



聖母玫瑰書院

Our Lady of The Rosary College

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School Mission

Our school upholds the five core values of Catholic Education - Truth, Justice, Love, Life, and Family, following the Preventive Education Philosophy of St. Don Bosco based on Reason, Religion and Loving-kindness. We appeal to nurture students in the spirit of Christian faith and fill their hearts with our love and care. They are also cultivated to be youths of purity and charity. Through participation in our multifarious academic and non-academic activities as well as other learning experiences, our students learn to be knowledgeable, proactive, righteous and civic-minded.

School Information

Supervisor / Chairman of School Management Committee	Sr. Chan Wai-Fan, Mabel		
Principal (with Qualifications / Experiences)	Principal Au Yee Ling (BSc(Hons), Cert. Ed., MEd)		
School Type	Aided	Student Gende	Girls
School Motto	Purity and Charity		
Name of Sponsoring Body	Sisters Announcers of the Lord		
Area Occupied by the School	About 3000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		53
Total Number of Teachers in the School		58
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		88%
Bachelor Degree		100%
Master / Doctorate Degree or above		47%
Special Education Training		26%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
22%	14%	64%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Ethics and Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1-S.2), STEM Education (S.2), Citizenship, Economics and Society (S.1), Life and Society (S.2-S.3), Biology (S.3), Physics (S.3), Chemistry (S.3), History, Geography, Home Economics (S.1-S.2), Music, Visual Arts, Computer Literacy (S.1 and S.3), Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics and Religious Studies (HKDSE), Ethics and Religious Education
	English as the medium of instruction	English Language, Mathematics, Mathematics Extended Part Module 1, Biology, Physics, Chemistry, Information & Communication Technology, Economics, History, Geography, Business, Accounting & Financial Studies, Tourism & Hospitality Studies, Visual Arts, Music, Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development: S.4 - Chinese as the medium of instruction S.5 and S.6 - English as the medium of instruction

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Ethics and Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1-S.2), STEAM Education (S.2), Citizenship, Economics and Society (S.1-S.2), Life and Society (S.3), Biology (S.3), Physics (S.3), Chemistry (S.3), History, Geography, Home Economics (S.1-S.2), Music, Visual Arts, Computer Literacy (S.1 and S.3), Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics and Religious Studies (HKDSE), Ethics and Religious Education
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 1, Biology, Physics, Chemistry, Information & Communication Technology, Economics, History, Geography, Business, Accounting & Financial Studies, Tourism & Hospitality Studies, Visual Arts, Music, Physical Education, Applied Learning Courses
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship and Social Development: S.4 and S.5 - Chinese as the medium of instruction S.6 - English as the medium of instruction

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	Students' House fee \$25 Administration fee for GRWTH APP \$50					
Other Charges / Fees	-					

Remarks

Our school has implemented the dual class-teacher policy for S1 to S4 classes to enhance student care. All classrooms in the school are air-conditioned. Interactive smart boards have been installed in classrooms for S1 to S4 and will soon be expanded to all classrooms.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Admission criteria and weightings for S.1 (2024) - Interview performance: (25%); Rank order from EDB: (50%); ECA, Services & Awards: (10%); Conduct: (10%); Catholics: (5%) Please refer to the school's website for the latest arrangement.
Orientation Activities and Healthy Life
During the summer vacation, our school provides a comprehensive program to help S1 newcomers acclimate to their new learning environment. This program includes an S1 Orientation Week for students, an S1 Orientation Day for parents, and S1 Summer Bridging Courses. These events aim to facilitate students' feeling of belonging to the school and better engagement in their new school life. Our school strongly emphasises our students' physical, mental, and spiritual health and is committed to fostering their physical, intellectual, and social abilities. To achieve these, we adopt a whole-school approach to create an environment full of love, care and positivity. Our school nurtures students to internalise proper values and establish a healthy life. By doing so, we aim to help our students develop into responsible and well-rounded individuals.

School Characteristics
School Management
School's Major Concerns: This year's school theme is: Better Self · Better Society. Learn to think · Seek the truth.
School Management Organisation: Our school adopts a school-based management method, utilizing a hierarchy of committees to coordinate curriculum development, moral education, I.T. usage, and life-wide learning activities. We have close communication with parents to ensure their involvement and support.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated School Management Committee, with representatives from the sponsoring body and the teaching staff, the Parent-Teacher Association and the Elite Association, are committed to provide students with quality education and Core Values of Catholic Education.
School Green Policy: Our school has consistently implemented a waste sorting and recycling program, emphasizing the "clean recycling" principle to foster students' recycling habits. Furthermore, our school encourages students to use reusable utensils. Our school also holds a vegetarian day to inspire students to lead by example in their commitment to environmental stewardship.
Learning and Teaching Plan
Whole-school Language Policy: We use English as the medium of instruction. To train moral behaviour more effectively, we use students' mother language in E&RE lessons. Other subjects that are taught in Chinese include Chinese Language, Chinese History, and Citizenship and Social Development (S4). PTH subject is taught in PTH. (Please refer to the subjects offered in 2024-2025 and 2025-2026).
Learning and Teaching Strategies: To inculcate life-long learning, all subjects adopt a life-wide learning approach that incorporates activities such as inter-school debates, field trips and public forums to let students step out of the classrooms and widen their horizons. We also organize learning strategy training and cooperative learning courses for students to strengthen their thinking and cooperation skills. To help students establish the habit of active learning, we launch a three-year progressive thinking and study skills training programme for all junior form students. We aim to enhance their learning effectiveness by offering them several training workshops and feedback sessions about different study skills.
School-based Curriculum: 1. Electives: 3X. Students may take three elective subjects (including Mathematics Extended Part and Applied Learning Courses) in S4-S6. 2. Curriculum highlights: Our school has implemented several measures to improve students' Chinese and English language proficiency. We introduced drama in S1 and incorporated English literature in S2 and S3 for the English curriculum. We aim to cultivate students' expression and creativity in English through systematic learning. We have added cultural and literary elements to the junior levels for the Chinese curriculum. The "Chinese Culture Room" has been established, and diverse activities and competitions are conducted to enhance students' abilities in listening, speaking, reading, writing, thinking, self-learning, and interest in Chinese language learning. Moreover, we believe that students must become responsible citizens with an awareness of social issues, so we have introduced the subject 'Life and Society'. Teachers use current affairs sharing, newspaper clippings, and various interactive activities to enhance students' social awareness and expression skills.
Major Renewed Emphases in the School Curriculum: 1. Moral, Civic and National Education: The school has strategically immersed moral, civic and national education into the formal curriculum through various subjects such as Ethics and Religious Education, Life and Society, Citizenship and Social Development, Chinese Language, Chinese History, and History. Different activities are also arranged to enhance students' moral standards and civic awareness. 2. Reading to learn: Promoting reading to learn has been one of the major concerns in our school for many years. We aim to promote students' interest and habit in reading and their capability to learn from it. The promotion of the Reading Scheme has also been launched to arouse students' reading interests. 3. Project-based learning: Different research skills are trained through various Life and Society and Citizenship and Social Development group projects. It helps cultivate students' initiative in learning, fosters higher-order thinking, and strengthens their communication skills. 4. eLearning and STEAM Development: Our school has implemented the 'BYOD' scheme - junior-level students must bring their personal devices for daily learning. Two well-equipped Inno Zones have been established to facilitate learning and teaching. Furthermore, to better equip our students to meet the needs of the advanced technological society, we have regular STEAM lessons in S2, infiltrated STEM into the junior computer curriculum, established the ECA group 'Makers Team', and encourage students to participate in various STEAM-related activities and competitions to raise our students' interests.
Life Planning Education: Further studies and career planning are a lifelong process. Our school has implemented a holistic guidance program to help students better understand themselves, their abilities, strengths, and weaknesses. We provide diverse career-related activities and experiences to assist students in life planning, goal setting, and career formulation. Our guidance programs encourage students to make informed and responsible choices regarding their studies, careers, and other aspects of life. We aim to help students develop the necessary skills to make sound decisions about their future, including setting achievable career goals and exploring various paths to success.
Student Support
Whole School Approach to Catering for Learner Diversity: Our school has adopted small-class teaching according to students' Chinese, English, and Mathematics competency to cater to students' diverse learning abilities. Students are also encouraged to join the "After-School Support Service Programme" to consolidate what they have learnt during lessons. The school has organised school-based enrichment classes for senior levels to stretch students' abilities further and enrich their exposure to different learning experiences. By self-nomination, senior formers are encouraged to join specific training programmes The Hong Kong Academy for Gifted Education provides. To pave the way for further studies and future careers, senior form students are also highly encouraged to enrol in summer courses offered by local and overseas universities.
Whole School Approach to Integrated Education: Our school is committed to promoting inclusive values and implementing the Whole School Approach to Integrated Education to effectively cater to diverse learning needs. Through resources such as the learning support grant and NCS-SEN Grant, we provide appropriate and collective support to students with special educational needs to enhance their learning effectiveness. Our school's Student Support Team is led by the Special Educational Needs Coordinator (SENCO) and includes the guidance mistress, teachers, a teaching assistant, school social workers, and an educational psychologist. Based on students' individual needs, we provide appropriate support, including after-school learning support, social support, and special exam arrangements. We also develop an "Individualized Education Plan" that provides tailored learning programs for students after discussing with relevant professionals and parents. We believe that parental participation and cooperation are crucial to the success of our support program. Our support program involves parents and students, ensuring their views are heard and respected. We strive to create a collaborative environment that encourages open communication and a shared commitment to each student's success.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: There is one test and one examination every term. Tests and continuous assessments account for 30%-40%, whereas examinations account for 60% to 70% of the subject mark. S1-S3 promotion criteria: Pass in grand average, Chinese Language, English Language and Mathematics. Decisions on students' promotion/detention are collaboratively made by the Principal, Vice Principals, class teachers, subject teachers and some relevant committee representatives during the year-end promotion meetings.

Home-School Co-operation and School Ethos
Home-School Co-operation: At our school, we value our strong partnership with parents, recognizing the importance of their support and cooperation in achieving our educational goals. To facilitate this relationship, we offer an orientation program for parents of S1 students and provide opportunities throughout the year for class teachers to share their insights on their daughters' progress. Our teachers also make phone calls whenever necessary to keep parents informed. We actively encourage parents to participate in school functions and volunteer as helpers. Our PTA, established for many years, arranges educational and recreational events for parents and students. They also serve as an advisory body for significant school issues, providing valuable input and feedback.
School Ethos: Our school has a simple and pure culture, with well-behaved students and harmonious teacher-student relationships. Through active interaction between students and teachers, students can receive sufficient attention and support, and grow and develop in a harmonious learning environment.
Future Development
School Development Plan: Raising teaching quality and learning effectiveness and providing a comprehensive education for our students have been the two interlocking objectives of our school's development in recent years. To achieve these goals for improving learning effectiveness, we push forward the study skills and self-directed learning program, the super memory and the high flyers support program for our students. Besides that, we are launching a leadership scheme named 'One Student One Post' to encourage students to take on at least one post at the school level, such as Student Association Chairlady and the committee, House Captains, Prefects, Guidance Monitresses, etc.; or at the class level such as Class Monitresses, Subject Leaders, etc. Our goal is to help our student leaders develop their potential for leadership while serving others and becoming future leaders in society. On the other hand, our school is proactively promoting Values Education. Certain virtues (Conscience, Courage, Gratitude, Integrity, Humanity and Wisdom) will be permeated into our academic and non-academic activities, and meanwhile, the Core Values of Catholic Education are interweaving with the implementation of Values Education. We hope our students can consolidate and internalise the above-mentioned values, leading a positive life and exploring the greatness of life.
Teacher Professional Training and Development: Our teaching team believes that quality education begins with quality lessons. All subject panels have been actively involved in "School-Based Support Services" provided by the EDB and the University of Hong Kong. Besides, all teachers participate actively in collaborative lesson preparation and peer classroom observation to enhance teaching effectiveness.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Our school has more than 40 extra-curricular activity groups, including interest groups, personal growth groups, uniform groups, academic groups, sports teams and religious groups.
School Facilities
Number of Classroom(s): 28
School Facilities: Our Chapel, STEAM Inno Zones, Chinese Cultural Centre, Visual Arts Room, English Corner, Students' Activity Centre, computerized library, school hall, tuck shop and all classrooms are air-conditioned and well-equipped with modern technological amenities to facilitate learning.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and accessible public information / service counter.
Others
To motivate students to learn beyond the classroom and familiarize themselves with their country and the world, they are encouraged to join study tours to various parts of the world, such as trips to the mainland, Macau, Taiwan, Korea, Europe, Australia, the United States, etc. With support from the PTA, the "Love and Care Education Fund" was established to subsidize students' activities and provide each student with equal learning opportunities. For years, our school has provided scholarships to award students' efforts and achievements, encouraging students to strive for excellence and form an active and hardworking learning habit.
Direct Public Transportation to School
Our school can be reached by Bus route: 203C Minibus routes: 2, 2A, 41A & 41M Walking distance from Kowloon Tong MTR Station: 10 minutes