



OUR LADY OF THE ROSARY COLLEGE

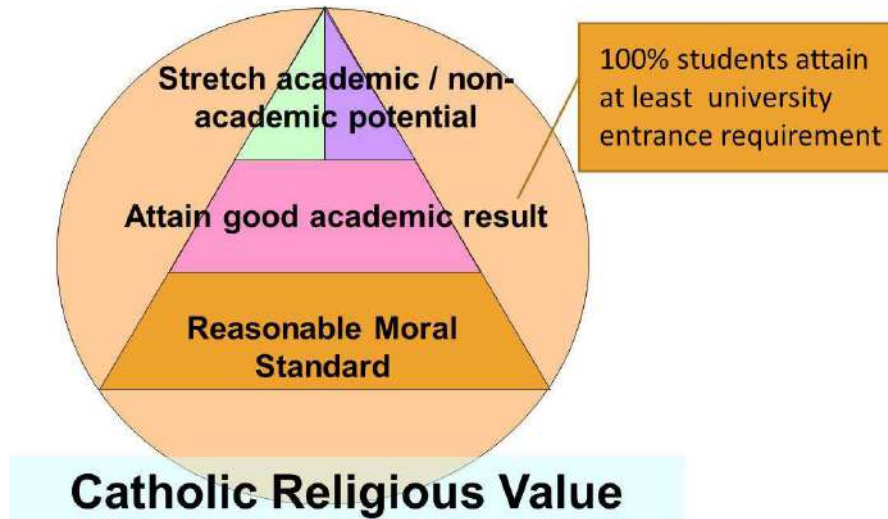
School Development Plan

2023/2024 – 2025/2026

Our Lady of the Rosary College

1. School Vision and Mission

School Vision



School Mission

We follow the teachings of Jesus Christ and regard Our Lady as our model. Our mission is to help our students acquire the Christian values with special emphasis on "Purity and Charity". Through the provision of a caring and loving environment and building up of a trustful and intimate relationship with parents and students, we aim to enable students to become mature, happy and positive people. By equipping students with knowledge and skills, we hope to help them develop their individual potential fully. We also aim to enhance students' social and cultural awareness as well as their care for their country from a global perspective.

2. School Goals

We are committed to creating in the school an atmosphere which facilitates the whole-person development of our students in each of the following areas: moral and spiritual, intellectual, physical, social, aesthetic, and emotional. We hope to :

Morally and Spiritually

- help students acquire Christian values through religious and ethical education; - develop students into civic-minded and responsible citizens through civic education;
- arouse students' awareness of their national identity, develop them into citizens who respect social justice, human rights, democracy and freedom, and actively participate in and contribute to society.

Intellectually

- train students to think independently and inquisitive;
- help them develop correct and positive attitudes towards life;
- provide a comprehensive and balanced curriculum that enables students to learn according to their interests and abilities;
- train the listening, reading, writing and oral skills of students so that they can express themselves and communicate with others effectively.

Physically

- develop the physical fitness of students through extra-curricular activities.

Socially

- help students build up self-confidence and sense of responsibility, develop their creativity and ability to cooperate with others.

Aesthetically

- develop students' ability to appreciate art, music and literature.

Emotionally

- foster students' self-acceptance and ability to establish harmonious interpersonal relationship and to cope with emotional problems.

3. School Motto

The motto of the School is “Purity and Charity”. Following the teaching of Jesus Christ, with our teachers’ professionalism and our staff’s sense of devotion, we pledge to develop our students’ potential to the fullest and enable them to achieve success in university, career and life and have a positive influence on others.

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2019/20-2022/23

Major Concern and target	Extent of the target achieved	Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
<p>Major Concern 1: To nurture self-directed and confident learners who are capable of higher-order thinking</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. Promotion of self-directed learning 2. Adjusting learning and teaching strategies to address the needs of students with different abilities 3. Strengthening students' presentation skills 4. Prioritize, coordinate, monitor and evaluate S1-S3 after-school tutorial classes 5. Strengthen the interfaces between the junior and senior curricula 	Partly achieved	Some strategies such as arranging pre-lesson tasks and providing scaffolding will be incorporated as routine work. Nurturing self-directed learners will be continued to be a major concern but the approach will be focused on motivating students to learn, building their learning ownership, and equipping them the corresponding self-management skills	

<p>Major Concern 2: To nurture a proactive attitude for our students by optimizing their self-assurance.</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. Cultivating the growth mindset in students to develop a proactive attitude with self-confidence, and to respond positively to challenging situation and do better in various aspects 2. To promote self-optimization and self-assurance to students so that they know they are unique 	<p>Partly achieved</p>	<p>The strategies aim to create a vibe of positive thinking, self-confidence and appreciation in school.</p> <p>All students will be encouraged to take on responsibilities in class or school level. More platforms should be provided for students to demonstrate their abilities and potentials. Meanwhile, students can learn to recognize their own uniqueness and others’.</p>	
<p>Major Concern 3: To cultivate the five core values of Catholic education in students and incorporate them into their daily lives.</p> <p>Target(s): Students gain a deeper understanding of the five core values of Catholic education and incorporate them into their daily lives.</p>	<p>Achieved</p>	<p>Integrate with major concern 2 in the next school development cycle</p>	

Learning Performance

Most of the students are able to master and apply the knowledge and skills they have learnt. With teachers' guidance, they can apply the generic skills learnt in the learning activities and assignments. They develop a national and global identity through participating in various learning activities and gain computer literacy through the Computer Literacy and Information and Communication Technology school curriculum. Most of them have good language proficiency and manage to learn well with English as the medium of instruction.

Affective Development and Attitude

Quite a lot of students think they are unique, which is revealed in the internal survey. They believe they have their own talents and abilities. However, they are not confident enough in themselves and afraid of making mistakes. Their emotional intelligence should be enhanced by accepting more challenges. In terms of learning attitude, most students are willing to learn, but sometimes they lack perseverance to overcome difficulties. They are too passive to ask or answer questions as well. However, they can identify what the rights and wrongs are. They have positive values and attitudes towards social harmony, civic obligation and national identity. In this century of advanced technology, students seem to live in the IT world. Information technology ethics are one of the key teaching points. Students, so far, behave themselves both in the real and the virtual worlds. Yet, some of the students' lifestyles still have room to improve. They are used to stay up late for various reasons, for example, doing assignments or revision, watching online videos or playing online games, etc.

Curriculum Organisation

To develop a broad and balanced curriculum, we offer subjects from various learning areas and allocate lesson time for each subject according to EDB suggestions. Additionally, we provide three elective subjects for all S4 students. To enhance students' learning experiences, we organize diverse activities during and after school. We actively encourage students to participate in local and overseas exchange programs. Our teachers are proficient in utilizing e-learning tools to facilitate student learning and create opportunities for holistic development. In addition to imparting knowledge, we organize workshops to enhance students' study skills. We integrate self-directed learning strategies into their activities and assignments. Furthermore, we offer learning support and extend learning opportunities beyond the classroom to cater to the diverse needs of our learners.

Support for Student Development

Apart from the curriculum, life-wide learning activities play a vital role in the growth of students. To develop our students' various talents and potentials, altogether five categories of ECA groups are provided, namely Sports & Academic Teams, Uniform Groups, Societies, Student Leaders and Service Groups. Some new groups have been set up to keep abreast of time such as Makers Team

(STEM), Astronomical & Meteorological Society, English Audio Dramatization Club, Yoga Class, Double Dutch Team, etc. They act as eye-openers for students in their school life. All the teacher advisors and team coaches keep encouraging our students to explore and experience more new things. Our students' courage, confidence, creativity and perseverance have been cultivated when engaging in diverse activities. Furthermore, students are also encouraged and guided to take part in local, regional or international competitions to enlarge their social circle and toughen their willpower. On the other hand, students can join study tours to the mainland or other countries throughout the school year. It is certainly a good chance for students to connect with the real world, and also a way for them to sharpen their communication skills, problem-solving skills and leadership. From students' reflective writing, presentation, sharing, survey response and teachers/advisors' observation, we are sure the majority of our students have gained a lot from the activities and competitions. In the long term, a growth mindset will gradually consolidate.

Planning, Leadership and Monitoring

We conducted a range of school-based surveys to collect teachers' perspectives on their teaching and students' views and suggestions on learning and teaching. In this way, teachers can gain a better understanding of students' learning experiences and needs, which can inform their teaching practices and improve students' learning outcomes. Besides, we involved different committees in analyzing and discussing the data collected for the SSE. This collaboration gives teachers a chance to voice their opinions and enhances their ownership of the process. To have a more accurate interpretation of the school-level survey results, all subject panels further discussed the results in relation to the information collected at the subject-panel level, including subject-based student surveys, lesson observations, and assignment inspections. We formulated clear and specific implementation strategies by discussing these with all teaching staff in a sharing session. The SDP and the ASP were also thoroughly discussed in various meetings including Executive Committee, Academic Affairs Committee, Student Formation Committee, Subject Panel Coordination Committee and Staff meetings. All the subject panels followed the SDP and the ASP in formulating their implementation strategies. Additionally, related training workshops were conducted for enhancing teachers' capacity to work out their plans.

Reflections

Our students need scaffolding to guide them to think in the right direction and stretch their learning abilities. Teachers' and peer feedback is essential for them to improve their thinking process. Pre-lesson, real-life and interactive learning tasks of different varieties could enhance students' motivation in learning. With sufficient exposure, they could be inspired to set goals and develop plans and skills to achieve them. Moreover, learning tasks which aim at building students' ownership in learning could facilitate their learning.

School's Capacity for continuous improvement and development

In order to achieve continuous improvement, it is essential that the P-I-E cycle is well established within the school. Senior and middle managers who have a comprehensive understanding of the school's needs and the latest developments in the SSE process can effectively lead their colleagues in achieving the school's mission. By regularly sharing best practices, recognizing and providing constructive feedback for improvement, and fostering open communication and collaboration, teachers can develop the skills necessary to achieve our education vision efficiently and effectively. Professional development on leadership for middle managers and all teaching staff could also be arranged. Furthermore, we will join the Quality School Improvement Project on promoting SDL organized by CUHK. A cadre group consists of the Principal, Vice principal, Panel heads, Students' learning affair Committee Deputy and Study Skills in SDL Committee Deputy was formed for sustainable development.

The Key focuses of work in the next School Development Cycle

Considering the school's mission, students' needs, and teachers' concerns, we have decided to adopt value education and promoting self-directed learning as the school's major concerns in the next school development cycle. The ten priority values and Catholic education values will be incorporated into the school curriculum. Firstly, a steering committee, the Values Education Core Group (VECG), has been set up, comprising the Heads of the Moral, Civic and National Education Committee (MCNEC), Guidance Committee (GC), Religious Education Committee (REC), and the Vice Principal (Student Formation), etc. The VECG members have participated in a program where service providers held regular meetings and conducted three workshops aimed at involving all teachers collaboratively in developing the school-based Values Education Curriculum Framework (VECF) and Performance Indicators. We have studied related EDB documents and templates. Teachers from both the Chinese panel and REC have participated in writing the elaboration of the values.

Regarding incorporating SDL into the curriculum, teachers must understand how SDL meets the needs of our students. By soliciting teachers' input in planning, empowering them, and increasing their involvement, we can help them to become effective facilitators of SDL and create a learning environment that fosters students' lifelong learning skills and develops their full potential. To evaluate the promotion of SDL, the corresponding assessment rubrics were included in the appraisal forms for lesson observation and assignment inspection. We provided constructive feedback and shared good practices to facilitate teacher development.

5. Major Concerns for a period of 3 school years

- 1. To nurture students to become mature and positive self-directed learners**
- 2. To promote a positive life attitude through the implementation of Value Education**

School Development Plan (2023/24 – 2025/26)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals`
		Year 1	Year 2	Year 3		
1. To nurture students to become mature and positive self-directed learners	<ul style="list-style-type: none"> • To enhance students’ motivation to learn • To inspire students to equip themselves for their future and enhance their ownership of learning • To implement National Security Education 	✓	✓	✓	<p>a) Provide motivational learning tasks (<i>e.g. pre-lesson, real-life and interactive learning tasks of different varieties</i>)</p> <p>b) Provide achievable learning tasks (<i>e.g. tasks with subject-based study methods, thinking paths, language support and marking criteria</i>)</p> <p>c) Provide constructive feedback and create an encouraging learning environment (<i>e.g. showcase students’ learning, recognize their efforts/improvement, give suggestions for improvement, and encourage them to learn from mistakes</i>)</p> <p>d) Adjust the curriculum and assessment to cater for learner diversity (<i>e.g. core and extension in junior form curriculum</i>)</p> <p>e) Organize activities to widen students’ horizons and inspire them to equip themselves for their dreams (<i>e.g. Alumni/teacher sharing on subject-related issues, learning attitudes and the purpose of learning, visits, searching information on subject-related career paths and study tours</i>)</p> <p>f) Provide learning tasks to enhance students’ ownership in learning (<i>e.g. mini-teaching, check their own answers, note-taking, competition, public speech/sharing, study group and PBL</i>)</p> <p>g) Organize activities to equip students with self-management skills and inspire them to form healthy habits (<i>e.g. making subject-related study plan/work plan</i>)</p> <p>h) Incorporate National Security Education through daily teaching</p>	<ul style="list-style-type: none"> • breadth of knowledge • generic skills and language proficiency • breadth of knowledge and generic skills • breadth of knowledge • life planning, and healthy lifestyle • information literacy and generic skills • healthy lifestyle • national and global identity

Major Concerns	Targets	Time Scale (Please insert √)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of <u>Secondary Education</u>)
		Year 1	Year 2	Year 3		
2. To promote a positive life attitude through the implementation of Value Education	<ul style="list-style-type: none"> • To strengthen students' mindset that abilities are not innate but can be improved through efforts, learning and persistence • To encourage students to embrace responsibilities and be ready to serve others • To permeate the Catholic Education Core Values and the virtue of Conscience into religious activities and liturgies • To implement National Security Education 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	<p>a) Provide a stage for students, teachers and guest speakers to share their life experiences and positivity in morning assemblies, Student Formation Periods, etc. (<i>life influences life</i>)</p> <p>b) Guide students to do self-reflection on their academic and non-academic performances in order to better themselves</p> <p>c) Encourage students to take on responsibilities to serve one another through 'One Student One Post' Scheme, various student communities and community services</p> <p>d) Nurture students to possess as many Rosarian Virtues as possible (<i>Election of Rosarian Role Model</i>)</p> <p>e) Build a culture of appreciation and gratitude in school through diverse activities and revised Student Award Scheme</p> <p>f) Guide students to internalize the values and the virtues through daily prayers, various religious activities and liturgies</p> <p>g) Impart National Security Education through talks, visits, study tours to the Mainland, etc.</p> <p>h) Provide students information about the development and further studies in the Mainland</p>	<ul style="list-style-type: none"> • life planning, healthy lifestyle and breadth of knowledge • life planning and generic skills • healthy lifestyle, generic skills and language proficiency • breadth of knowledge and healthy lifestyle • breadth of knowledge and healthy lifestyle • generic skills • breadth of knowledge; national and global identity; life planning