



**Maryknoll Convent School (Secondary Section)**

**School Development Plan  
2021/22 - 2023/24**



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

<b>Contents</b>	<b>Page</b>
1. School Vision and Mission	1
2. MCS Philosophy of Education and Agreement	2-3
3. Holistic Review Effectiveness of the previous Three-Year School Development Plan (2018/19 – 2020/21)	4-5
4. Evaluation of the School's Overall Performance	6-11
5. Strengths, Areas for Improvement, Opportunities and Challenges	12-13
6. Major Concerns (2021/22 – 2023/24)	14
7. School Development Plan (2021/22 – 2023/24)	15-19

## Maryknoll Convent School

### ***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 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.

## **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 analytic, 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, aesthetic, psychological and affective process.

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

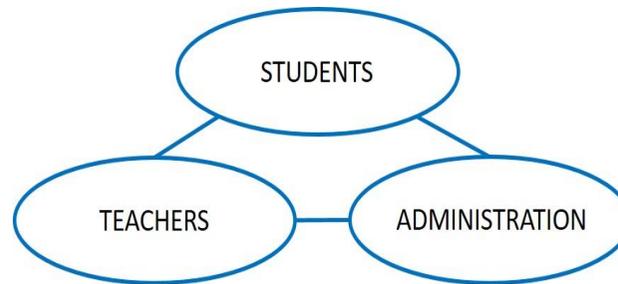
We believe that a student's total educational success is dependent upon the degree to which she recognises she must and can make responsible judgements in all her experiences, both in and out of the classroom, and tempers these judgements with compassion for other human persons.

We believe the task for teachers is delicate and is a special vocation that participates in building the Kingdom of God 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 which we cannot solve but a mystery that all Christians proclaim. This unique membership in 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 to interdependence as contemporary signs of the world indicate.

## AGREEMENT

1. Education, teaching and learning for the whole person, is the fundamental purpose for which we occupy 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 for 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 which brings about change must be responsible for that change and all the effects of it. Change must reflect improvement to be considered progress.
6. Privileges and responsibilities must be in a state of balance at all times. There must be freedom to do but not freedom 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.



## Holistic Review

### Effectiveness of the previous Three-Year School Development Plan (2018/19 – 2020/21)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To deepen the implementation of the 4 Strategic Foci identified by the Sponsoring Body to optimise students' learning outcome</p> <p>a) To empower and encourage our students</p> <ul style="list-style-type: none"> <li>• to serve: encourage students to embrace service as a way of life for Mayrknollers as they grow as individuals and contributors to society</li> <li>• to pursue excellence: instill in students a strong growth mindset, a will to aim high and the humility to seek improvement</li> <li>• to realise potential to the full: promote intellectual, aesthetic, physical, spiritual and social development based on students' needs and gifts</li> <li>• to be forward looking: equip students with the necessary knowledge, skills and values to prepare them for the globally connected VUCA world</li> </ul> <p>b) To build teacher capacity and enhance wellbeing</p>	<p>Achieved to a large extent</p>	<p>Major concern #1 will continue to remain an important part of the school vision and mission. Building teacher capacity and enhancing their wellbeing will be a perpetual target for the good of the students.</p>	<p>Major concern #1 will remain as part of the new school development plan.</p>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. To promote character education and live out our school motto (SOLA NOBILITAS VIRTUS)</p> <p>a) To cultivate the following virtues that ennoble the character:</p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Prudence</li> <li>• Temperance</li> </ul> <p>b) To bring out the unique character that is core to the Maryknoll spirit</p>	<p>Achieved to a large extent</p>	<p>Major concern #2 is fundamental to the building of students' character. Another three virtues can build on the three target virtues in the new development cycle. The introduction of the different sets of virtues by phases is part of the preparation for the celebration of the centenary (2025).</p>	<p>The target virtues are an essential part of students' character development. They should remain as basis of other virtues.</p>

## Evaluation of the School's Overall Performance\*

*\*Results of the Stakeholders' Survey with the focus items, other KPM data and evaluation reports of the different school teams, committees and panels have been referred to in the evaluation of PI areas.*

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>▪ The School strategically formulates its development plans in line with the guidance of the School Sponsoring Body and in consultation with the staff members.</li> <li>▪ The School Advisory Committee, a consultative body of the School Administration, acts as a bridge in the communication between School Administration and other staff members, facilitating participatory decision making. Frequent and direct communication and consultation with all staff members have been made easy through different ePlatforms.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More can be done to encourage staff members to use the existing channels of communication to proactively voice their ideas and partake in the decision-making process of the School Administration.</li> <li>▪ The Planning-Implementation-Evaluation cycle supported with data and evidence can be further strengthened for subject panels and committees.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> <li>▪ Members of the School Administration Team comprising the Principal, Vice Principals, and core members of the school teams work well in guiding the continuous development of the school and overseeing the operation of the school.</li> <li>▪ The School Administration Team facilitates collaboration and communication between committees and subject panels effectively.</li> <li>▪ Panel Heads and Committee Heads have worked closely with their members to share ideas and support one another in the planning, implementation and evaluation process of the year plans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development activities organized by the school can include more variations to address the diverse needs of staff members who have different backgrounds and interests.</li> <li>▪ More can be done to equip teachers of different levels of seniority to prepare for succession planning and the perpetuation of the Maryknoll culture.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>▪ The school curriculum has catered for the diverse interests and needs of the students.</li> <li>▪ Subject panels have been able to make use of assessment outcomes as tools for improving their quality of teaching and learning. Assessment of Learning, Assessment for Learning and Assessment as Learning are implemented.</li> <li>▪ Under the Curriculum and Academic Affairs Team, school-based subjects can enhance the acquisition of 21<sup>st</sup> century skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promotion of the benefits and strategies for the implementation of a spiral curriculum for different subject panels can be enhanced</li> <li>▪ Promotion of diversified assessment strategies in the areas of knowledge, skills, values and attitudes can be enhanced.</li> <li>▪ The interconnection between formal and informal curriculum can be strengthened.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Learning and Teaching	<ul style="list-style-type: none"> <li>▪ Teachers are willing to improve and open to new technologies. Collegiality is evident in the sharing of new teaching-learning platforms and resources, within subject panels and across the board.</li> <li>▪ Teachers actively seek feedback from students to evaluate their teaching strategies and make improvements.</li> <li>▪ Students, in general, are motivated to learn and achieve good results and maximize their chances for further studies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More can be done to encourage a climate of professional sharing</li> <li>▪ Quite a number of students lack confidence during their learning process and are sometimes passive in class. Students need to develop the cognitive and metacognitive skills for facilitating self-directed learning.</li> <li>▪ Strategies of differentiated instruction can be enhanced to cater for learner diversity.</li> <li>▪ Students need to learn how to set learning goals for themselves.</li> <li>▪ The distraction caused by heavy engagement in the various social media platforms have undermined the students' interest in reading.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> <li>▪ The school places great emphasis on enhancing the well-being of the students.</li> <li>▪ A whole-school approach of Character Building and Counselling has been in place for years. Positive psychology and the stress in the formation of students' upright character have been major concerns of the school for decades.</li> <li>▪ The various committees in the Pastoral Care Core Group work very closely together to provide the support necessary for students' physical, psychological and spiritual well-being.</li> <li>▪ Resources, from the government as well as from the MCS Educational Trust and alumnae, have been solicited to help students with different educational and personal needs.</li> <li>▪ The School provides ample opportunities for students to develop leadership and interpersonal skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are great demands on teachers' resources to address the very diverse and complex needs of the students who face challenges in the family and society. Teachers need to acquire appropriate knowledge and skills to handle increasingly difficult cases. There is also a great need to enlist adequate support from professionals</li> <li>▪ Parents concerned need to be more open to seek help from professionals (healthcare and counselling) and have greater trust in the school personnel so that both school staff and parents can work together to help students in need.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>▪ Parents and teachers collaborate to provide a healthy learning environment for students.</li> <li>▪ More community and government resources have been utilized in student programmes. Partnership with schools locally and those outside Hong Kong have been maintained for the benefit of all concerned.</li> <li>▪ Bonding with the wider Maryknoll community has been strong. The different partners in the Maryknoll community have been a great source of support for student and school development.</li> <li>▪ The Mentorship Programme and the Job-shadowing Programme and Careers Exploration Programme supported by former students have been well received.</li> <li>▪ The Parent-Teacher Association has developed a good partnership with the School Administration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The School will work more closely with parents, alumnae and other members of the school community to develop a shared vision in school development.</li> <li>▪ More parents could be encouraged to take part in school and PTA activities, including parent education programmes.</li> <li>▪ Parents and other members of the school community could give timely feedback about different areas of school operation for the betterment of the school.</li> <li>▪ Liaising with schools and other external organizations would broaden students' and teachers' horizons.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>▪ Students are generally well behaved and good-natured.</li> <li>▪ Students are responsive to teachers' guidance and support.</li> <li>▪ Most senior-form students are mentors or role-models of junior-form students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students need to be stay alert to the traps in the social media that may encourage irresponsible language and reckless behaviour. Polarisation of ideas becomes obstacles to open dialogues.</li> <li>▪ Better home-school cooperation can help reduce the impact of harmful and untruthful messages being spread.</li> <li>▪ Students manners and self-discipline can be further enhanced.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> <li>▪ Students have a strong sense of belonging to the school.</li> <li>▪ Students are generally very active in different activities in and out of school.</li> <li>▪ Students have been able to achieve good results both academically and in extra-curricular activities.</li> <li>▪ Good role models can be found among former students to help inspire current students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In order to cope with their many commitments, students need to learn how to set priorities and develop better time-management skills.</li> <li>▪ Students could be further encouraged to stretch their talents and potential with teachers' encouragement and guidance.</li> </ul>

## **Our Strengths**

- The school enjoys a good reputation of nurturing well-rounded students. There is a strong culture and tradition of excellence in both academic and character development.
- Teachers are well qualified, experienced, dedicated and possess up-to-date subject knowledge. They are receptive to new ideas and technologies and are willing to learn and improve. Most importantly, they identify with the vision and mission of the school.
- Students are motivated to learn and have high expectations of themselves. Most of them have an excellent command of English and excel academically. They embrace the Maryknoll spirit and have a strong sense of belonging to the school.
- The school atmosphere is harmonious. There is good bonding and respect among different members of the school community, with a strong culture of support and collaboration.
- Parents, alumnae, the IMC, the School Sponsoring Body and the MCS Educational Trust are supportive of the school. School community members readily offer their time, resources and professional expertise for school and student development.

## **Our Areas for Improvement**

- Students' creativity and critical thinking skills need to be further improved.
- Students' general knowledge needs to be broadened.
- Students' self-learning ability and time-management skills need to be further enhanced.
- Students' Adversity Quotient and Emotional Quotient need to be further improved, and more support is needed to enhance the emotional and mental well-being of students.
- The diversity in students' ability creates constraints
- More communication and understanding among different members of the school need to be further promoted.
- Teachers' wellbeing can be further enhanced.
- Lack of sports facilities and indoors multipurpose space hinders the promotion of students' activities and pursuit of excellence in sports.

## **Our Opportunities**

- The EDB and other institutions provide teachers with various platforms for continuous professional development.
- More channels for self-learning are available for students.
- STEM & eLearning initiatives from the government provide resources and opportunities for students' development.
- Schools can learn from each other's good practices.
- Schools are receiving adequate support for the acquisition of 21<sup>st</sup> century skills.
- The advance in education technology has allowed for more interactive and innovative teaching and learning. Online teaching and learning complemented face-to-face teaching and learning due to the pandemic starting from 2019. The pandemic accelerated the implementation of the school's eLearning plan; teachers' and students' readiness for embracing different eLearning platforms and pedagogies.
- Students can benefit from the blended learning mode. Experiences from different tertiary institutions locally or internationally can be a reference point for all.

## **Our Challenges**

- Contemporary culture is often at odds with Christian values.
- Students find the demands of the HKDSE Examinations stressful and consequently seek alternative pathways to further their education instead of going through the HKDSE Examinations.
- The changes in the senior secondary curriculum with the optimization of the core subjects require adjustment in timetabling and the deployment of resources.
- The diversity in students' interests and abilities puts a great strain on the school's manpower and other resources.
- The pandemic and continued restrictions on full day face-to-face classes and extra-curricular activities pose additional challenges to the social-emotional well-being of all concerned.

# School Development Plan 2021/22 – 2023/24

## Major Concerns

To pave the way to our centenary celebration in 2025, this School Development Plan aims at achieving two *interconnected goals* to:

1. Enhance student learning outcomes in accordance with the school’s vision and mission by:

a) Implementing the Four Development Pillars set by School Sponsoring Body:

- School Campus and Infrastructure
- Student Experience
- Teacher Growth
- The Maryknoll Community

2. Promote character education and live out our school motto (*Sola Nobilitas Virtus\**) by:

a) Cultivating virtues that ennoble the character:

- 望德 Hope
- 勇德 Fortitude
- 義德 Justice

Building on and deepening the practice of the following virtues:

- 信德 Faith
- 智德 Prudence
- 節德 Temperance

b) Bringing out the unique character that is core to the Maryknoll spirit

*\*For the three School Development Cycles leading to our centenary (2025), the three theological and four cardinal virtues will be embedded in our major concerns:*

*1<sup>st</sup> 3 years, 2018/19-2020/21: Faith + Prudence & Temperance*

*2<sup>nd</sup> 3 years, 2021/22-2023/24: Hope + Justice & Fortitude*

*3<sup>rd</sup> 3 years, 2024/25-2025/26 : Love + 7 gifts of the Holy Spirit*

*Major Concern #1: To enhance student learning outcomes by implementing the Four Development Pillars set by the School Sponsoring Body:  
School Campus & Infrastructure; Student Experience; Teacher Growth; The Maryknoll Community*

Targets		Time Scale			A General Outline of Strategies
		2021/22	2022/23	2023/24	
Enhancement and Development of School Campus & Infrastructure	<ul style="list-style-type: none"> <li>• to inspire innovation, creativity and collaboration;</li> <li>• to support students' learning experience and personal growth through improved facilities;</li> <li>• to facilitate students learning through the development of a technology-enhanced and student-centred campus environment;</li> <li>• to achieve the goals of a green campus, sustainable development, wellness, spiritual growth and respect for heritage through campus and infrastructure improvement projects and referencing UN Sustainability Development Goals</li> </ul>	✓	✓	✓	<ol style="list-style-type: none"> <li>1. <i>To prioritize and carry out improvement projects on the school campus and infrastructure by stages</i></li> <li>2. <i>To assess and address the ever-changing needs and increasing demand on the school's IT infrastructure</i></li> <li>3. <i>To continue with the library enhancement project to support the gradual evolution of the library into a 21<sup>st</sup> Century learning hub</i></li> <li>4. <i>To plan and implement green initiatives in school development projects</i></li> <li>5. <i>To promote awareness and encourage behavioral changes among campus users for sustainable development and preservation of heritage</i></li> <li>6. <i>To create spaces that enhance wellness and spiritual growth for different members of the school community</i></li> <li>7. <i>To participate in the HK Awards for Environmental Excellence or similar competitions or programmes</i></li> </ol>

<p>Enhancement and enrichment of Students' Learning Experiences</p>	<ul style="list-style-type: none"> <li>• to extend learning opportunities for students seeking additional challenges, attempting to stretch their potentials and fostering meaningful engagement through various learning activities in the formal and informal curriculum within and outside school;</li> <li>• to strengthen the school curriculum planning and development with better coordination and integration of both informal and formal curriculum;</li> <li>• to better utilise the opportunities and space created by the school-based curriculum to foster the development of the unique character of Maryknollers</li> <li>• to enhance the emotional and mental well-being of students, by improving their Adversity &amp; Emotional Quotient</li> </ul>	✓	✓	✓	<ol style="list-style-type: none"> <li>8. <i>To continue reviewing and refining the MCS curriculum with forward looking and unique features to enable Maryknollers to scale new heights</i></li> <li>9. <i>To strengthen the guidance provided by and the coordination among different committees/ departments/ teams to stretch students' potential and optimize their learning opportunities and experiences</i></li> <li>10. <i>To broaden students' exposure and encourage active engagement through formal and informal curricular activities, locally and outside Hong Kong</i></li> <li>11. <i>To incorporate the spiral curriculum and adopt the backward-design approach in lesson planning for different subjects to enhance the effectiveness of learning and teaching</i></li> <li>12. <i>To revise and revitalize the design of the school-based curriculum by stages</i></li> <li>13. <i>To implement a BYOD plan to promote technology-enhanced and self-directed learning</i></li> <li>14. <i>To introduce IT-Innovation Lab Projects to inspire creativity and enable exploration of diverse interests</i></li> <li>15. <i>To explore resources available in the Maryknoll Community and external organizations to support the development of the school-based curriculum</i></li> <li>16. <i>To expand and invest in extra resources in the holistic provision of student support to promote well-being</i></li> </ol>
---------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Enhancement of Teacher Growth &amp; Promotion of Continuing Professional Development</p>	<ul style="list-style-type: none"> <li>• to emphasize active engagement in planning, implementing, evaluating and refining Continuing Professional Development strategies and programmes among staff for the future-ready education in school;</li> <li>• to encourage the development of professional dialogues among schools concerning different aspects, including learning and teaching, curriculum planning, facilities management and school improvement projects;</li> <li>• to embrace the Maryknoll core values and educational philosophy</li> </ul>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p><i>17. To proactively use the P-I-E model to review the effectiveness of CPD programmes for further improvements and planning</i></p> <p><i>18. To co-organise with other schools and institutions professional development programmes suited to the needs of individual teachers and the school</i></p> <p><i>19. To strengthen teachers' understanding of the school motto, the Maryknoll core values and education philosophy through school functions, staff development programmes &amp; different experiences</i></p>
---------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------	----------	----------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Enhancement &amp; Engagement of the Wider Maryknoll Community</p>	<ul style="list-style-type: none"> <li>• to engage parents in students' academic and social-emotional development</li> <li>• to mobilise parents and alumnae resources and expertise to support the development of the school</li> <li>• to develop greater bonding with the wider Maryknoll Community so as to deepen their understanding of the school's educational philosophy and identification with the school's major concerns</li> </ul>	✓	✓	✓	<p>20. <i>To collaborate with the PTA to encourage more participation in school and PTA activities, and organise more parent education programmes, catered to the needs of different form level parents</i></p> <p>21. <i>To enhance communication and information sharing with parents, alumnae and groups belonging to the wider Maryknoll Community, about school plans, initiatives, priorities, student life and activities to develop a shared vision in school and student development and solicit timely feedback</i></p> <p>22. <i>To proactively engage members of the wider Maryknoll Community as resource persons by inviting them as speakers or advisors of school programmes or by seeking their assistance in providing tangible and intangible support for the school-based curriculum as well as school improvement projects</i></p>
----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Major Concern #2: To promote character education by living up to our school motto (“Sola Nobilitas Virtus”) to make our way to the centenary of MCS (2025)

Targets		Time Scale			A General Outline of Strategies
		2021/22	2022/23	2023/24	
Promoting character education	<ul style="list-style-type: none"> <li>• To cultivate virtues that ennoble the character: namely,               <ul style="list-style-type: none"> <li>○ Hope, Fortitude and Justice</li> </ul> </li> <li>Building on the virtues:               <ul style="list-style-type: none"> <li>○ Faith, Prudence and Temperance</li> </ul> </li> <li>• To bring out the unique character that is core to the Maryknoll Spirit</li> </ul>	✓	✓	✓	<ol style="list-style-type: none"> <li>1. To organize programmes to guide students to re-trace and reflect on their Maryknoll roots to understand and live out the essence of the school motto and apply it to the 21<sup>st</sup> Century context</li> <li>2. To map out programmes offered by relevant panels/committees and work out age-appropriate themes to promote character education</li> <li>3. To incorporate the targeted virtues, which are the pillars of noble character, in the year plans of panels and committees</li> </ol>