



# ST. ROSE OF LIMA'S COLLEGE

School Development Plan (2021 - 2024)



## School Development Plan 2021-2024

### SWOT Analysis

#### **Our Strengths**

- Our students are willing to take part in discussion and complete set tasks under teachers' guidance.
- Our students like discussions and activities.
- Our students are obedient and cooperative.
- Teachers assess students' learning progress through different assessment modes. They also encourage students to respond to questions
- Learning opportunities beyond the classroom are also arranged to help students apply and consolidate what they have learned, maximise their potential and adapt to the new normal.
- Teachers are able to adapt and adjust content and strategies according to the student's learning progress, for example through pre-lesson preparation and online resources.
- Our school provides a good learning environment for learning English. Our student's English proficiency is relatively better than others.
- Our teachers are committed, responsible and caring. They foster a positive rapport with all students and enjoy an amicable working relationship among themselves and with the school management.
- The successful application of the two QEF projects provides extra resources.
- Most of the parents are ready to support the students and provide resources to help students.

#### **Our Weaknesses**

- Some students feel stressed about the heavy workload and suffer from anxiety and emotional problems.
- There is greater learner diversity.
- Teachers have heavy workload, which affect their time of interaction with students..
- Some assessment tools have not been utilised effectively for analysing students' academic performance.
- Students are weak in self-directed learning and they are quite dependent on teachers.
- There is a lack of initiative of students in reading long texts.

#### **Our Opportunities**

- There are more grants and funding (Life Wide Learning Grant, Grant for Non-Chinese students) earmarked by the government which could be used to purchase resources / services from service providers to support learning and teaching.
- New teachers may bring new methodologies and ideas.
- Teachers and students have become familiarised with e-learning after the online learning and teaching mode was adopted owing to the outbreak of the pandemic. For example, flipped classroom and mobile assisted learning are being explored to support and enhance students' learning.

- Teachers can deploy the Life-wide Learning Grant and Diversity Learning Grant to provide more learning exposure to students.
- More online workshops and seminars have been organised by the Education Bureau and other external organisations for students and teachers.
- More online activities are organised by external parties. Students and teachers can join them more conveniently.

### **Our Threats**

- Owing to the outbreak of the pandemic, there has been very little face-to-face communication between teachers and students. Lesson time has been reduced and activities cancelled so development of students' physical and psychological growth has been hindered.
- There are fewer chances of exposure to other physical activities which may hinder the development of students' potential.
- The uncertainties due to the pandemics and the suspension of face-to-face classes make it hard to implement student support programmes
- Parents are very occupied and cannot spend much time on participating in school activities
- There is strong competitions for universities places.
- The phenomenon of attending tutorial classes makes it hard for students to complete their homework and have enough time to rest and relax.

### **3. Major Concerns for a period of 3 school years**

- a. Promoting Positive Education
- b. Enhancing Self-Regulated Learning through Blended Learning
- c. Widening Exposure to Different Learning Experiences through STREAM Education

## Major Concern 1: Promoting Positive Education

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Get the stakeholders to familiarize with the language for character strengths	<ul style="list-style-type: none"> <li>• To help students build up their self-confidence and appreciate their and other's character strengths</li> <li>• To build a more positive and supportive school environment</li> <li>• To mobilise every stakeholder to use the language for character strengths</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Activities run by the Guidance Board</li> <li>• Home Room Activities run by the Class Teachers</li> <li>• 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.</li> </ul>

<p>2. Promote character strengths in school</p>	<ul style="list-style-type: none"> <li>• Invite speakers to introduce the concept to students</li> <li>• Conduct workshops / trainings for students to understand themselves</li> <li>• Provide ECA activities which suit students' need</li> <li>• Promote student's whole person development by encouraging them to join activities of different variety</li> <li>• Organise more local and international study tours.</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>• Invite speakers to run relevant activities for teachers and students</li> </ul>
<p>3. Building students' resilience and capitalising on character strengths</p>	<ul style="list-style-type: none"> <li>• To promote positive education; to teach students the skills to build resilience and capitalise on their character strengths</li> <li>• To build a more positive and supportive school environment</li> <li>• To inculcate teachers with the skills and knowledge of resilience and character strengths</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Refine the comments given on the report cards to incorporate the ideas of character strengths</li> <li>• 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</li> </ul>

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

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Implement the QEF Project on Blended Learning	<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> <li>• To encourage students to read more book</li> <li>• To improve the generic skills of the students who are involved in the video production</li> <li>• To provide students with suitable learning materials for personalised learning</li> <li>• To provide students with more various learning opportunities and widen their horizon</li> <li>• To promote self-directed learning and facilitate students to learn at their own pace</li> </ul>	✓			<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> <li>• English Channel</li> <li>• Chinese Channel</li> <li>• Mathematics Channel</li> <li>• Live Broadcast Channel</li> <li>• Career Planning Programmes</li> <li>• STREAM Channel</li> <li>• Student Support Channel</li> <li>• Implementation of Blended Learning in Mathematics, Chemistry and Physics</li> </ul>
2. Establish the culture for self-directed learning to empower students to pursue life-long learning	<ul style="list-style-type: none"> <li>• To review students' learning strategies and the current homework policy (e.g. Types / frequency / mode of</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Allocate funding to invite external organisers to organise study skills workshops / time</li> </ul>

	<p>submission / assessment, etc.)</p> <ul style="list-style-type: none"> <li>• To nurture our students to be self-directed learners through the following strategies:</li> <li>• Set learning goals and plans;</li> <li>• Raise questions and suggest topics of enquiry;</li> <li>• Collaborate with peers;</li> <li>• Contribute to the design of learning activities or tasks;</li> <li>• Identify and use appropriate resources and strategies to support learning and/or complete a learning task;</li> <li>• Connect and apply knowledge and skills in a variety of real-life contexts;</li> <li>• Evaluate and suggest ways to improve the effectiveness of the learning resources and strategies used; and</li> <li>• Review and reflect on their learning experiences</li> </ul>				<p>management workshops</p> <ul style="list-style-type: none"> <li>• Provide a wider range of self-learning materials for the students</li> <li>• Purchase self-learning tools / apps / software to promote self-directed learning</li> </ul>
3. Enhancing self-directed learning skills by maximising opportunities of blended learning	<p>4. To encourage students to develop various presentation skills</p> <p>5. To explore dual modes of</p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• More resources can be allocated to licensed apps purchases (e.g. Zoom license) and access to online</li> </ul>

	<p>teaching and learning</p> <p>6. To improve students' self-directed learning skills by doing pre-lesson preparations using e-learning platforms</p> <p>7. To offer a wide variety of opportunities in physical and virtual learning</p> <p>8. To equip students with information literacy</p>				<p>assessment databases from more publishers</p> <ul style="list-style-type: none"> <li>• Encourage Form Two students to use different kinds of presentation methods (e.g. video making or webpage design) in their projects.</li> <li>• 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)</li> <li>• 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</li> <li>• Encourage self-regulated learning by doing pre-lesson preparation (e.g. watching video and prepare for the learning topics in the English, Chinese and History lessons)</li> <li>• Carry out Putonghua Broadcast for students to learn in an interesting way</li> </ul>
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### Major Concern 3: Widening Exposure to Different Learning Experiences through STREAM Education

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Implement the QEF Project on STEAM Education (“STEAM Education Programme @ HKSRL”)	<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> <li>• To help students to acquire the necessary problem-solving skills and techniques</li> <li>• To teach students how to present their concepts effectively</li> <li>• To equip students with skills to handle information independently and collaboratively</li> <li>• To equip students with the necessary programming skills to solve problems systematically</li> <li>• To create a Dream Community which can solve social problems</li> </ul>	✓	✓		<p><u>As listed in the Approved QEF Project Proposal</u></p> <ul style="list-style-type: none"> <li>• Computer Literacy Curriculum (Enrich the curricula on App Inventor, Arduino Project, 3D Design, Robotic Arm and Programming)</li> <li>• Mathematics Curriculum (Enrich the curricula on Geometry, Approximation and Errors and 3D Figures)</li> <li>• Science Curriculum (Enrich the curricula on Water, Fluorescent Bacteria, Skills on Microbiology Experiments, DNA Fingerprinting and Energy)</li> <li>• Visual Arts Curriculum (Enrich the curricula on the use of VR and 3D Scanner)</li> <li>• Extended extra-curricular activities</li> </ul>

<p>2. Widening exposure to different learning experiences through STREAM education</p>	<ul style="list-style-type: none"> <li>• To review the current learning and teaching activities related to STREAM education</li> <li>• Encourage students to participate in STREAM related competitions and activities</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Allocate funding and resources to run STREAM courses for students</li> <li>• Allocate manpower to run STREAM courses for students</li> </ul>
<p>3. Invite students to research/ do projects on STEM</p>	<ul style="list-style-type: none"> <li>• To offer more opportunities to students to be exposed to STREAM elements through project learning</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Form 3 PBL</li> </ul>
<p>4. Promote Stream education</p>	<ul style="list-style-type: none"> <li>• Organise a “STREAM” week.</li> <li>• Integrate STREAM elements in school curriculum</li> <li>• 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.</li> <li>• Broaden students’ knowledge and connect 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.</li> </ul>		✓	✓	<ul style="list-style-type: none"> <li>• Allocate funding and resources to run STREAM courses for students</li> <li>• Tailor-make the curriculum for STREAM (across departments)</li> </ul>

<p>5. Promote the use of e-Learning tools to facilitate learning and teaching within and outside classrooms</p>	<ul style="list-style-type: none"> <li>• Purchase more hardware (iPad) and Apps which facilitate learning and teaching</li> <li>• Explore and implement Bring Your Own Device (BYOD) Policy for students</li> <li>• Equip teachers who use iPads or similar devices in their teaching with apple pencils or pencils with similar functions.</li> </ul>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> <li>• Allocate funding and resources</li> <li>• BYOD Policy</li> </ul>
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