

Our Lady's College

School Development Plan

2022/23 - 2024/25

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Our Lady's College

1. School Vision & Mission

Mission Statement

Vision

The core values of Catholic Education and the spirit of our founders, Don Bosco and St. Mary Mazzarello, are the guiding principles of our education mission. Imbued with a family spirit and directed by the three cornerstones of the Preventive System of Don Bosco— Reason, Religion and Loving-kindness, it is our vision to nurture our students into young women who will live life to the full.

Mission

We aim to nurture the whole-person development of our students holistically enhancing their spiritual, moral, intellectual, cultural and social aspects. This will enable our students to embrace life, with all its realities and challenges, with optimism, integrity and fortitude, as well as serving society with dedication. All this will empower them to live life to the full.

School Emblem

Crown, Sceptre :	Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care
Lily :	Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful
Rose :	Charity – care, understanding and self-giving for the love of God and fellowmen, nurturing the flower of love and spreading the joy of love in action
Puritas et Caritas :	Purity and Charity
OLC :	Our Lady's College

2. Holistic Review

Effectiveness of the previous School Development Plan (2019/20 – 2021/22)

Major Concern 1: To enhance learning and teaching effectiveness

Targets	Extent of targets achieved	Follow-up action
1. To enhance student engagement in the learning process	Partly achieved	<ul style="list-style-type: none"> – With more school-based support given to various panels, a greater effort would be made to develop and refine school-based materials which could respond better to students’ learning needs. – Teachers have been offering various learning tasks and assignments to get students to apply and consolidate subject skills and knowledge, yet students’ engagement and application need improving. – A greater effort would be made to encourage students to make good use of teachers’ feedback and assessment data to review and improve their learning. Active and reflective learning would be further promoted among students. – Late submission of homework remains an issue among junior students. The school would continue its effort to develop students’ time management skills and awareness of their responsibility as learners. – When the execution of e-learning was well achieved, teachers would explore using electronic means for assessment and feedback management. – It was observed that the on-and-off suspension of face-to-face classes and the reliance on online learning had negatively impacted students’ academic performance, motivation and learning habits. The school will reinforce efforts to help students re-establish a regular daily schedule and consolidate their basic skills and knowledge.
2. To enhance students’ English language proficiency	Partly achieved	<ul style="list-style-type: none"> – With the approval to maintain the existing MOI discretion in the third cycle, the school would continue to reinforce efforts to ensure teaching and learning effectiveness under the school-based MOI arrangements. – LAC lessons would be extended to S2 to support learning in the English medium. – As reflected in the stakeholders’ survey, a reading culture has yet to be developed among students. More reading focus would be put for the following year. RaC would continue to be promoted by the Reading Enhancement Team in collaboration with subject panels. – Though students are more willing to learn in English, there should be enhancement in students’ reading comprehension skills and skills of expressing themselves in written English to enable them to write proper English in answering questions in EMI subjects. The school would continue its effort to promote students’ skills of reading and writing for academic purposes.
3. To better equip students with learning skills	Partly achieved	<ul style="list-style-type: none"> – A greater focus would be put on helping junior students catch up what they have missed out during the pandemic such as subject specific vocabulary. – Students still experience the problem of submitting homework on time and thus helping them out on self-management and time management would still be the focus in the coming year.

Major Concern 2: To enhance positive character formation of students

Targets	Extent of targets achieved	Follow-up action
1. To internalize Catholic core values, Salesian education values and the school motto	Partly achieved	<ul style="list-style-type: none"> – Catholic core values, Salesian education values and the school motto would be further infused in the subject curricula and learning activities for developing the unique characteristics of our school. – Efforts would be made to further strengthen the spirituality of students, and cultivate positive attitudes and core values so as to guide students to explore their life direction according to God’s plan. – More in-depth debriefing sessions would be conducted for instilling the core values. – More opportunities would be provided for students to have reflection based on the core values discussed.
2. To foster family spirit in the school community	Partly achieved	<ul style="list-style-type: none"> – The role of class teachers in pastoral care would be further strengthened to provide support and spiritual nurturing. Teachers would be trained to identify students’ problems earlier and tackle them in a timely manner. – More training and guidance could be given to students to train up their self-management skills. – More educational training workshops would be introduced to teachers to enhance their knowledge and skills about student care and positive education. – More parent education programmes would be provided to empower parents to support student development.
3. To promote appreciation of individual strengths	Partly achieved	<ul style="list-style-type: none"> – Students who are less academically inclined were found lagging behind and lacking in self-confidence. More opportunities should be provided to make progress and develop their strengths in other areas to boost their self-esteem. – Students’ leadership skills should be further enhanced through a more comprehensive leadership training programme. – Students should be further encouraged and given more chance to participate more in student-led activities to unleash their potential and enhance their sense of responsibility. – The school should recognize students’ accomplishments and efforts by providing more opportunities to showcase students’ achievements.

3. Evaluation of the School's Overall Performance (2019/20 – 2021/22)

Performance Indicator Areas	Major Strengths	Areas for improvement
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Domain I: Management & Organization</p> <p>1. School Management</p>	<ul style="list-style-type: none"> - The school has set up a work schedule for self-evaluation and systematically collects data and information, using evaluation tools developed by the EDB and the school. - The school's organization structure has been reviewed and refined with roles and responsibilities clearly defined so as to enhance participative decision making, delegation of duties and empowerment of the middle management. - The school formulates its development plans and major concerns in line with its mission and vision, the core values of Catholic Education and the Salesian Education System, students' needs and self-evaluation findings. - Religious Education is promoted in alignment with the religious education policies devised by the Catholic Diocese of Hong Kong through the ERE curriculum covering all class levels and religious practices held regularly such as the morning prayer, religious ceremonies and religious formation activities. - Enjoying an amicable working relationship, subject panels and committees collaborate well in infusing Catholic values into their development plans and implementing the school's priority tasks. - Evaluation meetings are regularly conducted by subject panels and committees to review the implementation of the priority tasks and progress is regularly reported at school meetings. 	<ul style="list-style-type: none"> - Based on the stakeholders' survey, some teachers reflected that there should be more transparency in decision making. Middle managers can take up this role by explaining to teachers the school policies and the school's rationale in decision making. - It was suggested that there should be a greater effort to collect teachers' views and more channels for teachers to voice their opinions before a decision is made. - With the new organization structure, there should be more communication and explanation towards these managerial roles.

Performance Indicator Areas	Major Strengths	Areas for improvement
<p style="text-align: center;">Domain I: Management & Organization</p> <p>2. Professional Leadership</p>	<ul style="list-style-type: none"> - The school management is visionary and strives hard to build a shared vision with the teaching staff. - The school management actively promotes the core values of Catholic Education and the Salesian Education System to teachers, students and parents through staff meetings and gatherings, religious activities and school events. - The school management and middle managers are able to keep abreast of the latest trends in education development and the education policy devised by the Catholic Church. They are responsible and diligent and are able to fulfil their planning, co-ordination and monitoring functions. - The working relationship among the school management, middle managers and the teaching staff is amicable. There is agreement on the direction of school development. - Close collaboration among subject panels and functional units is evident in the various collaborative curriculum and student programmes developed to enhance student learning and support. - An induction programme and a mentoring scheme are in place to help new teachers to adapt to the school environment as soon as possible. - School-based professional development and capacity building programmes are conducted in alignment with the school's development goals and concerns. Teachers are generally active in pursuing professional development through various staff development programmes, internal and external sharing activities. - The collaborative lesson planning and peer observation practice provides a platform to facilitate professional exchange among teachers. - An online platform for inputting staff CPD record is set up, which could help the school identify teachers' training needs. 	<ul style="list-style-type: none"> - Under the new management structures, the professional development of middle managers could be further enhanced to empower them to share the leadership role. - More staff development on being a servant leader could be provided for middle managers to enable them to promote communication and professional growth among the teaching staff. - Professional development programmes should focus more on practical teaching strategies. Programmes on mental health would also help promote the well-being of teachers. - More could be done on consulting staff on their training needs when formulating professional training plans. A greater effort should be made in communicating the school's professional development goals and expectations.

Performance Indicator Areas	Major Strengths	Areas for improvement
<p style="text-align: center;">Domain II: Learning & Teaching</p> <p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> - The school formulates its curriculum development objectives and policies in line with the values of Catholic Education and the sponsoring body, trends in education development, the school’s vision and mission and students’ learning needs. - Clear curriculum plans including whole-school language policy and homework policy are drawn up. - To enrich students’ learning experience, STEAM project-based learning is introduced at S3 and senior students are encouraged to take three electives from Category A, B and C. - Teachers are able to adjust teaching contents and strategies to cater for students’ learning needs as evident in the use of the blended mode during the suspension of face-to-face classes. - Close collaboration is found among KLAs in enhancing the implementation of school-based curriculum and fostering Catholic core values among students. - The school monitors and evaluate the implementation of its school-based curriculum through evaluation meetings, student work inspection, lesson observation and assessment data. - Teachers show a good grasp of assessment for learning, adopting diverse modes of assessment covering knowledge, skills and attitudes. - The use of Google Classroom as an online platform for storing assessment data facilitates retrieval of data for target group academic support. - Timely feedback is provided and post-assessment reviews are conducted to promote effective learning. - Teachers are supportive and caring, readily offering students encouragement and recognition. 	<ul style="list-style-type: none"> - Students should be encouraged to be reflective learners, making use of the assessment data and teachers’ feedback to improve their learning. - Training of the middle managers in monitoring and evaluating curriculum implementation could be further enhanced.

Performance Indicator Areas	Major Strengths	Areas for improvement
<p style="text-align: center;">Domain II: Learning & Teaching</p> <p>4. Student Learning and Teaching</p>	<ul style="list-style-type: none"> - Students are attentive and able to follow teachers' instructions. They are also willing to learn and try challenging learning tasks under teachers' guidance and encouragement. - Students generally observe class discipline and most complete their assignments in a serious manner. - Students are able to apply information technology and other resources in learning. - Teachers are able to adjust the teaching contents and strategies according to students' learning progress and diverse learning needs. - With enhancing students' engagement being the school's major concern, teachers make a greater use of IT in encouraging student participation and interaction as well as monitoring students' progress. - Teachers possess good professional knowledge of their subject and are conscientious about teaching. - Teachers are able to provide students with appropriate feedback to help them review their learning and improve. After-class academic enhancement and enrichment programmes are readily offered to students. 	<ul style="list-style-type: none"> - Students should be encouraged to build up a self-reflective learning habit, evaluating their learning outcome and making improvement based on teachers' feedback. - There should be improvement in students' confidence, initiative and motivation in learning. - Students should be taught to persevere and aim higher. - Teachers found students having difficulties in comprehending English questions and expressing themselves in complete sentences. There should be more collaboration among English and EMI subjects in promoting the development of LAC. - Teachers expressed that students are adversely affected by the demotivating and disruptive on-and-off suspension of face-to-face classes. There should be special arrangements towards helping students, particularly those in S1, develop their basic learning skills as well as proper study habits and attitudes. - It was agreed that more regular English and Chinese comprehension and short writing practice should be arranged at junior levels so as to encourage students to read more and enable them to express themselves in proper language.

Performance Indicator Areas	Major Strengths	Areas for improvement
Domain III: Student Support & School Ethos 5. Student Support	<ul style="list-style-type: none"> - Adhering to the school mission and vision, our school community is filled with family spirit, enabling students to grow in a caring, joyous, religious and supportive environment. - Teachers are approachable and friendly. They are concerned about the well-being of students and value their experience and feelings. - The school adopts a whole school approach towards student support by internalizing Catholic core values, the Salesian educational values and the school motto to guide the planning, implementation and evaluation of the subject curricula and student support programmes. - A comprehensive student support service is provided to foster students' positive values and attitudes through well-structured planning and strong collaboration among committees. - A wide range of life-wide activities is provided to promote all-round development of students, broaden their horizons and boost their self-confidence. - A systematic careers and life planning education is well in place to cater for the needs of the students at different stages and enable students to lead a purposeful life. - The school arranges various talks or sharing sessions according to Catholic core values to help students respect their own and others' bodies. 	<ul style="list-style-type: none"> - More opportunities should be given to students to conduct in-depth self-reflection. - Students' resilience, emotional and mental well-being could be further enhanced. - Catholic core values, the Salesian educational values and the school motto should be further instilled in the subject curricula and learning activities. - More learning opportunities should be provided to develop students' potential and skills beyond the formal curriculum.
6. Partnership	<ul style="list-style-type: none"> - The school cultivates a welcoming atmosphere for parents and alumni. - Parents are well informed of school affairs and its development and adequate channels are provided for them to express their views to the school. - The PTA serves as an effective bridge between the school and parents. It trusts the school and supports its activities and policies. - The alumni are supportive of the school and render support through sponsorships, scholarships and the mentorship programme. - The school introduces the Catholic core values and the sponsoring body through various school events, such as School Info Day, Parents Day and school publications. - The school maintains close links with various external organizations. The services of government departments as well as non-government organizations are actively sought to provide support services for students. 	<ul style="list-style-type: none"> - The PTA could mobilize more parents to assist the school in different aspects. - More efforts would be put into parent education so as to enhance parental collaboration and support in students' learning and growth. - The connection with fresh graduates would be strengthened for supporting different aspects of school development. - Stronger links with other schools would be developed through professional dialogue and exchange so as to promote professional growth among teachers in pedagogy. - More collaboration with the St. Bonaventure's Church (our parish) would be established for providing religious formation services to our school.

Performance Indicator Areas		Major Strengths	Areas for improvement
Domain IV: Student Performance	7. Attitude and Behaviour	<ul style="list-style-type: none"> – Students in general are pure, good-natured and obedient. – Students maintain a harmonious relationship with their peers. They enjoy their school life and have a strong sense of belonging to the school. – Students live out the Catholic values, showing their loving-kindness and respect towards others. They also learnt to be a good citizen upholding reason, justice and responsibility. – Our school attaches great importance to students’ mental health. Various workshops are held to equip students with abilities to handle their developmental and emotional problems independently. 	<ul style="list-style-type: none"> – Learning motivation and attitude of students should be further enhanced. – Students have to be better equipped with skills to handle stress and develop resilience and perseverance when facing challenges and hardships. – The school should further enhance students’ social skills and information literacy. – The school should continue to help students establish a habit to pray in order to strengthen their inner strength to cope with difficulties.
	8. Participation and Achievement	<ul style="list-style-type: none"> – The university entrance rate has increased these years. The value-added results also showed that there was improvement in Core subjects. – Student won championships and awards in different external academic competitions, e.g. reading, English debate and public speaking. – Students continue to participate actively in a wide range of ECA and perform well in external competitions. – Students can gain confidence and recognition through obtaining group and individual awards. – A great variety of life-wide learning opportunities is provided for students to expand their knowledge beyond classrooms, broaden their horizons and experience the joy of learning to learn. – Students are given opportunities to plan and to host school activities to hone their leadership abilities and presentation skills. They have performed well and contributed to promoting a good school image to the public. – Retreats are organized for students to pursue a spiritual life, which provide them with a time to relax, deepen their spiritual practice and think about their lives and their relationship with God. 	<ul style="list-style-type: none"> – More encouragement and support should be provided for students to pursue excellence in public examinations. – The school would continue to provide students with more access to a wide variety of activities so that their interests and potential can be fully developed. – More interflow trips would be arranged to encourage students to stretch themselves and broaden their horizons inside and outside school campus and beyond borders. – More opportunities would be offered for students to demonstrate their leadership skills and boost their resilience through overcoming challenges.

4. SWOT Analysis

Our Strengths

1. FMA	The School's sponsoring body (Daughters of Mary Help of Christians) provides a strong support in cultivating the school core values and sustaining value education and character formation.
2. OLC vision/ mission	The School has a well-established tradition and culture, with clear vision and mission, which provides a clear direction for providing quality Catholic Education.
3. School milieu	The School is imbued with family spirit and loving-kindness to ensure a loving and caring school environment.
4. English rich learning environment	The School has an English rich learning environment that can strengthen students' English learning.
5. Teachers	Teachers are dedicated and are willing to render pastoral care to students with diverse needs. They are supportive of the school policies. Different panels or teams are collaborating well to ensure the further development of the School.
6. Students	Students are well-behaved and receptive to teachers' guidance. They possess potentials to be unleashed.
7. Stakeholders	The School maintains a good rapport with its stakeholders. Both the parents and alumnae provide invaluable support to the School's development.

Our Weaknesses

1. Students	Students are not proactive enough in learning. They lack self-confidence and require stimulation, guidance and support from teachers.
2. Teachers	Teachers are overloaded with ever-changing educational policies, learning and teaching pedagogies and well-being of students.
3. Parents' support	Parents are overloaded with work and hence find it hard to give full support to the upbringing of their daughter.

Our Opportunities

1. Rapport with primary/sec schools	The School has a good rapport with the primary and secondary schools in the neighborhood and the Catholic schools in Hong Kong.
2. External support	The School has built a close relationship with external support, e.g. NGO, tertiary institutes, overseas schools and universities which provide opportunities to extend students' exposure and broaden their horizons.
3. Training Programmes	School-based support or training programmes provided by external educational bodies enhance teachers' professionalism and capacity.
4. EDB initiatives	The new EDB initiatives, such as the Optimizing Four Core Subjects in the Senior Secondary Education, give the school an opportunity to review its curriculum based on the needs of the students.
5. IT in Education	The development of IT in education has facilitated students' learning by engaging them and catering for their learning diversity.
6. OLC70	The School's platinum anniversary celebration provides opportunities to foster the interconnectedness of all within the school community and strengthen students' learning in more aspects.

Our Threats

1. Student/Teacher population	The declining student population and teachers (increasing emigration of families in HK) may lead to readjustment in educational resources to cope with new changes.
2. COVID-19	The disruption caused by COVID-19 pandemic has negatively affected students' academic and personal growth.
3. Students with special needs	There is an increasing number of students with special needs as well as a widening gap between the more able and the less able. Additional resources and teacher input are required.
4. Distorted values	Students are susceptible to the undesirable trends and distorted values promulgated by social media. There is an urgent need to heighten the importance of value formation at school.

5. Major Concerns for a period of 3 school years

1. To enhance learning and teaching effectiveness
2. To enhance personal development through internalization of the school core values

School Development Plan (2022/23 – 2024/25)

Major Concern 1: To enhance learning and teaching effectiveness

Targets	Time Scale			Outline of Key Strategies
	22/23	23/24	24/25	
1.1 To enhance student engagement in the learning process	✓	✓	✓	1.1.1 To review and refine school-based curriculum and learning materials to cater for students with diverse learning needs
	✓	✓	✓	1.1.2 To enhance teachers' skills in pedagogy and curriculum design through promoting the culture of collaborative curriculum development and professional exchange
	✓	✓	✓	1.1.3 To optimize the use of IT in enhancing learning and teaching effectiveness
	✓	✓	✓	1.1.4 To broaden students' learning experience and exposure through co-curricular and cross-curricular activities
1.2 To enhance effectiveness of learning and teaching in the English medium	✓	✓	✓	1.2.1 To further develop teachers' capability for using English as the medium of instruction effectively
	✓	✓	✓	1.2.2 To review and refine MOI support at junior levels
	✓	✓	✓	1.2.3 To enhance students' English language competencies in various EMI subjects
	✓	✓	✓	1.2.4 To strengthen the learning of English through cross-curricular collaboration in the promotion of LaC and RaC
1.3 To help students develop strategies for effective learning	✓	✓	✓	1.3.1 To foster the habit of pre-lesson preparation and post-lesson review for knowledge consolidation
	✓	✓	✓	1.3.2 To cultivate the skills for self-directed learning

Major Concern 2: To enhance positive character formation of students

Targets	Time Scale			Outline of Key Strategies
	22/23	23/24	24/25	
2.1 To know, internalize and live out the school core values	✓	✓	✓	2.1.1 To orientate the school community into a deeper understanding of the school core values
	✓	✓	✓	2.1.2 To cultivate a school milieu conducive for the spiritual growth of all
	✓	✓	✓	2.1.3 To encourage the manifestation of the school core values in the everyday school life
2.2 To foster the interconnectedness of all within the school community	✓	✓	✓	2.2.1 To cultivate a school culture filled with loving-kindness and care
	✓	✓	✓	2.2.2 To heighten the importance of the role modelling of each member of the school community in shaping the school milieu
	✓	✓	✓	2.2.3 To promote parental participation in the growth of the students
2.3 To appreciate and develop the strength of all in the school community	✓	✓	✓	2.3.1 To provide students with a good variety of learning activities conducive to the realization of potential and confidence building
	✓	✓	✓	2.3.2 To create ample opportunities for students to extend exposure and to broaden horizons
	✓	✓	✓	2.3.3 To cultivate capacity for self-leadership and leadership of others
	✓	✓	✓	2.3.4 To create occasions to affirm, commend and celebrate to reinforce the appreciative spirit

Endorsed by
The Incorporated Management Committee of
Our Lady's College

Submitted by : *Sr Amy Lim*

Sr Lim Lai Ling Amy
Principal

Date: 20th October 2022