



聖母書院
OUR LADY'S COLLEGE

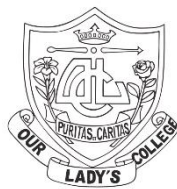
SCHOOL DEVELOPMENT PLAN
2025/26 - 2027/28



"Education is a Matter of the Heart" (St. John Bosco)

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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 of School Performance

a. Effectiveness of the previous School Development Plan (2022/23 – 2024/25)

Major Concern 1: To enhance learning and teaching effectiveness

Targets	Extent of targets achieved	Follow-up action
1. To enhance quality teaching and student engagement in the learning process	Partly achieved	- Significant progress in utilizing data analysis to refine curriculum planning and teaching strategies has been made. Both internal and external assessment data will be made full use of to inform teaching and learning and keep student engagement and motivation. - The effectiveness of teacher talk will be improved, and the use of questioning as well as the opportunities for students to participate in the lessons will be increased. - Teachers will be encouraged to engage in professional development and a culture of sharing good practices and insights on various occasions will be strengthened. - IT resources, tools and skills will be fully utilized to facilitate teaching and learning. - Ethical and responsible digital usage in the classroom will be further strengthened while self-discipline in IT usage outside the classroom will be encouraged to help students develop lifelong responsible technology habits. - A great variety of co-curricular and cross-curricular learning activities will continue to be organized to increase the learning experience and broaden the horizons of students.
2. To enhance effectiveness of learning and teaching in the English medium	Partly achieved	- Students' proficiency in EMI subjects will be further enhanced as English proficiency plays a crucial role in academic success. Their language skills for self-expression will be strengthened through progressive language development within subject context. - A richer English environment will be created by organizing theme-based, cross-curricular activities.
3. To help students develop strategies for effective learning	Partly achieved	- Essential learning skills like note-taking, summarizing, and presentation for lesson consolidation will be cultivated by teaching students how to use tools like mind maps, concept maps, and graphic organizers, etc., to enhance their efficacy of learning. - Frequent opportunities to practise and apply the learning skills taught will also be provided to students through lesson-based activities.

Major Concern 2: To enhance personal development through internalization of school core values

Targets	Extent of targets achieved	Follow-up action
1. To understand, internalize and live out the school core values	Partly achieved	- Students' self-awareness is to be further enhanced to help them identify their personal goals and strengthen their sense of purpose and ambition. - Students' self-discipline and sense of responsibility are to be strengthened so that they will continue to grow into responsible and respectful individuals. - Both the mental and physical health of students will be emphasized. - More support will be given to students in fostering perseverance and resilience, maintaining emotional stability and enhancing their overall performance. - Positive values are to be promoted through creating a supportive environment where students feel supported, and empowered to grow holistically.
2. To foster the interconnectedness of all within the school community	Partly achieved	- Students' values and communication skills will continue to be nurtured through collaborative activities to foster peer connection and cooperation, and promote positive relationships with others. - The bonding within the school community will be further strengthened to cultivate a school culture of loving-kindness. - Role modeling is to be promoted by empowering student leaders to serve as role models, and thus developing their essential interpersonal skills that enhance their ability to build meaningful relationships. - Parent education initiatives will be strengthened to enhance communication between parents and the school, foster greater parent involvement, and equip them with tools to effectively support their children's growth.
3. To appreciate and develop the strength of all in the school community	Partly achieved	- Vibrant and engaging school activities will continue to be organized to enrich students' learning experience, broaden their perspectives and enhance their personal growth. - Platforms for students to showcase their learning outcomes and achievements through school-wide recognition channels will continue to be provided. - A class-based system where students recognize and acknowledge one another's strengths and efforts will be established to promote the spirit of shared joy.

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students

1. How good is my students' performance in achieving the seven learning goals?

a. Learning performance

The forging of national identity have been incorporated into their curriculum by subject panels.

Various learning activities, including study tours to both the mainland and other countries, to foster students' national and global identity have been organized.

Weekly flag-raising ceremonies have been held during morning assemblies. Attentiveness and respect is shown by students.

The Chinese Cultural Day has successfully fostered a festive atmosphere while deeply engaging students in the rich cultural heritage of China. This event not only celebrated traditional festivities but also provided an opportunity for students to immerse themselves in the national ambiance, enhancing their understanding and appreciation of Chinese culture. The activities and presentations were well-received, contributing to a vibrant and educational experience for all participants.

「公民科境外考察活動— 廣州、東莞歷史文化內地考察」, 「同行萬里高中學生內地交流計劃—福建省歷史文化及海上考察之旅」, Shanghai Academic Exchange and Urban Development Study Tour, Guangzhou-Dongguan History and Culture Study Tour, Zhangzhou and Xiamen study tour, and visit to the Chinese People's Liberation Army Exhibition Centre have been organized to enrich students' learning experience and strengthen their national identity.

Talks and workshops with a view to promoting national identity during Class Teacher Periods have been organized and they have fostered a deeper understanding and appreciation of our national heritage among students. The structured approach has facilitated meaningful engagement and encouraged active participation in activities that reinforce a sense of belonging and pride in our nation. A notable improvement in students' understanding and appreciation of their cultural roots and global awareness has been noted.

For information literacy, the IT in Education Team has collaborated with different teachers to integrate related content into the curriculum, invite guest speakers to discuss cyber risks during homeroom sessions for different levels, and organize themed activities on school activity days. The school's information literacy programme, for example, the Induction Programme for all S1 students during the first cycle of the academic year is very successful through its comprehensive approach. Workshops and educational talks, conducted as concerted effort of organizations such as the Hong Kong Federation of Youth Groups (HKFYG) and Family Welfare Association, have significantly enhanced students' ability to critically evaluate and effectively utilize information resources. This systematic and well-structured approach to fostering information literacy has helped to equip students with essential skills for academic success and digital citizenship in today's information-rich environment.

Ample opportunities have been provided for students to develop their generic skills. The nine generic skills - collaboration, communication, creativity, critical thinking, information technology, mathematical, problem-solving, self-management, and study skills have been nurtured across various subject panels and functional groups in the school. They have been strategically woven into curriculum planning, classroom activities, and various assessments to enable students to develop competencies that transcend traditional subject boundaries. Assignments across subjects have been given to students to help them strengthen essential generic skills like communication and collaboration. A wealth of learning experience has

been offered by different subject panels and functional groups to encourage students to think critically, work collaboratively, and solve real-world problems.

Designated reading periods during the morning assembly on Mondays and Thursdays have positively stimulated reading interest. A reading habit has been developed on the part of many students and they have participated in literacy events such as World Book Day, library tours, and themed activities. The learning experience offered has enhanced their language proficiency and fostered a love for reading. The feedback from all the library tours and book talks was overwhelmingly positive and encouraging. In general, over 95% of the respondents in all the questionnaire surveys agreed/strongly agreed that there were interesting and sufficient books related to the subjects in the library while more than 90% of all the respondents agreed/strongly agreed that they enjoyed the library visit and were satisfied with it too. Students overwhelmingly agreed that the book talks helped them discover useful resources both in the library and online.

All in all, most students demonstrate a solid grasp of knowledge and skills, particularly in national and global identity and information literacy, as these concepts are integrated across various subjects in our school. Students in the senior forms have, in one way or another, demonstrated generic skills through participation in leadership programmes and social services.

Though students have actively participated in the learning activities, there is room for improvement in the assignments completed by them. Some students need to enhance their communication, self-management and independent learning skills. Besides, it is essential to further enhance the language proficiency and the reading habit of students.

b. Attitude and Behaviour

A series of comprehensive life planning and career development initiatives have been organized to help students prepare for their future paths. A structured approach has been adopted for the career counselling sessions where S3 and S6 students receive individualized guidance to explore their interests, abilities, and potential career paths. Throughout the year, S3-S6 students have actively participated in various academic and career exploration activities.

Career talks by professionals from various industries, including mentorship programmes provided by the alumnae through PPA, have enhanced students' knowledge and understanding of different career paths. They have been very effective in helping students make informed decisions about their academic pursuit and life planning. The implementation of life simulation games and career talks have proven to be an innovative addition to the career guidance toolkit. These interactive experiences have allowed students to virtually explore different career scenarios, understand workplace dynamics, and practise decision-making skills in a safe environment.

Visits to universities and sessions with organizations like Hok Yau Club have also enabled the participants to gain insights into local and mainland education pathways.

The Career and Life Planning (CLP) programme conducted during class teacher periods for S1-S6 feature structured activities to develop students' time management and decision-making skills. This progressive curriculum has prepared them to make critical academic choices, including subject selection in S4 and university pathway planning. The counselling on subject selection for S3 students has facilitated their making informed decisions.

In addition to offering students a comprehensive physical education program, wellness workshops have been organized for Form 5 students to help

them manage stress through creative activities like crafting decorative lights, sand art, and using stress balls. Relaxation booths have been operated as concerted effort of NGOs on campus during lunch breaks to provide students with accessible stress-relief resources.

Students have actively participated in activities which promote social harmony, civic responsibility, and national identity. Their singing the national anthem wholeheartedly reflects their growing understanding of national values. Homeroom sessions have played a key role in fostering these principles, providing opportunities for discussions and learning about the country's history and development. Thus, students have deepened their awareness of their role in society and their connection to the nation. Effort will continue to be put into further enhancing their sense of belonging and commitment to civic duties.

However, despite the organization of numerous activities and workshops, some students remain unclear about life planning and lack a sense of direction regarding their future. Their affective development shows a lack of motivation for learning, as well as challenges in self-concept and values.

Additionally, greater effort has to be put into striving for a healthier lifestyle, better time management, and self-management skills while handling academic stress and peer relationships by some students. It is also necessary to further nurture students' sense of responsibility and independent learning habits in general.

A harmonious and caring environment is promoted by the school and most students have demonstrated positive social skills and formed healthy relationships with peers and teachers.

Improvement is also needed, on the part of junior-form students in particular, as some of them are found to be a bit self-centered or reliant on the internet, which hinders their face-to-face interpersonal skills.

c. Participation and Achievement

It is indeed very encouraging that improvement in students' academic performance has been observed in the past three years.

In HKDSE 2025, it was indeed very delightful that all the two of our students nominated each year have been admitted to leading universities of Hong Kong via SNDAS for the 3 consecutive years since the implementation of the said Scheme in 2022.

It was most encouraging to find that the percentage of students meeting the entrance requirements of JUPAS continued to be higher than that of day school candidates. 100% of the students were getting "attained" for Citizenship and Social Development. The percentages of students attaining Level 5 or above continued to increase while the percentage of students fulfilling the minimum requirements of all the 4 core subjects (i.e. 332A), were higher than that of all school candidates.

Our student got one of the only two 5** in Technology and Living in DSE 2025. Besides, there was a significant increase in the percentages of Level 4 or above in 12 subjects, namely, Biology, BAFS (accounting), BAFS (business management), Chemistry, Chinese History, English Language, ICT, Mathematics (compulsory part), M1, Physics, Technology and Living, and Visual Arts. In addition, there was a remarkable increase in the percentages of Level 3 or above in subjects including Biology, BAFS (business management), Chemistry, Economics, M1, Physics and VA. On the other hand, students' performance in Category B subjects was equally impressive. Of the 4 students who took the examinations of Category B subjects in DSE 2025, 2 of them got Distinction II and Distinction I respectively.

A wide range of activities has been organized by subject panels and functional groups for students to enable students to develop their potential,

increase their exposure and broaden their horizons. Many of them have shown strong engagement and motivation and made remarkable achievements in various competitions, for example, the 18th Wong Tai Sin Outstanding Students' Selection (Junior High School Category - Excellent Student, Senior High School Category - Outstanding Student, and Outstanding Performance in Sports and Arts), iTeen Leadership Programme for Senior Secondary School Students (Gold Award), Green Prefect Programme (Outstanding Award), Inter-Secondary Schools Competition BOCHK Archery Cup (Girls' A Grade - Recurve Bow - 4th position), Inter-School Volleyball Competition 2024-2025 (Div. III - B Grade - Champion; overall 3rd position) and the 5th HK Chinese Instrumental Contest (Guzheng Solo – Advanced - Champion), The Monet International Art Prix (Gold Award), 「第十三屆大學文學獎-少年作家獎」(少年作家獎), Inter-school Cooking Competition 「第十一屆阿爸阿媽食飯喇烹飪比賽」(Merit Award), etc.

To strive for a more effective use of resources, streamlining, more collaboration and better coordination of activities to be held in the future are essential.

2. How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?

a. A broad and balanced curriculum including life-wide learning activities

Our school demonstrates a strong commitment to enriching students' learning experiences for their whole-person development and lifelong learning through a broad and balanced curriculum that includes various life-wide learning activities. The curriculum is thoughtfully organized in alignment with Hong Kong's educational aims and the latest trends, offering students the chance to explore subjects like Physics, Chemistry, and Biology separately before specialization. Projects like the cross-subject S3 Cookie Competition effectively integrate academic skills with values education, ensuring students gain both theoretical knowledge and practical life skills.

In planning the curriculum, the school prioritizes student needs with initiatives such as S1 & S2 Language Across the Curriculum (LaC), which enhances literacy across different EMI subjects. The incorporation of STEAM education and interdisciplinary projects prepares students for future challenges, fostering adaptability and technological literacy. A diverse range of life-wide learning activities is offered, although there is a need to streamline similar events to enhance their focus and impact.

The school caters to learner diversity through various policies, such as worksheets are tailored to match student abilities, ensuring appropriate challenges while maintaining academic standards. Small class teaching and additional support, such as after-school Enrichment Class, Homework Guidance Class and Study Group for junior level, provide individualized attention to diverse learning needs.

To facilitate smooth transitions between junior and senior levels, the school offers structured bridging courses that help students adapt to increased academic demands and changes in the medium of instruction. Core subjects establish foundational concepts that link junior

and senior curricula, promoting a logical progression of learning. Overall, the school effectively enriches students' learning experiences, fostering their development as well-rounded individuals ready for lifelong learning.

b. Student support for student development

Our school excels in enriching students' learning experiences for their whole-person development and lifelong learning through a robust support system tailored to diverse needs. The school carefully identifies and addresses the requirements of students with Special Educational Needs (SEN), Non-Chinese Speaking (NCS) students, and new students, ensuring that all students have access to the necessary resources and support. During class teacher periods, students are equipped with essential skills for career planning, personal goal-setting and value formation, while initiatives such as team-building and leadership training promote positive social interactions.

Comprehensive support services, such as access to educational psychologists and speech therapists, create a supportive environment for students seeking help. Specialized programs for gifted students maximize their potential through advanced courses and enrichment workshops. NCS students receive tailored Chinese language instruction, separate from mainstream classes, and have options for international examinations i.e. IGCSE that align with their backgrounds.

The school's structure encourages social-emotional learning through class teacher periods, although improvements can be made to enhance these activities further. With the provision of a range of extracurricular opportunities and various platforms, it allows all students to showcase their talents. The use of pastoral care log books in junior level for self-reflection also fosters growth and self-awareness among students.

Additionally, initiatives aimed at promoting mental health and well-being, such as workshops on stress management and emotional intelligence, have shown positive outcomes in student development. The school collaborates with professional organizations to provide expert guidance and support, ensuring that students not only excel academically but also develop essential coping skills for personal challenges.

The multi-tiered support system effectively addresses the diverse needs of all students, with specific strategies for SEN and NCS students. Bridging programs and peer mentoring facilitate the integration of new students, fostering a positive and inclusive learning environment. Overall, the school demonstrates a strong commitment to student growth, providing ample and effective support that nurtures both academic excellence and overall well-being.

3. How good is our school in enriching students' learning experiences for their whole-person development and lifelong learning?

a. Planning

Our school demonstrates a commitment to continuous improvement and development for students' whole-person development and lifelong learning through effective planning practices. While the school has established a robust self-evaluation mechanism that includes annual self-appraisals and interviews with the principal, there are areas for enhancement that could further strengthen this process.

The school's comprehensive self-evaluation process incorporates feedback from various stakeholders, including parents, teachers, and students, and utilizes the APASO for balanced performance assessment. While human resources deployment is generally satisfactory, equitable distribution of roles and responsibilities needs improvement to ensure clarity and fairness among staff.

The school promotes transparency regarding policies, promotion pathways, and training opportunities, which helps teachers prepare and adjust curricula accordingly. However, a need exists for clearer communication regarding post-assessment actions to enhance teacher awareness of student support needs and collaborative planning opportunities.

Cooperation and communication among subjects and committees are strong, with clear guidelines provided in the Staff Handbook. Departments conduct internal reviews to analyze academic results and stakeholder feedback, helping to identify strengths and areas for improvement. However, the allocation of budgets and resources should be more transparently communicated to ensure all stakeholders are informed about priorities and usage.

The school aligns its curriculum with key educational priorities from the Education Bureau while addressing students' unique needs through tailored programs, after-school classes, and extracurricular opportunities. This alignment extends to the implementation of Artificial Intelligence education, which integrates core values and mission.

Data-driven decision-making is a key component of our planning. Although effective, sharing relevant data with all teachers could facilitate collaborative analysis and informed decision-making. Making stakeholder survey results more transparent would also allow staff to better understand students' needs and optimize resource allocation, ensuring that both human and financial resources are effectively utilized.

Regular review and reflection meetings are held to foster continuous improvement, but a long-term shortage of staff manpower necessitates intensified recruitment efforts and more transparent processes. Overall, the school shows a strong commitment to leading continuous improvement and development, but further enhancements in communication, resource allocation, and staffing could better

support students' holistic development and lifelong learning.

b. Leadership and Monitoring

Our school has made strides in leading continuous improvement and development for students' whole-person development and lifelong learning through effective leadership and monitoring practices. The leadership team demonstrates an understanding of the shared vision for the school's development; however, there remains room for enhancing effectiveness, particularly in ensuring that all leading staff fulfill their monitoring responsibilities. This indicates a need for the reallocation of human resources to better support the school's goals.

While teachers are generally capable of adapting to changes implemented by school management. However, strengthening planning, coordination, and monitoring practices are still essential, particularly in reviewing the effectiveness of some new programs.

The school supervisor and principal consistently communicate the school's vision and mission during staff meetings, fostering a unified direction and informed decision-making among educators. Professional development days provide valuable management guidance, fostering educators' professional growth and enhancing teaching effectiveness.

Expanding promotional opportunities for middle management enhances engagement and allows staff to contribute meaningfully based on their roles. It is crucial for vice principals to take full responsibility for their designated tasks, ensuring that vital responsibilities are carried out efficiently. Clear documentation of core responsibilities and protocols in the Teacher's Handbook is necessary to maintain accountability and promote a positive learning environment.

Departments set clear plans aligned with school directives, and strong cross-team cooperation is evident. Regular staff development days and pre-meeting sharing sessions further facilitate a comprehensive understanding of the school's core values and vision. The school continuously improves its facilities and programs in line with Education Bureau guidelines, addressing diverse student needs through initiatives like the newly built Tech Art Studio and various exchange activities.

Subject panel heads work in accordance with the school vision to promote development and enhance interdisciplinary communication. Annual classroom observations and designated meetings with the principal allow for sharing and understanding the development needs of various departments.

The school's communication channels ensure effective information flow from the principal and vice principals to panel heads and teachers, fostering collaboration among staff. Monitoring through effectiveness reports and follow-up measures builds mutual trust

among colleagues, although there is room for improvement in this area.

Overall, the school's leadership has successfully created a supportive learning environment that meets the requirements of the school, government, and society. While a diverse range of activities is available for students' whole-person development, ongoing reviews are necessary to ensure equitable resource allocation and that all students benefit. Encouraging more academic-focused activities could further enhance the overall learning experience.

c. How Can My School Be Better

1. What are my students' needs?

- Understanding my students' needs is crucial for fostering their overall development and academic success. A comprehensive tutorial support system, including summer and after-school sessions, is essential. While mandatory remedial classes are beneficial, refining these programs and introducing more flexible, voluntary options can better cater to diverse learning needs. Furthermore, ample self-revision time before DSE exams, along with clearer program objectives, will enhance the academic experience.
- English proficiency plays a vital role in academic success, and students would benefit from interactive, engaging activities to boost motivation and improve study habits. For those facing language barriers, offering elective subject exams in Chinese will provide equitable learning opportunities. Additionally, guidance on responsible digital usage is necessary; incorporating digital responsibility workshops into the curriculum will help students use technology effectively and ethically, promoting lifelong responsible habits.
- To support diverse learning abilities, implementing a core subject-based class allocation approach for Secondary 1 and 2 students can strengthen core competencies while providing targeted support in areas needing improvement. There is also a need to enhance generic skills like communication, collaboration, and critical thinking. Greater access to Applied Learning subjects and academic competitions will bridge theoretical knowledge with real-world applications, fostering curiosity and engagement.
- Moreover, students require assistance in refining their time management and self-discipline. Structured routines and responsible use of digital devices will help enhance focus and attentiveness in the classroom. Fostering perseverance and resilience is crucial, and leadership training programs can cultivate integrity and a positive self-image. Recognizing students' efforts will further boost motivation and reinforce their self-worth.
- Emphasizing mental and physical health is vital for student well-being. Encouraging regular exercise, promoting positive values, and integrating social-emotional learning programs will support holistic growth. Helping students set clear, achievable goals will strengthen their sense of purpose, while life planning initiatives and early engagement with alumni and career exploration programs will inspire them and deepen their understanding of their potential.
- Strengthening communication and teamwork through collaborative activities will enhance peer connections and enrich social interactions. A vibrant school experience is essential for maintaining enthusiasm; expanding and thoughtfully arranging activities throughout the year will sustain motivation and deepen involvement. Lastly, strengthening parent education initiatives will enhance communication between families and the school, equipping parents to effectively support their children's growth. By addressing these needs, we can create a supportive environment that promotes the holistic development and lifelong learning of our students.

2. What is my school's capacity for continuous improvement and development?

- Our school demonstrates a strong capacity for continuous improvement and development, driven by a commitment to value education and ethical growth alongside academic achievement. We have established systematic and effective mechanisms to ensure the delivery of quality education, emphasizing the PIE spirit in all areas and fostering the whole-person development of our students.
- Openness and transparency characterize our policy formulation process. When new policies are introduced, we actively consult all stakeholders, providing avenues for their input. This collaborative approach ensures that policies are well-rounded and effective, as they are thoroughly discussed and revised during various meetings.
- A harmonious working environment promotes collaboration and mutual respect among educators, leading to effective teamwork in pursuit of the school's overarching objectives. The supportive relationships among staff enhance educational programs and enrich the overall learning experience for students, preparing them to become responsible and engaged members of society. Our dedicated and professional teachers are hardworking and committed to their students, fostering positive teacher-student relationships. The collaborative spirit among both teaching and non-teaching staff ensures that abundant resources are available for students' learning and activities. Teachers actively provide diverse activities, after-school support, and emotional assistance, further enhancing the supportive learning environment.
- Additionally, enhancing students' examination preparedness is crucial. Teachers are encouraged to participate in professional development seminars and workshops focused on examination skills. These opportunities equip educators with the latest strategies and best practices in assessment techniques. As teachers deepen their understanding of examination formats and student needs, they can provide better guidance and support, ultimately leading to improved academic performance.
- Overall, these factors contribute significantly to our school's robust capacity for continuous improvement and development, creating a thriving educational atmosphere.

3. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

- The development priorities of our school for enhancing the whole-person development and lifelong learning of our students focus on several key areas. First, improving English proficiency is essential for supporting overall learning and academic success. This goal is complemented by our aim to strengthen pedagogical effectiveness through refined teaching methods that enhance learning outcomes and help students establish clear educational goals.
- Building students' confidence in their learning abilities is another priority, as we strive to nurture them into confident learners who take ownership of their educational journeys. Optimizing learning and teaching is crucial for enhancing student performance and creating a positive study atmosphere that encourages greater engagement and responsibility.
- We emphasize cultivating a positive attitude towards learning, promoting information literacy and self-management skills to help students realize their personal potential. Fostering personal growth by integrating and embodying the school's core values is vital for

both students and teachers. Additionally, grooming positive values among students helps develop youngsters who are driven by strong ethical principles.

- Finally, promoting a positive mindset is essential for encouraging students to be self-disciplined and to live life to the fullest. Through these priorities, our school is committed to enhancing the holistic development of students and fostering lifelong learning.

3. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

Based on the above holistic review of school performance, the theme of the School Development Cycle is “Developing Self-directed, Confident and Resilient Learners” with the following major concerns:

Major Concern 1: Refining Teaching and Learning Strategies to Enhance Student Learning Outcomes

Major Concern 2: Nurturing Positive Values and Mindsets for Holistic Student Development

School Development Plan 學校發展計劃 (2025/26 – 2027/28)

Major Concern 關注事項 1: Refining Teaching and Learning Strategies to Enhance Student Learning Outcomes

優化教與學策略，提升學生的學習成效

Targets 目標	Time Scale 時間表			Outline of Key Strategies 策略大綱	7 Learning Goals 七個學習宗旨
	25/26	26/27	27/28		
1.1 To refine teaching strategies for enhancing student engagement in learning 優化教學策略，提升學生 學習參與度	✓	✓	✓	1.1.1 To review and develop lesson design 檢視及發展課堂設計	Breadth of knowledge
	✓	✓	✓	1.1.2 To utilize both internal and external assessment data to inform teaching and learning strategies 善用校內與校外的評估數據，制定教與學策略	Breadth of knowledge
1.2 To develop learning skills for enhancing learning effectiveness 培養學習技巧，提升學習成效	✓	✓	✓	1.2.1 To cultivate essential learning skills of note-taking, summarizing, and presentation for lesson consolidation 培養學生做筆記、摘要和匯報等基本學習技巧，鞏固課堂所學	Generic skills
1.3 To strengthen language skills for self-expression and self-confidence 加強學生的語文能力，提升自我表達與自信心	✓	✓	✓	1.3.1 To strengthen English proficiency in EMI subjects through progressive language development within subject contexts 透過學科的漸進式語言發展，加強學生在英語授課科目中的英語能力	Language proficiency
	✓	✓	✓	1.3.2 To create a richer English environment by organising theme-based, cross-curricular activities 舉辦主題式、跨學科的活動，營造更豐富的英語學習環境	Language proficiency

Targets 目標	Time Scale 時間表			Outline of Key Strategies 策略大綱	7 Learning Goals 七個學習宗旨
	25/26	26/27	27/28		
1.4 To enhance the meaningful use of IT and cultivate responsible digital users 提升資訊科技的有效應用，培養具責任感的數碼使用者	✓	✓	✓	1.4.1 To effectively utilize IT resources, tools and skills to facilitate teaching and learning 有效運用資訊科技資源、工具與技能，以促進教與學	Information literacy
	✓	✓	✓	1.4.2 To cultivate in students a strong sense of ethical and responsible IT use 培養學生對資訊科技的道德意識與負責任的使用態度	Information literacy
1.5 To foster teachers' ongoing professional development as lifelong learners 促進教師持續專業發展，成為終身學習者	✓	✓	✓	1.5.1 To encourage teachers to engage in professional development aligned with Targets 1.1 to 1.4 to enhance learning outcomes 鼓勵教師參與和目標 1.1 至 1.4 相關的專業發展活動，提升學與教的成效	
	✓	✓	✓	1.5.2 To foster a culture of sharing good practices and insights gained from professional development at the panel, KLA, and whole-school levels 在科組、學習領域及全校層面培養分享良好教學實踐與專業發展成果的文化	

Major Concern 關注事項 2: Nurturing Positive Values and Mindsets for Holistic Student Development

培養正面價值觀與心態，促進學生全人發展

Targets 目標	Time Scale 時間表			Outline of Key Strategies 策略大綱	7 Learning Goals 七個學習宗旨
	25/26	26/27	27/28		
2.1 To cultivate respect, appreciation and love for oneself to promote self-worth 培養自尊、自愛與欣賞，提升自我價值	✓	✓	✓	2.1.1 To enhance students' self-awareness and help them identify personal goals 提升學生的自我認識，協助他們確立個人目標	Life planning
	✓	✓	✓	2.1.2 To strengthen students' self-discipline and sense of responsibility by setting clear expectations and fostering effective habits 透過設定明確目標與建立良好習慣，增強學生的自律與責任感	Healthy lifestyle
2.2 To inculcate inner strength and the power of resilience to embrace challenges 培養內在力量與抗逆能力，勇於迎接挑戰	✓	✓	✓	2.2.1 To take preventive and remedial measures to enhance students' well-being 採取預防與補救措施，提升學生的身心健康	Healthy lifestyle
	✓	✓	✓	2.2.2 To integrate prayer and religious experiences into school life, helping students develop an awareness of the presence of God and Our Lady, which empowers them to face challenges with perseverance and hope 將祈禱與宗教體驗融入校園生活，幫助學生培養對天主和聖母臨在的意識，使他們能以毅力與希望面對挑戰	Healthy lifestyle

Targets 目標	Time Scale 時間表			Outline of Key Strategies 策略大綱	7 Learning Goals 七個學習宗旨
	25/26	26/27	27/28		
2.3 To nurture bonding within and beyond the school community to build relationship 加強校內外的聯繫，建立良好人際關係	✓	✓	✓	2.3.1 To nurture students' values and communication skills through workshops and activities that promote positive relationships with others 透過工作坊與活動，培育學生的價值觀與溝通能力，促進正向的人際關係	Generic skills
	✓	✓	✓	2.3.2 To strengthen the bonding within the school community conducive for a school culture of loving-kindness 加強學校社區的凝聚力，營造校園的關愛文化	Healthy lifestyle
	✓	✓	✓	2.3.3 To empower student leaders to serve as role models by guiding their peers in meeting school expectations and contributing to a positive school culture through leadership training programmes 透過領袖培訓課程，培育學生領袖成為榜樣，帶領同學配合學校要求，共同營造正面的校園文化	Generic skills
2.4 To create ample chances for exposure and exploration to enrich school life 創造充足的體驗與探索機會，豐富校園生活	✓	✓	✓	2.4.1 To extend and enrich students' learning experiences 拓寬並豐富學生的學習經歷	Breadth of knowledge
	✓	✓	✓	2.4.2 To broaden students' exposure and global horizon by organizing overseas / offshore study tours and exchange programmes 透過舉辦海外／境外遊學團與交流計劃，擴闊學生的國際視野	National and global identity
2.5 To celebrate accomplishments to affirm and share joy 慶祝學生的成就，肯定並分享喜悅	✓	✓	✓	2.5.1 To provide platforms for students to showcase their learning outcomes and achievements through school-wide recognition channels such as assemblies, award ceremonies, the school website, and publications 提供表揚學生成就的平台（如集會、頒獎典禮、學校網站及刊物），讓學生展示學習成果	Life planning
	✓	✓	✓	2.5.2 To promote the spirit of shared joy and peer appreciation by establishing a class-based system where students recognize and acknowledge one another's strengths and efforts 在班級層面推動共享喜悅與互相欣賞的精神，讓學生認識和了解對方的長處與努力，培養正向學習文化	Healthy lifestyle

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

Submitted by : *Sr Amy Lim*

Sr Lim Lai Ling Amy

Principal

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