

St. Rose of Lima's College School Development Plan

2017/18 - 2020/21



THROUGH CHARITY TO TRUTH

St. Rose of Lima's College

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 fulfill 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 fulfill 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 kindness/love, equipping them to face the challenges in life, forming them to reach out to anyone in need and cultivating in themselves the virtues of loyalty and honour as well as the sense of responsibility and commitment.
- (c) In the spirit of solidarity, the School also cultivates a family spirit among students, teachers and parents, sees that they collaborate and support one another. This may also include fostering co-operation among our sponsored schools, and establishing close relationship with past students.

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. Core Values of Education

4.1 **Truth:** It is what the human intellect is searching for –

- (a) Human reason’s capacity for truth must be upheld, and the desire for truth, especially the truth about God and about the meaning of life, must always be encouraged and kept alive.
- (b) Wisdom, which enables a person to distinguish right from wrong, and good from evil, must be treasured above all other kinds of knowledge.
- (c) Honesty demands that a person tell the truth and put it into practice, even at the cost of making a great sacrifice.

4.2 **Justice:** It is the moral virtue that consists of a constant and resolute will to give to God and one’s neighbours their due –

- (a) Justice towards God is called the “virtue of religion”; and justice towards one’s neighbours disposes one to respect the rights of others and to establish in human relationships the harmony that promotes equity with regard to individual persons and to the common good.
- (b) Human dignity can be protected and promoted, and the wellbeing of society can be achieved, only if human rights are respected and individuals undertake their responsibilities for one another, for their own families, and for society.

4.3 **Love:** It is the greatest of all virtues –

- (a) God, the source of life and goodness, has created everything out of love, and has called the whole human family to be His children. As a member of God’s family, one’s goals in life are to share God’s happiness, to love God above all things and love one’s neighbours as brothers and sisters.
- (b) Jesus Christ, the Son of God, the Saviour of humankind, is the model of selfless love and humble service to others.
- (c) The practice of all the virtues is to be inspired and motivated by love, so that all aspects of human life and interpersonal relationship may be bound together in perfect harmony.

- (d) Love surpasses the strict measure of justice and urges one to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

4.4 **Life:** It is a priceless gift from God and is sacred in itself –

- (a) Every human person is created in the image of God and has the right to life, which must be respected from its conception to its natural end.
- (b) In the spirit of the “Beatitudes” as taught in the Gospel, the tribulations and adversities in life are to be faced with serenity and hope.
- (c) Every person is entitled to have whatever is necessary for a decent and dignified existence.
- (d) Only a society which respects human life can bring happiness to all.

4.5 **Family:** It is the basic unit of society –

- (a) Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying; a happy, wholesome marriage is prepared by the practice of the virtue of chastity and sustained by fidelity and an indissoluble, lifelong commitment.
- (b) Inasmuch as sex is an integral part of conjugal life and has its own dignity, a balanced sex education must follow a holistic and in-depth approach, with emphasis on the virtues of self-discipline and mutual respect between a man and a woman.
- (c) Marriage is the foundation of a family; an intact and united family is a permanent support for husband and wife, and for parents and children, in achieving their goals in life; an intact and united family is likewise a most favourable setting for the upbringing of children and young people, and a necessary condition for the wellbeing of human society.

5. Holistic Review

Effectiveness of the previous School Development Plan (2015-2018)

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
1. Strengthening the Learning and Teaching Strategies to Cater for Learner Diversity	Partly achieved	Continued to be the major concern for 2017-2018	<ul style="list-style-type: none"> ● Students' learning and thinking skills are enhanced. ● Teachers' questioning techniques and feedback need to be strengthened.
2. Enhancing an Inquiring Mind	Partly achieved	Continued to be the major concern for 2017-2018	<ul style="list-style-type: none"> ● More students demonstrated their interest in seeking knowledge. ● Some students have good reading habits.
3. Strengthening the Sense of Belonging to the School Community	Partly achieved	Continued to be the major concern for 2017-2018	<ul style="list-style-type: none"> ● Both students and teachers liked the merit books which credited students' good effort and performance. ● The school-student communication needs to be enhanced.

6. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> The senior management is dedicated in their work in student learning and growth 	<ul style="list-style-type: none"> More transparency, consultation and discussion is needed with the senior management in decision making There is a need to have a comprehensive succession plan for the sustainable development of the school.
2. Professional Leadership	<ul style="list-style-type: none"> The senior management team is familiar with the PIE (Planning, Implementation and Evaluation) Cycle. 	<ul style="list-style-type: none"> The senior staff needed to be given more opportunities to work with the PIE on the school level but not just the departmental level.
3. Curriculum and Assessment	<ul style="list-style-type: none"> In line with the guidelines of the Education Bureau and the HKEAA Teachers are well aware of the curriculum goals and assessment requirements. 	<ul style="list-style-type: none"> More cross-curricular planning and collaboration are needed.
4. Student Learning and Teaching	<ul style="list-style-type: none"> Students generally learn well and are hard-working. Teachers are diligent and work for the interests of the students. 	<ul style="list-style-type: none"> Both student and teachers are quite complacent. Teachers need to help students to maximize their potential and strive for excellence.
5. Student Support	<ul style="list-style-type: none"> Whole-school approach is adopted. The co-class teacher system, the Spiritual Affairs Committee, the Guidance Board, the School Social Worker, the Educational Psychologist, the OLE and ECA Team, the Discipline Board and the Careers Guidance Board work together to support students to grow healthily. 	<ul style="list-style-type: none"> Teachers' knowledge and skills particularly in handling the SEN students need to be strengthened. More support needs to be given to the "average" students.
6. Partnership	<ul style="list-style-type: none"> Close ties with our primary feeder school, the Parent-Teacher Association and the Past Students' Association 	<ul style="list-style-type: none"> More activities can be held with our primary feeder school to let our primary school students and parents have a better understanding of us More community resources can be explored for the learning of our students

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> Students are well-disciplined and willing to learn. 	<ul style="list-style-type: none"> Students need to have a stronger sense of independent learning and need to cultivate good reading habits. Promote the culture of appreciation of others' achievements
8. Participation and Achievement	<ul style="list-style-type: none"> Students participated in a lot of local activities and competitions 	<ul style="list-style-type: none"> Update the school website more frequently to credit the students' achievement

7. SWOT Analysis

Our Strengths

- Students take their studies seriously.
- Students are well-disciplined.
- Most of our students are competent in using English and have little difficulty in communicating in English.
- Teachers are professionally trained, loving and caring.
- Parents care for their children's growth and support school activities.
- The Alumni have a strong sense of belonging to the school.

Our Weaknesses

- There is greater learner diversity among students.
- The number of students suffering from more acute anxiety and depression because of study and family issues is increasing.
- Students are passive and depend on teachers a lot.
- Teachers are complacent with the learning and teaching environment and do not take much initiative to suggest or implement changes.
- There is an increasing number of helicopter parents.

Our Opportunities

- The implementation of School-based Assessment in the HKDSE supports the practice of continuous assessment in school.
- The promotion of the Fourth Strategy on IT in Education supports the implementation of e-learning and e-communication in school.

Our Threats

- The popularity and widespread use of instant messaging, social-networking and mobile applications make students distracted more easily.
- The review of the MOI policy creates pressure for the school and the teachers.

8. Major Concerns for a period of 3 school years (in order of priority) (Year 3 in the SDP for 2015-2018)

1. Strengthening the Learning and Teaching Strategies to Cater for Learner Diversity
2. Enhancing an Inquiring Mind
3. Strengthening the Sense of Belonging to the School Community

School Development Plan (2017-2018, Year 3 in the SDP for 2015-2018)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	

<p>1. Strengthening the Learning and Teaching Strategies to Cater for Learner Diversity</p>	<ul style="list-style-type: none"> ● Strengthen teachers' questioning techniques and feedback 	✓	✓	✓	<ul style="list-style-type: none"> • Invite teachers to have teachers' questioning techniques and feedback as the foci in their peer observation • Organise professional development workshops in these two areas • Encourage teachers to attend the relevant courses or seminars relating particularly to how questioning and feedback help to cater for learner diversity • Invite teachers to share good practices and their learning experiences in the department and staff meetings • Invite the departments which have the common free periods for lesson preparation to have more in-depth study and sharing in these two areas • Develop a more systematic way in providing teachers with information regarding the CPD (Continuous Professional Development) programmes
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<p>2. Enhancing an Inquiring Mind</p>	<ul style="list-style-type: none"> ● Cultivate reading habits among students ● Encourage students to use e-learning and the relevant tools ● Develop students' necessary knowledge and skills, e.g. the critical thinking skills involved 	✓	✓	✓	<ul style="list-style-type: none"> • Set up a Reading Corner on the ground floor to cultivate the atmosphere of reading, give students easy access to books and provide a comfortable environment to students to enjoy reading • Utilise the e-learning resources and ask students to use e-learning tools for lesson preview and online discussion to consolidate the knowledge they acquire • Teachers share how they use e-learning tools to facilitate students to build up their inquiring mind and critical thinking skills • Organise professional development programmes for teachers on how to use e-learning tools for interactive learning and teaching
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<p>3. Strengthening the Sense of Belonging to the School Community</p>	<ul style="list-style-type: none"> ● Enhance the school-student communication ● Revisit the identity of the Rosians and the teachers teaching in the school through the 70th Anniversary Celebration Activities 	✓	✓	✓	<ul style="list-style-type: none"> • Organise Interflows with students of different forms to communicate the school vision with them and listen to them • Build up e-communication with the students • Set up a Principal's letter box for students to write to the Principal to express their opinions or share their feelings and daily life • Publish the school newsletter ("Rosalima") and update the school website frequently to enhance the communication between the school and different stakeholders • Organise the 70th Anniversary Celebration Activities <p><i>"Through Love, We Know Love" – 70 Years of Gratitude</i></p> <p>Work with the students to revisit the identity of a Rosian and how they will live that out in daily life</p>
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<p>3.Strengthening the Sense of Belonging to the School Community</p>		✓	✓	✓	<p><u>Suggested Activities</u></p> <p>Invite the Form 6 graduates to write cards of gratitude to each staff (teachers, the FMM sisters, principal and the supporting staff)</p> <p>Invite the parents and students to write the cards of gratitude to each other</p> <p>Organise different types of workshops to students on love and gratitude</p> <p>Organise a competition entitled “We Love.”, inviting works of calligraphy, writing, poem, song, sculpture, painting, dance, video recorking</p> <p>Work with the students to revisit the identity of a Rosian and how they will live to that</p> <p>Organise a retreat for all teachers to reflect on the Catholic education in school in the Franciscan spirit and their teaching life</p>
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3.Strengthening the Sense of Belonging to the School Community		✓	✓	✓	<p>Organise an Open Day to invite all members of the past and the present and the public to share our joy and witness the achievements of our students</p> <p>Organise a Musical as the finale on the theme of the anniversary</p>
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Major Concerns for a period of 3 school years (in order of priority) (2018-2021)

1. Strengthening the Self-Regulated Learning (SRL) Culture
2. Widening Exposure to Different Learning Experiences
3. Enhancing the Caring and Sharing Culture

School Development Plan (2018-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	

<p>1. Strengthening the Self-Regulated Learning (SRL) Culture</p> <p>SRL SDP (2017-2021)_Miss Lin Mau Tong</p>	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Maximise students' academic potential for taking initiative in active continuous learning • Strengthen students' reading habits and encourage them to read both fiction (especially classics in English and Chinese) and non-fiction • Raise students' awareness of the importance of reading across curriculum and strengthen their relevant skills • Develop students' research skills • Facilitate students in using e-learning for motivation, independent learning, more in-depth research and self-regulated learning • Implement STEAM (Science, Technology, Engineering, Arts, Mathematics) Education to motivate students to develop and explore their interests in the areas and the relevant subjects, beginning with "A" as the core in the integration (Year 1), followed by Mathematics (Year 1 and Year 2) and the other subjects <p><u>For Teachers</u></p> <ul style="list-style-type: none"> • Provide Professional Development Training on self-regulated learning 	✓	✓	✓	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Students will be invited to submit their learning plans both academically and non-academically starting from Form 1; and they will be reviewed every year by themselves to train them to be reflective learners and design their own learning programmes • Students are encouraged to submit their reflection after reading fiction or non-fiction, and the selected good works will be published as a booklet or an e-booklet every year to credit students' achievements and aesthetic growth. • Dialogue with Writers: Writers will be invited to school to share the joy of reading or writing with students. Cooperation with different organisations such as the British Council will be solicited to organize some Author Talk or Tours or Exhibitions to enhance students' interest . • All Form 1 to Form 3 students are taught research skills by the School Librarian, the Cross-Curricular Project Learning Team and the subject teachers (on the subject-related skills).
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<p>1. Strengthening the Self-Regulated Learning (SRL) Culture</p>	<ul style="list-style-type: none"> • Provide teachers with student academic and non-academic achievement data to inform them about their teaching pedagogy to facilitate them to strengthen the self-regulated learning culture • Promote Assessment as Learning besides Assessment of Learning and Assessment for Learning 	✓	✓	✓	<ul style="list-style-type: none"> • Adopt e-learning including e-learning tools, e-books, and e-platform in different subjects • Students' works on arts education will be displayed and credited. <p><u>For Teachers</u></p> <ul style="list-style-type: none"> • Invite professional speakers from universities or relevant field to conduct workshops on self-regulated learning, e-Learning, STEAM Education and Assessment for Learning for teachers • Encourage teachers to attend the relevant training, courses and international conferences; and share their learning in the Department and Staff Meetings • Promote peer observation and sharing of good practices particularly on self-regulated learning, e-Learning and STEAM Education • Organise school visits for professional exchange
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<p>1. Strengthening the Self-Regulated Learning (SRL) Culture</p>		✓	✓	✓	<ul style="list-style-type: none"> • How the different elements in the STEAM education work together will be explored with the collaboration of the different subjects • M1 (Calculus and Statistics) and M2 (Algebra and Calculus) will be given extra lessons instead of being covered in the lessons for the Mathematics core to give more space and time to students and teachers to explore STEAM.
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<p>2. Widening Exposure to Different Learning Experiences</p>	<ul style="list-style-type: none"> • Expose the Form 4 to Form 6 students to more other choices to pursue their studies in degree programmes in the Mainland, Taiwan and overseas besides the local degree and sub-degree programmes • Encourage students to share their travel experience based on the themes. “Travel, Experience and Share”: “University Walk”, “Museum Walk”, “Reservoir Walk”, “Cinema Walk”, etc • Encourage students to participate in various types of competitions, both locally and globally • Encourage students to participate more in different types of community service • Provide students more opportunities to know, understand and respect different cultures 	✓	✓	✓	<p><u>For Students</u></p> <ul style="list-style-type: none"> • Invite different relevant organisations, schools and past students to conduct sharing sessions with students about the study experiences in the tertiary institutions in the Mainland, Taiwan and overseas • Promote different types of competitions to students by class teachers or subject teachers in person more vigorously • Organise different types of field trips to students of different forms; they can be physical field trips. E-trips are optional but encouraged <p>e.g.: Form 1: Cinema Walk Form 3: “Museum Walk” Form 5: University Walk</p> <p>The Walks organized by the school will be the local ones. But teachers and students can share their walks in the world based on the themes.</p>
<p>SRL SDP (2017-2021)_Miss Lin Mau Tong Kitty</p>					<p><u>For both Students and Teachers</u></p> <ul style="list-style-type: none"> • Organise a Culture Day with a theme: “Know Me, Know You”. Students and teachers will dress

2. Widening Exposure to Different Learning Experiences	<ul style="list-style-type: none"> Explore more resources to help student to develop and grow in different areas 	✓	✓	✓	<ul style="list-style-type: none"> Organise Exchange Programmes with sister schools, beginning with the sister schools in Macau (Year 1); and then explore to look for sister schools in the Mainland and overseas (Year 2 and Year 3) Establish Mentoring Schemes with alumni and parents for Form 4 to Form 6 <i>Students</i>
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<p>3. Enhancing the Caring and Sharing Culture</p>	<ul style="list-style-type: none"> • Strengthen the role of the class teachers • Strengthen the sharing and collaboration culture among teachers of the same and different departments • Provide support to students on the space they can have for their study and quiet time. • Provide students opportunities to appreciate their abilities and talents, and be able to appreciate and respect others' talents and differences • Provide support to teachers to reduce their administrative duties so that they can spend more time on learning and teaching and their professional growth and development • Raise students' awareness of individual students' needs including the SEN students and the non-Chinese students, and strengthen their support to their peers 	✓	✓	✓	<p><u>For both Students and Teachers</u></p> <ul style="list-style-type: none"> • “Let’s Chat.”: Every Class teacher will be invited to have a chat (of at least 15 minutes) with every student she / he takes care of in the class at least twice a year. • Invite class teachers to give “birthday blessings” to the birthday girls of their classes on their birthdays or birthday months. • Invite the class teachers to share their good practices to strengthen the class spirit and establish a caring and sharing culture in their classes with other teachers • Invite teachers to share their teaching pedagogy, teaching resources and learning experiences from different professional training courses in department and staff meetings • Lengthen the opening hours of the school library or the school premises for students who need space and quiet time
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3.Enhancing the Caring and Sharing Culture		✓	✓	✓	<p><u>For both Students and Teachers</u></p> <ul style="list-style-type: none"> Organise “SRL (Sensitivity, Respect and Love) Day” in which students can showcase their different individual talents or contribution to the school community or the society by performing arts, public speaking, etc., and appreciate others’ talents too. Teachers and the Supporting Staff and their family members will also be invited to join <p><u>For Students</u></p> <ul style="list-style-type: none"> Organise workshops on training students’ social skills and raising their awareness to show their respect, love and empathy to others <p><u>For Teachers</u></p> <ul style="list-style-type: none"> Organise professional workshops and holistic staff development programmes to train the teachers on adopting a whole-school approach to take care of the SEN students and other students
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Epilogue

A good school development plan can be successful with the ownership and sharing of all staff. The proposed Staff Development Plan 2017-2021 is written based on the Annual Report 2015-2016 of the school and my understanding and knowledge of the school. To make the implementation successful, it needs the discussion and involvement of all staff besides my leadership and working together with them. A family that prays together stays together. A family that works together stays together.