



ST. ROSE OF LIMA'S COLLEGE

Annual School Plan (2021 - 2022)



St. Rose of Lima's College

Annual School Plan

School Year 2021 – 2022

Major Concerns

- 1. Promoting Positive Education**
- 2. Enhancing Self-Regulated Learning through Blended Learning**
- 3. Widening Exposure to Different Learning Experiences through STREAM Education**

Major Concern 1: Promoting Positive Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. Get the stakeholders to familiarise with the language for character strengths</p> <p>(a) To help students build up their self-confidence and appreciate their and other’s character strengths</p> <p>(b) To mobilise every stakeholder to use the language for character strengths</p>	<ul style="list-style-type: none"> • Activities to foster character strengths run by the Guidance Board • Home Room Activities on Character Strengths run by the Class Teachers • Record of Character Strengths for every stakeholder (On the Christmas Party Day and the Valentine’s Day, everyone can approach others or give others a sticker for their character strengths and write a short line of encouragement.) 	<ul style="list-style-type: none"> • 70% of the participants enjoyed the activities and identified their character strengths • Students’ self-confidence is enhanced. 	<p>Questionnaires, Observation, APASO Survey</p>	<p>September 2021 – July 2022</p>	<p>Guidance Board, Moral and Civic Education Department, Class Teachers</p>	<p>Folders, Stickers and Record Books on Character Strengths; \$20,000</p>

<p>2. Promote character strengths in school</p> <p>(a) To build a more positive and supportive school environment</p>	<ul style="list-style-type: none"> • Invite speakers to run relevant activities for teachers and students • Different subjects incorporate character strengths in their learning and teaching activities. • Provide ECA activities which suit students' need • Teachers use Merit Books more often to award students' consistently good behaviour. • Teachers use the stickers / chops on character strengths to give compliments to students' good work. 	<ul style="list-style-type: none"> • 70% of the participants find the relevant activities useful and help them to understand and explore their character strengths. • All the subjects have incorporated character strengths in at least ONE topic in their learning and teaching activities in a term. • More ECA Clubs organise activities to help students explore their character strengths. 	<p>Questionnaires, Observation, Schemes of Work, Merit Book Entries</p>	<p>September 2021 – July 2022</p>	<p>Department Heads, Subject Teachers, ECA and OLE Team, Guidance Board, Class Teachers</p>	<p>\$6,000</p>
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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>3. Building students' resilience and capitalising on character strengths</p> <p>(a) To promote positive education; to teach students the skills to build resilience and capitalise on their character strengths</p> <p>(b) To build a more positive and supportive school environment</p> <p>(c) To inculcate teachers with the skills and knowledge of resilience and character strengths</p>	<ul style="list-style-type: none"> • Refine the comments given on the report cards to incorporate the ideas of character strengths • Organise staff development workshops to equip teachers with the skills of conducting positive education and more informal workshops so teachers can appreciate each other's character strengths 	<ul style="list-style-type: none"> • All teachers compliment students for their character strengths in the remarks on the report cards. • At least one staff development workshop is organised. 	Observation, Questionnaires, Checking of the remarks on the report cards	January 2022 – July 2022	Class Teachers; Administration Board (Staff Development Team)	\$3,000

Major Concern 2: Enhancing Self-Regulated Learning through Blended Learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. Implement the QEF Project on Blended Learning</p> <p><u>As listed in the Approved QEF Project Proposal</u></p> <p>(a) To encourage students to read more books</p> <p>(b) To improve the generic skills of the students who are involved in the video production</p> <p>(c) To provide students with suitable learning materials for personalised learning</p> <p>(d) To provide students with more various learning opportunities and widen their horizons</p> <p>(e) To promote self-directed learning and facilitate students to learn at their own pace</p>	<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> • English Channel • Chinese Channel • Mathematics Channel • Live Broadcast Channel • Career Planning Programmes • STREAM Channel • Student Support Channel • Implementation of Blended Learning in Mathematics, Chemistry and Physics 	<p>Fulfil the requirements listed in the Approved QEF Project Proposal</p>	<p>Observation, Questionnaires, Methods of Evaluation listed in the Approved QEF Project Proposal</p>	<p>September 2021 – July 2022</p>	<p>Committee on Blended Learning and e-Learning, English and Literature in English Department, Chinese Department, Mathematics Department, Careers Board, Student Support Team, Science Department</p>	<p>QEF Fund</p>
<p>2. Establish the culture for self-directed learning to empower students to pursue life-long learning</p> <p>(a) To review students’</p>	<ul style="list-style-type: none"> • Invite external organisers to organise study skills workshops / time management workshops • Provide a wider range of 	<p>70% of the students find the study skills workshops useful.</p>	<p>Observation, Questionnaires, Lesson Observation, Learning and</p>	<p>September 2021 – July 2022</p>	<p>Committee on Blended Learning and e-Learning, Department</p>	<p>\$5,000</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>learning strategies and the current homework policy (e.g. Types / frequency / mode of submission / assessment, etc.)</p> <p>(b) To nurture our students to be self-directed learners</p>	<p>self-learning materials for the students</p> <ul style="list-style-type: none"> • Purchase self-learning tools / apps / software to promote self-directed learning • Subject teachers incorporate the following in their learning and teaching activities to nurture our students to be self-directed learners: <ul style="list-style-type: none"> ○ Set learning goals and plans; ○ Raise questions and suggest topics of enquiry; ○ Encourage self-regulated learning by doing pre-lesson preparation; ○ Collaborate with peers; ○ Contribute to the design of learning activities or tasks; ○ Connect and apply knowledge and skills in a variety of real-life contexts ○ Review and reflect on their learning experiences 	<p>70% of the students employ the self-learning tools for self-directed learning.</p> <p>Teachers employ some of the strategies in their lessons to nurture students to be self-directed learners.</p>	<p>Teaching Materials, APASO Survey, Stakeholder Survey</p>		<p>Heads, Subject teachers</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>3. Enhancing self-directed learning skills by maximising opportunities of blended learning</p> <p>(a) To encourage students to develop various presentation skills</p> <p>(b) To explore dual modes of teaching and learning</p> <p>(c) To improve students' self-directed learning skills by doing pre-lesson preparations using e-learning platforms</p> <p>(d) To offer a wide variety of opportunities in physical and virtual learning</p> <p>(e) To equip students with information literacy</p>	<ul style="list-style-type: none"> • Purchase more useful licensed apps • Encourage Form Two students to use different kinds of presentation methods (e.g. video making or webpage design) in their projects. • Make use of videos in Panopto and/or Google Classroom to provide mixed modes of learning for students to learn in their own pace (e.g. Science and Mathematics) • Produce videos to provide extra guidance and assist weaker students to learn difficult concepts (e.g. Mathematics and Social Science) and/or make use of apps (e.g. Explain Everything) to record hints for students • Carry out Putonghua Broadcast for students to learn in an interesting way 	<p>More videos are produced to facilitate students' self-directed learning</p>	<p>Observation, Questionnaires</p>	<p>September 2021 – July 2022</p>	<p>Committee on Blended Learning and e-Learning, Department Heads, Subject teachers, Campus TV, Campus TV (Chinese)</p>	<p>\$10,000</p>

Major Concern 3: Widening Exposure to Different Learning Experiences through STREAM Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. Implement the QEF Project on STEAM Education (“STEAM Education Programme @ HKSRL”)</p> <p><u>As listed in the Approved QEF Project Proposal</u></p> <p>(a) To help students to acquire the necessary problem-solving skills and techniques</p> <p>(b) To teach students how to present their concepts effectively</p> <p>(c) To equip students with skills to handle information independently and collaboratively</p> <p>(d) To equip students with the necessary programming skills to solve problems systematically</p> <p>(e) To create a Dream Community which can solve social problems</p>	<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> • Computer Literacy Curriculum (Enrich the curricula on App Inventor, Arduino Project, 3D Design, Robotic Arm and Programming) • Mathematics Curriculum (Enrich the curricula on Geometry, Approximation and Errors and 3D Figures) • Science Curriculum (Enrich the curricula on Water, Fluorescent Bacteria, Skills on Microbiology Experiments, DNA Fingerprinting and Energy) • Visual Arts Curriculum (Enrich the curricula on the use of VR and 3D Scanner) • Extended extra-curricular activities 	<p>Fulfil the requirements listed in the Approved QEF Project Proposal</p>	<p>Observation, Questionnaires, Methods of Evaluation listed in the Approved QEF Project Proposal</p>	<p>September 2021 – July 2022</p>	<p>Committee on STEM, Technology Department, Mathematics Department, Science Department</p>	<p>QEF Fund</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>2. Widening exposure to different learning experiences through STREAM education</p> <p>(a) To review the current learning and teaching activities related to STREAM education</p> <p>(b) Encourage students to participate in STREAM related competitions and activities</p>	<ul style="list-style-type: none"> Run STREAM courses for students 	<p>70% of the participants find the courses interesting / useful.</p>	<p>Observation, Evaluation</p>	<p>September 2021 – July 2022</p>	<p>Committee on STEM, Assistant Teacher for STEM</p>	<p>\$5,000</p>
<p>3. Invite students to research/ do projects on STEM</p> <p>(a) To offer more opportunities to students to be exposed to STREAM elements through project learning</p>	<ul style="list-style-type: none"> Form 3 Project-based Learning (PBL) 	<p>70% of the participants find the courses interesting / useful.</p>	<p>Observation, Questionnaires</p>	<p>October 2021 – July 2022</p>	<p>Committee on PBL, Assistant Teacher for STEM</p>	<p>\$5,000</p>
<p>4. Promote Stream education</p>	<ul style="list-style-type: none"> Encourage students to explore different tools and platforms to share religious messages among each other. Promote different religious activities in school through these tools and platforms. Broaden students' knowledge and connect 	<p>Students share religious messages among themselves.</p> <p>Over 50% students borrow books on the following</p>	<p>Observation, Borrowing record</p>	<p>November 2021 – June 2022</p>	<p>Members of relevant departments</p>	<p>Reference books</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>their learning experiences in different subjects through the “Reading across the Curriculum” programme. Arrange a library tour to promote reading books on the themes relevant to STREAM education.</p>	<p>themes: (1) Mathematics (2) Science (3) Technology & Engineer (4) Religious (5) Visual Arts</p>				
<p>5. Promote the use of e-Learning tools to facilitate learning and teaching within and outside classrooms</p> <p>(a) Purchase more hardware (iPad and app) which facilitate learning and teaching</p>	<ul style="list-style-type: none"> • Equip all teachers with iPads (with Apple pencils) to facilitate e-Learning and teaching • Organise staff development workshops and experience sharing on the use of iPad and Apple TV to facilitate learning and teaching • Planning for the implementation of BYOD Policy by stages 	<p>Most of the teachers will use iPads in at least 40% their learning and teaching activities or administration work.</p>	<p>Observation, Questionnaires</p>	<p>October 2021 – July 2022</p>	<p>Committee on Blended Learning and e-Learning, IT Team</p>	<p>\$310,200</p>