# ST. ROSE OF LIMA'S COLLEGE

# SCHOOL DEVELOPMENT PLAN

## 2024-2027

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## 1.  School Vision and Mission

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

## 2.  School 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 kindliness/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.

## 3.  School Motto

Our school motto is "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.

## 4. Holistic Review of School Performance

**(a) Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24**

| Major Concern and target | Extent of the target achieved e.g. Fully achieved; Partly achieved; Not achieved | Follow-up action(s) e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others | Remarks |
|---|---|---|---|
| **Major Concern 1: Promoting Positive Education** | | | |
| 1.1 Get the stakeholders to familiarize with the language for character strengths | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 1.2 Promote character strengths in school | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 1.3 Building students' resilience and capitalizing on character strengths | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| **Major Concern 2: Enhancing Self-Regulated Learning through Blended Learning** | | | |
| 2.1 Implement the QEF Project on Blended Learning | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 2.2 Establish the culture for self-directed learning to empower students to pursue life-long learning | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |

| | | | |
|---|---|---|---|
| 2.3 Enhancing self-directed learning skills by maximizing opportunities of blended learning | Partly achieved | • To be continued as a major concern for the next development cycle with adjusted focus<br>• Some strategies will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| **Major Concern 3:**<br>**Widening Exposure to Different Learning Experiences through STREAM Education** | | | |
| 3.1 Implement the QEF Project on STEAM Education ("STEAM Education Programme @ HKSRL") | Fully achieved | Will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 3.2 Widening exposure to different learning experiences through STREAM education | Fully achieved | Will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 3.3 Invite students to research/ do projects on STEM | Fully achieved | Will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 3.4 Promote Stream education | Fully achieved | Will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |
| 3.5 Promote the use of e-Learning tools to facilitate learning and teaching within and outside classrooms | Fully achieved | Will be incorporated as routine work<br>(Refer to the following section 'Reflection on fostering whole-person development and lifelong learning of students against the seven learning goals') | |

◆ **How good is my students' performance in achieving the seven learning goals?**

The three-year school development cycle from 2021 to 2024 at St. Rose of Lima's College has witnessed remarkable progress in students' performance concerning the seven learning goals outlined in our educational framework. Each goal represents a facet of holistic development, and this reflection highlights how various initiatives have contributed to achieving these objectives, supported by specific examples from our annual reports.

### 1. National and Global Identity

Developing a strong national and global identity has been a focal point of our educational strategy. Throughout the development cycle, students participated in initiatives that fostered an understanding of their cultural heritage and global responsibilities. Significant events included the **Mainland Study Tour**, where students reported a heightened sense of identity connected to their cultural roots. This tour involved visits to historical sites, promoting an appreciation of local heritage while engaging in discussions about cultural identity. Additionally, the school's involvement in the **World GreenMech Contest** allowed students to compete internationally, exposing them to global environmental issues and sustainable practices. Such experiences broadened their perspectives and encouraged them to think critically about their roles as global citizens. Workshops focusing on positive psychology also played a vital role in instilling a sense of civic responsibility, as students learned to recognize their strengths and align them with their academic and professional aspirations. Engaging in discussions around character strengths enabled students to reflect on their identity within both local and global contexts.

### 2. Breadth of Knowledge

The breadth of knowledge among students has been significantly enhanced through the integration of STREAM (Science, Technology, Religion, Engineering, Arts, and Mathematics) education. This interdisciplinary approach has allowed students to connect concepts across various subjects, fostering a deeper understanding of the interconnectedness of knowledge. For instance, the **Soil and Us Program** enabled students to conduct experiments related to soil quality and its impact on agriculture. This hands-on experience reinforced scientific concepts and allowed students to appreciate the practical applications of their learning. Furthermore, the **Project-Based Learning (PBL) initiative** encouraged students to select themes that resonate with their personal interests, enhancing engagement and creativity. Workshops and field trips provided experiential learning opportunities that linked theoretical knowledge with real-world applications. These initiatives broadened students' academic horizons and sparked curiosity about various fields of study.

### 3. Language Proficiency

Language proficiency remains a cornerstone of our educational objectives, and performance in language assessments has been encouraging throughout the development cycle. Results from the **HKDSE** showed that 100% of our students passed the Chinese Language examination, with a significant percentage achieving high marks. In English Language, a considerable number of students reached Level 5 or above, indicating a solid foundation in both languages.

The commitment to language education was further exemplified through participation in the **74th Hong Kong Schools Speech Festival**, where students achieved top placements in categories like Dramatic Duologue and Solo Prose Reading. This participation not only developed their language skills but also built confidence in public speaking, a crucial skill for effective communication. Moreover, the integration of language learning in different subjects has reinforced the application of linguistic skills in diverse contexts. Incorporating character strengths into writing and speaking tasks enriched students' vocabulary and enhanced their ability to articulate thoughts and emotions effectively.

**4. Generic Skills**

The cultivation of generic skills—such as critical thinking, collaboration, and creativity—has been a primary focus throughout the development cycle. Various programmes and activities have been implemented to nurture these essential skills. Group projects required students to collaborate on inquiries, fostering teamwork and communication. This collaborative approach enhanced their learning experience and prepared them for future endeavors in diverse environment. Feedback indicated a greater appreciation for teamwork and the importance of diverse perspectives in problem-solving. The integration of digital tools into the classroom has encouraged students to collaborate on projects and engage in peer feedback. The use of platforms like **Padlet** and **Edpuzzle** has enhanced their presentation skills and fostered a collaborative learning environment, essential for developing generic skills. Additionally, extracurricular activities, such as drama and various clubs focused on arts and science, provided students with opportunities to explore their interests and develop leadership and creativity skills. Achievements in events like the **AEMSS Drama Fest** highlighted our students' outstanding performances, showcasing ability to work collaboratively and express themselves artistically.

**5. Information Literacy**

In today's information-rich environment, developing information literacy skills is crucial for students. Throughout the development cycle, the school has prioritized enhancing students' ability to critically evaluate information and utilize various sources effectively. The introduction of blended learning strategies has been instrumental in fostering information literacy. The use of **Google Classroom** for distributing self-study materials expanded students' access to information beyond traditional classroom setting. For instance, materials related to Classic Chinese quotes and thematic poetry connected to cultural festivals encouraged students to explore their heritage while improving their language skills. Training sessions on using digital resources had effectively facilitated the development of information literacy. Incorporating pre- and post-lesson activities using platforms like **Edpuzzle** has encouraged students to critically analyze content and present findings in structured formats, reinforcing their information literacy skills.

**6. Life Planning**

Life planning is essential in preparing students for their future endeavors, and significant strides have been made in helping students navigate their academic and career paths during the development cycle. Workshops that linked students' academic strengths to potential career opportunities had been organized various sessions, fostering informed decision-making. Career exploration sessions provided practical insights into various fields, enabling students to connect their studies with real-world applications. Activities such as **job shadowing** and guest lectures from professionals in diverse industries enriched students' understanding of potential career paths. These experiences motivated students to excel academically and instilled a sense of purpose regarding their future aspirations. Moreover, life planning initiatives, including individual counseling and workshops on career readiness, have equipped students with the skills and knowledge necessary for successful transitions to higher education or the workforce.

**7. Healthy Lifestyle**

Promoting a healthy lifestyle has been a top priority in the school's ethos. Various initiatives aimed at enhancing students' physical and mental well-being have been implemented throughout the development cycle. The introduction of a **Mental Health Ambassadors** Programme has created a supportive environment where students could discuss their mental health and well-being openly. This initiative had been complemented by peer support programmes that encouraged students to seek help when needed. Additionally, collaborations focused on instilling values of gratitude and respect for oneself and others had contributed to a nurturing atmosphere conducive to personal growth. Programmes emphasizing positive behavior and emotional intelligence had supported this effort.

Physical education activities have also been integral to promoting a healthy lifestyle. The school has organized various sports events and fitness challenges, encouraging students to engage in regular physical activity. Participation in team sports has fostered a sense of community while promoting physical health.

**Conclusion**

The performance of our students in achieving the seven learning goals over the three-year development cycle reflects a comprehensive and multifaceted approach to education. The integration of various initiatives and programmes has fostered academic excellence, personal growth, and social responsibility among students. While significant progress has been made, ongoing reflection and adaptation of educational strategies will ensure that we continue to support our students' holistic development effectively. The commitment to nurturing essential skills, promoting a positive school culture, and providing diverse learning experiences will remain at the forefront of our educational mission, preparing students to thrive in an ever-changing world. As we move forward, we will continue to build on these strengths, ensuring that every student is equipped to reach their full potential.

◆ **How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?**

St. Rose of Lima's College has consistently demonstrated a strong commitment to enriching students' learning experiences, fostering holistic development, and promoting lifelong learning. Through a carefully crafted curriculum and a variety of life-wide learning activities, the school effectively prepares students not just academically, but also socially, emotionally, and morally. This reflection evaluates how the school provides a broad and balanced curriculum, including its impact on students' development and lifelong learning skills.

**Broad and Balanced Curriculum**

The school's curriculum is designed to meet the diverse needs of its students while aligning with the principles of holistic education. By offering a wide range of subjects across various educational stages, from junior to senior secondary levels, St. Rose of Lima's College ensures that students receive a well-rounded education.

**Core Subjects and Electives**

The curriculum includes core subjects such as English Language, Chinese Language, Mathematics, and Liberal Studies, ensuring foundational literacy and numeracy skills are developed. Additionally, elective subjects allow students to explore their interests and strengths. The flexibility to choose from Arts, Science, and Technology subjects encourages students to engage with their education actively, fostering a sense of ownership over their learning journey.

**Integration of STREAM Education**

Central to the school's mission is the integration of STREAM (Science, Technology, Religion, Engineering, Arts, and Mathematics) education. This interdisciplinary approach broadens students' perspectives and prepares them for real-world challenges. Initiatives like the **Soil and Us Programme** and **Project-Based Learning** allow students to engage in hands-on projects that connect theoretical knowledge with practical applications. Such experiences not only deepen their understanding but also encourage critical thinking and creativity.

**Life-Wide Learning Activities**

Life-wide learning activities are a hallmark of St. Rose of Lima's College's approach to education. These activities complement the formal curriculum by providing opportunities for experiential learning, which is essential for developing lifelong learning skills.

**Extracurricular Activities**
With over 40 extracurricular clubs, including drama, music, sports, uniform and community service, students can explore their passions and interests outside the classroom. Participation in these activities fosters teamwork, leadership skills, and social responsibility. For example, the school's **Drama Clubs** not only enhances students' artistic talents but also builds their confidence and communication skills through performances and competitions.

**Community Engagement**
Initiatives such as the **Mainland Study Tour** and various community service projects allow students to apply their learning in real-world contexts. This exposure to different environment enriches their understanding of cultural diversity and social responsibility. Questionnaires indicate that a significant percentage of students felt a stronger connection to their cultural heritage and developed greater empathy towards others after participating in such activities.

**Fostering Lifelong Learning Skills**
St. Rose of Lima's College prioritizes the development of essential skills that prepare students for lifelong learning. The school employs various strategies to cultivate these skills throughout the educational experience.

**Self-Regulated Learning**
The emphasis on self-regulated learning is evident in the school's initiatives. Students are encouraged to set personal learning goals, engage in self-assessment, and reflect on their progress. The **Committee on Project-Based Learning** promotes peer evaluations, allowing students to take responsibility for their learning and learn collaboratively. This approach fosters a culture of reflection and self-improvement, which are the essential components of lifelong learning.

**Positive Education**
The school's commitment to positive education plays a crucial role in enhancing students' resilience and self-confidence. Workshops on character strengths and mental health, organized by various departments, equip students with tools to navigate challenges effectively. By fostering a supportive environment, the school enhances students' emotional intelligence and encourages them to appreciate their own strengths and those of their peers.

**Technology Integration**
In an increasingly digital world, St. Rose of Lima's College embraces technology as a vital component of the learning experience. The full implementation of the **Bring Your Own Device (BYOD)** policy allows students to engage with digital tools that enhance their learning. Teachers utilize platforms like **Google Classroom** and **Edpuzzle** to facilitate interactive lessons, enabling students to learn at their own pace and access a wealth of resources. This integration not only supports academic achievement but also prepares students for the demands of the modern workforce.

**Community and Parental Involvement**
The school recognizes the importance of community and parental involvement in enriching students' educational experiences. Initiatives like the **Parent-Teacher Association** foster collaboration between families and the school, ensuring that all stakeholders are engaged in the learning process. This partnership enhances the support system for students, reinforcing the values and skills taught within the school environment.

**Conclusion**
St. Rose of Lima's College excels in enriching students' learning experiences to promote whole-person development and lifelong learning. Through a broad and balanced curriculum, life-wide learning activities, and a focus on essential skills, the school prepares students to thrive in an ever-changing world. The integration of technology, community engagement and positive education

further enhances the school's commitment to fostering a supportive and enriching learning environment. As the school continues to innovate and adapt to the needs of our students, we are dedicated to cultivating a generation of lifelong learners equipped to face the challenges of the future.

◆ **How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?**

St. Rose of Lima's College has consistently demonstrated a strong commitment to continuous improvement and development, ensuring that students receive a holistic education that prepares them for lifelong learning. This reflection evaluates the school's performance in leading this effort, focusing on consensus building among stakeholders, professional leadership and development, deployment of human and financial resources, collaboration, and support. Additionally, it explores ways to enhance the effectiveness of other domains of work through effective school management and organization.

**Consensus Building Among Stakeholders**
A key aspect of effective school management is the ability to build consensus among various stakeholders, including teachers, parents, students, and the broader community. At St. Rose of Lima's College, the involvement of stakeholders is central to the school's mission. The **Incorporated Management Committee** plays a crucial role in facilitating communication and collaboration among stakeholders, ensuring that everyone is engaged in the school's vision and goals.

**Parental Engagement**
The school has established a **Parent-Teacher Association (PTA)**, which has been active for over 25 years. This association not only organizes various activities but also serves as a platform for parents to voice their opinions and contribute to decision-making processes. Regular feedback from parents through surveys and meetings allows the school to adapt its strategies and initiatives based on community needs, fostering a collaborative environment that benefits students.

**Student Involvement**
Students are also encouraged to participate in various school committees and activities, allowing them to express their ideas and concerns. This involvement enhances their sense of ownership and accountability in their education, promoting a culture of mutual respect and collaboration.

**Professional Leadership and Development**
Effective leadership is fundamental to driving continuous improvement in educational setting. St. Rose of Lima's College prides itself on its professional leadership, with a clear hierarchy that promotes accountability and support. The **Principal, Vice-Principals, and various committees** work collaboratively to implement the school's strategic goals, ensuring that each level of management is aligned with the vision of fostering whole-person development.

**Staff Development**
The school places a strong emphasis on professional development for its teaching staff. Regular training sessions and workshops are organized to enhance teachers' pedagogical skills and subject knowledge. Notably, the **Staff Development Team** arranges experts to conduct training programmes, ensuring that teachers are equipped with the latest educational methodologies and technologies. This engagement in professional development not only improves teaching quality but also enhances teachers' motivation and job satisfaction, which ultimately benefits students.

**Deployment of Human and Financial Resources**
The effective deployment of human and financial resources is crucial for achieving the school's goals. St. Rose of Lima's College allocates its resources strategically to maximize educational outcomes.

**Financial Management**
The school's financial summary indicates a balanced approach to resource allocation. Funds are directed towards enhancing facilities, technological advancements, and extracurricular activities, ensuring that students have access to a comprehensive educational experience. The school's involvement in initiatives like the **Solar Harvest Scheme** reflects its commitment to sustainable practices, which also serves educational purposes by teaching students the importance of environmental responsibility.

**Human Resources Allocation**
The school effectively deploys its human resources to address the diverse needs of its students. The school emphasizes providing tailored assistance to those with special educational needs, fostering an inclusive environment that encourages personal growth and resilience. Additionally, the importance of collaboration among teachers is prioritized, ensuring that staff members work together to support students in achieving their goals while promoting a culture of empathy and understanding among all learners. This strategic allocation of human resources enhances the overall educational experience, aligning with the school's objectives for holistic development.

**Collaboration and Support**
Collaboration is a cornerstone of the school's approach to continuous improvement. The school actively fosters partnerships with external organizations, including universities and community groups, to enhance students' learning experiences.

**Partnerships and External Engagement**
The school's participation in international competitions and academic exchanges, such as the **World GreenMech Contest** and the **Hong Kong Laureate Forum**, provides students with unique opportunities to interact with experts and peers from diverse backgrounds. These experiences broaden students' horizons and encourage them to aspire to higher academic and personal goals.
Moreover, the school engages in community service initiatives that not only benefit the local community but also instill a sense of social responsibility in students. By participating in these activities, students develop essential life skills, including empathy, teamwork, and problem-solving.

**Enhancing Effectiveness in Other Domains of Work**
To further enhance the effectiveness of its initiatives, the school can focus on several key areas of improvement within its management and organization.

➢ **Data-Driven Decision Making**
Implementing a data-driven approach to decision-making can significantly enhance the school's effectiveness. By regularly assessing student performance and feedback, the school can identify areas for improvement and tailor its strategies accordingly. This approach will ensure that resources are allocated to areas that require the most attention, ultimately leading to better educational outcomes.

➢ **Cross-Departmental Collaboration**
Encouraging cross-departmental collaboration can foster a more integrated educational experience for students. By breaking down silos between departments, teachers can develop interdisciplinary projects that engage students and promote critical thinking. For instance, integrating STREAM education with other subjects can enhance students' understanding of real-world applications and encourage innovation.

> **Continuous Feedback Mechanisms**
> Establishing continuous feedback mechanisms from all stakeholders—students, parents, and teachers—will provide valuable insights into the effectiveness of the school's initiatives. Regular surveys, focus groups, and feedback sessions can help the school gauge the effectiveness of our programmes and make necessary adjustments.

**Conclusion**

St. Rose of Lima's College is committed to continuous improvement and development for students' whole-person development and lifelong learning. Through effective consensus building, strong professional leadership, strategic resource deployment, and collaboration, the school creates a nurturing environment that fosters both academic and personal growth. By focusing on data-driven decision-making, cross-departmental collaboration, and continuous feedback, the school can further enhance its effectiveness across all domains of work. This commitment to continuous improvement ensures that students are well-prepared to navigate the challenges of the future, equipped with the skills and values necessary for success in an ever-changing world.

## (c) How Can My School Be Better?

St. Rose of Lima's College has made commendable strides in fostering a holistic educational environment over the past three years. However, as we look towards the next development cycle, it is essential to reflect on how we can enhance our efforts in promoting whole-person development and lifelong learning for our students. This reflection will focus on understanding students' needs, evaluating the school's capacity for continuous improvement, and establishing development priorities that align with our vision.

◆ **Understanding Students' Needs**
  To effectively support our students in achieving the seven learning goals, it is crucial to first identify their needs. Our students come from diverse backgrounds and possess varying interests, abilities, and learning requirements. For instance, many students express a desire for greater engagement in physical activities and the arts, reflecting a need for enhanced opportunities in these areas.

◆ **Performance in Achieving Learning Goals**
  The reflections from the previous cycle indicate that while students have shown progress in academic performance, there are areas requiring further attention, particularly in fostering self-confidence and promoting positive interactions. Quite a number of students expressed that they were overwhelmed by academic pressure, which can hinder their overall well-being and personal growth.

  Additionally, we must consider the varying developmental needs of students at different key stages. For younger students, building foundational skills in emotional intelligence and social interactions is vital. As they progress, focusing on critical thinking, resilience, and self-directed learning becomes essential. Addressing these developmental needs will help students not only achieve academic success but also cultivate a well-rounded character.

◆ **Areas for Further Promotion**
  To better support whole-person development, the school should enhance its programmes in the following areas:
  1. **Spiritual Well-being:** Implementing workshops and activities that help students explore their values and beliefs can foster a deeper connection to their spirituality, promoting personal growth and purpose.
  2. **Physical Fitness:** Regular physical activity should be integrated into the curriculum, not just as a subject but as a valued part of daily life, encouraging overall well-being.

3. **Aesthetic Development:** Expanding opportunities for students to engage in visual arts and music can help nurture their creative talents and interests, providing a balanced educational experience.

**School's Capacity for Continuous Improvement**

St. Rose of Lima's College has a solid foundation for continuous improvement, characterized by its dedicated teaching staff, supportive parents, and effective resource management. In spite of our strengths, there are areas for further enhancement that need to be addressed.

**Strengths**
1. **Professional Capacity of Staff:** The school has a highly qualified teaching staff, with a significant percentage holding advanced degrees and specialized training. This expertise is vital for fostering an enriching learning environment.
2. **Consensus Among Teaching Staff:** There is a strong culture of collaboration among teachers, which promotes shared goals and a unified approach to student development. This consensus is crucial for implementing effective teaching strategies that cater to diverse student needs.
3. **Parental Support:** The involvement of parents through the PTA and other initiatives contributes positively to the school environment. Their feedback and engagement in school activities reinforce the collaborative spirit necessary for student success.

**Areas for Further Improvement**
1. **SSE Effectiveness:** To further strengthen the School Self-Evaluation (SSE), the school can enhance the effectiveness and depth of our SSE methodologies. This could involve implementing more structured, regular, and two-way feedback systems — perhaps through tailored surveys, focused group discussions, or iterative review cycles. By systematically gathering and integrating a wider range of perspectives, these refined systems will provide even richer, more nuanced insights into our operations and the learning experience, allowing us to pinpoint areas for improvement with greater precision and confidence.
2. **Resource Allocation:** Our current practice involves the careful and strategic allocation of resources. Building upon this solid foundation, we can further refine our approach by making the prioritization of direct student learning outcomes and holistic well-being even more explicit in our financial planning. This means meticulously reviewing resource distribution to ensure that funds are consistently and visibly directed towards programmes, initiatives, and professional development opportunities that have the most measurable, positive impact on student development, academic success, and overall well-being. By clearly aligning every budgetary decision with the ultimate goal of maximizing student benefit, we can enhance the overall effectiveness and accountability.
3. **Professional Leadership:** Strengthening professional leadership across different levels within the school can further enhance our capacity for improvement. Providing leadership training for staff can empower them to take initiative in their respective areas, fostering a stronger sense of ownership and a culture of innovation.

◆ **Development Priorities for Enhancing Whole-Person Development**

In light of the reflections on students' needs and the school's capacity for continuous improvement, the following development priorities should be established for the next school cycle:

**1. Promoting Healthy Lifestyle and Well-Being**
- **Enhanced Spiritual Well-Being:** Develop programmes that encourage students to explore their values and beliefs, incorporating activities that foster personal growth and a sense of purpose.
- **Improved Physical Fitness:** Increase opportunities for engagement in physical activities, ensuring that students experience the benefits of regular exercise and understand its importance for overall well-being.

- **Higher Self-Confidence:** Implement initiatives that focus on building self-esteem and effective communication skills, helping students navigate challenges with resilience and empathy.

**2. Enhancing Self-Regulated Learning**
- **Self-Directed Learning:** Foster a culture where students take charge of their learning journeys. This can be achieved through goal-setting workshops, mentorship programmes, and access to diverse learning resources.
- **Academic Excellence:** Emphasize the development of metacognitive skills, encouraging students to reflect on their learning processes and set achievable goals that lead to higher academic achievements.
- **Transferable Skills:** Integrate critical thinking, problem-solving, and communication skills into the curriculum, preparing students for future challenges in both academic and personal contexts.

**3. Fostering National and Global Citizenship**
- **Informed and Responsible Citizens:** Promote an understanding of national and global issues, encouraging respect for diversity. This can involve community service projects and cultural exchange programmes.
- **National and Global Engagement:** Provide opportunities for study tours and participation in international events, helping students develop a broad perspective and a sense of belonging to a global community.
- **Skills for Active Citizenship:** Equip students with the tools to engage with the world, learning about traditional values and foreign cultures, and encouraging them to contribute positively to society.

**Conclusion**

St. Rose of Lima's College enhances its educational framework significantly by focusing on the identified students' needs and leveraging its strengths for continuous improvement. By prioritizing initiatives that promote healthy lifestyle, enhance self-regulated learning, and foster national and global citizenship, the school can better support whole-person development and lifelong learning for all students. Implementing these strategies will create a nurturing environment where every student can thrive, learn, and flourish, reaching their full potential in all aspects of life.

**Major Concerns of the 2024/25 - 2026/27 School Development Cycle**

Based on the above holistic review of school performance, the major concerns in order of priority are:

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

**School Development Plan 2024/25 – 2026/27**

| Major Concerns | Targets | Time Scale | | | Outline of Strategies | Seven Learning Goals |
|---|---|---|---|---|---|---|
| | | 2024-2025 | 2025-2026 | 2026-2027 | | |
| Promoting Healthy Lifestyle and Well-being through Positive Education | Enhanced Spiritual Well-being | ✓ | ✓ | ✓ | Join the EDB's 4Rs Mental Health Charter to promote student well-being and healthy development, while equipping students to advocate for well-being within their families and communities | National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning Healthy Lifestyle |
| | | | | | Refine the Junior Form curriculum, assignments, and assessments while equipping students through subjects and committees to face challenges effectively | |
| | | | | | Implement and expand the School-based Values Education (VA) Framework | |
| | | | | | Create a supportive community where students can explore and discuss their spiritual experiences | |
| | | | | | Enhance students' moral and physical strength by organizing and training students to lead whole-school activities that involve all stakeholders, not just students and teachers | |
| | Improved Physical Fitness | ✓ | ✓ | ✓ | Motivate a healthy lifestyle through health challenges/competitions and by increasing the participation rate of students, teachers, and other stakeholders in the "Active Rosians" activities | |
| | Higher Self-Confidence and Positive Interactions | ✓ | ✓ | ✓ | Join the EDB's 4Rs Mental Health Charter to boost students' self-confidence through various learning experiences and competitions, and by providing more platforms for positive interactions and showcasing their skills | |
| | | | | | Optimize and enhance the Comprehensive Merit Scheme (including the Conduct Book and Merit Book System) in collaboration with all relevant boards (Guidance, Discipline, OLE, Academic Affairs) to award students' good performances across various aspects | |
| | | | | | Incorporate an Incentive Programme into the Enhanced Comprehensive Merit Scheme in collaboration with all relevant boards, and update students' profiles on WEBSAMS across years to facilitate interaction with students and parents | |
| | | | | | Further increase and diversify the range of collaborative assignments and mini-projects in Form 1 and Form 2 to promote teamwork and positive peer interactions | |
| | Well-balanced and enhanced aesthetic development for students | ✓ | ✓ | ✓ | Further enhance support for Visual Arts in the Senior Forms, while also promoting the subject to Junior Form students in preparation of their subject selection in the Senior Form | |
| | | | | | Celebrate students' achievements through "Rosian Night" showcasing performances from various school clubs and orchestras (e.g., Drama, Chinese Orchestra, School Choir, Symphony Orchestra) alongside winners of the Speech Festival and winning pieces or performances initiated by students | |
| | | | | | Optimize OLE and other student activities by collaborating with students and other stakeholders to organize exhibitions, concerts, and showcases that celebrate and encourage students' artistic achievements and expression | |
| | Enhanced School Environment | ✓ | ✓ | ✓ | Join the EDB's "4Rs Mental Health Charter" to enhance the overall school environment and promote well-being | |
| | | | | | Renovate key school facilities to create a comfortable and ergonomic learning and working environment for both students and staff | |

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| | | | | | Strengthen the new management structure and streamline administration work to focus primarily on student learning outcomes | |
| | Prioritize student learning outcomes for resource allocation | ✓ | ✓ | ✓ | Refine and fully implement clearly defined desired learning outcomes for students across various academic levels | |
| | | | | | Conduct regular, diverse assessments to holistically track student performance and progress, including a review of learning and teaching based on the collected data and student feedback | |
| | | | | | Analyze assessment data to identify strengths and weaknesses, then allocate resources based on this analysis and development needs to prioritize areas requiring support | |
| Enhancing Self-regulated Learning | Self-Directed Learners | ✓ | ✓ | ✓ | Implement a self-directed learning framework by guiding students to fully utilize S.M.A.R.T. goal setting, then training, providing platforms for, and requiring students to demonstrate the application of concrete self-directed learning strategies (like Project-based Learning) to enhance independent knowledge discovery and monitor their progress | National and Global Identity Breadth of Knowledge Language Proficiency Generic Skills Information Literacy Life Planning |
| | | | | | Strengthen professional development by organizing Staff Development Days focused on Self-Regulated Learning (SRL), hosting an SRL Festival, conducting Open Classrooms and Lesson Demonstrations for professional exchange, and incorporating thematic discussions on SRL in regular meetings | |
| | | | | | Further enhance and explore the use of useful apps on online platforms to extend and facilitate student learning | |
| | | | | | Enhance Reading Across Curriculum (RaC) by involving all subject departments; organize whole-school interactive reading activities (like RaC Talks and competitions during DEAR Time); and develop the IntelliRead 360 system to help students set goals, monitor progress, and manage their reading participation | |
| | Academic Excellence | ✓ | ✓ | ✓ | Further refine and re-allocate lesson time to optimize learning for students | |
| | | | | | Enhance Learning and Teaching Pedagogy by fully implementing comprehensive strategies across all subjects to optimize Gifted Education and cater for learner diversity (including participation in the EDB's Gifted Education Network and internal sharing); fully engage Junior Form students through varied learning modes to build a strong foundation; train all students to use effective time management skills in learning and daily life; and develop Action Plans in all Senior Form subjects to achieve academic excellence | |
| | Enhanced Transferable Skills | ✓ | ✓ | ✓ | Formalize the implementation of Applied Learning (ApL) and reform Project-based Learning (PBL) to intensely train Junior Forms on specific themes, thereby cultivating creativity, critical thinking, and problem-solving skills; encourage students to integrate subject knowledge to create community-serving products; and further enhance transferrable skills by engaging a significant number of students in local and international experiential activities, STREAM competitions, and award schemes while sharing PBL good practices with external parties | |
| Enhancing National and Global Citizenship | Informed and Responsible Citizens | ✓ | ✓ | ✓ | Strengthen National Education to foster positive values and service to the country by: organizing debates on current events, conducting SU/House committee elections for democratic process understanding, implementing Class Service to build social responsibility, and running the Annual Excursion Week | National and Global Identity Breadth of Knowledge Language |
| | National and Global | ✓ | ✓ | ✓ | Implement the refined new mode of Moral and Civic Education (M.E.) lessons to effectively incorporate values education and strengthen the central role of class teachers | |
| | | | | | Extend the Sister School Network by enlarging the pool of sister schools in different | |

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| Engagement and Understanding | | | | provinces to provide diversified experiences for students and stakeholders, and establish a stronger connection through exchange programmes covering student activities, learning and teaching, and management/administration | Proficiency Generic Skills Life Planning Healthy Lifestyle |
| | | | | Strengthen the Bilingual Tri-lateral Learning Environment by regularly organizing Chinese Culture Day, Putonghua Day, and cultural activities, including students' or teachers' Putonghua sharing during Morning Assembly | |
| | | | | Prepare for and offer Chinese History to students in the Senior Forms | |
| | | | | Organize an Excursion Week involving students from all Forms in local, national, and overseas excursion programmes | |
| Skills for Active Global Citizenship | ✓ | ✓ | ✓ | Organize Excursion Week to involve students from all Forms in local, national, and overseas excursion programmes | |
| | | | | Implement experiential learning through relevant workshops, Gifted Education Programmes, and Leadership Training Programmes for all students to cultivate a comprehensive range of skills including effective communication, critical thinking, empathy, global awareness, and social responsibility | |