

# **Rosaryhill School**

**(Secondary Section)**



## **School Development Plan 2016/17 – 2018/19**

# **Rosaryhill School (Secondary Section)**

## **School Vision & Mission**

Rosaryhill School is devoted to helping her students become the persons that they are meant to be in the eyes of God. And equipping them with a sound education that may enable them to play a meaningful role in society.

Rosaryhill School, under the motherly care of its Patroness, Our Lady of the Rosary, pursues its ideal of Truth (Veritas).

By educating its students lovingly and skilfully upon a solid spiritual, intellectual, emotional and physical foundation;

By developing their gifts and strengths and encouraging in its students the development of Christian and moral values.

By cultivating among its students a spirit of self-motivation and learning, quest for excellence and creativity in order to cope with the demands of our changing world.

## **School Goals**

### **GOAL 1: CHRISTIAN & MORAL VALUES**

To instill in students Christian values, moral integrity, charitable and caring attitudes as well as understanding and respect towards differences.

### **GOAL 2: INTELLECTUAL DEVELOPMENT**

To cultivate among students a spirit of self-motivation and learning, and the ability to think and create in order to cope with the demands of the changing world.

### **GOAL 3: SOCIAL DEVELOPMENT**

To develop a sense of civic duty, responsibility to the family and service to the community.

### **GOAL 4: PHYSICAL DEVELOPMENT**

To develop health awareness and good physical coordination.

### **GOAL 5: ARTISTIC DEVELOPMENT**

To develop creativity and aesthetic awareness

## **School Motto** **Veritas (Truth)**

### **Core Values of Rosaryhill Education**

The core of values of our school is founded in the **HERITAGE** left by St. Dominic, the founder of the Dominican Order. Dominic's **love of God** and **compassion** for a suffering world compelled him to dedicate his life as a preacher, to **seeking truth** by contemplating and studying the Word of God and **sharing the fruits of the knowledge** with everyone he encountered.

**The values of our school are:**

- ✧ **FIDELITY** to the teachings of Jesus, expressed mainly in the Gospel.
- ✧ Seeking the **TRUTH-VERITAS**, through study and reflection.
- ✧ **COMPASSION** for the suffering.
- ✧ **RESPECT** for all, in particular for the differences.
- ✧ **INTELLECTUAL DEVELOPMENT** based on assiduous study, leading to a critical thinking.
- ✧ **COMPETENCE IN COMMUNICATION AND SHARING.**
- ✧ **AWARENESS** about personal needs and the needs of those around.

These values summarize the characteristics of good “Rosarians”, who are the “conscientious individuals, useful citizens and the authentic Christians”.

## Holistic Review

### Effectiveness of the previous School Development Plan

#### Major Concern 1: To Enhance the Self-management Abilities of Students.

Target	Extent of targets achieved	Follow-up action	Remarks
1. To train students in skills of self-management	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> <li>• Students are trained to file and manage their learning materials in all subjects.</li> <li>• Students are taught to monitor their learning progress by using portfolios</li> <li>• LEP programs, teen project, small group for targeted students were held for the purpose of emotion management.</li> <li>• Daily morning prayer and mindfulness practice is also good for emotion management.</li> </ul>
2. To develop in students positive attitudes in self-management	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> <li>• There are various kinds of arrangement, program, talks and activities stressing, promoting and reinforcing positive attitudes and healthy life style.</li> <li>• Students are given opportunities to perform themselves in different ways and situations so as to strengthen their self-confidence.</li> <li>• There were training camps, leadership training workshops, RHS Award Scheme &amp; different kinds of prize presentations to train students and award students with improvement or good performance.</li> <li>• Education, awards, recognition, and positive feedback are useful to develop students' positive values as well as their self-management skills.</li> </ul>

#### Major Concern 2: To Cater for Students' Learning Diversity

3. To develop differentiated curriculum and arrangement for different learning ability student groups	Partly achieved	Continue to be a target of major concern in the next SDP	<ul style="list-style-type: none"> <li>• Language policy has been revised to cater for the different learning ability student groups.</li> <li>• There are many cross-curriculum collaboration within same KLA, which could be extended to cross KLA.</li> <li>• Peer observation has become a usual practice. Sharing of teaching pedagogies is conducted mainly within subject and KLA.</li> </ul>
4. To cater for the learning need of different groups of students	Partly achieved	Continue to be a target of major concern in the next SDP	<ul style="list-style-type: none"> <li>• Sharing experiences between teachers can assist to develop tailor-made resources to cater for students with different abilities.</li> <li>• Needs practices and time to adopt various pedagogies.</li> <li>• Should have a well- round system to tackle this issue.</li> <li>• To provide a more structured after-school tutoring activities to students with learning difficulties throughout the school year.</li> </ul>

**Major Concern 3: To Develop RHS into a Multi-cultural School of Distinctive Characteristics**

<p><b>5.</b> To establish a school of cultural integration, harmony and appreciation</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<ul style="list-style-type: none"> <li>• Through arranged and natural contact and communication, students of different cultures have mutual understanding and respect for each other.</li> <li>• Stress of harmony and appreciation of different cultures worked well in line with various kinds of programs and activities.</li> </ul>
<p><b>6.</b> To facilitate collaborative learning between local and NCS students</p>	<p>Fully achieved</p>	<p>Incorporated as routine work</p>	<ul style="list-style-type: none"> <li>• Students of different national and cultural background can cooperate and work well together in academic, social, and sports programs and activities, and in all levels (class, house, and school).</li> </ul>

## Evaluation of the School’s Overall Performance

### Domain I : Management and Organisation

#### Area 1. School Management

PI	Major Strengths	Areas for Improvement
<p><b>1.1 Planning</b></p>	<ul style="list-style-type: none"> <li>• The school formulates appropriate development priorities, taking into account its mission and vision, stakeholders needs and self-evaluation findings.</li> </ul>	<ul style="list-style-type: none"> <li>• The transparency and accountability in school management decisions and processes can be enhanced when IMC can be established in near future.</li> </ul>
<p><b>1.2 Implementation</b></p>	<ul style="list-style-type: none"> <li>• The school is able to effectively co-ordinate and monitors the implementation of its priority tasks and to enhance communication and collaboration among offices/subject panels/committees for realization of the school plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Resources should be deployed more balanced and more effectively for the implementation of priority tasks of the school plans to promote student learning and to strengthen student support.</li> </ul>
<p><b>1.3 Evaluation</b></p>	<ul style="list-style-type: none"> <li>• A school self-evaluation mechanism (Planning-Implementation-Evaluation) is in place which functions effectively. A self-evaluation culture is well established.</li> <li>• The school evaluates the effectiveness of its priority tasks through different stakeholder surveys and meeting at different levels.</li> <li>• Evaluation findings and feedback are gathered for use in future SBM discussions and in the planning of new school plan and 3-year development plan.</li> <li>• The school regularly informs stakeholders of its performance through different channels such as the school homepage and e-class system.</li> <li>• Evaluation/feedback are conducted through a bottom-up style, hence all the teacher are the owner of the AP and SDP.</li> </ul>	

**Area 2. Professional Leadership**

PI	Major Strengths	Areas for Improvement
<p><b>2.1 Leadership and Monitoring</b></p>	<ul style="list-style-type: none"> <li>• New supervisor and new principal with new mindset can lead the school, teachers and students on a new path and broad way of development.</li> <li>• School management and middle managers have sufficient professional knowledge to keep abreast of the latest trends in educational development.</li> <li>• They are able to fulfill their planning, co-ordination and monitoring functions and are committed to driving the school's sustained improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Perception of school management and professional leadership is lower than territory average.</li> <li>• The school management should be able to lead the teaching staff in building a common vision for school development through effective communication, opinion collection, announcements and instructions.</li> <li>• Decision making should be more transparent.</li> </ul>
<p><b>2.2 Collaboration and Support</b></p>	<ul style="list-style-type: none"> <li>• The working relationship between the school management and most teaching staff is harmonious and communication between both parties is generally smooth.</li> </ul>	<ul style="list-style-type: none"> <li>• Team collaboration and morale are acceptable, with room for enhancement.</li> <li>• Consultation and opinion collection has yet to be reached with the teaching staff on the implementation of reform measures regarding the school.</li> <li>• Campus is old and facilities are not updated which require attention of sponsoring body and management to maintain an effective and safe school. Systematic inspection and maintenance should implemented. Monitoring, updating and review should be done.</li> </ul>
<p><b>2.3 Professional Development</b></p>	<ul style="list-style-type: none"> <li>• The school management assigns duties to members of staff commensurate with their abilities/expertise and thus making optimal use of them.</li> <li>• Teacher Development Days are held and designed with theme addressing the concerns and needs of the teachers and the school.</li> <li>• Teachers are constantly updated with professional development information and are encouraged to keep abreast of new knowledge through continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development is not carried out and monitored systematically.</li> <li>• More balanced teacher workload can provides more rooms for professional development.</li> <li>• Too many administrative work and insufficient TA helping with non-teaching workload is a hindrance to professional development to some extent.</li> </ul>

**Domain II : Learning and Teaching****Area 3. Curriculum and Assessment**

PI	Major Strengths	Areas for Improvement
<b>3.1 Curriculum Organisation</b>	<ul style="list-style-type: none"> <li>• A flexible curriculum framework, to include core and extension parts, is formulated to cater for the ability and learning diversity of our students.</li> <li>• Efforts are put to make the curriculum well connected to the daily life experiences of students.</li> <li>• More than 1 set of curricula are formulated in Chinese Language and Putonghua to suit the different needs of local students and NCS students.</li> <li>• Curricula are designed to cater for the use of different medium of instruction.</li> <li>• A broad and balanced curriculum is provided to students for their whole-person development.</li> <li>• School tries to provide elective subjects as far as possible to meet the individual needs of students.</li> <li>• Applied Learning courses are provided to cater for the learning needs of some students.</li> <li>• Students are prepared for other public examinations, such as IGCSE, GCSE Chinese or GCE(AS/AL) Chinese.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and lesson allocation need to be reviewed more frequently for the rapid change in the nature of our students.</li> <li>• Reflection, with supporting evidences, should be made more frequently.</li> <li>• Some of NAC students are ignored, due to their small population.</li> <li>• The school facilities need improvement for the promotion of e-learning in near future.</li> </ul>
<b>3.2 Curriculum Implementation</b>	<ul style="list-style-type: none"> <li>• There are sharing in teaching pedagogies and peer observation for communication among different subjects.</li> <li>• There are cross-curricular project learnings in junior levels to enhance learning of students.</li> <li>• Students are allocated into classes according to English and Mathematics standard to help implementation of different curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• The Academic Office should take a more active part in coordinating and monitoring the implementation of curriculum.</li> <li>• There are insufficient resources to satisfy all the requests of KLAs. The priority of plans needs to be set and KLAs need to find ways to share resources.</li> <li>• More sharing and collaborative lesson planning should be promoted within subjects or KLAs.</li> <li>• Administrative problems in time-tabling should be solved to make room for collaborative lesson planning sessions.</li> </ul>



PI	Major Strengths	Areas for Improvement
<b>3.3 Performance Assessment</b>	<ul style="list-style-type: none"> <li>• Concrete strategies are carried out through different KLAs.</li> <li>• UTs and examinations are set with various difficulty levels and language policy to cater for the diversity of students.</li> <li>• Formative assessments are included so as to cultivate good learning attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should use the assessment results for scientific and systematic analysis for better understanding of the performance of students.</li> </ul>
<b>3.4 Curriculum Evaluation</b>	<ul style="list-style-type: none"> <li>• Lesson observation, peer observation and assignment inspection have been done annually to evaluate the effectiveness of the curriculum.</li> <li>• Curriculum review should be done</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should use the assessment results for scientific and systematic analysis for review of curriculum.</li> </ul>

#### Area 4. Student Learning and Teaching

PI	Major Strengths	Areas for Improvement
<b>4.1 Learning Process</b>	<ul style="list-style-type: none"> <li>• Some students show good attitudes, motivation and interested in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The learning attitude, initiative and confidence of some students need improvement.</li> <li>• Students should be better trained in applying learning strategies in their learning.</li> </ul>
<b>4.2 Learning Performance</b>	<ul style="list-style-type: none"> <li>• The English standard of students improves in recent years. This facilitates the use of EMI effectively in classroom.</li> <li>• Some students do their homework seriously.</li> <li>• Reading programmes are organized by library team and EMI KLAs to cultivate reading habit of students.</li> </ul>	<ul style="list-style-type: none"> <li>• NHW detention policy is implemented but some students still do not take their homework seriously and hand them in punctually.</li> <li>• Many students do not read leisure books and newspaper outside class. The reading habit of students needs improvement.</li> </ul>

PI	Major Strengths	Areas for Improvement
<p><b>4.3 Teaching Organisation</b></p>	<ul style="list-style-type: none"> <li>• Teachers prepare their lessons and teaching materials according to the standard of the students, and also cater for the diversity of learning ability.</li> <li>• Teachers include various kind of learning activities inside classroom to enhance learning needs of different students.</li> <li>• Various activities, such as “Academic Week” and “English Café” are held inside school to arouse interest of students.</li> <li>• ILW is held annually to extend the learning outside school.</li> <li>• Students are encouraged to participate in various kind of learning activities, such as visit, service and competitions.</li> <li>• There are programmes organized by ISET to help SEN students in academic.</li> </ul>	<ul style="list-style-type: none"> <li>• More effort should be put to fulfill the need of NCS and NAC students.</li> </ul>
<p><b>4.4 Teaching Process</b></p>	<ul style="list-style-type: none"> <li>• From stakeholder surveys, students appreciate the teaching performance of the teachers.</li> <li>• Teachers organize their lesson in an interactive way to encourage the participation of students.</li> <li>• Teachers are experienced and well equipped with the subject knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be trained to be punctual and follow classroom routines. Classroom discipline in some classes need improvement.</li> <li>• As our students come from many different countries and have different cultural backgrounds, teachers should understand more about these differences to reduce the communication barrier during the teaching and learning. Moreover, teachers should make good use of the merits of different cultures to facilitate collaborative learning.</li> </ul>
<p><b>4.5 Feedback and Follow-up</b></p>	<ul style="list-style-type: none"> <li>• Positive reinforcements are frequently used to encourage the students.</li> <li>• Teachers mark the assignment and examination properly, and feedback is given.</li> <li>• Tutorial classes are arranged for academically low achievers.</li> <li>• After-school tutorial classes are arranged using District-based After-school Learning and Support Programmes for NCS students of poor Mathematic standard.</li> </ul>	<ul style="list-style-type: none"> <li>• Some works should also be done on the more capable students.</li> </ul>

**Domain III : Student Support and School Ethos****Area 5. Student Support**

PI	Major Strengths	Areas for Improvement
<b>5.1 Support for Student Development</b>	<ul style="list-style-type: none"> <li>• A caring and supportive culture has been developed among students, parents and teachers in the school. The school was presented the “Caring School Award” by the Hong Kong Christian Service and EDB in 2012/13 &amp; 2013/14.</li> <li>• Life planning activities are organized to help students understand their personality, interests and talents, as well as opportunities for further studies and work.</li> <li>• Study tours and exchange programmes have been organized for the students to widen their horizons and strengthen their self-management skill.</li> <li>• The structure of the Student Council, Houses and co-curricular activities provided opportunities for the students to foster leadership.</li> <li>• Evaluation based on the report of stakeholders’ survey (2013/14, 2014/15, 2015/16), Teachers, parents and students had favourable opinion on the view of student development, over 60% agree with school’s work on student’s development.</li> <li>• The school has provided various kinds of developmental, preventive and remedial counselling services.</li> <li>• The school has a clear mechanism to identify SEN students early and provide support accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• School based curriculum on moral education should be prepared for junior students.</li> <li>• Continuous emphasis should be placed on respect for others, responsibility, punctuality, etc.</li> </ul>
<b>5.2 School Climate</b>	<ul style="list-style-type: none"> <li>• A collaborative working relationship among teachers,</li> <li>• As a Catholic school, the school focuses on spiritual education and by whole school approach, which help student’s spiritual development.</li> <li>• Good teacher-student relationship and good parent-school relationship.</li> <li>• Good achievement in integrating NCS students with local students.</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits should be arranged to those needy families.</li> <li>• Informal parent tea meeting can be arranged on Saturdays.</li> </ul>

**Area 6. Partnership**

PI	Major Strengths	Areas for Improvement
<p><b>6.1 Home-school Cooperation</b></p>	<ul style="list-style-type: none"> <li>• The school sees home-school co-operation a major element in school development. There are various channels help facilitate parent-teacher communications, such as PTA, school homepage, eclass (eclass Apps), parent letter, SMS, Whatsapp, phone call and and interview.</li> <li>• Some PTA committee members are active and highly supportive to the school. They assist in different school activities such as Athletic Meet, Teacher-student Day, Book Report Writing Competition, Essay Writing Competitions and PSHE Annual Prize Presentation.</li> <li>• The school management fully supports the PTA activities, and the Principal always attends the PTA activities.</li> </ul>	<ul style="list-style-type: none"> <li>• New strategies should be adopted to motivate parents to participate in PTA programs.</li> </ul>
<p><b>6.2 Links with External Organizations</b></p>	<ul style="list-style-type: none"> <li>• The school maintains a good relationship with the community and external organisations. They are valuable resources for arranging learning activities in Life Education Period, Integrated Learning Week, Leadership Training program, Apply Learning, ASD, Visits / field trip of various subjects as well as Staff Development Day.</li> <li>• The school social workers from Baptist Oi Kwan Social Services Centre provides tremendous support to the school at all time.</li> <li>• The alumni care very much about the development of the school that actively participate in activities organized by school and help promote the school's sustainable development. The Mentorship Program provide opportunities for the senior students to learn from the outside world and widen their view.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage the students to join the program organized by the University and oversea organisations.</li> </ul>

**Domain IV : Student Performance****Area 7. Attitude and Behaviour**

PI	Major Strengths	Areas for Improvement
<b>7.1</b> <b>Affective Development and Attitude</b>	<ul style="list-style-type: none"> <li>• Talks, workshop, exhibition are held regularly during the life education period to cultivate in students positive attitude towards life.</li> <li>• Some students are self-disciplined and receptive to advice and guidance.</li> <li>• “In Love We Grow” Project enables students to show care to others and build up self-image.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ behavior and self-discipline has rooms for improvement.</li> <li>• Monitoring on student’s behavior should be reinforced.</li> <li>• Student attitude towards learning should pay more attention.</li> <li>• More work should be done on student appearance.</li> </ul>
<b>7.2</b> <b>Social Development</b>	<ul style="list-style-type: none"> <li>• In general, students maintain good relationship with their peers and some of them have good social skills.</li> <li>• Number of fighting cases and stealing cases is reduced.</li> <li>• Class size is small, more interaction chances between students and teachers increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have to learn more self-management skill and social skills.</li> <li>• More programs on building confidence and sense of belongings should be introduced.</li> </ul>

**Area 8. Participation and Achievement**

PI	Major Strengths	Areas for Improvement
<b>8.1</b> <b>Academic Performance</b>	<ul style="list-style-type: none"> <li>• The performance of students in English is good in HKDSE and TSA.</li> <li>• Some students perform well in competitions in some subjects, such as Liberal Studies, Mathematics and Science.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students do not take the internal assessments seriously.</li> <li>• With increasing number of NCS intake, the performance of students in Chinese and Mathematics in TSA declines.</li> <li>• The percentage of students fulfilling the admission criteria of JUPAS need improvement.</li> <li>• The value-addedness in most subject need improvement.</li> </ul>

PI	Major Strengths	Areas for Improvement
<p><b>8.2 Non-academic Performance</b></p>	<ul style="list-style-type: none"> <li>• Our school provides many opportunities for the students to participate in different territory-wide inter-school competitions in order to let them develop their talents.</li> <li>• The students have outstanding achievements in the academic-related inter-school competitions such as speech festival, LS / Science related competitions.</li> <li>• The students have good achievements in aesthetic competitions such as inter-school drama competition, music festival, Visual Arts related competitions.</li> <li>• In general, parents, teachers and students have favorable opinion in co-curricular activities. Most of parents and students agree that the opportunities of students' learning in respect of co-curricular knowledge and life skills etc. are increased. Most of the teachers agree that the students' learning can be extended through participating co-curricular activities.</li> <li>• Many different sports teams are organized. The students participate different inter-school competitions and get some good results.</li> </ul>	<ul style="list-style-type: none"> <li>• In general, the percentage of the students within the acceptance weight range is lower than the territory. Most of the students' level of physical fitness (in terms of BMI) is below standard. Follow up work is necessary.</li> <li>• The percentage of students participating in uniform groups / community services is low. More chances of community services should be provided for our students to learn how to concern and serve others. It is also a chance for them to learn to be a good citizen.</li> </ul>

## SWOT Analysis

### *Our Strengths*

1. Our school is a well-established Catholic school with a long history and good traditions.
2. The magnificent and lush campus containing plentiful plants provides an ideal learning environment in which students can also cultivate an appreciation of nature's beauty.
3. Our school has established a good tradition in developing students' multi-intelligence and cultivating among students six virtues through a great variety of co-curricular activities.
4. We aim to develop RHS into a multi-cultural school of distinctive characteristics where students of different ethnic, religious and social background can integrate harmoniously in the "Big Family".
5. With all students staying inside the school premises during the school hours, there is more time for school life and teacher-student interaction.
6. We provide broad curriculum and assessment methods that cater for students' diverse learning interests and styles. Substantial amount of resources are allocated to students of low ability.
7. We prepare our students to take different public examinations for different educational paths in Hong Kong and overseas.
8. Both students and parents are impressed by teachers' knowledge and caring attitudes. The school is continuously presented the "Caring School Award" by EDB.
9. Good teacher-student relationships and good parent-school relationships.
10. Good connection with external organizations and strong support from alumni in mentorship and scholarship.

### *Our Weaknesses*

1. Students are diverse in learning abilities, motivations, ethnic and socio-economic backgrounds. Stronger home-school communication and cooperation is important.
2. Students' learning motivation & attitude, self-management skills, self-confidence and self-expectation need to be enhanced.
3. Classroom management, assignment collection, students' attendance, continuous assessments, examination performance have become challenging tasks in recent years.
4. Further improvement in teaching and learning can be made to cater for the increasingly diverse needs of students and the shift in focus in recent and forthcoming curriculum changes.

5. The percentage of students participating in uniform group is far less than that of other local schools.
6. Percentage of students entering into university degree programs is not high. More S6 graduates take sub-degree programs or study overseas.
7. The infrastructure, equipment and facilities of school need to be upgraded to become more competitive to meet the need and trend.

### ***Our Opportunities***

1. New Supervisor and new Principal can lead all Rosarians to open a new path and to face all challenges ahead.
2. The transparency and accountability in school management decisions and processes can be further enhanced when IMC is to be established in near future.
3. Parents are supportive to school's culture, policies and development directions.
4. With more student intake of different cultural and language backgrounds, Rosaryhill School develops into a more international-like school which can be a positive stimulus to students in regard to learning attitudes, language practice, and social & cultural interaction.
5. Good relationship with external organizations can help to promote cooperation and cohesion in providing services to our students.
6. Alumni are supportive to school with scholarships. The Mentorship program and Summer Internship Program also provide a positive stimulus to our students in regard to learning attitude and social interaction.
7. Reduction in class size leading to better class management, learning-and-teaching effectiveness, and individual pastoral care.
8. To cope with the new needs of different students, school will prepare them for local public examinations (HKDSE) as well as overseas public examinations (IGCSE, GCE, IELTS etc).
9. More professional development is needed to cater for the ever changing circumstances of our school.

### ***Our Threats/Our Challenges***

1. Reduction of number of students in the territory and severe competition for the recruitment of new students amongst secondary schools in the community make it more demanding for the school to improve its effectiveness and competitiveness.
2. Decrease in the number of class in recent years lead to the problem of surplus teachers and cutting in the amount of school financial budget.



3. Under the present student allocation system, we will accept students of greater learning and ethnical diversity, some of whom are of low standard and weak foundation. It is a great challenge to our teaching and learning.
4. Diversity in Chinese ability of NCS students is so great that much resources and effort will be allocated to cater for their needs -- split class, after-school lesson, special lessons etc.
5. Some traditional subjects particularly those taught in Chinese may need to fade out to give way to subjects that are more preferable and favorable to students.

**Major Concerns for 2016/17 – 2018/19 (in order of priority)**

- 1. To Promote Spiritual Education through a Holistic Approach**
- 2. To Enhance the Effectiveness of Learning and Teaching**
- 3. To Support Personal Growth of Students through Reflection**

## School Development Plan (2016/17 – 2018/19)

### Major Concern 1: To Promote Spiritual Education through a Holistic Approach

Targets	A General Outline of Strategies	Time Scale		
		16/17	17/18	18/19
1. To devise a whole-school Spiritual Education plan (T1)	<ul style="list-style-type: none"> <li>To set up a Spiritual Education Committee and maintain a working group on the planning, implementation, monitoring and evaluation of Spiritual Education (S1)</li> </ul>	✓	✓	✓
2. To promote & implement spiritual education (T2)	<ul style="list-style-type: none"> <li>To integrate Spiritual Education into curriculum (S2)</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To integrate Spiritual Education into co-curricular activities and other learning experiences (S3)</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To promote a campus atmosphere conducive to Spiritual Education (S4)</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To strengthen Teachers' professionalism and to develop a sharing culture in Spiritual Education (S5)</li> </ul>	✓	✓	

### Major Concern 2: To Enhance the Effectiveness of Learning and Teaching

Targets	A General Outline of Strategies	Time Scale		
		16/17	17/18	18/19
1. To nurture students to become active and responsible learners (T3)	<ul style="list-style-type: none"> <li>To strengthen students' study habits, study skills and exam skills (S6)</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>To motivate students to attain academic achievements (S7)</li> </ul>	✓	✓	✓
2. To enhance the effectiveness of homework and assessments (T4)	<ul style="list-style-type: none"> <li>To review homework and assessment policy (S8)</li> </ul>	✓	✓	
	<ul style="list-style-type: none"> <li>To optimize the design of homework and assessment in order to promote "assessment for learning" (S9)</li> </ul>	✓	✓	
3. To cater for the diversified learning needs of students with different backgrounds (T5)	<ul style="list-style-type: none"> <li>To provide extra support catering for learners' diversities and learning needs (S10)</li> </ul>	✓	✓	✓

	<ul style="list-style-type: none"> <li>● To help students know about their own learning style, identify their strengths and weaknesses (S11)</li> <li>● To broaden students' diversified learning experiences and develop their career aspirations (S12)</li> </ul>	✓	✓	✓
4. To enhance teachers' professional development (T6)	<ul style="list-style-type: none"> <li>● To promote the collaboration and sharing culture among teachers (S13)</li> <li>● To upgrade teachers' knowledge and skills about e-learning (S14)</li> </ul>	✓	✓	✓

### Major Concern 3: To Support Personal Growth of Students through Reflection

Targets	A General Outline of Strategies	Time Scale		
		16/17	17/18	18/19
1. To develop a student support curriculum with themes across the whole year (T7)	● To review and organize programs to meet the developmental needs of students (S15)	✓	✓	✓
	● To foster students' whole-person development for cultivating their sense of belonging and a positive school culture (S16)	✓	✓	✓
	● To equip teachers with the skills of reflections (S17)	✓	✓	
2. To establish a holistic approach of life-planning of students (T8)	● To establish a whole-school student life-planning framework (S18)	✓	✓	
	● To provide individual support on life-planning and career development of students (S19)	✓	✓	✓
	● To equip teachers with the skills of guiding students in their life planning (S20)	✓	✓	

## Language and MOI Policy

Rosaryhill School aims to provide an education that places great importance on languages. Our school-based Language and MOI Policy and the corresponding strategies used are as follows.

### A. English Language Education KLA

Students are expected to improve and enrich themselves in various language aspects by experiencing the following learning activities and tasks within and out of the classroom:

Linguistic Skills	Learning Experience
Reading	Reading fiction and non-fiction books(for Extensive Reading Scheme, e-Library, Raz-Kids ebooks, MagV Kids); Reading newspapers; Form level readers.
Writing	Monthly writing assignments; Writing book reports; Writing film reviews; Writing poems and songs; Writing dairies, blogs, and journals; Writing newspaper commentaries; Writing competitions
Listening	Film/documentary viewing; Drama/musical appreciation; Listening drills and dictations
Speaking	English Cafe activities; Individual presentations; Group interactions; HK Schools Speech Festival, English Debating Society , English Drama Club
Independent Learning	Raz –kids Scheme, Mag V Kids
Collaborative Learning	Project work

### B. English as the MOI (EMI) for Learning Other Non-Language Subjects

#### S.1 – S.3:

Subjects taught in English: Mathematics, Integrated Science (S3: Physics, Chemistry, Biology)

Subjects with extended learning activities in English and adopt different medium of instruction by class or by group (school-based curriculum): Integrated Humanities (S.3: Geography, History and Economics), Computer Literacy, Home Economics, Music, Visual Arts, Religious Studies, Physical Education, Life Education

Subjects taught in Chinese: All other subjects

#### S.4 to S.6:

Subjects taught in English: Mathematics, Mathematics extension modules, Liberal Studies (English group), all Science subjects; Economics; Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies, Physical Education (S4)

Subjects taught in Chinese: Liberal Studies (Chinese group), Chinese History, Ethics and Religious Studies, Health Management and Social Care, Visual Arts, Physical Education (S5 & S6)

### C. Other School-based EMI Supports

To further enrich the English-learning atmosphere of the school, all major school events, the school website; the language interface of the eClass for all student accounts; all board displays (except poster displays provided by external sources where an all-English version is unavailable) shall be in

English.

Announcements on Morning Assemblies shall be delivered in English, except those from Chinese Language, Putonghua, Chinese History, and Chinese Drama Society. "Moral & Civic Ed. Talks", on the other hand, can be conducted in either English or Chinese. For Masses and Religious Ceremonies, apart from the homily, the whole ceremony, including the liturgy, the bible readings, the responsorial psalms, the prayers of the faithful, and the hymns, etc., shall be delivered in English. For the Speech Day, the speech of the M.C. shall be delivered in English and Putonghua bilingually.

Letters to Parents shall be written in both English and Chinese bilingually. The PTA AGM shall be conducted in English and Chinese bilingually.

#### **D. Support for NCS Students**

To cater for language diversities, Chinese speaking and NCS students have separate sets of medium of instruction. The local groups only adopt English as the MOI in Mathematics, Computer Literacy, Integrated Science, and Integrated Humanities (English modules) while for the NCS group, English is used as the MOI for all subjects except Chinese Language and Putonghua. For Chinese Language in particular, an Adapted Chinese Language Curriculum designed under the guide of “Chinese Language Curriculum Second Language Learning Framework” provided by EDB to facilitate the non-Chinese students migrate to the mainstream Chinese Language curriculum, and to prepare them for the GCSE/GCE ASL/ GCE AL and other public examination in Senior Levels, will be adopted.

There shall also be Chinese Applied Learning course and after-school learning support for NCS students. School will collaborate with universities and NGO to provide after-school extended Chinese learning such as GCSE/ GCE ASL/ GCE AL training Course, Fun with Chinese Learning (Basic and Intermediate Level), Learning Chinese with picture books, and project-learning involving immersion of Chinese culture so as to increase students’ exposure to Chinese language and culture.

### **1. 中國語文教育領域 Chinese Language Education KLA**

#### **中國語文科**

##### **1.課程規劃：**

課程——本科根據學生的學習需要，照顧學生學習差異，於未來短、中期的規劃中，實施同科分層課程，課程劃分兩個層級：

- (1) 主流課程：本地中國語文科課程。修讀此課程的學生，將應考中學文憑試中國語文科。
- (2) 中文為第二語言學習課程：修讀此課程的學生，將導向修讀應用中文課程或以中文為第二語言學習的課程。學生可根據所修讀的課程應考各類國際中文試。

評估——本科為照顧學生學習差異，於未來短、中期的規劃中，實施同科分層、同級分層、同卷分層的評估模式。

##### **2.教學語言：**

- (1) 主流課程及調適主流課程：以中文(粵語)為教學語言

(2) 中文為第二語言學習課程：以中文(粵語)為教學語言，並在同級分組教學的安排下，按學生學習需要及教學內容，調適教學語言，以英文作輔助教學語言。

### 3. 教與學策略：

- (1) 同級分組政策：按學生中文能力及學習能力作同科分層、同級分組分層教學。
- (2) 主流課程：透過學堂提問六層次以提升學生理解及思維能力；加強文言及文化的學習等。
- (3) 中文為第二語言學習課程：透過螺旋式學習與操練加強中文能力；分組合作學習；圖畫書學習中文等。

### 4. 營造語境：

- (1) 為照顧不同能力的學生及營造語境，本科積極鼓勵不同能力的學生參與各項校內校外的語文活動與比賽。校內方面，每年籌辦寫揮春比賽、元宵燈謎競猜比賽、中文閱讀報告比賽、家教會徵文比賽、語文嘉年華等；校外方面，按學生能力和需要推薦參加各類校際中文朗誦比賽、全港口語溝通比賽及寫作比賽等。
- (2) 中文為第二語言學習課程：進行午間說話能力訓練及增設課後中文補習班，增加學生聽讀講寫中文的機會與訓練。

## 普通話科

### 1. 課程規劃：

課程——本科根據學生的學習需要，照顧學生學習差異，於未來短、中期的規劃中，實施同科分層課程，課程劃分兩個層級：

- (1) 主流課程：本地普通話課程。
- (2) 普通話調適課程。

評估——本科為照顧學生學習差異，實施同科分層的評估模式：

### 2. 教學語言：

- (1) 主流課程：以普通話為教學語言
- (2) 普通話調適課程：以普通話為教學語言，並在同級分組教學的安排下，按學生學習需要及教學內容，調適教學語言，以英文作輔助教學語言。

### 3. 教與學策略：

透過互動學習與操練加強學習普通話的趣味與能力。提供充足機會讓學生提升聽說能力，達到以普通話溝通的目的。

### 4. 營造語境：

校內

普通話交流日：設置交流攤位，初中學生每次依不同題目及情景與普通話大使進行交流，提昇普通話說話能力。  
班際普通話比賽：各級分別進行不同形式的班際比賽，如講故事及朗誦，提高學生學習興趣。

校外

鼓勵學生參加朗誦或演講比賽(例如：校際中文朗誦節，普通話傳藝比賽及非華語學生普通話朗讀比賽等等)，希望透過不同形式的比賽，提升學生普通話能力。

**F. Spanish**

“Spanish For Fun” has been introduced to S.1-3 students as a glimpse of taste of a third language and to provide our students with some basic knowledge of this third most widely-spoken language in the world.