

# **Rosaryhill School**

## **(Secondary Section)**



# **Annual Plan**

## **2015 - 16**

**Rosaryhill School**  
**Annual School Plan**  
**2015/2016**

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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
<b>1. To develop RHS into a multi-cultural school of distinctive characteristics</b>	1. To establish a school of cultural integration, harmony and appreciation (T5)	1. To enhance students' understanding and respect of different cultures (S18)
	2. To facilitate collaborative learning between local and NCS students (T6)	2. To promote cultural integration, harmony and appreciation among students. (S19)
		3. To provide more opportunities for students to work together (S20)
	4. To arrange school activities to enhance collaborative learning. (S21)	
<b>2. To cater for students' learning diversity</b>	3. To develop differentiated curriculum and arrangement for different learning ability student groups (T3)	5. To arrange teaching syllabi in core and extension for different learning ability student groups (S8) 6. To enhance Cross-Curriculum collaboration (S9) 7. To improve and share teaching pedagogies (S10) 8. To extend streaming to senior levels to cater for learning diversity (S11) 9. To arrange remedial classes for less able students (S12)
	4. To cater for the learning need of different groups of students (T4)	10. To prepare NCS students with an alternative curriculum and examinations (S13) 11. To provide learning supports for NAC students (S14) 12. To provide learning supports for SEN students (S15) 13. To prepare our students in taking necessary external examinations (S16) 14. To cater for the learning need of different groups of students inside and outside classroom. (S17)
<b>3. To enhance the self management abilities of students</b>	5. To train students in skills of self management (T1)	15. To train students' organization skills (S1)
		16. To train students on how to manage their time (S2)
		17. To educate students the skills in emotion management. (S3)
	6. To develop in students positive attitudes in self-management (T2)	18. To promote students' positive attitude towards cleanliness, punctuality and school assignments (S4)
		19. To increase students' sense of mutual respect and positive manners (S5)
		20. To enhance students' self confidence (S6)
21. To promote and reinforce a healthy life style (S7)		

## SUMMARY OF STRATEGIC PLANS:

## Major Area Concern 1: To develop RHS into a multi-cultural school of distinctive characteristics

## Target 1: 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
<b>Strategy 1</b> To enhance students' understanding and respect of different cultures (S18)	House Fabric painting competition  Target groups: 6 Houses	Post exam activity July 2016	<ul style="list-style-type: none"> <li>Students can submit the works with quality and the works can be display in school campus.</li> <li>Program supported by all houses &amp; form student groups to participate both events</li> </ul>	Observation of student artworks & performance	<b>Visual Arts Dept</b>	\$3000 Paint & fabric consumables House & TA manpower support
	S2 Multi-Functional Fun Fair  Target groups: S2 students	<b>23/10/2014</b>	<ul style="list-style-type: none"> <li>90% rated good</li> <li>Good commend from Teachers and social workers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' evaluation</li> <li>Social Workers evaluation and observation</li> </ul>	<b>Life Education Team</b>	<b>\$500</b>
	Cultural Inclusion Scheme	<b>Oct 15 &amp; May 16</b>	<ul style="list-style-type: none"> <li>80% of attendance rate and students are able to communicate with students from different countries</li> </ul>	<ul style="list-style-type: none"> <li>10 to 15 S1-S3 NCS &amp; local students</li> </ul>	<b>Counselling and Guidance Team</b>	<b>\$1000</b>
	綜合學習周之「漫遊新界文物徑」	2016年1月27至2月2日 (詳情見綜合學習周之安排。)	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>觀察學生當天參與活動的表現及填寫工作紙的質素</li> </ul>	中文科	教學助理
	寫揮春比賽	2016年2月5日	<ul style="list-style-type: none"> <li>中一至中三級不少於 70% 的學生參與比賽</li> </ul>	<ul style="list-style-type: none"> <li>以各班任教老師提供參與比賽學生的數據作統計</li> </ul>	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)	2016年 2月22(正月十五日)	· 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
	「改善非華語學生的中文學與教」(十)：「我得你都得 I'm possible」/ 「中文 fine & fly」邀請非華語籍的知名人士學習典範的人仕到校分享	2015年10月22日 於生活教育課進行 13:00-14:00	不少於 70%參與同學認同活動有助認識香港社會文化，以及提升學習中文及融入社區生活的動機與信心。	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	Late Nov	· 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	中史科	/
<b>Strategy 2</b> To promote cultural integration, harmony and appreciation among students. (S19)	Choral singing competition Theme: Love & care  Target groups: 6 Houses	Post exam activity July 2016	· Students can submit the works with quality and the works can be display in school campus. · Program supported by all houses & form student groups to participate both events	Observation of student artworks & performance	<b>Music Dept</b>	\$500 prizes House & TA manpower support
	LEP talks by Educational psychologist	2 times (Oct./ Nov.)	Feedback from teachers and students	Evaluation form	<b>Inclusive and Special Education Team</b>	---

<b>Youth Ambassador Scheme</b>	Oct2015-May 2016	· 80% of attendance rate and students are able to complete assigned tasks	· Evaluation and Feedback from students and teachers	<b>Counselling and Guidance Team</b>	<b>\$1,500 for prizes, resource materials.</b>
<b>Lion Dance</b>	Oct 15- May 16	· 80% of attendance rate and students are able to perform at some school functions	· 15 S1-S4 local or NCS students	<b>Counselling and Guidance Team</b>	<b>\$13,000</b>
<b>Appreciation Letter</b>	October/ November 2015	· Students are honored		<b>School Promotion Team</b>	---
<b>Letter to Beloved Primary Teacher by S.1 students</b>	November 2015			<b>School Promotion Team</b>	---
<b>Fund Raising Program – Dress Causal Day</b>	<b>December 2015</b>	· Students participation Rate	· Students participation Rate	<b>School Promotion Team</b>	---
學術周 2 活動：「語文嘉年華」	2016 年 5 月 12-13 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	<ul style="list-style-type: none"> <li>● Booking of venue and equipment (if necessary )</li> <li>● \$500 (Music Dept)</li> </ul>
Introduction of a Musical / Drama Program Target groups: S1-S5	12 sessions (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



**Target 2: To facilitate collaborative learning between local and NCS students**

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>Strategy 3</b> To provide more opportunities for students to work together (S20)	Inter-House Drawing Competition Target groups: S1 – S5 Students	29 <sup>th</sup> June, 4 <sup>th</sup> July, 2016	The response of the students after the activities	Feedback from students	House Management Team	\$2,000
	House Quiz Target groups: S1 – S5 Students	Final 19th, 20th May, 2016	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	Rehearsal: Nov to Mar Competition: 17th March, 2016	High Participation among different culture of students, even the backstage, actors and audience	Pacticipation rate among local students and NCS students.	House Management Team	\$19,000
	Chinese Flower Market	<u>Workshops:</u> Sept, 15 to Mar, 16 <u>Chinese Flower Market</u> Feb. 4&5 16	<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	<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 BAFS Dept	\$1000
	<b>Strategy 4</b> To arrange school activities to enhance collaborative learning. (S21)	IH projects: Enrichment of students' learning experience Target groups: S1 & S2 students	4 projects for each form level throughout the year	More than half of the students submit their assignments	Students could fulfill the basic criteria set in the guidelines More eligible students could have some creative ideas	IH Dept
JA Personal Finance		Two Saturdays (8 hours)	Students' active participation	Students' written report and teacher's observation	BAFS Dept	\$1000

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

### Target 3 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
<b>Strategy 5</b> To arrange teaching syllabi in core and extension for different learning ability student groups (S8)	「改善非華語學生的中文學與教」(二): 調適校本「教授非華語學生學習中文(NCS)課程」(分層課程發展規劃~級本、班本、組本、生本)	全年	<ul style="list-style-type: none"> <li>- 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。</li> </ul>	<ul style="list-style-type: none"> <li>- 根據參與計劃老師的意見。</li> </ul>	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"> <li>- Students acquire more input on thematic vocabulary, text types and sentence structures</li> <li>- Students have better spelling skills and power of observation</li> </ul>	<ul style="list-style-type: none"> <li>- Formal assessment of dictation conducted in class</li> <li>- Feedback from teachers on the learning effectiveness</li> </ul>	English KLA	Dictation materials to expose students to different genres, cater for learner diversity & lesson reinforcement.
	Use of form level readers and movie appreciation Target groups: S.1-4	Whole school year	Submission of  Worksheet / Movie  Review	<ul style="list-style-type: none"> <li>1. Teachers' assessment of the quality of students' work</li> <li>2. Teachers' observation of students' interests</li> </ul>	All teachers English	Purchase of latest movies

Viewing films / programmes in class - two movies in class per year with pre- and post-viewing activities  Target group: S.1-6	September 2015 to February 2016	<ul style="list-style-type: none"> <li>-A 70% turn up rate for those who have enrolled to compete</li> <li>-With 90% of participants getting over 75 marks (Proficiency)</li> <li>-With 80 % getting over 80 marks (Merit)</li> </ul>	<ul style="list-style-type: none"> <li>- Statistics: certificates issued by the Festival Office</li> </ul>	English KLA	<ul style="list-style-type: none"> <li>- \$2000 subsidy to sponsor students to participate in both Solo Verse speaking &amp; choral speaking events</li> </ul>
English Zone  Target groups: S.1-6	Whole school year	<ul style="list-style-type: none"> <li>- Meaningful displays are shown</li> <li>- Students are interested in reading the displays</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' assessment of the quality of the displays from each class</li> <li>- Teachers' observation of students' interests to the displays</li> </ul>	English KLA	<ul style="list-style-type: none"> <li>- Purchase of stationery and paper for board decoration</li> </ul>
Catering for learning diversity	Whole year	<ul style="list-style-type: none"> <li>- Necessary guidelines / strategies / tested skills &amp; teaching syllabi differentiation / information are prepared / planned and focused work of catering for learning diversity start implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Documents</li> <li>- Observation</li> </ul>	Liberal Studies	TA support
Fun Reading in Economics	Twice a year	<ul style="list-style-type: none"> <li>- 80% students complete the written report with 1 outstanding report from each class</li> </ul>	<ul style="list-style-type: none"> <li>- The marks and grading of S.3: constitute 10% of exam marks in both terms</li> <li>- S.5: constitute 10% of the 1st term exam. marks</li> </ul>	All subject teachers	
Newspaper Clipping	Whole Year (once a month)	<ul style="list-style-type: none"> <li>- 90% students complete the assignments</li> </ul>	<ul style="list-style-type: none"> <li>- Students' marks.</li> <li>- It will constitute 10% of the test mark in each term.</li> </ul>	All subject teachers	
Written instructions for extension activities.  Target groups: S1-3	Before Sept, 2015  Whole year	<ul style="list-style-type: none"> <li>- Complete on or before Sept</li> <li>- 10%-20% of students can complete the extension activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Comment and report by subject teacher</li> </ul>	Computer Dept	

	HE Practical Lessons	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>- 50% of them get a pass in each lesson.</li> <li>- Students show interest in cooking and being creative when making their dishes.</li> </ul>	<ul style="list-style-type: none"> <li>- Marks given in every practical lesson according to the following criteria: preparation skills, cooking methods, washing &amp; tidying-up, result and timing.</li> </ul>	HMSC	\$15,000.- for basic ingredients.
	NW Practical Lessons	Sept 2015 – June 2016	<ul style="list-style-type: none"> <li>- 50% of them get a pass.</li> <li>- Students show interest in needlework and being creative in their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Marks given for every small task, then a total mark will be given at the end.</li> </ul>	HMSC	\$6,000.- for sewing materials(Excluding subject fees collected from students.)
<b>Strategy 6</b> To enhance Cross-Curriculum collaboration (S9)	中一專題研習	全年	不少於 70% 參與老師認同合作能提升學生寫作能力	根據參與計劃老師的意見。	中文科	
	Learning in our communities	1-2 times in 2015-2016 Outside School	<ul style="list-style-type: none"> <li>- achieve certain learning goal</li> <li>- active learning attitude</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' observation</li> <li>- students' feedback</li> </ul>	Life Wide Learning Team	\$1,500
	「寄母校」中一書信寫作活動	2015 年 10 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	2015 年 12 月 8 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)	2016 年 3 月 8 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、PTA	
	Collaboration with different 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	Eng. Dept.	Reading record forms and / oral presentation

	Chinese and English Book Report Writing Competitions (joint program with Chinese and English KLA) Target group: S1-S6 Venue: Hall	8 & 9 Dec 15	<ul style="list-style-type: none"> <li>- More than 100 students enroll for the competition.</li> <li>- Turn up rate is over 70%</li> <li>- Some quality entries are selected for external competitions.</li> <li>- It provides an opportunity to strengthen student's language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>- No. of enrolled students</li> <li>- No. of actual participants</li> <li>- No. of entries recommended for external competitions</li> </ul>	Library Team English KLA Chinese KLA	\$4,000
	LAC Corner  Target group: S1-3 students		<ul style="list-style-type: none"> <li>- New books added to the collection.</li> <li>- Students make use of the LAC English collection to do assignment or book reports</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Borrow frequency of books from the LAC Corner</li> </ul>	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	
	Project Learning (Joint programmed with Math. Dept.)  Target group: S2	March – May 2016	<ul style="list-style-type: none"> <li>- 60% of the students complete all the assigned tasks</li> <li>- 50% of the students can get 50% of the total mark or above.</li> </ul>	Statistics	IS Dept.	
<b>Strategy 7</b> To improve and share teaching pedagogies (S10)	「語文教學支援服務」：支援非華語學生的中文學與教	全年	不少於 70%參與老師認同有關計劃能優化整體課程發展、課堂教學技巧，加強照顧學習差異；並促進教學交流。	根據參與計劃老師的意見。	中文科	教育局「語文教學支援服務」 *延續 2014-15 學年中一級第二至第五組的支援

	「科本同儕觀課計劃」	全年	<ul style="list-style-type: none"> <li>不少於 70% 參與老師認同計劃有助教學交流。</li> </ul>	<ul style="list-style-type: none"> <li>根據參與計劃老師的意見。</li> </ul>	中文科	此計劃將配合學校觀課計劃釐定和第(19)項進行和修訂
	優化內聯網語文教學資源庫管理工作	全年	<ul style="list-style-type: none"> <li>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。</li> </ul>	<ul style="list-style-type: none"> <li>根據參與計劃老師的意見。</li> </ul>	中文科	教學助理
	「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"> <li>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。</li> </ul>	<ul style="list-style-type: none"> <li>根據參與計劃老師的意見。</li> </ul>	中文科	教學助理「改善非華語學生的中文學與教」撥款
	To cater for learning diversity and 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"> <li>Students are aware of the signal words for the text types</li> <li>Scaffolding is used to support learning</li> <li>Colour coding for signal words is adopted</li> </ul>	<ul style="list-style-type: none"> <li>Over 80% of teachers agree that students are more aware of the signal words for text types</li> <li>Over 80% of teachers agree that the use of scaffolding and graphic organizers can support student learning</li> </ul>	PSHE (All depts in the KLA)	
	Teacher Professional Development	Whole year	<ul style="list-style-type: none"> <li>All plans are planned, implemented and evaluated.</li> <li>Professional development of teachers is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Documents</li> <li>Observation</li> <li>Teachers' feedback</li> </ul>	Liberal Studies Science KLA	TA support
	Peer Observation for peer learning on teaching pedagogies	Whole year	<ul style="list-style-type: none"> <li>Positive comments from teachers</li> <li>Classroom Observation for peer learning</li> <li>Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>A sharing/feedback session will be held after the collection of good practice</li> </ul>	All KLAs & Depts under Academic Office	●

	To have sharing of good practices and peer learning	-Term1: Classroom Observation for peer learning -Term 2: Inspection, Peer Observation and Sharing of students' good works	Teachers' feedback	Over 80% of teachers agree that they can gain peer learning Over 80% of teachers have actively taken part in peer learning	PSHE (All depts in the KLA)	
<b>Strategy 8</b> To extend streaming to senior levels to cater for learning diversity(S11)	To allocate students according to their abilities	During summer holidays	Positive comments form KLA heads	Feedback from KLA heads	Academic Office	
<b>Strategy 9</b> To arrange remedial classes for less able students(S12)	「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)	2016 年 7 月上旬 (暫定：三天)	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	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  配合學校「中一及中二級暑假學業提昇計劃」施行
	Chemistry tutorial class for streamed students Target groups: S6 students	Nov 15 – April 16	No. of enrolment and attendance Rate	statistics	Chemistry Dept	
	After school English Club activity – phonics training sessions	Throughout the year	Satisfactory attendance rate	Teachers' observation and feedback	AS	

**Target 4: 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
<b>Strategy 10</b> To prepare NCS students with an alternative curriculum and examination(S13)	「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	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)	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
<b>Strategy 11</b> To provide learning supports for NAC students(S14)	Program for newly-arrived students from Mainland  Target groups: Students fulfilling the criteria of NAC status	<b>Whole Year</b>	Attendance of the Program	Attendance Record, Observation, Evaluation & Comments by NGO	Student Affair Team	<b>Co-organize with NGO</b>
<b>Strategy 12</b> To provide learning supports for SEN students(S15)	Remedial classes in different subjects	Throughout the year (Recess/lunch time/ after school)	Observations & feedback from teachers and students	Attendance and performance of students	Inclusive and Special Education Team	<b>\$1,000 (LSGSS)</b>
	Peer workers to help the students with SEN individually	Throughout the year (Recess/lunch time/ after school)	Observations & feedback from teachers and students	Attendance and performance of students	Inclusive and Special Education Team	<b>\$1,000 (LSGSS)</b>
	Individualized Education Plan for an autistic student	Throughout the year (recess, lunch time/ afterschoo)	Observation by ISET	Attendance and performance of students	Inclusive and Special Education Team	
	Speech Therapy	30 hours (15 visits )	Participants' report from the speech therapist	Attendance and performance of students	Inclusive and Special Education Team	<b>Speech therapist \$25,000 (LSGSS)</b>



<b>Strategy 13</b> To prepare our students in taking necessary external examinations( S16)	Routine speaking activities in class  Target groups: S1- S6	Whole school year	<ul style="list-style-type: none"> <li>Increased level of confidence in speaking</li> <li>Increased fluency in speech delivery</li> </ul>	<ul style="list-style-type: none"> <li>Formal speaking assessment tasks done in class</li> <li>Feedback from teachers on students' performance</li> </ul>	English KLAs	
	Preparation for TSA & DSE Exams  Target groups: S2 -3, S5-S6	Whole school year	<ul style="list-style-type: none"> <li>Enhanced understanding of the public exams requirement</li> <li>Enable students to strive for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Assessments of students' work</li> <li>Feedback from teachers</li> <li>Evaluation of students' performance in panel meeting</li> </ul>	S2-3, S5-6 English Teachers	Setting dates for practice
	To prepare students in Taking IGCSE exams	whole year	<ul style="list-style-type: none"> <li>No. of students taking IGCSE</li> <li>attendance of students</li> </ul>	<ul style="list-style-type: none"> <li>statistics</li> </ul>	Academic Office (Physics, Chemistry, English)	
<b>Strategy 14</b> To cater for the learning need of different groups of students inside and outside classroom.(S17)	Careers & Life Planning Activity	<b>Whole year</b>	<ul style="list-style-type: none"> <li>Positive comments from teacher, students &amp; alumni</li> <li>Over 80% of participants join the structured activities</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Reflection sheet</li> <li>Feedback from different parties</li> </ul>	Careers & Guidance Team	\$5,000
	After-school School based support Program  Target groups: Students receiving CSSA or Full Remission from SFAA	<b>Whole year</b>	<ul style="list-style-type: none"> <li>Students show interest in various programs.</li> <li>Good attendance rate.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Evaluation and Comments from NGO</li> </ul>	Student Affair Team	Co-organize with NGO
	學術周 2 活動：「普通話班際比賽」(在初中各級舉辦普通話班際比賽。)	2016 年 5 月 10-11 日	<ul style="list-style-type: none"> <li>中一至中三級有不少於 30%學生參與</li> </ul>	<ul style="list-style-type: none"> <li>由普通話科主任統計參與紀錄</li> </ul>	普通話科	\$400 (獎品及宣傳海報)
	「普通話交流日」(在初中部有蓋操場設置交流區，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 10 次	<ul style="list-style-type: none"> <li>中一至中三級有不少於 30%學生參與</li> </ul>	<ul style="list-style-type: none"> <li>由普通話科主任統計參與紀錄</li> </ul>	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 <b>70%</b> 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
	「支援非華語學生學習中文」學生支援服務 (SSP)	全年 (2015年10月至2015年5月；逢星期二、四)	· 不少於 <b>60%</b> 參與同學完成課程； · 不少於 <b>60%</b> 參與同學認同計劃有助其學習中文的能力。	· 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」(三)：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	· 不少於 <b>70%</b> 參與老師認同計劃有助照顧學習差異。	· 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」(「Hand Made 文化」及「中文唱多 Fun」)	全年 (2015年10月至2016年5月；逢星期二、四)	· 不少於 <b>60%</b> 參與同學完成課程； · 不少於 <b>60%</b> 參與同學認同計劃有助其學習中文。	· 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 (2015年10月至2016年5月；每週三天)	· 不少於 <b>70%</b> 參與同學完成訓練； · 不少於 <b>70%</b> 參與同學認同計劃有助其說話能力的訓練。	· 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

<p>Extensive Reading Scheme</p> <p>Target groups: S.1-6</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> <li>Students having read at least the number of books required, complete worksheets and / produce proper book reports or any follow-up work on time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' assessment of the worksheets/ book reports</li> </ul>	<p>English KLA</p>	
<p>Writing Competitions</p> <p>Target groups: S.1-6</p>	<p>English Book Repot Writing Competition(9 Dec) PTA Writing Competition (9 Mar)</p>	<ul style="list-style-type: none"> <li>1. Improved quality of student entries</li> <li>2. Higher attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>1. Quality of work produced</li> <li>2. Attendance rate</li> </ul>	<p>1. English KLA &amp; Library Team 2. English Team &amp; PTA</p>	<p>Promotion and follow-up materials</p>
<p>To stimulate students' learning motivation in Liberal Studies</p> <p>Targets: S4-S6 students</p>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>Students' motivation in learning Liberal Studies are enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Participation record</li> <li>Students' reflection</li> <li>Teachers' feedback in departmental meetings</li> </ul>	<p>Liberal Studies</p>	<p>TA support</p>
<p>Raz-kids eReading Scheme</p> <p>Target groups: S.1-3</p>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>All S1-3 students participate in the scheme</li> <li>Frequent use of the raz-kids platform</li> <li>Most students can achieve target/requirement</li> </ul>	<ul style="list-style-type: none"> <li>Record statistics</li> <li>Participation rate</li> <li>Passing rate</li> </ul>	<p>Academic Office (PSHE, Eng. KLA, IS Dept)</p>	
<p>Speech Festival</p> <p>Target group: S.1-6</p>	<p>September 2015 to February 2016</p>	<ul style="list-style-type: none"> <li>-A 70% turn up rate for those who have enrolled to compete</li> <li>-With 90% of participants getting over 75 marks (Proficiency)</li> <li>-With 80 % getting over 80 marks (Merit)</li> </ul>	<ul style="list-style-type: none"> <li>Statistics: certificates issued by the Festival Office</li> </ul>	<p>English KLA</p>	<ul style="list-style-type: none"> <li>\$2000 subsidy to sponsor students to participate in both Solo Verse speaking &amp; choral speaking events</li> </ul>

### Major Area of Concern 3: To enhance the self-management abilities of students

#### Target 5: To train students in skills of self management

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
<b>Strategy 15</b> To train students' organization skills (S1)	Life Education Period Activity Target groups: all levels	Whole year - Hall - Chapel - Auditorium - Rm 507	80% rated topics retained	teachers' evaluation	Life Education Team	<b>\$9,000</b>
	S1-3New Students Parents Day Target groups: S1-3 new students	19/09/2015 (Sat)	90% rated good Good commend from Parents	Teachers' evaluation Parents' evaluation Observation	Life Education Team	\$1000
	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	Throughout the year (within school hours)	Observations & feedback from students and parents	Attendance and performance of students Evaluation forms	Inclusive and Special Education Team	<b>\$8,000 (LSGSS)</b>
	Students are trained to file and manage their learning materials in all subjects	Continuous checking and collection	Systematic filing & recording of learning materials Assignments/coursework/ tests well-kept and filed Bonus marks can be given for good performance	Collection for checking and marking	Academic Office (most Depts)	

	<p>1. <i>Student Training Program</i>  1A. Head Prefects &amp; Captains Training  1B. Prefects / Bus Prefects Training Day  1C. Prefects / Bus Prefects Reunion Day / Celebration Day</p>	<p>1A. July / August 2015;  1B. 19 Sept, 2015  1C. 18 Jan, 2015 &amp; 3 Jun, 2015</p>	<p>High % of prefect participation with acceptable performance</p>	<p>Comment from students &amp; teachers</p>	<p>Discipline Team</p>	<p><b>\$10,000</b></p>
	<p>14th RS Sports Tournament</p>	<p>29-31 March (during Easter holiday)</p>	<p>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</p>	<p>For event management, record taking on different areas of work  For participants, use questionnaire</p>	<p>Club Management Team</p>	<p><b>LCS D indoor sports centre and football pitch</b>  <b>\$16,000</b></p>
	<p>Print Label  Target groups: S1-S3</p>	<p>Sept, 2015</p>	<p>Complete the exercise on time.  Students stick the labels in their books</p>	<p>Comment and report by subject teacher</p>	<p>Computer Dept</p>	<p>HKD1000</p>
	<p>To teach students to monitor their learning progress by using portfolios  Targets: S4-S6 students</p>	<p>Whole year</p>	<p>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.</p>	<p>Documents (Students' learning portfolios &amp; their reflections  Teachers' feedback in departmental meetings</p>	<p>Liberal Studies Ed. Team</p>	<p>TA support</p>

	To improve students self management skills	Whole year	Comments from IS teachers	Teachers observation	Science KLA	\$1000
	Healthy Meal Preparation	Apr – June 2016 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 7.)
<b>Strategy 16</b> To train students on how to manage their time (S2)	Mentorship Program - Cooperate with OSA	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
	SportACT Award Scheme - students actively engage in sports activities over a consecutive eight-week period. Target groups: S1 students	Whole Year	Over 50% of students receive Award	Total number of students obtaining bronze, silver and gold award	PE KLA	LCSD SportACT resource package
	I'm Sports Rosarian - Every student joins one school team and has training after school once a week Target groups: S1 students	Whole Year	To be an active member of the team	Attendance rate	PE KLA	School Team Advisors

<b>Strategy 17</b> To educate students the skills in emotion management. (S3)	Growth groups for students (Day camp)	2 <sup>nd</sup> term (Fri./Sat.)	Observations & feedback from students and parents	Attendance and performance of students/ Evaluation forms	Inclusive and Special Education Team	\$8,000 (LSGSS)
	Target groups: Selected SENS					
	S1 Adaptation Program	02/09/2015	90% rated topics retained & good	Teachers' evaluation	Life Education Team	\$500
	Target groups: S1 students	Whole day - Chapel - Hall - Auditorium				
	Teen Project	Mar15 –May 15	80% of attendance rate and students are able to share their feelings in the program	6-8 S2 & S5 selected students who have to learn how to manage their emotions well	Counselling Team	\$300
	Target groups: S1-5 students					
Small Group (NCS boys)	Sept-Oct	80% of attendance rate and students are able to share their feelings with the social workers	6-8 S1 NCS boys	Counselling Team	\$200	
Target groups: S1 NCS students						
Magic Class	Oct 15 – Dec 15	80% of attendance rate and students are able to share their feelings with the social workers	10-15 S1-S2 local students	MA (i/c) + SSW	\$300	
Target groups: S1-S2 local students						

**Target 6: To develop in students positive attitudes in self-management**

Strategies	Implementation plans	Time Scale	Success Criteria	Methods of Evaluation	People in charge	Resources Required
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<p><b>Strategy 18</b> To promote students' positive attitude towards cleanliness, punctuality and school assignments(S4)</p>	<p>"My home my class" competition – (1) Effective classroom management &amp; self-discipline of students (2) Class management in clean, tidy &amp; environmental arrangement</p>	<p>Oct, 2015 Dec, 2015 April, 2016</p>	<p><b>Over 70% of S1- S5 classes get passing mark in the scheme</b></p>	<p>Class performance Feedback from class teachers, students &amp; team members</p>	<p>Discipline Team</p>	<p>\$400</p>
<p><b>Strategy 19</b> To increase students' sense of mutual respect and positive manners (S5)</p>	<p>Smart Teens Program</p>	<p>Nov 2015 - May 2016</p>	<p>80% of attendance rate and students are able to complete assigned tasks</p>	<p>Evaluation and Feedback students and teachers</p>	<p>Counselling Team</p>	<p>\$1,500 for prizes, resource materials.</p>
	<p>Visit to Correctional Services Department (Hei Ling Chau)</p>	<p>April 16 or May16</p>	<p>80% of attendance rate and students are able to complete the program</p>	<p>20 S2-3 students</p>	<p>Counselling Team Discipline Team</p>	<p>\$4,000</p>
	<p>Joint Inauguration Day</p>	<p>17 Sept, 2015</p>	<p>Good performance of the audience (students) during the ceremony</p>	<p>Observations and Feedback from teachers and students</p>	<p>Student Leaders Guidance Team</p>	<p>---</p>
	<p>Student Council Election</p>	<p>17 May, 2016</p>	<p>High voting rate Low void votes rate</p>	<p>Statistics</p>	<p>Student Leaders Guidance Team</p>	<p>---</p>
	<p>Self management award plan 2A. Best in Appearance Award 2B. Best in Behavior Award 2C. Best in Conduct Award (Overall school performance Award) 2D. Honesty Award</p>	<p>2A, 2B,2C End of term  2D Time to time</p>	<p><b>Over 50 % of students are qualified to be nominated</b></p>	<p>Statistics record kept by the discipline teachers</p>	<p>Discipline Team</p>	<p>\$3500</p>



Anti crime visit	school day	- Event completed	- Feedback from C&D Team members, social workers, organizer & students	Discipline Team	Details refer to Counseling team
RS projects Target groups: S1-S3	Whole year	Outstanding display Writing reflective and meaningful descriptions	1. Marking on students' works 2. Observations from subject teachers 3. 10% marks of coursework for 2nd term	Religious Dept	
A Journey on Learning the Arts	Throughout the school year (once for each level)	- 95% attendance - 90% punctual - well behave	- Teachers' observation - Attendance records	Life Wide Learning Team	\$5,000
Community Services	Throughout the school year Outside school	- 95% attendance - 90% punctual - well behave	- Teachers' observation - Attendance records	Life Wide Learning Team	---
Religious LEP(宗教生活課) Target groups: S.1-S.5 Catholic students	LEP lessons	1. Students could come across with topics related to their self-management. 2. Positive values from the Catholic Religion could be brought to students. 3. Students react actively during the lessons. 4. Daily Life examples are shown to students so they can realize the linkages between the topics with their own daily life. 5. Strengthen students' identity as Catholics.	- Observation from Teachers - Responds from the students during lesson - Feedback from students and teachers after lesson	Religious Education & Activities Team	Powerpoint Small Gifts

<b>Strategy 20</b> To enhance students' self confidence (S6)	Preparation for University Interview workshop Target groups: S3-S6 Selected students	Oct, 2015 March, 2016	<ul style="list-style-type: none"> <li>- Positive comments from teacher &amp; students</li> <li>- 70% of participants learn the interview technique and have confident to attend the interview</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Reflection sheet</li> </ul>	Careers & Guidance Team	\$3,000
	Chief executive's award for teaching excellence joint school art & music exhibition 2015	Nov 2015	Program complete	<ul style="list-style-type: none"> <li>~Teachers' comment</li> <li>~Students' comment</li> </ul> Participation of the arts-related activities	Visual Arts Dept (Arts Ed. KLA)	TAE \$500 Works transportation
	Mock Interview Target groups: S3-S6 Selected students	Jan, 2016 April, 2016	<ul style="list-style-type: none"> <li>- Positive comments from teacher &amp; students</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Questionnaire</li> </ul>	Careers & Guidance Team	\$3,000
	Growth Groups for SENs	2nd term (Fri/Sat)	<ul style="list-style-type: none"> <li>- Observations &amp; feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance and performance of students</li> <li>- Evaluation forms</li> </ul>	Inclusive and Special Education Team	\$8,000 (LSGSS)
	Election of Outstanding Student Target groups: Nominated Students	5/7/2016	<ul style="list-style-type: none"> <li>- Increase in number of nominees</li> </ul>	<ul style="list-style-type: none"> <li>- Observation &amp; comments by members of Selection Panel</li> </ul>	Student Affair Team	Certificates & Trophies
	Elderly Academy (ILW)	Jan 2016	<ul style="list-style-type: none"> <li>- 80% of attendance rate and students are able to complete the assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>- 20 S4-S5 students</li> </ul>	Counselling and Guidance Team	\$2,000
	Senior Leadership Training Camp	28-29 Aug., 2015	<ul style="list-style-type: none"> <li>- Student performance during the training</li> <li>- More than 70% students have a good comment</li> </ul>	<ul style="list-style-type: none"> <li>- Observations from teachers and trainers</li> <li>- Questionnaires</li> </ul>	Student Leaders Guidance Team	---

Junior Leadership Training Day	27-29 April, 2016	<ul style="list-style-type: none"> <li>Student Performance during the training</li> <li>More than 70% students have a good comment</li> </ul>	<ul style="list-style-type: none"> <li>Observations from teachers and trainers</li> <li>Questionnaires</li> </ul>	Student Leaders Guidance Team	---
School Opening Day Ceremony  Target groups: S1 – S6	1 Sept 2015 8:10 – 9:30 a.m.	<ul style="list-style-type: none"> <li>The whole function runs smoothly and is completed within the time set.</li> <li>Through the address of the alumni, the students' sense of belonging is enhanced.</li> <li>Prize-winners feel that they are honoured and their sense of belonging is raised.</li> </ul>	<ul style="list-style-type: none"> <li>Observations and evaluations made by ceremonial team members.</li> </ul>	Ceremonial Team	\$400
Annual Arts Student Award Scheme  Target groups: S2-6	Whole year	<ul style="list-style-type: none"> <li>At least 10% of students of each level is nominated</li> <li>At least 5% of students of each level will be awarded</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' comment</li> <li>Students' comment</li> <li>Participation of the arts-related activities</li> </ul>	Arts Ed. KLA	TAE \$500
Art Song project  Target groups: all classes	Sept 2015- Mar 2016	All classes participation and presented & talent S1-3 students selected for the inter school competition	<ul style="list-style-type: none"> <li>~Competition Result</li> <li>~ number of students selected for the competition</li> </ul>	Music Dept (Arts Ed. KLA)	TMU\$500 Reference books \$1000 for HKSMF competitions
To give prizes to students to reinforce learning	After UT & / 1 <sup>st</sup> Exam	<ul style="list-style-type: none"> <li>Comments from Biology teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers feedback</li> </ul>	Biology Dept.	\$900

	Focus group programs A. Smarteen program B. Yes program 2015 & 2016	5A -- whole year 5B -- Summer holiday	<ul style="list-style-type: none"> <li>- Successful to selected 15-20 students from S1-2 levels</li> <li>- Over 70% of student completed the plan</li> </ul>	Feedback from C&D team members, social workers, organizer & students	Discipline Team	Resources from Counseling team
	Science Prize Presentation Ceremony	16 May, 2016 (Academic Week)	<ul style="list-style-type: none"> <li>- Comments from Science teachers</li> </ul>	Teachers feedback	Science KLA	\$1400
	Speech Day  Target group: all S6 graduates	28 May 2016  3:00 p.m. – 5:15 p.m.	<ul style="list-style-type: none"> <li>- A minimum of 90% presence of graduates.</li> <li>- The whole function runs smoothly and is completed within the time set.</li> <li>- Prize-winners feel honoured and their self-image is enhanced.</li> <li>- The school image is enhanced through this formal function</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance record.</li> <li>- Observations and evaluations made by ceremonial team members.</li> </ul>	Ceremonial Team	\$24,000
	Year-end Closing Ceremony  Target groups: S1 - S5	14 July 2016 8:10 – 9:45 a.m.	<ul style="list-style-type: none"> <li>- The whole function runs smoothly and is completed within the time set.</li> <li>- Through presentation of prizes to prize-winners, all students are motivated.</li> <li>- Prize-winners are further motivated and their self-image is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations and evaluations made by ceremonial team members.</li> </ul>	Ceremonial Team	\$4,500

<b>Strategy 21</b> To promote and reinforce a healthy life style (S7)	Discipline Talks & Events in Life Education Period Target groups: S1-6 students	LEP Lesson hour Day4 or 9	Event completed	Feedback from PCO members, class teachers, students & team members	All level discipline teachers Planning: LM, LV, CM	\$2000
	S2-S6 Refreshing Program Target groups: S2-6 students	02/09/2015 1st -3rd Period	70% rated topics retained & good	Teachers' evaluation Observation	Life Education Team	\$500
	Interactive activity on "Be Cool – No Drug" Target groups: S3 students	25/02/2016			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	12th Dec, 2015	High participation among different level of students	Statistics	House Management Team	\$4,000
	Athletic Meet Target groups: whole School	5th Oct,2015 and 10th Oct,2015	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 (9 <sup>th</sup> -13 <sup>th</sup> May, 2016)	60 students participate the activity.	Statistic	Science KLA	---

多元智能躍進計劃 (immigration Department) : Preventive measure for student misbehaving	26 – 30 Oct, 2015 5 days 4 nights	Successful selected 20 students from S2-3 levels Performances of students in the camp	Feedback from Officer and teachers	LV, CM	
Sports participation in community facility  Target groups: S.3 Students	May 2016	Students submit a project work after the activity	Booking receipt of LCSD sports facility and photos of activity	PE KLA	
Inter class sports competition	Whole year	· All the classes join their respective level competition	· Enrollment record	PE KLA	---
Morning Reading Session (MRS) Target groups: All Teachers & Students  Venue: classrooms	Whole year	· 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	· Teacher and student surveys · EDB stakeholder surveys · Evaluation meeting · Observation	Library Team	\$3,500
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	---
Writing prayers	Whole year	· Students write meaningful prayers and could make praying as one of the habits	· Marking on students' works · Observations from subject teachers · 10% marks of coursework for 2nd term	Religious Dept.	

	Healthy Meal Planning	Feb - Apr 2016 During HE lesson time	<ul style="list-style-type: none"> <li>- 75% of the students completed the task on time.</li> <li>- Students shown fair to good skill in Meal preparation.</li> <li>- Students shown their creativities in food preparation.</li> </ul>	<ul style="list-style-type: none"> <li>- This is taken as the Practical Exam.</li> <li>- Marks will be given according to the following criteria: preparation skills, cooking methods, washing &amp; tidying-up, result and timing.</li> </ul>	Home Economics Dept.	\$200- for basic drawing and stationery.
	Mindfulness classes	Whole year	<ul style="list-style-type: none"> <li>- Students gain new experience and thinking about life and their own selves</li> </ul>	<ul style="list-style-type: none"> <li>- Students' self-reflections and performance in group sharing</li> <li>- Level of attention during lessons</li> <li>- Level of attention of other lessons</li> </ul>	Religious Dept.	
	<p>New Youth Society gatherings</p> <p>Target groups: all students interested</p>	Lunch every week	<ul style="list-style-type: none"> <li>- Students are willing to come weekly,</li> <li>- Students learn to care and serve others</li> <li>- Students are encouraged to experience the pleasantness from the process of devoting</li> <li>- Students would be exposed to Bible passages and the meanings which would give encouragement to and positive effects on their life</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing sessions for students thus access to their feedbacks.</li> <li>- Report from the observation of teacher in charged</li> </ul>	Religious Education & Activities Team	<p>Gifts</p> <p>Powerpoint</p> <p>Movies</p> <p>Videos</p>

	<p>Masses or Religious Ceremonies on special occasions</p> <ul style="list-style-type: none"> <li>- Mass of the Feast of Our Lady of the Rosary</li> <li>- Mass for each form</li> <li>- Remembrance Mass</li> <li>- S.6 Thanksgiving Mass</li> <li>- Ash Wednesday</li> <li>- Stations of Cross</li> <li>- Religious Week Mass</li> </ul> <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"> <li>- Bilingual would be used.</li> <li>- Students could show their respect and grateful on those Rites.</li> <li>- Students are willing to take part in some duties in Masses.</li> <li>- Students could improve their confidence and learn to be responsible taking part in events.</li> <li>- Students could show appropriate behaviors and maintain solemn atmosphere inside the chapel.</li> </ul>	<p>The report from observation from the teacher in charged</p>	<p>Religious Education &amp; Activities Team</p>	<ul style="list-style-type: none"> <li>- Booklets</li> <li>- Power-point</li> <li>- Movie clips</li> <li>- Videos</li> <li>- Songs</li> <li>- Offerings</li> <li>- Camera</li> </ul>
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**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
<b>Reading</b>	<b>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.</b>
<b>Writing</b>	<b>Monthly writing assignments; Writing book reports; Writing film reviews; Writing poems and songs; Writing dairies, blogs, and journals; Writing newspaper commentaries; Writing competitions</b>
<b>Listening</b>	<b>Film/documentary viewing; Drama/musical appreciation; Listening drills and dictations</b>
<b>Speaking</b>	<b>English Cafe activities; Individual presentations; Group interactions; Inter-class competition; HK Schools Speech Festival</b>
<b>Independent Learning</b>	<b>Interactive online learning package (throughout school year, self-access)</b>
<b>Collaborative Learning</b>	<b>English Zone; Project work</b>

**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, an Adapted Chinese Language Curriculum designed under the guide of “Chinese Language Curriculum Second Language Learning Framework” provided by EDB to facilitate the non-Chinese students migrate to the mainstream Chinese Language curriculum, and to prepare them for the GCSE/GCE ASL/ GCE AL and other public examination in Senior Levels, will be adopted.

There shall also be after-school learning support for both groups of students. For NCS, after-school extended Chinese learning such as GCSE/ GCE ASL/ GCE AL training Course, Fun with Chinese Learning(Basic and Intermediate Level), Learning Chinese with picture books, and project-learning involving immersion of Chinese culture, 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. 中國語文教育領域 Chinese Language Education KLA**

##### **中國語文科**

##### **1.課程規劃：**

課程——本科根據學生的學習需要，照顧學生學習差異，於未來短、中期的規劃中，實施同科分層課程，課程劃分三個層級：

- (1) 主流課程：本地中國語文科課程。修讀主流課程的學生，將於第四學習階段導向應考中學文憑試中國語文科。
- (2) 調適主流課程：以本地中國語文科課程為幹，配合第二語言學習架構及校內評估工具調適主流課程。修讀調適主流課程的學生，將導向於第四學習階段修讀中學文憑試中國語文科課程或應用中文課程。學生可根據所修讀的課程應考本地或/及各類國際中文試。
- (3) 中文為第二語言學習課程：以本地中國語文課程為幹，配合第二語言學習架構及校內評估工具作 較大幅度調適主流課程。修讀以中文為第二語言學習課程的學生，將導向於第四學習階段修讀應用中文課程或以中文為第二語言學習的課程。學生可根據所修讀的課程

應考各類國際中文試。

評估——本科為照顧學生學習差異，於未來短、中期的規劃中，實施同科分層、同級分層、同卷分層及設置分層共同部分的評估模式：

- (1) 主流課程：以主流課程中的核心部分為幹，教學內容分精教、略教和延伸閱讀；老師可按學生能力調整教學廣度和深度。診斷性和單元評估採同級分層出題；進展性評估(統測)及總結性評估(考試)由擬卷老師與同級老師共商，作同卷分層出題(基礎、核心、進階)；並設置與調適主流課程的共同考核部分，以為調適主流課程的學生導向修讀主流課程作導引。
- (2) 調適主流課程：以調適主流課程中的核心部分為幹，教學內容分精教、略教和延伸閱讀；老師可按學生能力調整教學廣度和深度。診斷性和單元評估採同級分層出題；進展性評估(統測)及總結性評估(考試)由擬卷老師與同級老師共商，作同級分層和同卷分層出題(基礎、核心、進階)；並設置與主流課程及中文為第二語言學習課程的共同考核部分，以為調適主流課程的學生導向修讀主流課程，及為以中文作第二語言學習課程的學生導向修讀調適主流課程作導引。
- (3) 中文為第二語言學習課程：以中文作第二語言學習課程的核心部分為幹，教學內容分主、輔教授；各組老師可按學生能力調整教學廣度和深度。診斷性和單元評估採同級分層出題；進展性評估(統測)及總結性評估(考試)由擬卷老師與同級老師共商，作同級分層和同卷分層出題(基礎、核心、進階)；並設置與調適主流課程的共同考核部分，以為以中文作第二語言學習課程的學生導向修讀調適主流課程作導引。

## 2.教學語言：

- (1) 主流課程及調適主流課程：以中文(粵語)為教學語言
- (2) 中文為第二語言學習課程：以中文(粵語)為教學語言，並在同級分組教學的安排下，按學生學習需要及教學內容，調適教學語言，以英文作輔助教學語言。

## 3. 教與學策略：

- (1) 主流課程：透過學堂提問六層次以提升學生理解及思維能力；加強文言及文化的學習等。
- (2) 調適主流課程：透過學堂提問六層次以提升學生理解及思維能力；分組合作學習；圖畫書學習中文等。
- (3) 中文為第二語言學習課程：透過螺旋式學習與操練加強中文能力；分組合作學習；圖畫書學習中文等。

## 4.教與學支援：

- (1) 同級分組政策：按學生中文能力及學習能力作同科分層、同級分組分層教學。
- (2) 大學及教育局支援：自 2014-2015 學年開始，本組參加語文教育支援計劃，發展校本中文課程，全面優化教與學的內容。
- (3) 提升學習動機：學期伊始，本科會與生活教育組合作，於生活教育課時段邀請具有學習典範的非華語人士到校向全校非華語學生分享學習中文經歷和在香港生活的趣味，以期提升學生學習中文的動力和體悟融入本地生活的趣味。
- (4) 擴大學生的閱讀面：本科參與了「看漢中文網」及「看漢華語網」，以讓各類學生可透過網上資料多閱讀不同類型的中文文章，提

升閱讀中文能力。

(5) 課後中文班：為幫助本校非華語學生課餘學習中文，本科參與了由教育局及香港大學舉辦的「非華語學生中文學習支援計劃（SSP）」；同時，與浸信會愛羣社會服務處（BOKSS）及非華語學童學習中心協作了各類中文課後學習班，如：GCSE/ GCE ASL/ GCE AL 應試訓練班、圖畫書學中文與有趣學中文(基礎及中級程度)，期望透過有趣、生活化及緊扣中國文化的學習內容與課外文化體驗活動，提升學生對學習中文的興趣及應付生活需要的語文能力。

#### 5.營造語境：

- (1) 午間說話能力訓練：本科老師為每名非華語學生進行每年三至四次的午間說話能力訓練，以期增加學生講說中文的機會與訓練。參與率達 100%。
- (2) 為照顧不同能力的學生及營造語境，本科積極鼓勵不同能力的學生參與各項校內校外的語文活動與比賽。例如：校內方面，每年籌辦寫揮春比賽、元宵燈謎競猜比賽、中文閱讀報告比賽、家教會徵文比賽、語文嘉年華等；校外方面，按學生能力和需要推薦參加各類校際中文朗誦比賽、全港口語溝通比賽及寫作比賽等。

### 普通話科

#### 1.課程規劃：

課程——本科根據學生的學習需要，照顧學生學習差異，於未來短、中期的規劃中，實施同科分層課程，課程劃分兩個層級：

- (1) 主流課程：本地普通話課程。
- (2) 普通話調適課程。

評估——本科為照顧學生學習差異，實施同科分層的評估模式：

#### 2.教學語言：

- (1) 主流課程：以普通話為教學語言
- (2) 普通話調適課程：以普通話為教學語言，並在同級分組教學的安排下，按學生學習需要及教學內容，調適教學語言，以英文作輔助教學語言。

**3. 教與學策略：**

透過互動學習與操練加強學習普通話的趣味與能力。

**4. 營造語境：**

校內 — 普通話交流日：全年共 10 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，如講故事及朗誦，提高學生學習興趣。

校外 — 鼓勵學生參加朗誦或演講比賽(例如：校際中文朗誦節 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。

**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 2015-2016**

Area & Objectives	Implementation	Expected Outcomes	Schedule	Resources needed	Performance Indicators	Evaluation Mechanism	Person-in-charge
<p><b><u>Curriculum Development</u></b>            To develop IT teaching kits To provide support for teachers of various subjects</p>	To employ one IT assistant to maintain and update teaching materials, eClass and webpage	Teachers' capacity can be maximized by the release from workload in maintaining and updating IT teaching materials and webpage updates.	September 2015 – August 2016	Salary of IT Assistant for 2015-2,016 Total: \$131,040	Maintaining the use of IT in teaching of over 30%	Evaluation of the use of IT in teaching in Academic Office Meeting	Mr Anson Fong
<p><b><u>Enhancing students' language proficiency</u></b>            To assist with teaching material preparation for the Chinese KLA            To help organize activities to enrich students' exposure to the Chinese Language</p>	To employ one Teaching Assistant to assist with curriculum development, administrative work and organizing activities	Teachers' capacity can be enhanced by the release from workload in clerical and administrative work and more Chinese language activities can be organized to motivate students to learn.	September 2015 – August 2016	Salary of Teaching Assistant for Chinese KLA Total: \$259,560	60% of the participants of activities find the activities bringing positive impact on learning	Evaluation meeting of the Chinese Department	Ms Crystal Lai
<p><b><u>Curriculum Development</u></b>            To assist with curriculum development of aesthetic education</p>	To employ an associate teacher to assist with ASD curriculum development, lesson planning and teaching To employ a part-time instructor in dance and drama	The ASD curriculum, together with teaching materials, can be development and its implementation can be sustained in the future	September 2015 – August 2016	Salary of Associate Teacher Total: \$199,647 Salary of part-time dance and drama teacher Total: \$62,640	Completion of teaching plans and kits for Aesthetic Education lessons Students are motivated to take part in class activities of aesthetic education	Evaluation meeting of Aesthetic Education Student survey	Ms Winsy Chung
<p><b><u>Cope with Diverse Needs</u></b>            Coping with the needs of students with gifted abilities in sports</p>	To coach and instruct students in School Teams To assist with organizing sports activities and events both within and outside school	To employ a part-time PE teacher taking charge of Athletic and Cross Country Teams To assist with organizing events of Athletic Meet and Swimming Gala	September 2015 – August 2016	Salary of part-time PE teacher Total: \$284,004	Completion of school sport events: Athletic Meet, Swimming Gala and Cross Country	Evaluation meeting of PE Department	Mr Ko Kam Tong
<b>TOTAL: \$936,891</b>							

**ROSARYHILL SCHOOL**  
**PLAN ON USE OF DIVERSITY LEARNING GRANT**  
**FOR THE SCHOOL YEAR 2015-2018**

Subject/ Area	Strategies & Expected Benefits	Name of Programme(s) / Course(s) and Provider(s)	Duration of Programme / Course	Target Students	Estimated no. of students involved in each school year			Success Indicator	Person-in-charge
					15-16	16-17	17-18		
Music	<u>Network Programme in Music</u> The network programme in collaboration of other 3 schools can help cater for students' diverse needs and talent in music	HKDSE Music (network programme)	3 years	S5-S6 students of the cohort 2014-2017	5	5	0	Participants of the programme find the lessons bringing positive impact on music development	Ms Mendy Cheng
Music	<u>Gifted Programme in Music</u> To enhance students choral singing skills	Vocal Training	3 years	S4-S6 students of the School Choir	10-15	10-15	10-15	Students show positive improvement in skills in solo and choral singing	Ms Mendy Cheng
Workplace	<u>Workshops in preparation for Workplace Experience</u> To teach students about application letter writing, and interview skills	Workshop on business writing & interview skills	3 years	S6 students	30	30	25	Students complete writing job application letter, resume and satisfactory performances in mock interviews.	Ms Mendy Cheng
English	<u>Drama Workshop</u> To motivate students to learn English through drama and performances	Drama Workshop (Chunky Onion)	3 years	S4-S6 students	10	10	10	Students find drama a motivating way to learn English Students' satisfactory performances on stage	Ms Catherine Shiu
Maths	Maths training for elite students To provide additional Maths training for students with talents or interest in Maths	HKMO training programme	3 years	S4-S6 students	25-30	25-30	25-30	Participants find the workshop bringing positive impacts to their learning of Maths Participants find the workshops motivating	Ms Harriet Lo
Liberal Studies	<u>Thinking skills workshops for elite students</u> To provide higher order thinking skill workshops for students	Thinking Skills Workshop	3 years	S4-S6 students	25	25	25	Participants find the workshops useful in helping them improve thinking skills 70% of participants are able to achieve satisfactory performances in workshop assessment	Ms Bonnie So

**Abbreviation of Offices, Teams and Departments listed according to five Offices (Rosaryhill School Annual School Plan 2015-16)****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 &amp; Inventory Team

THR-Human Resources Management  
Team

TSD-School Development Team

TSF-Safety &amp; 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 &amp; Special Ed. Team

TCG-Career Guidance Team

TLE-Life Education Team

TRE-Religious Education &amp; Activities Team

TST-Student Affairs Team