



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



School Development Plan 2015/2016 – 2017/2018

Maryknoll Convent School
(Secondary Section)
5 Ho Tung Road
Kowloon

| Contents | Page |
|--|--------------|
| 1. School Vision and Mission | 1 |
| 2. MCS Philosophy of Education | 2-4 |
| 3. Holistic Review Effectiveness of the previous Three-Year School Development Plan (2012/13 – 2014/15) | 5 |
| 4. Evaluation of the School's Overall Performance | 6-7 |
| 5. Strengths, Areas for Improvement, Opportunities and Challenges | 8 |
| 6. School Goals (2015/16 – 2017/18) | 9 |
| 7. School Development Plan (2015/16 – 2017/18) | 10-11 |

Our Vision

(Secondary Section) Vision and Mission

Our Vision

We envision our students to embrace the Maryknoll spirit signified by the school motto "*Sola Nobilitas Virtus*" (Virtue Alone Ennobles).

We envisage our students to be individuals with moral, ethical and religious values, intellectually competent, compassionate in serving others and capable of continuing self-development to meet the challenges in life and to contribute to society.

We see our students as informed and innovative, analytical and critical, responsible and adaptable, moral and ethical members of society.

Our Creed and Values

We believe that each person is formed in God's image. We wish our students to know through Jesus Christ the hope and the meaning of life and to liberate their minds from ignorance and their hearts from prejudice.

We believe in the dignity of each student.

We believe that education is essential to a just society.

Our Mission

We provide all-round, quality and affordable education for girls.

We develop in every student a thirst for knowledge, an ability to self-learn, and a spiritual, intellectual, aesthetical, physical and social balance. We encourage our students to pursue excellence in their respective interests and realize their potential to the full.

We inculcate basic skills for our students to grow as individuals and in a group, to be responsible citizens with an appreciation of Chinese culture and of the world around them.

We stimulate our students to develop initiative in learning and awareness of its relevance to themselves, to life and to others.

We instill in our students an awareness of the importance of trust and integrity and an appreciation for co-operative teamwork and respect for others.

We train our students to have high moral standards, to be socially and environmentally aware and to be useful, contributory and responsible members of the community.

We co-operate with teachers, parents and society to promote and maintain a safe, healthy and happy environment for quality education.

Updated: Aug 1, 2013

MARYKNOLL CONVENT SCHOOL PHILOSOPHY OF EDUCATION

We believe in the dignity of the person, and therefore the primary responsibility of the school is to provide experiences that will enable the student to grow as an individual spiritually, physically, intellectually, aesthetically, psychologically and affectively and to become an informed, sensitive, responsible member of society.

These two goals are inseparable as it is difficult for the individual to understand herself in isolation and it is impossible for society to progress without individual contributions. A school programme should be directed towards developing the unique capacity of each student and furthering the development of society as a whole. It is easy for an individual to pursue her own achievement without regard for the whole of society. This must not be allowed.

Human growth reaches beyond the 'fact' level. Individual subject areas are not ends in themselves, but tools, that we, as teachers, use to develop the student's capacity to be analytical, interpretive, creative and reflective in her approach to academic and personal problem-solving.

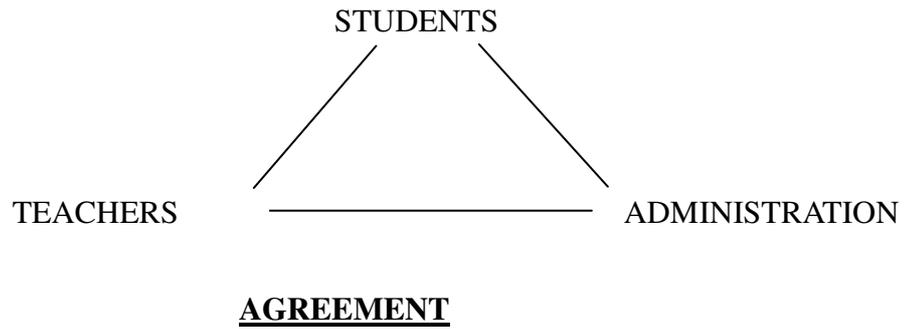
We believe that in order for growth to occur, the student must experience personal involvement in the learning process. This involvement is achieved when the student becomes aware of the relevance of our subject areas to her understanding of herself and of her life. Her success must then be measured in terms of development of the spiritual, physical, intellectual, aesthetical, psychological and affective process.

We seek to develop the student's capacities and to create an atmosphere in which the student can develop as an individual and in which she can develop a sensitivity to the abilities, limitations and needs of others.

We believe that a student's total educational success is dependent upon the degree to which she recognises that she must and can make responsible judgements in all her experiences, both in and out of the classroom, and tempers these judgements with compassion for other human beings.

We believe the task for teachers is delicate and is a special vocation that forms part of the building of the Kingdom of God as proclaimed by Jesus Christ. We believe that every teacher or student is a member of the Kingdom of God. We are all members of the Kingdom of God, everyone without exception. This is a mystery that we cannot solve but a mystery that all Christians proclaim. This unique membership of the Kingdom of God and the Human Race respects the individual's choice to follow one's conscience in word and deed and at the same time allows, us, Catholics, the right and duty to proclaim the Kingdom of God. The Kingdom of God is a kingdom of love and justice that casts out fear. The Kingdom of God is HERE and NOW because human development is an integral part of it.

The student's desire and drive to be independent must be channelled towards interdependence as contemporary signs of the world indicate.



1. Education, teaching and learning for the whole person, is the fundamental purpose for which we occupy the premises at Ho Tung Road.
2. Responsibility for the quality of the educational programme must be shared by students, teachers, and administrators.
3. Each person has dignity and human worth, which demands reverence, respect, and courtesy.
4. Trust is the foundation of education. It enables us to function more creatively, more maturely and more efficiently.
5. Change is invited and encouraged. It is a sign of life. It is necessary for human growth and development. The person or group that brings about change must be responsible for that change and all the effects brought about by it. To be considered progress, change must reflect improvement.
6. Privileges and responsibilities must be in a state of balance at all times. There must be freedom to do but this freedom must not be without responsibility.
7. There can be a difference between what a student or a teacher or an administrator desires and the fulfillment of these desires in a given situation.
8. All staff and students of MCS, regardless of their personal religious affiliation, recognize and respect the Catholic tradition of MCS and the Maryknoll spirit reflected in the Vision and Mission of the School. They agree that as members of the Maryknoll community, their behavior as staff and students shall reflect an awareness of and respect for Catholic Christian teachings and values. This includes attending religious events or participating in religious activities organized by the School such as school masses/prayer services and maintaining a respectful presence at such activities.

Holistic Review

Effectiveness of the previous School Development Plan (2012/13-2014/15)

| Major Concerns | Extent of targets achieved | Follow-up action | Remarks |
|---|-------------------------------------|---|---|
| <i>1. To strengthen students' sense of responsibility to self and others.</i> | <i>achieved – to a large extent</i> | <i>This will be incorporated as routine work.</i> | <i>All students are able to appreciate the importance of having a stronger sense of responsibility.</i> |
| <i>2. To cater for learner diversity.</i> | <i>achieved – to a large extent</i> | <i>This will be incorporated as routine work.</i> | <i>Learner diversity is expected to become wider.</i> |

Evaluation of the School's Overall Performance

| PI Areas | Major Strengths | Areas for Improvement |
|------------------------------|---|--|
| 1. School Management | <ul style="list-style-type: none"> ➤ <i>The School has a clear direction of development.</i> ➤ <i>The School strategically formulates its development plans in line with its direction of development.</i> | <ul style="list-style-type: none"> ➤ <i>The school will play a more active role in communicating our school policies and achievements to teachers, students, parents and the public.</i> |
| 2. Professional Leadership | <ul style="list-style-type: none"> ➤ <i>The school administration team has made good use of various channels to enhance communication with the staff.</i> ➤ <i>The school administration team coordinates the work of committees and subject panels effectively.</i> ➤ <i>Panel Heads and Committee Heads have worked closely with team members to seek improvement.</i> | <ul style="list-style-type: none"> ➤ <i>More focus will be placed on optimising the potential of the staff.</i> |
| 3. Curriculum and Assessment | <ul style="list-style-type: none"> ➤ <i>The school curriculum has catered for the diverse interests and needs of the students.</i> ➤ <i>Subject panels have been able to make use of assessment outcomes as tools for improving their quality of teaching and learning.</i> ➤ <i>The various committees under the Curriculum and Academic Affairs Team have worked hard to provide a balanced curriculum and have made sure students' academic needs have, as far as possible, been taken care of.</i> | <ul style="list-style-type: none"> ➤ <i>Given the wider ability range, suitable strategies or programmes have to be worked out to ensure all students learn more effectively.</i> |
| 4. Learning and Teaching | <ul style="list-style-type: none"> ➤ <i>Teachers are willing to improve and actively participate in professional development programmes.</i> ➤ <i>Teachers have been actively seeking regular feedback from students to evaluate their teaching strategies and make improvements.</i> ➤ <i>Students, in general, are motivated to achieve good results and maximize their chances for further studies.</i> | <ul style="list-style-type: none"> ➤ <i>More space and time is needed to allow for professional dialogue and the sharing of good practices. Peer evaluation could be further enhanced.</i> ➤ <i>More emphasis is needed to help students acquire learning strategies.</i> ➤ <i>Some students lack initiative and perseverance in their academic pursuits.</i> ➤ <i>Teachers can engage in more student-centred teaching-learning strategies.</i> |

| PI Areas | Major Strengths | Areas for Improvement |
|----------------------------------|--|--|
| 5. Student Support | <ul style="list-style-type: none"> ➤ <i>The school places great emphasis on various kinds of student support to provide an all-round education for our students.</i> ➤ <i>The various committees in the Pastoral Care Core Group work very closely in providing the support necessary for students' physical, psychological and spiritual well-being.</i> ➤ <i>Resources, from the government as well as from the MCS Educational Trust, have been allocated to helping students with special educational needs.</i> ➤ <i>The School provides a lot of opportunities for students to develop leadership and interpersonal skills.</i> | <ul style="list-style-type: none"> ➤ <i>Teachers need to seize opportunities to develop the additional skills required to meet special educational needs.</i> ➤ <i>More focus can be placed on enabling the high fliers to maximise their potentials.</i> |
| 6. Partnership | <ul style="list-style-type: none"> ➤ <i>Parents and teachers collaborate to provide a healthy learning environment for students.</i> ➤ <i>More community resources have been utilized in student programmes. Links with schools with a common heritage both locally and abroad have remained strong. Joint programmes, e.g. student exchange tours and talks on themes of common interest, have been offered.</i> ➤ <i>Former students have been a great source of support in providing resources for student and school development.</i> ➤ <i>The Parent-Teacher Association has developed a good partnership with the school administration.</i> | <ul style="list-style-type: none"> ➤ <i>The School will work more closely with parents to help students develop appropriate values.</i> ➤ <i>Parents could give timely feedback for the betterment of the school.</i> ➤ <i>Liaising with schools with different backgrounds would broaden our horizons.</i> |
| 7. Attitude and Behaviour | <ul style="list-style-type: none"> ➤ <i>Students are generally well behaved and good-natured.</i> ➤ <i>Students are responsive to teachers' guidance and support.</i> | <ul style="list-style-type: none"> ➤ <i>Students need to be aware of the dangers of modern-day society. The social networking tools on the internet are possible traps that encourage reckless behaviour.</i> ➤ <i>Better home-school cooperation might help reduce conflicting messages being conveyed to students.</i> |
| 8. Participation and Achievement | <ul style="list-style-type: none"> ➤ <i>Students are generally very active in school activities. Students have a strong sense of belonging to the school.</i> ➤ <i>Students have, on average, been able to achieve good results both academically and in extra-curricular activities.</i> ➤ <i>Good role models can be found among former students to help inspire current students.</i> | <ul style="list-style-type: none"> ➤ <i>In order to cope with their many commitments, students need to learn how to set priorities and develop better time-management skills.</i> ➤ <i>Students could be further encouraged to stretch their talents and potential to the full.</i> |

Our Strengths

1. Teachers are well qualified, experienced and dedicated. They possess up-to-date subject knowledge and are willing to learn and improve. Most importantly, they identify with the vision and mission of the school.
2. Students are generally well-behaved. They show interest in learning.
3. Students have a good command of English.
4. The school atmosphere is harmonious.
5. Parents and alumnae are supportive of the school.
6. The multi-cultural backgrounds of the staff and students help facilitate the development of a global outlook among the students.

Our Areas for Improvement

1. Teachers and students can be further empowered to seek improvement.
2. Teachers need more exposure to new ideas and technologies.
3. Students' creativity and critical thinking skills need to be further improved.
4. Students' general knowledge needs to be broadened.
5. The diversity in students' ability creates constraints, especially given the large class size.
6. More trust and communication is needed to avoid misunderstanding.

Our Opportunities

1. The EDB and other institutions provide teachers with intensive in-service training.
2. Schools can learn from each other's good practices.
3. Schools are receiving adequate support for the implementation of the 334 curriculum.
4. The MCS Educational Trust provides extra resources to increase the number of teachers.

Our Challenges

1. Contemporary culture is often at odds with Christian values.
2. Parents and students have yet to adjust to the demands of the HKDSE Examinations.
3. The New Secondary School System puts a great strain on the school's manpower and other resources.

School Goals for 2015/16 – 2016/17

1. To encourage and empower our students and staff to pursue excellence and to realize their potential to the full.
2. To instill in our students the importance of trust and integrity, an appreciation of the value of cooperative teamwork and respect for others.

| | | | | | |
|---|---|-------------------|-------------------|-------------------|---|
| <p>2. <i>To instill in our students the importance of trust and integrity, an appreciation for cooperative teamwork and respect for others.</i></p> | <p>4. <i>To enhance the social skills of MCS students and enable them to be leaders of a just society through realizing the importance of trust and integrity.</i></p> <p>5. <i>To provide opportunities for cooperative learning in and out of classroom to develop respect for the dignity of self and others , and build a cooperative climate for collaboration and productivity.</i></p> | <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> | <p>1. <i>To help students understand and live out the following values:</i></p> <ul style="list-style-type: none"> ➤ <i>Trust</i> ➤ <i>Integrity</i> ➤ <i>Dignity</i> ➤ <i>Respect</i> ➤ <i>Collaboration</i> ➤ <i>A Just society</i> <p>2. <i>To facilitate students in the production/collection of video-clips/media-clips highlighting the importance of the above values</i></p> <p>3. <i>To provide in-service training for teachers on cooperative learning and conducting action research</i></p> <p>4. <i>To provide opportunities for students to reach out to external organisations to enable them to live out the values concerned</i></p> |
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Dr Maria Lee

Name of Supervisor/Chairperson
of Incorporated Management Committee

Signature of Supervisor/ Chairperson
of Incorporated Management Committee

Date 3 November 2015