

Rosaryhill Secondary School



Annual School Plan 2017 - 18

Rosaryhill Secondary School

Annual School Plan

2017/2018

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School Vision & Mission

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

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

- educating its students lovingly and skilfully upon a solid spiritual, intellectual, emotional and physical foundation;
- developing students' gifts and strengths and encouraging in its students the development of Christian and moral values;
- cultivating among its students a spirit of self-motivation and learning, quest for excellence and creativity in order to cope with the demands of our changing world.

School Goals

GOAL 1: CHRISTIAN & MORAL VALUES

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

GOAL 2: INTELLECTUAL DEVELOPMENT

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

GOAL 3: SOCIAL DEVELOPMENT

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

GOAL 4: PHYSICAL DEVELOPMENT

To develop health awareness and good physical coordination.

GOAL 5: ARTISTIC DEVELOPMENT

To develop creativity and aesthetic awareness

School Motto

Veritas (Truth)

Core Values of Rosaryhill Education

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

The values of our school are:

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

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

OVERVIEW OF MAJOR AREAS OF CONCERN AND RESPECTIVE TARGETS AND STRATEGIES

Major Concern	Targets/ Intended Outcomes	School-level Strategies
1. To promote Spiritual Education through a holistic approach	T1 To devise a whole-school Spiritual Education plan	S1. To restructure the Spiritual Education Team so as to ensure successful delivery of Spiritual Education in different aspects (academic, student development, affection & attitude)
	T2 To promote & implement spiritual education	S2. To integrate Spiritual Education into curriculum and bring SE intentions into lessons S3. To integrate Spiritual Education into student development, including (a) discipline and counselling guidance and (b) careers and life planning S4. To promote a campus atmosphere conducive to Spiritual Education S5. To strengthen Teachers' professionalism and to develop a sharing culture in Spiritual Education
2. To enhance the effectiveness of learning and teaching	T3 To nurture students into active, responsible and self-disciplined learners	S6. To strengthen students' note-taking and note-processing skills S7. To motivate students to attain academic achievements by developing a well-disciplined habit of pre-lesson preparation, homework submission and post lesson review
	T4 To enhance the effectiveness of homework and assessments	S8. To review homework policy so as to reinforce students' positive attitude and self-discipline towards their studies S9. To optimize the design of assessments and to make effective use of assessment data to inform learning and teaching S10. To provide constructive feedback to enhance learning effectiveness
	T5 To cater for the diversified learning needs of students with different backgrounds	S11. To provide extra support catering for learners' diversities and learning needs S12. To devise assessment strategies to cater for learners' diversities
	T6 To enhance teachers' professional development	S13. To strengthen the instructional leadership of subject heads S14. To upgrade teachers' knowledge and skills about e-learning
3. To support personal growth of students through reflection	T7 To develop a student support curriculum with themes across the whole year	S15. To review and organize programs to meet the development needs of students for helping their personal growth S16. To foster students' whole-person development for cultivating their sense of belonging and a positive value of life S17. To nurture the spirit of self-discipline among students
	T8 To establish a holistic approach of life-planning of students	S18. To devise career-related plans and school-based programmes that caters for the diverse needs of the students S19. To provide individual support on life-planning and career development of students S20. To equip teachers with the skills of guiding students in their life planning

SUMMARY OF STRATEGIC PLANS

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

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

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
S1 To restructure the Spiritual Education Committee so as to ensure successful delivery of Spiritual Education in different aspects (academic, student development, affection & attitude)	<ul style="list-style-type: none"> Documents Teachers' feedback 	<ul style="list-style-type: none"> Achieving the objectives of restructuring the Spiritual Education Committee A clear leading role of the Spiritual Education Team (after restructuring) in promoting Spiritual Education 	Whole year	Spiritual Education Team

Target 2: To promote and implement Spiritual Education (SE)

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
S2. To integrate Spiritual Education into curriculum <ul style="list-style-type: none"> To integrate SE elements into subject lessons and learning activities by pilot subjects in S.1 and S.2 levels (Pilot Subjects) To identify the potential areas for integrating SE elements into curriculum (Other subjects) To bring in SE intentions of learning and teaching in the beginning of lessons (All subjects) To plan and implement mindfulness lessons for S.1 and S.2 students (using PE and Religious Studies lessons) 	<ul style="list-style-type: none"> Documents Teachers' observation and feedbacks Evaluation on students' performance 	<ul style="list-style-type: none"> Mindfulness lessons have been devised and implemented with achievement of the curriculum objectives Pilot subjects have devised and implemented SE elements into their S.1-S2 curriculum. The curriculum objectives are achieved. Other non-pilot subjects have studied/identified/implemented the potential areas of their 	Whole year	Spiritual Education Team and <u>PILOT Subjects:</u> Chi Lang KLA, Eng Lang KLA, PE KLA Art KLA (VA & Music) R.S. Dept <u>OTHER Subjects:</u> LS, IS, Physics, Chemistry, Biology, IH, History, Geography, R.S., Computer

		<p>curriculum for SE integration.</p> <ul style="list-style-type: none"> • All subjects have brought in SE intentions of teaching and learning in lessons • Students are provided opportunities to learn SE in different subjects • Positive comments from students concerning the positive impacts/benefits of learning SE in different subjects • Positive comments from concerned subject teachers concerning their respective SE plan (teachers' observation and evaluation) 		<p>ALL Subjects (SE Intentions)</p> <p>SE Coordinator (Mindfulness lessons)</p>
<p>S3. To integrate Spiritual Education into student development, including (a) counselling guidance and (b) careers and life planning</p>	<ul style="list-style-type: none"> • Documents • Teachers' observation and feedbacks • Evaluation on students' performance 	<p><u>Counselling guidance</u></p> <ul style="list-style-type: none"> • The possible areas of integrating SE elements into counselling has been studied <p><u>Careers and life planning</u></p> <ul style="list-style-type: none"> • SE elements have been integrated into S3 Experiential Week • SE elements have been arranged in S1 LEP (careers and life planning sessions) • Positive performance and reflection of students concerned • Positive comments from teachers 	<p>Second Term</p>	<p>Spiritual Education Team</p> <p>Careers and Life Planning Team</p>

<p>S4. To promote a campus atmosphere conducive to Spiritual Education</p> <ul style="list-style-type: none"> • To develop and implement an environment-related SE plan including: <ul style="list-style-type: none"> ■ Morning Prayer at Chapel ■ mindful school bell ■ meditation time (interaction time) ■ Class Banners, Spiritual Zone and Class Plants ■ SE posters on school walls ■ prayer writing as well as developing students sense of gratitude and humility; and ■ SE elements in Student Handbook 	<ul style="list-style-type: none"> • Documents • Teachers' feedback • Students' feedback • Observation 	<ul style="list-style-type: none"> • A good campus atmosphere conducive to Spiritual Education has been created 	Whole-year	Spiritual Education Committee Religious and Moral Education Department Environment Division
<p>S5. To strengthen Teachers' professionalism and to develop a sharing culture in Spiritual Education</p> <ul style="list-style-type: none"> • To provide mindfulness and Spiritual Education professional development/training • To have professional sharing among teachers on Spiritual Education planning and implementation 	<ul style="list-style-type: none"> • Documents • Teachers' feedback 	<ul style="list-style-type: none"> • Training and sharing sessions are provided for enhancing school's capacity for promoting Spiritual Education 	Whole-year	Spiritual Education Committee and KLA Subjects

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

Target 3: To nurture students into active and responsible learners

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
S6. To strengthen students' note-taking and note-processing skills <ul style="list-style-type: none"> Offer Academic Talks <ul style="list-style-type: none"> Note-taking workshops (S.1) Note-processing workshops (S.2) Reinforce students learning habits <ul style="list-style-type: none"> Use of note books Help students to cultivate a habit to bring learning materials and stationery required for lessons 	<ul style="list-style-type: none"> Documents Teachers' observation and feedback 	<ul style="list-style-type: none"> Students develop a habit of note-taking and/or note-processing 	Whole year	Workshops: Academic Office Subjects: Panel Heads and Subject Teachers
S7. To motivate students to attain academic achievements by developing a well-disciplined habit of pre-lesson preparation, homework submission and post lesson review <ul style="list-style-type: none"> Pre-lesson preparation, submission of completed homework and post lesson review as learning routine Enhancing the use of Student Handbook and eHomework Offering of Academic Talk Examination preparation skills workshop (S.6) 	<ul style="list-style-type: none"> Teachers' observation and evaluation of students' performance 	<ul style="list-style-type: none"> Majority of students develop a well-disciplined study habits 	Whole year	All Subject Teachers

Target 4: To enhance the effectiveness of homework and assessments

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
S8. To review homework policy so as to reinforce students' positive attitude and self-discipline towards their studies <ul style="list-style-type: none"> Subject Heads review Subject Homework Policy Allocation of Homework Collection Time before 1st lesson Encouraging students to make good use of Student Handbook and eHomework 	<ul style="list-style-type: none"> Documents 	<ul style="list-style-type: none"> Majority of students have a positive attitude and self-discipline towards their studies 	Whole year	Panel Heads and Subject Teachers

<p>S9. To optimize the design of assessments and to make effective use of assessment data to inform learning and teaching</p> <ul style="list-style-type: none"> • Use assessment data to inform learning and teaching • Draw implications from HKDSE Examination Statistical Report & Exam reports for improvement. 	<ul style="list-style-type: none"> • Documents 	<ul style="list-style-type: none"> • Adjustment of learning and teaching strategies made in response to the students' strengths and weaknesses identified 	Whole year	Panel Heads and Subject Teachers
<p>S10. To provide constructive feedback to enhance learning effectiveness</p> <ul style="list-style-type: none"> • Provide timely formative comments / encouraging feedback to students for written work • Provide verbal feedback given during lessons whenever appropriate • Use checklists / rubrics to show students' strengths and weaknesses 	<ul style="list-style-type: none"> • Documents 	<ul style="list-style-type: none"> • Majority of students see the connection between feedback and learning effectiveness 	Whole year	Subject Teachers

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

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S11. To provide extra support which cater for learner diversity and learning needs</p> <ul style="list-style-type: none"> • After-school Enhancement Lesson (S.5 & S.6) • School-based After School Mathematics Learning and Support Programmes (S.1 – S.4) • After-school Chinese Learning Programmes for NCS students (S.1 - S.5) • After-school English Enhancement Lesson (S.1 – S.3) • Streaming of students • Tailor-made school-based learning materials and modes of assessment which cater for learner diversity 	<ul style="list-style-type: none"> • Documents • Teachers' observation & feedback 	<ul style="list-style-type: none"> • The extra support is found to be able to cater for learner diversity and learning needs. 	Whole year	Subjects concerned
<p>S12. To devise assessment strategies to cater for learner diversity</p> <ul style="list-style-type: none"> • Examination papers set with questions of different levels of difficulty to cater for the learner diversity 	<ul style="list-style-type: none"> • Documents 	<ul style="list-style-type: none"> • Adjustment of assessment made in accordance to the needs of students 	Whole year	All subjects

Target 6: To enhance teachers' professional development

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
S13. To strengthen the instructional leadership of subject heads <ul style="list-style-type: none"> Join the Professional Support on Enhancing Instructional Leadership (Middle Manager Workshop: On-site Training and Feedback on Assessment Design for Enhancement) provided by QSIP, HKCU 	<ul style="list-style-type: none"> Document 	<ul style="list-style-type: none"> The instructional leadership of subject heads is strengthened. 	Whole year	All panel heads
S14. To upgrade teachers' knowledge and skills about e-learning <ul style="list-style-type: none"> Encourage teachers to take courses about e-learning Organise or join professional sharing sessions on e-learning 	<ul style="list-style-type: none"> Document 	<ul style="list-style-type: none"> e-learning is enhanced 	Whole year	All subject teachers

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

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

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S15. To review and organize programs to meet the developmental needs of students for personal growth</p> <ul style="list-style-type: none"> Counseling & discipline programs & activities including: <ul style="list-style-type: none"> YES program, Visits, S1 Smarteen, Emotional Management Group, JPCLC Learning support programs for students with special needs. Experiential Learning Week (ELW) Leadership training program: Senior Leadership Training Day and Current SLs & potential SLs Training Day OLE Activity Students' Reflections for S4 & S5 Participate in internal and external activities/competitions related to academic, culture, physical & aesthetic. 	<ul style="list-style-type: none"> Task-based activities, exhibition, Group sharing, Task-based activities Observation, progress records Feedbacks from parents and students Observation & Questionnaire Observation & Questionnaires Students' reflections Record of participation 	<ul style="list-style-type: none"> 80% of students' attendance Positive comments Over 90% attendance Over 70% of participants agree the targets are achieved. Positive feedbacks from students and teachers More than 70% of participants agree that the targets are achieved. Positive feedbacks from students are collected. More than 80% of S.4 and S.5 students finish at least 4 pieces of reflections. Participation with awards in different aspects 	<p>In different period throughout the school year</p> <p>22-26 Jan 2018</p> <p>1st term 2nd term</p> <p>Whole Year</p> <p>Whole Year</p>	<p>Counselling & Guidance Team</p> <p>Discipline Team</p> <p>Learning Support Team</p> <p>Teachers-in-Charge of ELW</p> <p>Co-curricular Activities Team</p> <p>Co-curricular Activities Team</p> <p>Co-curricular Activities Team, Subjects, teams & clubs</p>

<p>S16. To foster students' whole-person development for cultivating their sense of belonging and positive life values</p> <ul style="list-style-type: none"> • Counseling & discipline programs & activities including: Youth Ambassador Scheme, S1 Smarteen Program, Stars of the Month, Clean & tidy classrooms • Inter-class and Inter-house Sports Competitions • IT Prefect/Classroom Environmental Ambassador schemes & training • Special ceremonies: Opening Day, Golden Jubilee Scholarship Presentation, Speech Day, Closing Day 	<ul style="list-style-type: none"> • Community services, workshops • Task-based activities • Award of certificates • Over 80% of students' attendance • Clean & tidy classroom maintained • Number of participants enrolled and completed the competitions. • Class teachers rating/Student Reflection • Teachers' observation 	<ul style="list-style-type: none"> • Teachers' observation and students' service hours • High Participation / Attendance Rate • Positive comment from class teachers • Positive reflection from students • The ceremonies are run smoothly and finish on time. 	<p>Whole year</p> <p>Whole Year</p> <p>June</p> <p>Throughout whole year</p>	<p>Counselling & Guidance Team</p> <p>Discipline Team</p> <p>Co-curricular Activities Team; PE Dept</p> <p>Environment Team</p> <p>Ceremonies Team</p>
<p>S17. To nurture the spirit of self-discipline among students</p> <ul style="list-style-type: none"> • Prefect team, Student helpers & Bus Prefects • Best Appearance Award • Best Conduct Award • Inclusion of effort/attitude grades for evaluating students' self-discipline in coursework / class performance • Youth Ambassadors • YES program • Star of the Class • Star of the Month • Lion Dance • Sports Program 	<ul style="list-style-type: none"> • Teacher's observation • Students' service hours • Record of students • Program record book 	<ul style="list-style-type: none"> • High attendance rate (Over 80%) • Clean record • Over 70% students completed the program 	<p>Whole year</p>	<p>Counselling & Guidance Team</p> <p>Discipline Team</p> <p>PE teachers</p>

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

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S18. To devise career-related plans and school-based programmes that caters for the diverse needs of the students</p> <ul style="list-style-type: none"> Life Education Period Adaptation Program & Refreshing Program S1-S3 New Students Parents Day S5 Mentorship Program S6 Preparation for Institution Interview Workshop S6 Career Booth Extra LCCI book-keeping lessons for high achievers to take the exams to get career-related qualification. Workshops & courses for PE Elective Students 	<ul style="list-style-type: none"> Teachers' observation & evaluate students' performance after LEP Taking of LCCI book-keeping exams. Students' feedback 	<ul style="list-style-type: none"> Teachers' observation & evaluate students' performance Positive comments 	Whole year	Life Education Team Counselling & Guidance Team Life & Career Planning Team BAFS teachers PE teachers
<p>S19. To provide individual support on life-planning and career development of students</p> <ul style="list-style-type: none"> To provide tailor-made guidance and support to senior form students on JUPAS & sub-degree strategies, life & career planning, Interview workshop, Mock interview, Mock release day Online career analysis program for S1-6 	<ul style="list-style-type: none"> Teachers' observation Students' feedback 	<ul style="list-style-type: none"> Over 80% of attendance Positive feedback from students 	Throughout whole year	Life & Career Planning Team
<p>S20. To equip teachers with the skills of guiding students in their life planning:</p> <ul style="list-style-type: none"> S1-2 LEP: Life Planning Activities S4-5 Careers Related Experiences Activities 	<ul style="list-style-type: none"> Observations from teachers & organizations Comments from teachers & organizations Reflection sheets 	<ul style="list-style-type: none"> Over 80% of attendance Positive comments Positive and constructive feedback from the reflection sheets 	Whole year	Life & Career Planning Team

APPENDIX:**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:

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

B. English as the MOI (EMI) for Learning Other Non-Language Subjects**S.1 – S3:**

Subjects taught in English: Mathematics, S1-S2 Integrated Science, S3 Physics, Chemistry and Biology.

Subjects adopt different medium of instruction by class or by group (school-based curriculum): S1-S3 Spanish, S1-S2 Integrated Humanities, S3 Geography, History and Economics, Computer Literacy, Home Economics, Music, Visual Arts, Religious Studies, Physical Education, Life Education.

Subjects taught in Chinese: All other subjects

S.4 to S.6:

Subjects taught in English: Mathematics, Mathematics extended part module 1 &2, Liberal Studies (English group), all Science subjects; Economics; Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies, Physical Education (S4-S5)

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

C. Other School-based EMI Supports

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

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

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

D. Support for NCS Students

To cater for language diversities, Chinese speaking and NCS students have separate sets of medium of instruction. The local groups only adopt English as the MOI in Mathematics, Computer Literacy, Integrated Science, and Integrated Humanities (English modules) while for the NCS group, English is used as the MOI for all subjects except Chinese as Second Language and Putonghua. An Adapted Chinese Language Curriculum has been designed under the guide of "Chinese Language Curriculum Second Language Learning Framework" provided by EDB. 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 GCSE/GCE ASL/ GCE AL and other public examination in Senior Levels.

Chinese Applied Learning Chinese is also offered to NCS students. There is also school learning support for NCS students. School will collaborate with NGO to provide after-school extended Chinese learning such as Fun with Chinese Learning and project-learning involving immersion of Chinese culture so as to increase students' exposure to Chinese language and culture.

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加強中文能力；分組合作學習；圖畫書學習中文等。

4.營造語境：

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

班際普通話比賽：各級分別進行不同形式的班際比賽，如講故事及朗誦，提高學生學習興趣。

校外

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

F. Spanish

Spanish 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.

ROSARYHILL SECONDARY SCHOOL
PLAN ON USE OF CAPACITY ENHANCEMENT GRANT
FOR THE SCHOOL YEAR 2017-2018

Area & Objectives	Implementation	Expected Outcomes	Schedule	Resources needed	Performance Indicators	Evaluation Mechanism	Person-in-charge
<u>Curriculum Development</u> To assist with the preparation of teaching materials of various subjects	To employ Teaching Assistants to assist with curriculum development, administrative work and organizing activities	Teachers' capacity can be enhanced by the release from workload in clerical and administrative work and more learning activities can be organized to motivate students to learn.	Sept 17- Aug 18	Salary of Teaching Assistants: ✧ Art Associate Teacher ✧ Math Teaching Assistant ✧ Liberal Studies Teaching Assistant Total: \$530,974	✧ Completion of teaching plans and kits for various subjects ✧ Students are motivated to take part in enrichment activities	Subject-based evaluation meetings	Mr Kevin Leung Ms Harriet Lo Ms Bonnie So
<u>Curriculum Development</u> To assist with and support the promotion of e-learning	To employ one IT Assistant to provide support for teachers in the design and implementation of e-learning	Teachers' readiness to promote e-learning in class can be enhanced with the IT support from school	Sept 17 - Aug 18	Salary of IT Assistant Total: \$173,061	Teachers of pilot subjects to implement e-learning find the assistance in IT conducive to the implementation	Evaluation of Academic Office	Ms So Pui Ting
<u>Coping with Diverse Learning Needs</u> Address the needs of students with talents in sports	To coach and instruct students of School Teams	Students are much encouraged to widen horizons through taking part in external / inter-school competitions	Sept 17 – July 18	Badminton Coach Fee Volleyball Coach Fee Total: \$55,000	60% of the two School Teams members find the training helpful with their development of relevant skills and interests in the sport they practise	Evaluation meetings of School Teams	Mr Ko Kam Tong
TOTAL: \$759,035							

ROSARYHILL SECONDARY SCHOOL
PLAN ON USE OF DIVERSITY LEARNING GRANT
FOR THE SCHOOL YEAR 2017-2020 (9TH Cohort)

DLG funded Programme	Strategies & Benefits anticipated	Name of Programme / Course and Provider	Duration of Programme / Course	Target Students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Teacher-in-charge
					17-18	18-19	19-20		
Other Programs	<u>Thinking skills workshop</u> To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination	Thinking Skills Workshop / Edbit	3 years	S.5 students	30-40	30-40	30-40	Participants find the workshops useful in helping them improve thinking skills Over 70% of participants are able to achieve satisfactory performances in workshop assessment	Ms Bonnie So
	<u>Maths training for elite students</u> To provide additional Maths training for students with talents or interest in Maths	HKMO Training Programme / Hong Kong Mathematical Olympiad Association	3 years	S.4 - S.6 students	25-30	25-30	25-30	Participants find the workshop bringing positive impacts on Maths learning Participants find the workshops motivating	Ms Harriet Lo

ROSARYHILL SECONDARY SCHOOL
PLAN ON USE OF DLG – OTHER PROGRAMME: GIFTED EDUCATION
FOR THE SCHOOL YEAR 2017-2018

Domain	Programme	Objective(s)	Target (No.level /selection)	Duration / Start Date	Deliverables	Teacher-in- charge	Budget
Liberal Studies	Thinking skills workshop	To equip elite students with critical thinking skills, data analyzing skills and writing skills so that they can be better prepared for the HKDSE examination	S5 elite students (1 class for EMI and 1 class for CMI)	March to May 2018	Completion of Student Workbook: 1 copy per student	Ms. Bonnie So	\$17600
Maths	Maths training for elite students	To provide additional Maths training for students with talents or interest in Maths	S4-S6 students	1/11/2017 - 7/3/2018	Participation in competitions	Ms. Harriet Lo	\$7000