Rosaryhill Secondary School

School Development Plan 2019/20 – 2021/22

Rosaryhill Secondary School

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 their 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 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 promote Spiritual Education through a holistic approach

Target	Extent of targets achieved	Follow-up action	Remarks
1. To devise a whole-school Spiritual Education (SE) plan	Partly achieved	Continue to be a target/strategy of major concern in the next SDP (1.2)	• A whole-school SE plan had been devised to meet the developmental needs of school. SE Handbook completed and distributed for use. • Most plans are implemented school-wide and need the collaboration of class teachers and all teachers. Some plans are brand new to start. They took more time and efforts to be institutionalized than expected. Further fine-tuning of the SE plan is necessary. • Values education promotion will be further strengthened as part of spiritual education in the new development cycle
2. To promote & implement spiritual education	Partly achieved	Continue to be a target of major concern in the next SDP (1.2)	• The effects vary between different classes and subjects. All students are aware of SE and positive effects have taken place. • Students' lifelong and self-directed learning capabilities are nurtured. • Themes in Morning Prayer and teachers' sharing are also examples of bringing Spiritual Education dimension into student development. • With all the elements of Morning Prayer, class banner, class plant and hymn singing, a SE atmosphere has been created and widespread across the campus. • Classes with outstanding performance in Spiritual Zone, Class Plants and Class Banners were openly recognized. Mindful masters are openly recognized with a mindful master badge. • Some practice of the values of SE can be incorporated into values education in the new school development plan.

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

Target	Extent of targets achieved	Follow-up action	Remarks
3. To nurture students into active, responsible and self-disciplined learners	Partly achieved	Continue to be a target of major concern in the next SDP (2.2)	• A series of workshops, aiming to nurturing our students to become active and responsible learners, were organized. Our students' note-taking. note-processing skills and deep learning skills were enhanced as they have applied the skills in different subjects. • Note-taking has become an integral part in classroom and outside classroom learning. Students were taught to file and manage their learning materials in a

			well organized manner. All these have enhanced students' learning effectiveness. • Teachers saw the need of continued efforts in developing motivational and engagement strategies in nurturing our students into effective learners.
4. To enhance the effectiveness of homework and assessments	Partly achieved	Continue to be a target of major concern in the next SDP (2.2)	• Subject Homework Policy and Assessment Policy have been reviewed so as to further enhance the curriculum alignment in particular the alignment of taught curriculum with intended tested curriculum. Effective use of assessment has been a regular agenda. • Further promotion of assessment literacy at different levels is needed so as to boost students' academic results. • Effective feedback and assessment for learning and promotion of assessment literacy should be an important focus of departmental work in the next cycle.
5. To cater for the diversified learning needs of students with different backgrounds	Partly achieved	Continue to be a target of major concern in the next SDP (2.3)	• After-school enhancement lessons were arranged by different subjects to cater for learner diversity throughout the year. • Streaming/ grouping catering for some subjects and groups of students is appropriate to cater for learner diversity. • Evaluation of the effectiveness and revision if necessary. • We will continue our practice to provide different opportunities for students to unleash their potentials in different areas.
6. To enhance teachers' professional development	Partly achieved	Continue to be a target of major concern in the next SDP (2.4)	• Further reinforce the culture of professional development and experiences sharing. Peer lesson observation and professional sharing are effective means to enhance teachers' professionalism. These practices can help boost students' academic results. • e-learning tutorial should be provided for teachers to help them learn more about different apps or programs.

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

7. To develop a student support curriculum with themes across the whole year	Partly achieved	Continue to be a target of major concern in the next SDP (1.2)	• LEP has provided a platform for this aspect. More across curriculum programs should be implemented. • It can be part of the values education in the new development plan. • Sense of belonging among students can be enhanced by joining more inter-school competitions.

8. To establish a holistic approach of life-planning of students	Partly achieved	Continue to be a target of major concern in the next SDP (1.3)	- Students begin to realize the need to take learning more seriously through introducing them different career paths and requirements. - More career-related plans can be devised for our students to start their planning earlier. - Career related elements should be implemented in some subjects in both junior and senior forms. - Life Planning can be considered as a target of Major Concern in the coming development cycle.

Evaluation of the School's Overall Performance

Domain I : Management and Organisation
Area 1. School Management

PI	Major Strengths	Areas for Improvement
1.1 Planning	• The school formulates appropriate development priorities, taking into account its mission and vision, stakeholders' needs and findings from self-evaluation.	• The transparency and accountability of the school management in making decisions and its process should be enhanced.
1.2 Implementation	• The school is able to coordinate and monitor the implementation of its priority tasks and to enhance communication and collaboration among offices/subject panels/committees for realization of the school plan effectively.	• Resources should be deployed in a more balanced way and more effectively for the implementation of priority tasks of the school plans, to promote students' learning and strengthen support to students.
1.3 Evaluation	• A school self-evaluation mechanism (Planning-Implementation-Evaluation) is in place which functions effectively. A self-evaluation culture is well established. • The school evaluates the effectiveness of its priority tasks through different stakeholder surveys and meetings at different levels. • Findings and feedback from evaluation are gathered for use in future SBM discussions and in the planning of a new school annual plan (AP) and 3-year development plan (SDP). • The school regularly informs stakeholders of its performance through different channels such as the school homepage and e-class system. • Evaluation/feedback collection is conducted through a bottom-up style; hence, all the teachers are the owners of the AP and SDP.	• More simplified procedures in conducting school evaluation should be adopted in order for higher efficiency.

Area 2. Professional Leadership

PI	Major Strengths	Areas for Improvement
2.1 Leadership and Monitoring	• New supervisor with a new mindset can lead the school, teachers and students on a new path and a broad way of development. • Middle managers have sufficient professional knowledge to keep abreast of the latest trends in educational development. • They are able to fulfill their planning, co-ordination and monitoring functions and are committed to driving the school's sustained improvement.	• A stable Principal and Deputy Principals should be elected as soon as possible so that the school has a more stable and good planning. • Decision-making should be more transparent. • The school should have an adequate number of clerical clerks and janitors for Secondary Section.
2.2 Collaboration and Support	• The working relationship between the school management and most teaching staff is harmonious and communication between both parties is generally smooth.	• Team collaboration and morale are given a bare pass, with room for enhancement. • The school should provide a more suitable and nicer environment to teaching staff so that they can work healthily and happily. • Consultation and opinion collection regarding the school have yet to be reached with the teaching staff on the implementation of reform measures. • Campus is old and facilities are not updated which require attention of the sponsoring body and management to maintain an effective and safe school. Systematic inspection and maintenance should be implemented. Monitoring, updating and reviews should be done.

PI	Major Strengths	Areas for Improvement
2.3 Professional Development	• The school management assign duties to members of staff commensurate with their abilities/expertise. • Programmes and Professional Development Team under Academic Office is responsible for the administration of Professional Development Day, Peer Observation and Inter-KLA & Dept sharing. • Principal's appointment and recommendation of professional development courses to different parties facilitate the developmental needs of the school. • There are constant professional sharing and exchange of ideas within department / KLA during Dept / KLA meetings. • Teachers are encouraged to update themselves with professional development courses from time to time. • The school uses annual staff appraisal to identify the strengths and weaknesses, as well as the training needs of teaching staff for continuous improvement and enhancement of their work performance.	• Regular evaluation on our staff appraisal system for improvement - to enhance its effectiveness in increasing the accountability of work performance and promoting teaching and learning improvement. • Teachers should see themselves as the key change agent in improving the quality of teaching and learning and constantly be engaged in formal/informal professional sharing and exchange of ideas, as well as taking relevant professional courses.

Domain II : Learning and Teaching

Area 3. Curriculum and Assessment

PI	Major Strengths	Areas for Improvement

3.1 Curriculum Organisation	• A broad and balanced curriculum is provided to students for their whole-person development.
	• Catering for Learner Diversity:
	  - Class allocation strategies (based on ability, background, etc)
	  - Provision of many elective subjects in senior-level subject choice
	  - Provision of Applied Learning Courses and Applied Learning Chinese in senior-level school-based curriculum
	  - For Chinese Language education, we offer more than 1 curriculum in Chinese Language in all levels. And we also prepare NCS students for other public examinations, such as IGCSE and GCE
	  - More than 1 MOI papers are offered in some subjects to support student learning
	• Whole-school and Subject Homework and Assessment Policy have been devised.
	• "Ongoing Renewal of the school curriculum - Major Renewed Emphases (MRE) and updated 4 Key Tasks (4KT)" are/will be integrated into different curriculums and learning experiences.
		• To enhance the effectiveness and coherence of our curriculum, the curriculum planning / alignment at various levels shall be further strengthened.
		• To further strengthen the role and responsibility of different KLAs/subjects in charge of MRE and 4KT.
		• Both hardware (e.g. installation of supporting facilities) and software (e.g. leadership, professional development) should be made available.
		• To further promote catering for learner diversity, we should touch the heart of learners' motivation and implement strategies for catering for learner diversity in classroom level and subject level.

PI	Major Strengths	Areas for Improvement
3.2 Curriculum Implementation	• There are regular Academic Office (AO) meetings with the participation of all KLA Heads, Panel Heads and all Team Heads under AO to discuss academic related matters and devise academic policies. There are professional sharing sessions at KLA and Dept level under AO. • The school properly deploys its human and financial resources for KLA Heads and Panel Heads to support and carry out subject curriculum. • KLAs and subjects adopt PIE (planning, implementation and evaluation) cycle in their KLA and subject management. • The school deploys its human and financial resources on enhancing students' learning effectiveness through split class arrangement in some subjects, academic workshops for junior-form students, afterschool enhancement classes/lessons, support for S.1-S.2 students to learn better in CMI, etc. • Promotion of peer observation to enhance learning and teaching effectiveness.	• To further enhance curriculum implementation at different levels, such as documentation and plans to build a stronger interface between junior curriculum and senior curriculum, curriculum alignment plan, integration of MRE and 4KT into curriculum • To further promote cross-KLA / subject collaboration over some curriculum and programmes. • To provide more opportunities for teacher collaboration and exchange of ideas in the aspect of enhancing learning and teaching effectiveness.

PI	Major Strengths	Areas for Improvement
3.3 Performance Assessment	• Under the Homework Policy, all teachers are requested to input assignment information to eClass(eHomework) as a mean to support student learning and promote home-school collaboration. eHomework is an agenda in departmental meetings.. • Differentiation in question setting (e.g. Basic (30%), Core (40%) and Extended (30%) in Junior-form Uniform Test (UT) and Exam is adopted for ensuring the best learning outcomes for students of different abilities. • Subjects promote Assessment for Learning: Effective assignments/tests and Assessment for Learning are the focus of Homework Inspection (School level). • Some subjects have introduced students' self-assessment and students' self-directed learning in their assessment design. • The school has maintained records of students' academic and non-academic performance and experiences, thus capturing students' achievements and abilities in different aspects.	• To further enforce assessment for learning policy. • To further promote self-directed learning in assessment. • To further strengthen the training of students' generic skills and exam skills through assessment/classroom learning tasks. • To further promote assessment literacy at various levels.
3.4 Curriculum Evaluation	• The school has established a mechanism to monitor curriculum implementation through a variety of methods including(a) Lesson Observation; (b) Homework Inspection. • Each department conduct Exam and UT evaluations (evaluating question quality and students' performance) so as to inform learning and teaching or/and curriculum planning. • For quality control, marked exam papers will be checked by all Panel Heads. • DSE result evaluation is done to analyze students' performance in respective subjects and strategies to improve learning and teaching are devised by each DSE subject. • Different subjects make use of different evaluation findings (e.g. TSA reports, HKDSE Examination Statistical Reports) for enhancing learning and teaching effectiveness.	• To further promote assessment literacy at various levels • To do AO's, KLAs' & Subjects' strategic review and reflection on the effectiveness of learning and teaching so as to inform the school's direction of curriculum development.

Area 4.   Student Learning and Teaching

PI	Major Strengths	Areas for Improvement

4.1 Learning Process
 	
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4.2 Learning Performance
	• In those carefully-designed lessons, students' performance was good as they were attentively, engaged and followed teacher's instructions. In some classes, students were capable of independent learning, had a good grasp of key learning points and showed good communication skills. Some students demonstrated essential learning strategies in their assignments because of teachers' effective instructions. Some students completed their assignments with care and learnt through constructive feedbacks by teachers.
	• Effective use of English in learning.
	• Promotion of reading habits through Raz-kids (collaboration of Library Team and some junior subjects) and good participation rate in Chinese and English Book Report Writing competitions.
	• Experiential learning week is a mean to promote learning outside classroom and provides a platform for project learning, values education, STEM learning, etc.
	
	• **KPM 16 Pre S.1 HK Attainment Test** - S1 students' mean score in English was significantly higher than the mean score of the Territory (64.2 (2017) vs 96 (2019) / 58.7 (2017) (Territory).
		• To further strengthen the instructional leadership of AO Head, KLA Heads and Panel Heads.
		• To follow up subjects' and individual teacher's reflections on ESR report.
		• To provide more opportunities for teachers, Panel Heads, KLA Heads in sharing effective instructional leadership, effective lesson and effective assignment.
		• To further enhance teaching and learning effectiveness (instruction, students' assessment, classroom management, professional development).
		• To further enhance Assessment Literacy.
		• To further promote eReading / Reading across the curriculum (4KT) & strengthen students' reading strategies.
		• To strengthen students' meta-cognitive skills & note-taking skills.
		• For the S.1 performance in Pre-S.1 HK Attainment Test, it is suggested:
		  - To develop strategies to enhance Chinese proficiency of students
		  - To develop strategies to enhance students' performance in Mathematics
		  - To stretch students' potential in English

PI	Major Strengths	Areas for Improvement
4.3 Teaching Organisation	• From class observation, some teachers conducted a lesson effectively, which is in line with students' prior knowledge, motivation, interests and abilities. In effective lessons, teachers were able to set appropriate teaching objectives with suitable learning content, demonstrated good teaching strategies, provided students with different interactive learning opportunities and meaningful learning contexts and helped develop students' generic skills.	• Follow-ups of subjects' and individual teacher's reflections on ESR report. • More opportunities for teachers, Panel Heads, KLA Heads in sharing effective instructional leadership, effective lesson and effective assignment. • Teachers as Change Agent - Teachers have the capacity to add to or lessen the value of student learning, so an examination of effective teaching practices must be considered in order to maximize increases in student learning. • To further enhance teaching and learning effectiveness (instruction, students' assessment, classroom management, professional development).
4.4 Teaching Process	• From class observation, many teachers were able to relate the content to students' daily life experiences. They could deploy classroom and subject resources to make their lessons more effective. • Teachers were accurate in using the medium of instruction to conduct learning and teaching activities. • Teachers showed good subject knowledge. • Teachers formed good relationship with students and were able to create good learning atmosphere.	• To follow up subjects' and individual teacher's reflections on ESR report. • To provide more opportunities for teachers, Panel Heads, KLA Heads in sharing effective lesson and effective assignment. • Teachers as Change Agent - Teachers have the capacity to add to or lessen the value of student learning, so an examination of effective teaching practices must be considered in order to maximize increases in student learning. • To further enhance teaching and learning effectiveness (e.g. instruction, students' assessment, classroom management, professional development).

PI	Major Strengths	Areas for Improvement
4.5 Feedback and Follow-up	• In some effective lessons, teachers were able to make use of students' responses to further students' learning. They often encouraged students to express their opinions and provided them opportunities to demonstrate learning, offering timely praise and provide specific feedback on their strengths and areas for improvement, reinforcing their learning performance and guiding them to self-improvement. • Some subjects provided opportunities for students to extend classroom learning, thus helped students to consolidate, apply and reinforce what they have learnt, which increased students' confidence in learning and helped students to realize their potential. • Some subjects made use of self-assessment to facilitate students' self-reflection and promote students' meta-cognitive skills.	• To further strengthen feedback strategies • To make use of community resources (including those recommended by EDB) to further students' learning opportunities. • To further enhance Assessment Literacy / strengthen Catering for Learner Diversity strategies.

Domain III : Student Support and School Ethos

Area 5. Student Support

PI	Major Strengths	Areas for Improvement
5.1 Support for Student Development	• The school has received the Yan Chai Hospital Moral and Civic Education Award for 3 consecutive years (2016-2019). The award is a recognition of our outstanding effort in promoting positive values and attitude among students. We also get the Caring School Award in 2017-2018. • The school joined the CLAP project organised by CUHK and the HK Jockey Club. Therefore, a lot of life planning activities were organized to help students understand their personality, interests and talents, as well as the provision of opportunities for further studies and work. • Study tours and exchange programmes were organized for the students to widen their horizon and strengthen their self-management skills. • The structure of the Student Council, Houses and co-curricular activities provided opportunities for the students to foster leadership. • The school has provided various kinds of developmental, preventive and remedial counselling services. • The school has a clear mechanism to identify SEN students early and provide support accordingly. • External Schools Review Report (2017): "Students are cheerful, disciplined, polite, friendly, tidy and neat. They show respect to their teachers and enjoy their school life. Students are enthusiastic about taking part in different school events. They also displayed a great interest in participating in a variety of activities and competitions."	• School-based curriculum on moral education should be prepared for all students. • The school needs to strengthen the self-discipline of students. • The school needs to strengthen the sense of responsibility among students.
5.2 School Climate	• Good teacher-student relationship and good parent-school relationship. • Good achievements in blending a harmonious relationship between NCS students and local students.	• Morale of teachers is mediocre, so there is some room for improvement.

Area 6. Partnership

PI	Major Strengths	Areas for Improvement
6.1 Home-school Cooperation	• The school has regarded parents as major partners in school development. Various channels have been established to help facilitate parent-teacher communications, such as PTA, school homepage, eclass (eclass Apps), parent letter, SMS, Whatsapp, phone call and interview. The close liaison with parents has significantly helped students' whole-person development. • The PTA committee members have been enthusiastic and highly supportive to the school. They assisted in different school activities such as Athletic Meet, Teacher-student Day, Book Report Writing Competition, Essay Writing Competitions and PSHE Annual Prize Presentation.	• Not all parents were active and so, new strategies should be adopted to motivate parents to participate in PTA programmes.
6.2 Links with External Organizations	• The school maintains close ties with the community and external organisations. They are valuable resources for arranging learning activities in Life Education Period, Experiential Learning Week, Leadership Training Programmes, Applied Learning, ASD and Visits or field trips of various subjects. All these activities have widened students' horizons and enriched their learning experiences. • The school social workers from Baptist Oi Kwan Social Services Centre have provided tremendous support to the school at all time. • The alumni have shown great care about the development of the school by actively participating in activities organized by the school. The Mentorship Program provides an opportunity for students and alumni to form positive one-to-one mentoring relationships, providing opportunities for the senior students to learn from the outside world and widen their view.	• Students should be encouraged to join the programmes organized by universities and overseas organisations.

Domain IV : Student Performance
Area 7. Attitude and Behaviour

PI	Major Strengths	Areas for Improvement
7.1 Affective Development and Attitude	• A majority of our students possesses a positive attitude towards teachers and stop misbehaving immediately upon teachers' reminders. • Students' achievement in non-academic areas has helped students to develop a good attitude.	• The attendance rate of students was not satisfactory.
7.2 Social Development	• Small class size allows more individual attention, increased participation and better communication between teachers and students.	• More programmes on building confidence and a sense of belonging should be introduced.

Area 8. Participation and Achievement

PI	Major Strengths	Areas for Improvement
8.1 Academic Performance	• Students' English performance (both Level 4 and Level 2) in HKDSE has been higher than all schools in the territory. Students' English proficiency has been higher than those students in local schools. • Good value-addedness performance in English Language (a stanine of 8). • Value-addedness of Chinese Language, Liberal Studies and best 5 subjects have improved. • There was a rise of students meeting the 33222 requirements. • Some subjects have a good record of students' achievements in academic-related areas e.g. inter-school competitions, outside school activities	• To further enhance students' English proficiency. • To further improve students' performance in Chinese Language and Mathematics. • To further enhance the effectiveness of learning and teaching. • Stress management, emotion management, healthier self concept development can be considered to be integrated into suitable subjects. • To reduce non-academic administrative work of teachers. • To enhance examination-oriented skill training and support for students.

PI	Major Strengths	Areas for Improvement
8.2 Non-academic Performance	• Outstanding activity achievement with student receiving personal awards and competition championships. Students displayed great interest in participating in a variety of activities and competitions. Students performed well in the Hong Kong Schools Speech Festival, Hong Kong School Music Festival and Hong Kong School Drama Festival, with a number of individual and group awards. • Life-wide learning activities such as overseas study tours, training camps and community services were provided to students. Much thought was given on the planning and implementation of these activities so as to enrich students' learning experience and broaden their horizons. Students showed great interest in joining the activities and their feedback was very positive. In general, students' performances in clubs, teams, Houses and other school activities were good. KMP 19 showed that the school's performance was higher than the Median. • The school has received Caring School Award in recent years.	• Too many outside-school events and competitions may affect students' classroom learning. The quality and quantity of time and the number of student participants should be well managed by the teacher in-charge. • From the KPM 20, percentages of students participating uniform group and community in past two years dropped.

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 Rosaryhill Secondary School 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 has received "Caring School Award" for several years.

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.

11. We create a rich multi-lingual environment where students learn and use English, Chinese (Cantonese and Mandarin) and Spanish in lessons and school life.

Our Weaknesses

1. Students are diverse in learning abilities, motivations, ethnic and socio-economic backgrounds. Stronger home-school communication and cooperation is important.

2. Further enhancement of our students' learning motivation, self-management skills, self-confidence and self-expectation.

3. Further enhancement of learning and teaching effectiveness for academic accomplishment.

4. The percentages of students participating in uniform group and social services are far less than that of other local schools.

5. Further enhancement of the infrastructure, equipment and facilities of school for supporting new curriculum and educational initiatives.

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 under IMC.

3. Most parents are supportive to school's culture, policies and development directions.

4. With more student intake of different cultural and language backgrounds, Rosaryhill Secondary School has developed into a more international-like school, which can be a positive stimulus to students in terms of learning attitudes, language practice, social and 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 sponsoring scholarships. The Mentorship program and Summer Internship Program also provide a positive stimulus to our students with regards to learning attitude and social interaction.

7. Reduction in class size has led to better class management, learning-and-teaching effectiveness, and individual pastoral care.

8. To cope with the new needs of different students, the school will prepare them for local public examinations (HKDSE) as well as overseas public examinations (IGCSE, GCE, IELTS etc).

9. Availability of different funds and grants (both government and community) for supporting curriculum and educational initiatives

10. Promotion of healthy body healthy mind, values education and life planning education in this new 3-year development cycle to help to foster students' personal growth and to enhance their resilience.

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. Under the present student allocation system, we will accept students of greater learning and ethnical diversity. It is a great challenge to our teaching and learning.

3. 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 lessons, special lessons etc.

4. Some traditional subjects particularly those are taught in Chinese may need to fade out to give way to subjects that are more preferable and favorable to students.

Major Concerns for 2019/20 – 2021/22 (in order of priority)

1. **To foster personal growth**
   培育個人成長

2. **To accomplish academic improvement**
   提升學業成績

School Development Plan (2019/20 – 2021/22)

Major Concern 1   To foster personal growth

Targets		Strategies		Time Scale		
				19-20	**20-21**	**21-22**
1.1	To promote healthy body and healthy mind	1.1.1	To cultivate the atmosphere of healthy body and healthy mind.	✓	✓	✓
		1.1.2	To promote healthy body and healthy mind through various activities.	✓	✓	✓
1.2	To cultivate students' positive values and attitudes	1.2.1	To promote 7 priority values and attitudes.	✓	✓	✓
		1.2.2	To promote core values of Catholic Education.	✓	✓	✓
		1.2.3	To improve students' social skills and enhance their resilience.	✓	✓	✓
		1.2.4	To enhance teachers' capacity to deliver values education.	✓	✓	✓
1.3	To enhance life planning education	1.3.1	To conduct life planning education in various form levels.	✓	✓	✓
		1.3.2	To explore and provide more diversified career pathways for students.	✓	✓	✓
1.4	To raise the sense of belonging towards school	1.4.1	To improve school environment and facilities.	✓	✓	✓
		1.4.2	To enhance teacher-student relationship.	✓	✓	✓
		1.4.3	To enhance team spirit among students through various programs and activities.	✓	✓	✓

Major Concern 2   To accomplish academic improvement

Targets		Strategies		Time Scale		
				19-20	**20-21**	**21-22**
2.1	To optimize curriculum that helps attain students' success and progression	2.1.1	To optimize curriculum planning at various levels.	✓	✓	✓
		2.1.2	To enhance effective delivery of lessons.	✓	✓	✓
2.2	To optimize assessment and enrich learning opportunities that address students' and curriculum needs	2.2.1	To enhance the effectiveness of assessment strategies.	✓	✓	✓
		2.2.2	To promote assessment for learning.	✓	✓	✓
		2.2.3	To use assessment data to inform learning and teaching.	✓	✓	✓
		2.2.4	To enrich learning opportunities that address students' and curriculum needs.	✓	✓	✓
2.3	To promote positive learning support that helps boost learning effectiveness	2.3.1	To enable students to learn and utilize good study attitude and habits.	✓	✓	✓
		2.3.2	To optimize learning support to cater for learner diversity.	✓	✓	✓
2.4	To enhance professional development that promotes academic improvement	2.4.1	To enhance teachers' professionalism in learning and teaching.	✓	✓	✓
		2.4.2	To conduct cross-departmental / cross-KLA professional exchange and sharing for academic improvement.	✓	✓	✓
2.5	To implement Ongoing Renewal of School Curriculum	2.5.1	To implement Major Renewed Emphases (MRE).	✓	✓	✓
		2.5.2	To implement renewed 4 Key Tasks.	✓	✓	✓

Language and MOI Policy

Rosaryhill Secondary 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:

Literacy Competencies	Learning Experience
Reading	Reading fiction and non-fiction books (for Extensive Reading Scheme, e-Library Plus, Raz-Kids ebooks); 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	Individual presentations; Group interactions; HK Schools Speech Festival, English Debating Society , English Drama Club
Independent Learning	Raz –kids ebooks, eLibrary Plus ebooks, HKedCity eRead Scheme
Collaborative Learning	Project work

B.   English as the MOI (EMI) for Learning Other Non-Language Subjects
<u>S.1 – S3:</u>
Subjects taught in English: Mathematics, S.1-S.2 Integrated Science, S.3 Physics, Chemistry and Biology.

Subjects adopt different medium of instruction by class or by group (school-based curriculum): S.1-S.3 Spanish, S.1-S.2 Integrated Humanities, S.3 Geography, S.3 History and S.3 Economics, S.1-S.3 Computer Literacy, Home Economics, Music, Visual Arts, Religious Studies, Physical Education, Life Education.

Subjects taught in Chinese: All other subjects

<u>S.4 to S.6:</u>
Subjects taught in English: Mathematics, Mathematics extended part module 1 & 2, Liberal Studies (English group), all Science subjects; Economics; Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies, Physical Education

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

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**

For NCS students, English is used as the MOI for all subjects except Chinese as a Second Language, Putonghua and Spanish. In Chinese Language education, the school provides NCS students with a modified Chinese as a Second Language program, which teaches Chinese Language in different levels according to their ability. Not only does this specially designed curriculum facilitate the non-Chinese students to migrate to the mainstream Chinese Language curriculum, but also to prepare them for the IGCSE/GCE ASL and other public examination in Senior Levels. What's more, Applied Learning Chinese is also offered to NCS students.

In order to support students with lesser language proficiency, the school also provides Lunchtime Chinese tutorial class, Lunchtime speaking training and after-school Chinese class. In addition, students have the opportunity to learn through outdoor activities. They can learn more about Chinese culture through visits and their interest in learning Chinese is enhanced.

E.   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，推行兩個課程：
(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)   中國語文(第二語言)課程：修讀此課程的非華語學生，將修讀中國語文(第二語言)課程 及/或 應用學習中文課程。學生根據所修讀的課程應考各類國際中文試 及/或 獲得資歷架構認可的相關資歷。

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：以中文(粵語)為教學語言

(2)　　中國語文(第二語言)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)　　中國語文(第二語言)課程：透過螺旋式學習與操練提升學生的中文能力；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、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、口語溝通比賽及寫作比賽等。

(2)　　中國語文(第二語言)課程：校內方面，進行午間說話能力訓練及課後中文補習班，增加學生讀寫聽講中文的機會與訓練；校外方面，按學生能力和需要推薦參加才藝比賽等。

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，提升普通話說話能力。

普通話活動：每年舉辦不同普通話活動，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，希望透過不同形式的比賽，提升學生普通話能力。

F.　Spanish

Spanish is offered to all students from S1 to S3. Spanish lessons are integrated into the school timetable with the aim to maximize students' exposure to a multi-lingual environment. All Spanish classes are taught by native Spanish teachers. There are two groups: **Basic**, those students who have not any previous studies; **Proficient**, those students coming from our primary who have good base of Spanish. In 2019-20, Secondary 1 has started a third group called **Advanced**, formed by the students who come from our primary intensive Spanish class, and any other student with good command of Spanish. They will have 5 lessons a cycle with different and demanding syllabus set by a special teacher, aiming at external examinations.