



# MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



## Annual School Plan 2009/10

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

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**Maryknoll Convent School**  
**(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** 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.

## **Annual School Plan**

**2009 – 2010**

### *Major Concerns*

1. *To reaffirm respect for self and for others as an integral part of our school mission*
2. *To develop a global outlook in our pursuit of all-round education*
3. *To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum*

## Implementation Plans

### *Major Concern #1: To reaffirm respect for self and for others as an integral part of our school mission*

Targets:

- I. *Students are able to recognize the importance of respect for self and others in various aspects of their personal and school life.*
- II. *All members of the school are able to show by their personal examples the virtue of respect for self and others.*
- III. *All members of the school realize that maintaining one's emotional and physical well-being and concern for others are forms of respect for self and others.*

<i>Strategies</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>Time Scale</i>	<i>People in charge</i>	<i>Resources Required</i>
<ul style="list-style-type: none"> <li>➤ <i>Students to study the school rules and the staff manual extract on 'Expectations of Maryknoll Students'.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>A majority of students consider the school rules and the expectations of Maryknoll students essential for learning self-respect and respect for others</i></li> <li>➤ <i>A majority of the members of the school reflect in their behaviour a respect for self and others</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Students' reflection</i></li> <li>➤ <i>Records of the Character Building Committee</i></li> <li>➤ <i>Teachers' observation</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>September 2009 – July 2010</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Student Development Team - Pastoral Care Core Group (Homeroom Teachers' Committee &amp; Character Building Committee)</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Time &amp; human resources</i></li> </ul>

<p>➤ <i>Introduce and explore the concepts behind respect for self and others through various school programmes.</i></p>	<p>➤ <i>A majority of the members of the school can identify related concepts through the participation in relevant school programmes</i></p>	<p>➤ <i>Students' reflection</i>          ➤ <i>Teachers' observation</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Committees organizing school programmes (e.g. Religious School Development Programme Committee, Global, Citizenship &amp; Civic (GCC) Education Committee, ECA Committee)</i></p>	<p><i>Time &amp; human resources</i></p>
<p>➤ <i>Ensure that subject panels include the virtue of respect in their formal and informal curricula.</i></p>	<p>➤ <i>All subject panels can indicate how they can promote the virtue of respect in their formal and informal curricula</i></p>	<p>➤ <i>Checking year plans, schemes of work and evaluation reports of subject panels</i>          ➤ <i>Lesson observation &amp; sharing during end-of-term interviews</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Curriculum &amp; Academic Affairs Team – subject panels</i></p>	<p><i>Time &amp; human resources</i></p>

<p>➤ <i>Groups and committees to spearhead programmes on respect for self and others.</i></p>	<p>➤ <i>Positive feedback given by a majority of participants in related programmes organised by various groups and committees.</i></p>	<p>➤ <i>Checking evaluation reports of groups and committees concerned</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Student Development Team - Pastoral Care Core Group</i></p>	<p><i>Time &amp; human resources; budget for related programmes</i></p>
<p>➤ <i>With the help of in-house Educational Psychologists (EPs) and Clinical Psychologists (CPs), educate students on respect for individual differences.</i></p>	<p>➤ <i>A majority of students can benefit from the services provided by the EPs &amp; CPs</i></p> <p>➤ <i>A majority of students show a respect for individual differences by accepting self and showing concern for others.</i></p> <p>➤ <i>A majority of students benefit from the 'positive psychology' programme</i></p>	<p>➤ <i>Students' own reflection</i></p> <p>➤ <i>Observation made by teachers and other staff members</i></p> <p>➤ <i>Students' participation in services to school &amp; community</i></p> <p>➤ <i>Evaluation from the EPs and CPs concerned</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Student Development Team - Pastoral Care Core Group (School Social Worker, Counselling Committee)</i></p>	<p><i>Time &amp; human resources; budget for EP &amp; CP services</i></p>

**Major Concern #2: To develop a global outlook in our pursuit of all-round education**

**Targets:**

- I. Students are able to think globally.
- II. Students act like global citizens.

<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>➤ Broaden students' horizons through encouraging them to read extensively, study and discuss global issues in and outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A majority of students read newspaper articles, magazines and books related to global issues</li> <li>➤ A majority of students actively discuss global issues during homeroom, other lessons or ECAs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Surveys</li> <li>➤ Library records</li> <li>➤ Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	All teaching staff, school librarians	Time & human resources; budget for the school library



<p>➤ <i>Set up (and maintain, if resources are available,) foreign language interest classes to promote an understanding and appreciation of foreign cultures</i></p>	<p>➤ <i>Students taking part in the language interest classes show understanding and appreciation of foreign cultures</i></p>	<p>➤ <i>Assessment by language teachers concerned</i>          ➤ <i>Students' reflection</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Other Learning Experiences (OLE) Coordinator; Teachers of the foreign language interest classes (Spanish &amp; French)</i></p>	<p><i>Time &amp; human resources</i></p>
<p>➤ <i>Conduct school development programmes: exchange tours in Mainland China or abroad, exchange programmes with schools founded by Maryknoll sisters all over the world e.g. Miriam College in Manila</i></p>	<p>➤ <i>A majority of the student participants benefit from the programmes</i></p>	<p>➤ <i>Teachers' observation</i>          ➤ <i>Students' own reflection</i>          ➤ <i>Feedback from other participants</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>School Development Team</i></p>	<p><i>Time &amp; human resources; budget for the exchange tours including subsidies for teachers and needy students</i></p>

<p>➤ <i>Encourage the organization of and participation in relevant programmes, in and out of school, to help students develop a global outlook</i></p>	<p>➤ <i>Relevant programmes organized by school clubs and the Student Association</i></p> <p>➤ <i>Students take part in competitions or activities organized by external organisations</i></p>	<p>➤ <i>Evaluation by organizers of events concerned</i></p> <p>➤ <i>Participation rate of the students</i></p> <p>➤ <i>Teachers' observation</i></p> <p>➤ <i>Students' reflection</i></p>	<p>➤ <i>September 2009 – July 2010</i></p>	<p><i>Global, Citizenship &amp; Civic Education Committee, Careers Committee &amp; ECA Committee</i></p>	<p><i>Time &amp; human resources</i></p>
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**Major Concern #3: To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum**

**Targets:**

- I. The first batch of NSS students are well-prepared for and achieve good results in the first HKDSE.
- II. Students under NSS enjoy full opportunities for further education locally or abroad.
- III. The NSS curriculum is fully operational.

<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>➤ All subject panels concerned to implement the new senior secondary (NSS) curriculum effectively and prepare students well for the first HKDSE.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers concerned are able to prepare well for the curriculum</li> <li>➤ A majority of students achieve good results in internal assessment &amp; the HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' own evaluation</li> <li>➤ Feedback from students</li> <li>➤ Analysis of examination statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Development Committee &amp; NSS Coordination Committee &amp; All subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources</li> </ul>
<ul style="list-style-type: none"> <li>➤ Review and fine-tune the NSS curriculum already in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ NSS curriculum of individual subjects fine-tuned</li> <li>➤ Students find lessons interesting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' own evaluation</li> <li>➤ Feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Development Committee &amp; all subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources</li> </ul>

<ul style="list-style-type: none"> <li>➤ Evaluate the subject combinations offered to the first batch of NSS students and make suitable adjustments for students of subsequent years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject combinations being fine-tuned</li> <li>➤ A majority of students able to get their top preferences in the selection of subjects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and parents</li> <li>➤ Analysis of Statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	<p>Curriculum Development Committee &amp; NSS Coordination Committee</p>	<p>Time &amp; human resources</p>
<ul style="list-style-type: none"> <li>➤ Devise a suitable student learning profile (SLP) and introduce the use of the iPortfolio to help students learn to reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A suitable SLP devised</li> <li>➤ Students use the iPortfolio effectively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' evaluation</li> <li>➤ Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	<p>NSS Coordination Committee (OLE Coordinator) &amp; eAdministration Committee</p>	<p>Time &amp; human resources; budget for the SLP platform &amp; iPortfolio accounts</p>
<ul style="list-style-type: none"> <li>➤ Promote collaborative lesson preparation among Liberal Studies panel members to fine-tune the teaching packages already in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers concerned find collaborative lesson preparation productive</li> <li>➤ Teachers concerned can evaluate and improve on the teaching packages provided.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2009 – July 2010</li> </ul>	<p>Liberal Studies Panel</p>	<p>Time &amp; human resources; budget for L.S. reference materials</p>

Maryknoll Convent School  
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Plan on Use of Capacity Enhancement Grant (CEG) for 2009-2010 Academic Year

**I. Mathematics Education**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with Diverse Learning Needs of Students with Varied Abilities	To provide enrichment programmes for the learning of Mathematics	To employ an additional teacher to provide more human resources for the Mathematics Panel to conduct Mathematics enrichment programmes.	Mathematics teachers will enhance their capacity for (i) curriculum development (ii) meeting the needs of students of diverse abilities (iii) promoting the interest of the weaker students in the learning of Mathematics	From September 2009 to August 2010	Salary of a 0.3 part-time Mathematics teacher for the academic year:-  [\$6895.5+ \$344.78 (MPF)] X 12 = \$ 86,883.3	<ul style="list-style-type: none"> <li>Teachers are able to dedicate more time to the preparation for the new senior curriculum.</li> <li>Students in F.2, F.4 &amp; F.5 show significant improvement as indicated in tests, exams and coursework.</li> <li>Greater interest and initiative of students in the learning of Mathematics.</li> </ul>	Assessment of performance of students in tests, examinations and coursework	Mathematics Panel

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**II. Religious Formation of Students**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To enhance the coordination and execution of religious activities	To facilitate & support religious formation of students	To employ a part-time religious studies teacher to coordinate and execute religious activities in the school	<ul style="list-style-type: none"> <li>Religious Studies teachers will enhance their capacity for curriculum development.</li> <li>Religious Studies teachers &amp; other teachers responsible for religious activities will feel their workload being reduced.</li> </ul>	From September 2009 to August 2010	Salary of a 0.5 part-time Religious Studies teacher for the academic year:-  <b>【\$10417.5 + \$520.87 (MPF) X 12 months ]</b>  <b>= \$131,260.5</b>	<ul style="list-style-type: none"> <li>The religious atmosphere in school will be fostered.</li> <li>More opportunities for spiritual growth and development will be offered to students.</li> </ul>	Assessment of students' participation in Religious activities and their feedback on these activities.	Religious Studies Panel

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Plan on Use of Capacity Enhancement Grant (CEG) for 2009-2010 Academic Year

**III. English Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with Diverse Learning Needs of Students with Varied Abilities	To provide enrichment programmes for the learning of English Language	To employ additional teachers to provide more human resources for the English Language panel (i) to develop and conduct English enrichment programmes and to enhance the learning of English Language and (ii) to relieve teachers' of some of their workload from the administration of SBA	English teachers will enhance their capacity for (i) curriculum development (ii) meeting the needs of students of diverse abilities (iii) promoting students' interest in the learning of English Language	From September 2009 to August 2010	Salary of a NET teacher for the academic year:-  【\$42155 + \$1000(MPF) X 12 months ]  = \$517,860	<ul style="list-style-type: none"> <li>Interest of students in English Language will be greatly enhanced.</li> <li>Students show marked improvement in the command of the language.</li> <li>Students who have been doing well in the language will excel themselves.</li> </ul>	Assessment of performance of students in tests, examinations and coursework	English Language Panel

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Plan on Use of Capacity Enhancement Grant (CEG) for 2009-2010 Academic Year

**IV. School Administration**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with the increased administrative and clerical workload	To implement school-based management	To hire additional clerical support to relieve teachers' of some of their administrative and clerical workload e.g. preparation of documents for the Education Reforms, computerization of students' records, and administration procedures.	<ul style="list-style-type: none"> <li>• Teachers' administrative and clerical workload will be reduced.</li> <li>• The capacity of teachers to concentrate on other critical tasks in implementing Education Reforms will be increased.</li> </ul>	From September 2009 to August 2010	Salary of a clerical assistant  <span style="color: red;">[\$10,845 + \$542.25(MPF) x 12 months ) = \$136,647</span>	Teachers generally find administrative/clerical workload being reduced.	Performance Appraisal of the clerical assistant concerned	Principal and Team Heads



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Plan on Use of Capacity Enhancement Grant (CEG) for 2009-2010 Academic Year

**V. Information Technology (IT)**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
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 and implementation of the new senior secondary curriculum.	From September 2009 to August 2010	Salary of an IT Assistant for the academic year:-  [(\$13,120 + \$656 MPF) x 12 months ] = \$165,312	<ul style="list-style-type: none"> <li>• 5% of existing teachers' administrative work is done by the IT assistant.</li> <li>• More effective use of eCampus for electronic communication in school</li> <li>• More electronic resources and documents are prepared by the IT assistant</li> <li>• The use of WebSAMS in handling student reports and student profile will be enhanced</li> </ul>	Performance Appraisal of the IT Assistant concerned	eInstructional Support Committee & eAdministration Support Services Committee

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Plan on Use of Capacity Enhancement Grant (CEG) for 2009-2010 Academic Year

**VI. Audio Visual Services and eInventory**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with the increasing work arising from the use of Audio Visual Equipment and the eInventory system in eCampus	To relieve the workload of teachers	To employ an 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 and implementation of the new senior secondary curriculum.	From September 2009 to August 2010	Salary of an AV cum IT Assistant for the academic year:-  $[(\$11,580 + \$579\text{MPF}) \times 12 \text{ months}] = \$145,908$	<ul style="list-style-type: none"> <li>• 20% of existing teachers' administrative work is done by the assistant.</li> <li>• More effective use of the AV equipment in the school for school functions and programme</li> <li>• More effective use of eCampus for keeping the inventory of the school.</li> </ul>	Performance Appraisal of the AV & Technical Assistant	AV Equipment Committee; School Building , Furniture and Equipment Committee & eAdministration Support Services Committee

Maryknoll Convent School  
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Plan on Use of Senior Secondary Curriculum Support Grant (SSCSG) for 2009-2010 Academic Year

**I. English Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of English Language	To employ additional teachers to provide more human resources for the English Language Panel (i) to relieve teachers of some of their workload from the preparation for and the implementation of the NSS curriculum and the administration of SBA (ii) to develop and conduct English enrichment programmes and to enhance the learning of English Language	(i) English Language teachers will enhance their capacity for the implementation and development of the NSS curriculum (ii) meeting the needs of students of diverse abilities (iii) promoting students' interest in the learning of English Language	From September 2009 to August 2010	Salary of an English Language teacher for the academic year:-  【\$24120 + \$1000(MPF) X 12 months ]  = \$301,440	<ul style="list-style-type: none"> <li>English Language teachers find that space and time has been made available for the preparation for and implementation of the NSS curriculum</li> <li>Interest of students in English Language has been enhanced</li> <li>Students have done better in English Language and are likely to continue to do so</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Feedback</li> <li>Appraisal Report from the panel head</li> <li>Assessment of performance of students in tests, examinations and coursework</li> </ul>	English Language Panel

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Plan on Use of Senior Secondary Curriculum Support Grant (SSCSG) for 2009-2010 Academic Year

**II. Chinese Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of Chinese Language	To employ an additional teacher to provide more human resources for the Chinese Language Panel (i) to reduce teachers' workload from the preparation for and the implementation of the NSS curriculum and the administration of SBA (ii) to develop and conduct Chinese enrichment programmes and to enhance the learning of Chinese Language	Chinese Language teachers will enhance their capacity for (i) curriculum development (ii) meeting the needs of students of diverse abilities (ii) promoting interest in the learning of Chinese Language	From September 2009 to August 2010	Salary of a Chinese Language teacher for the academic year:-  [\$20,835 + \$ 1000 (MPF)] X 12  = \$ 262,020	<ul style="list-style-type: none"> <li>Chinese Language teachers find that space and time for the preparation for and the implementation of the NSS curriculum</li> <li>Interest of students in Chinese Language has been enhanced</li> <li>Students have done better in Chinese Language and are likely to continue to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Feedback</li> <li>Appraisal Report from the panel head</li> <li>Assessment of performance of students in tests, examinations and coursework</li> </ul>	Chinese Language Panel

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**III. Biology & Chemistry**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of Biology & Chemistry and to facilitate the implementation of the Junior Science Curriculum	To employ additional teachers to provide more human resources for the Biology Panel and Chemistry Panel to reduce teachers' workload from the preparation for and the implementation of the NSS curriculum and the administration of SBA	Biology and Chemistry teachers will enhance their capacity for (i) curriculum development (ii) meeting the needs of students of diverse abilities (iii) promoting the interest in the learning of Biology and Chemistry	From September 2009 to August 2010	Salary of a Biology and Chemistry teacher for the academic year:-  [\$22,985 + \$ 1000 (MPF)] X 12  = \$ 287,820	<ul style="list-style-type: none"> <li>Teachers find that space and time have been made available for the preparation for and the implementation of the NSS curriculum</li> <li>Interest of students in Biology and Chemistry have been greatly enhanced</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Feedback</li> <li>Appraisal Report of the Panel Head</li> <li>Assessment of performance of students in tests, examinations and coursework</li> </ul>	Biology Panel and Chemistry Panel

Maryknoll Convent School  
(Secondary Section)

Plan on Use of New Senior Secondary Curriculum Migration Grant (NSSCMG) for 2009-2010 Academic Year

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
(i) To procure teaching and learning materials, equipment, etc relating to the NSS subjects to be offered (e.g. reference books on NSS subjects, audio-visual equipment) (ii) To conduct minor conversion work to accommodate the needs of the NSS curriculum	To enhance the smooth migration to the NSS curriculum	(i) To procure reference books, teaching aids and furniture and equipment required by different subjects for the NSS curriculum  (ii) To conduct minor conversion work to meet the needs of small group/split class teaching and diverse learning activities	The teaching and learning of different subjects will be enhanced	From September 2009 to August 2010	Expenses on reference books, aids, furniture and equipment and minor conversion work:  \$157,390	<ul style="list-style-type: none"> <li>The teaching and learning of different subjects will be enhanced.</li> <li>More locations for lessons and learning activities will be provided.</li> </ul>	<ul style="list-style-type: none"> <li>The performance of students</li> <li>Teachers' Feedback</li> </ul>	Subject panels & School Building, Furniture and Equipment Committee

Sister Jeanne Houlihan

29 October 2009

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Name of Supervisor/Chairperson  
of School Management Committee

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Signature of Supervisor/ Chairperson  
of School Management Committee

\_\_\_\_\_  
Date