

Rosaryhill School

(Secondary Section)



Annual Plan

2012 - 13

Rosaryhill School
Annual School Plan
2012/2013

Contents	Page
School Mission, Goals and Core Values	3
Overview of Major Areas of Concern and Respective Targets and Strategies	5
SUMMARY OF STRATEGIC PLANS	
Major Areas of Concern (in order of priority)	
1. To enhance students' English proficiency, confidence and enjoyment of English	7
2. To enhance student learning effectiveness	13
3. To develop and enhance students' self-management capabilities	24
Appendix:	
Religious theme of the year – My School, My Home	29
Language and MOI Policy	30
Plan on use of Capacity Enhancement Grant for the school year 2012-13	32
Plan on use of Diversity Learning Grant for the school years 2011-14	34
Abbreviation of Offices, Teams and Departments	35

School Vision & Mission

Rosaryhill School aims to provide a wholesome education that enables students to become conscientious individuals, useful citizens and 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 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 authentic Christians" identified in our mission statement.

OVERVIEW OF MAJOR AREAS OF CONCERN AND RESPECTIVE TARGETS AND STRATEGIES

Major Concern	Targets/ Intended Outcomes	School-level Strategies
1. To enhance students' English proficiency, confidence and enjoyment of English	T1: To devise a comprehensive English curriculum that caters for diverse learning needs	S1. To strengthen the junior curriculum by focusing on vocabulary acquisition and content-building S2. To strengthen teacher development and peer collaboration among English panel members S3. To stretch abilities of capable English learners
	T2: To enhance English learning abilities, interest and confidence of students	S4. To increase students' exposure to using English in learning other subjects and in their daily life S5. To increase opportunities for both teachers and students to interact in English. S6. To foster an English rich environment for students to learn and use English with joy S7. To improve the English learning ability of less capable students S8. To build student confidence by exposing them to continuous assessment and activities
	T3: To strengthen the collaboration between English KLA and different KLAs/Teams	S9. To set up a MOI committee to provide leadership in the planning and implementation of school language/MOI policy S10. To strengthen collaborative activities and competitions between different KLAs/Teams
2. To enhance student learning effectiveness	T4: To cater for students' learning diversity	S11. To have class allocation and teaching strategies devised according to students' abilities & performance S12. To improve the teaching effectiveness in ALA classes S13. To provide resources and assistance to students of different abilities
	T5: To improve students' learning motivation and attitude	S14. To educate and motivate students to make learning a habit
		S15. To continuously assess students' performance during lessons in every subject S16. To assist students to complete and submit assignments on time

		S17. To award students who display good learning habits or produce pleasing achievements
		S18. To develop and use multifaceted activities/programs to stimulate learning motivation
		S19. To implement an effective Promotion/Repeat System
	T6: To improve students' learning environment	S20. To categorize and distribute activities throughout the school year S21. To require students to bring the necessary teaching and learning materials S22. To maintain a clean and favorable environment for teaching and learning
	T7: To foster students' learning and organizing skills	S23. To develop in students necessary learning skills S24. To develop in students necessary organizing skills
3. To develop and enhance students' self-management capabilities	T8: To develop students' sense of self-management	S25. To provide training activities for students on self-management skills and/or leadership skills S26. To promote class stewardship designed to foster class spirit and class management
	T9: To uphold effective classroom management and self-discipline of students	S27. To develop a school-based classroom management system & sharing channels among teachers S28. To adopt developmental and preventive measures to promote "self-discipline"
	T10: To maintain students' good attendance to school and to class	S29. To set up a consistent and effective system to deal with students who are absent or late to school/ class S30. To seek collaboration of PTA and parents
	T11: To cultivate a positive image of neat appearance in students	S31. To emphasize the importance of appearance and provide clear standards to students, teachers and parents. S32. To enforce a whole-school neat appearance system.

SUMMARY OF STRATEGIC PLANS:

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

Target 1. To devise a comprehensive English curriculum catering diverse learning needs

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S1 To strengthen the junior curriculum by focusing on vocabulary acquisition and content-Building	Form Level Dictation <i>Target groups:</i> All form levels	Regular intervals (by week or cycle)	<ul style="list-style-type: none"> - Students acquire more input on thematic vocabulary and sentence structures - Students have better spelling skills and power of observation 	<ul style="list-style-type: none"> - Formal assessment of dictation conducted in class - Feedback from teachers on learning effectiveness 	English KLA (TEL)	Compilation of dictation materials per form level
	Routine speaking activities in class <i>Target groups:</i> S1-S3	Every student can speak for 2 rounds per term	<ul style="list-style-type: none"> - Increased level of confidence in speaking - Increased fluency in speech delivery 	<ul style="list-style-type: none"> - Formal speaking assessment tasks done in class 	TEL	Topics and samples of speaking tasks
	Bridging Activity <i>Target group:</i> S1	Lunch time Sept.- Oct. 2012	80% of the students join the activity and 60% of them get more than 50% total score.	Statistics	Integrated Science Department (DIS)	Help of lab. technicians
	Reinforcement of vocabulary - Economics	Throughout the year	<ul style="list-style-type: none"> -Observation -teachers' evaluation 	Teachers' Feedback	Integrated Humanities Department (DIH) Physical Education Team (TPE)	Respective budgets-

S2 To strengthen teacher development and peer collaboration among English panel members	After 2 years implementation of the plans on “Teacher Workshop” & “School-based teaching packages”, they are suspended this year.					
S3 To stretch abilities of capable English learners	Introduction of Drama Program *Funded by CEG <i>Target groups:</i> S1-S4	Whole year (after school)	-Build up stronger fluency and confidence in language production -Participants take up leading role in activities related to English in class and at school level	Reports from teacher trainer Attendance rate Year-end production Interview with student participants	Teacher in charge and panel heads	Booking of venue and training timetable

Target 2. To enhance English learning abilities, interest and confidence of students

S4 To increase students' exposure to using English in learning other subjects and in their daily life	Online learning package *Funded by English Enhancement Scheme <i>Target groups:</i> S1-6	Whole school year	- Increased completion rate and consistency in weekly drilling - Enhanced knowledge of English related to current affairs	- Statistics on amount of time spent online - Students' performance in exercises done	TEL	Booking of computer room and use of headsets
	Extensive Reading Scheme <i>Target groups:</i> S.1-6	Whole year	- Students having read at least the number of books required and produce proper book reports on time	- Teachers' assessment of the book reports - Statistics on the books reports collected	TEL & Library Team (TLI)	Copies of book reports forms

<p>English Enrichment Programme -English articles selected by English /Science/PSHE KLA as the reading material. -Questions based on the content of the articles would be set. -Prize will be given to the classes with a good performance throughout the year. <i>Target Group:</i>S.3 students</p>	Whole year (twice a month)	At least 60 % of S.3 classes complete and return the worksheet.	Statistics	TLS, TEL,TSE TPS	\$700
<p>Fun Reading in Economics <i>Target Group:</i>S.3-6 students</p>	Sept. 2011-May 2012	80% students complete the written report with 1 outstanding report from each class	The marks and grading of S.3: constitute 10% of exam marks in both terms S.4-6: constitute 10% of the 1st term exam. marks	DEC	
<p>Better preparation and facilitation of cross-curricular materials (Humanities in English) in junior levels (S1–S3)</p>	Whole year	Over 70% of the teachers concerned agree that the plan enhances English learning abilities, interest and confidence of students	Teachers' observation and feedback	Integrated Humanities Dept. (DIH)	Preparation and printing of teaching and learning materials
<p>Newspaper Clipping -To develop students' generic skills and to increase their awareness of current issues in Hong Kong, China and the world through newspaper reading</p>	Whole Year (at least once a month)	90% students complete the assignments	Students' marks. It will constitute 10% of the test mark in each term.	Integrated Humanities Dept. (DIH), Chemistry Dept. (DCE), Economics Dept. (DEC)	

	Success Skill Workshop -Cooperate with external organizations -Sharing from alumni <i>Target groups: S5 – S6</i>	Whole year	- Positive comments from teacher & students - 70% of participants learn the technique and create a presentable resume and recommendation letter.	- Observation - Reflection sheet	Careers & Guidance Team (TCG)	HK\$3000
	To increase English communication opportunities in daily routines (Thanksgiving Mass)	Whole year	- students get used to listening and reading English - students are able to understand the message in English	- observation report from teacher-in-charge	R.S. Dept. (DRS)	Booklets Movie clips Videos Songs Offerings
	Use English software and IT tools in English <i>Target groups: All students</i>	Whole year	- complete the major change of installation on or before September.	- Comments from subject teacher	Computer Studies Dept. (DCS)	Fill in later
S5 To increase opportunities for both teachers and students to interact in English.	After school English Club activities <i>Target groups: S.1-6</i>	Once a week after school	-Students have greater interest and confidence in learning English -More chances to communicate with native speakers of English	-Attendance of students - Feedback from teachers	NET teachers	\$500 Teaching and game materials for the clubs
	English Café A regular meeting place at lunch time for students and teachers to interact in English <i>Target groups:S.1-6</i>	Whole year	- Students engage in more spontaneous English speaking environment - Students show better initiatives to use English outside lesson hours	-Observation of students' level of participation -Teaches' feedback on effectiveness	TEL	\$1500 Roster of teachers and helpers on duty
	Cross KLA EMI Sharing (Teachers of English, Mathematics, PSHE and Technology will join the meetings and share their experience to help students learning Science with EMI) <i>Target group: S1 & S2</i>	Whole year	- Teachers of English, Mathematics, PSHE and Technology attend the meetings - Experience sharing on helping students learn Science in EMI	- At least two meetings for a year.	Statistics	

S6 To foster an English rich environment for students to learn and use English with joy	Speech Festival <i>Target group: S.1-6</i>	September 2012 to February 2013	<ul style="list-style-type: none"> - A 70% turn up rate for those who have enrolled to compete - With 90% of participants getting over 75 marks (Proficiency) - With 65% getting over 80 marks (Merit) 	<ul style="list-style-type: none"> - Statistics: certificates issued by the Festival office 	TEL	Holding of internal rehearsals prior to the official competition
	English Zone <i>Target groups: S.1-6</i>	Whole year	<ul style="list-style-type: none"> -Meaningful displays are shown -Students are interested in reading the displays 	<ul style="list-style-type: none"> -Teachers' assessment of the quality of the displays from each class -Teachers' observation of students' interests to the displays 	TEL	Purchase of stationery and paper for board decoration
	Morning Reading Session (MRS) <i>Target groups: All Teachers & Students</i>	Whole year	<ul style="list-style-type: none"> - Students agree that it is an opportunity for language practicing and promoting reading. - Students agree that they read more English materials than before. - Average students read 10 or more books in a year - Book sharing 	<ul style="list-style-type: none"> - Teacher and student surveys - EDB stakeholder surveys - Evaluation meeting - Observation 	TLI	\$3,500
	Program for Newly-arrived Students from Mainland <i>Target groups: Students from Mainland</i>		<ul style="list-style-type: none"> - Good Attendance 	<ul style="list-style-type: none"> - Evaluation and feedback - Survey of students 	Student Affairs Team (TST)	EDB Funding

<p>S7 To improve the English learning ability of less capable students</p>	<p>After-school School based support Program <i>Target groups:</i> Students who receive CSSA or Full Remission of STAS 1. Tutorial Lessons 2. Interest Group</p>	<p>Whole Year After School</p>	<ul style="list-style-type: none"> -Good Attendance -Able to complete assignment -Show improvement in learning and studying 	<ul style="list-style-type: none"> -Evaluation and feedback by tutors and social workers -Survey of students 	<p>TST</p>	<p>Co-organize with External Organization</p>
<p>S8 To build student confidence by exposing them to continuous assessment and activities</p>	<p>Use of form level readers and movie appreciation <i>Target groups:</i> S1-6</p>	<p>Whole year</p>	<ul style="list-style-type: none"> - Enhanced understanding of SBA requirement - To arouse interest in learning English through teen-related issues explored in readers and movies - Students produce quality assignments 	<ul style="list-style-type: none"> - assessments of students' assignments - feedback from teachers - sharing of teaching methods in panel meetings 	<p>TEL</p>	<p>Purchase of movie titles suitable for junior & senior forms</p>

T3. To strengthen the collaboration between English KLA and different KLAs/Teams

<p>S9 To set up a MOI committee to provide leadership in the planning and implementation of school language/MOI policy</p>	<p>As school MOI policy has been established, the program plan is no longer necessary in 2012-13.</p>
---	--

S10 To strengthen collaborative activities and competitions between different KLAs/Teams	Activities or project learning between English KLA and other KLA (e.g. English & PSHE, S3 project learning, Art & English, PTA essay writing competition) <i>Target group: S1-6</i>		<ul style="list-style-type: none"> - Higher level of motivation in English learning through the use of songs - Better building up of class spirit with different levels of collaboration required in the subjects involved 	<ul style="list-style-type: none"> - Evaluation meeting and reports - Observation from class on students' level of participation - Quality of student work produced 	TEL TPS TAE TTE TPR DHI DGE DEC DIS DCS DIH	
---	--	--	--	--	---	--

Major Area of Concern 2: To Enhance Student Learning Effectiveness

Target 4: To cater for students' learning diversity

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S11. To have class allocation and teaching strategies devised according to students' abilities & performance	To design flexible curriculum & activities for learning -中文初中課程調適(NCS) - Bridging programme of various KLA/Dept -I.H tailored-made material <i>Target students: All students</i>	Whole year	<ul style="list-style-type: none"> - Improvement in the results of different assessments. 	<ul style="list-style-type: none"> - Statistic & observation from teachers 	Academic Office All subjects	
	To help students develop public examination skills <i>Target groups: S4 - 6</i>	Whole year	Improvement of public examination results.	Passing percentage of public examination results.	TSE	

S12. To improve the teaching effectiveness in ALA classes	S1 & S2 ALA classes for slow learners <i>Target groups:</i> S1 & 2 slow learners	Whole academic year	<ul style="list-style-type: none"> - At least two sharing sessions are organized for ALA teachers. - Positive comments from ALA teacher 	<ul style="list-style-type: none"> - Observation - Statistics - Questionnaire for ALA teachers 	Learning Strategies Development Team (TLS)	\$ 500
S13 To provide resources and assistance to students of different abilities	Maintenance of softcopy of teaching materials -Experiment manuals, tests, examination papers and exercises will be uploaded to e-class for students <i>Target groups:</i> All students	whole school year	<ul style="list-style-type: none"> - All data updated 	<ul style="list-style-type: none"> - Statistics 	Data Management Team (TDM)	
	Support group for students with SEN Growth groups for students with SEN <i>Target groups:</i> SEN students	Throughout the year	<ul style="list-style-type: none"> - Observations & feedback from students 	<ul style="list-style-type: none"> - Attendance and performance of students 	Inclusive & Special Ed. Department (TISE)	\$80,000 (LSGSS)
	S.1 & 2 Summer Academic Improvement Programme <i>Target groups:</i> S.1 & S.2 Academic Low Achievers (Students with poor academic performance – recommended by class teachers)	Mid July to early August	<ul style="list-style-type: none"> - A minimum of 90 % of attendance - Able to complete tasks assigned by tutors - At least 70 % of participants attaining pass in all the assigned works. 	<ul style="list-style-type: none"> -Attendance Record -Classroom observation -Evaluation comments from tutors -Students Works -Students Attitudes 	TLS	\$800
	To provide careers guidance for S3 – S6 -career talk & booth -Sharing from alumni -Brief reports for interviewed students	Whole year Parents Day	Students understand his own career path	<ul style="list-style-type: none"> -Observation -Reflection sheet -Feedback from different parties 	TCG (Careers & Guidance Team)	Respective budgets

	School-based Curriculum Development Support Services for S1 Level <i>Target groups: S1 student level</i>	Whole year			Mathematics Education Team (TME)	Teacher Assistant (\$2000)
--	--	------------	--	--	----------------------------------	----------------------------

Target 5. To improve students' learning motivation and attitude

S14 To educate and motivate students to make learning a habit	Life Education Period Activity <i>Target groups: all levels</i>	Whole year	- 75% rated topics retained	- teachers' evaluation - students' reflection	TLE	\$5,900 TA
	Tutorial class for streamed students	before public exam	No. of enrolment and attendance Rate	statistics	Chemistry Dept. (DCE)	
	To connect NSS History knowledge and concepts with Liberal Studies Curriculum <i>Targets groups: S4-S6 students</i>	Whole year	Teacher agree the reminders to students are useful for students in learning both History and LS	Teachers' feedback in departmental meetings	DHI TLSE	
	Parents Education Talk <i>Target groups: S1 – S6 parents & students</i>	Sat Lunch (1-2 times a year----2 hrs each)	- Parents agree that the talk is useful - Parents are satisfied with the arrangement	- Parents survey - PTA Evaluation meeting - Observation	Parents Relation Team (TPR)	\$ 8,000
S15 To continuously assess students' performance during lessons in every subject	整理學習材料	全年	活動至少有半數學生獲取獎勵分數	通過老師提供達標數據	正副科主任及全體老師	教學助理
	HE & NW Practical Lessons	Sep 2012 – Jun 2013	- 50% of students get a pass in each lesson. - Students show interest in cooking and needle work and being creative.	- Marks given in every practical lesson according to the different criteria	Home Economics Department (DHE)	\$11,000 basic ingredients. (Included in the consumable fund.)

	To employ continuous assessment method for evaluating the students' performance in different subjects <i>Target groups: All form levels</i>	Whole year	<ul style="list-style-type: none"> - Students' learning motivation raised - Students actively participate in lessons - Majority of teachers employ scaffolding in assessment. 	Teachers' evaluation	TPE Liberal Studies Education Team (TLSE)	
	Preparation for TSA & DSE Exams	Whole school year	<ul style="list-style-type: none"> -Enhanced understanding of the public exams requirement -Enable students to strive for improvement 	<ul style="list-style-type: none"> -Assessments of students' work -Feedback from teachers -Evaluation of students' performance in panel meeting 	TEL	Setting dates and booking of venues
S16 To assist students to complete and submit assignments on time	Homework system <i>Target group: junior levels</i>	Whole year	Positive comment from class teachers (Junior levels)	Feedback from class teachers (Junior levels)	TST (i/c)	\$ 500
	Consistent Effort Award Scheme <i>Target groups: All S1 ~ S3 students</i>	4 Phases per school year (normally in Oct, Dec, Mar and May)	At least 10 % of student population per S1, S2 and S3 level can obtain at least 1 certificate yearly.	Statistics record kept by the discipline teachers	TDI	HKD 1,400 (annually)
S17 To award students good learning habits or achievement	活動獎勵計劃 初中及新高中學生參加校內及校外語文活動及比賽，可獲加許學科分數	全年	全體中一至中五學生不少於 30%獲得本科獎勵分數	統計各項活動的參與人數	Chinese KLA (TCL)	教學助理

Annual Arts Student Award Scheme (優秀藝術學生獎勵計劃)	-Whole year Promotion with arts teachers	- For S1-5 levels: - At least 5% of students of each level are nominated	- Teacher & student comments - Students' arts academic results & co curricular activity - Attendance of arts groups	TAE	TAE \$1000 (prizes & printing)
參加網上閱讀計劃： 「看漢中文網」(中一至中五)	2012年10月至 2013年5月	中一至中五級於上下學期各有不少於50%的學生參與活動	網上核查學生的閱讀紀錄(上下學期各一次)	TCL	\$5500.0
Essay writing prize presentation ceremony <i>Target groups:</i> All winners, their parents & teachers	26 Mar 2013 Lunch Venue: Auditorium	- Students have good learning habits or achievements	- Parents & Students interview - PTA Evaluation meeting - Observation	TPR	\$11,200 (scholarship) + \$2,000
To give positive praise to students who have good or improved performances <i>Target students:</i> all students	Whole year	- Students show improvement in their results	- Statistics - Assessments - Documents	Academic Office (OAC) All subjects	Respective budgets
Volunteer Commendation Awards <i>Target groups:</i> S3 - 5	Sept, 2012	Good atmosphere Volunteer could make further improvement	Observation Feedback from the students	Life Wide Learning Development Team (TLW)	\$ 300

<p>Election of Outstanding Student <i>Target groups:</i> nominated Students</p> <p>To elect</p> <ol style="list-style-type: none"> 1. Student of the Year; 2. Sports Boys/Girls of the Year; 3. Student Artist of the Year 	End of school year	<ul style="list-style-type: none"> - Increase in number of nominees 	<ul style="list-style-type: none"> - Observation & comments by members of Selection Panel 	TST	Certificates & Trophies
<p>School Opening Day and Closing Ceremony <i>Target groups:</i> S1 – S6</p>	3 rd Sept,12 & 10 th Jul,13	<ul style="list-style-type: none"> - Through the address of the alumni, the students' sense of belonging is enhanced. 	<ul style="list-style-type: none"> - Observations and evaluations made by ceremonial team members. 	Ceremonial Team(TCE)	\$1,300.- (Opening Day) \$4,000.- (Closing Ceremony)
<p>Speech Day <i>Target groups:</i> S6</p>	25 ^h May, 13	<ul style="list-style-type: none"> - Prize-winners feel honored and their self-image is enhanced. - The school image is enhanced. 	<ul style="list-style-type: none"> - Attendance record. - Observations and evaluations 	Ceremonial Team (TCE)	\$24,000.-
<p>Appreciation Letter</p> <ul style="list-style-type: none"> - Appreciation of the good performance of the graduates from the targeted primary schools. - Invitation made to target schools for holding school promotion activities 	October/ November 2012	<ul style="list-style-type: none"> - Students are honored 		Promotion Team(TSP)	

	RHS Award Scheme 1. To promote the Scheme through S.1 Adaptation Program & class teachers of upper levels 2. To reward students who fulfill the requirement Target groups: All Students	Whole Year	More students strive to attain the standard of obtaining the honour	Number of student increased in obtaining the award this year	Student Affairs Team Members	Certificates & Badges
	Best Improved Students Award Target groups: S.1-5 students with improvement in academic result or character	End of school year	The awarded students show remarkable improvement in academic performance or personality	1. Calculation 2. Class Teacher recommendation	Student Affairs Team Members	
	Reading Prize Giving Ceremony <i>Target group:</i> prize winners, Student Librarians Venue: Hall	28 th Feb 13	The ceremony can be smoothly run Turn up rate of prize winners is over 70% Feedback from teachers and students is positive	Attendance rate Meeting evaluation Feedback and observation	Library Team	\$800

<p>S18 To develop and use multifaceted activities /programs to stimulate learning motivation</p>	<p>Learning based programs, Activities, competitions and award schemes launched by different teams and KLA/ Dept. throughout the school year</p> <ul style="list-style-type: none"> - 中文科分級活動 (TCL) — 朗誦、演講其他形式的比賽 (TCL) — 普通話交流日 (TCL) — 中三級專題閱覽, 中四級專題研習報告比賽 (DCH) -Fascinating Maths Questions & Maths Quiz (TME) -science quiz and competitions (TSE) -Religious and Physics Talk (DRS & DPH) -Chinese Flower Market Workshops (DEC) -Annual Arts Competition and exhibition (TAE) -Healthy Meal Planning & preparation (DHE-HMSC) -Health and Care Promotion (DHE-HMSC) -Chinese & English Book Report Writing Competition (TLI, TCL, TEL) -Book Exhibition (TLI) -Bookmark design competition (TLI) 	<p>Throughout the school year</p>	<ul style="list-style-type: none"> - Satisfactory participation - Higher learning motivation <p>(details on respective plans)</p>	<ul style="list-style-type: none"> - Observation - Feedback - Statistics <p>(details on respective plans)</p>	<p>OAC, All subjects & Teams</p>	<p>Manpower, Respective budgets</p> <p>(details on respective plans)</p>
---	--	-----------------------------------	---	--	--	--

	<ul style="list-style-type: none"> -Joint PTA Essay Competition (THM & TPR) -Mentorship Program (TCG) -Environmental Debate competition (THM & TEE) -Fascinating Maths Questions & Math Quiz (TME) -Science Quiz and competitions (TSE) -Science Week (TSE) -Project Learning/ Competition: My School My Home (DRS) -Project Learning (HMSC) (DPH) (DIS) - Photo Display project (DRS) -Academic competitions (THM) -HK Physics Olympiad (DPH) -Religious ceremony (DRS) -Forum (TSE & DRS) -Outstanding Performance Award Scheme (DHE) -Geography competitions (DGE) -Inter-class Sports competitions (TPE) -Field Trip (TLW) 					
<p>S19 To implement an effective promotion/ repeat system</p>	<p>As there is no enrolment of S5 repeaters, this program plan is suspended.</p>					

Target 6.To improve students’ learning environment

<p>S20 To categorize and distribute activities throughout the school year</p>	<p>Drafting of activity calendar Activities are taken into consideration</p>	<p>During activity calendar drafting</p>	<p>- Activities more evenly distributed throughout the school year</p>	<p>- Feedback from teachers, students, and parents</p>	<p>Principal</p>	
<p>S21 To require students to bring the necessary learning materials</p>	<p>To set a clear rule for encouraging students to bring proper uniform for the PE lessons</p>		<p>- The overall attendance rate of PE lessons reach 80%</p>	<p>- Observation - Warning issuing records</p>	<p>TPE</p>	
<p>S22 To maintain a clean and favorable environment for teaching and learning</p>	<p>Invitational Education Theme (RESPECT) PLACES -Special Color Banner -Bulletin board design for Invitational Education -Green plant growing at the classroom green corner</p>	<p>Whole year Main event in 1st term</p>	<p>Banner display completed Sept Complete of board display in three phase project with class teachers</p>	<p>Teacher observation & student feedback</p>	<p>Whole school</p>	<p>\$3600</p>
	<p>Environmental Classroom campaign & Ambassadors Award Scheme -Environmental Ambassador, -Classroom cleaning, -Bulletin board design</p>	<p>Whole year</p>	<p>- Over 80% passing rate in classes</p>	<p>- Observation & report - Feedback from class teachers & student responses</p>	<p>TEE</p>	<p>\$3380 (cleaning tools, rubbish bins, prizes & others)</p>

Target 7. To foster students' learning and organizing skills

S23 To develop in students necessary learning skills	Enrichment of our students' learning experience -Slogan / Bookmark/ Booklet Design Competition -Project learning (S1) <i>Target groups: S.1 and S2</i>	Throughout the year	- 70% of the students completed their work	- Teachers' Feedback	DIH	\$2500
	Provide supporting materials for students who drop an elective <i>Target group: S5-S6 students who drop an elective subject</i>	Whole year	Both Teachers and Students agree the programme help their LS learning skills	Documents (scaffolding work) Teachers' feedback in departmental meetings Students' feedback	Respective teachers	TA support
	Scaffolding in assessment - <i>Target group: S4-S6 students</i>	Whole year	Majority teachers find scaffolding in assessment can enhance students' performance in LS assignments and tests	Documents (scaffolding work) Teachers' feedback in departmental meetings	TLSE	TA support
	Talk on reading/writing skills <i>Target group: Junior level</i>	25 or 26 Feb 13	- Interaction between the speaker and students - Students are motivated	- Feedback from students - Evaluation - Observation	TLI	\$1,000
S24 To develop in students necessary organizing skills	To teach students to monitor their learning progress by using portfolios -liberal studies -Chinese History -History <i>Target students: S.4-S6 students</i>	Whole year	-70% of students completed their portfolios with reflections - enhance students' performance in their assignment filing and facilitate students to monitor their learning progress.	- Documents (Students' learning portfolios & their reflections - Teachers' feedback in departmental meetings	TLSE DCH DHI	

	Carrier Bag Making design patterns with the theme “love and care” on carrier bags <i>Target Group: S1</i>	Feb – Jun 2013 During NW lesson time	- 75% of the students complete their work.	- Marks given according to sewing skills and design.	DHE-HMSC	\$7,000
--	--	---	--	--	----------	---------

Major Area of Concern 3: To Develop and Enhance Students’ Self-management Capabilities

Target 8. To develop students’ sense of self-management

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S25 To provide training activities for students on self-management skills and/or leadership skills	Junior & Senior Leadership Training Camp	27-28 April, 2013 15 -16 Sept, 2012	1. High Participation and Spirit during the training 2. Better Performance of students in their own student organizations and in the school after training	1. Observations and Feedback from teachers and students	TSL	
	S1 Orientation Day	24 th Aug, 2012	- Good atmosphere - Good relations with Student Leaders	- Participants’ feedback	THM & OPC	\$2000
	Interactive activity on various themes -“Sexual Harassment” -“Be cool-No Drugs” <i>Target groups: S2</i>	Lessons time	- 70% rated topics retained & good	- Teacher and student surveys - students reflection - Observation	TLE	- \$2300 - assist by subject teachers
	Youth Ambassador Scheme <i>Target group: 25 S3-S5 selected students</i>	Nov 2012-May 2013	- 80% attendance rate - Able to complete assigned tasks	- Evaluation and Feedback	Counseling & Discipline Team (TCD)	\$1300 for prizes, resource materials

	Support group for students with SEN	2 nd term	Observations & feedback from students	Attendance and performance of students	Inclusive & Special Ed. Team (TISE)	\$20,000 (LSGSS)
S26 To promote class stewardship designed to foster class spirit and class management	Inter-class Sports Competition Basketball, Volleyball, Badminton, Table Tennis <i>Target groups: All classes</i>	Spread throughout school year Lunch and after school	60% classes get involve in the competition High class spirit	Number of classes involved Observation	PE Team	\$5500
	S1 Adaptation Program <i>Target groups: S1</i>	4 Sept - Whole day	70% rated topics retained & relevant	Teachers' evaluation Observation	TLE, Class teachers, Social Workers	\$100
	S2-6 Refreshing Program <i>Target groups: S2-S6</i>	4 Sept - 1 st -3 rd Period	70% rated topics retained and relevant	Teachers' evaluation Observation	TLE, Class teachers	

Target 9. To uphold effective classroom management and self-discipline of students

S27 To develop a school-based classroom management system & sharing channels among teachers	CT & ACT Meetings Provide communication channel for CTs & ACTs to share issues on: -i) Pastoral Care -ii) Teaching & learning	3 times a year	-At least 1 class teacher attending the meeting	-Feedback from the minutes -Interaction among teachers	Pastoral Care Office (OPC)	
	Environmental classroom campaign To uphold effective classroom management & self-discipline of students	3-4 phase in year	Cooperation between Discipline Team and Environmental Education Team	Evaluation with both teams, teachers & students	TEE TDI	Discipline teacher support

S28 To adopt developmental and preventive measures to promote “self-discipline”	Different developmental and preventive programs for target students - Smart Teens Program - S3/S4 Emotion Management group - Visit to Lai Chi and Lai King Correctional Institution - Small Group for NCS - Cultural Inclusion Scheme	Nov-May	- 80% attendance rate - Able to complete assigned tasks	- Evaluation of students - Observation and comments by teachers i/c of each activity	TCD SSW	\$4,600 for different programs
	To invite school touring of aesthetic performance <i>Target groups:</i> Junior & Senior once for each level	Through the year During lessons	Well self-discipline in the public venues	Observation	TLW	Through the year During lessons
	S1-3 New Students Parents Day <i>Target groups:</i> Parents of S1-3 new students	22 Sept 12	- 70% rated event as good - Positive feedback from parents	- Teachers & parents’ evaluation - Observation	TLE Class teachers,	Assistance by uniformed groups

T10: To maintain students’ good attendance to school and to class

S29 To set up a consistent and effective system to deal with students who are absent or late to school/ class	Attendance of Students 1. To check students’ attendance and punctuality 2. To implement a “watchdog” System 3. To coordinate the detention class 4. To interview the students and parents with habitual lateness and absence <i>Target groups:</i> All Students	Whole Year	- Decrease in number of habitual lateness and absence - Students’ cases are followed up	- Attendance Record - Parent contact or interview - Detention record	Student Affairs Team (TST)	Discipline Teachers, Class Teachers, Teachers on duty of detention class
--	---	------------	--	--	-------------------------------	--

	Provide SMS service for all parents All parents can receive the SMS from school when their children are absent.	Whole Year	The system is running smoothly	Teacher and parent feedback	TSF	Each student: HK\$10
S30 To seek collaboration of PTA and parents	PTA SMS system Invite all level parents to join the PTA SMS system <i>Target groups:</i> Parents of all form levels		Using SMS to promote activities held by PTA Parents are satisfied with the communication channel and arrangement	PTA Evaluation Meeting Observation	PTA Ex. members	\$ 1,000

Target 11. To cultivate a positive image of neat appearance in students

S31 To emphasize the importance of appearance and provide clear standards to students, teachers and parents.	To instill a sense of neat appearance		All students must wear school PE uniform to attend all inter-house sports activities.	Observation	All PE Teachers	All students must wear school PE uniform to attend all inter-house sports activities.
	Best in Appearance (Improvement scheme of Student Physical Appearance) To reward students who have shown improvement in appearance by checking the appearance checking record of the Discipline Team	End of School year	S1-6 students one student selected from each class	Observation & comment by Discipline Team & all teachers	OPC Head, Discipline Team (TDI)	\$500

S32 To enforce a whole school neat appearance system.	Routine physical appearance checking (Improvement scheme of Student Physical Appearance) - Morning Assembly Checking - Raid checking (per class any time) - During UT/ Exam periods <i>Target groups: All students</i>	Whole year	40-50% student population obtaining NIL appearance slips regarded as 'Satisfactory' ; whilst >50% regarded as 'Fairly Good'	Observation & comment by Discipline Team & all teachers	OPC TDI	\$100 Whole-school approach; All teachers involved
	Improvement in Appearance (by Class) (Improvement scheme of Student Physical Appearance) <i>Target group: All students</i>	End of school year	5% of student population obtaining clean record as compared with the no of appearance slips in the 1st Term	Evaluation and Feedback	OPC TDI	\$100 for printing certificates

APPENDIX:

PASTORAL PLAN – My School, My Home

The Department of Religion is not only concerned with prayers and ceremonies, but also with the daily life of the school. This is the reason that we have started this campaign in the Religious Week, “my school my home”. We understand that everyone in our school can make it a better place. What about the students? We cannot underestimate their potential to create a better school. Students are like the fruits of a tree, and the hard work of the teachers is reflected in the students’ growth and development. Consequently, the “my school, my home” campaign focuses on our students. Rosaryhill School is ultimately for them, for their education. They should also have a voice in our school community. We expect to hear from them about their needs and also their complaints.

Students can “stay” at home and also “feel” at home. We would like them to “feel at home” and to improve their sense of belonging to RHS. If they feel at home they will treasure what they receive, and will also forgive and excuse what is missing.

Everybody can learn, and of course our students can learn to love RHS as their second home. For the next school year we will propose different activities and also times to share and discuss so that a new attitude will emerge: an attitude of care and concern, of joy and respect, of love and forgiveness. These are the core Christian values that the Department of Religion is committed to promote.

Language and MOI Policy

Rosaryhill School aims to provide an education that places great importance on "Trilingualism and Bilingualism". 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 / Youth Reading Programme with books mail-ordered from Scholastic, class library, and school library); Reading newspapers; Form level readers
Writing	Monthly writing assignments; Writing book reports; Writing film reviews; Writing poems and songs; Writing dairies, 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 a 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 (**NOT** bilingually).

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 responsory, 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：

- 延續每級開設一班「普通話教中文」的政策，檢討並完善教學策略。
- 調適授課語言、課程內容及評核，以配合非以華語為母語之學生程度。

2. 活動：

- 校內 — 普通話交流日：全年共 16 次，於初中有蓋操場設置交流攤位，初中學生每次依不同題目及情景與普通話大使進行交流，提昇普通話說話能力。
- 班際普通話比賽：各級分別進行不同形式的班際比賽，如講故事、朗誦及歌唱，並於禮堂進行決賽及表演，提高學生學習興趣。
- 校外 — 鼓勵學生參加朗誦或演講比賽(例如：校際中文朗誦節 等等)，希望透過不同形式的比賽，加強學生普通話能力的訓練。規定初中每級必須派出一隊參與集體朗誦比賽。

ROSARYHILL SCHOOL
**PLAN ON USE OF CAPACITY ENHANCEMENT GRANT
 FOR THE SCHOOL YEAR 2012-2013**

Task Area	Major Areas of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Person-in-charge
Curriculum development	To develop IT teaching kits in various subjects & provide support for teachers	To employ one IT assistant to maintain & update teaching material, eClass and webpages	Teachers' workload in the maintaining & updating of IT teaching material & webpages, will be relieved.	September 2012 – August 2013	Salary of the IT assistant for the year - \$136,206 (\$10,810 per month plus 5% MPF)	Maintaining the use of IT in teaching > 30%.	<ul style="list-style-type: none"> ◆ Inventory list of IT teaching material ◆ Record of use of IT in teaching. 	Mr. Stephen Shi
Other Learning Experience – Aesthetic Education	<ul style="list-style-type: none"> ◆ To take up the teaching load in areas not specialized by regular teachers in OLE ◆ To help in running activities in performing arts 	To employ a part-time teacher on hourly basis to taking up lessons in drama & dance	Teachers can concentrate more on their areas of expertise and professional instruction is obtained	September 2012 – June 2013	A budget of \$70,000	<ul style="list-style-type: none"> ◆ Quality of lessons provided ◆ Participation of students 	<ul style="list-style-type: none"> ◆ Students' performance during lessons ◆ Comment from students ◆ Report from Art KLA coordinator 	Mr. Hilton Chan
Pastoral Care	To promote ethical education	To employ one Pastoral Assistant to help in organising & promoting religious activities	With the support from the assistant, teachers can concentrate more on the personal contact with students in ethical education.	September 2012 – August 2013	A budget of \$81,723	<ul style="list-style-type: none"> ◆ More religious activities and better organised & more students involved ◆ Improvement of students' behaviour in long run 	<ul style="list-style-type: none"> ◆ Number of activities ◆ Number of participants ◆ Observe behaviour of students 	Mr. Simon Tai
Coping of students with gifted abilities in sports	To coach or instruct students in School Teams	To employ part-time coaches or instructors in Badminton, Volleyball, Swimming, Table-tennis & Basketball	Teachers' workload in extra-curricular activities can be relieved and more professional instruction is obtained	September 2012 – May 2013	A budget of \$163,075	Participation in more events & more students involved & better results achieved by the School teams	<ul style="list-style-type: none"> ◆ Number of participants ◆ Achievement in inter-school competitions & other external competitions 	Ms. Winsy Chung
Total: \$451,004 (from CEG in 2012-13)								

ROSARYHILL SCHOOL
**PLAN ON USE OF DIVERSITY LEARNING GRANT
 FOR THE SCHOOL YEARS 2012~2015**

DLG-funded Programme(s)	Strategies & Benefits Anticipated	Name of Programme(s) / Course(s) and Provider(s)	Duration of the Programme/Course	Target Students	Estimated No. of Students Involved in Each School Year			Evaluation of Student Learning / Success Indicators	Person-in-charge
					12-13	13-14	14-15		
Music	(Network Programme) In view of the small number of students opting for Music, this network programme with 3 schools can help to cater for students' diverse needs	HKDSE Music (Network Programme)	3 years	S4-6 students of this cohort of students	5	5	5	◆ Students will take the HKDSE Examination.	Ms. CHENG Mendy (DMU)
Music	(Gifted Education Programme) To enhance students choral singing skills	School Choir Training	3 years	S4-6 students in the School Choir	10~15	10~15	10~15	◆ Students will improve their skills in choral singing.	Ms. CHENG Mendy (DMU)
Mathematics	(Gifted Education Programme) To train up students with thinking & analytical skills targetting for Mathematics Olympiad	Mathematics Olympiad Training	3 years	S4-6 students in the School Badminton Team	6-8	6-8	6-8	◆ Students will improve their results in Mathematics. ◆ Students will take part in inter-school Mathematics competition	Ms. LO Harriet (TME)
Drama	(Gifted Education Programme) To train up students with script-writing skills and drama directing skills	Script- Writing & Drama-directing Workshop	3 years	S4-6 students interested in drama	~18	~18	~18	◆ Performance of students in inter-house drama competition & inter-school drama competition	Ms. CHUNG Winsy (OCC)
Careers Program	To teach students how to write application letters, resume & recommendation; and to practice the skills in interviews	Workshop on business writing & interview techniques	1 years	S.6 students	~30	/	/	◆ Product letter and resume of the students. ◆ Comment from course instructor ◆ Success in interviews	Ms. CHEUNG Evy (TCG)

Abbreviation of Offices, Teams and Departments listed according to five Offices (Rosaryhill School Annual School Plan 2012-13)**OAC-Academic Office**

TCL-Chinese Language Ed. Team

TEL-English Language Ed. Team

TME-Mathematics Education Team

TLSE-Liberal Studies Education Team

TSE-Science Education Team

*DBI-Biology Department**DCE-Chemistry Department**DPH-Physics Department**DIS-Integrated Science Department*

TPS-PSHE Education Team

*DIH-Integrated Humanities Department**DGE-Geography Department**DHI-History Department**DCH-Chinese History Department**DEC-Economics Department**DRS-Religious Studies Department*

TAE-Arts Education Team

*DVA-Visual Arts Department**DMU-Music Department*

TTE-Technology Education Team

*DCS-Computer Studies Department**DHE-HMSC & Home Economics
Department**DBA-BAFS*

TPE-Physical Education Team

TLI-Library Team

TSA-Student Assessment Team

TLS-Learning Strategies Development
Team**OAD-Administration Office**

TCI-Crisis Intervention Team

TDM-Data Management Team

TFB-Finance, Budgeting & Inventory Team

THR-Human Resources Management
Team

TSD-School Development Team

TSF-Safety & Facilities Management Team

OCC-Co-curricular Activities Office

TCM-Clubs Management Team

THM-House Management Team

TLW-Life-wide Learning Development
Team

TSL-Student Leaders Guidance Team

OLI-Liaison Office

TCE-Ceremonial Team

TPR-Parents Relation Team

TPU-Publication Team

TSP-School Promotion Team

OPC-Pastoral Care Office*TCO-Counselling Team**TDI-Discipline Team**TISE-Inclusive & Special Ed. Team*

TCG-Career Guidance Team

TEE-Environmental Ed. Team

TLE-Life Education Team

TRE-Religious Education & Activities Team

TST-Student Affairs Team