

Major concern 2: Agency - Ethos

To form our students into **integrated women** who are **academically prepared** and **fully equipped** to take their place in society and carry on their various responsibilities particularly in the home, in their profession and in the community in which they live.

Our education shall

- Centre on whole-person development
- Nurture future-ready skills, dispositions and qualities

Targets	Strategies	Success Criteria	Methods of Evaluation	Responsible Personnel	Resources Required
<p>Agency</p> <ul style="list-style-type: none"> • Students hold a positive sense of identity, self-potential, purpose, and direction. (Identity development) • Students make healthy life choices. (Physical and mental well-being) <p>Values nurtured</p> <ul style="list-style-type: none"> • EDB: National Identity, Responsibility • Catholic education: Love 	<ul style="list-style-type: none"> • Strategize appropriate differentiated methods to support students, including metacognition, scaffolding, mastery learning, high levels of feedback and multiple strategies for learning • Foster students’ ownership and agency of learning by cultivating learning habits • Develop a blended education strategy to extend learning and provide opportunities for active, independent and personalized learning beyond classrooms • Support mental health and emotional well-being (emotional awareness, empathy, stress management, responsible decision-making, positive self-concept, and self-care) through specific programmes and services that buffer against the effects of excessive stress • Refine multi-tiered systems of support (tiered interventions and learning supports embedded into regular classroom strategies and school practices) 	<ul style="list-style-type: none"> • The curriculum and support programmes are devised to cater for learner diversity, promote self-directed learning and facilitate the whole person development of our students. • Appropriate support is provided for our students to enhance their confidence, knowledge and skills for self-improvement. • All the students agree that they understand their roles and will make continuous effort to improve themselves, their families and their society. 	<ul style="list-style-type: none"> • Teachers’ observation, evaluation and discussion with students • Questionnaire survey • SHS & APASO 	<ul style="list-style-type: none"> • Student Health, G&C, Careers, Civic Education and Environmental Committees • SEN Team • Panel Heads • Other relevant functional groups 	<ul style="list-style-type: none"> • Funding from EDB and other sources • Non-financial support from different stakeholders and the community