

*Rooted in Love*

*Empowered to Explore*

## **School Development Plan 2012 - 2015 (2014 - 2015)**

*We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.*



# **School Development Plan 2012 – 2015 (2014 – 2015)**

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## **I. School Mission**

**We aim at providing an all-round education of Christian values and formation of the heart to empower our youngsters to be women of integrity and versatility with global awareness.**

**A Sacred Heartist will set the following goals:**

### **A. As an individual**

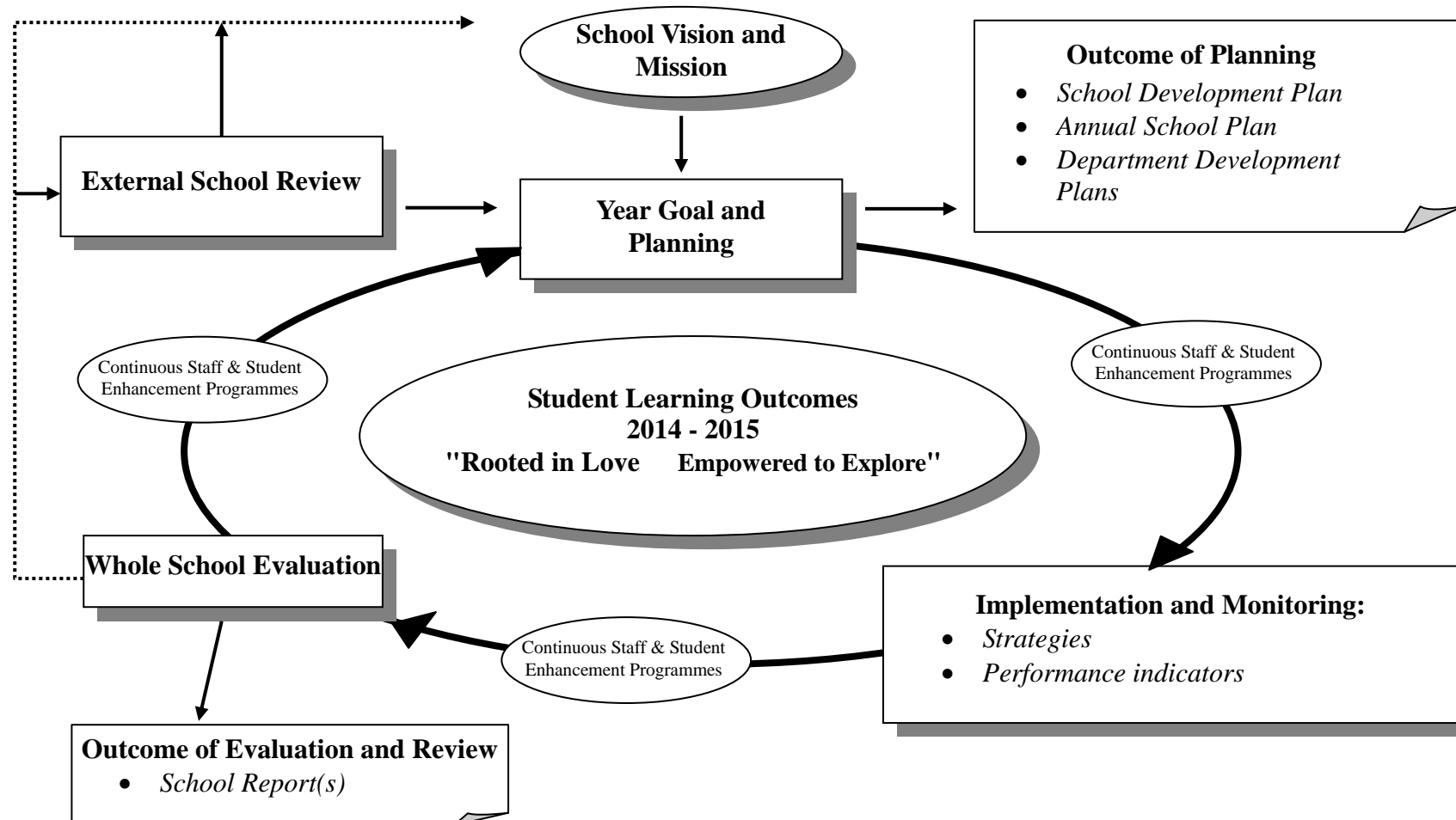
1. Master the basic learning skills.
2. Possess the knowledge needed for living and working in society.
3. Develop the ability to think creatively, solve problems and reason independently.
4. Have the ability to communicate effectively in English as well as in Chinese, Putonghua and Cantonese, possibly develop a third language.
5. Develop special interests and abilities through OLE and extra-curricular activities.
6. Learn to recognise true moral values and develop a code of conduct based upon a sense of personal worth and dignity.
7. Develop the ability to think and act honestly, courageously and responsibly.
8. Seek betterment in all aspects of learning and develop a sense of pride in personal effort.
9. Cultivate appreciation for natural beauty as well as aesthetic qualities in art, music, literature, dance and other forms.
10. Develop creative self-expression in arts and humanities.
11. Understand the need for good physical and mental health and develop healthy attitudes and practices.
12. Develop versatility to meet challenges in a fast-changing world.
13. Develop spiritually with Christian values cherished and cultivate respect for other religions through knowledge.

### **B. As a member of a community**

1. Cultivate love and respect for the less fortunate and needy through active and creative services in the community.
2. Acquire knowledge of and respect for our own and other religions and cultures.
3. Develop an understanding of the value of the natural environment and human resources, and the need to protect them.
4. Develop an understanding of and appreciation for the responsibilities of citizens in a democratic society.
5. Cultivate a global vision to understand international issues and act accordingly.

## II. School Self-Evaluation Model

Our school development plans on a three year cycle, following the P-I-E model. To identify the strengths and weaknesses of the school, teachers and principals take part in the annual self-review, department and whole school evaluations, lesson observations as well as performance appraisals. Teachers' feedback to school principal and students' feedback to teachers are collected to give a more comprehensive view towards school leadership as well as learning and teaching. Parents' views on the performance of the school are also sought through surveys and parents' nights. Student voices are collected through surveys, student representatives in SPIC and various student forums.



### III. Our Present Situation and Our Future

Strengths	Opportunities
<p>1. Clear orientation of school development plan, effective school self-evaluation and established organisation structure help ensure a vivid and dynamic school development through the concerted effort of all staff.</p> <p>2. School-based professional development programmes designed in line with the school theme provide teachers with the necessary skills and knowledge in support of school development.</p>	<p>1. All staff members have clear focus and make concerted effort to achieve the school goals.</p> <p>2. (a) The continuous practice of differentiated instruction strategies at both departmental level and on a whole school scale has paved the way for the development of learner autonomy.</p> <p>(b) Staff development programmes in line with the direction of school development are held for capacity building. Presentations on extended learning experiences challenge students' mode of learning and give them impetus for future learning opportunities.</p> <p>(c) Teachers share and exchange ideas of their daily teaching practices in department meetings and whole school review sessions. They review their L&amp;T strategies after the completion of HKDSE examinations.</p> <p>(d) Specific feedback and self-reflection serve as a starting point for the development of reflective learning. Peer lesson observations allow teachers to reflect on their own teaching practices and exchange ideas for giving specific feedback.</p> <p>(e) Teachers could raise more challenging questions to encourage students to be inquisitive, to widen their scope of learning and to aim high for better achievement.</p>

<b>Strengths</b>	<b>Opportunities</b>
<p>3. The school development project has provided additional classrooms and special rooms to meet the needs of the present academic structure as well as fostering learner autonomy. The new auditorium will enhance the development of performing arts education from 2013 onwards.</p>	<p>3. (a) The additional Campus TV Studio helps with the school production of various audio-visual programmes and provides media education. These resources will offer favourable conditions for students' creative learning and give them greater learner autonomy.</p>
<p>4. Implementation of green school practices such as the use of photovoltaic system; collection of recyclable materials; proper use of air-conditioners; economical use of paper; use of reusable cutlery; consumption of healthy lunch and drinks; and practice of organic farming help students live an environmentally friendly school life. Together with the green tips provided by Green Torch members, all students are ready to share green ideas, follow them in school, and bring their green practices into their families and the community.</p>	<p>(b) The expanded Self-Access Learning Centre and Computer-Assisted Learning Laboratory bring students greater flexibility in their use of self-learning resources in school.</p>
<p>4. Implementation of green school practices such as the use of photovoltaic system; collection of recyclable materials; proper use of air-conditioners; economical use of paper; use of reusable cutlery; consumption of healthy lunch and drinks; and practice of organic farming help students live an environmentally friendly school life. Together with the green tips provided by Green Torch members, all students are ready to share green ideas, follow them in school, and bring their green practices into their families and the community.</p>	<p>4. Students adopting green practices in school will follow them at home and bring those practices into the community.</p>
<p>5. Collaboration between the Departments of English Language and Junior Humanities enhanced students' ability to understand the subject matter in Junior Humanities.</p>	<p>5. Building on the experience of the cooperation among the Departments of English Language, Junior Humanities and Integrated Science, the school is ready to review the curricula of all subjects and prepare for curriculum mapping.</p>

<b>Strengths</b>	<b>Opportunities</b>
<p>6. Links with schools and institutions, local and overseas, enrich the extended and applied learning experiences of students, as well as increasing their community involvement. Through these extended learning experiences, students can further develop their ability to think from different perspectives. Teachers are sent to attend international conferences to exchange and learn about the latest education trends and development so as to search for new initiatives for learning and teaching.</p>	<p>6. Students are given various opportunities to enrol in local and overseas enhancement programmes.</p>
<p>7. A cohesive and supportive relationship with PTA and AA makes significant contributions to various school projects such as the sponsorship for extended learning programmes and academic awards.</p>	<p>7. (a) The PTA gives generous financial support for S5 Extended Learning Week programmes and full sponsorship for academic awards to encourage students to soar high in academic achievements.</p> <p>(b) The AA provides scholarships for academic courses and financial support for extended learning programmes and cultural trips.</p>
<p>8. The school has been adopting school-based management since the 1990s.</p>	<p>8. (a) The experience of school-based management facilitated the changeover from the SMC to IMC.</p> <p>(b) The IMC training sessions on Canossian education enhances team spirit among staff members.</p>



Weaknesses	Opportunities
<p>1. Some students are not ready to be inquisitive about their personal development and this has limited the number of outstanding students the school nurtures. They are found to have a weak concept of proper manners and etiquette. Some of them are not respectful and are not motivated enough to improve themselves. Some are content with above average performance and not ready to stretch their potential to become outstanding.</p> <p>2. Some students are weak in different aspects of self-discipline such as time management, which may lead to negative impact on their studies and health. They need to be aware of the importance of time management and be responsible for their learning.</p> <p>3. Most students are presentable and participate actively in class activities. However, their performance in the public exam is different from expected. Some outstanding students could not secure the expected high level of attainment. The overall performance is only acceptable.</p> <p>4. Some students need more pressure from teachers for higher academic achievement.</p>	<p>1. Through a wide range of activities, students' interest in learning will be stimulated, that they will engage in the pursuit of excellence and develop their learner autonomy. At the same time, the promotion of a caring school culture enables our students to appreciate individuality and embrace diversity, to enhance their respect for oneself and others, and to become autonomous learners with confidence and self-discipline.</p> <p>2. Teachers play a more active role in cultivating positive elements in students and creating a congenial atmosphere in school. More programmes will be organised to help our students prioritise their tasks and manage their time properly.</p> <p>3. The SALC provides additional resources to enhance students' performance. Increased language support will be given to students to build a stronger foundation, while diverse self-access learning exercises allow stronger students to recognise their strengths.</p> <p>4. Curriculum review enables different academic departments to examine the vertical development of learning and teaching of subject knowledge and skills. Effective learning and teaching strategies are devised so as to match the standard in school with that in the public examination.</p>

<b>Weaknesses</b>	<b>Opportunities</b>
	<p>5. Greater emphasis on and detailed guidelines for goal setting and implementation strategies encourage students to become more reflective learners.</p> <p>6. Issues such as diverse student abilities, different learning modes, and student motivation all point to the need for learning and teaching strategies which cater for the interests and abilities of students. Development programmes have been organised for all staff to prepare for curriculum reviews so that learning and teaching can become more effective.</p>

## IV. School Development Plan 2012-2015

Areas of Concerns	2012-2013	2013-2014	2014-2015
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>- Reflective learner</li> <li>- Curriculum review and planning</li> <li>- Continuation of differentiated instruction (DI)</li> </ul>	<ul style="list-style-type: none"> <li>- Mapping the learning journey</li> <li>- Curriculum integration</li> <li>- Differentiated instruction (DI)</li> </ul>	<ul style="list-style-type: none"> <li>- Confident autonomous learner</li> <li>- Curriculum integration and evaluation</li> <li>- Differentiated instruction (DI)</li> </ul>
<b>Student Qualities</b>	<ul style="list-style-type: none"> <li>- Understanding the Canossian Spirit</li> <li>- Appreciation and respect</li> <li>- Stepping out and facing challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Deeper understanding of the Canossian Spirit</li> <li>- Readiness to take up challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Internalising the Canossian Spirit</li> <li>- Self-management and resilience</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>- Preparation for the setup of IMC</li> <li>- Review of the previous staff review and appraisal system</li> <li>- Implementation of the first year of new staff review and appraisal system</li> </ul>	<ul style="list-style-type: none"> <li>- Changeover from SMC to IMC</li> <li>- School documentation system</li> <li>- Implementation of the second year of new staff review and appraisal system</li> </ul>	<ul style="list-style-type: none"> <li>- Update on staff manual</li> <li>- School documentation system</li> <li>- Implementation of the third year of new staff review and appraisal system</li> </ul>

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<b>1. Learning and Teaching</b> <i>a. Grooming students into confident autonomous learners</i>	<ul style="list-style-type: none"> <li>Teachers are confident to apply DI in teaching</li> <li>Students are able to map out their own learning journey and devise appropriate strategies to achieve their goals</li> <li>Students are able to reflect on their learning journey and adjust the learning strategies accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Further empowering teachers to implement DI strategies</li> <li>Applying DI and helping students to fine-tune their learning strategies</li> <li>Enhancing the motivation of students in learning</li> <li>Nurturing them to be reflective learners</li> <li>Equipping students with necessary IT skills to engage in life-long learning</li> <li>Helping students to explore their interests and strengths through OLE</li> </ul>	    ✓  ✓	   ✓  ✓  ✓  ✓	   ✓  ✓  ✓  ✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<i>b. Helping students to cope with the demands of NSS</i>	<ul style="list-style-type: none"> <li>Teachers are aware of the requirements of HKDSE examinations and devise appropriate learning and teaching strategies</li> <li>Students are equipped with knowledge and skills to face the demands of HKDSE examinations</li> <li>Students get satisfactory results in HKDSE examinations</li> <li>Parents are provided with support to accompany their daughters to face the demands of NSS</li> </ul>	<ul style="list-style-type: none"> <li>Organising staff development programmes on assessment and curriculum planning</li> <li>Conducting curriculum review and mapping</li> <li>Providing support to parents and students</li> <li>Empowering students to face HKDSE examinations confidently</li> </ul>	✓	✓	✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<b>2. Student Qualities</b> <i>a. Nurturing positive elements in students</i>	<ul style="list-style-type: none"> <li>• Students favour green values in their daily choices</li> <li>• Students are grateful for what they have and are ready to share with others especially those in need</li> <li>• Students appreciate the strengths and achievements of others and are ready to show their appreciation</li> <li>• Students are confident and ready to take up challenges</li> <li>• Students acquire self-management skills and ability to face adversities</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating green education in formal and informal curriculum</li> <li>• Promoting the virtues of gratitude, respect, acceptance and appreciation</li> <li>• Encouraging and providing opportunities for students to step out of their comfort zones</li> <li>• Empowering the Sacred Heart community to reflect on and learn from experiences</li> </ul>		<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<i>b. Serving with the Canossian Spirit</i>	<ul style="list-style-type: none"> <li>• Students acquire a deeper understanding on the Canossian Spirit</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing the topics on Canossian Spirit in the RME curriculum</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>• Students exhibit Canossian Spirit such as showing special care to those in need in their service</li> <li>• Students engage in service with the spirit of charity and humility</li> </ul>	<ul style="list-style-type: none"> <li>• Helping students to have a deeper understanding on the Canossian Spirit in RME lessons / through mass programmes and encouraging them to apply it to their lives</li> </ul>	✓	✓	✓
<i>c. Enhancing students' global awareness</i>	<ul style="list-style-type: none"> <li>• Students have an increased awareness of world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Enhancing students' ability to reflect</li> </ul>	✓	✓	✓
	<ul style="list-style-type: none"> <li>• Students have global vision and become true global citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Equipping students with skills to think globally</li> </ul>	✓	✓	✓
		<ul style="list-style-type: none"> <li>• Providing students with opportunities for international exposure and cultural exchange</li> </ul>	✓	✓	✓
		<ul style="list-style-type: none"> <li>• Encouraging student bodies to organise activities with other schools in Hong Kong and overseas</li> </ul>	✓	✓	✓

Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<b>3. Administration</b> <i>a. Setting up of the Incorporated Management Committee (IMC)</i>	<ul style="list-style-type: none"> <li>• Smooth changeover from the SMC to the IMC</li> </ul>	<ul style="list-style-type: none"> <li>• Outsourcing services to assist in setting up of the IMC</li> <li>• Arranging clerical staff to assist in handling the documentation and financial arrangement for the setting up of the IMC</li> <li>• Assisting the PTA and the AA to make necessary arrangements related to the setting up of the IMC</li> <li>• Providing related training for different stakeholders/parties concerned</li> <li>• Updating staff manual</li> <li>• Updating school documentation system</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li></li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> <li>✓</li> <li>✓</li> </ul>



Tentative Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale (Please insert ✓)		
			12/13	13/14	14/15
<i>b. Introducing a new staff review and appraisal system</i>	<ul style="list-style-type: none"> <li>All staff reflect on their strengths and weaknesses and identify areas for (professional) development</li> </ul>	<ul style="list-style-type: none"> <li>Reviewing the previous staff review and appraisal system</li> <li>Implementing a new staff review and appraisal system</li> <li>Evaluating the new staff review and appraisal system; making modifications if necessary</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>

## V. Appendix

### 1. Staff Development Plan (2012-2015)

	2012-2013	2013-2014	2014-2015
<b>Thinking Skills/ Teaching Strategies</b>	<ol style="list-style-type: none"> <li>1. Staff training on curriculum review and assessment</li> <li>2. Further empowerment of teachers to apply differentiated instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff training on curriculum review and coherence of curriculum</li> <li>2. Consolidating skills in differentiated instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. Consolidating skills of differentiated instruction</li> <li>2. Training on thinking skills for new teachers</li> </ol>
<b>Learner Autonomy</b>	Sharing of ideas and experiences of grooming students into reflective learners	Sharing on L & T strategies in helping students to evaluate and monitor themselves using results of assessments in relation to their learning	Staff training on 'Developing Learner Autonomy to cater for Learner Diversity'
<b>Guidance skill/others</b>	Workshop on staff cohesion /Team building	<ol style="list-style-type: none"> <li>1. Workshops on Canossian education for teachers</li> <li>2. Seminar on Crisis management</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshops on crisis management for all staff and new teachers</li> <li>2. Staff training on 'Life Planning Education'</li> </ol>

## 2. Development plan in OLE (2012-2015)

	2012-2013	2013-2014	2014-2015
<b>Other Learning Experiences</b>	<ol style="list-style-type: none"> <li>1. Helping students explore their interests and strengths through OLE <ul style="list-style-type: none"> <li>• Enhancing quality of OLE activities</li> <li>• Introducing channels of up-to-date information on student activities</li> </ul> </li> <li>2. Empowering students to work out their plan for OLE and to reflect on their learning <ul style="list-style-type: none"> <li>• Emphasising the importance of OLE development planning</li> <li>• Promoting quality learning through reflection</li> </ul> </li> </ol>	<p>Further empowerment of OLE planning</p> <ul style="list-style-type: none"> <li>• Cohering the five OLE components</li> <li>• Senior students: Striking a balance among the five OLE components</li> <li>• Junior students: Identifying their interests in student activities and focusing on developing their strengths</li> </ul>	<p>Further empowerment of OLE planning</p> <ul style="list-style-type: none"> <li>• Evaluation of existing Extended Learning Wednesdays structure</li> <li>• Further empowering students to work out their plans for OLE and to reflect on their learning</li> </ul> <p>(i) Junior students: Exposing themselves to different activities and striking a balance among the five OLE components</p> <p>(ii) Senior students: Identifying their strengths and weaknesses; focusing on developing those strengths and interests</p>

### 3. Student Quality Development and Student Support (2012-2015)

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
2012-2013	<b>Formation of the Heart</b> - Nurturing positive elements in students	<p>Students acknowledge the strengths and achievements of others and ready to show their appreciation</p> <p>Students are receptive to challenges</p> <p>Students engage in service with the spirit of charity and humility</p>	Counselling Team, School Social Worker, Homeroom Teachers and Homeroom Partners, Student Needs and Support Team, Discipline Team	Ms Priscilla Kwok
	- Serving with the Canossian Spirit	<p>The Religious and Moral Education Department reviews the topics on the Canossian Spirit in the RME curriculum and religious formation programmes to empower the students to gain a better understanding of the Canossian Spirit</p> <p>Special attention is to be given to those in special need</p>	<p>Religious and Moral Education Department, Catholic Formation Core Team</p> <p>All Staff</p>	<p>Ms Jacqueline Au Yeung</p> <p>Sr Veronica Fok, Miss Florence Kwok, Ms Priscilla Kwok, Sr Vicky Ramos</p>

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
2012-2013	- Enhancing students' global awareness	Students are equipped with skills to think globally	Civic Education Team, Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team	Mr Kelvin Kwong, Miss Clara Ho, Miss Renie Sinn, Miss Alli Li/Miss Florence Kwok
	<b>Education for a Healthy Body</b>			
	School health education	The school refers to students' statistical information provided by the Student Health Service from the Department of Health in encouraging target students to attend follow up programmes so that these students will develop an increased awareness of their nutrition and diet	Health Care Team	Miss Carol Lee
		The Department of Home Economics co-organises cross-departmental programmes during Healthy Lifestyle Week to promote health education	Department of Home Economics	Mrs Ivy Yeung
	Students who do not belong to any sports teams are encouraged to join sports programmes	Department of Physical Education	Miss Alli Li	

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
2013-2014	<b>Formation of the Heart</b> - Nurturing positive elements in students	Students are grateful for what they have and are ready to share with others, especially those in need Students are confident and ready to take up challenges	Life Education Teams	Ms Priscilla Kwok
	- Serving with Canossian Spirit	Students acquire a deeper understanding of the Canossian Spirit and further spread this Spirit to those in need Staff acquire a deeper understanding on Canossian Spirit and apply it to their life	Religious and Moral Education Department, Catholic Formation Core Team, Staff development team	Ms Jacqueline Au Yeung, Sr Veronica Fok, Sr Vicky Ramos, Mrs Maureen Lai
		Special attention is to be given to those in special need	All Staff	Sr Veronica, Miss Florence Kwok, Ms Priscilla Kwok, Sr Vicky Ramos
	- Enhancing students' global awareness	Students are provided with opportunities for international exposure and cultural exchange	Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team, Gifted Education Team	Miss Clara Ho, Miss Renie Sinn, Miss Florence Kwok, Ms Yoshie Lee
	<b>Education for a Healthy Body</b> - School health education	Students have an increased awareness of green values in their daily lives  Students are ready to exercise more	Health Care Team  Department of Physical Education	Miss Carol Lee  Miss Ellen Chan

Focal developmental year	Areas of Concern	Strategies	Teams/departments	Person-in-charge
2014-2015	<b>Formation of the Heart</b> - Nurturing positive elements in students	Students acquire self-management skills and ability to face adversities	Life Education Teams	Ms Priscilla Kwok, Ms Wendy Lee
	- Serving with the Canossian Spirit	Students internalise positive elements such as the values of respect, appreciation and gratefulness	Religious and Moral Education Department, Catholic Formation Core Team	Ms Jacqueline Au Yeung
		Special attention is to be given to those in special need	All Staff	Sr Veronica Fok, Miss Florence Kwok, Ms Priscilla Kwok, Sr Vicky Ramos
	- Enhancing students' global awareness	Canossian Global Youth Conference 2015 will be organised. The focus will be on 'Poverty'.	Jointly organised with St Mary's Canossian College	Sr Veronica Fok
		Encouraging student units to organise activities with other schools in Hong Kong and overseas	Student Activities Advisory Team, Extended Learning Coordination Team, Other Learning Experiences Team, Gifted Education Team	Miss Clara Ho Miss Renie Sinn, Miss Florence Kwok, Ms Yoshie Lee
	<b>Education for a Healthy Body</b> - School health education	Students have their own green values	Health Care Team	Miss Carol Lee
	Students are ready to exercise more regularly	Department of Physical Education	Miss Ellen Chan	

## **Sacred Heart Canossian College**

### **School Development Plan 2012-2015**

endorsed by the Incorporated Management Committee (2014-2015):

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Sr Agnes Law FdCC  
Chairman / School Supervisor  
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