

2010

School Development Plan 2010/11-2012/13



Effectiveness
Management Capabilities
Effectiveness
Self-management Capabilities
Proficiency
Effectiveness
Management Capabilities
English Proficiency
Effectiveness
Self-management Capabilities
Proficiency
Learning Effectiveness
Self-management Capabilities
English Proficiency

ROSARYHILL SCHOOL (SECONDARY SECTION)

Rosaryhill School (Secondary Section)

School Vision & Mission

Rosaryhill School aims at a wholesome education of its students as conscientious individuals, as useful citizens and as authentic Christians.

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 round up what could be the personality of a good “Rosarian”, qualifying him to become the “conscientious individual, the useful citizen and the authentic Christian” that is the mission of our school.

Holistic Review

Effectiveness of the previous School Development Plan

Major Concern 1: To Foster in Students Courtesy & Positive Values towards People

| Target | Extent of targets achieved | Follow-up action | Remarks |
|--|----------------------------|--|--|
| 1. To increase students' awareness of courtesy | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> In addition to developmental programs and the work of related functional group of teachers, other teachers should also take more active and proactive steps to educate students on courtesy. |
| 2. To strengthen moral education on courtesy and positive values | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> Close follow-up with effective measures on students with frequent absence/lateness need to be strengthened. Consistent appearance checking throughout the school year to uphold a positive image is necessary. Stronger home-school communication to seek parental support is important. |
| 3. To assure students of their courtesy and positive values | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> Education, awards, recognition, and positive feedback are useful to develop students' positive values as well as their self-management skills. |
| 4. To instill a sense of belonging in students | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> Sense of belonging need to be strengthened. Class spirit and effectiveness of class stewardship varied amongst classes. All teachers' involvement is necessary. |

Major Concern 2: To Enhance Learning Effectiveness of Students

| | | | |
|--|-----------------|--|--|
| 5. To improve students' learning attitude & behavior | Partly achieved | Continue to be a target of major concern in the next SDP | <ul style="list-style-type: none"> Senior forms performed better than junior forms Related Office and Teams should work out some practical strategies. |
| 6. To stimulate students' learning motivation | Partly achieved | Continue to be a target of major concern in the next SDP | <ul style="list-style-type: none"> Needs practices and time to adopt various pedagogies. NSS electives, MOI (English + Chinese), web-based platforms, shared resources, exam skills training are some strategies employed. |
| 7. To uphold an effective classroom management | Partly achieved | Continue to be a target of major concern in the next SDP | <ul style="list-style-type: none"> Need to be strengthened in a whole-school approach with the support and involvement of all teachers. Greater challenge nowadays to be effectively handled. |

| | | | |
|---|-----------------|--|---|
| 8. To help students to submit assignments on time | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> Collection of home assignments in various forms is still a serious problem especially in weaker classes. |
| 9. To attain good attendance and participation in school functions and activities | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> A clear guideline and instant follow-up should be able to achieve improvement. |
| 10. To increase students' opportunities of practicing English | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> There is much room for improvement Opportunities will be much greater in next school year according to school's language policy and new Major Concern 1. |
| 11. To increase students' opportunities of practicing Chinese | Partly achieved | Incorporated as routine work | <ul style="list-style-type: none"> To be determined by responsible KLA |
| 12. To strengthen students' English and Chinese language proficiency | Partly achieved | Continue to be part of a target of major concern in the next SDP | <ul style="list-style-type: none"> Plans to be designed by responsible KLAs. |

Major Concern 3: To Upgrade Students' Performance in Public Examinations

| | | | |
|--|-----------------|------------------------------|--|
| 13. To facilitate students to realize their abilities and monitor their learning progress. | Partly achieved | Incorporated as routine work | <ul style="list-style-type: none"> To be determined by responsible persons. |
| 14. To help students to be well prepared for public examinations | Partly achieved | Incorporated as routine work | <ul style="list-style-type: none"> Mainly arranged between teachers and students, or some departments. Can be more structurally planned ahead. To be determined by responsible persons |
| 15. To increase the passing percentage in public examinations | Partly achieved | Incorporated as routine work | <ul style="list-style-type: none"> Some subjects had significant improvement while other subjects had dropped. |
| 16. To increase the number of students obtaining good grade | Partly achieved | Incorporated as routine work | <ul style="list-style-type: none"> Intensive practice and drilling for target groups is essential. |

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 | <ul style="list-style-type: none"> The school formulates appropriate development priorities, taking into account its mission and vision, students’ needs and self-evaluation findings | <ul style="list-style-type: none"> The transparency and accountability in school management decisions and processes can be enhanced. |
| 1.2 Implementation | <ul style="list-style-type: none"> The school is able to effectively co-ordinate and monitor the implementation of its priority tasks and to enhance communication and collaboration among subject panels/committees for realization of the school plan. The school can properly handle exigencies that affect student learning and safety. | <ul style="list-style-type: none"> Resources should be deployed more effectively for the implementation of priority tasks to promote student learning and to strengthen student support. |
| 1.3 Evaluation | <ul style="list-style-type: none"> A school self-evaluation mechanism (Planning-Implementation-Evaluation) is in place which functions effectively. A self-evaluation culture is established. The school evaluates the effectiveness of its priority tasks through different stakeholder surveys and meetings of different teams and KLAs. Evaluation findings and feedback are gathered for use in future SBM discussions. The school regularly informs stakeholders of its performance through different channels such as the school homepage, e-class system, and newsletter. | |

Area 2. Professional Leadership

| PI | Major Strengths | Areas for Improvement |
|--|---|--|
| 2.1 Leadership and Monitoring | <ul style="list-style-type: none"> School management and middle managers have sufficient professional knowledge who are able to keep abreast of the latest trends in educational development, including those in their respective areas of expertise. They are able to fulfill their planning, co-ordination and monitoring functions and are committed to driving the school’s sustained improvement. | <ul style="list-style-type: none"> The school management can lead the teaching staff in building a common vision for school development through effective opinion collection, announcements and instructions. |
| 2.2 Collaboration and Support | <ul style="list-style-type: none"> The working relationship between the school management and most teaching staff is harmonious and communication is generally smooth. There is a mentor system for new teachers, which provides effective support to new teachers. | <ul style="list-style-type: none"> Team collaboration and morale are acceptable, with room for enhancement. Consensus has yet to be reached with the teaching staff on the implementation of reform measures regarding the school. |

| PI | Major Strengths | Areas for Improvement |
|--|---|--|
| <p>2.3 Professional Development</p> | <ul style="list-style-type: none"> The school management assigns duties to members of staff commensurate with their abilities/expertise, thus making optimal use of them. “Staff appraisal” and “Principal interview” is good for self-reflection and professional development planning. Teacher Development Days are held and designed with theme addressing the concerns of the teachers and the school. | <ul style="list-style-type: none"> Strengths, weaknesses, as well as the training needs of teaching staff for continuous improvement of their work performance can be highlighted in staff appraisal and principal interview. |

Domain II : Learning and Teaching

Area 3. Curriculum and Assessment

| PI | Major Strengths | Areas for Improvement |
|---|---|--|
| <p>3.1 Curriculum Organisation</p> | <ul style="list-style-type: none"> A flexible and open curriculum framework has been formulated, through the appropriate allocation of lesson time, to provide students with a broad and balanced curriculum and opportunities for whole-person development. We are trying to make the curriculum content move towards the goal of learning being well connected to students’ daily life, and provide students with diversified learning experiences. | <ul style="list-style-type: none"> There are too many subjects in S.3 level, and some of which consist of higher form contents. It would be much easier for students to handle their studies if some practical subjects can be released from exam. |
| <p>3.2 Curriculum Implementation</p> | <ul style="list-style-type: none"> Various KLAs are able to formulate plans geared to curriculum objectives and follow them through. Teachers care about the students and give them praise and encouragement. Teacher-student relationships are generally good. This stimulates students’ intellectual development, helps them manage emotion, and develop personal interests. Students are provided with knowledge appropriate to their age and stage of development and learn more about academic and career pathways. | <ul style="list-style-type: none"> Collaboration among committees and the use of resources could be further enhanced. |
| <p>3.3 Performance Assessment</p> | <ul style="list-style-type: none"> Various KLAs are able to implement and follow through the school assessment policy (Assessment for Learning) with concrete strategies. The design of assignments takes into due consideration students’ interests and abilities and helps consolidate and extend what they have learnt. The school systematically maintains records of students’ academic and non-academic performance and experiences, thus completely updating students’ achievements and abilities in different aspects. | <ul style="list-style-type: none"> We can work more on students’ self-assessment, peer assessment and parent assessment. Assessment content should cover the knowledge, attitude and generic skills that students have learnt at different learning stages. |

| PI | Major Strengths | Areas for Improvement |
|---|--|-----------------------|
| <p>3.4 Curriculum Evaluation</p> | <ul style="list-style-type: none"> The school has established an effective mechanism to monitor and evaluate curriculum implementation. Apart from the usual teaching and learning activities, lesson observation and assignment inspection are used to gauge the quality of the teaching programmes and learning activities. Different KLAs strategically review, and reflect on the outcome of work in the light of set objectives. | |

Area 4. Student Learning and Teaching

| PI | Major Strengths | Areas for Improvement |
|---|---|--|
| <p>4.1 Learning Process</p> | <ul style="list-style-type: none"> From the stakeholder surveys, students expressed that they are interested in learning, especially when the content is related to their daily life experiences. A certain percentage of students possess good attitudes, motivation, interest and confidence in learning. Quite a number of students often review their learning based on test/exam results and teachers’ comments, and are able to utilize feedback to improve their learning. Both teachers and students thought that students were good at using a variety of resources, such as the internet and the library in learning. Some students are able to apply what they have learnt in test/ exam situations. | <ul style="list-style-type: none"> Students’ attitudes, initiative and confidence in learning should be further uplifted. |
| <p>4.2 Learning Performance</p> | <ul style="list-style-type: none"> Many students expressed that they finish their assignments seriously and are eager to do extra assignments and prepare well for their examinations. Students appear to be more competent and confident with oral communication, but weaker to express their ideas in essays and written format. The school has a comprehensive whole school reading scheme. Many students like reading. | <ul style="list-style-type: none"> A NHW policy should be established for students who frequently fail to hand in their assignments. There should be better school-parent communication. More training on the development of writing skills could be provided. Students should be encouraged to read more essays and newspaper. Tutorial lessons and bridging courses should be provided. NETs should be allocated to spend more time on developing resources and conducting S4 and S5 oral lessons. |
| <p>4.3 Teaching Organisation</p> | <ul style="list-style-type: none"> Teachers can generally prepare their lessons according to the standard of the students, and also cater for the diversity of learning ability. Teachers try hard to tailor make different sets of materials for different classes according to their level and ability. Uniform Test/ Exam papers are set in 3 levels of difficulty (i.e. basic, core and extension) to cater for different student abilities. | <ul style="list-style-type: none"> English proficiency could be used for student streaming criteria. There should be more sharing of teaching materials and teaching experience. |

| PI | Major Strengths | Areas for Improvement |
|--|---|---|
| <p>4.4 Teaching Process</p> | <ul style="list-style-type: none"> • All teachers possess good communication skills and are proficient in the MOI of the subjects. All English language teachers have acquired benchmark qualification standards. • Teachers are able to prepare questions displaying a range of difficulties that cater for learning diversity. The teaching content and strategies were frequently revised for students’ learning progress. • Learning atmosphere in classrooms was generally good. • Different activities including group discussion, oral presentation, project learning, visits and field trips were being held. | <ul style="list-style-type: none"> • Streaming of students is very important. The English standard of some students is not high enough for the lessons to be conducted in English. • Some teachers need to spend more time in controlling the discipline of some classes. • Teachers need to work more on higher-order questioning skills, prompting student learning strategies and use appropriate question words to develop students’ critical thinking skills. |
| <p>4.5 Feedback and Follow-up</p> | <ul style="list-style-type: none"> • Survey results indicated that teachers encourage and praise their students frequently. They are able to provide appropriate feedback to students to help them improve and to keep an eye on their learning progress. | <ul style="list-style-type: none"> • Teachers should be aware of the quality of their feedback. • Teachers should provide opportunities for students to reflect on their learning progress and problems. |

Domain III : Student Support and School Ethos

Area 5. Student Support

| PI | Major Strengths | Areas for Improvement |
|---|--|---|
| <p>5.1 Support for Student Development</p> | <ul style="list-style-type: none"> • A harmonious relationship among students and teachers is maintained. • The Invitational Education Program for S.1 and S.2 students has been launched, and will be extended to S3 in next school year. • Structural LEP lessons, morning talks and school assemblies foster positive values among students. • Students are provided opportunities for joining community services to enhance their social awareness and civic responsibilities. • ALA classes and remedial classes are organized to cater for students’ learning diversity. • An Integrated Learning Week (ILW) has been arranged for students of all form levels to broaden their life experiences and perspectives through various kinds of external and overseas activities and trips. • Leadership training programmes are provided to senior students and junior form potential students . • The emphasis on Other Learning Experiences (OLE) reminds students of the need to balance their thinking and appreciate diversity. | <ul style="list-style-type: none"> • Students are generally weak in self-management and self-discipline. • Consensus should be made among teachers on implementing school regulations. • Students may not be able to apply what they have learnt from ILW after they return to school. |

| PI | Major Strengths | Areas for Improvement |
|--------------------------------------|--|--|
| <p>5.2 School Climate</p> | <ul style="list-style-type: none"> • Staffs in the school are amicable to each other. • A collaborative working atmosphere within the same panel is maintained. • Different teams have clear directions about their administrative work. • The school focuses on a wholesome education philosophy, which develops students' potential and different aspects of intelligence. | <ul style="list-style-type: none"> • Developing students' potential in all aspects may weaken their ability to reach their potential in their strongest aspect. • More opportunities to enhance students' English proficiency should be provided. • Better communication and transparency are needed. |

Area 6. Partnership

| PI | Major Strengths | Areas for Improvement |
|---|--|--|
| <p>6.1 Home-school Cooperation</p> | <ul style="list-style-type: none"> • The school attaches importance to home-school co-operation and there are various channels between school and parents such as PTA, school homepage, eclass, parent letter and phone call. • The parents from S1&2 are generally active and highly supportive of the school. Parent volunteers assist in different activities. • PTA organizes a number of social and parent-child activities, thus enhancing home-school cooperation and communication. • Programs provided by school assist parents in the development of their child's social skills and overall growth. | <ul style="list-style-type: none"> • More effective communication channels should be formulated, such as comprehensive SMS, parent / personal email, "sundeshine calls". • New strategies should be adopted to motivate senior form parent to participate in PTA programs. • Responses to parents' opinions should be improved. |
| <p>6.2 Links with External Organisations</p> | <ul style="list-style-type: none"> • The school maintains a good relationship with the community and external organizations that provide strong support and resources in the implementation of various activities and programs. • The alumni care very much about the development of the school who actively participate in activities organized by school and help promote the school's sustainable development. There are scholarships sponsored by alumni every year. There is also a Mentorship Program for senior form students, and this year a Summer Internship Program for S6 students to the University of Hong Kong and the Hong Kong Polytechnic University. | |

Domain IV : Student Performance

Area 7. Attitude and Behaviour

| PI | Major Strengths | Areas for Improvement |
|--|---|---|
| <p>7.1 Affective Development and Attitude</p> | <ul style="list-style-type: none"> • The implementation of Invitational Education and programs like Stars of the Month and community service enable students to do better academically and help them to develop their potential in order to boost their self-image. • Both students and parents agreed that teachers try to use different teaching strategies to help students learn better and increase their confidence. • Through the harmonious relationship between teachers and students, love and care in school and the teachers’ efforts, teachers can become “ buddies” of students and guide them to learn positive values. | <ul style="list-style-type: none"> • School should continue to render love and care to our students because of their learning diversity and their lack of confidence. • Teachers can equip themselves with the knowledge and skills in dealing with students’ diversity by attending workshops or seminars. • Students lack confidence in learning, especially English. Some tend to give up easily. • Self-management skills and healthy lifestyle need to be fostered. • Training of Student Leaders to become role models of the junior forms should be strengthened. |
| <p>7.2 Social Development</p> | <ul style="list-style-type: none"> • Students are generally aware of the importance of courtesy. • According to the APASO, students’ rating regarding their interpersonal relationships and social skills was positive. • Students generally agreed that they got along well with fellow schoolmates. (EDB stakeholder survey) • Students are encouraged to do community service to create a helping and caring atmosphere. | <ul style="list-style-type: none"> • School should be assertive to some main points of the school regulations such as appearance to the students. • The rating concerning fostering leadership was not that high. Number of students actively participate in extra-curricular activities was not great. • Class stewardship to lead and encourage students’ sense of belonging, responsibilities and positive attitudes is important. |

Area 8. Participation and Achievement

| PI | Major Strengths | Areas for Improvement |
|--|--|--|
| <p>8.1 Academic Performance</p> | <ul style="list-style-type: none"> • Many students participated in the Australian Mathematics Competition. Remarkable prizes were awarded. • Prizes were also awarded in the Olympic Mathematics Competitions. | <ul style="list-style-type: none"> • A large percentage of the S5 and S7 graduates continue education in post-secondary or vocational training courses rather than being admitted into university Bachelor degree courses. • Percentage of S5 students scoring 14 points or above in 6 subjects was not high. • Strategies have to be designed to enhance the performance of students in public examinations. |

| PI | Major Strengths | Areas for Improvement |
|--|---|---|
| <p>8.2 Non-academic Performance</p> | <ul style="list-style-type: none"> • The School organized a large group of students (48.3 % junior students and 23.6% senior students) to participate in territory-wide inter-school competitions. Good results were achieved in inter-school competitions, both in sports and cultural events. • Our school organized different sports school teams and clubs. Badminton and table-tennis school teams got very good results. • Good results have been achieved in the past few years in the HK Schools Music Festival, and Speech Festival. • All S2 classes participated in community services under the Invitational Education program, and S4 students participated in various kinds of community services as OLE. | <ul style="list-style-type: none"> • The target identified in the compulsory S1 activities participation policy was not met. • Number of students participated in uniform groups was below expectation. • More encouragement and recognition has to be given in these areas. |

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. With all students staying inside the school premises during the school hours, there is more time for school life and teacher-student interaction.
5. Our school possesses a large, professional teaching force, keeping abreast of continual professional development to new educational trend. Most of our teachers are highly experienced and capable, of whom there are 2 NET teachers help increase the language proficiency of the talented students.
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. Both students and parents are impressed by teachers' knowledge and caring attitude.
8. Good teacher-student relationships and good parent-school relationships.
9. Good connection with external organizations and strong support from alumni in mentorship and scholarship.

Our Weaknesses

1. Students are diverse in learning abilities, motivations and socio-economic backgrounds. Home-school communication and cooperation is important.
2. Students' learning motivation & attitude, courtesy, self-discipline, 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. Effective leadership in overall policy formulation, implementation, monitoring and evaluation is essential.
5. Transparency of school's decision making process, collaboration and cooperation among teaching staff, positive measures to evenly distribute extra workloads and to maintain teacher morale and job satisfaction as well as job security need to be further cultivated.

6. 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 reform.

Our Opportunities

1. Parents are supportive to school's culture, policies and development directions.
2. Admission of newly arrived mainland immigrants can be a positive stimulus to our students in regard to learning attitudes and social interaction.
3. A resourceful school homepage is a good external communication channel and source of information for increasing public access and enquiries.
4. With a large teaching force, our school can offer more elective subjects to our students in the NSS.
5. To prepare for the NSS, teachers will be given more opportunities to work collaboratively and learn new pedagogies. This helps to promote their cooperation and cohesion as well as competency in handling student problems.
6. Good relationship with external organizations. This can help to promote cooperation and cohesion in providing services to our students.
7. Alumni are supportive to school. They can be a positive stimulus to our students in regard to learning attitude and social interaction.
8. OLE in NSS provides opportunities for our students to have more exposure to non-academic experience and achievement so as to build up their confidence.
9. Reduction in class size leading to better class management, learning-and-teaching effectiveness, and individual pastoral care.
10. New Major Concerns and new language policy set targets for the school, teachers and students for progress and improvement.

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.
2. The threat of cutting down number of class implies also the decrease in number of teachers and 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. Teachers' increasing workload affects the quality and quantity of interaction time with students. Uncertain job security affects the

morale and commitment of some teachers.

5. HKDSE will become more challenging to some of our students under the 334 parallel class level structure.
6. Increasingly complicated and alienated family relationship affects family support to students' learning and parent-school communication.
7. Wave of individualism and impact of youth subculture affect students' learning motivation & attitude, moral judgment, and inter-personal skills

Major Concerns for 2010/11 – 2012/13 (in order of priority)

- 1. To Enhance Students' English Proficiency, Confidence and Enjoyment of English.**
提升學生英語能力，使其有信心及愉快地學習英語。

- 2. To Enhance Student Learning Effectiveness.**
提升學生學習效能。

- 3. To Develop and Enhance Students' Self-management Capabilities.**
提升學生自我管理能力的。

School Development Plan (2010/11 – 2012/13)

Major Concern 1: To Enhance Students' English Proficiency, Confidence and Enjoyment of English.

| Targets | Time Scale | | | A General Outline of Strategies |
|---|------------|-------|-------|--|
| | 10/11 | 11/12 | 12/13 | |
| 1. To devise a comprehensive English curriculum catering diverse learning needs (T1) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To strengthen the junior curriculum with focus on vocabulary acquisition and content-building ● To strengthen teacher development and peer collaboration among English panel members ● To stretch abilities of capable English learners |
| 2. To enhance English learning abilities, interest and confidence of students (T2) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To increase students' exposure to using English in learning other subjects and in their daily life ● To increase opportunities for both teachers and students to interact in English. ● To foster an English rich environment for students to learn and use English with joy ● To improve the English learning ability of less capable students ● To build student confidence by exposing them to continuous assessment and activities |
| 3. To strengthen the collaboration between English KLA and different KLAs/Teams (T3) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To set up a MOI committee to provide leadership in the planning and implementation of school language/MOI policy ● To strengthen collaborative activities and competitions between different KLAs/Teams |

Major Concern 2: To Enhance Student Learning Effectiveness.

| Targets | Time Scale | | | A General Outline of Strategies |
|---|------------|-------|-------|--|
| | 10/11 | 11/12 | 12/13 | |
| 1. To cater for students' learning diversity (T4) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To have class allocation and teaching strategies devised according to students' abilities & performance ● To improve the teaching effectiveness in ALA classes ● To provide resources and assistance to students of different abilities |
| 2. To improve students' learning motivation and attitude (T5) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To educate and motivate students to make learning a habit ● To continuously assess students' performance during lessons in every subject ● To assist students to complete and submit assignments on time ● To award students good learning habits or achievements ● To develop and use multifaceted activities/programs to stimulate learning motivation |
| 3. To improve students' learning environment (T6) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To categorize and distribute activities throughout the school year ● To require students to bring the necessary teaching and learning materials ● To maintain a clean and favorable environment for teaching and learning |
| 4. To foster students' learning and organizing skills (T7) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To develop in students necessary learning skills ● To develop in students necessary organizing skills |

Major Concern 3: To Develop and Enhance Students' Self-management Capabilities.

| Targets | Time Scale | | | A General Outline of Strategies |
|---|------------|-------|-------|---|
| | 10/11 | 11/12 | 12/13 | |
| 1. To develop students' sense of self-management (T8) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To provide training activities for students on self-management skills and/or leadership skills ● To promote class stewardship designed to foster class spirit and class management |
| 2. To uphold effective classroom management and self-discipline of students (T9) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To develop a school-based classroom management system & sharing channels among teachers ● To adopt developmental and preventive measures to promote “self-discipline” |
| 3. To maintain students' good attendance to school and to class (T10) | ✓ | ✓ | | <ul style="list-style-type: none"> ● To set up a consistent and effective system to deal with students who are absent or late to school/ class ● To seek collaboration of PTA and parents |
| 4. To cultivate a positive image of neat appearance in students (T11) | ✓ | ✓ | ✓ | <ul style="list-style-type: none"> ● To emphasize the importance of appearance and provide clear standards to students, teachers and parents. ● To enforce a whole-school neat appearance system. |

Language and MOI Policy

Rosaryhill School aims as providing an education with a strong weight on the importance of values and on "Trilingualism and Bilingualism". The followings, language and MOI Policy and the corresponding strategies used will be described.

A. English Language Education KLA

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

| Linguistic Skills | Learning Experience |
|-------------------------------|---|
| Reading | Reading fiction and non-fiction books (for Extensive Reading Scheme / Youth Reading Programme with books mail-ordered from Scholastic, class library, and school library); Reading newspapers; Form level readers |
| Writing | Monthly writing assignments; Writing book reports; Writing film reviews; Writing poems and songs; Writing dairies and journals; Writing newspaper commentaries; Writing competitions |
| Listening | Film/documentary viewing; Drama/musical appreciation; Listening drills and dictations |
| Speaking | Talking Booth activities; Individual presentations; Group interactions; Inter-class competition; HK Schools Speech Festival; Phonics workshop for S.1; Speech training workshop for S.4 |
| Independent Learning | Interactive online learning package(throughout school year, self-access) |
| Collaborative Learning | English Zone; Project work |

B. English as a MOI (EMI) for Learning Other Subjects

S.1 and S.2

S.3

| Subject | First Term | Second Term | Subject | First Term | Second Term |
|-----------------------|--|--|-------------|--|--|
| Mathematics | - All topics taught in Chinese - Books in Chinese used - Tests and Examinations in Chinese | - All topics taught in English - Books in English used - Tests and Examinations in English | Mathematics | - All topics taught in Chinese - Books in Chinese used - Tests and Examinations in Chinese | - All topics taught in English - Books in English used - Tests and Examinations in English |
| Integrated Science | | | Physics | | |
| Computer Literacy | | | Chemistry | | |
| Integrated Humanities | | | Biology | | |
| | Economics | | | | |
| | Geography | | | | |
| | History | | | | |
| | Computer Literacy | | | | |
| | | | | | |

Senior secondary levels academic subjects taught in English: Mathematics, Mathematics extension modules; all Science subjects; Economics;

Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies; Music.

C. Other School-based EMI Supports

To further enrich the English-learning atmosphere of the school, all information-providing announcements, the school website; the language interface of the eClass for all student accounts; all boards displays (except poster displays provided by external sources which all-English version is unavailable) will be in English (**NOT** bilingually).

For Junior Levels, Monday Presentations will be delivered in English and in Chinese alternatively. For Senior Levels, Monday Presentations will be delivered in English only. For Masses and Religious Ceremonies, apart from the homily, the whole ceremony, including the liturgy, the bible readings, the responsory, the prayers of the faithful, and the hymns, etc., will be delivered in English. For the Speech Day, the speech of the M.C. will be delivered in English and Putonghua bilingually.

Letters to Parents will be written in both English and Chinese bilingually.

D. Supports for NCS Students

Starting from S.1 (to be progressively implemented to S.3), Chinese speaking and NCS students are grouped separately for learning and teaching. The Chinese speaking group mainly adopts Chinese as the MOI. For the NCS group, English is used as the MOI for Mathematics, Integrated Science, Integrated Humanities, and Computer Literacy to cater for the learning needs of this group of students whereas Chinese is adopted as the MOI for the remaining non-language subjects in order to increase their exposure to the language.

After school learning support curriculum tutorials are set up for NCS and newly immigrant students to increase their confidence in learning.

E. 普通話科

1. 普通話教學政策：

- 延續每級開設一班「普通話教中文」的政策，檢討並完善教學策略。
- 調適初中普通話課程，以配合新高中「普通話傳意」課程以聽說為主的需求。

活動：

- 校內 — 普通話交流日：全年共 16 次，於初中有蓋操場設置交流攤位，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、朗誦及歌唱，並於禮堂進行決賽及表演，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：校際中文朗誦節等等)，希望透過不同形式的比賽，加強學生普通話能力的訓練。規定初中每級必須派出一隊參與集體朗誦比賽。