

External School Review Report

St. Rose of Lima's College

School Address: 29 Ngan Shing Street, Shatin, New Territories

Review Period: 10 to 11, 13, 17 and 20 November 2025



Quality Assurance Division
Education Bureau

February 2026

Notes on the External School Review Report

1. This report covers the current development of the school and the key External School Review (ESR) findings. Suggestions for improvement are also given for the school's reference and follow-up.
2. The report is intended for the key stakeholders of the school, including members of the Incorporated Management Committee (IMC), teachers, specialist staff, parents and students.
3. The Education Bureau (EDB) will upload the concluding chapter of the ESR report to the EDB website for public access. The school should also release the content of the report to the key stakeholders by making the ESR report available on the school premises for their easy access. To further enhance transparency, the school is strongly encouraged to upload the report to its homepage.
4. The IMC should lead the school to follow up on the suggestions made in the report, in order to facilitate its self-improvement and enhance its continuous development.

ESR Team

Team Leader	:	Ms TSE Ho-ming, Kitty
Members	:	Ms CHO Wing-chi, Gigi
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1. External School Review Methodology

- 1.1 The ESR team conducted the review in November 2025 to validate the school self-evaluation (SSE) and its impact on the school's development. Suggestions are made to facilitate the school's continuous improvement and development.
- 1.2 The ESR team employed the following methods to understand the situation of the school:
 - Scrutiny of documents and data provided by the school before and during the ESR;
 - Observation of 42 lessons taught by 43 teachers;
 - Observation of various school activities, such as the national flag raising ceremony, morning run, reading time, Academic Week activities, and student club meetings; and
 - Meetings and interviews with the key stakeholders of the school including the school management¹, teachers, specialist staff, parents and students.

2. Current Development of the School

- 2.1 Upholding the spirit of Franciscan Missionaries of Mary and the school motto of "Through Charity to Truth", the school aims to provide quality education that enhances the spiritual, intellectual, emotional and physical growth of its students by proclaiming the Gospel and teaching moral values.
- 2.2 The class structure approved by the Education Bureau and the number of students² in the current school year are as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of Classes	5	5	5	5	5	5	30
Number of Students	158	159	154	150	126	105	852

- 2.3 The Principal, an experienced teacher of the school, has taken up the post since the 2017/18 school year. Around 40% of the teachers, including the three Vice-principals, have served in the school for more than 10 years. Around half of the teachers have worked in the school for less than five years.
- 2.4 The previous ESR report (2011) made the following recommendations: (1) strengthening staff capacity building for continuous school development; (2) enhancing the impact of SSE through setting specific improvement targets to

¹ The school management generally refers to the IMC, school head and deputy heads

² Based on administrative records kept in the Bureau's information system during the ESR

guide implementation and evaluation; and (3) sustaining pedagogical change to make continuous improvements in learning and teaching.

- 2.5 The major concerns of the previous school development cycle (2021/22 to 2023/24 school years) are: (1) promoting positive education; (2) enhancing self-regulated learning through blended learning; and (3) widening exposure to different learning experiences through STREAM³ education.
- 2.6 The major concerns of the current school development cycle (2024/25 to 2026/27 school years) are: (1) promoting healthy lifestyle and well-being through positive education; (2) enhancing self-regulated learning; and (3) enhancing national and global citizenship.

3. External School Review Findings

- 3.1 Strong relationships with parents, alumnae and students are conducive to the school's development; strengthened communication among the teaching team, and enhanced SSE effectiveness are needed for continuous school advancement.**

3.1.1 The school is dedicated to nurturing the spiritual, intellectual, emotional and physical growth of Rosians, with different stakeholders contributing towards this goal. The IMC is committed and provides concrete feedback that fosters students' holistic development, such as suggesting a review of the assessment policy and increasing students' physical activity. Alumnae and parents are close partners of the school, with the former coaching students in various aspects and leveraging their network to help arrange teacher professional development activities, and the latter sponsoring student-initiated activities and volunteering in school events. Students and parents proactively offer their views for the betterment of school life, and the school responds promptly. These strong relationships are conducive to the school's development.

3.1.2 With a view to fostering its improvement, the school has been introducing various changes, ranging from the school curriculum to policies, in recent years. Addressing the recommendations in the previous ESR report about enhancing succession planning, the school has also reformed the management and organisation structure, alongside the appraisal system, to optimise the roles and responsibilities of the Vice-principals, middle managers and teachers. Despite enhanced mentoring schemes for new teachers and middle managers, professional development about change management and

³ According to the school, STREAM stands for "Science, Technology, Religion/Reading, Engineering, Arts, and Mathematics"

increased communication channels, the teaching team is still adapting to the changes in different aspects. Both the school management and teachers should continue to utilise the communication channels for open dialogue about the rationale, pros and cons, teachers' capacity and implementation pace when changes are introduced, and work together to advance the school's development.

3.1.3 Major concerns that address students' learning and development needs are formulated in the current cycle with reference to both quantitative and qualitative data. Take the major concern of promoting self-regulated learning (SRL) as an example. Noticing that students lack intrinsic motivation and personal goals, the school has suitably shifted from increasing students' engagement in learning in the previous cycle to enhancing their ownership in the current cycle. Regarding the promotion of students' well-being, the school has aptly broadened its focus to include not only emotional wellness but also physical fitness, considering their habit of doing exercise. While the school has shown a heightened awareness about setting student-centred targets, the expected student learning outcomes, such as "enhanced spiritual well-being" and "academic excellence", are still not clearly delineated. Continuous efforts are needed to follow up on the recommendations made in the previous ESR report on setting specific targets in terms of expected improvement in students' learning and development. Feasible strategies congruent with the major concerns are generally devised at the school level, and subject panels and committees endeavour to implement them. In evaluation, the school has not thoroughly analysed the extent to which each target has been achieved, undermining the effectiveness of using the findings to inform planning. Refinements of strategies are mostly about optimising administrative arrangements. The school should conduct more in-depth analyses of student performance against the targets so that specific follow-up strategies can be formulated for continuous improvement.

3.2 The school offers rich learning experiences, fostering students' whole-person development; the junior secondary (JS) Technology Education (TE) Key Learning Area (KLA) curriculum could be further enriched.

3.2.1 The school has made sustained efforts to continuously review and refine its curriculum to meet students' learning needs. In tandem with the optimisation of the four senior secondary (SS) core subjects, the school has readjusted the lesson time allocated to different KLAs for a more balanced curriculum. Students' interests and aspirations are well addressed with additional choices of elective subjects, namely Visual Arts, Applied Learning courses and other languages. While attempts have been made to refine the JS TE KLA curriculum by supplementing some missing learning elements through different implementation modes, the curriculum could be further enriched to help students build a solid foundation for further studies.

3.2.2 The school provides students with rich learning experiences that foster their whole-person development. Actively exploring and utilising external resources, the school offers a wide variety of life-wide learning experiences relevant to various subjects, ranging from a local food-making workshop to a guided tour on monetary matters, enabling students to deepen and extend their learning. Timetabled morning run sessions have been aptly introduced since the current cycle to enrich students' physical education. At the JS level, well-established project-based learning (PBL), comprising company visits and hands-on activities, allows students to apply cross-disciplinary knowledge and skills in meaningful contexts. At the SS level, the Aesthetic Development lessons successfully broaden students' exposure to different art forms, such as experiencing Bollywood dance and creating miniature models of real-life scenes.

3.3 Progress has been made in enhancing students' engagement in learning; the development of STEAM education is steady; promotion of information literacy and reading culture could be enhanced.

3.3.1 The school attaches much importance to promoting SRL, with progress made in enhancing students' engagement in learning. The smooth implementation of the "Bring Your Own Device" policy has facilitated the use of various e-learning platforms and tools for students' pre-lesson preparation, interaction in class and self-learning. Students conscientiously complete pre-lesson preparation tasks, and some of them effectively use an online note-taking application to consolidate key learning points. Building on this foundation, the current focus has shifted to strengthening students' ownership of learning, particularly in the use of self-learning strategies to monitor and improve their learning. Well-trained SRL Ambassadors play an active role in creating posters and videos, and conducting homeroom activities to share different study techniques, namely active recall and spaced repetition, with their peers. Support from the ambassadors has encouraged students to implement these techniques in their own studies. However, efforts to nurture students' ability in goal setting and self-reflection remain scattered, with subject panels and committees incorporating these elements into different activities, and students' progress is not duly reviewed in some instances. Careful planning for the participation and collaboration of subject panels and committees could help students systematically practise setting goals and reflecting on their progress.

3.3.2 While strengthening the use of e-learning, the school also endeavours to embrace digital education by incorporating the learning components of information literacy and artificial intelligence (AI) into the curricula of relevant subjects. Moreover, some subject panels sporadically integrate elements of AI into learning and teaching, for example, having students refine their language use by reviewing images generated from their compositions, and

raising their awareness of AI reliability by comparing the results of different tools. In response to students' habits, timely introduction of a policy restricting their use of tablets at lunchtime has fostered more social interaction among students. Currently, information literacy education is undertaken by a few subject panels and committees. As observed in students' work, citations are not commonly practised. Looking forward, holistic planning with a concerted effort is recommended to further cultivate students' effective and ethical use of information and technology.

3.3.3 As a major concern of the previous cycle, the development of STEAM education has been progressing steadily, with a focus on strengthening interdisciplinary learning. The school has enriched the curricula of relevant subjects with hands-on activities, inquiry-based learning and cross-curricular projects that facilitate students' integrative use of knowledge and skills. The PBL at S1 and S2 is well designed to help students understand and apply design thinking concepts and skills. At S1, students analyse whether the innovative products of the visited companies meet the specific needs of their target groups, developing their understanding of the concepts and skills. At S2, they practise by designing their own prototypes based on a self-chosen topic. For instance, students have effectively applied the knowledge of 3D printing, programming and electrical circuits to create a "QuitSmart box", a device that helps smokers break their habit by introducing challenges whenever they attempt to retrieve cigarettes. The design demonstrates their creativity, and ability to identify and tackle real-life issues. Students' success is celebrated with teachers, peers and parents at a showcase, creating an encouraging learning atmosphere. Beyond the classroom, students' interest in STEAM is sparked through relevant workshops, student-led activities and a newly-launched reward programme for participation in innovation and technology-related activities. At the Academic Week, the robotics-themed game booth, hosted by the STEAM Ambassadors, was well received by students. Talented students' potential is unleashed through participation in enrichment programmes, and competitions at the local and international levels.

3.3.4 The school makes an effort to promote reading through some suitable strategies, such as talks and exhibitions that introduce students to books of diverse themes and genres. During the timetabled morning reading time, students attentively listen to the broadcasts by their teachers and peers, who recommend books with topics closely related to students' everyday life. After the broadcasts, the reading atmosphere varies. While a good ambience is observed in classes where teachers serve as role models by reading silently with their students, some students in other classes are distracted by tasks not related to reading. The reading culture could be enhanced.

3.4 Learning and teaching is facilitated with the proficient use of e-learning tools; teachers' questioning techniques and the design of peer learning

activities should be strengthened.

3.4.1 Most lessons are well structured with clear learning objectives and effective scaffolding to help students progressively build relevant knowledge and skills. To promote SRL, some teachers assign pre-lesson preparation tasks, such as information searches and video watching, equipping students with prior knowledge to complete the learning tasks in class. Most teachers are adept at using e-learning tools to enhance students' engagement and teacher-student interaction, with each student participating in learning activities using tablets while teachers smoothly switching between demonstrations and students' work on digital whiteboards to provide explanations and instant feedback. Teachers' explanations are clear and often supported with real-life examples, arousing students' interest and facilitating their understanding. Students exhibit sustained motivation, a good grasp of the learning content, and biliterate and trilingual proficiency.

3.4.2 Peer learning is another key strategy to strengthen engagement and interaction, though its effectiveness varies. While good student-student interaction is observed in some pair and group activities designed with clear roles and meaningful contexts, many tasks offer limited room for discussion and collaboration, resulting in students working individually. The design of these activities should be improved to maximise the benefits of peer learning. A positive learning atmosphere is evident, with teachers acknowledging students' efforts and achievements. Teacher feedback is constructive, pinpointing the common mistakes and clarifying the misconceptions. Effective prompting is sometimes adopted to elicit detailed responses. On the whole, most questions focus on checking students' understanding, with few attempts to engage students in deep thinking. Teachers should adopt a wider variety of questions, and make good use of follow-up questions to deepen students' thinking based on their performance.

3.5 Values education is duly implemented in and outside the classroom, with promotion of national education strengthened through experiential learning; a progressive approach is effective in nurturing student leaders with a spirit to serve.

3.5.1 Since the previous cycle, the school has developed a comprehensive values education framework that maps out the priority values and attitudes promulgated by the EDB, the core Catholic values, and the virtues with relevant character strengths in positive education. Strenuous efforts have been made to infuse these proper values and attitudes into subject learning, service learning and discipline measures that encourage good conduct. Take the Moral, Civic and Values Education lessons as an example. Some progress has been made in raising the understanding of character strengths, with students identifying and sharing their strengths and areas for growth with classmates. Students' reflections indicate their respect for and appreciation of diverse

personal qualities among peers. To support values education, the school has thoughtfully arranged subject-based professional development activities comprising lesson planning, observation and video recording. In the lessons of various subjects, teachers purposefully instil students with proper values, with a few effective practices helping students connect these values to their lives. Capitalising on this professional development initiative, the school could encourage cross-disciplinary sharing to optimise the implementation across subjects. Besides helping students put the values into practice through service learning, the school recognises students' good behaviour with rewards, and guides them towards responsible behaviour by replacing punishment with service opportunities and self-reflection. These measures create a supportive learning environment that nurtures students' proper values and attitudes.

3.5.2 The school adopts a progressive approach to nurturing student leaders with a spirit to serve. This begins with S1 to S2 students contributing to the school through cleaning the campus, while S3 to S5 students extend their service to society through initiatives such as serving food to the needy and volunteering at elderly centres. These service learning activities cultivate students' proper values and sense of social responsibility, aligning with the school's target of fostering responsible citizens. Students are further empowered through taking up leadership roles in a myriad of clubs and ambassador schemes, in which they initiate student activities. For instance, community services led by students from different clubs demonstrate their willingness to serve. Some students proactively present their proposals to the Parent-Teacher Association, making good use of its sponsorship to organise student-led activities. A well-established tradition of SS students mentoring JS students in managing clubs reinforces leadership development. As observed, student leaders and ambassadors are enthusiastic about serving their peers, and effectively host club meetings and activities.

3.5.3 The elements of national education and national security education are duly integrated into learning activities in and outside the classroom. Relevant learning elements are organically incorporated across KLAs, enabling students to learn about different aspects of our country, for example, the achievements of outstanding Chinese people and importance of safeguarding national security in related topics. The school also arranges for students to participate in a variety of activities, namely sessions on experiencing Chinese culture, quizzes about national security and commemorative activities. To strengthen students' sense of national identity, the school places strong emphasis on experiential learning in the current cycle, organising form-based thematic Mainland study tours for both JS and SS students. Their reflections display appreciation of the Chinese culture and a sense of pride in our country. The national flag raising ceremony is hosted by a well-trained uniform team. Students demonstrate proper etiquette and listen attentively to the speech under the national flag.

3.6 Proper measures are adopted to support students' physical and mental wellness; life planning education is well in place.

3.6.1 Promoting students' holistic well-being is one of the school's priority tasks, supported by appropriate measures. The school has broadened students' opportunities for exercise through form-based morning run sessions, inter-class and teacher-student sports competitions and access to sports equipment at recess and lunchtime. These initiatives are conducive to fostering a culture of physical activity. Students are energetic during morning run sessions and some students actively participate in ball games beyond lesson time. Besides equipping students with emotional management skills to enhance their mental well-being, the school rightly emphasises creating a positive climate by strengthening religious activities to foster spiritual development, adjusting the coverage and weighting of some assessments to alleviate academic pressure, and providing platforms for showcasing talents to boost self-confidence. Furthermore, a supportive peer network has been established. The Mental Health Ambassadors and Health in Mind Club raise mental health awareness through thematic booths and workshops, while the Big Sister Scheme develops a caring culture through the sharing of experience and tips for managing school life between senior and junior students.

3.6.2 Life planning education is systematically implemented, beginning with self-understanding and progressing to preparation for subject selection and career exploration. In close partnerships with alumnae and external organisations, the school suitably arranges company visits, job shadowing and mentoring to broaden students' horizons. Students' diverse interests and aspirations are aptly addressed with the expanded choices of elective subjects. Targeted support is provided to S5 and S6 students, guiding them towards informed decision-making through personalised counselling. Overall, life planning education is well in place.

3.7 Students are studious, well-mannered and all-round; student leaders and ambassadors exhibit responsibility and independence in organising activities.

3.7.1 Students are diligent and serious about learning, with good language proficiency. Humble and well-mannered, they maintain harmonious peer relationships and show respect for teachers. They enjoy school life, and are willing to serve the school and community. Leadership skills are evident in student leaders and ambassadors, displaying a strong sense of responsibility and independence in organising activities.

3.7.2 In the past three years, the percentages of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree programmes in the Hong Kong Diploma of Secondary Education (HKDSE) Examination were above the territory averages of day school students. With consideration of the S1 intake and the school

performance in the HKDSE Examination over the past three years, the school has attained very good results.

3.7.3 Students actively participate in a wide range of academic, aesthetic, and sports activities and competitions in and outside the school. They perform well in debating and music, winning individual and group awards in inter-school and territory-wide competitions, and have achieved pleasing results in fencing in recent years.

4. Conclusion and Way Forward

The school is dedicated to promoting the spiritual, intellectual, emotional and physical growth of Rosians. Strong relationships with parents, alumnae and students are conducive to helping the school strive towards this goal. In the current development cycle, student-centred development focuses are formulated to enhance students' ownership of learning, holistic well-being, and sense of social responsibility and national identity. Actively tapping external resources, the school provides students with rich learning experiences that foster their whole-person development. Progress has been made in enhancing students' engagement in learning through effective use of e-learning. Students are diligent and serious about learning. The development of STEAM education is progressing steadily, with students applying design thinking concepts and skills in well-designed project-based learning. Values education is duly implemented in and outside the classroom, with a progressive approach adopted to nurture students' spirit to serve. The promotion of national education has been strengthened through experiential learning. Proper measures are in place to support students' physical and mental wellness. Students enjoy school life, actively participating in activities in and outside the school. With ample opportunities for student-led activities, and a well-established tradition of mentoring between senior and junior secondary students in club management, students' leadership skills are evident.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- 4.1 The effectiveness of school self-evaluation has not been fully realised. The school should set specific targets in terms of expected improvement in students' learning and development, and conduct more in-depth analyses of student performance against the targets to better inform planning. When changes are introduced, the school management and teachers should continue to utilise the increased communication channels to support effective implementation.
- 4.2 There is room for improvement in classroom learning and teaching effectiveness, particularly in teachers' questioning techniques and the design of peer learning activities. Teachers should adopt a wider variety of questions, and make good use of follow-up questions to deepen students' thinking based on their performance. In pair and group activities, teachers are advised to provide sufficient room for discussion and increase the collaborative elements to maximise the benefits of peer learning.

School Response

The school response on the draft ESR report was received on 13 February 2026. The original text of the school response is incorporated as follows.

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12th February, 2026

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Dear Miss Tse,

Re: School Response to the Draft ESR Report

I attach the captioned document for your reference.

I am happy to know that you agree with our strategic direction and validate our efforts to keep up with the challenging time.

It is encouraging to know that you recognize the steady progress we have been making since our last External School Review (ESR) in 2010, and in particular the initiatives since the last three years, culminating in the current state of which you see today. We will continue with our newly added measures on enhancing communication, both internal and external and to better prepare our teacher colleagues to embrace changes and new challenges.

Once again, please accept my sincere appreciation to you and your team for a most professional and meticulously conducted visit to our College.

Thank you for your attention.

Yours sincerely,


Chung Hung Fung
Supervisor



External School Review Report
School Response (DRAFT)

On behalf of the Incorporated Management Committee (IMC) of St. Rose of Lima's College, I would like to extend our sincere gratitude to the External School Review (ESR) team for the comprehensive review conducted in November 2025. We deeply appreciate the professional dialogue exchanged during the visit and the rigorous analysis provided in the report. We welcome the report's balanced perspective, which affirms our collective efforts while providing constructive, astute suggestions that will serve as a vital reference for our continuous self-improvement and development.

Affirmation of Strengths

It is deeply encouraging to note that the ESR report recognises our school's unwavering dedication to upholding the spirit of the Franciscan Missionaries of Mary and our school motto, *"Through Charity to Truth"*. We are heartened that the following strengths have been identified:

- **Strong Stakeholder Partnership:** The report affirms that our robust relationships with parents and alumnae are highly conducive to the school's development. We appreciate the recognition of our alumnae, who act as close partners by coaching students and leveraging their networks to arrange professional development. Similarly, we are proud of our parents, who actively sponsor student-initiated activities and volunteer their time, demonstrating a shared commitment to the betterment of school life.
- **Management Restructuring and communication with the different stakeholders:** We are pleased that the ESR Team recognised our effort for the reform in the management and organisation structures to face the challenges ahead. Besides a vice-principal taking care of school administration, having a vice-principal in charge of the Junior Forms whereas another one in charge of the Senior Forms help to oversee the development of students as a whole at different stages is very effective.

We have expanded communication channels for open dialogue and will continue to utilise them. Besides the formal meetings, we also have informal ones such as coffee meetings among staff. We will ensure that the rationale, implementation pace, and staff capacity are thoroughly discussed when introducing new initiatives.

The off-site training programmes for middle managers have also effectively fostered the relationship among the team members, widened their exposure and equipped them for changes and crises.

- **Holistic Student Development & Service:** We are gratified by the observation that our students are diligent, studious, and well-mannered, maintaining harmonious peer relationships. The report acknowledges our success in adopting a progressive approach to nurturing student leaders. Students are encouraged to express their opinions. Their contribution in the various "WIT" (Work Improvement Teams) had played an important part in the school development. Their opinions reflected in the meetings with the School Supervisor and the Principal are highly valued. From junior students caring for the campus to senior students serving the needy in society, our students cultivate a genuine spirit to serve.
- **Rich & Innovative Learning Experiences:** We are glad that our efforts to provide diverse learning experiences have been recognised as fostering whole-person development. Successful initiatives such as the Junior Secondary Project-Based Learning (PBL) regarding design thinking, the Aesthetic Development programmes, and the structured morning run have evidently deepened student engagement and well-being. The steady progress in STEAM education is particularly noted, with students effectively applying design thinking in projects like the "QuitSmart box". It is very encouraging that the ESR Team commended on our life planning education. Furthermore, the implementation of morning run sessions to enhance physical well-being and the broad exposure provided by Aesthetic Development lessons reflects our commitment to nurturing students' physical and aesthetic growth.

- **E-Learning Progress:** The acknowledgement of our effective use of e-learning tools, the smooth implementation of BYOD, and the active role of SRL Ambassadors in promoting self-regulated learning strategies encourages us to further these efforts.
- **Effective Values Education:** We value the recognition of our comprehensive values education framework, which integrates Catholic values, positive education, and national education. It is encouraging to see that our experiential learning approach, including Mainland study tours, has effectively strengthened students' sense of national identity and pride. Our collaboration with the Police Band for some musical performance in school and the successful experiences of our Flag Hoisting Team and Junior Police Call (JPC) have also provided the effective platforms to cultivate students' national spirit.

Response to Recommendations and Way Forward

We highly value the professional insights provided by the ESR team. To facilitate self-improvement and enhance our continuous development, we will proactively pursue progress in the following areas:

1. Enhancing the Effectiveness of School Self-Evaluation (SSE):

We acknowledge the recommendation to conduct more in-depth analysis of student performance to better inform our planning. Moving forward, we will drive our development through a more rigorous Planning-Implementation-Evaluation (PIE) cycle. We will set specific, data-driven targets — both quantitative and qualitative — regarding expected improvements in students' learning and development. This will allow us to evaluate the effectiveness of our strategies more precisely and ensure that our major concerns are fully realised.

2. Strengthening Classroom Learning and Teaching Strategies:

To further elevate classroom effectiveness, we will focus intensively on refining teachers' pedagogy. Specifically, we will address the recommendation to strengthen questioning techniques. We will organise professional development programmes to encourage teachers to adopt a wider variety of questions and use follow-up prompts that challenge students to think deeply. Additionally, we will review the design of peer learning activities to ensure they offer sufficient room for genuine discussion and collaboration, moving beyond individual work in group settings to maximise student interaction. The strategies to foster a stronger reading culture will also be enhanced.

3. Enriching the Curriculum and Digital Literacy:

We are committed to following up on the suggestion to enrich the Junior Secondary Technology Education (TE) curriculum. We will review the curriculum content to ensure all essential learning elements are covered, helping students build a solid foundation. Furthermore, we will adopt a holistic planning approach to promote information literacy and the ethical use of AI. We will move beyond isolated efforts to systematically cultivate ethical technology use, with a specific focus on reinforcing proper citation practices and the responsible use of AI tools.

We sincerely thank the ESR team once again for their time and effort. We appreciate the affirmation of our work in promoting students' holistic well-being, spiritual growth, and academic excellence. In the days ahead, we will endeavour to keep enhancing our strategies, ensuring the continuous growth of our "Rosians" as responsible, capable, and compassionate citizens.