learning Experiences (OLE) formed an important part of students' learning experience in school. Our students were not acutely aware of what happened around them. Students' reflection was essential. The Form 1 Education Camp and the Prefects' Training Camp would also be held during the OLE days.

The school would continue to use the Capacity Enhancement Grant to employ teachers and teaching assistants for the four core subjects.

More talks, seminars and experience-sharing sessions should be arranged for parents to cater for their needs.

Future Planning

The Home Room lessons would be re-structured so some core messages could be delivered during the Home Room and include more career-related, Moral Education and Liberal Studies activities. Class teachers would supervise the activities since they needed to know what students were doing. More staff development workshops relating to guidance and discipline, and even special education needs should be held for the teachers.

There was a significant decrease in the number of students in Hong Kong, especially in Shatin district. This should not affect our student numbers for now, but it was expected that it would have an effect on the diversity of our student population.

Under the fine-tuning policy of the MOI announced by the Government, we had the professional discretion to offer 5 EMI classes for the six cohorts from 2010-11 to 2015-16. A review would be conducted during 2014-15 and 2015-16 to determine the number of EMI classes in the next six cohorts starting in 2016-17 based on our student intake. We had to maintain our standards and uphold our excellent traditions to make sure that we remained an EMI school.

The Medium of Instruction in the school must be English as our students were capable and we had higher expectations of them. Teachers should provide extra help to weaker students and repeaters in the junior forms.

We had to decide whether we wanted to keep the Through-train mode. Feeder schools should decide whether or not to follow the "through-train" system by 31st May 2015 (postponed by 3 years).