

Rosaryhill School

(Secondary Section)



School Development Plan 2013/14 – 2015/16

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 Enhance Students' English Proficiency, Confidence and Enjoyment of English.

Target	Extent of targets achieved	Follow-up action	Remarks
1. To devise a comprehensive English curriculum catering diverse learning needs	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> • To be determined by responsible KLA/persons. • Develop more effective teaching and learning materials.
2. To enhance English learning abilities, interest and confidence of students	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> • Enrich the English learning environment in campus • Develop more effective learning and learning materials. • Drama program has been extended with the aid of an outside organization. • Strengthen English activities & competitions for students inside and outside school.
3. To strengthen the collaboration between English KLA and different KLAs/Teams	Partly achieved	Continue to be part of a target of major concern in the next SDP	<ul style="list-style-type: none"> • Language Across Curriculum implemented. It is suggested that LAC should be led by the English KLA. • Various cross KLA programs between English KLA and other KLA/Teams completed.

Major Concern 2: To Enhance Student Learning Effectiveness

4. To cater for students' learning diversity	Partly achieved	Continue to be a target of major concern in the next SDP	<ul style="list-style-type: none"> • Sharing experiences between teachers can assist to develop tailor-made resources to cater for students with different abilities. • To provide a more structured after-school tutoring activities to students with learning difficulties throughout the school year. • Needs practices and time to adopt various pedagogies. • Should have a well- round system to tackle this issue.
5. To improve students' learning motivation and attitude	Partly achieved	Incorporated as routine work	<ul style="list-style-type: none"> • To develop in student a long term positive attitude towards learning is essential. • Education, awards, recognition, and positive feedback are useful to develop students' positive values as well as their learning motivations.

<p>6. To improve students' learning environment</p>	<p>Partly achieved</p>	<p>Incorporated as routine work</p>	<ul style="list-style-type: none"> • Effort has been put but the result is not satisfactory. • Students' civil awareness is weak. • Lack of sense of belonging to school. 'My school, my home' and 'My class, my home' should be reinforced. CT/ACT can play an important role.
<p>7. To foster students' learning and organizing skills</p>	<p>Partly achieved</p>	<p>Continue to be part of a target of major concern in the next SDP</p>	<ul style="list-style-type: none"> • Good learning attitudes first and then good learning skills. • To be determined by responsible persons.

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

<p>8. To develop students' sense of self-management</p>	<p>Partly achieved</p>	<p>Continue to be part of a target of major concern in the next SDP</p>	<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. • Guidance and training to students necessary.
<p>9. To uphold effective classroom management and self-discipline of students</p>	<p>Partly achieved</p>	<p>Continue to be part of a target of major concern in the next SDP</p>	<ul style="list-style-type: none"> • A 'Love and Care' school to students. When students love the school, discipline problems can be solved more easily. • Classroom management for NCS classes should be shared to all teachers.
<p>10. To maintain students' good attendance to school and to class</p>	<p>Partly achieved</p>	<p>Continue to be part of a target of major concern in the next SDP</p>	<ul style="list-style-type: none"> • Close follow-up with effective measures on students with frequent absence/lateness need to be strengthened. • Better collaboration within school offices, and better collaboration between school and parents can help to uphold a good student attendance.
<p>11. To cultivate a positive image of neat appearance in students</p>	<p>Partly achieved</p>	<p>Incorporated as routine work</p>	<ul style="list-style-type: none"> • Consistent appearance checking throughout the school year to uphold a positive image is necessary. • Enforce communication between teachers and parents.

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 between both parties 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. • Teacher Development Days are held and designed with theme addressing the concerns of the teachers and the school. • Teachers are constantly updated with professional development information and are encouraged and supported to keep abreast of new knowledge through continuous professional development. 	<ul style="list-style-type: none"> • Having surplus teachers in school becomes a hindrance to hire substitute teacher so as to release more teachers to take courses.

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. • No written Exam is required for practical subjects, so that students can focus on some core subjects. 	<ul style="list-style-type: none"> • Insufficient resources to share among the various subjects, therefore well planning is needed for a better outcome. • More cross subject collaboration can be done with similar topics. • In coping with public exams, more resources should be allocated for academic subjects.
<p>3.2 Curriculum Implementation</p>	<ul style="list-style-type: none"> • KLAS’ plans are geared to curriculum objectives and follow through. • 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"> • The Academic Office should coordinate and monitor the subject collaboration. • Learning diversity is great within each class. More resources and planning are needed beforehand according to the needs of each department.
<p>3.3 Performance Assessment</p>	<ul style="list-style-type: none"> • Concrete strategies are carried out through different KLAS. • Assessments are well tailored to the abilities and interests of the students. • Diversified assessment format to meet the different needs and abilities (low, medium and high levels) of the students. 	<ul style="list-style-type: none"> • Self assessment and reflections can be done and carried out in most of the subjects.
<p>3.4 Curriculum Evaluation</p>	<ul style="list-style-type: none"> • Lesson / Peer observation and assignment inspection have been done periodically to evaluate the effectiveness of the curriculum. • Discussion on the subject curriculum within departments has been done. 	<ul style="list-style-type: none"> • The Academic Office should encourage each department to perform lesson and peer observation every year.

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"> 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 which can cultivate the reading atmosphere of students. A NHW policy has been established for students who frequently fail to hand in their assignments. There is more support to teachers in junior levels for handling these cases. 	<ul style="list-style-type: none"> More training on the development of writing skills could be provided to our students. They should be encouraged to read more essays and newspaper. Due to the great learning diversity in Chinese of junior levels, streaming of NCS students in a cross-level structure according to their Chinese abilities should be done if possible Uplifting the Chinese ability of NCS students.
<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. We have started the practice of subject collaboration among different KLA teams. Sharing of teaching materials is a general practice for all departments. 	<ul style="list-style-type: none"> More interactive lesson activities should be organized to fulfill different students’ need (esp. for NCS students, as their attention spans are commonly shorter than that of local students)
<p>4.4 Teaching Process</p>	<ul style="list-style-type: none"> 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. From the stakeholder surveys, most students and parents expressed that they appreciate the teaching performance of RHS teachers. Different activities including group discussion, oral presentation, project learning, visits and field trips were being held. 	<ul style="list-style-type: none"> Classroom discipline for some classes should be improved and more school support would be appreciated. As our students come from many different countries and have different cultural backgrounds, teachers should understand more about these differences to reduce the communication barrier during the teaching and learning. Moreover, teachers should make good use of the merits of different cultures to facilitate collaborative learning.

PI	Major Strengths	Areas for Improvement
<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. Positive reinforcement (e.g. small gifts/snacks/prize presentation in public/...) is given to our students. • Recognition of student achievement has a positive impact on students learning attitude. 	<ul style="list-style-type: none"> • We should help students aim higher according to their personal potential.

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. • 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. • Remedial classes are organized to cater for students' learning diversity. • Integrated Learning Week (ILW) arranged for students of all form levels help 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"> • Better relationship with parents help to educate the students better. • Students have more time for school as they have to stay at school during all school hours. • Programs held by discipline & counseling terms helps to instill more positive values into students. • Students are generally weak in self-management and self-discipline.

PI	Major Strengths	Areas for Improvement
<p>5.2 School Climate</p>	<ul style="list-style-type: none"> • A collaborative and amicable working relationship amongst teachers is maintained. • The school focuses on a wholesome education philosophy, which develops students' potential and different aspects of intelligence. • There is a good teacher-student relationship and good parent-school relationship. • Good attendance policy resulted in good attendance rate. • The school makes good achievement in integrating NCS students into the school. • Collaboration of teachers' and staffs' effort provides great support to students both in learning and personal development. • Interaction-Time enables more teacher-student interaction to care and educate student. 	<ul style="list-style-type: none"> • More interaction and communication are good ways to promote school to the parents. • It is important to help students to maintain a healthy school life. • Measures and programs of cultural integration should be attended to.

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, SMS and phone call. • The PTA committee members are generally active and highly supportive of the school. Parent volunteers will assist in different school activities such as Open Day and Walkathon. • The school management fully supports the PTA activities, and the Principal always attends the PTA activities. 	<ul style="list-style-type: none"> • New strategies should be adopted to motivate senior form parent to participate in PTA programs. • To share the experience with some international schools. • To organize the activities under the school level, not just by PTA. • To organize different kinds of activities for the parents such as cookery class
<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 that 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. 	<ul style="list-style-type: none"> • To encourage the students to join the program organized by the University and oversea organizations.

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

PI	Major Strengths	Areas for Improvement
7.1 Affective Development and Attitude	<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 and sense of belonging. • The moral education in school is weak and should be enhanced. • Self-management skills and healthy lifestyle need to be fostered. • I.E. is an intrinsic education. The effectiveness of I.E. is hard to be evaluated. • Teachers can equip themselves with the knowledge and skills in dealing with students' diversity by attending workshops or seminars.
7.2 Social Development	<ul style="list-style-type: none"> • Students generally agreed that they got along well with fellow schoolmates. • Students are encouraged to do community service to create a helping and caring atmosphere. • Number of serious misbehavior cases is decreasing. • Resources for students' learning are rich. • Class size is smaller and classroom management is easier. 	<ul style="list-style-type: none"> • Teacher should motivate student to develop positive value and uplift their moral standard. • Students' leadership skills should be improved. • 'Big brothers and sisters' program can be introduced.

Area 8. Participation and Achievement

PI	Major Strengths	Areas for Improvement
8.1 Academic Performance	<ul style="list-style-type: none"> • The performance of our students in English Language in HKDSE is good, this indicates the strategies in improving our students' English proficiency in pass years are effective. • There is an increase in number of students being admitted into bachelor degree programmes of local universities through JUPAS and other universities in Hong Kong or abroad. • Students performed very well in inter-school competitions and co-curricular activities organised by Liberal Studies Department and obtained numerous awards. • There is a significant increase in overall pass percentage in HKDSE. 	<ul style="list-style-type: none"> • According to the TSA and Pre-S1 test result, Chinese, English and Mathematics need to be improved. • Percentage of satisfying minimum requirement of going university is only 15% that is far below the tertiary percentage. More effort should be put to raise the percentage. • A large percentage of the graduates continue education in post-secondary or vocational training courses rather than being admitted into university Bachelor degree courses.

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 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 Chinese and English 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"> • Number of students participated in uniform groups was below expectation. • The consistent school policy was needed to help the development of activities

SWOT Analysis

Our Strengths

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

Our Weaknesses

1. Students are diverse in learning abilities, motivations, ethnic and socio-economic backgrounds. 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. No all teachers agree with school's direction of development. 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 changes.
7. The percentage of students participating in uniform group is far less than that of other local schools.
8. Percentage of students entering into university degree programs is not high. More S6 graduates take sub-degree programs or study overseas.

Our Opportunities

1. Parents are supportive to school's culture, policies and development directions.
2. More intakes of newly arrived students (NAC) and non Chinese speaking (NCS) students can be a positive stimulus to local students in regard to learning attitudes, language practice, and social & cultural interaction.
3. A resourceful school homepage is a good external communication channel for school promotion and source of information for increasing public access and enquiries.
4. Good relationship with external organizations. This can help to promote cooperation and cohesion in providing services to our students.
5. Alumni are supportive to school with scholarships. The Mentorship program and Summer Internship Program also provide a positive stimulus to our students in regard to learning attitude and social interaction.
6. Reduction in class size leading to better class management, learning-and-teaching effectiveness, and individual pastoral care.
7. New Major Concerns and revised language policy set targets for the school, teachers and students for progress and improvement.
8. Experienced alumnus with general support as new principal provides effective leadership in management, unity and school development.
9. With the increase in the number of NCS students, curriculum adjustment is required in almost all subjects as well as the development or expansion of some co-curricular activities.
10. To cope with the new needs of different students, school will prepare them for local public examinations (HKDSE) as well as overseas public exams(IGCSE, GCE, IELTS etc).

11. More professional development is needed to cater for the ever changing circumstances of our school.
12. School sponsoring body shows the intention to change to DSS in the hope to make good change to the school.

Our Threats/Our Challenges

1. Reduction of number of students in the territory and severe competition for the recruitment of new students amongst secondary schools in the community make it more demanding for the school to improve its effectiveness and competitiveness.
2. Decrease in the number of class in recent years and forthcoming years lead to the problem of surplus teachers and cutting in the amount of school financial budget.
3. Under the present student allocation system, we will accept students of greater learning and ethnical diversity, some of whom are of low standard and weak foundation. It is a great challenge to our teaching and learning.
4. Drop in intake of local students and increase in NCS students in a great challenge for school in the curriculum and activity adjustment, as well as handling their social and cultural difference to maintain a harmonious multi-cultural school life.
5. Diversity in Chinese ability of NCS students is so greatly that much resources and effort are allocated to cater for their needs -- split class, after-school lesson, special lessons etc.
6. Teachers' increasing workload affects the quality and quantity of interaction time with students. Uncertain job security affects the morale and commitment of some teachers.
7. HKDSE is more challenging than HKCEE to some of our students who find the curriculum too demanding for them and universities too far away from them. Learning motivation & attitude, self-confidence and self-expectation are affected.
8. Increasingly complicated and alienated family relationship affects family support to students' learning and parent-school communication.
9. Wave of individualism and impact of youth subculture affect students' learning motivation & attitude, moral judgment, and inter-personal skills

Major Concerns for 2013/14 – 2015/16 (in order of priority)

- 1. To Enhance the Self-management Abilities of Students.**
提升學生自我管理能力。
- 2. To Cater for Students' Learning Diversity.**
照顧學生學習差異。
- 3. To Develop RHS into a Multi-cultural School of Distinctive Characteristics.**
融合多元文化，展現校本特色。

School Development Plan (2013/14 – 2015/16)

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

Targets	Time Scale			A General Outline of Strategies
	13/14	14/15	15/16	
1. To train students in skills of self management (T1)	✓	✓	✓	<ul style="list-style-type: none"> ● To train students' organization skills. (S1) ● To train students on how to manage their time. (S2) ● To educate students the skills in emotion management. (S3)
2. To develop in students positive attitudes in self-management (T2)	✓	✓	✓	<ul style="list-style-type: none"> ● To promote students' positive attitude towards cleanliness, punctuality and school assignments. (S4) ● To increase students' sense of mutual respect and positive manners. (S5) ● To enhance students' self confidence. (S6) ● To promote and reinforce a healthy life style. (S7)

Major Concern 2: To Cater for Students' Learning Diversity

Targets	Time Scale			A General Outline of Strategies
	13/14	14/15	15/16	
1. To develop differentiated curriculum and arrangement for different learning ability student groups (T3)	✓	✓	✓	<ul style="list-style-type: none"> ● To arrange teaching syllabi in core and extension for different learning ability student groups. (S8) ● To enhance Cross-Curriculum collaboration. (S9) ● To improve and share teaching pedagogies. (S10) ● To extend streaming to senior levels to cater for learning diversity. (S11) ● To arrange remedial classes for less able students. (S12)

2. To cater for the learning need of different groups of students (T4)	✓	✓	✓	<ul style="list-style-type: none"> ● To prepare NCS students with an alternative curriculum and examinations. (S13) ● To provide learning supports for NAC students. (S14) ● To provide learning supports for SEN students. (S15) ● To prepare our students in taking necessary external examinations. (S16) ● To cater for the learning need of different groups of students inside and outside classroom. (S17)
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Major Concern 3: To Develop RHS into a Multi-cultural School of Distinctive Characteristics.

Targets	Time Scale			A General Outline of Strategies
	13/14	14/15	15/16	
1. To establish a school of cultural integration, harmony and appreciation (T5)	✓	✓	✓	<ul style="list-style-type: none"> ● To enhance students’ understanding and respect of different cultures (S18) ● To promote cultural integration, harmony and appreciation among students. (S19)
2. To facilitate collaborative learning between local and NCS students (T6)	✓	✓	✓	<ul style="list-style-type: none"> ● To provide more opportunities for students to work together (S20) ● To arrange school activities to enhance collaborative learning. (S21)

Language and MOI Policy

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

A. English Language Education KLA

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

Linguistic Skills	Learning Experience
Reading	Reading fiction and non-fiction books (for Extensive Reading Scheme with books mail-ordered from Scholastic, class library, school library and e-Library); 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	Talking Booth activities; Individual presentations; Group interactions; Inter-class competition; HK Schools Speech Festival
Independent Learning	Interactive online learning package (throughout school year, self-access)
Collaborative Learning	English Zone; Project work

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

S.1 and S.2:

Subjects taught in English: Mathematics, Computer Literacy, Integrated Science, Integrated Humanities (English Modules)

Subjects taught in Chinese: All other subjects

S.3:

Subjects taught in English: Mathematics, Computer Literacy, Physics, Chemistry, Biology, Economics, Geography, History

Subjects taught in Chinese: All other subjects

S.4 to S.6:

Subjects taught in English: Mathematics, Mathematics extension modules; all Science subjects; Economics; Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies; Music

Subjects taught in Chinese: All other subjects

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 Monday and Thursday Morning Assemblies shall be delivered in English, except those from Chinese Language, Putonghua, Chinese Literature, 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 and NAC Students

To cater for language diversities, Chinese speaking (local and NAC) and NCS students have separate sets of medium of instruction. The local and NAC groups only adopt English as the MOI in Mathematics, Computer Literacy, Integrated Science, and Integrated Humanities (English modules) while For the NCS group, English is used as the MOI for all subjects except Chinese Language and Putonghua. For Chinese Language in particular, a "pull-out, tailored" GCSE Preparatory Chinese Language Curriculum, which prepares students for the GCSE Chinese Language curriculum and public examination in Senior Levels, will be adopted.

There shall also be after-school learning support for both groups of students. For NCS, after-school extended Chinese learning projects, such as Chinese induction programme, Chinese pull-out programme, and project-learning involving immersion of Chinese culture, shall be provided so as to increase their exposure to Chinese language and culture; whereas for NAC, after-school English induction programme, Traditional Chinese induction programme, and project-learning involving immersion of local culture shall be provided.

E. 普通話科

1. 普通話教學政策：
2. 一 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。
一 調適授課語言、課程內容及評核，以配合非以華語為母語之學生程度。
3. 活動：
 - 校內 一 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。
 - 一 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 一 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。

F. Spanish

“Spanish For Fun” has been introduced to S.1-2 students as a glimpse of taste of a third language. It shall be continued to S.3 to provide our students with some basic knowledge of this third most widely-spoken language in the world.