

ST. ROSE OF LIMA'S COLLEGE



ANNUAL SCHOOL PLAN



2025 - 2026

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School Vision, Mission and Goals

The School shall operate as a “Catholic” school. Its “Catholic” identity shall be recognized in so far as it conforms with the criteria set by the Catholic Church.

With a determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission, shall uphold and pass on the **core values** of “Truth”, “Justice”, “Love”, “Life” and “Family” to young people to prepare them properly for their life and future responsibilities.

Vision

In the spirit of a loving family devoted to serving one another, and in order to fulfil our school motto, “Through Charity to Truth” in Latin “Per Caritatem Ad Veritatem”, we strive to provide an environment that will allow quality education to enhance the spiritual, intellectual, emotional and physical growth of our students by proclaiming the Gospel and teaching moral values.

Mission

To fulfil this vision, we work to:

1. meet the needs of each student by guiding her in her moral, intellectual, emotional, physical, social and spiritual formation
2. emphasise the professional qualifications of our teachers and encourage them in life-long learning
3. foster co-operation among our three schools so that they will earn and benefit from one another
4. establish close relationship with parents and elicit their co-operation

Goals

- (a) The School endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students, that they are joyful and loving persons, reaching out to others and living out the true values in life, just as it is set down in the School motto—Through Charity to Truth.
- (b) In practice, this means that we try to provide an environment that will allow a quality education which enhances both the intellectual and the moral/spiritual aspects. We shall see that our students uphold truth and kindness/love, equipping them to face the challenges in life, forming them to reach out to anyone in need and cultivating in themselves the virtues of loyalty and honour as well as the sense of responsibility and commitment.
- (c) In the spirit of solidarity, the School also cultivates a family spirit among students, teachers and parents, sees that they collaborate and support one another. This may also include fostering co-operation among our sponsored schools, and establishing close relationship with past students.

Major Concerns

1. Promoting Healthy Lifestyle and Well-being through Positive Education
2. Enhancing Self-regulated Learning
3. Enhancing National and Global Citizenship

Major Concern 1: Promoting Healthy Lifestyle and Well-being through Positive Education

Key:	Catholic Values:	Ten Core Values:
	CV01 – Truth; CV02 – Justice; CV03 – Love; CV04 – Life; CV05 - Family	EDBV01- Perseverance; EDBV02- Respect for Others; EDBV03- Responsibility; EDBV04- National Identity; EDBV05- Commitment; EDBV06- Integrity; EDBV07- Benevolence; EDBV08- Law-abidingness; EDBV09- Empathy; EDBV10- Diligence; EDBV11- Unity; EDBV12- Filial Piety

The feedback and follow-up actions from the previous school year:

The school achieved strong positive outcomes in Enhanced Spiritual Well-being (especially Forms 1, 4, and 5) through initiatives like the Annual Walkathon and e-learning tools. However, reflection showed three key areas for improvement: student self-satisfaction needs boosting (particularly for Form 1), Form 3 students reported lower satisfaction with character strength programs, and there is a need for additional strategies to support senior form students' emotional well-being. The follow-up plan for 2025-2026 will integrate the EDB's "4Rs Mental Health Charter" (Rest, Relaxation, Relationship, Resilience) across all activities. Key strategies include refining the Junior Form curriculum and assessment to actively relieve student stress, implementing a whole-school morning run for physical wellness, and establishing a Comprehensive Merit Scheme to boost self-confidence. The plan will also enhance aesthetic development by expanding the School-based Values Education Framework and utilizing "Rosian Night" to showcase student talent.

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Enhanced Spiritual Well-being	CV03 CV04	EDB02 EDB03 EDB07 EDB09	<ul style="list-style-type: none"> Join the "4Rs Mental Health Charter" - "Rest", "Relaxation", "Relationship", and "Resilience" as outlined by the EDB to foster students' well-being in their daily lives and collaborate for their healthy development. 	<ul style="list-style-type: none"> Review and implement the mental health policy developed by the task force, ensuring staff are trained to identify and address mental health issues among adolescents. Implement established preventive measures to promote positive mental health and early intervention. 	<ul style="list-style-type: none"> Through stakeholder survey and APASO survey on well-being and monitor student utilization of support services (both internal and external support) Analyze attendance, behavior, and academic data for positive trends related to mental health on class basis and individual cases 	September 2025 – August 2026	<ul style="list-style-type: none"> Heads of Departments and Functional Teams Class Teachers 	<ul style="list-style-type: none"> Health Department Health Practitioners EDB
			<ul style="list-style-type: none"> Refine the curriculum, assignment and assessment arrangement for Junior Form students Equip the students to face challenges (c.f. subjects) 	<ul style="list-style-type: none"> Adjust the examination system to relieve students' stress and anxiety Ensure the best arrangement of assessments, assignments, and activities to support student learning and well-being Review and update the curriculum to better meet the needs and interests of Junior Form students. 70% of students agree the objectives of the adjustment Over 60% of stakeholders agree 	<ul style="list-style-type: none"> Collect feedback from students, parents, and teachers on the effectiveness of the revised assessment and curriculum arrangement via Parents Teacher Day and/or parents' meetings Monitor student stress levels, engagement, and academic performance to measure the impact of the changes by form meetings, guidance meetings and academic affairs meetings 			

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
				and are satisfied with the objectives of the adjustment				
	CV03 CV04 CV05	EDB01 – EDB12	<ul style="list-style-type: none"> Implement the School-based Values Education (VE) Framework Enhance the Values Education program by fostering increased involvement of class teachers in submitting lesson plans with integrated values education components Continuously assess progress, identify areas for improvement, and promote student growth across subjects Implement Examen Pilot Scheme and LevelMind Programme 	<ul style="list-style-type: none"> Implement the VA Framework in another two new subjects and two new committees Through the establishment of submission of lesson plans with values education implementation, complete required assess progress and identify improvements for further development in the whole year 	<ul style="list-style-type: none"> Conduct lesson observations and collect feedback from stakeholders Evaluate student engagement and learning outcomes in the new VA Framework implementations by lessons observation and regular performances of students' behavior 	September 2025 – August 2026	<ul style="list-style-type: none"> Values Education Committee Heads of Academic and Functional Teams 	<ul style="list-style-type: none"> Catholic Education EDB Life Wide Learning Grant (LWLG) Learning Support Grant (LSG) School funds
	CV03 CV04 CV05	EDB07 EDB09	<ul style="list-style-type: none"> Continue to create a supportive community where students can explore and discuss their spiritual experiences Train students to lead whole-school Spiritual activities (c.f. Spiritual Affairs Committee, R.E. Department and M.C.V.E. 	<ul style="list-style-type: none"> Implement a life skills and problem-solving curriculum with experiential learning opportunities The relevant departments execute programs effectively, with over 60% of student participants agreeing and satisfied with the program objectives 	<ul style="list-style-type: none"> Evaluation surveys to collect feedback from students from the reflection journal and/or bi-weekly diary 	September 2025 – August 2026	<ul style="list-style-type: none"> Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> EDB NGOs

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
			Department)					
	CV03 CV04 CV05	EDB03 EDB04 EDB05 EDB10	<ul style="list-style-type: none"> Enhance the Moral and Physical Strength Train students to lead activities to enhance students' moral and physical strength Implement a whole-school morning run to cultivate an environment that emphasizes the significance of regular exercise and well-being 	<ul style="list-style-type: none"> Implement a life skills and problem-solving curriculum with experiential learning opportunities via lesson activities or other learning activities Integrate messages regarding growth mindset among students via various promotion channels The relevant departments execute programs effectively, with over 60% of student participants agreeing and satisfied with the program objectives 	<ul style="list-style-type: none"> Collect feedback from students, teachers, and parents on the effectiveness of the various activities Analyze changes in student behavior, attitudes, and overall school culture related to moral and physical well-being, using a bi-weekly student reflection journal and conducting form meetings 	September 2025 – August 2026	<ul style="list-style-type: none"> Values Education Committee Moral and Civic Education Department Physical Education OLE Board Class Teachers 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Catholic Education EDB NGOs
Improved Physical Fitness	CV03 CV04 CV05	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> Organize health challenges or competitions to motivate students to maintain a healthy lifestyle 	<ul style="list-style-type: none"> Achieving 70% student participation in physical fitness activities and building regular exercise routines. Increase the participation rate of the students and teachers in joining the activities held for “Active Rosians” 	<ul style="list-style-type: none"> Track participation rates and monitor the establishment of regular exercise routines among all students 	September 2025 – August 2026	<ul style="list-style-type: none"> Moral and Civic Education Department Guidance Board Cultural Subjects Department Class Teachers 	<ul style="list-style-type: none"> Catholic Education EDB NGOs
Higher Self-Confidence and Positive Interactions	CV03 CV04 CV05	EDB01 EDB05 EDB10	<ul style="list-style-type: none"> Collaborate with the EDB's 4Rs Mental Health Charter to boost students' self-confidence, expand opportunities for positive interactions, and partner with external organizations to enrich mental health support initiatives. Boost Students' 	<ul style="list-style-type: none"> Incorporate opportunities for students to showcase their talents and achievements during the Rosian Night Over 60% of student participants give positive feedback on programs, with over 30% showcasing improved performance achievements 	<ul style="list-style-type: none"> Measure changes in student self-confidence and self-esteem through surveys Collect feedback from students, teachers, and parents on the impact of the initiatives on student confidence 	September 2025 – August 2026	<ul style="list-style-type: none"> Moral and Civic Education Department Guidance Board Cultural Subjects Department Class Teachers 	<ul style="list-style-type: none"> Catholic Education EDB NGOs

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
			confidence through various learning experiences and competitions, e.g. Rosian Night					
	CV01 CV02 CV04	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> Merit Scheme 	<ul style="list-style-type: none"> Establish a Merit Scheme to award students' good performances in various aspects (c.f. Guidance Board, Discipline Board, OLE Board, Academic Affairs Board) 	<ul style="list-style-type: none"> Evaluate the distribution and utilization of Conduct Books and Merit Books, report by departments, and class teachers Gather feedback from students, teachers, and parents on the perceived fairness and effectiveness of the merit scheme Records of the Merit Scheme 	September 2025 – August 2026	<ul style="list-style-type: none"> Discipline Board Guidance Board Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> EDB NGOs
	CV01 CV02 CV04	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> Incentive Programme 	<ul style="list-style-type: none"> Full implementation measures to cancel out minor offences Updated students' profile across years for class teachers' interaction for students and parents (WEBSAMS), or other e-platform Revise the Incentive Programme including other measures to be incorporated into the Comprehensive Merit Scheme (c.f. Guidance Board, Discipline Board, OLE Board, Academic Affairs Board) 	<ul style="list-style-type: none"> Track the frequency and types of minor offences before and after the implementation of the measures 	September 2025 – August 2026	<ul style="list-style-type: none"> Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> EDB NGOs
	CV03 CV04 CV05	EDB02 EDB03 EDB11	<ul style="list-style-type: none"> Encourage collaborative projects and group activities that promote teamwork and positive peer interactions 	<ul style="list-style-type: none"> Enhance the support to Visual Arts in the Senior Forms Increase the diversified range of assignments and mini-projects in Form 1 and Form 2 	<ul style="list-style-type: none"> Evaluation from students' reflection journal in various projects Feedback from teachers' observation and guidance 	September 2025 – August 2026	<ul style="list-style-type: none"> Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> EDB Educational Institutions NGOs
Well-balanced and enhanced aesthetic development for students	CV03 CV04 CV05	EDB05	<ul style="list-style-type: none"> Offer Visual Arts in the Senior Forms 	<ul style="list-style-type: none"> Promote Visual Arts to the Junior Forms students via various channels and develop students artistic dimension development Increased interest in opting for 	<ul style="list-style-type: none"> Assess the quality of student work and artistic development through portfolio reviews and exhibitions 	September 2025 – August 2026	<ul style="list-style-type: none"> Careers Board Cultural Subject Department Academic Affairs 	<ul style="list-style-type: none"> EDB NGOs

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
				Visual Arts in the Senior Forms in the next academic year <ul style="list-style-type: none"> Incorporate a more diversified range of assignments and mini-projects in Form 1 and Form 2 with teachers' guidance 	<ul style="list-style-type: none"> Monitor student enrolment and retention rates in the Visual Arts program 			
	CV03 CV04 CV05	EDB02 EDB03 EDB07 EDB11	<ul style="list-style-type: none"> Celebration of students' Achievements 	<ul style="list-style-type: none"> Opening opportunities for students to showcase their performance, and celebrate their success, or initiatives "Rosian Night" Performance by the English and the Chinese Drama Clubs. Chinese Orchestra, School Choir, Symphony Orchestra and winners of the Speech Festival and other winning pieces or performances initiated by students Over 50% of student initiatives can be implemented in diverse ways 	<ul style="list-style-type: none"> Assess the opportunities provided for students who have been awarded or achieved recognition to perform or showcase their accomplishments in front of their peers and the school community 	September 2025 – August 2026	<ul style="list-style-type: none"> OLE Board Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Student Support Grant
	CV03 CV04 CV05	EDB02 EDB03 EDB07 EDB10 EDB11	<ul style="list-style-type: none"> Optimization of OLE and other student activities 	<ul style="list-style-type: none"> Review and optimize the existing Out-of-Classroom Learning Experiences (OLE) and other student activities by organizing students' artistic achievements and encourage their artistic expression Ensure a balanced and diverse range of activities that cater to different student interests and needs on artistic expression and development 	<ul style="list-style-type: none"> Monitor student participation rates and trends in the OLE and other activities through activity-based evaluation 	September 2025 – August 2026	<ul style="list-style-type: none"> OLE Board Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)
Enhanced School Environment	CV03 CV04 CV05	EDB02 EDB03 EDB07 EDB09	<ul style="list-style-type: none"> Join the "4Rs Mental Health Charter" - "Rest", "Relaxation", "Relationship", and "Resilience" as outlined by the EDB to foster 	<ul style="list-style-type: none"> Review and implement the mental health policy developed by the task force, ensuring staff are trained to identify and address mental health issues among adolescents. Implement established preventive measures to promote 	<ul style="list-style-type: none"> Through stakeholder survey and APASO survey on well-being and monitor student utilization of support services (both internal and external support) Analyze attendance, behavior, and academic data 	September 2025 – August 2026	<ul style="list-style-type: none"> Spiritual Affairs Student & General Affairs Moral, Civic & Values Education Guidance Board Heads of Academic 	<ul style="list-style-type: none"> EDB NGOs

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			students' well-being in their daily lives and collaborate for their healthy development.	positive mental health and early intervention.	for positive trends related to mental health on class basis and individual cases		Department and Functional Team • Class Teachers	
	CV03 CV04 CV05	EDB02 EDB03 EDB07 EDB09	<ul style="list-style-type: none"> • Create a comfortable and ergonomic leaning and working environment for students and staff 	<ul style="list-style-type: none"> • Develop and implement detailed renovation plans that prioritizes improvements to school facilities that facilitate the promotion of environment for relaxation, and learning and teaching • Enhanced mechanism to ensure occupational safety and health standards 	<ul style="list-style-type: none"> • Assess the quality and functionality of the renovated facilities through regular inspections and user feedback 	September 2025 – August 2026	<ul style="list-style-type: none"> • Principal • Vice Principals • Executive Officer • All relevant working teams 	<ul style="list-style-type: none"> • EDB • NGOs
	CV01 CV02	EDB02 EDB03 EDB05 EDB11	<ul style="list-style-type: none"> • Management Restructuring and Streamlining Administration Work 	<ul style="list-style-type: none"> • Revise and streamline the existing administrative structure and workflows to emphasize student learning outcomes while fine-tuning administrative processes for enhanced efficiency. 	<ul style="list-style-type: none"> • Assess the effectiveness of the review and implementation of the changes made in administrative level via stakeholder surveys 	September 2025 – August 2026	<ul style="list-style-type: none"> • Principal • Vice Principals • Executive Officer • All relevant working teams 	<ul style="list-style-type: none"> • EDB • NGOs
Prioritize student learning outcomes for resource allocation	CV03 CV04 CV05	EDB02 EDB03 EDB05 EDB11	<ul style="list-style-type: none"> • Establish Clear Learning Outcome Objectives 	<ul style="list-style-type: none"> • Involvement of teachers, subject experts, and stakeholders in the process of defining the learning outcomes • Implement the desired learning outcomes for students in various academic levels 	<ul style="list-style-type: none"> • Assess the alignment between the learning outcomes and the departments' educational goals and objectives based on Annual Programme Plans of various academic departments 	September 2025 – August 2026	<ul style="list-style-type: none"> • Heads of Academic Department and Functional Team 	<ul style="list-style-type: none"> • EDB
	CV04 CV05	EDB01 EDB05 EDB10	<ul style="list-style-type: none"> • Conduct Regular Assessments 	<ul style="list-style-type: none"> • Implement a range of assessment techniques (e.g., formative, summative, diagnostic, performance-based) to collect comprehensive data on student learning • Collect assessment data using diverse methods to track student performance and progress regularly, including feedback from students on learning and teaching 	<ul style="list-style-type: none"> • Assess the alignment between the learning outcomes and the school's educational goals and objectives • Evaluate the consistency and reliability of the student performance data collected via Homework Inspection 	September 2025 – August 2026	<ul style="list-style-type: none"> • Heads of Academic Department • Academic Affairs 	<ul style="list-style-type: none"> • EDB
	CV04	EDB01	<ul style="list-style-type: none"> • Analyse the 	<ul style="list-style-type: none"> • Allocate resources based on data 	<ul style="list-style-type: none"> • Assess the quality and depth 	September	<ul style="list-style-type: none"> • Heads of 	<ul style="list-style-type: none"> • EDB

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	CV05	EDB05 EDB10	Assessment Results	analysis to prioritize areas which require support or resources	of the data analysis conducted, and the evaluation of corresponding strategies to the betterment of assessment of students learning outcomes <ul style="list-style-type: none"> Review on the use of the public examination scripts collected on performance enhancement 	2025 – August 2026	Academic Departments <ul style="list-style-type: none"> Academic Affairs Committee 	

Major Concern 2: Enhancing Self-regulated Learning

Key:	Catholic Values:	Ten Core Values:
	CV01 – Truth; CV02 – Justice; CV03 – Love; CV04 – Life; CV05 - Family	EDBV01- Perseverance; EDBV02- Respect for Others; EDBV03- Responsibility; EDBV04- National Identity; EDBV05- Commitment; EDBV06- Integrity; EDBV07- Benevolence; EDBV08- Law-abidingness; EDBV09- Empathy; EDBV10- Diligence; EDBV11- Unity; EDBV12- Filial Piety

The feedback and follow-up actions from the previous school year:

In the previous school year, the school successfully fostered a peer-driven, active learning culture via the SRL Ambassador Programme, AI-based workshops, and the Design Thinking Framework in Project-Based Learning. The main reflection point, however, was the need for greater systematic integration and measurement. Specifically, the school needs to set specific, measurable goals across all academic departments for effective progress tracking, integrate more practical learning techniques (e.g., peer teaching) into workshops, and promote collaborative sharing among educators to disseminate best practices.

The 2025-2026 follow-up plan introduces concrete strategies to address these measurement gaps. Students will be taught S.M.A.R.T. goal setting and given regular self-assessment tools. Professional development will aim for 60% of teachers applying new SRL methods. To enhance transferable skills, the plan will formally implement Applied Learning (ApL) and Other Languages (OL) and expand participation in STREAM competitions, creating a more integrated, measurable, and accountable Self-regulated Learning environment.

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Fostering Self-Directed Learners	CV01 CV03	EDBV01 EDBV03 EDBV05 EDBV06 EDBV10	<ul style="list-style-type: none"> Provide a platform for students to practice specific and concrete strategies for self-directed learning in their studies (e.g., Project-Based Learning (PBL) and academic and cultural subjects). Encourage students to use S.M.A.R.T. goal setting in their learning. 	<ul style="list-style-type: none"> 50% of students demonstrating effective self-directed learning strategies in completing the projects. 50% of students report achieving at least one S.M.A.R.T. goal. 	<ul style="list-style-type: none"> Assess project submissions using a rubric that measures the application of self-directed learning strategies, along with student feedback surveys. Collect and analyze students' S.M.A.R.T. goal documents and reflections. 	September 2025 – May 2026	<ul style="list-style-type: none"> Heads of Academic Departments PBL committee Careers Board Academic Affairs Student and General Affairs OLE Board 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Learning Support Grant (LSG) School funds

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	CV03 CV04 CV05	EDB03 EDB06	<ul style="list-style-type: none"> Provide regular self-assessment tools and reflection activities to help students recognize their strengths, weaknesses, and preferred learning strategies. 	<ul style="list-style-type: none"> 50% of students show improved self-awareness of their strengths and weaknesses through reflective journals. 	<ul style="list-style-type: none"> Review reflective journals and self-assessment results to evaluate student awareness and understanding of their learning strengths and weaknesses. 			
	CV01 CV03	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> Facilitate access to a variety of resources that inspire curiosity and self-directed inquiry. Implement workshops on goal-setting and effective time management to empower students in their learning journeys. 	<ul style="list-style-type: none"> 50% of students engage with multiple resources outside of class to explore their interests in learning 50% of students apply at least one time management technique in their academic work, reflecting increased productivity. 	<ul style="list-style-type: none"> Monitor the usage of resources through analytics or surveys, and conduct interviews to gauge student engagement and exploration. Use post-workshop surveys to measure students' knowledge and application of time management techniques, along with teacher observations of student performance. 			
	CV01 CV05	EDB01 EDB03 EDB05 EDB06 EDB10	<ul style="list-style-type: none"> Staff Development Day (Professional Development) Professional Exchange Thematic discussions in meetings on self-regulated learning 	<ul style="list-style-type: none"> 60% of teachers report increased confidence in implementing SRL strategies in their classrooms. 60% of teachers express satisfaction with the knowledge gained during exchanges, leading to the integration of at least one new strategy in their practice within the year. 60% of teachers can articulate specific SRL strategies discussed in meetings and demonstrate their application in lesson plans. 	<ul style="list-style-type: none"> Conduct post-training surveys and focus groups to assess staff confidence and application of self-regulated learning strategies in classrooms. Distribute participant feedback forms to measure satisfaction and gauge the implementation of new strategies in their teaching practices. Use meeting minutes and follow-up surveys to evaluate staff understanding and application of discussed strategies in lesson plans. 	September 2025 – May 2026	<ul style="list-style-type: none"> Heads of Academic Departments Boards/ Committees/ Working Teams 	<ul style="list-style-type: none"> School funds (EOEBG)
	CV01 CV04	EDB01 EDB03	<ul style="list-style-type: none"> Encourage the use of online platforms for 	<ul style="list-style-type: none"> 50% of students participate in at least 	<ul style="list-style-type: none"> Analyze project participation records and student feedback 	September 2025 – May	<ul style="list-style-type: none"> Academic Affairs 	<ul style="list-style-type: none"> School funds

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		EDB05 EDB10	collaborative projects and access to diverse learning materials beyond the classroom.	one collaborative project utilizing online platforms, reporting improved access to diverse learning materials.	surveys to assess engagement and access to diverse learning materials.	2026	<ul style="list-style-type: none"> • Reading Committee • Heads of Academic Departments • Boards/ Committees/ Working Teams 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG)
			<ul style="list-style-type: none"> • Enhance the use of apps on online platforms to facilitate student learning. 	<ul style="list-style-type: none"> • 50% of students show increased engagement and improvement in learning outcomes as measured by assessments following the introduction of educational apps. 	<ul style="list-style-type: none"> • Compare pre- and post-implementation assessment results to measure improvements in student engagement and learning outcomes. 			
	CV01 CV02 CV04	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> • Reading Across the Curriculum (e.g., Academic Affairs, Reading Committee, and departments that offer more than one subject) 	<ul style="list-style-type: none"> • At least 50% of students participate in RaC talks. 	<ul style="list-style-type: none"> • Analyze the book recommendations given by teachers. 			
			<ul style="list-style-type: none"> • Organize interactive whole-school reading activities and involve more teachers and students to promote reading across the curriculum. 	<ul style="list-style-type: none"> • More teachers introduce books with a wide variety of topics related to different KLAs to develop students' reading strategies. 	<ul style="list-style-type: none"> • Collect participation data and conduct post-event surveys to evaluate the impact on reading engagement among teachers and students. 			
			<ul style="list-style-type: none"> • Organize theme-based reading activities and competitions during DEAR Time. 	<ul style="list-style-type: none"> • Students more actively participate in DEAR Time activities, and 50% report increased interest in reading. 	<ul style="list-style-type: none"> • Track student participation rates in DEAR Time activities and conduct surveys to assess changes in reading interest. 			
<ul style="list-style-type: none"> • Introduce suitable programme to help students set reading goals, monitor their reading progress, and track their participation rates and insights gained from various reading activities. 	<ul style="list-style-type: none"> • 40% of students set and monitor reading goals. 	<ul style="list-style-type: none"> • Monitor usage data and conduct surveys to evaluate goal-setting effectiveness and reading progress. 						
Pursuing Academic Excellence	CV04	EDBV01 EDBV05 EDBV06	<ul style="list-style-type: none"> • Refine lesson time to optimize learning 	<ul style="list-style-type: none"> • Collect at least 1 lesson plan in a term to help teachers evaluate their 	<ul style="list-style-type: none"> • Gather teacher feedback on lesson time efficiency and analyze student engagement 	September 2025 – May 2026	<ul style="list-style-type: none"> • Heads of Academic Departments 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG)

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		EDBV09 EDBV10		teaching, encourage more effective use of lesson time.	metrics through observation and surveys.			<ul style="list-style-type: none"> • Learning Support Grant (LSG) • Diversity Learning Grant • School funds
				<ul style="list-style-type: none"> • 60% of teachers implement at least one innovative teaching method learned during professional development within the year. 	<ul style="list-style-type: none"> • Evaluate implementation of new teaching methods through classroom observations and follow-up surveys with participating teachers. 			
				<ul style="list-style-type: none"> • 60% of teachers gain and apply strategies for catering to learner diversity. 	<ul style="list-style-type: none"> • Use participant feedback forms and follow-up interviews to assess the application of strategies for catering to learner diversity. 			
				<ul style="list-style-type: none"> • 50% of students in targeted subjects demonstrate improved performance and engagement metrics after the implementation of differentiated strategies. 	<ul style="list-style-type: none"> • Analyze student performance data and engagement metrics before and after implementing differentiated strategies. 			
				<ul style="list-style-type: none"> • 50% of students report improved time management skills, measured through self-assessments and academic performance. 	<ul style="list-style-type: none"> • Use self-assessment questionnaires to measure perceived improvements in time management skills, alongside academic performance data. 			
				<ul style="list-style-type: none"> • 60% of Junior Form students express enjoyment in learning, reflected in surveys conducted throughout the year. 	<ul style="list-style-type: none"> • Conduct student surveys and engagement assessments to gauge enjoyment and effectiveness of different learning modes. 			
				<ul style="list-style-type: none"> • 60% of Senior Form students successfully complete action plans, and reporting a clearer understanding of their academic goals. 	<ul style="list-style-type: none"> • Review completed action plans and conduct student surveys to evaluate clarity of academic goals and achievement. 			
Enhanced	CV03	EDBV01	<ul style="list-style-type: none"> • Create a variety of 	<ul style="list-style-type: none"> • 60% of students 	<ul style="list-style-type: none"> • Gather participation data and 	September	<ul style="list-style-type: none"> • Careers Board 	<ul style="list-style-type: none"> • Life Wide

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Transferable Skills	CV04	EDBV03 EDBV05 EDBV10	experiential learning opportunities, such as internships and community projects, to engage students in real-world applications of their knowledge (Careers Board)	participate in internships or community projects, and reporting enhanced understanding of real-world applications.	conduct reflection surveys to assess understanding of real-world applications.	2025 – May 2026	<ul style="list-style-type: none"> Academic Affairs PBL Committee Heads of academic department Boards/ Committees/ Working Teams 	<ul style="list-style-type: none"> Learning Grant (LWLG) Learning Support Grant (LSG) School funds
			<ul style="list-style-type: none"> Formal implementation of Applied Learning (ApL) (e.g., Careers Board and Academic Affairs) 	<ul style="list-style-type: none"> 60% of students engaged in ApL demonstrate improved skills relevant to their career interests. 	<ul style="list-style-type: none"> Analyze student participation and feedback on Applied Learning to measure relevant skill development. 			
			<ul style="list-style-type: none"> Implementation of Project-Based Learning (PBL) on specific themes (e.g., Committee on PBL) 	<ul style="list-style-type: none"> 70% of students involved in PBL report increased collaboration and problem-solving skills. 	<ul style="list-style-type: none"> Use peer evaluations and project outcomes to assess collaboration and problem-solving skills gained through PBL. 			
			<ul style="list-style-type: none"> Participate in external cross-curricular schemes and STREAM competitions to foster an entrepreneurial spirit (e.g., Committee on STREAM Education and Technology Department) 	<ul style="list-style-type: none"> 40% of students participate in competitions, with at least 30% achieving recognition or awards. 	<ul style="list-style-type: none"> Track student participation and achievements in competitions, including awards and recognitions received. 			
			<ul style="list-style-type: none"> Collaborate with external parties in sharing sessions about PBL, PBL exhibitions, and PBL competitions to share best practices (e.g., Committee on PBL) 	<ul style="list-style-type: none"> 70% of participants report gaining insights from collaboration sessions, leading to improved PBL implementation. 	<ul style="list-style-type: none"> Collect feedback from collaboration sessions to evaluate insights gained and subsequent improvements in PBL implementation. 			
			<ul style="list-style-type: none"> Encourage and support students to join various internal and external award schemes, exhibitions, and competitions. 	<ul style="list-style-type: none"> 40% of students engage in at least one internal or external competition, with a 20% increase in awards won compared to the previous year. 	<ul style="list-style-type: none"> Analyze participation rates and award outcomes, alongside student surveys to assess motivation and engagement levels. 			
			<ul style="list-style-type: none"> Enhance students' transferable skills by engaging more students in experiential and problem- 	<ul style="list-style-type: none"> 40% of students participate in experiential learning and problem-solving 	<ul style="list-style-type: none"> Use surveys and feedback forms to evaluate student participation in activities, along with self-assessments 			

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
			solving activities and competitions both inside and outside of school, locally, nationally, and internationally.	activities, with 70% reporting an increase in confidence in their transferable skills.	of confidence in transferable skills.			

Major Concern 3: Enhancing National and Global Citizenship

Key:	Catholic Values:	Ten Core Values:
	CV01 – Truth; CV02 – Justice; CV03 – Love; CV04 – Life; CV05 - Family	EDBV01 – Perseverance; EDBV02 – Respect for Others; EDBV03 – Responsibility; EDBV04 – National Identity; EDBV05 – Commitment; EDBV06 – Integrity; EDBV07 – Benevolence; EDBV08 – Law-abidingness; EDBV09 – Empathy; EDBV10 – Diligence; EDBV11 – Unity; EDBV12 – Filial Piety

The feedback and follow-up actions from the previous school year:
 In 2024-25, the school successfully promoted national identity, confirmed by Key Performance Measure 17 showing strong student responsibility and pride. Events like the Chinese Culture Day and the Student Union Election were highly effective. Operational reflection identified two areas for streamlining: the Excursion Week / Mainland Study Tour planning was complex and requires streamlining of resource management, and academic pressure limited senior form participation in leadership training, requiring a more flexible scheduling approach. The 2025-2026 follow-up will reinforce civic values and expand experiential learning. The plan will deepen curriculum by offering Chinese History as a Senior Form elective and strengthening the class teacher’s role through the reform of Moral Education lessons. To broaden global perspectives, the school will enlarge the pool of Sister Schools in at least two additional provinces. Civic responsibility will be fostered by implementing Class Service and continuing the expansion of Local, National, and Overseas Excursion Programmes.

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Fostering informed and Responsible Citizens	CV01 CV02 CV04	EDB03 EDB04 EDB11 EDB12	<ul style="list-style-type: none"> Join / organize debates and discussions on current events and social issues to strengthen National Education and foster student development of positive values, attitudes and behaviour to serve our country 	<ul style="list-style-type: none"> Over 70% of students actively engage in debates and discussions on a regular basis in the Citizenship, Economics and Society lessons, and Citizenship and Social Development lessons, etc. Over 70% of students demonstrate an improved understanding of current events and social issues. through their participation 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Personal, Social & Humanities Education Department Moral, Civic and Values Education Department National Education Committee Heads of Academic Departments and Functional Teams Class Teachers 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) School funds (EOEBG)

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	CV01 CV03 CV05	EDB02 EDB05 EDB07 EDB10 EDB11	<ul style="list-style-type: none"> Conduct Students' Union and House Committee Election to help students understand the democratic process and the importance of active participation in decision-making 	<ul style="list-style-type: none"> Over 70% of eligible students participate in the election process Students show increase knowledge about the democratic process and the significance of active involvement in decision-making 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> OLE Board Class Teachers 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)
	CV01 CV03 CV04	EDB02 EDB05 EDB07 EDB10 EDB11	<ul style="list-style-type: none"> Implementation of Class Service to foster a sense of social responsibility and empathy towards others 	<ul style="list-style-type: none"> Students actively participate in class service activities, with at least 90% involvement Demonstrable instances of students showing empathy and social responsibility towards their peers and the community 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Moral, Civic and Values Education Department OLE Board Class Teachers 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)
	CV01 CV04	EDB02 EDB05 EDB07 EDB10 EDB11	<ul style="list-style-type: none"> Organize Excursion Programmes throughout the academic year to widen students' exploration nationally and globally 	<ul style="list-style-type: none"> Over 80% of participating students agreed that the programmes can widen their exploration nationally and globally Students demonstrate a broader perspective and cultural understanding by exploring different locales nationally and globally Positive feedback from students regarding their learning experiences and personal growth during the Excursion Programmes 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Immersion Courses and Cultural Exchange Team OLE Board Heads of Academic Departments and Functional Teams 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Promoting National and Global Engagement and Understanding	CV01-CV05	EDB01 – EDB12	<ul style="list-style-type: none"> Implement the reform of the M.E. lessons and strengthen the role of class teachers 	<ul style="list-style-type: none"> Observation of a noticeable improvement in students' understanding and application of values in their daily lives Positive feedback from students, teachers, and parents on the impact of Values Education on student behaviour and attitudes 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Moral, Civic and Values Education Department Values Education Committee Class Teachers 	<ul style="list-style-type: none"> Life Wide Learning Grant (LWLG) School funds (EOEBG)
	CV01-CV05	EDB02 EDB04 EDB07 EDB11	<ul style="list-style-type: none"> Enlarge the pool of Sister schools in different provinces to give diversified experiences to our students 	<ul style="list-style-type: none"> Successful establishment of new Sister School partnerships in at least TWO additional provinces Active participation and collaboration between students and teachers from Sister Schools Enhanced cultural exchange and learning opportunities through the extended Sister School network 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Sister Schools Team Immersion Courses and Cultural Exchange Team OLE Board 	<ul style="list-style-type: none"> Grant for the Sister School Scheme (SSSG) Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)
	CV01-CV05	EDB02 EDB04 EDB07 EDB11	<ul style="list-style-type: none"> Establish stronger connection with our sister schools and have more exchange programmes on Learning and Teaching 	<ul style="list-style-type: none"> Organize at least TWO types of exchange programmes / activities with Sister Schools High participation rates in exchange activities among students Positive feedback from participants on the enriching experiences gained through the exchange programmes 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> Sister Schools Team Immersion Courses and Cultural Exchange Team OLE Board 	<ul style="list-style-type: none"> Grant for the Sister School Scheme (SSSG) Life Wide Learning Grant (LWLG) Student Activities Support Grant (SASG) School funds (EOEBG)

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	CV01- CV05	EDB02 EDB03 EDB04 EDB05	<ul style="list-style-type: none"> Offer Chinese History for the Senior Forms 	<ul style="list-style-type: none"> Implement the inclusion of Chinese History in the senior forms At least 20 students selecting Chinese History as an elective subject in their first 5 choices in the senior forms 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities Streaming Record 	September 2025 – August 2026	<ul style="list-style-type: none"> Ad-hoc Committee on Subject Arrangement and Streaming Chinese Department Careers Board 	<ul style="list-style-type: none"> School funds (EOEBG)
	CV03 CV04 CV05	EDB02 EDB03 EDB04 EDB05	<ul style="list-style-type: none"> Students' or Teachers' sharing in Putonghua during the Morning Assembly on some occasions 	<ul style="list-style-type: none"> Regular participation of students and teachers in the sharing conducted in Putonghua 70% of students have increased confidence and proficiency in spoken Putonghua Positive feedback on the cultural and linguistic exchange during the morning assembly 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Evaluation surveys to collect feedback from students 	September 2025 – August 2026	<ul style="list-style-type: none"> Putonghua Team Chinese Department 	<ul style="list-style-type: none"> One-off Grant for the Promotion of Chinese History and Culture (PCHCG) Life Wide Learning Grant (LWLG) Promotion of Reading Grant (PRG) School funds (EOEBG)
	CV03 CV04 CV05	EDB02 EDB03 EDB04 EDB07	<ul style="list-style-type: none"> Putonghua Day to strengthen Bilingual Tri-lateral Learning Environment 	<ul style="list-style-type: none"> Active involvement of students and teachers in Putonghua Day activities Improved awareness and appreciation of bilingualism and cultural diversity Enhanced language skills and cultural understanding among teachers and students 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	March 2026 - April 2026	<ul style="list-style-type: none"> Putonghua Team Chinese Department 	<ul style="list-style-type: none"> One-off Grant for the Promotion of Chinese History and Culture (PCHCG) Life Wide Learning Grant (LWLG) Promotion of Reading Grant (PRG) School funds (EOEBG)
	CV03 CV04 CV05	EDB02 EDB03 EDB04	<ul style="list-style-type: none"> Chinese Culture Day 	<ul style="list-style-type: none"> Engaging and informative activities 	<ul style="list-style-type: none"> Observation by teachers Record of Activities Collect feedback from 	26 June 2026	<ul style="list-style-type: none"> Chinese Department Putonghua Team 	<ul style="list-style-type: none"> One-off Grant for the Promotion of

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		EDB07 EDB12		<p>planned for Chinese Culture Day</p> <ul style="list-style-type: none"> • High participation rates among students and teachers • Increased understanding and appreciation of Chinese culture among participants 	students, teachers, and parents on the effectiveness of the various activities			<p>Chinese History and Culture (PCHCG)</p> <ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG) • School funds (EOEBG)
	CV01 CV04	EDB02 EDB03 EDB04 EDB05	<ul style="list-style-type: none"> • Local, National and Overseas Excursion Programmes for both Junior Forms and Senior Forms 	<ul style="list-style-type: none"> • At least ONE level of students in junior and senior forms respectively participated in local, national, and overseas excursion programmes • Positive feedback on the educational and cultural experiences gained during the Excursion Week • Demonstrable growth in students' global awareness and cultural appreciation 	<ul style="list-style-type: none"> • Observation by teachers • Record of Activities • Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> • Immersion Courses and Cultural Exchange Team • Sister Schools Team • OLE Board • Heads of Academic Departments and Functional Teams 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG) • Student Activities Support Grant (SASG) • Grant for the Sister School Scheme (SSSG) • One-off Grant for the Promotion of Chinese History and Culture (PCHCG) • School funds (EOEBG)
Developing Skills for Active Global Citizenship	CV01 CV02 CV03 CV04	EDB04 EDB08 EDB11	<ul style="list-style-type: none"> • Local, National and Overseas Excursion Programmes for both Junior Forms and Senior Forms 	<ul style="list-style-type: none"> • 90% participation from students in Form 1 to Form 5 in the Excursion Programmes • At least ONE level of students in junior and senior forms respectively participated in local, national, and overseas excursion programmes • Positive feedback from students, teachers, and 	<ul style="list-style-type: none"> • Observation by teachers • Record of Activities • Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> • Immersion Courses and Cultural Exchange Team • Sister Schools Team • OLE Board • Heads of Academic Departments and Functional Teams 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG) • Student Activities Support Grant (SASG) • Grant for the Sister School Scheme (SSSG) • One-off Grant for the Promotion of

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
				<p>parents on the educational and cultural value of the excursions</p> <ul style="list-style-type: none"> • Demonstrated an increase in students' global awareness and cultural appreciation post-excursion 				<p>Chinese History and Culture (PCHCG)</p> <ul style="list-style-type: none"> • School funds (EOEBG)
	CV01 CV02 CV03 CV04	EDB01 – EDB12	<ul style="list-style-type: none"> • Organize relevant workshops of Experiential Learning to equip students with the skills as active global citizens 	<ul style="list-style-type: none"> • High attendance rates at the workshops, with at least 60% of students participating • 60% of participating students agree the workshops help them to develop the relevant skills in real-world scenarios • Positive feedback on the workshops' effectiveness in equipping students as active global citizens. 	<ul style="list-style-type: none"> • Observation by teachers • Record of Activities • Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> • Heads of Academic Departments and Functional Teams • Personal, Social & Humanities Education Department • Project-based Learning Committee 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG) • Diversity Learning Grant (DLG) • Student Activities Support Grant (SASG) • School funds (EOEBG)
	CV01 CV03 CV04 CV05	EDB01 – EDB12	<ul style="list-style-type: none"> • Leadership Training Programmes for the Senior Form students 	<ul style="list-style-type: none"> • Active participation of senior form students in leadership training programmes • Development of leadership skills and qualities among participating students • Evident application of leadership skills in school activities and beyond by trained students 	<ul style="list-style-type: none"> • Observation by teachers • Record of Activities • Collect feedback from students, teachers, and parents on the effectiveness of the various activities 	September 2025 – August 2026	<ul style="list-style-type: none"> • OLE Board • Careers Board • Guidance Board • Discipline Board 	<ul style="list-style-type: none"> • Life Wide Learning Grant (LWLG) • Learning Support Grant (LSG) • Student Activities Support Grant (SASG) • School funds (EOEBG)
	CV01 CV03 CV04	EDB01 EDB03 EDB05 EDB10	<ul style="list-style-type: none"> • Gifted Education Programmes 	<ul style="list-style-type: none"> • Identification and enrollment of gifted students in the programmes 	<ul style="list-style-type: none"> • Observation by teachers • Record of Activities • Collect feedback from students, teachers, and 	September 2025 – August 2026	<ul style="list-style-type: none"> • Academic Affairs • Heads of Academic 	<ul style="list-style-type: none"> • Diversity Learning Grant (DLG) • Life Wide

Target	Catholic Values	Core Values	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
				<ul style="list-style-type: none"> • Tailored educational experiences that cater to the needs and interests of gifted students • Demonstrable progress and achievements by gifted students as a result of their participation in the programmes 	parents on the effectiveness of the various activities		Departments and Functional Teams	Learning Grant (LWLG) <ul style="list-style-type: none"> • Student Activities Support Grant (SASG) • School funds (EOEBG)