



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



Annual School Report
2013/2014

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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 all-round, quality and affordable education for girls.

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

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

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

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

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

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

Updated: Aug 1, 2013

Our School

Introduction

Maryknoll Convent School (MCS) is an EMI Anglo-Chinese Roman Catholic 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, as 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 while 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 the current full capacity of 2000 students with 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, an assembly hall, 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 computer-assisted 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 Annexe, constructed 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 Maryknoll Convent School Secondary Section Incorporated Management Committee was established on 31 August 2013. Different partners of the school join hands in the management of the school.

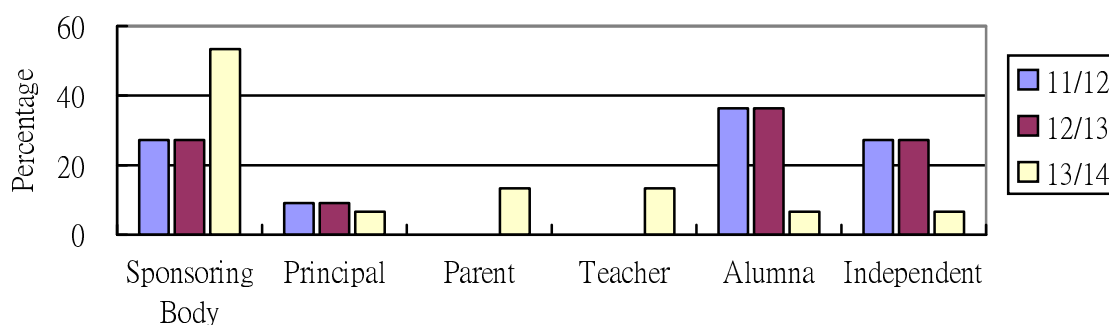
The school administration is made up of the Curriculum and Academic Affairs Team, the General Resources Management Team, the Student Support & Pastoral Care Team and the School Development Team under the leadership of the 4 Core Groups and the Principal. They are in charge of the Key Learning Areas, pastoral care, character-building, counselling, ECA, Global, Citizenship & Civic Education, environmental protection, community service, religious activities, IT etc. In addition, the School Advisory Committee and the General Staff Assembly liaise between staff and the school administration and take part in decision-making.

The school first implemented school-based management in 2000. The IMC was founded since 2013.

Composition of Stakeholders in SMC (11-13) / IMC (13-14)

Membership	Sponsoring Body	Principal	Parent	Teacher	Alumna	Independent
11/12	3	1	0	0	4	3
12/13	3	1	0	0	4	3
13/14	8	1	1	2	1	1

Composition of Stakeholders in SMC (11-13) / IMC (13-14)



Achievements and Reflection on Major Concerns

Priority Task 1: *To strengthen students' sense of responsibility to self and others.*

Ultimate Targets:

1. Students are able to recognize the importance of a strong sense of responsibility for the healthy development of self.
2. Students are able to act responsibly in the context of family, school and society.
3. Students are aware of the responsibilities they have as a global citizen and are able to act accordingly.

Achievements:

- Under the Curriculum & Academic Affairs Team, all subject panels included in their year plans the target of promoting students' sense of responsibility to self and others in their formal and informal curricula. Their evaluation reports showed the targets have to some extent been achieved.
- The various committees under the Student Support & Pastoral Care Team were able to promote students' sense of responsibility for self and others through various activities.
- Homeroom and co-homeroom teachers guided students on the setting of personal and class goals and living up to the spirit behind the school rules and the school's expectations of Maryknoll students. The document 'Expectations of MCS students' was revised and formally tabled to parents and students at the beginning of the school term. Homeroom teachers went through the guidelines with the students and students could regard them as blueprints for model behaviour.
- In the Pastoral Care Core Group, the Character Building Committee and Prefects' Board closely supervised how responsibly students act in observing school rules. According to their records, a minority were not able to live up to the school's expectations.
- Through various school activities, including school assemblies, students were reminded that "freedom" and "responsibility" go hand in hand and they need to strike a balance between the two.
- A series of programmes were conducted to underline the importance of responsible behaviour. Life Skills Training Programmes for homeroom periods were facilitated by the Counselling Committee. Topics included 'Stop cyber-bullying', 'Bystander' and 'Taking Control'.
- Sex Education workshops for F.2 run by ECSAF (End Child Sexual Abuse Foundation) and Understanding Self and Sexuality workshops for F.1 run by TEENAIDS all helped to heighten students' sense of self-understanding and responsibility towards self and others.
- As reflected in the APASO (Assessment Programme for Affective & Social Outcomes), students' attitude to school was very positive compared to the HK norm. Students' motivation to study and Independent Learning Capacity were also higher than the norm.

Reflection

- *Students in general were able to recognize the importance of responsible behaviour. The prefects were able to help peers develop a greater sense of responsibility by reminding them to act responsibly. However, homeroom teachers have to step up their roles to follow up on cases reported to them to sustain the effort of the prefects. Homeroom teachers may refer difficult cases to the Pastoral Care Core Group for support.*
- *Some senior students focused primarily on their studies and their extra-curricular activities. Some have taken on too much and failed to honour their commitments. Positive peer influence and adequate parental supervision play an important part in shaping students' character.*

Priority Task 2: To cater for learner diversity.

Ultimate Targets

1. Students are able to learn effectively and achieve their full potential despite individual differences.
2. Students are able to actualize their different talents/intelligences.

Achievement:

- Through a series of staff development programmes, teachers were able to discuss and share good practices in catering for learner diversity.
- The Gifted Education and SEN Coordinator organized Learning Support Groups to help students with different needs. The school was able to facilitate eligible students to join programmes for the gifted organized by various universities. With the help of our in-house Educational Psychologist, subject teachers of the students with special educational needs were able to learn more about skills to cater for their special needs.
- Information regarding the different learning styles of the F.1 and F.2 students was shared among homeroom and subject teachers. The in-house Educational Psychologist gave a briefing to the teachers on how to make use of the information.
- School development programmes were conducted to broaden students' horizons. In January, students of Ren Da Fu Zhong (RDFZ), Beijing, visited the school and stayed in the homes of some of our students. Our students made a return visit in April. This has become an annual exchange programme. All participants found this to be a rewarding experience.
- Student leaders were able to show their creativity and brought forth innovative ideas for school-wide activities.
- Students were able to participate in a wide range of activities. This enabled them to stretch themselves in different areas outside class time.

Reflection:

- *Discussion on how to acquire and implement strategies to help students with a wide range of abilities would continue. All subject panels and committees should continue to provide platforms for such discussions.*
- *While providing students with opportunities to stretch themselves and take part in a wide variety of activities, better planning is needed to spread out school programmes of a similar nature throughout the year. The Student Association will help to coordinate club activities so that students will not be required to overstretch themselves.*
- *The MCS Educational Trust has offered to subsidise the exchange tours. The Needy Students Fund has also given assurances that students without the financial means to take part in different activities will not be deprived of the opportunity to do so.*
- *Better communication between the Pastoral Care Group and homeroom teachers concerned can help to anticipate special needs of students in the new classes. Homeroom teachers of the previous years were asked to provide more information about students who may need extra care in the new school year.*
- *More manpower is needed to enhance the services provided by the Gifted Education & SEN Committee.*

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-based 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 listing 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.

Form 1 students have two lessons of Project-based Learning each week, through which, they can acquire the skills required for effective independent learning by working on group projects. They learn to carry out research on a topic of their own interest and finish writing a research report at the end of the school year. As they move up to higher forms, they expand their knowledge and skills by working on projects in different subject areas.

Teaching & Learning in Information Technology:

We have 3 computer rooms to serve our students' needs. In addition, our students can go online in the school library to gather information. Every one of our classrooms is equipped with a computer, a visualizer, a screen and an LCD projector to facilitate e-learning where deemed appropriate. An intranet and tools like eCampus and eClassroom make it possible for teaching-learning and communication to take place outside school hours and outside the school setting. Each teacher is issued with a notebook computer.

Medium of Instruction Policy:

All classes apart from Chinese Language, Chinese History and Putonghua are conducted in English. 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.

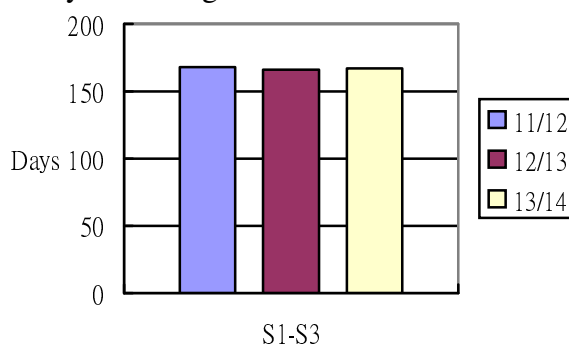
Curriculum Tailoring and Adaptation for Learning and Assessment:

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

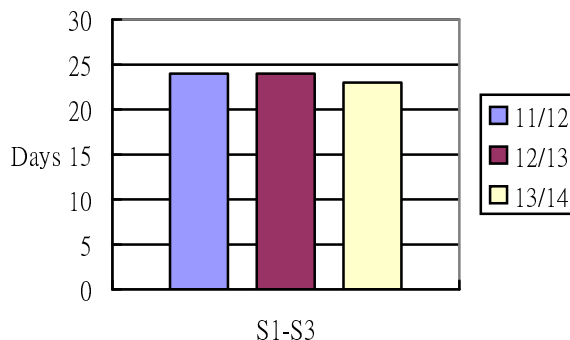
Number of Days with Regular Classes

<i>Level</i>	<i>11/12</i>	<i>12/13</i>	<i>13/14</i>
<i>S1</i>	168	166	167
<i>S2</i>	168	166	167
<i>S3</i>	168	166	167



Number of Days with Learning Activities

<i>Level</i>	<i>11/12</i>	<i>12/13</i>	<i>13/14</i>
<i>S1</i>	24	24	23
<i>S2</i>	24	24	23
<i>S3</i>	24	24	23

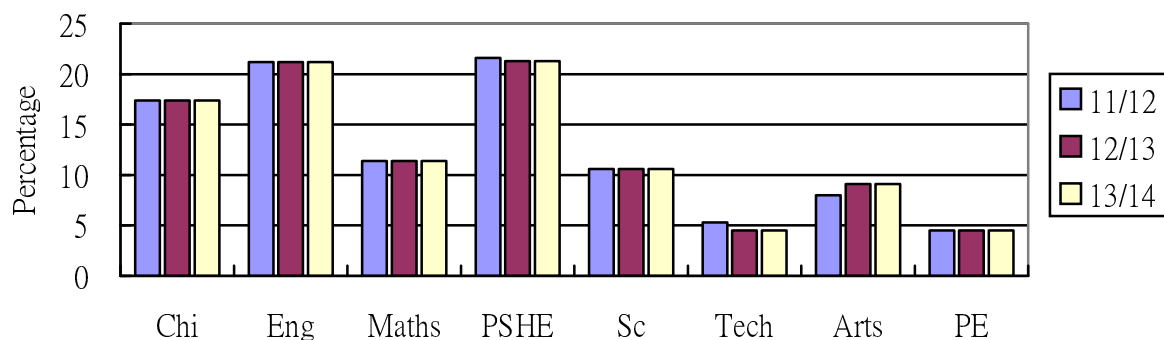


Lesson Time for the 8 Key Learning Areas

S1-3

<i>Key Learning Area</i>	<i>11/12</i>	<i>12/13</i>	<i>13/14</i>
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%	21.3%	21.3%
Science Education	10.6%	10.6%	10.6%
Technology Education	5.3%	4.5%	4.5%
Arts Education	8.0%	9.1%	9.1%
Physical Education	4.5%	4.5%	4.5%

Lesson Time for Each KLA



Our Students

Students' Class Organization and Enrolment

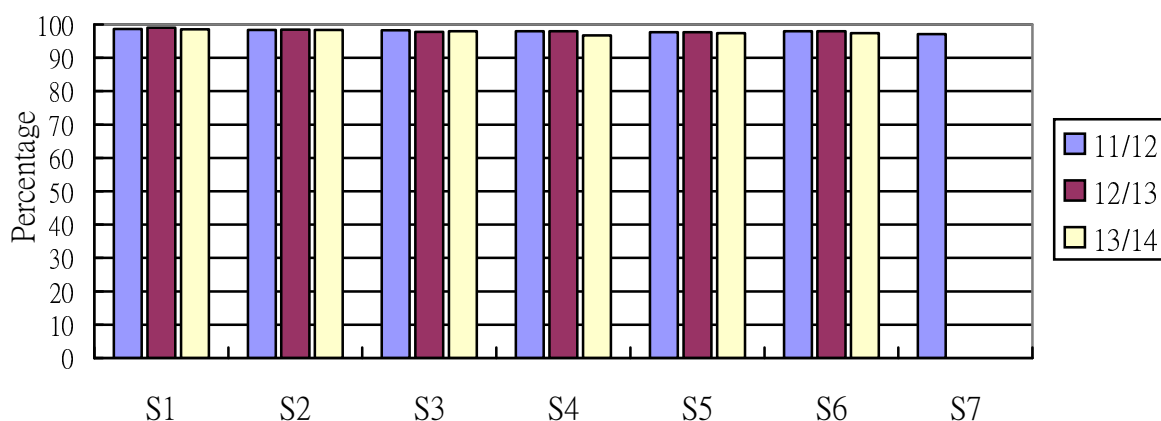
<i>Year</i>	<i>Class Structure</i>		<i>Roll</i>	<i>Catholic Students</i>
	No. of classes	Classes by level		
2011-2012 <i>(Double-Cohort Year)</i>	33	<i>F.1-6: 5 classes</i> <i>F.7: 3 classes</i>	1105	29%
2012-2013	30	<i>F.1-6: 5 classes</i>	1007	31%
2013-2014	30	<i>F.1-6: 5 classes</i>	993	32%

Attendance

Student Attendance Rate (in percentage)

<i>Level</i>	<i>11/12</i>	<i>12/13</i>	<i>13/14</i>
<i>S1</i>	98.7	99.0	98.6
<i>S2</i>	98.4	98.5	98.4
<i>S3</i>	98.3	97.8	98.0
<i>S4</i>	98.0	98.0	96.7
<i>S5</i>	97.7	97.7	97.4
<i>S6</i>	98.0	98.0	97.4
<i>S7</i>	97.1	---	---

Student Attendance Rate



Our Teachers

Teachers' Qualifications

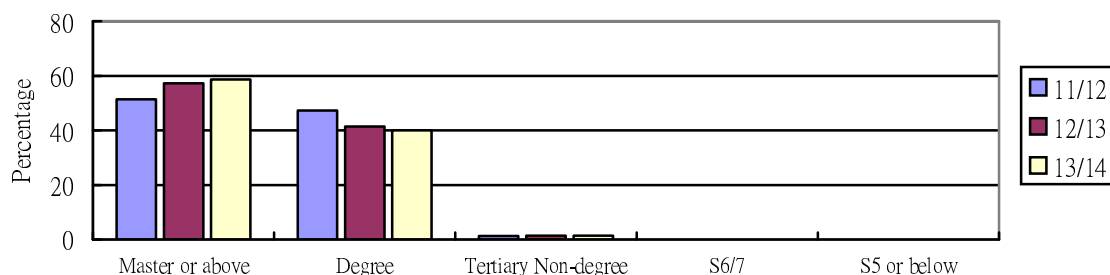
Number of teachers in the school

	11/12	12/13	13/14
<i>Total number of teachers</i>	75	71	71
<i>Actual Staff Strength</i>	70.2	65.5	65

Highest Academic Qualifications attained by Teachers

	11/12	12/13	13/14
<i>% of teachers with master's degree or above</i>	51.4	57.2	57.2
<i>% of teachers with bachelor's degree</i>	47.3	41.4	41.4
<i>% of teachers with tertiary non-degree qualifications</i>	1.3	1.4	1.4
<i>% of teachers with S6/7 qualifications</i>	0	0	0
<i>% of teachers with S5 or below qualifications</i>	0	0	0

Highest Academic Qualifications attained by Teachers



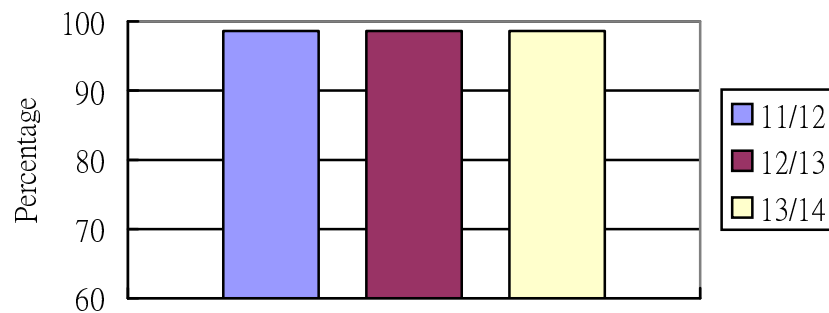
Teachers holding qualified professional status

School Report 2013/14

Maryknoll Convent School (Secondary Section)

	11/12	12/13	13/14
<i>% of professionally-trained teachers</i>	98.6	98.6	98.6

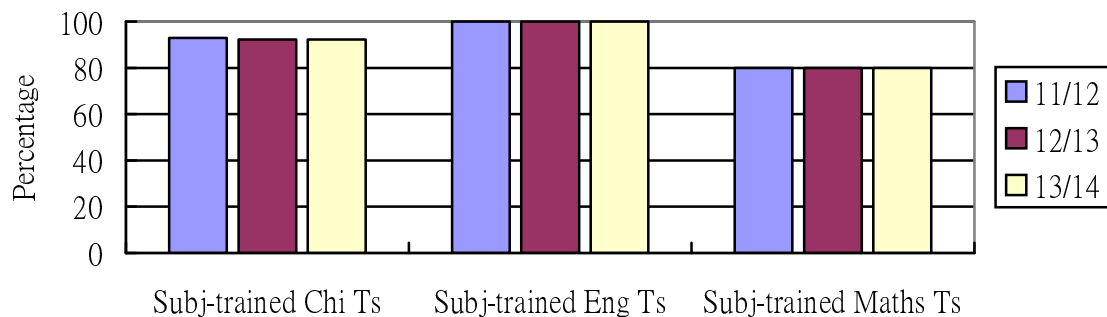
Professionally-Trained Teachers



Subject-trained teachers in the core-three subjects

	11/12	12/13	13/14
<i>% of subject-trained Chinese Language teachers</i>	92.9	92.3	100
<i>% of subject-trained English Language teachers</i>	100	100	100
<i>% of subject-trained Mathematics teachers</i>	80.0	80.0	80.0

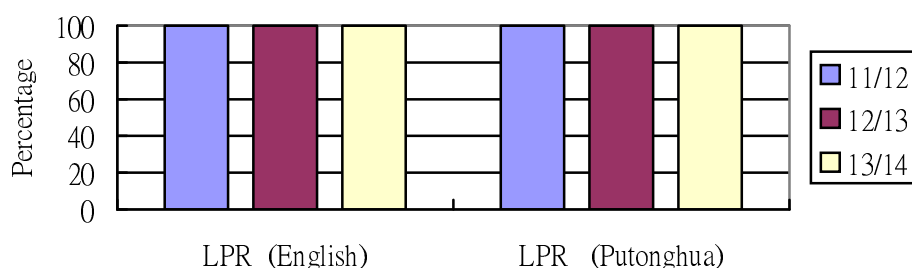
Subject-trained Teachers



Teachers meeting Language Proficiency Requirement (LPR)

	11/12	12/13	13/14
<i>% of English teachers meeting LPR</i>	100	100	100
<i>% of Putonghua teachers meeting LPR</i>	100	100	100

Teachers' Qualifications Language Proficiency Requirement

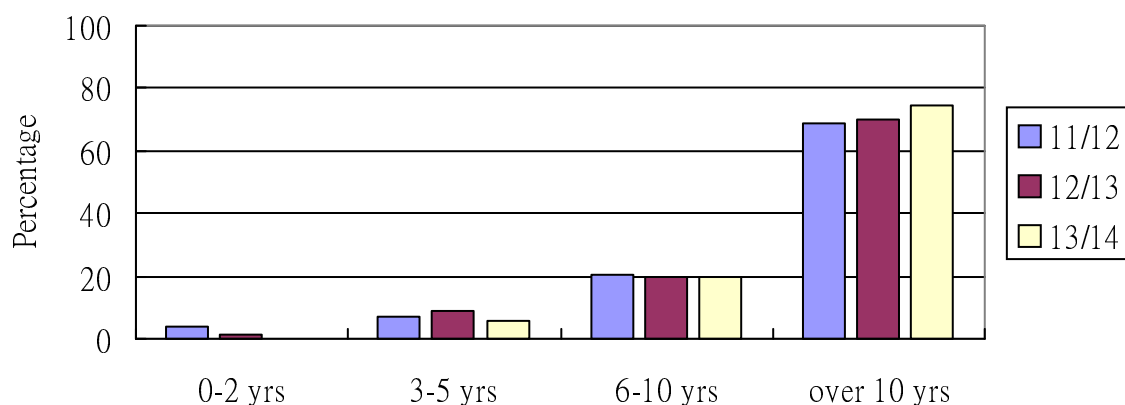


Besides, 14 *non-English language teachers* obtained LPR in English Language and 4 *non-Putonghua teachers* obtained LPR in Putonghua.

Teachers' Experience

	11/12	12/13	13/14
<i>% of teachers with 0 to 2 years of experience</i>	4.0	1.4	1.4
<i>% of teachers with 3 to 5 years of experience</i>	6.8	8.6	10
<i>% of teachers with 6 to 10 years of experience</i>	20.3	20.0	21.4
<i>% of teachers with over 10 years of experience</i>	68.9	70.0	67.2

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 healthily to stay fit, we also offer a wide range of intracurricular and extracurricular sporting activities, and events focusing on healthy eating such as 'Fruit Day', to put into practice our belief in a healthy lifestyle. To ensure that our students follow a balanced diet and sound eating habits, the lunch dishes and the snacks our school canteen provides are decided on 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.

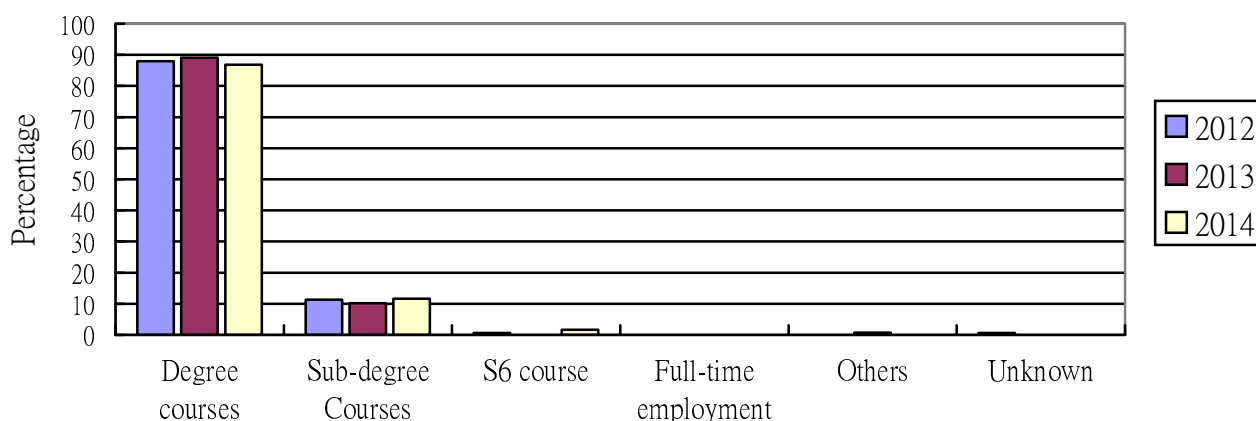
Catering for learner diversity has been one of the major concerns of the school year. Funding from the EDB and the MCS Educational Trust help to pay for extra services like the running of Learning Support Groups and the provision of school-based educational psychological and clinical psychological services.

Performance of Students

Destination of exit students

	HKDSE 2012 (%)	HKDSE 2013 (%)	HKDSE 2014 (%)
Degree courses	87.9	89.1	86.8
Local	69.3	69.9	72.1
Overseas	18.6	19.2	14.7
Non-degree courses	11.3	9.5%	11.6
Local	7.3	8.8	10.1
Overseas	4	0.7	1.5
S6 course	0.65	0.7	1.6
Full-time employment	---	---	---
Others	---	---	---
Gap Year	0.65	0.7	---
Total Number of Candidates	151	147	129

Destination of S6 Graduates



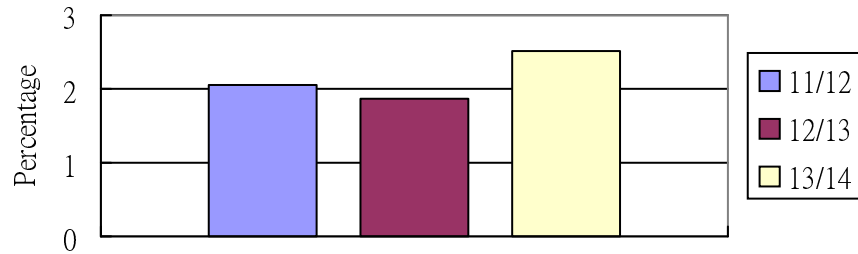
Degree Courses (Local)

	HKDSE 2012 (%)	HKDSE 2013 (%)	HKDSE 2014 (%)
HKU	30	28	40
CUHK	30	20	10
HKUST	9	17	19
PolyU	17	4	3
CityU	2	13	11
BaptistU	2	5	4
HKIED	2	1	--
Others	8	13	13

Early Leavers

	11/12	12/13	13/14
% of early leavers	2.06	1.87	2.52

Early Leavers



Students' Reading Habit

Frequency of Borrowing Reading Materials from the School Library

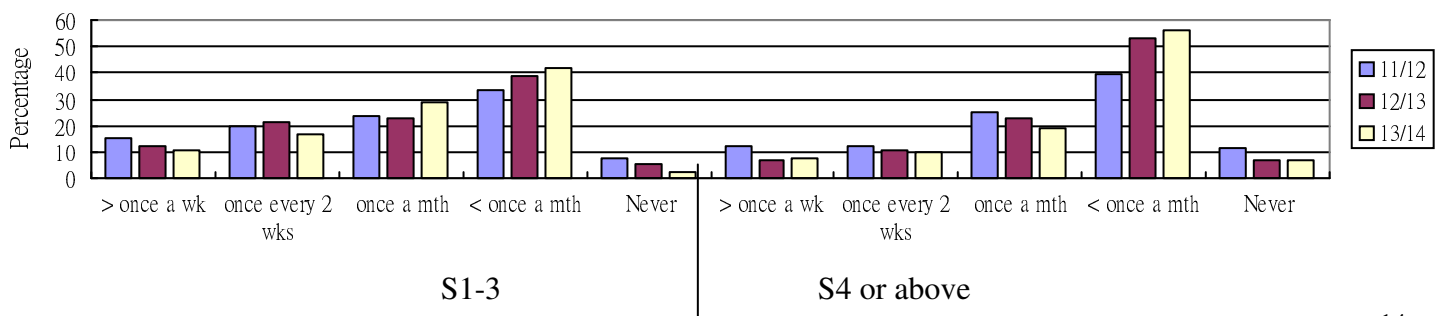
S1-3

% of students	11/12	12/13	13/14
<i>Once a week or more frequently</i>	15.3	11.9	10.6
<i>Once every two weeks</i>	19.6	21.0	16.6
<i>Once a month</i>	23.7	22.7	28.8
<i>Less than once per month</i>	33.7	38.9	41.6
<i>Never</i>	7.7	5.5	2.4

S4 or above

% of students	11/12	12/13	13/14
<i>Once a week or more frequently</i>	11.8	7.1	7.8
<i>Once every two weeks</i>	11.8	10.6	10.1
<i>Once a month</i>	25.2	22.7	18.9
<i>Less than once per month</i>	39.7	52.8	56.3
<i>Never</i>	11.5	6.8	6.8

Frequency of Borrowing Reading Materials from School Library (by percentage)



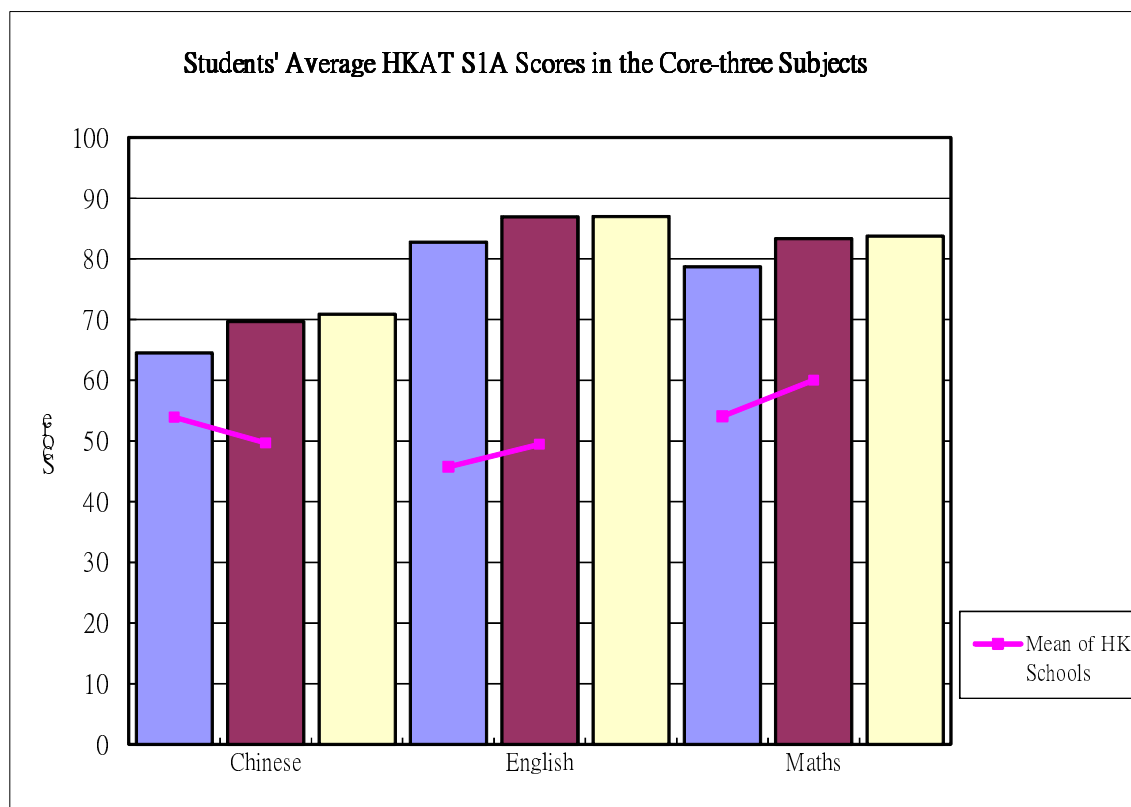
Students' reading habits were promoted through

1. the daily reading session (20 minutes) from Monday to Thursday;
2. a recommended reading list drawn up by the Chinese language and English language teachers;
3. Chinese and English book review assignments;
4. addition of new Chinese and English fiction and non-fiction titles 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 – 6;
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 three core subjects

S1A Test	11/12	12/13	13/14
Chinese	64.49	69.68	70.89
English	82.75	86.93	86.97
Mathematics	78.68	83.32	83.76

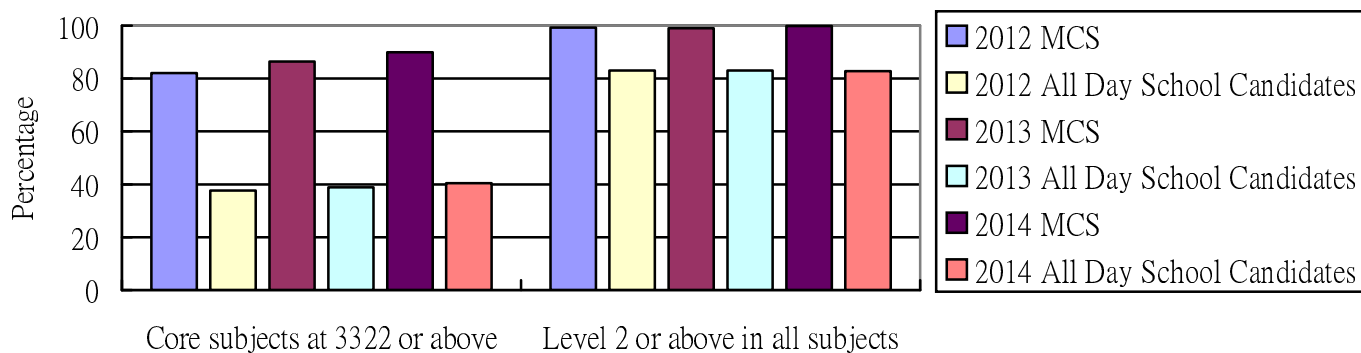


Note: As the test is optional to be conducted in 2013-2014, there are no data for HK schools in 2013-2014.

HKDSE (2012 – 2014)

	2012		2013		2014	
	MCS	All-Day School Candidates	MCS	All-Day School Candidates	MCS	All-Day School Candidates
Number of candidates	151	70109	147	69557	129	65103
% of students with core subjects at 3322 or above	82.1	37.7	86.4	38.9	89.9	40.4
% of students with level 2 or above in all subjects	99.3	83.1	99.0	83.1	99.9	82.8

HKDSE (2012-2014) Results



Awards & Achievements 2013-2014

Internal

Communication & Social Service

Social Service Committee

Community Service Award	Diamond	3A	Law Ching Lam Stephanie
Community Service Award	Diamond	5B	Law Ching Yin Natalie
Community Service Award	Diamond	6C	Tse Hing Yee Ingrid
Community Service Award	Diamond	6C	Yau Hiu Ying Maria
Community Service Award	Diamond	6D	Ng Yuk Ting Jenna

Social Welfare Department

Volunteers Service	Gold	3A	Law Ching Lam Stephanie
Volunteers Service	Gold	5B	Law Ching Yin Natalie

External

Awards & Scholarship

A.S. Watson Group

HK Student Sports Award		4C	Au Jasmine Ying Tung
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Hok Yau Club

Outstanding Student Leader Award	Finalist	4A	Chiu Chun Wai Eunice
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Sir Edward Youde Memorial Fund Council

Sir Edward Youde Memorial Prize	Awardee	5E	Kwok Ka Ying Max
Sir Edward Youde Memorial Prize	Awardee	6C	Chiu Tsz Ching Urania

Sports

Hong Kong Amateur Athletics Association

Hong Kong Inter-City Athletics Championship 2013--Women's Junior 100m Race	2nd Runner-Up	6E	Yan Hoi Tung Abby
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Hong Kong Tennis Association

Hong Kong Junior Tennis Series 2013 (Comp-5) Girls' Singles	1st	5B	Law Wing Chun Janet
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Hong Kong Junior Tennis Series 2013 (Comp-5) Girls' Doubles	1st (Group)	5B	Law Wing Chun Janet
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Hong Kong Junior Tennis Series 2013 (Comp-6) Girls' Singles	1st	5B	Law Wing Chun Janet
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Hong Kong Junior Tennis Series 2013 (Comp-6) Girls' Doubles	1st (Group)	5B	Law Wing Chun Janet
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Hong Kong Hockey Association

Girls Hockey Youth Cup	Champion	4C	Au Jasmine Ying Tung
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Girls Hockey Youth League	Champion	4C	Au Jasmine Ying Tung
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台中市政府

臺灣世界盃全球華人武術大賽(長拳)	1st	1D	Lam Ka Ka Carrie
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臺灣世界盃全球華人武術大賽(兵器)	1st	1D	Lam Ka Ka Carrie
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臺灣世界盃全球華人武術大賽(自選棍)	1st	1D	Lam Ka Ka Carrie
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臺灣世界盃全球華人武術大賽(集體兵器)	1st	1D	Lam Ka Ka Carrie
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Hong Kong Schools Sports Federation

Schools Individual Fencing Tournament HK Island & Kln Schools Kowloon Area-Epee Girls C Grade 2014	Champion	2D	Cheung Hiu Ching Kristy
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Hong Kong Fencing Association

Under 14 Challenge Cup Fencing Championship 2014	Champion	2D	Cheung Hiu Ching Kristy
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Under 14 Fencing Championships 2013 - Women's Epee	1st	2D	Cheung Hiu Ching Kristy
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Junior Fencing Championship Under 17 Ladies Epee	Champion	2D	Cheung Hiu Ching Kristy
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Inter-school Fencing Competition 2014

C Grade - Girls Epee	Champion	2D	Cheung Hiu Ching Kristy
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Guangzhou Fencing Competition 2014 Junior Section - Girls Epee Overall	Champion (Group)	2A	Yu Charmaine Kate
The Gymnastics Association of Hong Kong, China			
Hong Kong Gymnastics For All Festival 2013	Best Performance Award - Gold Award(Group)	4D	Lau Chiu Yin Cheryl
Hong Kong Gymnastics For All Festival 2013	The Overall Outstanding Award(Group)	4D	Lau Chiu Yin Cheryl
HKASA			
Girls 15-17 100m Backstroke	Champion	4C	Au Jasmine Ying Tung

Music

Japan HK Musicians Alliance			
Japan HK International Music Competition-Young Artist	Gold	2D	Chan Man Wai Ashley

N.B. For a fuller list of the award-winners for 2013-2014, visit our website at www.mcs.edu.hk

External Competitions 2013-2014

	Category					
	English	Chinese	Performing Arts	Sports	Others	Total
No. of Participants	195	137	207	201	198	N.A.
No. of Entries	239	177	289	576	274	1555
Students-Entry Ratio (968 students)	4.1	5.5	3.3	1.7	3.5	0.6
No. of Award Winners*	161	89	111	97	87	N.A.
No. of Awards	205	118	174	321	123	941
Students-Award Ratio (968 students)	4.7	8.2	5.6	3	7.9	1

* Only include Champion, 1st and 2nd Runner-up

Community Service Awards 2013-2014

	Bronze	Silver	Gold	Diamond	Service Honour	Total
Form 1-3	36	5	1	1	0	43
Form 4-6	71	23	8	4	0	106
Total	107	28	9	5	0	149

<u>Awards</u>	<u>Service Hours</u>
Bronze	50
Silver	150
Gold	300
Diamond	500
Service Honour	800

Feedback on Future Planning

This was the second year of our 3-year development cycle. Many of the targets set were met but there was room for improvement. This year-end report serves as an interim evaluation.

Regarding one of the major concerns, continued focus should be placed on helping teachers master the skills required to help deal effectively with students' diverse abilities and needs. Additional resources and support from professionals are needed to help students with special needs. The Curriculum & Academic Affairs Team and the Gifted Education & SEN Committee would be re-structured to help us better focus on how to address this major concern.

The past year marked the establishment of the Incorporated Management Committee. It was also seen as an opportune moment to conduct a Critical Friend Review. The review gave us feedback on how we were doing in different aspects of our school operation as well as insights into the way forward. While the majority of our students were highly commended in terms of their behaviour and other attributes, their sense of responsibility could be further strengthened. A more student-centred approach to teaching and learning will definitely be one of the strategies to be adopted when addressing the second major concern of this school development cycle.

Appendix 1

8.1 Financial Reports

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of the Capacity Enhancement Grant for 2013-2014 Academic Year

I. English Language

Task Area	Evaluation	Suggestion for Next Year
To implement the NSS academic structure	With the help of the Capacity Enhancement Grant, we were able to employ an additional teacher: (i) to relieve teachers' workload from 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 the English language	We will continue to hire an additional English Language teacher to assist the English Language panel and carry out the enrichment programmes. More space and time will be made available for all English Language teachers to devote their effort and time to curriculum changes and the administration of SBA.

II. Chinese Language

Task Area	Evaluation	Suggestion for Next Year
To implement the NSS academic structure	With the help of the Capacity Enhancement Grant, an additional teacher was employed to provide more manpower for the Chinese Language Panel (i) to reduce teachers' workload from 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	We will continue to hire an additional Chinese Language teacher to assist the Chinese Language panel and carry out the enrichment programmes. More space and time will be made available for all Chinese Language teachers to devote their effort and time to curriculum changes and the administration of SBA.

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of the Capacity Enhancement Grant for 2013-2014 Academic Year

III. 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 the implementation of the new senior secondary curriculum as over 5% of the administrative work of the IT teachers was done by the IT assistant.</p> <p>With the help of the IT assistant, there is more effective use of eCampus, the school intranet. More electronic resources and documents were prepared by the IT. assistant. The use of Websams in handling student reports and student profiles was also enhanced.</p>	We will continue to hire an IT assistant to relieve the workload of our teachers.

IV. 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 of administrative work and they are able to focus more on teaching and the implementation of the new senior secondary curriculum as over 30% of the administrative work of the IT teachers was done by the assistant.</p> <p>With the help of this assistant, there is more effective use of the AV equipment for school functions and programmes. The use of eCampus for keeping the inventory of the school has also been enhanced.</p>	We will continue to hire an assistant to help in offering Audio visual Services and provide support to the management of the eInventory.

Evaluation of the Use of the Moral National Education Grant for the 2013 -2014 Academic Year

Religious, Global Citizenship and Civic Education

Task Area	Evaluation	Suggestion for Next Year
To enhance the coordination and execution of Religious and Global Citizenship and Civic Education Activities	With the help of the Moral National Education Grant, a Religious and Moral Education (RME) Coordinator was hired to coordinate and execute religious and global citizenship and civic education activities and to enhance pastoral care to students	We will continue to hire a Religious and Moral Education (RME) Coordinator to relieve the workload of Religious Studies teachers and teachers responsible for global citizenship and civic education activities.

Evaluation of the Use of the Learning Support Grant for 2013-2014 Academic Year

Helping Students with Learning Difficulties

Task Area	Evaluation	Suggestion for Next Year
1. To hire a part-time teacher and learning support group tutors to conduct classes and after-school lessons for students with learning difficulties, including students with special educational needs.	One-to-one tutorial sessions have been arranged for students with special educational needs. Study groups with the support of additional staff and peer tutors were organized.	We will continue to hire peer tutors to conduct programmes for students with special educational needs/ learning difficulties. We will continue to organize programmes for students with special educational needs/ learning difficulties.
2. To run a school-based programme on catering for student diversity at the subject panel level.	Remedial sessions were conducted for students during the summer vacation. Counselling Sessions with a Clinical Psychologist were arranged for students with special educational needs.	We will continue to arrange Counselling Services offered by a Clinical Psychologist for students with special educational needs
3. To hire services from professionals concerned. E.g. Speech Therapists and Clinical Psychologists.	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.	We will continue to conduct school-based training workshops for teachers and parents.
4. To conduct school-based training workshops for teachers and parents.	Parents of the students concerned find the programmes and support offered by the school helpful.	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.
5. To purchase reference materials to equip teachers with the skills required for handling students with special educational needs/ learning difficulties and to promote an inclusive culture.	Teachers find the training workshops helpful. Teachers find the reference materials purchased helpful.	

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of the Senior Secondary Curriculum Support Grant for 2013-2014 Academic Year

English Language

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

8.2 Unaudited Financial Report (2013-2014)

Financial Report 2013-2014 Unaudited Accounts

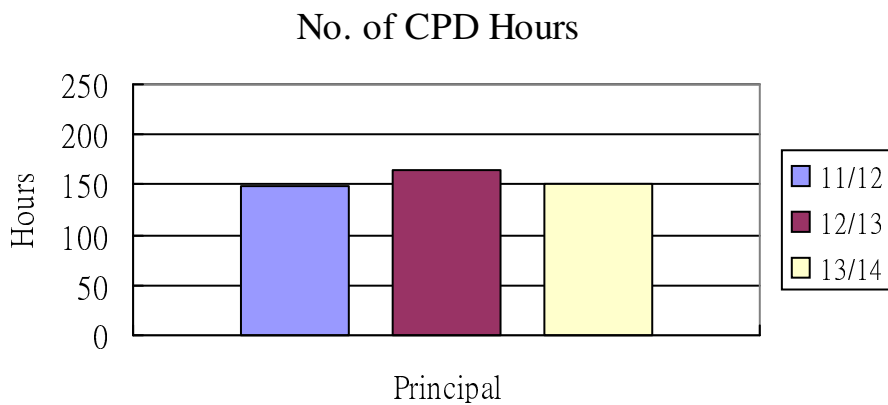
	Income (\$)	Expenditure (\$)
Balance B/F Government Funds - Baseline	791,133.55	
Government Funds - School Specific Grants	-	
Government Funds - Outside EOEBG	576,840.90	
Senior Sec Curriculum Support Grant	42,042.75	
Composite F & E	48,033.90	
School Funds	<u>2,204,328.46</u>	
	<u>3,662,379.56</u>	
I Government Funds		
(1) - 1 EOEBG		
(a) Baseline		
School and Class Grant	1,660,117.61	1,936,189.28
Lift Maintenance Grant	86,019.87	67,516.00
Air-Conditioning Grant for Preparation Rooms	13,625.64	-
Administration Grant for Additional Clerical Assistant	127,146.71	142,416.57
Enhancement Grant	7,151.68	-
Supplementary Grant for School-based Management	190,390.59	60,405.80
Training and Development Grant	7,866.84	5,000.00
Composite Furniture and Equipment Grant	512,640.46	567,590.01
Programme Funds for Implementation of Whole School		
Approach to Guidance & Discipline Grant	8,246.80	18,931.70
Consolidated Subject Grant	<u>177,013.75</u>	<u>119,100.58</u>
	<u>2,790,219.95</u>	<u>2,917,149.94</u>
Funds to be set aside for Long Service/Severance Payment	-	76,408.25
	<u>(126,929.99)</u>	<u>76,408.25</u>
Surplus / (Deficit) for the year	Sub-total	<u>(203,338.24)</u>
(b) School Specific Grants		
Administration Grant	3,948,996.00	3,216,958.93
Capacity Enhancement Grant	537,792.00	1,557,400.27
Composite Information Technology Grant	392,943.00	306,710.00
Noise Abatement Measures Recurrent Subsidy	37,298.00	-
	<u>4,917,029.00</u>	<u>5,081,069.20</u>
Surplus / (Deficit) for the year	Sub-total	(164,040.20)

(1) - 2 Funds Outside EOEBG		
Senior Sec Curriculum Support Grant	741,510.00	1,166,071.16
Moral National Education	-	290,375.00
One Off Grant E Learning Aids	-	2,117.00
Learning Support	150,000.00	215,117.26
Diversity Learning	105,000.00	72,913.50
Incorporated Management Committee	350,000.00	359,054.10
Teacher Relief Grant	202,002.70	9,979.00
	<u>1,548,512.70</u>	<u>2,115,627.02</u>
Surplus / (Deficit) for the year	Sub-total	(567,114.32)
II School Funds (General Funds)		
(1) Tong Fai	1,944,800.00	3,103,731.77
(2) Donations	95,423.00	-
(3) Profit on Sales of Exercise Books	11,208.71	-
(4) Tuckshop Rent & Vending Machines	236,679.67	-
(5) Approved collection for specific purposes account	302,560.00	358,835.80
(6) English Enhancement Scheme	100,000.00	100,000.00
(7) Others	110,608.48	5,892.68
	<u>2,801,279.86</u>	<u>3,568,460.25</u>
Surplus / (Deficit) for the year	Sub-total	(767,180.39)
Total surplus / (deficit) for school year		(1,701,673.15)
Accumulated surplus as at 31st August 2013		
Government Funds - Baseline	791,133.55	
Government Funds - School Specific Grants	-	
Government Funds - Outside EOEBG	576,840.90	
Senior Sec Curriculum Support Grant	42,042.75	
Composite F & E	48,033.90	
School Funds	<u>2,204,328.46</u>	
	<u><u>3,662,379.56</u></u>	
Closing balance as at 31.8.2014		<u><u>1,960,706.41</u></u>
Government Funds - Baseline		
Government Funds - School Specific Grants		24,084.14
Government Funds - Outside OEBG		499,474.20
School Funds		<u>1,437,148.07</u>
		<u><u>1,960,706.41</u></u>

8.3 Principal's Continuing Professional Development (CPD)

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

	11/12	12/13	13/14
Number of CPD hours	149	165.5	150.5



Dr Maria Lee
Supervisor of MCS (Secondary Section)

21 November 2014

Date