

# **Rosaryhill Secondary School**



# **Annual School Plan 2018 - 19**

# Rosaryhill Secondary School

## Annual School Plan

**2018/2019**

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## **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;
- developing students' gifts and strengths and encouraging in its students the development of Christian and moral values;
- 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 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 values of our school are 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 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 other people's differences.
- ✧ **INTELLECTUAL DEVELOPMENT** based on assiduous study, leading to critical thinking.
- ✧ **COMPETENCE IN COMMUNICATION AND SHARING.**
- ✧ **AWARENESS** about personal needs and the needs of others.

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

### OVERVIEW OF MAJOR AREAS OF CONCERN AND RESPECTIVE TARGETS AND STRATEGIES

Major Concern	Targets/ Intended Outcomes	School-level Strategies
<b>1. To promote Spiritual Education through a holistic approach</b>	<b>T1</b> To devise a whole-school Spiritual Education plan	<b>S1.</b> To devise a whole-school Spiritual Education plan which meets the development needs of school
	<b>T2</b> To promote & implement Spiritual Education	<b>S2.</b> To bring Spiritual Education dimension into curriculum and bring SE intentions into lessons <b>S3.</b> To bring Spiritual Education dimension into student development <b>S4.</b> To promote a campus atmosphere conducive to Spiritual Education <b>S5.</b> To recognize students' and teachers' achievements in Spiritual Education <b>S6.</b> To strengthen teachers' professionalism in Spiritual Education
<b>2. To enhance the effectiveness of learning and teaching</b>	<b>T3</b> To nurture students into active, responsible and self-disciplined learners	<b>S7.</b> To continue efforts in nurturing students' self-disciplined learning habits
	<b>T4</b> To enhance the effectiveness of homework and assessments	<b>S8.</b> To review subject homework policy and subject assessment policy so as to enhance learning effectiveness <b>S9.</b> To make effective use of assessment data to inform learning and teaching
	<b>T5</b> To cater for the diversified learning needs of students with different backgrounds	<b>S10.</b> To optimize enhancement and remedial programme to cater for learners' diversity <b>S11.</b> To continue efforts in devising assessment strategies to cater for learners' diversities
	<b>T6</b> To enhance teachers' professional development	<b>S12.</b> To strengthen teachers' professionalism in classroom learning and teaching
<b>3. To support personal growth of students through reflection</b>	<b>T7</b> To develop a student support curriculum with themes across the whole year	<b>S13.</b> To review and organize programs to meet the developmental needs of students for personal growth <b>S14.</b> To foster students' whole-person development for cultivating their sense of belonging and positive life values <b>S15.</b> To nurture the spirit of self-discipline among students
	<b>T8</b> To establish a holistic approach of life-planning of students	<b>S16.</b> To devise career-related plans and school-based programmes by different subjects and teams that caters for the diverse needs of the students <b>S17.</b> To provide individual support on life-planning and career development of students <b>S18.</b> To equip teachers with the skills of guiding students in their life- planning

## SUMMARY OF STRATEGIC PLANS

### Major Areas of Concern 1: To promote Spiritual Education through a holistic approach

#### Target 1: To devise a whole-school Spiritual Education plan

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<b>S1. To devise a whole-school Spiritual Education plan which meets the development needs of school</b> <ul style="list-style-type: none"> <li>• SE Handbook</li> <li>• Mindfulness and Spiritual Education activities</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Observation</li> <li>• Feedback</li> <li>• Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>• A whole-school SE plan has been devised to meet the developmental needs of school</li> <li>• SE Handbook completed and distributed to teachers</li> </ul>	Whole year	Spiritual Education Team

#### Target 2: To promote and implement Spiritual Education

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<b>S2. To bring Spiritual Education dimension into curriculum and bring SE intentions into lessons</b> <ul style="list-style-type: none"> <li>• To integrate SE elements into 60<sup>th</sup> Anniversary activities and competitions</li> <li>• To bring SE dimension (knowledge, value and attitude) into curriculum (subject lessons, learning activities, value education, etc)</li> <li>• To identify the potential areas for integrating SE elements into curriculum</li> <li>• To bring SE intentions into lessons</li> <li>• To plan and implement mindfulness lessons for S.1 and S.2 students</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Observation and feedback</li> <li>• Students' reflection</li> <li>• Students' work</li> <li>• Students' performance</li> </ul>	<ul style="list-style-type: none"> <li>• Intentions have been implemented</li> <li>• Mindfulness lessons have been devised and implemented with achievement of the curriculum objectives</li> <li>• Various subjects have devised and brought SE dimension into their curriculum (lessons, learning activities, value education, etc). The learning objectives of SE are achieved.</li> <li>• Various subjects have studied/identified/implemented the potential</li> </ul>	Whole year	Spiritual Education Team  English Dept Chinese Dept Music Dept Art Dept IH Dept Chi Hist Dept History Dept Economics Dept Geography Dept Religious and Moral Education Biology Dept Chemistry Dept IS Dept Physics Dept

		<p>areas of their curriculum for SE integration</p> <ul style="list-style-type: none"> <li>• Students are provided opportunities to learn different SE elements in different subjects</li> <li>• Positive comments from students concerning the positive impacts/benefits of learning SE in different subjects</li> <li>• Positive comments from concerned subject teachers concerning their respective SE plan (teachers' observation and evaluation)</li> </ul>		BAFS Dept LS Dept
<p><b>S3. To bring Spiritual Education dimension into student development</b></p> <ul style="list-style-type: none"> <li>• Practise SE values in authentic social settings through field works</li> <li>• Counselling</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Observation</li> <li>• Students' performance</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 SE value is practised in field work activities</li> <li>• Bring in SE elements in counselling students</li> <li>• Planning and implementation of bringing in SE elements in S.1 careers planning</li> </ul>		SE Team Geography Dept
<p><b>S4. To promote a campus atmosphere conducive to Spiritual Education</b></p> <ul style="list-style-type: none"> <li>• To develop and implement an environment-related SE plan including: <ul style="list-style-type: none"> <li>▪ Morning Prayer at Chapel</li> <li>▪ Mindful school bell</li> <li>▪ Mediation time (interaction time)</li> <li>▪ Class Banners, Spiritual Zone and Class Plants</li> <li>▪ SE posters on school walls</li> <li>▪ Prayer writing as well as developing students' sense of gratitude and humility</li> <li>▪ SE artwork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Teachers' feedback</li> <li>• Students' feedback</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• A good campus atmosphere conducive to Spiritual Education has been created</li> <li>• Students' performance illustrates the positive impact of SE on them</li> </ul>	Whole-year	Spiritual Education Team

<ul style="list-style-type: none"> <li>▪ Singing Hymns once a week in the morning prayer time</li> <li>▪ SE elements in Student Handbook</li> </ul>				
<b>S5. To recognize students' and teachers' achievements in Spiritual Education</b>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Feedback</li> <li>• Students' performance</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding performance in SE related lessons/activities/projects by students and teachers are recognized</li> <li>• Fulfil the purposes of recognition</li> </ul>	Whole-year	Spiritual Education Team Geography Dept History Dept LS Dept IS Dept
<b>S6. To strengthen teachers' professionalism in Spiritual Education</b> <ul style="list-style-type: none"> <li>• To provide mindfulness and Spiritual Education professional development/training</li> <li>• To have professional sharing among teachers on Spiritual Education planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• SE sharing sessions/ workshops have been held</li> <li>• Fulfil the purposes of professional sharing sessions/training workshops</li> </ul>	Whole-year	Spiritual Education Team Geography Dept IS Dept English Dept Science Education KLA PSHE Education KLA



## Major Areas of Concern 2: To enhance the effectiveness of learning and teaching

### Target 3: To nurture students into active and responsible learners

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p><b>S7 To continue efforts in nurturing students' self-disciplined learning habits</b></p> <ul style="list-style-type: none"> <li>Offer Academic Talks &amp; Workshops               <ul style="list-style-type: none"> <li>Note-processing workshops (S.1)</li> <li>Memorizing skills workshops (S.2)</li> <li>Deep learning skills workshops (S.3)</li> <li>Examination preparation skills talks (S.6)</li> </ul> </li> <li>Reinforce students learning habits               <ul style="list-style-type: none"> <li>Use of note books</li> <li>Well-established classroom routines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Documents</li> <li>Teachers' observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Students' self-disciplined learning habits have been improved</li> </ul>	Whole year	Workshops: Academic Office  Subjects: Panel Heads and Subject Teachers

### Target 4: To enhance the effectiveness of homework and assessments

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p><b>S8. To review Subject Homework Policy and Subject Assessment Policy so as to enhance learning effectiveness</b></p> <ul style="list-style-type: none"> <li>Alignment of taught curriculum with intended tested curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Documents</li> <li>Teachers' observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Use of Homework Policy and Subject Policy as tools to communicate expectation of homework tasks and learning outcomes</li> </ul>	Whole year	Panel Heads and Subject Teachers
<p><b>S9. To make effective use of assessment data to inform learning and teaching</b></p> <ul style="list-style-type: none"> <li>Draw implications from HKDSE Examination Statistical Report &amp; reports of other public examinations for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Documents</li> </ul>	<ul style="list-style-type: none"> <li>Adjustment of learning and teaching strategies made in response to the students' strengths and weaknesses identified</li> </ul>	Whole year	Panel Heads and Subject Teachers

**Target 5: To cater for the diversified learning needs of students with different backgrounds**

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<b>S10.</b> To optimize Enhancement and Remedial Programme to cater for learners' diversity <ul style="list-style-type: none"> <li>• After-school Enhancement Lesson (S.5 &amp; S.6)</li> <li>• School-based After School Mathematics Learning and Support Programmes (S.1 – S.4)</li> <li>• After-school Chinese Learning Programmes for NCS students (S.1 - S.5)</li> <li>• After-school English Enhancement Lesson (S.1 – S.4)</li> <li>• Streaming of students</li> <li>• Tailor-made school-based learning materials and modes of assessment which cater for learners' diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Teachers' observation &amp; feedback</li> </ul>	<ul style="list-style-type: none"> <li>• The extra support is found to be able to cater for learner diversity and learning needs</li> </ul>	Whole year	Subjects concerned
<b>S11.</b> To continue efforts in devising assessment strategies to cater for learners' diversities <ul style="list-style-type: none"> <li>• Examination papers set with questions of different levels of difficulty to cater for the learners' diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> </ul>	<ul style="list-style-type: none"> <li>• Adjustment of assessment made in accordance to the needs of students. Questions of different levels of difficulty are set to cater for learners' diversity</li> </ul>	Whole year	All subject teachers

**Target 6: To enhance teachers' professional development**

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<b>S12. To strengthen the teachers' professionalism in classroom learning and teaching</b> <ul style="list-style-type: none"> <li>• Professional development programme by QSIP, CUHK to strengthen teachers' pedagogical skills</li> <li>• Peer lesson observation and post-lesson conference to enhance teachers' teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' pedagogical skills are strengthened</li> </ul>	Whole year	Academic Office

### Major Areas of Concern 3: To support personal growth of students through reflection

#### Target 7: To develop a student support curriculum with themes across the whole year

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p><b>S13. To review and organize programs to meet the developmental needs of students for personal growth</b></p> <ul style="list-style-type: none"> <li>• Counseling &amp; discipline programs &amp; activities including: <ul style="list-style-type: none"> <li>■ Life Education Periods, YES program, Visits, Emotional &amp; Stress Management Group, anti-smoking workshop</li> </ul> </li> <li>• Learning support programs for students with special needs. <ul style="list-style-type: none"> <li>■ Daily Social Skill Training</li> <li>■ Growth groups</li> <li>■ Training groups</li> <li>■ Mental health education/ support</li> </ul> </li> <li>• Experiential Learning Week (S4 &amp; S5)</li> <li>• Senior Leadership Training Day</li> <li>• OLE Activity: Students' Reflections</li> <li>• Participate in internal and external activities/competitions related to academic, culture, physical &amp; aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Task-based activities, exhibition, Group sharing, Task-based activities</li> <li>• Observation, progress records</li> <li>• Feedbacks from parents and students</li> <li>• Observation &amp; Questionnaires</li> <li>• Observation &amp; Questionnaires</li> <li>• Number of reflections collected</li> <li>• Record of participation</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students' attendance</li> <li>• Positive comments</li> <li>• Over 90% attendance</li> <li>• Over 70% of participants agree the targets are achieved</li> <li>• Positive feedbacks from students and teachers</li> <li>• More than 75% of participants have positive feedback on the programme</li> <li>• More than 70% of S.4 and S.5 students finish at least 4 reflections.</li> <li>• Participation with awards in different aspects</li> </ul>	<p>In different periods throughout the school year</p> <p>July 2019</p> <p>8th Sept 18</p> <p>Whole Year</p> <p>Whole Year</p>	<p>Counselling &amp; Guidance Team</p> <p>Discipline Team</p> <p>Learning Support Team</p> <p>Co-curricular Activities Team</p> <p>Co-curricular Activities Team</p> <p>Co-curricular Activities Team</p> <p>Co-curricular Activities Team, Subjects, teams &amp; clubs</p>

<p><b>S14.To foster students' whole-person development for cultivating their sense of belonging and positive life values</b></p> <ul style="list-style-type: none"> <li>• Counseling &amp; discipline programs &amp; activities including Youth Ambassador Scheme, Smarteen Program, Stars of the Month, S1 Support Small Group, JPCLC</li> <li>• 滙豐香港社區夥伴計劃 2018 校園社區大使</li> <li>• Inter-class and Inter-house Sports Competitions</li> <li>• IT Prefect &amp; Classroom Environmental Ambassador training</li> <li>• Special ceremonies: Opening Day, Golden Jubilee Scholarship Presentation, Speech Day, Closing Day</li> </ul>	<ul style="list-style-type: none"> <li>• Community services, workshops</li> <li>• Task-based activities</li> <li>• Award of certificates</li> <li>• Over 80% of students' attendance</li> <li>• Observation, Questionnaires &amp; Reflections</li> <li>• Number of participants enrolled and completed the competitions</li> <li>• Teachers' observation</li> <li>• Student Reflection</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation and students' service hours</li> <li>• More than 70% of participants agree that the targets are achieved.</li> <li>• Satisfactory participation &amp; attendance rate</li> <li>• Positive comments from teacher(s) in charge</li> <li>• Positive reflection from students</li> <li>• The ceremonies are run smoothly and finish on time</li> </ul>	<p>Whole year</p> <p>Whole Year</p> <p>Sept &amp; Jan</p> <p>Throughout whole year</p>	<p>Counselling &amp; Guidance Team</p> <p>Discipline Team</p> <p>Co-curricular Activities Team; PE Dept</p> <p>Environment Team</p> <p>Ceremonies Team</p>
<p><b>S15. To nurture the spirit of self-discipline among students</b></p> <ul style="list-style-type: none"> <li>• Prefect team, Student helpers &amp; Bus Prefects</li> <li>• Best Appearance Award</li> <li>• Best Conduct Award</li> <li>• Management of lateness</li> <li>• Self-discipline training programs through sports</li> <li>• Youth Ambassadors</li> <li>• YES program</li> <li>• Star of the Class</li> <li>• Star of the Month</li> <li>• Lion Dance</li> <li>• Sport Act Program</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's observation</li> <li>• Students' service hours</li> <li>• Record of students</li> <li>• Program record book</li> </ul>	<ul style="list-style-type: none"> <li>• High attendance rate (Over 80%)</li> <li>• Clean record</li> <li>• Over 70% of students completed the program</li> </ul>	<p>Whole year</p>	<p>Counselling &amp; Guidance Team</p> <p>Discipline Team</p> <p>PE teachers</p>

**Target 8: To establish a holistic approach of life-planning of students**

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p><b>S16. To devise career-related plans and school-based programmes by different subjects &amp; teams that caters for the diverse needs of the students</b></p> <ul style="list-style-type: none"> <li>Life Education Period</li> <li>Adaptation Program &amp; Refreshing Program</li> <li>S1-S3 New Students' Parents' Day</li> <li>S5 Mentorship Program</li> <li>S6 Preparation for Institution Interview Workshop</li> <li>S6 Career Booth; S6 Mock Release Day</li> <li>Extra LCCI book-keeping lessons for high achievers to take the exams to get career-related qualification.</li> <li>Workshops &amp; courses for students taking PE as their elective</li> <li>BOCHK Schools Sports Volunteer Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation &amp; evaluate students' performance after LEP</li> <li>Students' feedback</li> <li>Taking of LCCI book-keeping exams</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation &amp; evaluate students' performance</li> <li>Positive comments</li> <li>A good passing rate with merits or distinctions</li> <li>Students understand more about different career paths in sport aspect</li> </ul>	Whole year	<p>Life Education Team</p> <p>Life &amp; Career Planning Team</p> <p>BAFS teachers</p> <p>PE teachers</p>
<p><b>S17. To provide individual support on life-planning and career development of students</b></p> <ul style="list-style-type: none"> <li>To provide tailor-made guidance and support to senior form students on JUPAS &amp; sub-degree strategies</li> <li>Individual consultation for S6 students and group consultation for S5 students about their life planning</li> <li>Online career analysis program for S3-6</li> <li>Life planning for SENs</li> </ul>	<ul style="list-style-type: none"> <li>Observations from teachers &amp; organizations</li> <li>Comments from teachers &amp; organizations</li> <li>Reflection sheets</li> <li>Record sheets</li> <li>Feedbacks from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Positive comments</li> <li>Positive and constructive feedback from the reflection sheets</li> <li>Positive comments from parents</li> </ul>	<p>Whole year</p> <p>15 sessions</p>	<p>Life &amp; Career Planning Team</p> <p>Learning Support Team</p>

<p><b>S18. To equip teachers with the skills of guiding students in their life planning</b></p> <ul style="list-style-type: none"> <li>• S1-2 LEP: Life Planning Activities</li> <li>• S4-5 Careers Related Experiences Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Observations from teachers &amp; organizations</li> <li>• Comments from teachers &amp; organizations</li> <li>• Reflection sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Positive comments</li> <li>• Positive and constructive feedbacks from the reflection sheets</li> </ul>	<p>Whole year</p>	<p>Life &amp; Career Planning Team</p>
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**APPENDIXES:**

**ROSARYHILL SECONDARY SCHOOL  
PLAN ON USE OF CAPACITY ENHANCEMENT GRANT  
FOR THE SCHOOL YEAR 2018-2019**

<b>Area &amp; Objectives</b>	<b>Implementation</b>	<b>Benefits Anticipated</b>	<b>Schedule</b>	<b>Resources needed</b>	<b>Performance Indicators</b>	<b>Evaluation Mechanism</b>	<b>Person-in-charge</b>
<b>Curriculum Development</b>	To employ Library Assistant & Teaching Assistant: <ul style="list-style-type: none"> <li>To assist with the preparation of teaching materials of various subjects</li> <li>To assist with and support the promotion of “Reading to Learn: Towards Reading across the Curriculum (RaC)”</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ capacity can be enhanced by the release from workload in clerical and administrative work</li> <li>More learning activities can be organized to motivate students to learn.</li> </ul>	Sep 18- Aug 19	Salary X 1.05 (MPF included) of Library Assistant & Teaching Assistants  Total: \$382,095	<ul style="list-style-type: none"> <li>Completion of teaching and learning kits for various subjects</li> <li>Students are motivated to take part in enrichment activities</li> <li>Subjects implement RaC find the assistance conducive to the implementation</li> </ul>	<ul style="list-style-type: none"> <li>Subject-based evaluation meetings</li> <li>Performance appraisal on the Library Assistant &amp; TA</li> <li>Development of RaC teaching materials</li> </ul>	Ms. Bonnie So & Mr. Matthew Sit
<b>Pastoral Care</b>	To employ part-time teacher to assist with curriculum development of Spiritual Education, to help in organising & promoting Spiritual Education and religious activities and to provide related support to students	<ul style="list-style-type: none"> <li>Teachers’ workload in pastoral care programmes will be relieved</li> <li>Promotion of virtue among students</li> </ul>	Sept 18 - Aug 19	Salary X 1.05 (MPF included) of part-time teacher Total: \$266055.3	<ul style="list-style-type: none"> <li>Completion of teaching and learning materials for Spiritual Education</li> <li>Students are motivated to take part in Spiritual Education and religious activities</li> <li>Teachers in charge of the Pastoral Care find the assistance conducive to the implementation</li> </ul>	<ul style="list-style-type: none"> <li>Performance appraisal on the Teacher’s performance</li> <li>Students’ reflections</li> <li>Students’ surveys</li> </ul>	Ms. Bonnie So & Br. Bosco
<b>Coping with Diverse Learning Needs</b>	To address the needs of students with talents in sports and coach and instruct students of School Teams	Students are much encouraged to widen horizons through taking part in external / inter-school competitions	Sept 18 – July 19	Badminton Coach Fee Volleyball Coach Fee Football Coach Fee Athletic Coach Fee Total: \$46,000	60% of the two School Teams members find the training helpful with their development of relevant skills and interests in the sport they practise	<ul style="list-style-type: none"> <li>Evaluation meetings of School Teams</li> </ul>	Mr. Ko Kam Tong
<b>TOTAL: \$694,150</b>							

**ROSARYHILL SECONDARY SCHOOL**  
**PLAN ON USE OF DIVERSITY LEARNING GRANT**  
**FOR THE SCHOOL YEAR 2018-2021 (10<sup>TH</sup> Cohort)**

DLG funded Programme	Strategies & Benefits anticipated	Name of Programme / Course and Provider	Duration of Programme / Course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					17-18	18-19	19-20		
Other Programmes	<b><u>Thinking skills workshop</u></b> To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination	Thinking Skills Workshop / Edbit	3 years	S.5 students	30-40	30-40	30-40	<ul style="list-style-type: none"> <li>● Participants find the workshops useful in helping them improve thinking skills</li> <li>● 70% of participants are able to achieve satisfactory performances in workshop assessment</li> </ul>	Ms. Bonnie So
	<b><u>Maths training for elite students</u></b> To provide additional Maths training for students with talents or interest in Maths	HKMO Training Programme / Hong Kong Mathematical Olympiad Association	3 years	S.4 - S.6 students	25-30	25-30	25-30	<ul style="list-style-type: none"> <li>● Participants find the workshop bring positive impacts on Maths learning</li> <li>● Participants find the workshops motivating</li> </ul>	Ms. Harriet Lo



**ROSARYHILL SECONDARY SCHOOL**  
**ANNUAL PROGRAMME PROPOSAL FOR DLG – OTHER PROGRAMME: GIFTED EDUCATION**  
**FOR THE SCHOOL YEAR 2018-2019**

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Target (No.level /selection)</b>	<b>Duration / Start Date</b>	<b>Deliverables</b>	<b>Teacher-in- charge</b>	<b>Budget</b>
Liberal Studies	Thinking skills workshop	To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination	S.5 elite students (1 class for EMI and 1 class for CMI)	March to May 2019	Completion of Student Workbook: 1 copy per student	Ms. Bonnie So	\$18000
Maths	Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths	S.4-S.6 students	Oct 2018 – Mar 2019	Participation in competitions	Ms. Harriet Lo	\$4760

**ROSARYHILL SECONDARY SCHOOL**  
**WORKING PLAN ON LIFE PLANNING EDUCATION AND CAREERS & GUIDANCE SERVICE**  
**FOR THE SCHOOL YEAR 2018-2019**

Objectives	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
1. Guidance activities & support for S4-6 students	<ul style="list-style-type: none"> <li>● Collaborate with S4-6 Class Teachers</li> <li>● Offer tailor-made guidance activities &amp; support to S4-6 students on JUPAS &amp; sub-degree strategies</li> <li>● 「理想・成功路」系列</li> <li>● Provide information about studying aboard via eclass</li> <li>● Online Career Analysis Program</li> <li>● External Mentorship programme</li> <li>● Invite alumni for sharing</li> <li>● Provide career related information and promotional pamphlets to students</li> </ul>	<ul style="list-style-type: none"> <li>● Comments from teachers, students and alumni</li> <li>● Performance of students in the activities</li> <li>● Number of participants in each talk, visit and sharing session</li> </ul>	For school based programs \$2000
2. Professional consultation for students	<ul style="list-style-type: none"> <li>● Individual consultation for S6 students about their Life Planning</li> <li>● Group consultation for S5 students about their Life Planning</li> <li>● Careers teacher stations at careers room during lunch recess once a week to provide consultation to student in-need.(From second term onwards)</li> </ul>	<ul style="list-style-type: none"> <li>● Comments from teachers and team members</li> <li>● Feedback from students</li> </ul>	\$1000
3. S6 Preparation for Institution Interview Workshop	<ul style="list-style-type: none"> <li>● Collaborate with external organizations</li> <li>● All S.6 students have the workshop during Life Education Period</li> <li>● 25 students recruited/nominated by teachers take part in the mock interview</li> </ul>	<ul style="list-style-type: none"> <li>● Comments from class teachers</li> <li>● Students' self rate on their level mastery of various interview techniques</li> <li>● Performance of students in the interview workshop</li> <li>● Feedback from students</li> </ul>	\$12,000
4. S6 Mock Release Day	<ul style="list-style-type: none"> <li>● Collaborate with Assessment Team</li> <li>● Collaborate with social workers &amp; their agency</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance of students &amp; parents</li> <li>● Questionnaire collected from students &amp; parents</li> <li>● Feedback from class teachers &amp; social worker</li> </ul>	\$8000

5. S6 Careers Booth	<ul style="list-style-type: none"> <li>● Invite academic institute for provision of information booth on the DSE Release Day</li> <li>● Offer information for students, parents and class teachers reference</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from class teachers, students &amp; parents</li> </ul>	\$200
6. S5 Mentorship Program	<ul style="list-style-type: none"> <li>● Joint program with the Old Students Association(RHSOSA)</li> <li>● Organize workshops, activities, tours &amp; gatherings</li> </ul>	<ul style="list-style-type: none"> <li>● Comments from teachers, students and alumni</li> <li>● Percentage of participants joining various structured activities</li> <li>● Observation of relationship built between mentees &amp; mentors</li> </ul>	\$10,000
7. S4-5 Careers Related Experiences Activities	<ul style="list-style-type: none"> <li>● Programs with CLAP@JC, external agency, and collaborate with Class Teachers during Life Education Period</li> </ul>	<ul style="list-style-type: none"> <li>● Number of participants</li> <li>● Observation from teachers on performance of students</li> <li>● Comments from CLAP@JC and external agency</li> </ul>	\$16000 S5: 4 classes X 4 lessons X \$1000
8. Program about S3 Choice of Streams	<ul style="list-style-type: none"> <li>● Collaborate with Class Teachers and Academic Office</li> <li>● Talk on S3 Parents' Day</li> <li>● Workshops from Life and Career Planning Team</li> <li>● Aptitude Test</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance of students and parents</li> <li>● Feedback from students and parents</li> </ul>	\$1600
9. S1-2 LEP: Life Planning Activities	<ul style="list-style-type: none"> <li>● Offer Programs run by external agency, Spiritual Education Team and collaborate with Class Teachers</li> <li>● To be held during Life Education Periods</li> <li>● Talks and small group activities</li> </ul>	<ul style="list-style-type: none"> <li>● Observation on the participation of students</li> <li>● Reflection sheets</li> <li>● Feedback from different parties (Speakers and spiritual education team)</li> </ul>	\$20000 S2: 4 classes X 3 lessons
10. Online Career Analysis Program for S3-6 (By CLAP)	<ul style="list-style-type: none"> <li>● Collaborate with Class Teachers</li> <li>● E-Portal from CLAP@JC</li> <li>● Provide Career Interest Inventory(CII), Basic Interest Marker(BIM) and Personal Globe Inventory (PGI) for different form levels</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from students, class teachers and career teachers</li> <li>● Percentage of participants complete the test</li> </ul>	Provided by CLAP@JC
11. Stationery, Printing & Photo Printing for	<ul style="list-style-type: none"> <li>● Stationery, coloring printing and photo printing for promotion</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from team members</li> <li>● Comments from class teachers and students</li> </ul>	\$300

<b>Promotion</b>			
12. 12. HKACMGM membership	<ul style="list-style-type: none"> <li>● Get updated training information and resources</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from team members</li> <li>● Comments from class teachers and students</li> </ul>	<b>\$400</b>
13. 13. To provide extra manpower	<ul style="list-style-type: none"> <li>● Employ a teacher and a teaching assistant to share the teaching and administration work load of all the members in the Life and Career Planning Team</li> </ul>	<ul style="list-style-type: none"> <li>● Workload of teachers involved</li> <li>● Effectiveness in the preparation of all activities involved</li> </ul>	<b>\$493731</b>
			<b>TOTAL: \$565,231</b>