



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



Annual School Report 2010/2011

School Report 2010/11
Maryknoll Convent School (Secondary Section)

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School Vision & 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.

Our School

Introduction

Maryknoll Convent School (MCS) is an EMI Anglo-Chinese day school for girls. It is financially assisted by the Government of the Hong Kong SAR as a “Grant-in-Aid” School. The language of instruction at MCS is English except in classes where Chinese or Putonghua constitutes the subject material.

History

In 1925, the Maryknoll Sisters began teaching 12 students in the convent parlour at 103 Austin Road. They taught classes in basic subjects. In the decades that followed, the number of students grew, and so did the teaching staff. After six years on Prince Edward Road, Maryknoll Convent School (MCS) moved to Boundary Street in 1937. World War II interrupted their teaching, but the Sisters resumed their work in 1945. In 1960, the Secondary Section relocated to 5 Ho Tung Road. The Primary Section remained on Boundary Street. From an initial class of 12 students and a few Sisters, the school (both primary and secondary sections) has grown to a full capacity of 2000 students and a faculty of over 100.

Since 2005, the Maryknoll Convent School Foundation Ltd. comprising Maryknoll Sisters, former teachers and students has assumed the sponsorship of the school.

School Facilities

The secondary section of MCS has been operating in a single building of three storeys. The Jockey Club Wing with additional classrooms and other facilities was erected in 1995. There are 31 classrooms and laboratories for biology, chemistry, physics, and junior science. In addition to a lecture room, a student canteen, a hall for assembly, a conference room, a prefects' room, a Student Association room and a prayer room, there are special rooms assigned to visual arts, music, cookery, sewing and computer studies. In 2002, a Multi-Media Learning Centre was added for interactive learning of all subjects. There are outdoor and covered playgrounds. A swimming pool and a basketball court are shared with the primary school. The campus features lawns, trees, bushes and flowerbeds.

The Rogers Annex under the School Improvement Programme was opened for use in September 2004. Various aspects of learning are facilitated with the provision of more classrooms and rooms with different functions, namely the Multi-Purpose Area, the Student Activity Centre, the extended Library, the Computer Assisted Learning Room, the Geography Room, the Careers Room, the Character Building Committee Room, the Guidance Activity Room and the Editorial Board Room.

School Management

School Organization: We follow the school-based style of management with the sponsoring body exercising the highest authority. The School Supervisor represents the School Management Committee to supervise the running of the school.

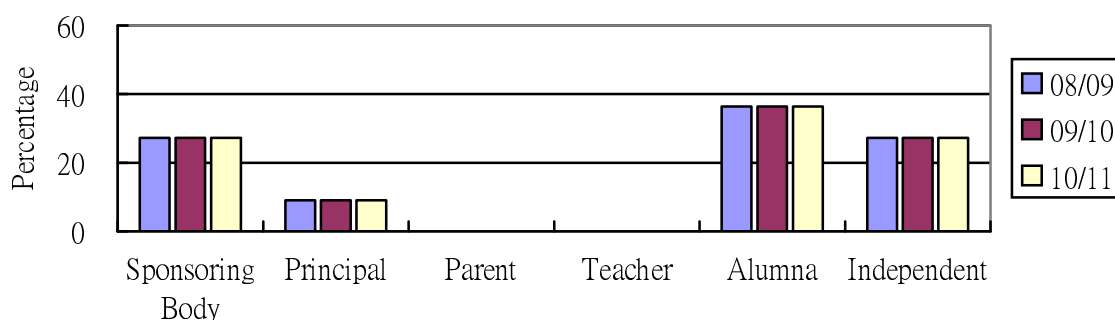
The school administration is made up of the Curriculum and Academic Affairs Team, the General Resources Management Team, the Student Development Team and the School Development Team under the leadership of the 4 Team Heads and the Principal. They are in charge of the Key Learning Areas, pastoral care, character-building, counseling, ECA, Global, Citizenship & Civic Education, environmental protection, community service, religious activities, IT etc. There are also the School Advisory Committee and the General Staff Assembly to serve as liaisons between staff and the school administration and take part in the decision-making of the school.

The school first implemented school-based management in 2000.

Composition of Stakeholders in SMC

Membership	Sponsoring Body	Principal	Parent	Teacher	Alumna	Independent
08/09	3	1	0	0	4	3
09/10	3	1	0	0	4	3
10/11	3	1	0	0	4	3

Composition of Stakeholders in SMC



Achievements and Reflection on Major Concerns

Priority Task 1: *To reaffirm respect for self and for others as an integral part of our school mission*

Ultimate Targets:

1. Students are able to recognize the importance of respect for self and others in various aspects of their personal and school life.
2. All members of the school are able to show by their personal examples the virtue of respect for self and others.
3. 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.

Achievement in progress:

- All subject panels included in their year plans the target of promoting the virtue of respect in their formal and informal curricula.
- Homeroom and co-homeroom teachers guided the students on setting personal, and class goals and living up to the spirit behind the school rules and the expectations of Maryknoll students.
- The Character Building Committee and Prefects' Board closely supervised how students showed respect for self and others by observing school rules.
- Under the Pastoral Care Core Group, our school social worker and in-house clinical psychologist continued to promote positive psychology through student ambassadors called 'Smileys' and hold personal growth workshops for senior form students. The Smileys, consisting of F.4 and F.5 students, spread the message of positive psychology by conducting class visits, school assemblies, and joint-school programmes, some sessions of the last-mentioned even in several primary schools. A series of programmes were conducted to underline the importance of respect for self (through understanding personal needs and aspirations) and others. Cyber Bullying workshops for F.1 run by LEAP (Life Education Programme), Sex Education workshops for F.2 by ECSAF (End Child Sexual Abuse Foundation), Understanding Self and Sexuality workshops for F.1 by TEENAIDS all helped to heighten the sense of self-understanding and respect for self and others.

Reflection

- *Students in general were able and willing to understand and show respect for different members of the school. Some senior students outgrew their rebellious behaviour and complied with school rules more readily. However, there were still some who tested the limits of adult tolerance by breaching minor school rules. More time and effort would be needed to help guide the students who were trying to define their identities through negative behaviour. Positive peer influence and adequate parental supervision play an important part in shaping the character of students.*
- *All members of staff realized the importance of common standards consistently adhered to. Just as important was enhancing student awareness of our expectations. This was successfully done during the final examination period. Concerted effort by teachers resulted in better order and a much reduced noise level as students entered or left the examination rooms.*
- *Teachers strove to acquire more knowledge and skills for guiding adolescents at risk. This should remain one of the objectives of future staff development programmes.*

Priority Task 2: *To develop a global outlook in our pursuit of all-round education*

Ultimate Targets

1. Students are able to think globally.
2. Students act like global citizens.

Achievement in progress:

- Students were encouraged to read extensively through different reading schemes, especially those conducted by the language departments.
- Global issues remained the focus of many class discussions, assembly presentations (e.g. ‘Water conservation’ and ‘Deforestation’ were the themes of the Student Association for the year’s Make-A-Difference Week) and forums conducted during lunchtime.
- A French class and a Spanish class were conducted by two of our teachers as an extracurricular activity. In addition, the Modern Languages Department of HKU ran 2 French classes, 1 Spanish class and 1 Japanese class for close to half of our F.1 students twice a week. All these classes helped to promote understanding and appreciation of foreign cultures on top of preparing them for the IGCSE.
- School development programmes were conducted to broaden students’ horizons. They included several cultural exchange tours: an eco-tour to Xinjiang; a school visit by and home stay for students of Ren Da Fu Zhong (RDFZ), one of the top secondary schools in mainland China, and our return visit to them in Beijing; a visit to Cambodia; an exchange tour to Singapore and the participation in the World Youth Day in Madrid with a pilgrimage to Lourdes, France, and churches in several cities in Spain. All participants had rewarding experiences which they shared with the rest of the school on their return.

Reflection:

- *Discussion on global issues will go on and all subject panels and committees will continue to provide platforms for such discussions. The HKAS & NSS liberal studies classes helped to raise students’ awareness of major global issues.*
- *The interest in and demand for foreign language classes were great. The introduction of HKU Modern Languages classes has paved the way for the subjects to be examined in the IGCSE and for more exposure to cultural exchange opportunities.*
- *Cultural exchange tours were an effective means of broadening students’ global outlook. More resources, human and financial, are needed to promote such tours. Different teachers can be assigned to different school development programmes depending on their nature. The School Development Team may benefit from a reorganization.*

Priority Task 3: To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum

Ultimate targets:

1. The first batch of NSS (New Senior Secondary) students is well prepared for and achieve good results in the first HKDSE.
2. NSS students enjoy full opportunities for further education locally or abroad.
3. The NSS curriculum is fully operational.

Achievement in progress:

- Subject panels devoted themselves whole-heartedly to implementing the new curriculum. School Based Assessment (SBA) of various subjects was well under way despite the difficulties encountered.
- Collaborative lesson preparation continued for the Liberal Studies (L.S.) panel. L.S. panel members met regularly to share teaching progress and strategies. Various tasks for the Independent Enquiry Studies (IES) were conducted. Marks for the Module were submitted.
- The choice of subjects for F.3 (going on to F.4) and for F.4 (going on to F.5) was again fine-tuned to suit students' needs. Career guidance programmes based on past experience were offered throughout the year to help students and parents make wise choices.
- The committee working on the Student Learning Profile (SLP) continued to supervise students to complete the SLP and to collect student data electronically from students in F.4 & F.5. F.4 & F.5 homeroom and co-homeroom teachers assisted in the collection of data to help students build up appropriate SLPs. Workshops were conducted to help students prepare for the Self Account to be included in the SLP.
- The NSS Coordination Committee met regularly to tackle problems arising from the NSS curriculum. Many ad hoc meetings were needed to tackle individual requests concerning the keeping and dropping of electives. Flexible arrangements were made to cater for individual needs.

Reflection:

- *All teachers concerned worked hard to implement the new curriculum. Frequent formal and informal meetings were held, putting the teachers concerned under considerable stress. Many extra classes were needed to cover the long syllabi in time especially for the first cohort of NSS students. SBA for quite a number of subjects needed to be conducted during lunchtime, after school or on Saturdays. Although overworked, all the teachers involved in the NSS curriculum did their utmost to prepare their students for the first HKDSE. While some NSS students were stressed out, others did not seem overly concerned about the challenges ahead. Career guidance and counselling will be tailored for such diverse needs. Advice from our Educational Psychologist on stress relief would be in order.*
- *Collaborative lesson planning sessions were welcomed by teachers of the Liberal Studies panel. Due to the extended leave of absence of various panel members during the year, more support from the school and other members was needed to maintain the quality of teaching and learning. The confusing messages from the HKEAA wreaked havoc for the LS teachers concerned. It was our teachers' professionalism that saved the day.*
- *The very diverse subject combinations were able to address the needs of F.3 students and parents even though individual parents were still asking for more subject combinations to be considered. More than 85% were offered their first choice (based on ability and interest) and 95%, one of their top three choices. The F.4 students were able to finalise their choice of HKDSE subjects after having a taste of the subjects in F.4, and 95% of students got to study their preferred subjects through F.5 and F.6. It was agreed that a more comprehensive review needed to be carried out in view of the diminished number of students taking 4 electives in F.4 or 3 electives for F.5. In many cases, the students' decision to give up certain electives was prompted by unsatisfactory internal exam results. More guidance is needed to help them make sound decisions. More clear directions from universities concerning their admission requirements will help improve our subject combinations and resolve other curriculum-related issues.*

Our Learning and Teaching

Learning & Teaching Strategies

We have clear-cut objectives and policies for fashioning a curriculum in line with the school's vision and mission, and with the intellectual, spiritual, psychological, emotional and physical needs of our students. We provide our students with different learning experiences as an integral part of education for the whole person. Our curriculum is balanced, comprehensive and multi-faceted and caters for a broad range of abilities and needs. We have different timetables to accommodate our diverse, cross-curricular and extended learning activities, particularly those designed to promote civic and moral education.

Key Tasks (Reading to learn & Project Learning):

Students' critical thinking skills and creativity are improved through classroom discussion, project work and intranet learning and teaching. A reading session is built into our Monday to Thursday regular timetable. The school also runs an on-line reading programme for Chinese books and English reading materials. In each junior form classroom, a reading corner has been set up. Each student also keeps a reading profile for the books she has read. Our P.T.A. Reading Club organizes regular sharing sessions by famous authors and speakers for our students to promote their interest in reading.

Teaching & Learning in Information Technology:

We have 3 computer rooms to serve our students. Besides, our students can also get online to gather information in the school library. Every one of our classrooms is equipped with a computer, a visualizer, a screen and an LCD projector to facilitate teaching by IT if need be. An intranet and tools like eCampus and eClassroom make it possible for teaching and communication by IT to take place outside school hours and outside the school setting. Each teacher is issued with a notebook computer.

Medium of Instruction Policy:

English is our medium of instruction from Forms 1 to 7. Putonghua is a compulsory subject from Forms 1 to 6. Our English Club runs the annual English Week and English camp. Through Chinese and English reading schemes, prose reading and verse speaking, drama and musicals, we seek to maintain a high level of proficiency in biliteracy and trilingualism well beyond the requirements of public exams.

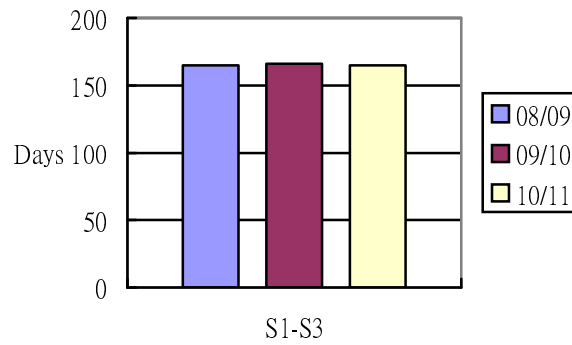
Curriculum Tailoring and Adaptation for Learning and Assessment:

We administer a midyear and a final examination every school year, supplemented by regular tests and quizzes. Our method of assessment takes into consideration both a student's written assignments and her performance in class.

Number of Active School Days

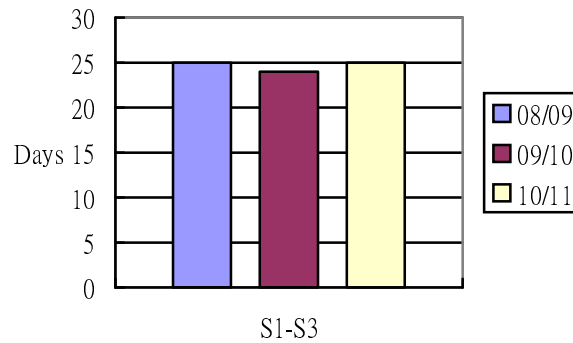
Number of Days with Regular Classes

Level	08/09	09/10	10/11
S1	165	166	165
S2	165	166	165
S3	165	166	165



Number of Days with Learning Activities

Level	08/09	09/10	10/11
S1	25	24	25
S2	25	24	25
S3	25	24	25

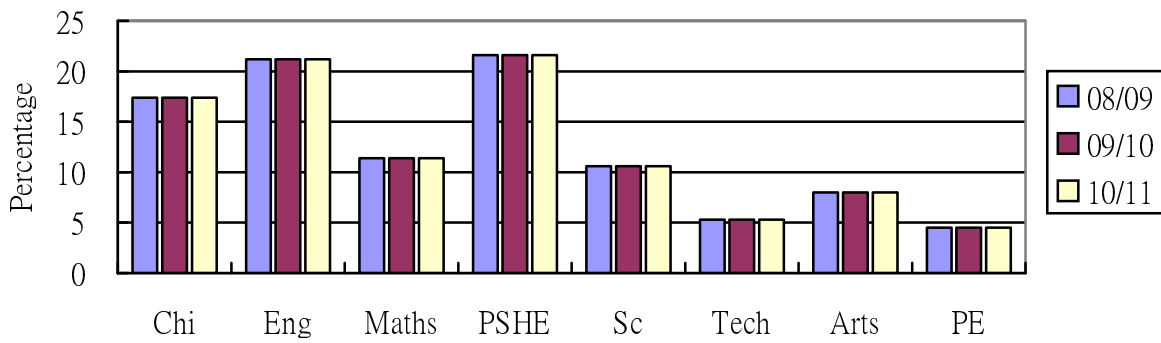


Lesson Time for the 8 Key Learning Areas

S1-3

Key Learning Area	08/09	09/10	10/11
Chinese Language Education	17.4%	17.4%	17.4%
English Language Education	21.2%	21.2%	21.2%
Mathematics Education	11.4%	11.4%	11.4%
Personal, Social & Humanities Education	21.6%	21.6%	21.6%
Science Education	10.6%	10.6%	10.6%
Technology Education	5.3%	5.3%	5.3%
Arts Education	8.0%	8.0%	8.0%
Physical Education	4.5%	4.5%	4.5%

Lesson Time for Each KLA



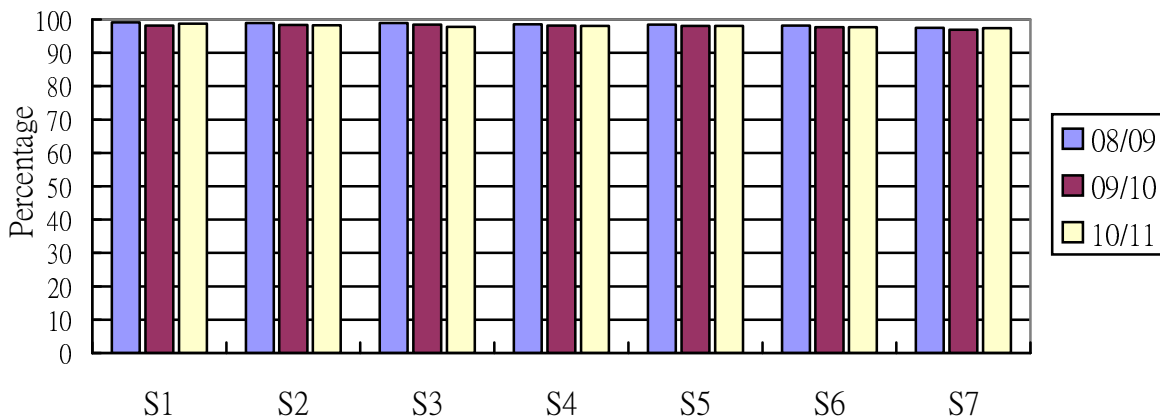
Our Students

Students' Attendance

Student Attendance Rate (in percentage)

Level	08/09	09/10	10/11
S1	99.1	98.2	98.8
S2	98.9	98.4	98.3
S3	98.9	98.5	97.8
S4	98.6	98.2	98.1
S5	98.5	98.1	98.1
S6	98.2	97.7	97.7
S7	97.5	96.9	97.4

Student Attendance Rate



Our Teachers

Teachers' Qualifications

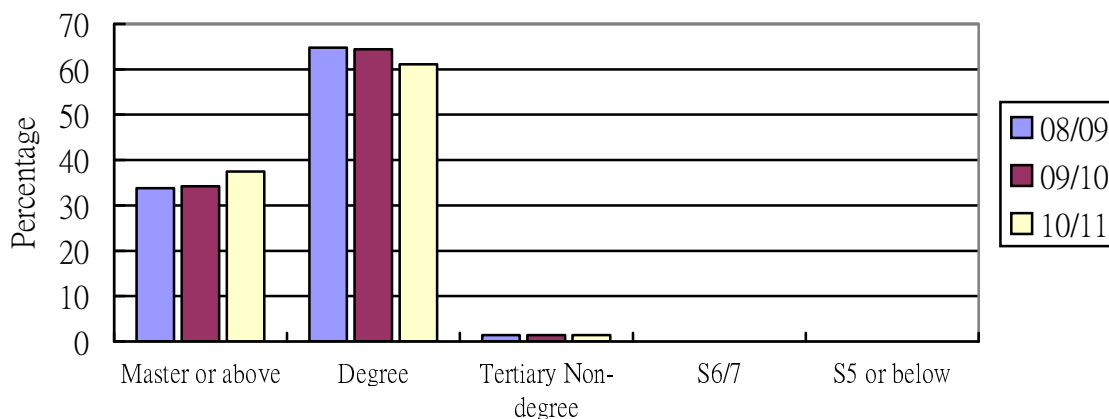
Number of teachers in school

	08/09	09/10	10/11
Total number of teachers	71	73	72

Highest Academic Qualifications attained by Teachers

	08/09	09/10	10/11
% of teachers with master's degree or above	33.8	34.2	37.5
% of teachers with bachelor's degree	64.8	64.4	61.1
% of teachers with tertiary non-degree qualifications	1.4	1.4	1.4
% of teachers with S6/7 qualifications	0	0	0
% of teachers with S5 or below qualifications	0	0	0

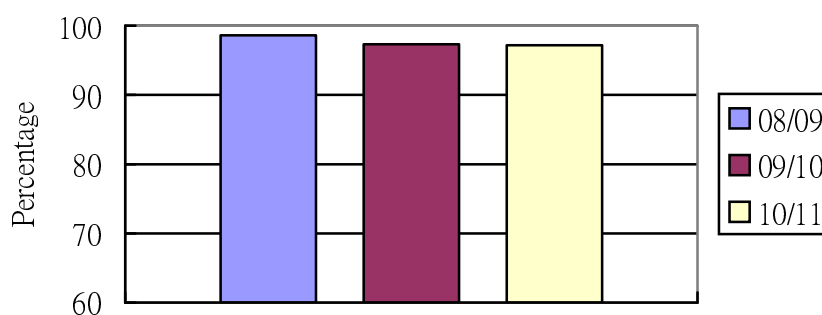
Highest Academic Qualifications attained by Teachers



Teachers holding qualified professional status

	08/09	09/10	10/11
% of professionally-trained teachers	98.6	97.3	97.2

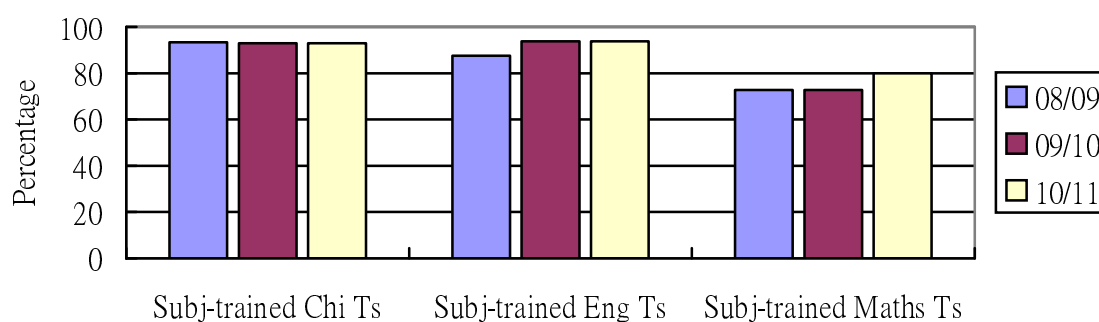
Professionally-Trained Teachers



Subject-trained teachers in the core-three subjects

	08/09	09/10	10/11
% of subject-trained Chinese Language teachers	93.3	92.9	92.9
% of subject-trained English Language teachers	87.5	93.8	93.8
% of subject-trained Mathematics teachers	72.7	72.7	80.0

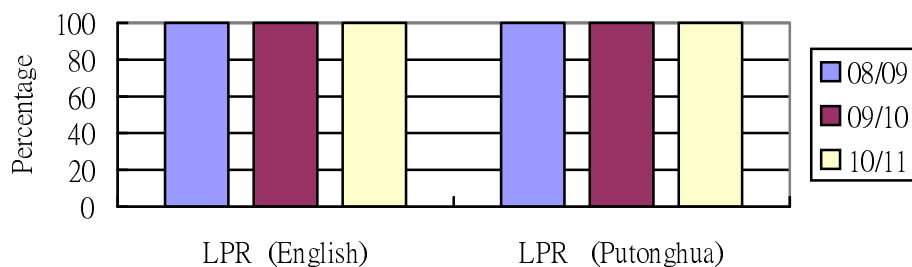
Subject-trained Teachers



Teachers meeting Language Proficiency Requirement (LPR)

	08/09	09/10	10/11
% of English teachers meeting LPR	100	100	100
% of Putonghua teachers meeting LPR	100	100	100

Teachers' Qualifications Language Proficiency Requirement

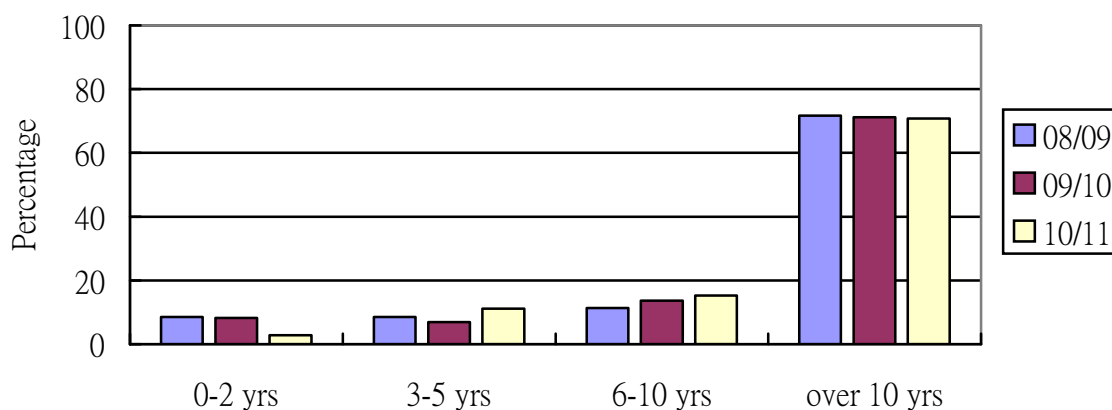


Besides language teachers, 9 non-language teachers also obtained LPR in English Language.

Teachers' Experience

	08/09	09/10	10/11
% of teachers with 0 to 2 years of experience	8.5	8.2	2.8
% of teachers with 3 to 5 years of experience	8.5	6.9	11.1
% of teachers with 6 to 10 years of experience	11.3	13.7	15.3
% of teachers with over 10 years of experience	71.7	71.2	70.8

Teachers' Experience



Support for Student Development

Healthy Lifestyle: At MCS we set great store by our students' physical and mental health. Besides exploring in class the importance of eating right to stay fit, we also offer a wide range of intracurricular and extracurricular sporting activities, and events on healthy eating such as 'Fruit Day', to practise our belief in a healthy lifestyle. To ensure that our students follow a balanced diet and sound eating habits, the lunch and snacks our school canteen provide are designed and vetted by nutritionists.

Whole-school Approach to Catering for Student Diversity: To help our students with character formation, we adopt a whole school approach involving religious and moral education, the homeroom period, guidance provided by a full-time social worker, the Careers Committee and the Pastoral Care Core Group, under which the Character Building Committee, the Counselling Committee, the Prefect Board, the Homeroom Teachers' Committee join hands in promoting the mental and psychological wellbeing of the students.

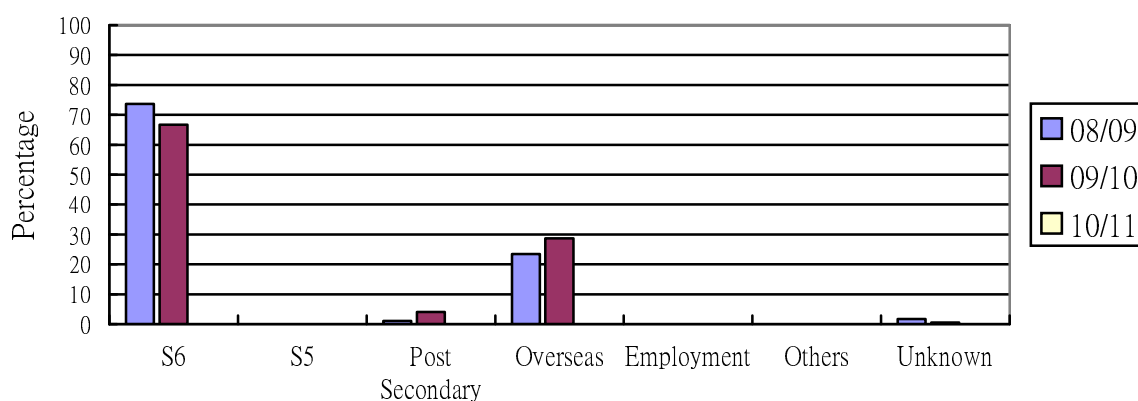
Performance of Students

Destination of exit students, including early exits

S5 graduates

	08/09	09/10	10/11
S6 course	73.7%	66.7%	---
S5 course	0	0	---
Local full-time post-secondary/vocational training course (Including HKAPA, Chu Hai, YMCA, Private Institutes, Institutes of continuing education, Pre-associate degree programmes offered by Institutes, Project Yi Jin, HKIVE, CITA, VTC, etc)	1.1%	4.1%	---
Overseas studies	23.5%	28.7%	---
Full-time employment (Including Youth Pre-employment Training Programme & Youth Work Experience & Training Scheme)	0	0	---
Others (Including "neither working nor studying" & Study in China & Macau)	0	0	---
Unknown	1.7%	0.5%	---

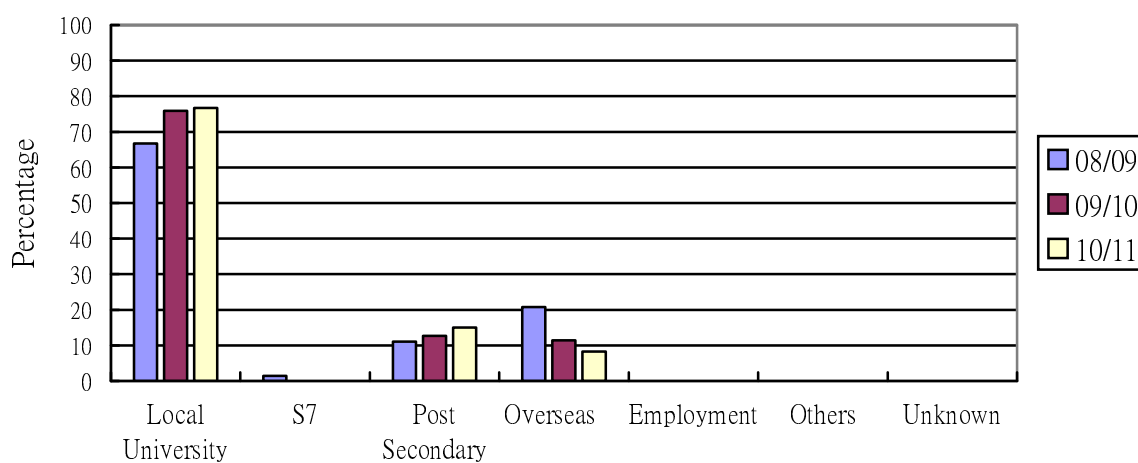
Destination of S5 Graduates



S7 graduates

	08/09	09/10	10/11
Local university course	66.7%	75.9%	76.7%
S7 course	1.4%	0	0
Local full-time post-secondary/vocational training course (Including HKAPA, Chu Hai, YMCA, Private Institutes, Institutes of continuing education, Associate degree programme, HKIVE, CITA, VTC, etc)	11.1%	12.7%	15.0%
Overseas studies	20.8%	11.4%	8.3%
Full-time employment (Including Youth Pre-employment Training Programme & Youth Work Experience & Training Scheme)	0	0	0
Others (Including "neither working nor studying" & Study in China & Macau)	0	0	0
Unknown	0	0	0

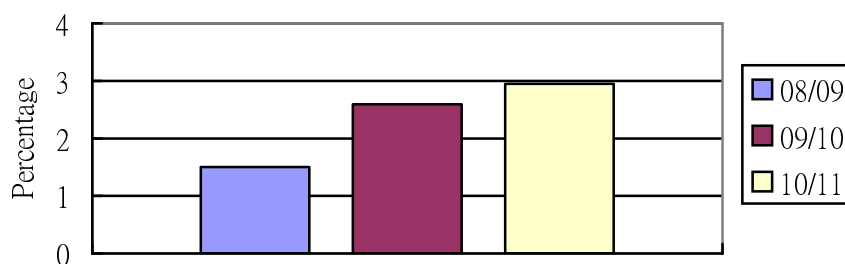
Destination of S7 Graduates



Early Exit Students

	08/09	09/10	10/11
% of early exit students	1.50	2.59	2.95

Early Exit Students



Students' Reading Habit

Frequency of Borrowing Reading Materials from the School Library by Students

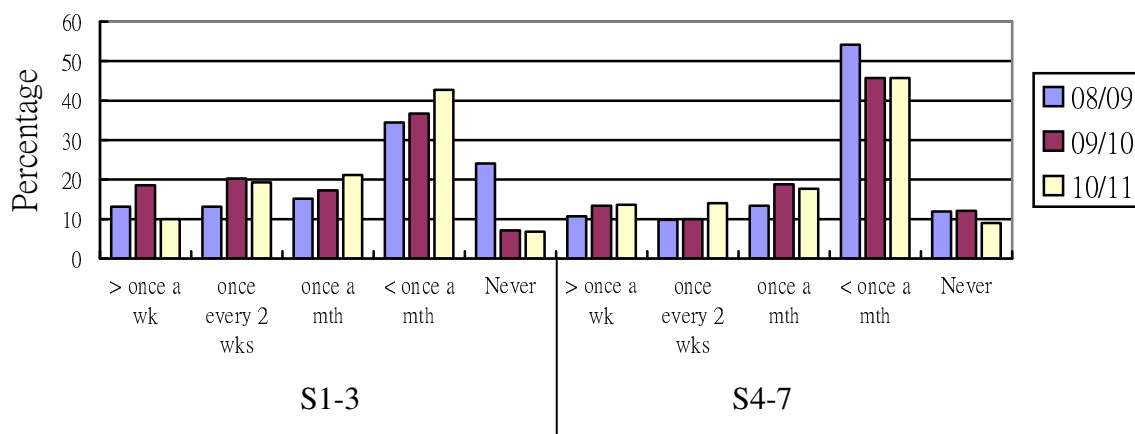
S1-3

% of students	08/09	09/10	10/11
Once a week or more frequently	13.1	18.6	10.0
Once every two weeks	13.1	20.3	19.3
Once a month	15.2	17.3	21.2
Less than once per month	34.5	36.7	42.7
Never	24.1	7.1	6.8

S4-7

% of students	08/09	09/10	10/11
Once a week or more frequently	10.7	13.4	13.6
Once every two weeks	9.8	10.0	14.0
Once a month	13.4	18.8	17.7
Less than once per month	54.2	45.7	45.7
Never	11.9	12.1	9.0

Percentage of Frequency of Borrowing Reading Materials from School Library by Students



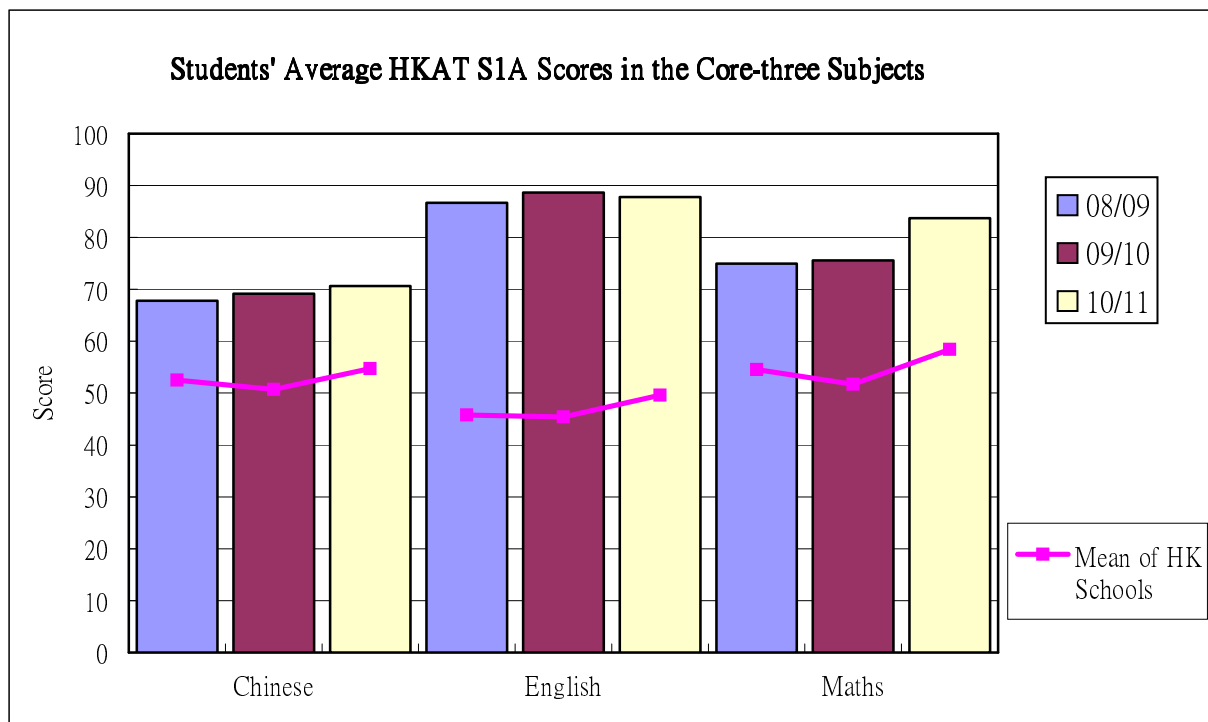
The reading habits of the students were promoted through

1. the daily reading session (20 minutes) from Monday to Thursday;
2. a recommended reading list drawn up by the English language teachers;
3. English book reviewing assignments;
4. addition of new English titles of fiction and non-fiction to the school library every year;
5. film appreciation: in-class screenings of feature films (e.g. *Bloody Sunday*, *Match Point*, *The Kite Runner*, *Girl with a Pearl Earring*, *Charlotte's Web*, etc.) and adaptations of plays by Shakespeare and other classics (e.g. *Macbeth*, *Romeo and Juliet*, *A Midsummer Night's Dream*, *the Odyssey* etc.);
6. English quiz shows based on Mary Glasgow magazines;
7. the newly created 'Hylda Christie Book Award' for the best readers in English in Forms 1 – 7;
8. the book forums organized by the English Club;
9. junior- and senior-form writing competitions;
10. the book review displays mounted by the Chinese Club;
11. Chinese and English book exhibitions and
12. the Parent-Teacher Association Reading Club.

HKAT (S1A)

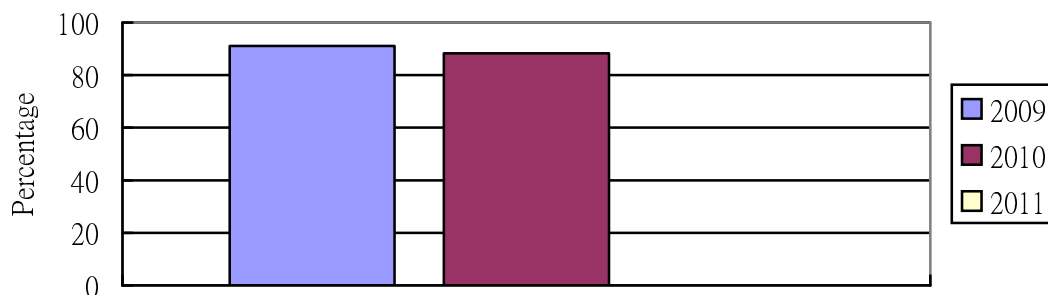
Raw mean scores of HKAT in the core-three subjects

S1A Test	08/09	09/10	10/11
Chinese	67.79	69.18	70.64
English	86.66	88.62	87.76
Mathematics	74.95	75.54	83.70



	08/09	09/10	10/11
Number of students sitting	179	171	---
% of students awarded 14 points or more in the best 6 subjects	91.1	88.3	---

HKCEE Results

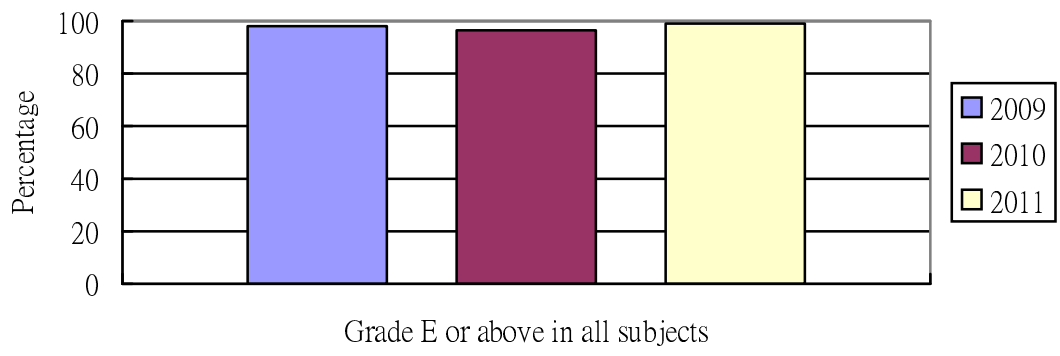


14 pts or above in best 6 subjects

HKALE

	08/09	09/10	10/11
Number of students sitting	72	79	60
% of grade E or above in all subjects	98.1	96.5	99.0
Number of students admitted to local universities under the Early Admission Scheme after S6	8	18	7
Number of students admitted to universities overseas after S6	7	4	10

HKALE Results



Awards & Achievements 2010-2011

External Awards

World City Cup Abacus, Mental Arithmetic & Mathematics HK Competition

Clarice Liu 2E Gold Prize

Liberal Studies Essay Writing Competition 2010-2011

Erica Li 5B 1st

3rd HK Students Open Music Competition 2010 Cello-Diploma

Shannon Ho 3D Honorable Mention

Hong Kong Golden Bauhinia Youth Piano Competition 2010 - Grade 8

Clarice Liu 2E Second Prize

C & Y English Speech Competition

Clarice Liu 2E Silver Medal

The Hong Kong Budding Poets Award (English Section)

Ysabel Wong 4C

Most Improved Students Awards

Andrea Law 4A Awardee

Laura Au 5E Awardee

Youth Arts Festival 2010 (Secondary School Section-Photo Competition)

Nicole Chi 3B 1st

Model Climate Change Conference in Global Elites 2010

Nicolle Liu 5B Best Speaker

Business Challenge

Jamie Cheng 7C 1st runner-up

2010 Hong Kong Youth Strings Competition - Cello

Shannon Ho 3D 1st Prize

3rd Hong Kong Students Open Music Competition Piano Diploma

To Yee Ting 2D 2nd

HKUSU Legal Writing Competition

Erica Li 5B 1st

HKSDC Junior Tournament November 2010 Best Impromptu Speech

Eunice Leung 3C Champion

Secondary Schools Bridge Demonstration Competition 2011 - Champion (Group)

Katie Kwan 6C
Vivienne Ng 6C
Janet Ling 6C
Heidi Liu 6C
Scarlet Tam 6C
Heidy Ng 6C
Shirley Tsang 6C

The HK Math High Achievers Selection Contest

Coco Tam 3C Gold medalist
Clarice Liu 2E Bronze medalist

Hong Kong Odyssey of the Mind Competition - Creativity Award (Group)

Janice Yiu 4D
Kitty Mak 5A
Nicolle Liu 5B
Hilary Lung 5B
Agnes Yeung 5D
Cherry Wong 6B
Amanda So 6C

Hong Kong Odyssey of the Mind Competition- 2nd runner-up and Best Style Award (Group)

Candice Ng 2A
Hilda Wong 2A
Vanessa Chan 2C
Winnie Chan 2C
Rosalind Cheung 2C
Anna Kwok 2C
Melanie Cheung 2D

1st Liberal Studies Project Competition – 2nd runner-up (Group)

Cherry Ma 5A
Catherine Young 5D
Lillian Yan 5D
Jaime Chung 5D
Janice Wong 5D

12th Hong Kong (Asia Pacific) Piano Competition

Clarice Liu 2E 二等獎

2011 全港青少年鋼琴大賽

Clarice Liu 2E 銀獎

二零一零年度第二十五屆中學生閱讀報告比賽暨全球華人中學生閱讀報告大賽中文廣泛閱讀組初級組

Ysabel Wong 4C 季軍

第十一屆世界華人學生作文大賽

Karen Mak 3B 三等獎

Chelsea Yip 3C 三等獎

Cindy Chan 3C 三等獎

2010 中銀香港 全港青少年羽毛球錦標賽 91-94 年組混合雙打

Julia So 7C 季軍(隊際)

2010 全港羽毛球雙打聯賽 女子 B 組

Julia So 7C 冠軍(隊際)

希望杯國際數學競賽

Liu Yuen Tung 2E 三等獎

第九屆女子數學奧林匹克

Chan Helsa Heishun 5D 二等獎

徐悲鴻盃國際青少年兒童美術比賽

Maria Yau 3D 一等獎

第五屆香港學界電影節(中學組) 最佳女演員

Jaime Chung 5D 金獎

Internal Awards

Interhouse Penmanship Competition (Chinese Section Junior Form)

Charis Yeung 3A 1st

Elizabeth Hau 3A 2nd

Sabrina Mo 3D 3rd

Interhouse Penmanship Competition (Chinese Section Senior Form)

Heidi Liu 6C 1st

Yoyo Chan 5E 2nd

Nicolle Liu 5B 3rd

Interhouse Penmanship Competition (English Section Junior Form)

Lorraine Wong 1E 1st

Christina Au Yeung 1E 2nd

Gabriel Wan 1E 3rd

Interhouse Penmanship Competition (English Section Senior Form)

Clare Eow 5E 1st

Lillian Yan 5D 2nd

Karen Siu 5B 3rd

N.B. For a fuller list of the award-winners for 2010-2011, visit our website at www.mcs.edu.hk

Feedback on Future Planning

As this was the second year of a three-year school development cycle, many of the targets set had been met to a certain degree. This year-end report could again serve as an interim evaluation.

Among the common concerns, the full implementation of the NSS curriculum will unavoidably be a major focus for the school year 2011-2012. Uncertainties revolving around the successful implementation of the first HKDSE and the university admission criteria for the new 4-year system have created much stress for teachers, students and parents alike. An increasing number of students have plans to study abroad due to the uncertainties. The morale of some students was affected by those who left by the end of F.5 for studies abroad. More time and resources are required to help the first batch of NSS students in preparing for the HKDSE. Parents need more information on how they can help their children. A F.6 parents' meeting will be held at the beginning of the school term on the possibilities open to their children. Updated information from the EDB, HKEAA and local universities can also be shared.

Despite the enthusiasm and positive attitude of the teachers, the many demands on them are taking their toll. Much moral and material support is needed to help all teachers and students (and parents) face the challenges ahead.

Appendix 1 - Financial Reports

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Capacity Enhancement Grant for 2010-2011 Academic Year

I. Mathematics

Task Area	Evaluation	Suggestion for Next Year
Coping with Diverse Learning Needs of Students with Varied Abilities	<p>With the help of the CEG, a Mathematics teacher was employed to assist the Mathematics Panel in carrying out the enrichment programmes so as to fulfill the performance standards set for the academic year 2010-2011.</p> <ul style="list-style-type: none"> • <i>Teachers were able to dedicate more time to the preparation for the new senior curriculum.</i> • <i>Students in enrichment classes in F.2, F.4 and F.5 showed some significant improvement as indicated in tests, exams and coursework.</i> • <i>The interest and initiative of students in learning Mathematics was significantly raised.</i> 	The two part-time teachers will become full-time teachers to meet the needs of the double-cohort year. They will be under the regular staff establishment on a one-year contract.

II. Biology and Chemistry

Task Area	Evaluation	Suggestion for Next Year
To better prepare for the implementation of the NSS academic structure at its initial stage	With the help of the CEG, the School was able to employ an additional teacher to provide more human resources for the Biology Panel and Chemistry Panel to reduce teachers' workload from the preparation and implementation of the NSS curriculum and the administration of SBA.	We will continue to hire an additional teacher to provide more human resources for the Biology Panel and Chemistry Panel.

III. Religious Formation of Students

Task Area	Evaluation	Suggestion for Next Year
To enhance the coordination and execution of religious activities and provide pastoral care for students	With the help of the CEG, the School was able to hire a Pastoral Assistant to facilitate the coordination and execution of the religious activities of the school. The Pastoral Assistant helped in organizing various religious functions such as school mass, form mass, retreats and activities organised by the Catholic Society. She advised our students spiritually, both in groups and individually. With her help, our religious studies teachers' capacity for curriculum development was greatly enhanced. Teachers responsible for religious activities also felt their workload being reduced.	We will continue to hire a Pastoral Assistant to assist the Religious Studies panel and Catholic Society in organizing religious activities.

Maryknoll Convent School
(Secondary Section)
Evaluation of the Use of Capacity Enhancement Grant for 2010-2011 Academic Year

IV. School Administration

Task Area	Evaluation	Suggestion for Next Year
Coping with the increased administrative and clerical workload	With the help of the CEG, the School was able to hire additional clerical supporting staff to relieve teachers' of some of their administrative and clerical workload. The additional clerical assistants helped to prepare documents for teachers, especially those for submission to EDB. They also helped with data entry, computerization of students' records and administrative procedures.	We will continue to hire additional clerical supporting staff to relieve teachers of some of their administrative and clerical workload.

V. Information Technology (IT)

Task Area	Evaluation	Suggestion for Next Year
Coping with the increasing clerical work and work arising from the use of WEBSAMS and eCampus	<p>With the help of the CEG, an IT assistant was employed to assist our teachers in creating IT teaching materials. Teachers were able to focus more on teaching and on the preparations for the new senior secondary curriculum. The performance standards set for the academic year 2010-2011 were also fulfilled.</p> <ul style="list-style-type: none"> • <i>5% of existing teachers' administrative work was done by the IT Assistant</i> • <i>More effective use of eCampus, the school intranet, was evident.</i> • <i>More electronic resources and documents were prepared by the I.T. assistant.</i> • <i>The use of Websams in handling student reports and student profiles was enhanced.</i> 	We will continue to hire an IT assistant to help our teachers in creating IT teaching materials.

VI. Audio Visual Services and eInventory

Task Area	Evaluation	Suggestion for Next Year
Coping with the increasing work arising from the use of Audio Visual Equipment and the eInventory system in eCampus	<p>With the help of the CEG, an assistant was employed. 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. The performance standard set was met.</p> <ul style="list-style-type: none"> • <i>20% of existing teachers' administrative work is done by the assistant.</i> • <i>More effective use of the AV equipment in the school for school functions and programme</i> • <i>More effective use of eCampus for keeping the inventory of the school.</i> 	We will continue to hire an AV and Technical assistant to help in offering Audio visual Services and compiling the eInventory.

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Senior Secondary Curriculum Support Grant for 2010-2011 Academic Year

English Language

Task Area	Evaluation	Suggestion for Next Year
To better prepare for the implementation of the NSS academic structure at its initial stage	<p>With the help of the Senior Secondary Curriculum Support Grant, we were able to employ an additional teacher:</p> <ul style="list-style-type: none"> (i) to provide more human resources to the English Language Panel; (ii) to relieve teachers' workload from the preparation and implementation of the NSS curriculum and the administration of SBA; (iii) to develop and conduct English enrichment programmes and to enhance the learning of English Language, 	We will continue to hire English Language teachers to teach English Language and carry out enrichment programmes. More space and time will be made available for all English Language teachers to devote their effort and time to curriculum changes.

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Senior Secondary Curriculum Support Grant for 2010-2011 Academic Year

Chinese Language

Task Area	Evaluation	Suggestion for Next Year
To better prepare for the implementation of the NSS academic structure at its initial stage	<p>To employ an additional teacher to provide more human resources for the Chinese Language Panel</p> <ul style="list-style-type: none"> (i) to reduce teachers' workload from the preparation and 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. 	We will continue to hire a Chinese Language teacher to teach Chinese Language and carry out enrichment programmes. More space and time will be made available for all Chinese Language teachers to devote their effort and time to curriculum changes.

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of New Senior Secondary Curriculum Migration Grant for 2010-2011 Academic Year

Procurement of Teaching Aids and F & E & Minor Conversion Work

Task Area	Evaluation	Suggestion for Next Year
<p>1. 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)</p> <p>2. To conduct minor conversion work to accommodate the needs of the NSS curriculum</p>	<p>Reference books, teaching aids and furniture and equipment required by different subjects for the NSS curriculum were purchased</p> <p>Minor conversion work for different locations to meet the demand of small group/split class teaching and diverse learning activities were conducted</p>	<p>The remaining amount will be used for the procurement of reference books, teaching aids, furniture and equipment for the NSS curriculum.</p>

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of the Learning Support Grant for 2010-2011 Academic Year

Helping Students with Learning Difficulties

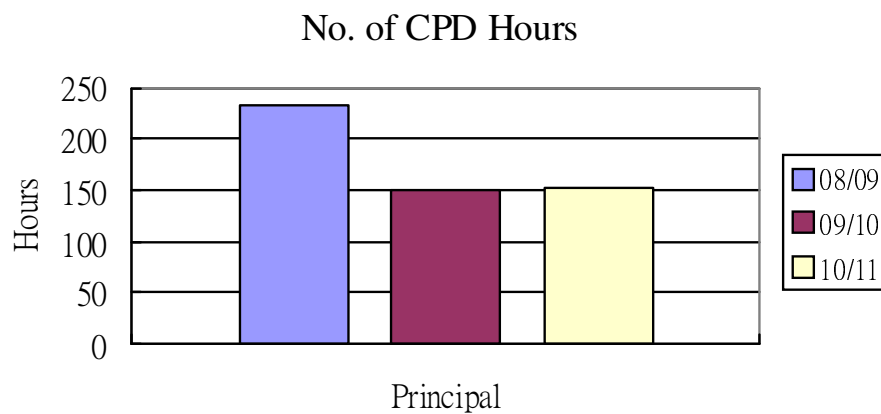
Task Area	Evaluation	Suggestion for Next Year
<p>1. To hire peer tutors to conduct after school sessions for students with learning difficulties including students with special educational needs.</p> <p>2. To organize programmes on understanding of and respecting for individual differences so as to promote mutual acceptance among students.</p> <p>3. To conduct school-based training workshops for teachers and parents.</p>	<p>One-on-one tutorial sessions have been arranged for the student with special educational needs.</p> <p>Study groups with the support of additional staff and peer tutors were organized.</p> <p>Remedial sessions were conducted for students during the summer vacation.</p> <p>Students with learning difficulties have shown progress in their studies and have become more motivated. There is also improvement in their social skills and behaviour.</p> <p>Parents of the students concerned find the programmes and support offered by the school helpful.</p>	<p>We will continue to hire peer tutors to conduct programmes for students with special educational needs/ learning difficulties.</p> <p>We will continue to organize programmes for students with special educational needs/ learning difficulties.</p> <p>We will continue to conduct school-based training workshops for teachers and parents.</p> <p>Reference materials to equip teachers with skills in handling students with special educational needs/ learning difficulties and to promote an inclusive culture will be purchased.</p>

Appendix 2

Principal's Continuing Professional Development (CPD)

Number of hours of Continuing Professional Development (CPD) undertaken by the Principal

	08/09	09/10	10/11
Number of CPD hours	233	150	153



Endorsed by:

Dr Maria Lee
Supervisor of MCS (Secondary Section)

Date