

Rosaryhill School

(Secondary Section)



Annual Plan

2014 - 15

Rosaryhill School
Annual School Plan
2014/2015

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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 the self management abilities of students	T1 To train students in skills of self management	S1. To train students' organization skills S2. To train students on how to manage their time S3. To educate students the skills in emotion management. Skills
	T2 To develop in students positive attitudes in self-management	S4. To promote students' positive attitude towards cleanliness, punctuality and school assignments S5. To increase students' sense of mutual respect and positive manners S6. To enhance students' self confidence S7. To promote and reinforce a healthy life style Attitudes
2. To cater for students' learning diversity	T3 To develop differentiated curriculum and arrangement for different learning ability student groups	S8. To arrange teaching syllabi in core and extension for different learning ability student groups S9. To enhance Cross-Curriculum collaboration S10. To improve and share teaching pedagogies S11. To extend streaming to senior levels to cater for learning diversity S12. To arrange remedial classes for less able students Learning abilities
	T4 To cater for the learning need of different groups of students	S13. To prepare NCS students with an alternative curriculum and examinations S14. To provide learning supports for NAC students S15. To provide learning supports for SEN students S16. To prepare our students in taking necessary external examinations S17. To cater for the learning need of different groups of students inside and outside classroom. Learning needs
3. To develop RHS into a multi-cultural school of distinctive characteristics	T5 To establish a school of cultural integration, harmony and appreciation	S18. To enhance students' understanding and respect of different cultures S19. To promote cultural integration, harmony and appreciation among students. Understanding & Appreciation
	T6 To facilitate collaborative learning between local and NCS students	S20. To provide more opportunities for students to work together S21. To arrange school activities to enhance collaborative learning. Collaborative learning

SUMMARY OF STRATEGIC PLANS:**Major Area of Concern 1: To enhance the self-management abilities of students****Target 1. To train students in skills of self management**

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S1 To train students' organization skills	Careers Service Team Target group: S1-S5	Whole year	Over 70% helpers learn from office work routine and computer skills Work independently	Observation	Careers & Guidance Team	---
	Training programme on executive functioning skills for SENs	March-May	Observations & feedback from students and parents	Attendance and performance of students Evaluation forms	Inclusive and Special Education Team	\$10,000 (LSGSS)
	Life Education Period Activity Target groups: all levels	Whole year - Hall - Chapel - Auditorium - Rm 507	80% rated topics retained	teachers' evaluation	Life Education Team	\$6,000
	Student Training Program - A. Head Prefects & Captains Training - B. Team building training Day Camps for school & bus prefects - C. Prefect enhancement Training - D. Discipline prefect team workshops / talks session	A. Preferably in early October; B. Before 1st Sept 2014 C&D. After School	High % of prefect participation with acceptable performance	Comment from students & teachers	Discipline Team	\$11,000

	13th RS Sports Tournament	during holiday	<ul style="list-style-type: none"> · For event management, all parts, including competition matches, receptions and ceremonies finish with good timing and good qualities in every detail. · The positive comments and satisfaction level from players, coaches and teachers of participating schools · No major unforeseen error or accident 	<ul style="list-style-type: none"> · For event management, record taking on different areas of work · For participants, use questionnaire 	Club Management Team	LCS D indoor sports centre and football pitch \$16,000
	整理學習材料 對象:全體學生	全年上、下學期結束前收集評分	全校於上下學期有不少於70%學生獲取獎勵分數	以各班任教老師提供的數據作統計	中文科	教學助理
	To teach students to monitor their learning progress by using portfolios Targets: S4-S6 students	Whole year	<ul style="list-style-type: none"> · 70% of students completed their portfolios with reflections · Majority teachers find portfolios can enhance students' performance in their assignment filing and facilitate students to monitor their learning progress. 	<ul style="list-style-type: none"> · Documents (Students' learning portfolios & their reflections · Teachers' feedback in departmental meetings 	Liberal Studies Ed. Team	TA support
	自我管理學習計劃	全年	<ul style="list-style-type: none"> · 70% 同學每學期均 能保存所有學習 材料及活動紀錄 · 50% 的同學能呈交目錄及反思表 	<ul style="list-style-type: none"> · T1/T2/E1 前 收集文件夾查核學生表現 · 2. 老師平日觀察 	中史科	

	Enhancement of students' self-management capabilities	Whole year	Most students bring all the necessary learning materials to lessons with the materials properly kept.	Students' marks. It will constitute 5% of the test mark in each term.	DBFS Dept	\$2500
	To improve students self management skills	Whole year	Comments from subject teachers	Teachers observation	Science KLA	Respective dept budget
	Print Label Target groups: S1-S3	Sept, 2014	Complete the exercise on time. Students stick the labels in their books	Comment and report by subject teacher	Computer Dept	HKD1000
	Healthy Meal Preparation	Apr – June 2015 During HE lesson time	75% of the students completed the task on time. - Students shown fair to good skill in Meal preparation. - Students shown their creativities in food preparation.	This is taken as the Practical Exam. Marks will be given according to the following criteria: preparation skills, cooking methods, washing & tidying-up, result and timing.	Home Economics Dept	\$1,000.- for basic ingredients. (Included in program plan 8.)
	Carrier Bag Making Target Group: S1	Feb – June 2015 During NW lesson time	75% of the students complete their work. Students show interest in designing and sewing their own carrier bag. Students compose meaningful wording concerns courtesy and positive values.	Marks given according to the sewing skills and design.	Home Economics Dept	\$6,000.- for the sewing materials(Included in program plan 9.)
S2 To train students on how to manage their time	Mentorship Program	Whole year	Positive comments from teacher, students & alumni Over 80% of participants join the structured activities Build up good relationship between mentees & mentors	Observation Reflection sheet Feedback from different parties	Careers & Guidance Team	\$8,000

S3 To educate students the skills in emotion management.	S1 Adaptation Program Target groups: S1 students	02/09/2014 Whole day - Chapel - Hall - Auditorium	90% rated topics retained & good	Teachers' evaluation	Life Education Team	\$300
	S3-S5 Emotion Management group Target groups: S3 -5 students	Mar14 –May 15	80% of attendance rate and students are able to share their feelings in the program	6-8 S3 & S4 selected students who are not able to manage their emotions well	Counselling Team Discipline Team	\$300
	Teen Project Target groups: S1-5 students	Oct 14 – Dec 14	80% of attendance rate and students are able to share their feelings with the social workers	10 S1-S5 students	Counselling Team	\$200
	Group for emotional training Or problem solving skills 越峰領航 成長小組	Whole year Lunch hour & after school	Selecte a group of 6-8 students S2-5 levels	Feedback from team members, social workers	Discipline Team	---

Target 2: To develop in students positive attitudes in self-management

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S4 To promote students' positive attitude towards cleanliness, punctuality and school	Environmental Classroom campaign	Whole year	Over 80% passing rate in the classes	Observation base on the marking summary report and LE team member and cleaning staff Feedback form class teachers & student response	Life Education Team	for cleaning tools, rubbish bin \$2,500 \$500 for prizes & others Total:\$3,000
	Life Education Talks & lessons for various levels (Environmental)	Whole year	Active participation of student.	Feedback form class teachers.	Life Education Team	\$3,000 for 6 levels

	Attendance of Students Target groups: All Students	Whole Year	<ul style="list-style-type: none"> - Decrease in number of habitual lateness and absence. - Students' cases are followed up by PCO Head 	<ul style="list-style-type: none"> - Attendance Record - Parent contact or interview 	<ul style="list-style-type: none"> - Pastoral Care Office - Student Affair Team 	Class Teachers
	"My home my class" competition	3-4 phase for classes marking in year	<ul style="list-style-type: none"> - Modify of the Environmental classroom campaign - Improvement of classroom environment - Over 70% of S1- S5 classes get passing mark in the scheme 	<ul style="list-style-type: none"> - Class performance - Feedback from class teachers, students & team members 	<ul style="list-style-type: none"> - Discipline Team 	\$400 Cert & prizes Supported by Life Ed team (Environmental Ed)
S5 To increase students' sense of mutual respect and positive manners	A Journey on Learning the Arts	Throughout the school year (once for each level)	<ul style="list-style-type: none"> - 95% attendance - 90% punctual - well behave 	<ul style="list-style-type: none"> - Teachers' observation - Attendance records 	<ul style="list-style-type: none"> - Life Wide Learning Team 	\$5,000
	Community Services	Throughout the school year Outside school	<ul style="list-style-type: none"> - 95% attendance - 90% punctual - well behave 	<ul style="list-style-type: none"> - Teachers' observation - Attendance records 	<ul style="list-style-type: none"> - Life Wide Learning Team 	---
	Smart Teens Program	Nov 2014 - May 2015	<ul style="list-style-type: none"> - 80% of attendance rate and students are able to complete assigned tasks 	<ul style="list-style-type: none"> - Evaluation and Feedback students and teachers 	<ul style="list-style-type: none"> - Counselling Team 	\$1,200 for prizes, resource materials.
	Visit to Correctional Services Department (Hei Ling Chau)	April 15 or May15	<ul style="list-style-type: none"> - 80% of attendance rate and students are able to complete the program 	<ul style="list-style-type: none"> - 20 S2-3 students 	<ul style="list-style-type: none"> - Counselling Team - Discipline Team 	\$3,800
	Theatre in the Dark	Dec 2014	<ul style="list-style-type: none"> - 80% of attendance rate and students are able to share their feelings with the social workers 	<ul style="list-style-type: none"> - 25 S3-S5 students 	<ul style="list-style-type: none"> - Counselling and Guidance Team 	\$1,500

	Joint Inauguration Day	18 Sept, 2014	<ul style="list-style-type: none"> - Good performance of the audience (students) during the ceremony 	<ul style="list-style-type: none"> - Observations and Feedback from teachers and students 	Student Leaders Guidance Team	---
	Student Council Election	19 May, 2015	<ul style="list-style-type: none"> - High voting rate - Low void votes rate 	<ul style="list-style-type: none"> - Statistics 	Student Leaders Guidance Team	---
	Religious LEP(宗教生活課) Target groups: S.1-S.5 Catholic students	LEP lessons	<ul style="list-style-type: none"> - Students could come across with topics related to their self-management. - Positive values from the Catholic Religion could be brought to students. - Students react actively during the lessons. - Strengthen students' identity as Catholics. 	<ul style="list-style-type: none"> - Observation from Teachers - Responds from the students during lesson - Feedback from students and teachers after lesson 	Religious Education & Activities Team	Powerpoint Small Gifts
	Self management award plan - Best in Appearance Award - Best in Behavior Award - Best in Conduct Award (Overall school performance Award)	End of M1ay	<ul style="list-style-type: none"> - At least 10 % of student population per S1 , S2 and S3 level can obtain at least 1 certificate yearly. (S1 ~ S3 students) - S1-6 student, over 80% classes could select one student for the award 	<ul style="list-style-type: none"> - Comment from students & teachers - Statistics record kept by the discipline teachers 	Discipline Team	Around \$4,000 certificates & *Metal badges production (use for 5 years)
	Anti crime visit	school day	<ul style="list-style-type: none"> - Successful to selected students for the programs <ul style="list-style-type: none"> - i.e. prefect members, JPC members or target students 	<ul style="list-style-type: none"> - Feedback from C&D Team members, social workers, organizer & students 	Discipline Team	Details refer to Counseling team

	ILW Voluntary Services	ILW	Students gain new experience and thinking about life and service	Students' self-reflections and performance in group sharing Level of attention during site visits	Religious Dept.	
S6 To enhance students' self confidence	Preparation for University Interview workshop Target groups: S3-S6 Selected students	Oct, 2014 March, 2015	Positive comments from teacher & students 70% of participants learn the interview technique and have confident to attend the interview	Observation Reflection sheet	Careers & Guidance Team	\$3,000
	Mock Interview Target groups: S3-S6 Selected students	Jan, 2015 April, 2015	Positive comments from teacher & students	Observation Questionnaire	Careers & Guidance Team	\$3,000
	Growth Groups for SENs	1st term	Observations & feedback from students and parents	Attendance and performance of students Evaluation forms	Inclusive and Special Education Team	\$8,000 (LSGSS)
	Election of Outstanding Student Target groups: Nominated Students	Early July 2015	Increase in number of nominees	Observation & comments by members of Selection Panel	Student Affair Team	Certificates & Trophies
	Elderly Academy (ILW)	Jan 2015	80% of attendance rate and students are able to complete the assigned tasks	20 S4-S5 students	Counselling and Guidance Team	\$2,000
	Senior Leadership Training Camp	29 – 30 Aug., 2014	Student performance during the training	Observations from teachers and trainers Questionnaires	Student Leaders Guidance Team	---
	Junior Leadership Training Day	25 April, 2015	Student Performance during the training	Observations from teachers and trainers Questionnaires	Student Leaders Guidance Team	---

School Opening Day Ceremony Target groups: S1 – S6	1 Sept 2014 8:10 – 9:30 a.m.	<ul style="list-style-type: none"> students' sense of belonging is enhanced. Prize-winners feel that they are honoured 	Observations and evaluations made by ceremonial team members.	Ceremonial Team	\$400
Annual Arts Student Award Scheme Target groups: S1-6	Whole year	<ul style="list-style-type: none"> At least 5% of students of each level is nominated 	<ul style="list-style-type: none"> Teachers' comment Students' comment Participation of the arts-related activities 	Arts Ed. KLA	TAE \$1000
To give prizes to students to reinforce learning	After UT & / 1 st Exam	<ul style="list-style-type: none"> Comments from Biology teachers 	Teachers feedback	Biology Dept.	\$900
Speech Day Target group: all S6 graduates	30 May 2015 3:00 p.m. – 5:15 p.m.	<ul style="list-style-type: none"> Prize-winners feel honoured and their self-image is enhanced. The school image is enhanced through this formal function. 	<ul style="list-style-type: none"> Attendance record. Observations and evaluations made by ceremonial team members. 	Ceremonial Team	\$24,000
Year-end Closing Ceremony Target groups: S1 - S5	11 July 2015 8:10 – 9:45 a.m.	<ul style="list-style-type: none"> Through presentation of prizes to prize-winners, all students are motivated. Prize-winners are further motivated and their self-image is enhanced. 	Observations and evaluations made by ceremonial team members.	Ceremonial Team	\$4,500
Focus group programs A. Smarteen program B. Yes program 2014 & 2015	2nd term Summer holiday of 2015	<ul style="list-style-type: none"> Successful to selected 15-20 students from S1-2 levels Over 70% of student completed the plan 	Feedback from C&D team members, social workers, organizer & students	Discipline Team	Resources from Counseling team
Science Week Prize Presentation	29-30 April, 2015	<ul style="list-style-type: none"> Comments from Science teachers 	Teachers feedback	Science KLA	\$1400

S7 To promote and reinforce a healthy life style	S2-S6 Refreshing Program Target groups: S2-6 students	02/09/2014 1st -3rd Period	70% rated topics retained & good	Teachers' evaluation Observation	Life Education Team	---
	Interactive activity on "Be Cool – No Drug" Target groups: S3 students	12/02/2015			Life Education Team	\$2,000
	RHS Award Scheme Target groups: All Students	Whole Year	More students strive to attain the standard of obtaining the honour.	Number of students increased in obtaining the award this year	Student Affairs Team	Certificates & Badges
	The HKJC LWL Fund Target groups: All Students	Whole Year	Fully utilize the funding given by JC	Balance of Funding	Student Affair Team	Funding by JC
	Cross Country Target groups: whole School	13th Dec, 2014	High participation among different level of students	Statistics	House Management Team	\$4,000
	Athletic Meet Target groups: whole School	27th Nov,2014 and 2nd Dec,2014	High participation among different level of students in Go 1 Mile	Statistics	House Management Team	\$16,000
	Fitness Program To design and perform an activity to study the aspects of fitness among students.	Science week (29-30 April, 2015)	80 students participate the activity.	Statistic	Science KLA	
	Discipline Talks & Events in Life Education Period	LEP Lesson hour - Day4 or 9	Event completed	Feedback from PCO members, class teachers, students & team members	Discipline Team	\$1,500 Guest speaker fee
	Altar Service Group Target groups: Catholic students/ Group members		Members to be in the group are those already interested to be trained and open to spiritual messages	Sharing from students Report from the observation of teacher in charged	Religious Education & Activities Team	---

<p>Masses or Religious Ceremonies on special occasions</p> <ul style="list-style-type: none"> - Mass of the Feast of Our Lady of the Rosary - Mass for each form - Remembrance Mass - S.6 Thanksgiving Mass - Religious Week Mass <p>Target groups: All students</p>	<p>2 lessons for every Mass</p> <p>1 lesson or 1 lunchtime for other Religious Liturgies</p>	<ul style="list-style-type: none"> - Students could show their respect and grateful on those Rites. - Students could improve their confidence and learn to be responsible while they are taking part in events. - Students could show appropriate behaviors and maintain solemn atmosphere inside the chapel. 	<ul style="list-style-type: none"> - The report from observation from the teacher in charged 	<p>Religious Education & Activities Team</p>	<p>Booklets PowerPoint Movie clips Videos Songs Offerings Camera</p>
<p>New Youth Society gatherings</p> <p>Target groups: all students interested</p>	<p>Lunch every week</p>	<ul style="list-style-type: none"> - Students are willing come weekly, voluntarily and joyfully - Students learn to care and serve others in the group - Students are encouraged to experience the pleasantness from the process of devoting - Students would be exposed to Bible passages and the meanings which would give encouragement to and positive effects on their life 	<ul style="list-style-type: none"> - Sharing sessions for students thus access to their feedbacks. - Report from the observation of teacher in charged 	<p>Religious Education & Activities Team</p>	<p>Gifts Powerpoint Movies Videos</p>

Morning Reading Session (MRS) <i>Target groups: All Teachers & Students</i> <i>Venue: classrooms</i>	Whole year	<ul style="list-style-type: none"> - Students agree the MRS is useful in fostering a reading habit and healthy life style. - Average students read 10 or more books in a year - Book sharing conducted in more than half of the classes 	<ul style="list-style-type: none"> - Teacher and student surveys - EDB stakeholder surveys - Evaluation meeting - Observation 	Library Team	\$3,500
Inter class sports competition	Different periods throughout the year	<ul style="list-style-type: none"> - 60% classes get involve in the competition - High class spirit 	<ul style="list-style-type: none"> - Number of classes involved - Observation 	PE KLA	\$6000
Writing prayers	Whole year	<ul style="list-style-type: none"> - Students write meaningful prayers and could make praying as one of the habits 	<ul style="list-style-type: none"> - Marking on students' works - Observations from subject teachers - 10% marks of coursework for 2nd term 	Religious Dept.	
Life and Death Educational Camp Target: S4-S5	ILW Jan 2015	<ul style="list-style-type: none"> - Students gain new experience and thinking about life 	<ul style="list-style-type: none"> - Students' self-reflections and performance in group sharing - Level of attention during site visits 	Religious Dept.	
Healthy Meal Planning	Feb - Mar 2015 During HE lesson time	<ul style="list-style-type: none"> - 75% of the students complete their work appropriately. - Students are able to make the right choices for their targets groups. 	<ul style="list-style-type: none"> - Marks will be given according to the following criteria: suitability, nutritive value, reasons for choice & presentation of the plan. 	Home Economics Dept.	\$200.- for drawing paper (Included in program plan 8.)

Major Area of Concern 2: To cater for students' learning diversity

T3 To develop differentiated curriculum and arrangement for different learning ability student groups

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S8 To arrange teaching syllabi in core and extension for different learning ability student groups	「改善非華語學生的中文學與教」(三)：調適校 本「教授非華語學生學習中文(NCS)課程」(教學進度與課程剪裁)	全年	<ul style="list-style-type: none"> - 不少於 70%參與老師認同計劃能加強照顧學習差異及逐步引導學生融入主流課程。 	<ul style="list-style-type: none"> - 根據參與計劃老師的意見。 	中文科	教學助理 「改善非華語學生的中文學與教」 撥款
	Form Level Dictation Target groups: All form levels	Regular intervals (by cycle)	<ul style="list-style-type: none"> - Students acquire more input on thematic vocabulary, text types 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 the learning effectiveness 	English KLA	Preparation of 2 sets of dictation materials to cater for learner diversity Compilation of dictation materials per form level
	Use of form level readers and movie appreciation Target groups: S.1-6	Whole school year	<ul style="list-style-type: none"> - 1. Enhanced understanding of SBA requirement - 2. To arouse interest in learning English through teen-related issues explored in readers and movies - 3. Students produce quality assignments 	<ul style="list-style-type: none"> - 1. Assessments of students' assignments - 2. Feedback from teachers - 3. Sharing of teaching methods in panel meetings 	English KLA	Purchase of movie titles suitable for junior and senior forms

	<p>Speech Festival</p> <p>Target group: S.1-6</p>	<p>September 2014 to February 2015</p>	<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 	<p>English KLA</p>	<ul style="list-style-type: none"> - \$2000 subsidy to sponsor students to participate in the event
	<p>English Zone</p> <p>Target groups: S.1-6</p>	<p>Whole school year</p>	<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 	<p>English KLA</p>	<p>Purchase of stationery and paper for board decoration</p>
	<p>Catering for learning diversity</p>	<p>Whole year</p>	<ul style="list-style-type: none"> - Necessary guidelines / strategies / tested skills & teaching syllabi differentiation / information are prepared / planned and focused work of catering for learning diversity start implementation 	<ul style="list-style-type: none"> - Documents - Observation 	<p>Liberal Studies</p>	<p>TA support</p>
	<p>Fun Reading in Economics</p>	<p>Twice a year</p>	<ul style="list-style-type: none"> - 80% students complete the written report with 1 outstanding report from each class 	<ul style="list-style-type: none"> - The marks and grading of S.3: constitute 10% of exam marks in both terms - S.5: constitute 10% of the 1st term exam. marks 	<p>All subject teachers</p>	
	<p>Newspaper Clipping</p>	<p>Whole Year (once a month)</p>	<ul style="list-style-type: none"> - 90% students complete the assignments 	<ul style="list-style-type: none"> - Students' marks. - It will constitute 10% of the test mark in each term. 	<p>All subject teachers</p>	<ul style="list-style-type: none"> ● -
	<p>Open Day</p> <p>Target: S4-S5</p>	<p>Mar</p>	<ul style="list-style-type: none"> - Students enjoy and are willing to participate 	<ul style="list-style-type: none"> - Students' attention and enjoyment level 	<p>YJ</p>	

	Written instructions for extension activities. Target groups: S1-3	Before Sept, 2014 Whole year	- Complete on or before Sept - 10%-20% of students can complete the extension activities.	- Comment and report by subject teacher	S1: CO S2, 3: CT Subject teacher	
	HE Practical Lessons	Sept 2014 – June 2015	- 50% of them get a pass in each lesson. - Students show interest in cooking and being creative when making their dishes.	- Marks given in every practical lesson according to the following criteria: preparation skills, cooking methods, washing & tidying-up, result and timing.	HA, AL, CW	\$15,000.- for basic ingredients.
	NW Practical Lessons	Sept 2014 – June 2015	- 50% of them get a pass. - Students show interest in needlework and being creative in their work.	- Marks given for every small task, then a total mark will be given at the end.	HA, AL, CW	\$6,000.- for sewing materials(Excluding subject fees collected from students.)
S9 To enhance Cross-Curriculum collaboration	Learning in our communities	2-3 times in 2014-2015 Outside School	- achieve certain learning goal - active learning attitude	- Teachers' observation - students' feedback	Life Wide Learning Team	\$3,000
	「寄母校」中一書信寫作活動	2014年9月	- 不少於70%的同學能完成有關活動；並於信中表達對母校感恩之情。	- 根據參與同學的數據；及參與計劃老師的意見。	中一級聯絡老師及中一級老師	
	中文閱讀報告比賽	2014年12月9日	- 參閱圖書館小組之安排。	- 參閱圖書館小組之安排。	中文科、圖書館	教學助理
	家教會 PTA 徵文比賽(中文)	2015年3月10日	- 詳情見家長教師會之安排。	- 詳情見家長教師會之安排。	中文科	
	Collaboration with EMI KLAS/Teams Target groups: S.1 -3	Throughout the year	- Over 50% of the teachers concerned agree that the plan enhance English learning abilities, interest and confidence of students	- Teachers' observation and feedback		Production of teaching materials

	S1 Project Learning	Second term	<ul style="list-style-type: none"> - Motivation in English learning through oral presentation - o enhance cooperation among students via different levels of collaboration required in the project involved 	<ul style="list-style-type: none"> - Observation from class on students' level of participation - Quality of S's oral performance 	S.1 IH & English teachers who are teaching NCS classes	
	Chinese and English Book Report Writing Competitions (joint program with Chinese and English KLA) Target group: S1-S6 Venue: Hall	9 & 10 Dec 14	<ul style="list-style-type: none"> - More than 100 students enroll for the competition. - Turn up rate is over 70% - Some quality entries are selected for external competitions. - It provides an opportunity to strengthen student's language proficiency. 	<ul style="list-style-type: none"> - No. of enrolled students - No. of actual participants - No. of entries recommended for external competitions 	Library Team English KLA Chinese KLA	\$4,000
	LAC Corner Target group: S1-3 students		<ul style="list-style-type: none"> - New books added to the collection. - Students make use of the LAC English collection to do assignment or book reports 	<ul style="list-style-type: none"> - Observation - Borrow frequency of books from the LAC Corner 	Library Team	
	Reinforcement of vocabulary Target groups: S.1 & 3	Throughout the year	Over 70% of the teachers concerned agree that the plan enhance English learning abilities, interest and confidence of students	Teachers' observation and feedback	Economics Dept	
	Different variety of exercises to enhance students' English proficiency Target groups: S.1 & 3	Throughout the year	Over 70% of the teachers concerned agree that the plan enhance English learning abilities, interest and confidence of students	Teachers' observation and feedback	Economics Dept	

	To improve the effectiveness of (a) teaching and learning pedagogies and (b) assessment for learning in Humanities subjects Target groups: PSHE teachers and students (S.1 – S.3)	Throughout the year	<ul style="list-style-type: none"> - Students are aware of the signal words for the text types - Scaffolding is used to support learning - Colour coding for signal words is adopted 	<ul style="list-style-type: none"> - Over 80% of teachers agree that students are more aware of the signal words for text types - Over 80% of teachers agree that the use of scaffolding and graphic organizers can support student learning 	PSHE subjects	
	Project Learning (Joint programmed with Math. Dept.) Target group: S2	March – May 2015	<ul style="list-style-type: none"> - 1. 60% of the students complete all the assigned tasks - 2. 50% of the students can get 50% of the total mark or above. 	<ul style="list-style-type: none"> - Statistics 	IS Dept.	
S10 To improve and share teaching pedagogies	優化內聯網語文教學資源庫	全年	<ul style="list-style-type: none"> - 不少於 70%參與老師認同計劃有助教學交流，及提升老師的教學效能。 	<ul style="list-style-type: none"> - 根據參與計劃老師的意見。 	中文科	教學助理
	「語文教學支援服務」：課程領導專業發展計劃	全年	<ul style="list-style-type: none"> - 不少於 70%參與老師認同計劃能加強照顧學習差異；並促進教師間的教學交流。 	<ul style="list-style-type: none"> - 根據參與計劃老師的意見。 	中文科	教學助理 校本支援服務：「語文教學支援服務」
	「大學——學校支援計劃」(USP)： 「支援非華語學生學習中文」教師支援服務	全年	<ul style="list-style-type: none"> - 不少於 70%參與老師認同計劃有助教學交流。 	<ul style="list-style-type: none"> - 根據參與計劃老師的意見。 	中文科	教學助理 校本支援服務：「大學——學校支援計劃」(USP)
	「改善非華語學生的中文學與教」(四)：優化「教授非華語學生學習中文(NCS)課程」教與學的策略(教學策略)	全年	<ul style="list-style-type: none"> - 不少於 70%參與老師認同計劃能優化教學策略，以加強照顧學習差異。 	<ul style="list-style-type: none"> - 根據參與計劃老師的意見。 	中文科	教學助理 「改善非華語學生的中文學與教」撥款

	「科本同儕觀課計劃」	全年	<ul style="list-style-type: none"> 不少於 70%參與老師認同計劃有助教學交流。 	<ul style="list-style-type: none"> 根據參與計劃老師的意見。 	中文科	<ul style="list-style-type: none"> 此計劃將配合學校觀課計劃釐定和第(16)項進行和修訂
	Catering for learning diversity	Whole year	<ul style="list-style-type: none"> Necessary guidelines / strategies / tested skills & teaching syllabi differentiation / information are prepared / planned and focused work of catering for learning diversity start implementation 	<ul style="list-style-type: none"> Documents Observation 	Liberal Studies	TA support
	Teacher Professional Development	Whole year	<ul style="list-style-type: none"> All plans are planned, implemented and evaluated. Professional development of teachers is enhanced At least 50% of panel members have joined at least one course / seminar 	<ul style="list-style-type: none"> Documents Observation Teachers' feedback 	Liberal Studies Science KLA	
	Peer Observation for peer learning on teaching pedagogies	Whole year	<ul style="list-style-type: none"> Positive comments from teachers Classroom Observation for peer learning Teachers' feedback 	<ul style="list-style-type: none"> A sharing/feedback session will be held after the collection of good practice 	All KLAs & Depts under Academic Office	●
	To have cross-EMI Humanities subject collaboration with regard to teaching and learning pedagogies	Throughout the year	<ul style="list-style-type: none"> Students are aware the use of signal words and colour coding in their learning 	<ul style="list-style-type: none"> Over 80% of the teachers agree that students have a better understanding of the subject content once they learnt the learning strategies 	IH Dept PSHE	Throughout the year

	To improve the effectiveness of (a) teaching and learning pedagogies and (b) assessment for learning in Humanities subjects Target groups: PSHE teachers and students (S.1 – S.3)	Throughout the year	<ul style="list-style-type: none"> Students are aware of the signal words for the text types Scaffolding is used to support learning Colour coding for signal words is adopted 	<ul style="list-style-type: none"> Over 80% of teachers agree that students are more aware of the signal words for text types Over 80% of teachers agree that the use of scaffolding and graphic organizers can support student learning 	PSHE	
S11 To extend streaming to senior levels to cater for learning diversity	To allocate students according to their abilities	During summer holidays	<ul style="list-style-type: none"> Positive comments form KLA heads 	<ul style="list-style-type: none"> Feedback from KLA heads 	Academic Office	
S12 To arrange remedial classes for less able students	「中三級 TSA 午日進補班(補底)」	2015 年 4-5 月(每週一次)全期課程共 6 次	<ul style="list-style-type: none"> 不少於 50%參與同學完成課程 	<ul style="list-style-type: none"> 以參與同學的出席率作統計。 	中文科	教學助理
	Tutorial class for streamed students	before public exam	<ul style="list-style-type: none"> No. of enrolment and attendance Rate 	<ul style="list-style-type: none"> statistics 	Chemistry Dept	

T4: To cater for the learning need of different groups of students

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S13 To prepare NCS students with an alternative curriculum and examination	「改善非華語學生的中文學與教」(一): 優化及建構可持續發展的校本「教授非華語學生學習中文(NCS)課程」(學習架構)	全年	<ul style="list-style-type: none"> 能於本學年末時能建構出可持續發展的校本「教授非華語學生學習中文(NCS)課程」(學習架構) 	<ul style="list-style-type: none"> 觀察有關學習架構是否建立出來 	可持續發展的校本「教授非華語學生學習中文(NCS)課程」(學習架構)	「改善非華語學生的中文學與教」撥款

<p>S14 To provide learning supports for NAC students</p>	<p>Program for newly-arrived students from Mainland Target groups: Students fulfilling the criteria of NAC status</p>	<p>Whole Year</p>	<ul style="list-style-type: none"> - Attendance of the Program 	<ul style="list-style-type: none"> - Attendance Record, Observation, Evaluation & Comments by NGO 	<p>Student Affair Team</p>	<p>Co-organize with NGO</p>
<p>S15 To provide learning supports for SEN students</p>	<p>Remedial classes in Chinese, English and Mathematics for SEN students (eg. SpLD)</p>	<p>Throughout the year (Recess/lunch time/ after school)</p>	<ul style="list-style-type: none"> - Observations & feedback from teachers and students 	<ul style="list-style-type: none"> - Attendance and performance of students 	<p>Inclusive and Special Education Team</p>	<p>\$2,000 (LSGSS)</p>
	<p>Individualized Education Plan for an autistic student</p>	<p>Throughout the year (conference with teachers and parents twice a year)</p>	<ul style="list-style-type: none"> - Evaluate the progress by parents and teachers' observations and feedback - Feedback from Educational Psychologist 	<ul style="list-style-type: none"> - Evaluate the progress by parents and teachers' observations and feedback 	<p>Inclusive and Special Education Team</p>	<p>---</p>
	<p>Speech Therapy</p>	<p>Throughout the year</p>			<p>Inclusive and Special Education Team</p>	<p>---</p>
<p>S16 To prepare our students in taking necessary external examinations</p>	<p>Routine speaking activities in class Target groups: S1- S6</p>	<p>Whole school year</p>	<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 - Feedback from teachers on students' performance 	<p>English KLAs</p>	
	<p>Preparation for TSA & DSE Exams Target groups: S2 -3 S5-S6</p>	<p>Whole school year</p>	<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 	<p>S2-3, S5-6 English Teachers</p>	<p>Setting dates and booking of venues</p>
	<p>To prepare students in taking IGCSE Physics</p>	<p>Whole year</p>	<ul style="list-style-type: none"> - Some new teaching resource have been developed and stored in Y drive 	<ul style="list-style-type: none"> - Checking the sharing folders of Y drive 	<p>Physics Dept</p>	

	Preparation for IGCSE exam	whole year	No. of students taking IGCSE attendance of students	statistics	Academic Office	8000
S17 To cater for the learning need of different groups of students inside and outside classroom.	Careers & Life Planning Activity	Whole year	Positive comments from teacher, students & alumni Over 80% of participants join the structured activities	Observation Reflection sheet Feedback from different parties	Careers & Guidance Team	\$5,000
	After-school School based support Program Target groups: Students receiving CSSA or Full Remission from SFAA	Whole year	Students show interest in various programs. Good attendance rate.	Attendance record Evaluation and Comments from NGO	Student Affair Team	Co-organize with NGO
	學術周活動：「普通話班際比賽」(在初中各級舉辦普通話班際比賽。)	2015年5月	中一至中三級有不少於30%學生參與	由普通話科主任統計參與紀錄	普通話科	\$400 (獎品及宣傳海報)
	「普通話交流日」(在初中部有蓋操揚設置交流區，由高年級普通話大使主持，對象為初中同學。)	全年 (每循環週的第二天及第七天午膳時間。)全年共12次	中一至中三級有不少於30%學生參與	由普通話科主任統計參與紀錄	通話科主任及一、兩位普通話老師；普通話大使	\$400 (獎品及宣傳海報)
	鼓勵學生參加校中文際演講及朗誦等比賽(例如：邀請嘉賓舉辦講座；推薦學生參加校際中文朗誦節比賽、口語溝通比賽、全港學界普通話傳藝比賽等等)	全年	有70%的參賽學生能取得良好以上證書	由中文科主任及普通話科主任統計參與紀錄	中文科、普通話科	教學助理

「大學——學校支援計劃」(SSP)： 「支援非華語學生學習中文」學生支援服務	全年 (2014年10月至2015年5月；每周2天)	<ul style="list-style-type: none"> · 不少於 60%參與同學完成課程； · 不少於 60%參與同學認同計劃有助其學習中文的能力。 	<ul style="list-style-type: none"> · 以報名參加課程的學生作統計。 · 以問卷調查參與活動同學的意見。 	中文科	教學助理 校本支援服務：「大學——學校支援計劃」(USP)
「改善非華語學生的中文學與教」(二)：優化「教授非華語學生學習中文(NCS)課程」的分組教學(分組學習與分流)	全年	<ul style="list-style-type: none"> · 不少於 70%參與老師認同計劃有助照顧學習差異。 	<ul style="list-style-type: none"> · 根據參與計劃老師的意見。 	中文科	教學助理 「改善非華語學生的中文學與教」 撥款
「改善非華語學生的中文學與教」(五)：課後「文化及廣東話課程」(基礎及中級班)	全年 (2014年10月至2015年5月；每週2天)	<ul style="list-style-type: none"> · 不少於 60%參與同學完成課程； · 不少於 60%參與同學認同計劃有助其學習中文。 	<ul style="list-style-type: none"> · 以報名參加課程的學生作統計。 · 以問卷調查參與活動同學的意見。 	中文科	「改善非華語學生的中文學與教」 撥款
「改善非華語學生的中文學與教」(七)：午間說話能力訓練	全年 (2014年10月至2015年5月；每週四天)	<ul style="list-style-type: none"> · 不少於 70%參與同學完成訓練； · 不少於 70%參與同學認同計劃有助其說話能力的訓練。 	<ul style="list-style-type: none"> · 以報名參加課程的學生作統計。 · 以問卷調查參與活動同學的意見。 	中文科	「改善非華語學生的中文學與教」 撥款
「改善非華語學生的中文學與教」(八)：暑期鞏課程(中一及中二 NCS 學生)	2015年7月中下旬 (暫定：三天)	<ul style="list-style-type: none"> · 不少於 70%參與同學完成有關課程，並交齊課程中安排的四份課業 	<ul style="list-style-type: none"> · 以學生的出席率作統計。 · 並諮詢任教老師的意見。 	中文科	「改善非華語學生的中文學與教」 撥款

	<p>Extensive Reading Scheme Target groups: S.1-6</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> - Students having read at least the number of books required, complete worksheets and / produce proper book reports or any follow-up work on time 	<ul style="list-style-type: none"> - Teachers' assessment of the worksheets/ book reports 	<p>English KLA</p>	
	<p>Writing Competitions Target groups: S.1-6</p>	<p>One competition per term</p>	<ul style="list-style-type: none"> - 1. Improved quality of student entries - 2. Higher attendance rate 	<ul style="list-style-type: none"> - 1. Quality of work produced - 2. Attendance rate 	<p>English KLA</p>	<p>Promotion and follow-up materials</p>
	<p>To stimulate students' learning motivation in Liberal Studies Targets: S4-S6 students</p>	<p>Whole year</p>	<ul style="list-style-type: none"> - Students' motivation in learning Liberal Studies are enhanced. 	<ul style="list-style-type: none"> - Participation record - Students' reflection - Teachers' feedback in departmental meetings 	<p>Liberal Studies</p>	<p>TA support</p>
	<p>Raz-kids ebook reading</p>		<p>Refer to ASP of Academic Office</p>		<p>Academic Office</p>	

Major Area Concern 3: To develop RHS into a multi-cultural school of distinctive characteristics

T5. To establish a school of cultural integration, harmony and appreciation

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S18 To enhance students' understanding and respect of different cultures	S2 Multi-Functional Fun Fair Target groups: S2 students	23/10/2014	· 90% rated good · Good commend from Teachers and social workers	· Teachers' evaluation · Social Workers evaluation and observation	Life Education Team	\$400
	Cultural Inclusion Scheme	Nov 14 & Mar 15	· 80% of attendance rate and students are able to communicate with students from different countries	· 10 to 15 S1-S3 NCS & local students	Counselling and Guidance Team	\$500
	S1 & S2 Class Singing Competition Target Group: S1	May-June 2015	· All classes participation and presented	· Competition	Music Dept.	TMU\$500
	綜合學習周之「漫遊新界文物徑」	2015年1月26-31日 (詳情見綜合學習周之安排。)	· 學生在沿途中表現是否有禮守序成及懂得欣賞及愛護文物	· 觀察學生當天參與活動的表現及填寫工作紙的質素	中文科	教學助理
	寫揮春比賽	2015年2月9日	· 中一至中三級不少於 70% 的學生參與比賽	· 以各班任教老師提供參與比賽學生的數據作統計	中文科	教學助理
	元宵燈謎競猜 (民間習俗：猜燈謎、賞花燈和遊藝活動)	2015年3月5	· 中一至中五有不少於 30%學生參與活動	· 以參賽活動人次作統計	中文科	教學助理

	「改善非華語學生的中文學與教」(六)：融入學校及社區生活文化支援——對外參觀(三次)	全年三次	· 不少於 70%參與同學認同計劃有助認識香港社會文化。	· 以問卷調查參與活動同學的意見。	中文科	「改善非華語學生的中文學與教」撥款
	English is Fun Day Target groups: S.1- S6	Nov 21	· Expose students to different cultures	· Observation of students' level of participation · Teachers' feedback on effectiveness	Eng KLA	Booking of equipment (if necessary)
	非華語課程及延伸活動	全年	· 70% 非華語同學參與學科活動 · 50% 同學活動表現良好	· 老師觀察 · 學生表現	Ms. Grace Tang 及綜合人文科老師	/
S19 To promote cultural integration, harmony and appreciation among students.	LEP talks	16/10(local) 30/10(NCS)	· Observe the performance of students	· Evaluation form	Inclusive and Special Education Team	---
	Youth Ambassador Scheme	Oct2014-May 2015	· 80% of attendance rate and students are able to complete assigned tasks	· Evaluation and Feedback from students and teachers	Counselling and Guidance Team	\$1,200 for prizes, resource materials.
	Lion Dance	Oct 14- May 15	· 80% of attendance rate and students are able to perform at some school functions	· 15 S1-S4 local or NCS students	Counselling and Guidance Team	\$12,000
	Appreciation Letter	October/ November 2014	· Students are honored		School Promotion Team	---
	Letter to Beloved Primary Teacher by S.1 students	November 2014			School Promotion Team	---
	Fund Raising Program – Dress Causal Day *	December 2014	· Students participation Rate	· Students participation Rate	School Promotion Team	---
	S3 Project Learning (Music) Target Group: S3	Whole year	· Completed presentation	· Competition	Music Dept.	\$500

	學術周活動：「中文周——語文嘉年華」	2015年 5月7-8日	· 中一至中五級不少於50%的學生參與活動	· 以參與活動人數作統計	中文科	教學助理
	English Cafe Target groups: S.1-6	Whole school 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 · Teachers' feedback on effectiveness	English KLA	
	S.3 Project Learning Target groups: S.3	Sept - May	· Higher level of motivation in English learning through presentation · Better building up of class spirit with different levels of collaboration required in the subjects involved	· Evaluation meeting and reports · Observation from class on students' level of participation · Quality of student work produced	English KLA Computer Dept Music Dept	● Booking of venue and equipment (if necessary)
	Introduction of a Musical / Drama Program Target groups: S1-S4	Whole year (after school)	· 1. Build up stronger fluency and confidence in language production · 2. 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	English KLA	Booking of venue and training timetable
	DSE-PE Orientation Camp		High "satisfaction rate" of participants	Observation/ Questionnaire	PE Teachers	\$4500

T6: To facilitate collaborative learning between local and NCS students

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
S20 To provide more opportunities	House Quiz Target groups: S1 – S5 Students	Final 14th, 15th May, 2015	· High Participation among different culture of students	· Participation rate among local students and NCS students.	House Management Team	\$2,000

	Drama Competition Target groups: whole School	Acting & production Workshop Rehearsal: Nov to Mar Competition: 27th March, 2015	<ul style="list-style-type: none"> High Participation among different culture of students, even the backstage, actors and audience 	<ul style="list-style-type: none"> Participation rate among local students and NCS students. 	(House Management Team	\$19,000
	Outside School Visit		<ul style="list-style-type: none"> Active participation of students and 1/4 of participants ask questions during visit. 	<ul style="list-style-type: none"> Observation / record questions asked by participants 	PE KLA	\$700
S21 To arrange school activities to enhance collaborative learning.	Rhythm & Tempo Dance Scheme	After school N423 (student activity room)	<ul style="list-style-type: none"> 25 students completed the course not less than 10 students are selected to participate the performance in Ko Shan Theatre good atmosphere 	<ul style="list-style-type: none"> Teachers' observation students' feedback 	Life Wide Learning Team	\$2,500
	Enrichment of our students' learning experience	Throughout the year	<ul style="list-style-type: none"> More than half of the students submit their assignments 	<ul style="list-style-type: none"> Students could fulfill the basic criteria set in the guidelines More eligible students could have some creative ideas 	All teachers	Colour papers
	Chinese Flower Market	<u>Workshops:</u> Sept, 14 to Mar, 15 <u>Chinese Flower Market</u> Feb. 12 & 13	<ul style="list-style-type: none"> <u>Workshops:</u> Group work finished and obtain a passing mark in each of the 4 stages <u>Flower Market</u> Selling stalls can be set up for operation. Stalls properly set up and operate 	<ul style="list-style-type: none"> <u>Workshops:</u> Marks will be given for each of the 4 stages as test and exam. marks <u>Flower Market</u> Teachers' observation and feedback 	Economics Dept	\$1500

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 / Youth Reading Programme, class library, school library and e-Library, Rads-Kids ebooks); 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; Inter-class competition; HK Schools Speech Festival
Independent Learning	Interactive online learning package (throughout school year, self-access)
Collaborative Learning	English Zone; Project work

B. English as the MOI (EMI) for Learning Other Non-Language Subjects**S.1 and S.2:**

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

Subjects taught in Chinese: All other subjects

S.3:

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

Subjects taught in Chinese: All other subjects

S.4 to S.6:

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

Subjects taught in Chinese: All other subjects

C. Other School-based EMI Supports

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

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

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

D. Support for NCS and NAC Students

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

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

E. 普通話科

普通話教學政策：

1. 一 延續每級開設一班「普通話教中文」的政策，檢討並完善教學策略。
- 一 調適授課語言、課程內容及評核，以配合非以華語為母語之學生程度。

2. 活動：

- 校內 一 普通話交流日：全年共16次，於初中有蓋操場設置交流攤位，初中學生每次依不同題目及情景與普通話大使進行交流，提昇普通話說話能力。
- 一 班際普通話比賽：各級分別進行不同形式的班際比賽，如講故事、朗誦及歌唱，並於禮堂進行決賽及表演，提高學生學習興趣。
- 校外 一 鼓勵學生參加朗誦或演講比賽(例如：校際中文朗誦節 等等)，希望透過不同形式的比賽，加強學生普通話能力的訓練。規定初中每級必須派出一隊參與集體朗誦比賽。

F. Spanish

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

ROSARYHILL SCHOOL
PLAN ON USE OF CAPACITY ENHANCEMENT GRANT
FOR THE SCHOOL YEAR 2014-15

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 2014 – August 2015	Salary of the IT assistant for the year - \$107,100 (\$8,500 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. Anson Fong
Pastoral Care	To organize more inter-class and inter-house competitions to arouse sense of belonging	To employ one teaching assistant to help teachers in the publicity and organizing activities inside school	Teachers, workload in designing posters, preparing venues and equipment for school activities will be relieved.	September 2014 – August 2015	Salary of the teaching assistant for the year - \$133,056 (\$10,560 per month plus 5% MPF)	<ul style="list-style-type: none"> ◆ More activities held within school hours ◆ Improvement students' sense of belonging to school 	<ul style="list-style-type: none"> ◆ Number of activities ◆ Statistics on students' behaviour 	Ms. Evy Cheung
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 2014 – June 2015	A budget of \$70,400	<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. Stephen Shi
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 2014 – August 2015	A budget of \$75,600	<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 	Ms. Evy Cheung
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, Table-tennis, Basketball & Cricket	Teachers' workload in extra-curricular activities can be relieved and more professional instruction is obtained	September 2014 – May 2015	A budget of \$159,600	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: \$545,756 (\$557,148 of CEG in 2014-15 leaving a reserve of \$11,392)								

ROSARYHILL SCHOOL
**PLAN ON USE OF DIVERSITY LEARNING GRANT
 FOR THE SCHOOL YEARS 2014~2017**

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
					14-15	15-16	16-17		
Music	(Network Programme) In view of the small number of students opting for Music, this network programme with 3 other 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	◆ No. of students taking and results in the HKDSE.	Ms. CHENG Mendy (DMU)
Music	(Gifted Education Programme) To enhance students choral singing skills	Vocal Training	3 years	S4-6 students in the School Choir	10-15	10-15	10-15	◆ Students will improve their skills in solo & choral singing.	Ms. CHENG Mendy (DMU)
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)
Debate	(Gifted Education Programme) To train up students with critical thinking & debating skills	Debating Workshop	1 year	S4-6 students who show capabilities in debate	~30	/	/	◆ Performance of students in inter-house debate	Mr. YAU Arthur (THM)
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	3 years	S.6 students	~30	~30	~25	◆ Product letter and resume of the students. ◆ Comment from course instructor ◆ Success in interviews	Ms. CHENG Mendy (TCG)
Mathematics	(Gifted Education Programme) To train students who are interested and able in Mathematics for alternative ways of tackling problems.	Workshops on problem solving	1 year	S.4-5 students who are elite in Math. & showed interest	~10	/	/	◆ Achievement in outside school contest like HKMO ◆ Feedback from instructors	Ms. LO Harriet (TMA)

Abbreviation of Offices, Teams and Departments listed according to five Offices (Rosaryhill School Annual School Plan 2014-15)**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

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

TLE-Life Education Team

TRE-Religious Education & Activities Team

TST-Student Affairs Team