Rosaryhill
Secondary School

School Development Plan
2022/23 – 2024/25

Rosaryhill Secondary School

School Vision & Mission

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

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

★ educating its students lovingly and skilfully upon a solid spiritual, intellectual, emotional and physical foundation;

★ developing their gifts and strengths and encouraging in its students the development of Christian and moral values;

★ cultivating among its students a spirit of self-motivation and learning, quest for excellence and creativity in order to cope with the demands of our changing world.

School Goals

GOAL 1: CHRISTIAN & MORAL VALUES

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

GOAL 2: INTELLECTUAL DEVELOPMENT

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

GOAL 3: SOCIAL DEVELOPMENT

To develop a sense of civic duty, responsibility to the 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 of values of our school is 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 the 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 for the differences.
- ✧ **INTELLECTUAL DEVELOPMENT** based on assiduous study, leading to a critical thinking.
- ✧ **COMPETENCE IN COMMUNICATION AND SHARING.**
- ✧ **AWARENESS** about personal needs and the needs of those around.

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

Holistic Review

Effectiveness of the previous School Development Plan (2019-2022)

Major Concern 1: To foster personal growth

Target	Extent of targets achieved	Remarks and Follow-up actions
1. To promote healthy body and healthy mind	Mostly achieved	Remarks: • The Counselling Team made good use of Life Education Period to promote resilience, mindfulness and stress reduction measures to students. • During school suspension, Class Teachers made sunshine calls and provided emotional support to students being quarantined. Follow-up actions: • Continue to be a target of major concern in the next SDP (Target 1.1)
2. To cultivate students' positive values and attitudes	Mostly achieved	Remarks: • Positive values were incorporated in the Scheme of Work (SOW) of different KLAs and were promoted in all co-curricular activities. • Life Education Period was used to promote 10 priority values and positive attitudes, including "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence". There were book exhibition and reading programmes based on these priority values. • The Counselling Team and the Discipline Team worked together to improve students' sense of belonging by providing more on-the-campus activities during lessons and recess. Better student-teacher relationships can cultivate positive attitudes. Follow-up actions: • Continue to be a target of major concern in the next SDP (Target 1.2)

3. To enhance life planning education	Mostly achieved	Remarks: • The Career and Life Planning Team made use of Life Education Period and social media platforms to promote workshops related to life planning education. • Students began to understand their personalities and characteristics before trying different career paths and courses in tertiary institutions. • Career-related elements were incorporated in various subjects in both junior and senior forms. Follow-up actions: • Continue to be a target of major concern in the next SDP (Target 1.3)
4. To raise the sense of belonging towards school	Mostly achieved	Remarks: • Different teams and departments invited students to participate in co-curricular activities and inter-school competitions to develop a strong sense of belonging towards our school. • Campus TV under the IT in Education Team invited students to take part in video production and various video-making competitions. Their outstanding achievements and awards cultivated students' pride and sense of belonging towards the school. • The school made good use of Mid-Autumn Festival, Christmas and Lunar New Year to celebrate with students and built up a good student-teacher relationship. Follow-up actions: • Continue to be a target of major concern in the next SDP (Target 1.4)

Major Concern 2: To accomplish academic improvement

Target	Extent of targets achieved	Remarks and Follow-up actions
1. To optimize curriculum that helps attain students' success and progression	Mostly achieved	Remarks: • The curriculum of many subjects underwent constant optimization and adaptation according to the latest education trends and students' needs to attain students' success and progression. • Different subjects improved their implemented curriculum by employing effective instructional strategies. Students' learning motivation and catering for learning diversity have been better achieved. • HKDSE electives' combinations have been constantly updated to keep up with students' interests and prospects. New subjects like Spanish and Vocational English (Applied Learning course) have been included in the curriculum to broaden students' academic path to success. Follow-up actions: • Review on curriculum development will be continued, different subject departments are encouraged to explore different learning and teaching strategies which suit the educational needs and trends. • Blended learning is the major educational trend which is full of potential in enhancing learning effectiveness and pedagogical effectiveness. We will further support the implementation of blended learning by structuring learning into 3 stages: Pre-lesson, While-lesson and Post-lesson. • To further optimise the implemented curriculum, we will make good use of the newly installed smart classroom setting to enhance the learning and teaching effectiveness.

2. To optimize assessment and enrich learning opportunities that address students' and curriculum needs	Mostly achieved	**Remarks:** • Assessment Policy and Homework Policy were constantly reviewed so as to further enhance the alignment of taught curriculum and tested curriculum. The Assessment Literacy Team was set up to promote the effective use of assessment data. • Subjects have used assessment data to improve learning and teaching. Different strategies were developed to promote assessment for learning. Quality feedback was emphasized among teachers as an effective means to improve student learning and student performance. • A variety of learning opportunities were provided to students. Students were encouraged to participate in activities and competitions of different types. Students' ownership of learning and engagement in learning have been greatly enhanced. **Follow-up actions:** • To enhance the effectiveness of assessment to promote student learning, students can be involved more in their own learning process by doing reflections and be further empowered through goal setting and goal evaluation. • Organizing more subject-related learning activities and providing more learning opportunities beyond the classroom for students will continue to be the concern of the next SDP.
3. To promote positive learning support that helps boost learning effectiveness	Mostly achieved	**Remarks:** • Different subjects developed strategies to optimize learning support to cater for learner diversity. • A series of workshops, aimed to nurture our students to become active and responsible learners, were organized. Our students' note-taking, note-processing and deep-learning skills were enhanced as they have applied the skills in various subjects. • After-school enhancement lessons were arranged in different levels to cater for learner diversity throughout the year. **Follow-up actions:** • We will continue our practice to provide different positive support including language support/measures for students to enhance their learning effectiveness. • To further motivate students in learning and nurture them as self-directed learners will be the concern of the next SDP.

4. To enhance professional development that promotes academic improvement	Mostly achieved	**Remarks:** • Professional development and experiences sharing were carried out in departmental meetings and staff development days. Peer lesson observation and open classroom are effective means to enhance teachers' professionalism. These practices can improve students' academic performance. • During the pandemic, e-learning tutorials were provided for teachers to help them learn more about different apps or programs that can be used during online lessons. **Follow-up actions:** • The importance of professional development & professional sharing in enhancing learning and teaching effectiveness and expanding teachers' educational horizons will continue to be the focus of the next SDP.
5. To implement Ongoing Renewal of School Curriculum	Partly achieved	**Remarks:** • "Ongoing Renewal of the school curriculum - Major Renewed Emphases (MRE) and updated 4 Key Tasks (4KT)" were integrated into different curriculums and learning experiences. • English Department collaborated with Maths, History, Geography and Science KLA to promote Language across the curriculum (LAC). **Follow-up actions:** • We will further enhance cross-KLA/Dept/Team collaboration in bringing about curricular initiatives, especially in STEM Education, Values Education and LAC.

Evaluation of the School's Overall Performance

		Major Strengths	**Areas for Improvement**
Area 1	School Management	The school is able to utilize the planning, implementation, evaluation (P.I.E.) model to turn its mission and vision statements, stakeholders' needs and self-evaluation findings into development priorities. Evaluation/feedback of school management is conducted through a bottom-up approach in SBM Meeting so that all teachers have their roles in contributing to AP and SDP.	The procedures in conducting P.I.E. model need to be streamlined to enhance efficiency and effectiveness. More effective use of data from stakeholders' survey and APASO for school self-evaluation and reflection in order to enhance school development.
Area 2	Professional Leadership	Middle managers keep abreast of the latest trends in educational development. Communication and collaboration among subject panels members and among team members have enhanced for realization of the school plans effectively.	More empowerment of middle managers to share the leadership role, which promotes distributed leadership and the professional development of future leaders. More team building activities to boost the morale of teachers in face of challenges ahead.
Area 3	Curriculum and Assessment	To support whole-person development, we have a broad and balanced curriculum from which students are free to pursue their passion. There is a wide range of electives in S.4 to S.6 to meet the interests and needs of students. Under the school's Major Concern 2, emphasis has been placed on optimization of our school-based curriculum that helps attain students' success and progression. We have further improved our school-based curriculum to align with the educational trends and address our students' learning needs, such as e-Learning, blended learning, values education and language across the curriculum. Major Renewed Emphases (MRE) and updated 4 Key Tasks (4KT) are integrated into different curriculums and learning experiences.	In light of the recent education changes and curriculum renewals, the current Academic Development Board (ADB) which resembles a joint panel head and KLA Head meeting, can be re-structured into a smaller committee of KLA heads and relevant Team Heads under ADB for more effective discussion, planning, and implementation of school-based curriculum and academic development programmes. The roles of KLA Heads in curriculum evaluation and implementation can also be strengthened. To help students face the challenges of the 21st Century, there is a need to put more emphasis on blended learning, skill-based learning and teaching (4Cs and 1P - Collaboration, Communication, Critical thinking, Creativity and Problem-solving) and to foster our students to be self-directed learners. Cross-department/cross-KLA

Different measures are deployed to cater for learning and learner diversity:

- Students are allocated into different classes and groups based on their ability and background.
- Provision of many elective subject combination in senior secondary which addresses the varied learning needs and interests of students.
- For Chinese Language Education, we offer both a local curriculum and Chinese as a Second Language curriculum (for NCS students). Apart from HKDSE Chinese Language, NCS students can take Applied Learning Chinese and different public examinations such as IGCSE so as to obtain Alternative Qualification(s) in Chinese Language (ACL).
- A variety of learning opportunities, academic-related activities/competitions and life-wide learning activities are provided to students so as to enrich their learning experiences and to unleash their potential.

Teachers' professional sharing and exchange within department and across KLA has been promoted under the school's Major Concern 2. Peer class observation which aims to enhance learning and teaching effectiveness has been part of teachers' professional life.

The school continue to monitor the curriculum implementation through the mechanism of Class Observation, School Assignment Inspection and Department Assignment Inspection. Good practices will be shared in Teachers' General Meetings/within subject departments, so as to further strengthen teachers' awareness and understanding of the academic expectation of the school. For quality assurance, marked exam papers will be checked by all Panel Heads. Each subject department conduct Exam and UT evaluations (evaluating question quality and students' performance) so as to inform learning and teaching or/and curriculum planning.

collaboration could be further encouraged so as to bring different curricular initiatives.

Apart from MRE and 4KT, 10 priority values and National Security Education could be integrated naturally in school-based curriculum.

In order to bring about the best learning outcomes, students should be better equipped with the knowledge and skills to make a well-informed decision in senior secondary subject choices. So that students can effectively take their academic/ career pursuit, their interests and the complementary effects between elective subjects into account in subject selection.

In order to help students adopt a serious attitude towards homework and hold students accountable for homework, build responsibility and time management skills, there should be a whole-school approach to make sure that all students submit homework on time. A follow-up mechanism has to be devised. Homework Policy could be further reviewed.

While assessment data have been used, it will be more effective if the data can be analysed holistically to evaluate students' academic performance and to offer insights for curriculum planning and implementation. The school could explore appropriate platforms/tools for the best use/analysis of student assessment data.

With e-learning, blended learning and self-directed learning becoming more and more crucial in educational development and practical need, there is a need to offer more professional development for teachers and good practices can be shared to enhance learning and teaching effectiveness.

		Whole-school Homework and Assessment Policy have been devised and communicated with teachers. Each subject has its own Homework and Assessment Policy. Diversified assessment methods are adopted by each subject department so as to facilitate learning and cater for learning diversity. The policy of setting differentiated questions in junior-form uniform test and examinations can better ensure the best learning outcomes for students of different abilities. Subject departments promote assessment for learning. Effective assignments/tests and assessment for learning are the focus of School Assignment Inspection. The teaching syllabus, learning and teaching strategies and assessment methods of each subject are clearly explained in school homepage. The school also makes use of different assessment data such as students' performance in internal tests/exams, TSA, SVAIS, HKDSE results, HKDSE Examination Statistical Reports and students' questionnaires to evaluate students' learning and to further enhance learning and teaching effectiveness. With the promotion of the importance of assessment literacy at school, teachers also become more aware and skillful in using data obtained in assessments and assignments to inform learning and teaching.	
Area 4	Student Learning and Teaching	Our students are cheerful and willing to learn. Many of them are able to express their views clearly in lessons and apply their learning skills e.g. note-taking skills and IT skills in various subjects. Students' English proficiency is very good and are able to learn effectively in English. In everyday lesson, teachers have demonstrated good subject knowledge, have good relationship with students and are able to create an interactive good learning atmosphere. They	We can further enhance teacher-student and student-student interaction in the smart classroom setting. To further motivate and engage students in learning, different motivational strategies should be employed. For example: to appreciate students' effort and exhibit students' achievements through various channels; to empower students to set and evaluate learning goals as well as to promote self-directed learning.

		often encourage students to express their opinions and provide them opportunities to demonstrate their learning outcomes, offering timely praise and provide specific feedback for improvement, reinforcing their learning performance and guiding them to self-improvement.	To further unleash students' potential and enhance students' learning motivation and confidence, more subject-related learning activities/competitions and more learning opportunities beyond the classroom should be arranged by subject departments for students.
		It is encouraging that cross-subject reading habits has been successfully promoted through iLearner (collaboration of Library Team and some junior subjects) and there was a good participation rate in Chinese and English Book Report Writing competitions.	We can further enhance teaching and learning effectiveness (instruction, students' assessment, classroom management, professional development) and assessment literacy through professional training and exchange.
		Experiential learning week/days(ELW) is a mean to promote learning outside classroom, task-based learning and provides a platform for project learning, values education, STEM learning, etc.	We can further promote eReading/Reading across the curriculum (RAC) / Language across the curriculum (LAC) and strengthen students' reading strategies by collaboration with more teams and subject departments.
		Various subjects have made use of self-assessment to facilitate students' self-reflection and promote students' meta-cognitive skills.	
		Our school is linguistically and culturally inclusive. We aim to provide an authentic multilingual environment which not only gives our students an academic advantage in developing higher cognitive ability and communication skills, but also broadens their international horizons and prepares them for life in a globalised world. Students are given authentic opportunities to maximize their learning in English, Chinese, Putonghua and Spanish.	

		Major Strengths	**Areas for Improvement**
Area 5	Student Support	The school has received the Yan Chai Hospital Moral and Civic Education Award for 6 consecutive years (2016-2022). The award is a recognition of our outstanding effort in promoting positive values and attitude among students. Our school also won in the "Caring School Award Scheme" with Merit Award in 2021 and was selected as one of the top 4 Outstanding Caring Schools. The award recognizes the care and support we provide to students. The long tradition of Student Council, Houses and co-curricular activities provides opportunities for the students to foster leadership and social skills. The school has provided various kinds of developmental, preventive and remedial counselling services. The school also has a clear mechanism to identify SEN students early and provide support accordingly. Good teacher-student relationship and good parent-school relationship.	The care and support to students should be made known to parents and the general public so as to create a harmonious society. The caring atmosphere can be extended beyond the campus to brighten up the society. Students can take initiatives to care for the needy in the community. Lots of activities were cancelled during the pandemic. More team building activities and voluntary services will be introduced to enrich student learning experiences. The inclusive atmosphere of the school should be made known to the general public.
Area 6	Partnership	Parents and PTA committee members have been enthusiastic and highly supportive to the school. Various channels have been established to help facilitate parent-teacher communications, such as PTA, school homepage, eClass (eClass Apps), parent letters, SMS, Whatsapp, phone calls and interviews. The close ties with parents have significantly helped home-school cooperation. Alumni have shown great care about the development of the school by actively participating in school activities organized by the school. The Mentorship Program	Not all parents were active in joining home-school activities. Therefore, new strategies should be adopted to motivate parents to participate in PTA programmes. The school should invite alumni from different walks of life to do sharing with our students. Oi Kwan has been providing many interesting workshops. There should be more promotion of those activities so that more students can be benefited.

		provides an opportunity for students and alumni to form positive one-to-one mentoring relationships, providing opportunities for senior students to learn from the community and external organizations. A strong sense of belonging to the school has been cultivated among alumni. They show continuous support to the development of the school and participate actively in school activities, such as being guest of honour of school events/ceremonies. The school have been working closely with social workers from Baptist Oi Kwan Social Services Centre who have provided tremendous support to the school at all times.	Baptist Oi Kwan Social Services Centre will continue to help arranging learning activities in Life Education Period, conducting career and life planning workshops during holiday, and providing counselling service to students.
Area 7	Attitude and Behaviour	Teachers have continued to nurture a positive attitude among students. A good student-teacher relationship lead to a positive learning attitude and better behaviour. Students' achievements in non-academic areas have helped students to develop a good attitude. Small class size allows more individual attention, increased participation and better communication between teachers and students.	More programmes on building self-confidence and a sense of belonging towards school should be enhanced so that less abled students can develop a positive learning attitude towards studying and life, which will result in a more harmonious learning and growing environment.
Area 8	Participation and Achievement	Students have outstanding performance in both academic and non-academic area, as reflected in their HKDSE results and inter-school awards they get. Students' English performance (both Level 4 and Level 2) in HKDSE has been higher than all schools in the territory for many years. We provide an authentic English-speaking environment in our school. Students' English proficiency has been higher than those students in local schools.	The Chinese proficiency and Maths competence of NCS students and the English proficiency of NAC students can be further enhanced through school-based learning support programs. To help students perform their best, we can enhance examination-oriented skill training and support for students. Meanwhile, stress management, emotion management, healthier self-concept development can be integrated into Life Education Period. Overseas study tours, leadership training camps and

		Some subjects have a good record of students' achievements in academic-related areas e.g. inter-school competitions, outside school activities. Life-wide learning activities such as overseas study tours, internship programmes, training camps and community services have been provided to students to enrich their learning experience and broaden their horizons.	community services should be resumed in the post-pandemic era.

SWOT Analysis

Our Strengths	1. Our school is a well-established Catholic school with a long history and good traditions of cultivating students' positive values. 2. The multi-cultural and harmonious school environment with students from different countries fosters them to be global citizens. 3. The rich multi-lingual learning environment allows our students to master international languages such as English, Chinese (Cantonese and Mandarin) and Spanish. 4. Ongoing upgrading of school infrastructure and facilities such as smart boards, Campus TV Room and Fitness Room, facilitate students' multi-intelligence. 5. Good relationships between school, parents, teachers, and students, build a strong rapport for a holistic development of students. 6. Our professional and caring teachers ensure students' readiness to tackle public examinations both knowledge-wise and skill-wise. 7. Supportive alumni offer help and guidance to students through providing mentorship program and scholarships.
Our Weaknesses	1. Students' learning motivation and self-management skills could be enhanced through stronger home-school cooperation and a whole-school approach of establishing good learning habits. 2. Due to the pandemic, students' sense of belonging may have been hindered because of reduced face-to-face school activities and events. 3. During the period of suspension of face-to-face lessons in Hong Kong, students' diversified learning abilities could not be fully catered, which may have hindered their learning progress. 4. Students' interpersonal skills and proactiveness may have been impeded due to the reduced social and learning activities both inside and outside school in the past 3 years.

Our Opportunities	1. The intake of students from multicultural backgrounds helps build the school's image as a global village to foster students' global horizons and sound language skills.
	2. A whole-school approach in promoting self-directed learning helps enhance students' motivation and positive learning habits.
	3. Students' sense of belonging and interpersonal skills could be boosted with more face-to-face events inside and outside school.
	4. Small class size results in better class management, learning and teaching effectiveness and individual pastoral care.
	5. Our application for Quality Education Fund (QEF) and IT Innovation Lab in Schools provide further support to students' learning and school development.
	6. More support and guidance are to be provided to students through talks and sharing sessions of alumni from different walks of life.
Our Threats / Our Challenges	1. The mobility of teachers and students rises rapidly amid emigration wave.
	2. Due to the reduction of student intake in Hong Kong, greater challenges are posed in student admission and teacher recruitment.
	3. Withdrawal of Newly Arrived Children (NAC) during the pandemic period.
	4. More support is needed to improve students' motivation and learning habits due to the impact of the pandemic.

Major Concerns for 2022/23 – 2024/25

1. To foster a Happy and Healthy School Life

2. To foster our students to be self-directed learners through promoting 21st century education

School Development Plan (2022/23 – 2024/25)

Major Concern 1 To foster a Happy and Healthy School Life

Targets		Strategies	Time Scale		
			22-23	**23-24**	**24-25**
1.1	To cultivate a healthy lifestyle	1.1.1 To promote physical and mental health through various activities.	✓	✓	✓
		1.1.2 To uplift students' self-confidence.	✓	✓	✓
1.2	To promote values education	1.2.1 To promote 10 priority values and attitudes.	✓	✓	✓
		1.2.2 To improve students' social skills and enhance their resilience.	✓	✓	✓
1.3	To consolidate life planning education	1.3.1 To conduct life planning education in various form levels.	✓	✓	✓
		1.3.2 To explore and provide more diversified career pathways for students.	✓	✓	✓
1.4	To raise the sense of belonging towards school	1.4.1 To improve school environment and facilities.	✓	✓	✓
		1.4.2 To enhance teacher-student relationship.	✓	✓	✓
		1.4.3 To enhance team spirit among students through various programs and activities.	✓	✓	✓

Major Concern 2 To foster our students to be self-directed learners through promoting 21st century education

Targets		Strategies	Time Scale		
			22-23	**23-24**	**24-25**
2.1	To promote blended learning and to facilitate active learning in a smart classroom setting	2.1.1 To support blended learning through structuring learning into 3 stages: Pre-lesson, While-lesson and Post-lesson.	✔	✓	✓
		2.1.2 To make use of smartboards in lessons to facilitate active learning.	✓	✓	✓
2.2	To foster students' self-directed learning and 21st century learning skills	2.2.1 To support students to study with diligence & passion, and assume one's responsibility in learning.	✓	✓	✓
		2.2.2 To empower students to set and evaluate learning goals.	✓	✓	✓
		2.2.3 To enhance students' 21st century skills *(4Cs+1P skills).	✓	✓	✓
2.3	To widen learning opportunities for students to stretch their potentials	2.3.1 To organize more subject-related learning activities and provide more learning opportunities beyond the classroom for students .	✓	✓	✓

Targets		Strategies	Time Scale		
			22-23	23-24	24-25
2.4	To enhance cross-KLA/Dept/Team collaboration in bringing about curricular initiatives	2.4.1 To further promote STEM Education.	✔	✔	✔
		2.4.2 To further promote Values Education.	✔	✔	✔
		2.4.3 To further promote LAC and RAC/Reading to Learn.	✔	✔	✔
		2.4.4 To enhance cross-KLA/Dept/Team collaboration in bringing about curricular initiatives.	✔	✔	✔
2.5	To enhance teachers' professionalism	2.5.1 To enhance professional development of teachers.	✔	✔	✔

*Remark: 4Cs+1P skills (Communication, Collaboration, Critical Thinking, Creativity and Problem-solving)