Maryknoll Convent School
Secondary Section

School Development Plan 2006/07-2008/09
and
Annual School Plan 2008/09
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Vision and Mission</td>
<td>1 - 2</td>
</tr>
<tr>
<td>2. Strengths, Areas for Improvement, Opportunities and Challenges</td>
<td>3</td>
</tr>
<tr>
<td>3. Major Concerns</td>
<td>4</td>
</tr>
<tr>
<td>5. Annual School Plan (2008/09)</td>
<td>9 - 12</td>
</tr>
</tbody>
</table>
Maryknoll Convent School
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 quality school education to develop the potential of our students 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 provide experiences for our students to develop healthily in a spiritual, intellectual, physical, psychological, aesthetical and social way.

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

(Final Version : 27 May 2004)
我們的理想

我們期望 本校學生都能實踐校訓 “Sola Nobilitas Virtus” (「明德惟馨」) 所標誌的瑪利諾精神。
我們希望 本校學生都能成為有倫理道德和宗教價值觀的人，具備聰明才智，能以愛心服務他人，又能不斷自我增值，迎接生命中的挑戰，為社會的福祉作貢獻。
我們期望 本校學生見聞廣博、銳意創新、具分析和判斷能力、富責任感、適應力強，成為社會上品德高尚的公民。

我們的信念和價值觀

我們相信，每個人都是按照天主的肖像創造。我們期望本校學生能藉 認識耶穌基督，領悟生命的希望和真義，同時摒除思想上的愚昧和內心的成見。
我們相信，每位學生都應受到尊重。
我們相信，教育對建立社會公義至為重要。

我們的使命

我們提供 優質學校教育，全面啟發學生的潛能。
我們培育 學生掌握各種基本技能，讓她們在個人和社群方面不斷成長，成為勇於承擔的公民，並能領略中華文化和世界事物。
我們提供 多元化的體驗，使本校學生在心靈、才智、體能、心理、藝術和社交各方面，都有健康的發展。
我們鼓勵 本校學生熱衷學習，明瞭所學的知識與她們本身、生命和他人的關係。
我們灌輸 積極的意願，令本校學生明白廉潔自持、互相信任、彼此合作和尊重他人的重要性。
我們同心協力 與教師、家長和社會人士，締造及維護一個安全、健康和快樂的環境，推動優質教育。

(訂稿本：二〇〇四年五月二十七日)
Maryknoll Convent School (Secondary Section)

**Our Strengths**
1. Teachers are well qualified, experienced and dedicated. They possess sound subject knowledge and are willing to learn and improve. Most importantly, they are willing to uphold the vision and mission of the school.
2. Students are generally well-behaved. They are courteous, cooperative and confident. They show interest in learning.
3. In general, there is a high intake of quality students.
4. Students have a good command of English.
5. The school atmosphere is harmonious and pleasant.
6. Students and teachers are able to take advantage of the school intranet, e-Campus, to communicate and promote teaching and learning.
7. Parents are supportive of the policies of the school.

**Our Areas for Improvement**
1. More collaboration among teachers through common lesson preparation is needed.
2. Burdened with a heavy workload (teaching and administrative), teachers need time to adapt to the rapid changes in the education scene.
3. Training for the implementation of the New School Curriculum needs to be stepped up.
4. Students’ creativity and critical thinking skills could be further improved.
5. Students’ general knowledge needs to be broadened.

**Our Opportunities**
1. The EDB and other institutions provide teachers with intensive in-service training.
2. The Government is committed to promoting social cohesion and civic responsibilities.
3. The Government is committed to promoting patriotism and a better understanding of China.
4. Schools can learn from each other’s good practices.
5. Schools are receiving full Government support for the implementation of the 334 curriculum.

**Our Challenges**
1. Christian values are incompatible with contemporary values.
2. Changes in the leadership of the education sector have unknown implications on the future education policies.
3. The number of regular teachers will be reduced due to a different mode in calculating the staffing for NSS classes. This has serious implications on staff mobility and morale.
4. The New Secondary School System causes much tension to the parents and students concerned.
5. Local and universities abroad may have problems in adapting to the changes in the school system and modes of assessment.

6/10/08
Major Concerns

1. To strengthen the identity of the school as a Catholic-Christian school.

2. To enhance the language ability of our students.

3. To prepare for the New Senior Secondary (NSS) Curriculum.
Three-Year School Development Plan
Maryknoll Convent School  
(Secondary Section)  
Development Plan (2006/07 – 2008/09)

<table>
<thead>
<tr>
<th>Major Concerns</th>
<th>Intended Outcomes / Targets</th>
<th>Action / Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 To strengthen the identity of the school as a Catholic-Christian school</td>
<td>I.  School policies should reflect Christian values.</td>
<td>1. Finish the review of school documents (e.g. the student diary, the staff manual and school circulars) to highlight the underlying Christian values in school policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>II. All members of the school are able to identify with the importance of Christian values in their personal growth and relationships with others.</td>
<td>2. Strengthen the Christian culture of the school through carrying out various school programmes and putting up visual reminders.</td>
</tr>
<tr>
<td></td>
<td>III. Students are able to reflect in their behaviour Christian values e.g. love and respect, justice and peace as well as other positive values: courtesy, diligence, sense of responsibility etc.</td>
<td>3. Assist subject panels to help them identify Christian values in their curricula.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Enhance the role of the Pastoral Care Core Group and enhance its role operating under the Student Development Team to spearhead a whole school approach to ‘pastoral care’ and ‘character education’ for student development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Help students to set up personal and class goals in line with Christian values.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Scale</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Intended Outcomes / Targets</td>
<td>Action / Task</td>
<td>Time Scale</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>#2 To enhance the language ability of our students</td>
<td>I. Students are able to write concisely and precisely in both languages (English and Chinese). II. Students are able to speak accurately in proper English, Cantonese and Putonghua, using a wider vocabulary. III. Students are able to take advantage of the EMI environment of the school to further improve their spoken and written English.</td>
<td>1. Insist on the use of proper Chinese and English in appropriate situations. 2. Strengthen the language programmes and language-related ECAs run by the language departments and various school clubs. 3. Give extra support and advice to subject panels that use English as the medium of instruction. 4. Supervise the correct use of appropriate language among students during extra-curricular activities (ECAs).</td>
<td>06/07</td>
</tr>
<tr>
<td>Major Concerns</td>
<td>Intended Outcomes / Targets</td>
<td>Action / Task</td>
<td>Time Scale</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>#3 To prepare for the New Senior Secondary (NSS) Curriculum</td>
<td>I. Junior form students (starting with F.1 of 2006-2007) are able to acquire basic knowledge fundamental to their senior secondary education (under the NSS).</td>
<td>1. Set up the NSS Coordination Committee to oversee various areas of concern in order to facilitate the implementation of the NSS curriculum.</td>
<td>06/07</td>
</tr>
<tr>
<td></td>
<td>II. Junior form students possess the generic skills required by Liberal Studies in the senior forms.</td>
<td>2. Lay down guidelines for a new curriculum for the junior forms.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>III. Teachers are ready for the NSS curriculum.</td>
<td>3. Supervise all subject panels concerned to draw up a new senior secondary (NSS) curriculum and carry out a suitable professional development plan.</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Establish the NSS Liberal Studies preparatory committee.</td>
<td></td>
</tr>
</tbody>
</table>
Annual School Plan
Maryknoll Convent School (Secondary Section)
Annual School Plan (2008-2009)

**Major concern #1: To strengthen the identity of the school as a Catholic-Christian school**

**Targets:**
I. School policies should reflect Christian values.
II. All members of the school are able to identify with the importance of Christian values in their personal growth and relationships with others.
III. Students are able to reflect in their behaviour Christian values e.g. love and respect, justice and peace as well as other positive values: courtesy, diligence, sense of responsibility etc.

<table>
<thead>
<tr>
<th>Action / Task</th>
<th>Task group</th>
<th>People involved</th>
<th>Timescale</th>
<th>Resources</th>
<th>Success criteria</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finish the review of school documents (e.g. the student diary, the staff manual and school circulars) to highlight the underlying Christian values in school policies and procedures.</td>
<td>The Principal, the four Deputy Principals and the Religious and Moral Education Committee Head</td>
<td>All teachers</td>
<td>Sept 2008 to Aug 2009</td>
<td>Manpower &amp; time</td>
<td>100% of the school documents reviewed and the underlying Christian values highlighted.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Strengthen the Christian culture of the school through carrying out various school programmes and putting up visual reminders. | | | | | a) Regular junior and senior assembly.  
b) Christian values imparted through talks or other school programmes.  
c) Christian symbols are put up around the school campus. | |
| 3. Assist subject panels to help them identify Christian values in their curricula. | | | | | At least 80% of the subject panels and committees can implement related goals in the Year Plan. | |
| 4. Enhance the role of the Pastoral Care Group operating under the Student Development Team to spearhead a whole school approach ‘pastoral care’ and ‘character education’ for student development. | The Student Development Team | | | | a) Students and staff support for the spirit of ‘pastoral care’ and ‘character education’.  
b) Programmes reflect the spirit of ‘pastoral care’ and ‘character education’. | |
| 5. Help students to set up personal and class goals in line with Christian values. | | | | | a) All students set specific personal and class goals (to be put in the student diary) in line with the school goals*.  
b) At least 80% of the students are able to attain their goals. | * Students should be informed of the school’s major concerns for the school year. |

6/10/2008
**Major concern #2: To enhance the language ability of our students**

**Targets:**
I. Students are able to write concisely and precisely in both languages (English and Chinese).
II. Students are able to speak accurately in proper English, Cantonese and Putonghua, using a wider vocabulary.
III. Students are able to take advantage of the EMI environment of the school to further improve their spoken and written English.

<table>
<thead>
<tr>
<th>Action / Task</th>
<th>Task group</th>
<th>People involved</th>
<th>Time scale</th>
<th>Resources</th>
<th>Success criteria</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Insist on the use of proper Chinese and English in appropriate situations.</td>
<td>The School Development Team and Heads of the English, Chinese &amp; Putonghua panels</td>
<td>All teachers (Language and other subject teachers for Task 1-3 &amp; ECA moderators for Task 2 &amp; 4)</td>
<td>Sept 2008 to Aug 2009</td>
<td>Time &amp; Manpower (Additional resources*, human and material to be deployed.)</td>
<td>90% of the students able to use both languages proficiently in appropriate settings</td>
<td>*Past examination results are used as yardsticks</td>
</tr>
<tr>
<td>2. Strengthen the language programmes and language related activities run by the language departments and various school clubs.</td>
<td></td>
<td></td>
<td></td>
<td>*$470,000 was successfully applied for the implementation of English enhancement programmes for EMI schools</td>
<td>a) Exam results* in both languages at the various levels improve by at least 10%. b) At least 80% of the students actively participate in and benefit from the English enhancement programmes.</td>
<td></td>
</tr>
<tr>
<td>3. Give extra support and advice to subject panels that use English as the medium of instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Subject teachers more proficient in English (Common language errors identified and corrected.)</td>
<td></td>
</tr>
<tr>
<td>4. Supervise the correct use of appropriate language among students during extra-curricular activities (ECAs).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moderators ensure students conduct ECAs in appropriate language i.e. English language for the majority of activities with the exceptions of Chinese language-related activities.</td>
<td></td>
</tr>
</tbody>
</table>
**Major concern #3: To prepare for the New Senior Secondary (NSS) Curriculum.**

**Targets:**
1. Junior form students (starting with F.1 of 2006-2007) are able to acquire basic knowledge fundamental to their senior form education (under the NSS).
2. Junior form students possess the generic skills required by Liberal Studies in the senior forms.
3. Teachers are ready for the NSS curriculum.

<table>
<thead>
<tr>
<th>Action / Task</th>
<th>Task group</th>
<th>People involved</th>
<th>Time scale</th>
<th>Resources</th>
<th>Success criteria</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set up the NSS Coordination Committee to oversee various areas of concern in order to facilitate the implementation of the NSS curriculum.</td>
<td>Curriculum &amp; Academic Affairs Team</td>
<td>All teachers</td>
<td>Sept 2008 to Aug 2009</td>
<td>Manpower &amp; time (Special grants provided for the preparation of the New Academic Structure and own funding)</td>
<td>Coordinators of the various areas (i.e. Teaching &amp; Learning, Assessment, Applied Learning and Other Learning Experiences) on the NSS Coordination Committee able to propose plans for the first-year NSS curriculum.</td>
<td></td>
</tr>
<tr>
<td>2. Lay down guidelines for a new curriculum for the junior forms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a) Subject panels able to implement an updated curriculum for the junior forms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b) Subject panels able to provide basic learning experiences required for the NSS Liberal Studies curriculum.</td>
<td></td>
</tr>
<tr>
<td>3. Supervise all subject panels concerned to draw up the new senior secondary (NSS) curriculum &amp; carry out a suitable professional development plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a) The curriculum structure for the new secondary school curriculum finalized and parents consulted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b) 100% of subject panel members concerned having attended NSS workshops to prepare for the introduction of the new curriculum.</td>
<td></td>
</tr>
<tr>
<td>4. Establish the NSS Liberal Studies preparatory committee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NSS Liberal Studies Schemes of work* ready by June 2009.</td>
<td></td>
</tr>
</tbody>
</table>

*a detailed scheme of work for F.4 (2009-10), outlines for F.5 (2010-11) & F.6 (2011-12)"

Sister Jeanne Houlihan

Name of Supervisor

30 October, 2008

Signature of Supervisor

Date
Capacity Enhancement Grant (CEG) & Teachers’ Professional Preparation Grant (TPPG)
## Mathematics Education

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping with Diverse Learning Needs of Students with Varied Abilities</td>
<td>To provide enrichment programmes for the learning of Mathematics</td>
<td>To employ additional teachers to provide more human resources to the Mathematics Panel to conduct Mathematics enrichment programmes.</td>
<td>Mathematics teachers will enhance their capacity for (i) curriculum development meeting the needs of students of diverse abilities (ii) promoting the interest of the weaker students in the learning of Mathematics (iii)</td>
<td>From September 2008 to August 2009</td>
<td>Salary of a Mathematics teacher for the academic year:- [\text{$21,880 + $1000 (MPF)}] \times 12 = $274,560</td>
<td>- Teachers are able to dedicate more time to the preparation for the new senior curriculum. - Students in F.2, F.4 &amp; F.5 show significant improvement as indicated in tests, exams and coursework. - The interest and initiative of students in the learning of Mathematics is significantly raised.</td>
<td>Assessment of performance of students in tests, examinations and coursework</td>
<td>Mathematics Panel</td>
</tr>
</tbody>
</table>
## Religious Formation of Students

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| To enhance the coordination and execution of religious activities and provide pastoral care to students | • To facilitate & support religious formation of students.  
• To provide pastoral care to students. | To employ a part-time religious studies teacher to coordinate and execute religious activities and enhance pastoral care in the school.  
• Religious Studies teachers will enhance their capacity for curriculum development.  
• Religious Studies teachers & other teachers responsible for religious activities will feel their workload being reduced.  
• Students will be given more guidance and pastoral support. | From September 2008 to August 2009 | Salary of a 0.5 part-time Religious Studies teacher for the academic year:  
\[ \text{Salary} = \text{Salary} \times 0.5 \times 12 \]  
\[ = \$9,917.5 + \$495.875 \times 12 \]  
\[ = \$124,960.5 \] | • The religious atmosphere in school will be fostered.  
• More opportunities for spiritual growth and development will be offered to students.  
• More students will seek out the Pastoral Assistant for spiritual advice. | Assessment of students’ participation in Religious activities and their feedback on these activities. | Religious Studies Panel |
### III. School Administration

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| Coping with the increased administrative and clerical workload | To implement school-based management | To hire additional clerical support to relieve teachers’ administrative and clerical workload e.g. preparation of documents for the Education Reforms, computerization of students’ records, and computerization of school administration procedures. | • Teachers’ administrative and clerical workload will be reduced.  
• The capacity of teachers to concentrate on other critical tasks in implementing Education Reforms will be increased. | From September 2008 to August 2009 | Salary of a clerical assistant [\$10,190 + \$509.50 (MPF) x 12 months ] = \$128,394 | Teachers generally find administrative/clerical workload being reduced. | Performance Appraisal of the clerical assistant | Principal and Deputy Principals |
## IV. Information Technology (IT)

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Responsible Party</th>
</tr>
</thead>
</table>
| Coping with the increasing clerical work and work arising from the use of WebSAMS and eCampus | To relieve the workload of teachers                                                  | To employ an IT Assistant to assist teachers in school administrative work.           | Teachers are relieved from the administrative work and they are able to focus more on teaching and the preparation of the new senior secondary curriculum. | From September 2008 to August 2009 | Salary of an IT Assistant for the academic year:  
  \[(12,310 + 615.50 \text{ MPF}) \times 1 \text{ month} \times 12 \text{ months} \] = $155,106 | • 5% of existing teachers’ administrative work is done by the IT assistant.  
• More effective use of eCampus for electronic communication in school  
• More electronic resources and documents are prepared by the IT assistant  
• The use of WebSAMS in handling student reports and student profile will be enhanced | Performance Appraisal of the IT Assistant &  
eCampus & Instructional Support Committee &  
SAMS Support Services Committee | 

Sister Jeanne Houlihan

Name of Supervisor/Chairperson of School Management Committee

Signature of Supervisor/Chairperson of School Management Committee

30 October 2008

Date
### Maryknoll Convent School (Secondary Section)
**Plan on Use of Teachers’ Professional Preparation Grant for 2008-2009 Academic Year**

#### I. Chinese Language Education

| Task Area                                                                 | Major Area of Concern                                                                                           | Implementation Plan                                                                                   | Benefits Anticipated                                                                                           | Implementation Schedule                           | Resources Required                                                                 | Performance Indicators                                                                                                                                                                                                 | Assessment Mechanism                                                                                                                                                                                                 | Responsible Party                                                                 |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| To facilitate the smooth migration of the school towards the NSS system to be implemented in September 2009 | To create space and opportunities for the professional development of teachers in preparing for the NSS.     | To employ an additional teacher to provide more human resources to the Chinese Language Panel and Putonghua Panel. Additional manpower will help to share the teaching load of the Chinese Language teachers and Putonghua teachers and allow more time for the preparation of the NSS. | Chinese Language teachers and Putonghua teachers will (i) be able to attend NSS-related professional development courses (ii) enhance their capacity for curriculum development. | From September 2008 to August 2009 | Salary of a 0.5 Chinese Language and a Putonghua teacher for the academic year:-

\[
[10,940 + 547] \times 12 = \$137,844
\]

&

\[
19,835 \times 12 = \$238,020
\]

Chinese Language teachers and Putonghua teachers will be able to attend NSS-related professional development courses. | The record of the NSS-related courses that Chinese Language teachers and Putonghua teachers have attended will be studied. | Chinese Language Panel and Putonghua Panel. |
## Plan on Use of Teachers’ Professional Preparation Grant for 2008-2009 Academic Year

### II. Supply Teachers

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area of Concern</th>
<th>Implementation Plan</th>
<th>Benefits Anticipated</th>
<th>Implementation Schedule</th>
<th>Resources Required</th>
<th>Performance Indicators</th>
<th>Assessment Mechanism</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>To facilitate the smooth migration of the school towards the NSS system to be implemented in September 2009</td>
<td>To create space and opportunities for the professional development of teachers in preparing for the implementation of the NSS</td>
<td>To employ supply teachers to provide relief for teachers attending NSS-related professional development programmes</td>
<td>Teachers will (i) be relieved from their teaching load and have more time to attend NSS-related professional development programmes (ii) enhance their capacity for curriculum development</td>
<td>From September 2007 to August 2008</td>
<td>Salary of supply teachers for the academic year: $100,000</td>
<td>Teachers will be able to attend NSS-related professional development courses</td>
<td>The record of the NSS-related courses that teachers have attended will be studied.</td>
<td>Principal and Deputy Principals</td>
</tr>
</tbody>
</table>

Sister Jeanne Houlihan  
Name of Supervisor/Chairperson of School Management Committee  
Signature of Supervisor/Chairperson of School Management Committee  
30 October 2008  
Date