

Rosaryhill School

(Secondary Section)



Annual Plan

2016 - 17

Rosaryhill School
Annual School Plan
2016/2017

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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;

By developing their gifts and strengths and encouraging in its students the development of Christian and moral values.

By 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 set up a Spiritual Education Committee and maintain a working group on the planning, implementation, monitoring and evaluation of Spiritual Education
	T2 To promote & implement spiritual education	S2. To integrate Spiritual Education into curriculum S3. To integrate Spiritual Education into co-curricular activities and other learning experiences 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 to become active and responsible learners	S6. To strengthen students' study habits, study skills and exam skills S7. To motivate students to attain academic achievements
	T4 To enhance the effectiveness of homework and assessments	S8. To review homework and assessment policy S9. To optimize the design of homework and assessment in order to promote "assessment for learning"
	T5 To cater for the diversified learning needs of students with different backgrounds	S10. To provide extra support catering for learners' diversities and learning needs S11. To help students know about their own learning style, identify their strengths and weaknesses S12. To broaden students' diversified learning experiences and develop their career aspirations
	T6 To enhance teachers' professional development	S13. To promote the collaboration and sharing culture among teachers 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 developmental needs of students S16. To foster students' whole-person development for cultivating their sense of belonging and a positive school culture S17. To equip teachers with the skills of reflections.
	T8 To establish a holistic approach of life-planning of students	S18. To establish a whole-school student life-planning framework 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 Area 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 set up a Spiritual Education Committee and maintain a working group on the planning, implementation, monitoring and evaluation of Spiritual Education	<ul style="list-style-type: none"> • Documents • Teachers' feedback 	<ul style="list-style-type: none"> • Achieving the objectives of setting up the Spiritual Education Committee and a working group • A clear leading role of the Spiritual Education Committee in promoting Spiritual Education 	Whole year	Spiritual Education Committee + working group

Target 2: To promote & implement spiritual education

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 • To identify the potential areas for integrating SE elements into curriculum by other subjects • To plan and implement 10 mindfulness lessons for S1 students (LEP) 	<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 curriculum. The curriculum objectives are achieved. • Other non-pilot subjects have studied and identified the potential areas of their curriculum for SE integration 	Whole year	Spiritual Education Committee + <u>PILOT Subjects:</u> Chi Lang KLA, Eng Lang KLA, PE KLA, Art KLA (VA & Music), Religious and Moral Education Dept <u>OTHER Subjects</u> BAFS and Economic Dept, Geography Dept, History Dept, LS Dept, Science KLA

		<ul style="list-style-type: none"> • 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 		
<p>S3. To integrate Spiritual Education into co-curricular activities and other learning experiences</p> <ul style="list-style-type: none"> • To set up the Spiritual Society (Spiritual Ambassadors) • To engage students’ participation in SE learning in other learning experiences 	<ul style="list-style-type: none"> • Documents • Teachers’ observation & feedback • Students’ feedback • observation 	<ul style="list-style-type: none"> • Spiritual Society was set up with achievement of its objectives • Students and teachers’ comments on the positive impacts/benefits of the Spiritual Society and other learning experiences 	Whole year	Spiritual Education Committee + Co-curricular Activities + Eng KLA, Arts KLA (Music)
<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, ■ mediation time (interaction time), ■ Class Banners, ■ Spiritual Zone and Class Plants, ■ prayer writing as well as developing students sense of gratitude and humility 	<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 • 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 have been provided for enhancing school’s capacity for promoting Spiritual Education 	Whole-year	Spiritual Education Committee + KLA and Subjects

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

Target 3: To nurture students to become active and responsible learners

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S6. To strengthen students' study habits, study skills and exam skills</p> <ul style="list-style-type: none"> Increasing students' awareness of the following good study habits to enhance the effectiveness of learning <ul style="list-style-type: none"> Pre-lesson preparation Notes-taking during lesson (Focus in Term 1) Post-lesson revision Submit homework on time Keep learning materials properly (Focus in Term 2) Offering of Academic Talks: <ul style="list-style-type: none"> Study Habit (S.1 – S.5) Exam preparatory skills (S.6 only) 	<ul style="list-style-type: none"> Documents Teachers' observation & feedback 	<ul style="list-style-type: none"> Students' study habits and exam skills are strengthened Students are able to keep their learning materials properly 	Whole year	Academic Office And various KLAs & subjects
<p>S7. To motivate students to attain academic achievements:</p> <ul style="list-style-type: none"> Encouraging students to participate in academic activities and competitions (internal and external) Various award schemes implemented by various KLAs / subjects Positive and encouraging feedback / Small gifts / Prize Presentation Ceremony to recognize students' good academic performance / improvement in academic performance 	<ul style="list-style-type: none"> Documents Teachers' observation & feedback 	<ul style="list-style-type: none"> Students are motivated to attain academic achievement 	whole year	Academic Office And various KLAs & subjects

Target 4: To enhance the effectiveness of homework and assessments

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S8. To review homework and assessment policy</p> <ul style="list-style-type: none"> Review of homework policy (School level and subject level) Review of assessment policy (School level and subject level) 	<ul style="list-style-type: none"> Documents Teachers' observation & feedback 	<ul style="list-style-type: none"> Homework policy reviewed Assessment policy reviewed 	Whole year	All KLAs & subjects

<p>S9. To optimize the design of homework and assessment in order to promote “assessment for learning”</p> <ul style="list-style-type: none"> Using different modes of assessment whenever appropriate for a comprehensive understanding of students’ learning in different aspects Identifying and diagnosing students’ learning problems (common weaknesses / mistakes) made in coursework / tests / exams, and provide quality feedback for students on how to improve their work. Drawing implications from HKDSE Examination Statistical Reports for improvement Holding sharing sessions during department meetings for curriculum evaluation 	<ul style="list-style-type: none"> Documents Teachers’ observation & feedback 	<ul style="list-style-type: none"> The design of homework and assessment can promote “assessment for learning” 	Whole year	All KLAs & subjects
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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>S10. To provide extra support catering for learners’ diversities and learning needs</p> <ul style="list-style-type: none"> After-school Enhancement Lesson (S.6) School-based After School Learning and Support Programmes (S.1 – S.4 Mathematics) After School Chinese Learning Programmes for NCS students (S.1 - S.5) Streaming of students Differentiate learning materials modes of assessment to cater for learners’ diversity 	<ul style="list-style-type: none"> Documents Teachers’ observation & feedback 	<ul style="list-style-type: none"> The extra support can cater for learners’ diversities and learning needs. 	Whole year	All KLAs & subjects
<p>S11. To help students know about their own learning style, identify their strengths and weaknesses</p> <ul style="list-style-type: none"> Providing formative feedback to students To collect MI information of students 	<ul style="list-style-type: none"> Documents Teachers’ observation & feedback 	Students have an idea of their learning style, strengths and weakness	Whole year	All KLAs & subjects
<p>S12. To broaden students’ diversified learning experiences and develop their career aspirations</p> <ul style="list-style-type: none"> Encouraging students to participate in academic activities 	<ul style="list-style-type: none"> Documents Teachers’ observation & feedback 	<ul style="list-style-type: none"> Students’ diversified learning experiences are broaden 	Whole year	All KLAs & subjects

<ul style="list-style-type: none"> • and competitions (internal and external) • Encouraging students to organize and participate the various activities held during Academic Week • Offering talks on Applied Learning and Applied Learning Chinese and encourage students to take ApL courses 		Students' career aspiration is developed		
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Target 6: To enhance teachers' professional development

Strategies/ Tasks	Evaluation Methods	Success Criteria	Schedule	Teacher in-charge
<p>S13. To promote collaboration and sharing culture among teachers</p> <ul style="list-style-type: none"> • 3 Teacher Development Days (School level) • 2 Teaching sharing sessions (AO level) • Cross-subjects / subject sharing sessions (Subject level) • Peer observation • Setting of platform for sharing resources 	<ul style="list-style-type: none"> • Documents • Teachers' observation & feedback 	<ul style="list-style-type: none"> • The culture of collaboration and sharing among teachers is promoted 	Whole year	All KLAs & subjects
<p>S14. To upgrade teachers' knowledge and skills about e-learning</p> <ul style="list-style-type: none"> • Encouraging teachers to take courses about e-learning • Organising professional sharing sessions on e-learning 	<ul style="list-style-type: none"> • Teacher's observation and evaluation of students' performance • Evaluation Meeting • Documents 	<ul style="list-style-type: none"> • Improvements of students' performance in homework and assessment 	Whole year	All KLAs & subjects

Major Area 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 development needs of students</p> <ul style="list-style-type: none"> • Counseling & discipline programs & activities including: <ul style="list-style-type: none"> ■ YES program, visit, anti-drug mobile truck, Teen Project, Emotional Management Group, Cultural Inclusion Scheme, JPC & JPCLC • Integrated Learning Week (ILW) • OLE Activity Students' Reflections for S4 & S5 	<ul style="list-style-type: none"> • Task-based activities, exhibition, Group sharing, Task-based activities • Observation & Questionnaire • Students' reflections 	<ul style="list-style-type: none"> • 80% of students' attendance • Over 70% of participates agree the targets are achieved. • Positive feedbacks from students and teachers • More than 80% S.4 and S.5 students finish at least 4 reflections. 	<p>In different period throughout the school year</p> <p>Feb., 2017</p> <p>Whole Year</p>	<p>Counseling & Discipline Team</p> <p>Teachers-in-Charge of ILW</p> <p>Co-curricular Activities Division</p>
<p>S16. To foster students' whole-person development for cultivating their sense of belonging and a positive school culture</p> <ul style="list-style-type: none"> • Counseling & discipline programs & activities including: <ul style="list-style-type: none"> ■ Youth Ambassador Scheme, S1 Smarteen Program, Stars of the Month, Lion Dance, Clean & tidy classrooms • Senior Leadership Trainings 	<ul style="list-style-type: none"> • Community services, workshops • Task-based activities • Award of certificates • 80% of students' attendance • Clean & tidy classroom by students • Observation & Questionnaires 	<ul style="list-style-type: none"> • Teachers' observation and students' service hours • More than 70% participates agree that the targets are achieved. Positive feedbacks from students are collected. 	<p>Whole year</p> <p>27 August 2016</p>	<p>Counseling & Discipline Team</p> <p>Co-curricular Activities Division</p>

<ul style="list-style-type: none"> • Inter-house Sports Competitions 	<ul style="list-style-type: none"> • Number of participants enrolled and completed the competitions. 	<ul style="list-style-type: none"> • High Participation / Attendance Rate 	Whole Year	Co-curricular Activities Division
<ul style="list-style-type: none"> • IT Prefect/Classroom Environmental Ambassador 	<ul style="list-style-type: none"> • Class teachers rating/Student Reflection 	<ul style="list-style-type: none"> • Above Average comment from class teachers 	June	Environment Division
<ul style="list-style-type: none"> • Special ceremonies: Opening Day, Golden Jubilee Scholarship Presentation, Speech Day, Closing Day 	<ul style="list-style-type: none"> • Teachers' observation 	<ul style="list-style-type: none"> • Positive Reflection from Students • The ceremonies are run smoothly and finish on time. 	Throughout whole year	Ceremonies Team

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 establish a whole-school student life-planning framework</p> <ul style="list-style-type: none"> • To arouse students' life planning awareness with: Life Planning Activities for S1-S2, Choice of Streams Program for S3, Careers Related Experiences Activities for S4-5, and S5 Mentorship Program 	<ul style="list-style-type: none"> • Teachers' observation & evaluation • Comments from teachers, students and alumni • % of participants 	<ul style="list-style-type: none"> • Positive comments • High participation rate 	Throughout whole year	Life & Career Planning Team
<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 	<ul style="list-style-type: none"> • Teachers' observation • Students' feedback 	<ul style="list-style-type: none"> • 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"> • 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:

Linguistic Skills	Learning Experience
Reading	Reading fiction and non-fiction books (for Extensive Reading Scheme, e-Library, 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 Scheme, Mag V Kids
Collaborative Learning	Project work

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

Subjects taught in English: Mathematics, Integrated Science (S3: Physics, Chemistry, Biology)

Subjects with extended learning activities in English and adopt different medium of instruction by class or by group (school-based curriculum): Integrated Humanities (S.3: 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 extension modules, Liberal Studies (English group), all Science subjects; Economics; Geography; History; Information & Communication Technology; Business, Accounting, & Financial Studies, Physical Education (S4)

Subjects taught in Chinese: Liberal Studies (Chinese group), Chinese History, Ethics and Religious Studies, Health Management and Social Care, Visual Arts, Physical Education (S5 & 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 Language and Putonghua. For Chinese Language in particular, an Adapted Chinese Language Curriculum designed under the guide of "Chinese Language Curriculum Second Language Learning Framework" provided by EDB to facilitate the non-Chinese students migrate to the mainstream Chinese Language curriculum, and to prepare them for the GCSE/GCE ASL/ GCE AL and other public examination in Senior Levels, will be adopted.

There shall also be Chinese Applied Learning course and after-school learning support for NCS students. School will collaborate with universities and NGO to provide after-school extended Chinese learning such as GCSE/ GCE ASL/ GCE AL training Course, Fun with Chinese Learning (Basic and Intermediate Level), Learning Chinese with picture books, and project-learning involving immersion of Chinese culture so as to increase students' exposure to Chinese language and culture.

1. 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，實施同科分層課程，課程劃分兩個層級：

- (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) 中文為第二語言學習課程：修讀此課程的學生，將導向修讀應用中文課程或以中文為第二語言學習的課程。學生可根據所修讀的課程應考各類國際中文試。

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) 主流課程及調適主流課程：以中文(粵語)為教學語言
- (2) 中文為第二語言學習課程：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) 中文為第二語言學習課程：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) 中文為第二語言學習課程：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。

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

ROSARYHILL SCHOOL
PLAN ON USE OF CAPACITY ENHANCEMENT GRANT
FOR THE SCHOOL YEAR 2016-2017

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 16- Aug 17	Salary of Teaching Assistants: ✧ Art Associate Teacher ✧ Math Teaching Assistant ✧ Liberal Studies Teaching Assistant Total: \$532,098	✧ 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 16 - Aug 17	Salary of IT Assistant Total: \$162,414	Teachers of pilot subjects to implement e-learning find the assistance in IT conducive to the implementation	Evaluation meeting of pilot subjects (English / Maths)	Ms So Pui Ting Ms Catherine Shiu Ms Harriet Lo
<u>Coping with Diverse Learning Needs</u> To help S1 students understand better their learning styles and relevant study skills	To provide workshops for S1 students "Learning Styles Assessment Workshop"	With better understanding of students' own learning styles, they are able to apply relevant study skills that facilitate their own learning Assessment reports provide teachers' with the distribution of students' learning styles. This informs teachers of relevant classroom methodologies	Dec 2016	Hire service for workshops Total: \$16000	Over 60% of workshop participants find it useful to help them understand better their own learning styles	Workshop evaluation	Ms Bonnie So
<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 16 – July 17	Badminton Coach Fee Volleyball Coach Fee Total: \$65000	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: \$775,512							

ROSARYHILL SCHOOL
PLAN ON USE OF DIVERSITY LEARNING GRANT
FOR THE SCHOOL YEAR 2016-2019 (8TH 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
					16-17	17-18	18-19		
Other Programmes	<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. 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
	<u>Network Programme in Music</u> To help cater for students' diverse needs and talent in music	HKDSE Music (Network Programme)	3 years	S.4 - S.6 students	2	0	0	Participants of the programme find the lessons bringing positive impact on music development	Ms Mendy Cheng