



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



Annual School Report

2014/2015

Contents	Page
1. School Vision & Mission	1
2. Our School	2-3
• Introduction	
• School Management	
3. Achievements and Reflections on Major Concerns	4-5
4. Our Learning and Teaching	6-12
• Number of Active School Days	
• Lesson Time for the 8 Key Learning Areas	
• Our Students	
• Our Teachers	
5. Support for Student Development	13
6. Performance of Students	14-30
• Destination of final-year students, including early leavers	
• Students' Reading Habits	
• HKAT (S1A)	
• HKDSE	
• Awards & Achievements	
7. Feedback on Future Planning	31
8. Appendices	32-35
8.1 Financial Reports	
Evaluation Reports on the use of the EDB Grants (2014-2015)	
• Capacity Enhancement Grant (CEG)	
• Senior Secondary Curriculum Support Grant (SSCSG)	
• New Senior Secondary Curriculum Migration Grant (NSSCMG)	
• Liberal Studies Grant	
• Learning Support Grant	
8.2 Unaudited Financial Reports (2014-2015)	36-37
8.3 Principal's Continuing Professional Development (CPD)	38

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 number of 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 its current full capacity of 2000 students with a faculty of over 100.

Since 2005, the Maryknoll Convent School Foundation Ltd., comprising Maryknoll Sisters and 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 as well as laboratories for biology, chemistry, physics, and junior science. In addition to a lecture room, the student canteen, assembly hall, conference room, prefects' room, Student Association room and 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 to facilitate computer-assisted learning of all subjects. There are also outdoor and covered playgrounds and a swimming pool and basketball court shared with the primary school. The campus features lawns, trees, bushes and flowerbeds.

The Rogers Annexe, constructed under the School Improvement Programme, was opened in September 2004. This has facilitated various aspects of learning with the provision of more classrooms as well as rooms for specific functions, namely the Multi-Purpose Area, Student Activity Centre, extended Library, and the Computer Assisted Learning, Geography, Careers, Character Building Committee, Guidance Activity and Editorial Board Rooms.

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 on the Management Committee work together in the management of the school.

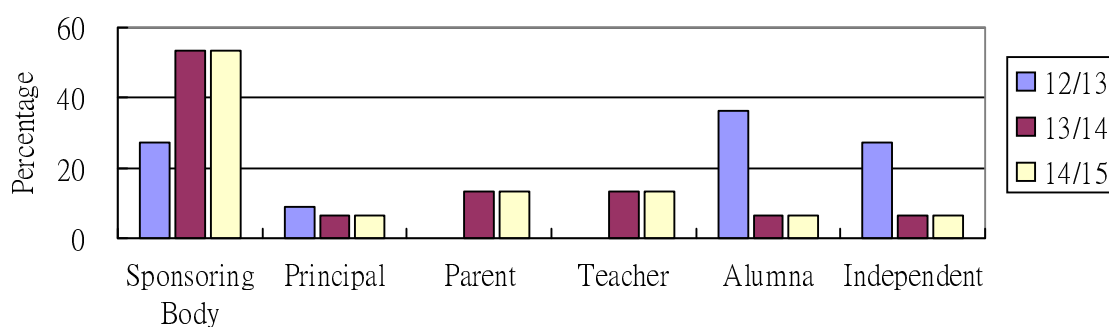
The school administration is made up of the Curriculum and Academic Affairs Team, the General Resources Management Team, the Student Support & Pastoral Care Team and the School Development Team under the leadership of the 4 Core Groups and the Principal. The core group members are in charge of the Key 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 in 2013.

Composition of Stakeholders in SMC (12-13) / IMC (13-15)

Membership	Sponsoring Body	Principal	Parent	Teacher	Alumna	Independent
12/13	3	1	0	0	4	3
13/14	8	1	1	2	1	1
14/15	8	1	1	2	1	1

Composition of Stakeholders in SMC (12-13) / IMC (13-15)



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 global citizens 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 been for the most part 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 incorporated in the student diary for the information of parents and students. Homeroom teachers went through the guidelines, which students could regard as blueprints for model behavior, with the students. It is considered that ideally, these guidelines will replace the school rules.
- In the Pastoral Care Core Group, the Character Building Committee and Prefects' Board closely supervised how responsibly students observe school rules. According to their records, most students were able to live up to the school's expectations.
- 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. Homeroom teachers found the activities useful. In the writing competitions organized by the Counselling Committee, students were able to reflect on their sense of responsibility.
- As in the two previous years, 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 higher than the HK norm. Students' motivation to study and their Independent Learning Capacity were also quite high compared to the norm.

Reflection

- *Students were able to recognize the importance of responsible behaviour. The prefects were good role models in and helped to ensure students acted responsibly. Teachers had to follow up on cases reported to them to provide the prefects with appropriate support. Character Building Committee teachers were able to offer help to other colleagues when the need arose.*
- *Some senior students focused primarily on their studies and their extra-curricular activities. Teachers played an important role in helping students who failed to honour their commitments to improve.*

Priority Task 2: To cater for learner diversity.

Ultimate Targets

1. Students are able to learn effectively and actualise their full potential despite individual differences.
2. Students are able to fully develop 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 Committee gave suitable help to students with learning difficulties through the Learning Support Groups. Gifted students were recommended to join programmes organized by various universities. Our in-house Educational Psychologist was able to help subject teachers with acquiring skills required to cater for students with diverse needs.
- The Extra-curricular Activities Committee provided different platforms for students to take part in a wide range of programmes suitable for students with different talents. The Talent Quest held in 2014-2015 helped to uncover students' unique talents. One such performance was the traditional Chinese performance of "changing masks".

Reflection:

- *All subject panels and committees should continue to share good practices, especially with the expected greater learner diversity in the coming years.*
- *The Counselling Committee collected information about the diverse needs of students, and disseminated it to homeroom teachers at the beginning of the school term. The School Social Worker was urged to alert homeroom teachers concerned about special cases in a timely manner. These measures should be able to help teachers to be more alert to the individual needs of the students.*

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 featuring famous authors and speakers in order to promote students' 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 write up 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. Preparations have been made to facilitate e-learning in all classrooms.

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.

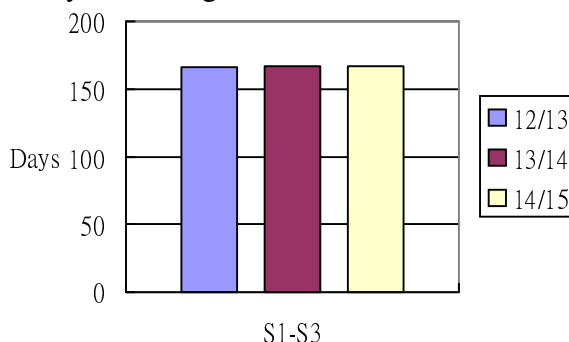
The school provides additional resources to provide pull-out programmes for Non-Chinese Students. These will prepare them for the alternate Chinese Language public exams recognized by the universities. Extra-curricular activities are also run to promote understanding and create harmony among students from different cultures. These also help the Non-Chinese Students practise the Chinese language in a meaningful way.

Students with Special Educational Needs can apply to have special arrangements made in internal and external examinations and assessment. These depend on the recommendations provided by experts in the area.

Number of Active School Days

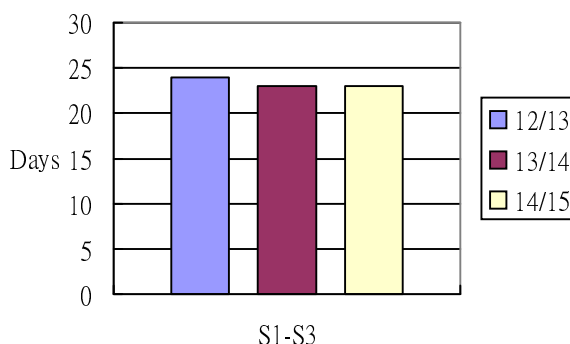
Number of Days with Regular Classes

<i>Level</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
<i>S1</i>	166	167	167
<i>S2</i>	166	167	167
<i>S3</i>	166	167	167



Number of Days with Learning Activities

<i>Level</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
<i>S1</i>	24	23	23
<i>S2</i>	24	23	23
<i>S3</i>	24	23	23

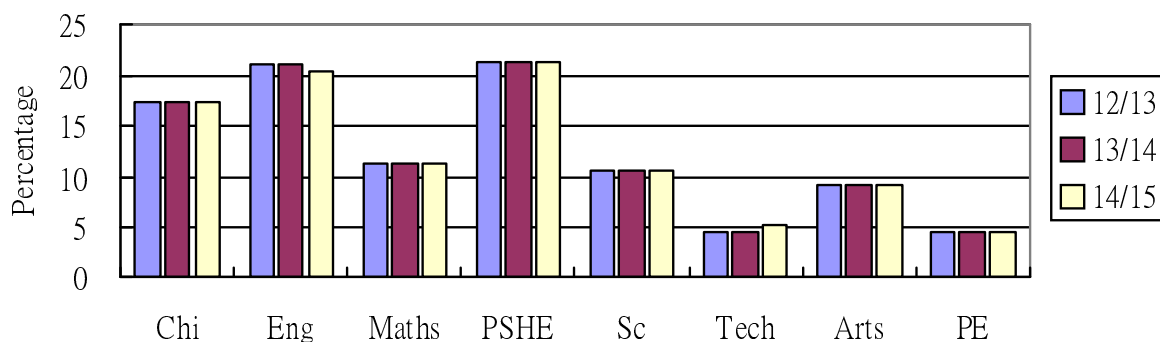


Lesson Time for the 8 Key Learning Areas

S1-3

<i>Key Learning Area</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
Chinese Language Education	17.4%	17.4%	17.4%
English Language Education	21.2%	21.2%	20.4%
Mathematics Education	11.4%	11.4%	11.4%
Personal, Social & Humanities Education	21.3%	21.3%	21.3%
Science Education	10.6%	10.6%	10.6%
Technology Education	4.5%	4.5%	5.3%
Arts Education	9.1%	9.1%	9.1%
Physical Education	4.5%	4.5%	4.5%

Lesson Time for Each KLA



Our Students

Students' Class Organization and Enrolment

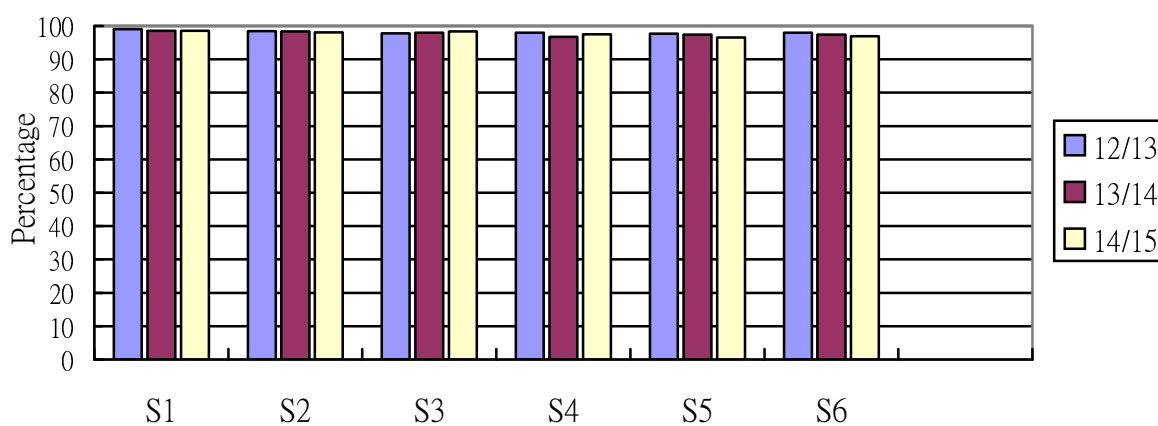
<i>Year</i>	<i>Class Structure</i>		<i>Roll</i>	<i>Catholic Students</i>
	No. of classes	Classes by level		
2012-2013	30	<i>F.1-6: 5 classes</i>	1007	31%
2013-2014	30	<i>F.1-6: 5 classes</i>	993	32%
2014-2015	30	<i>F.1-6: 5 classes</i>	1004	32%

Attendance

Student Attendance Rate (in percentage)

<i>Level</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
<i>S1</i>	99.0	98.6	98.6
<i>S2</i>	98.5	98.4	98.1
<i>S3</i>	97.8	98.0	98.4
<i>S4</i>	98.0	96.7	97.5
<i>S5</i>	97.7	97.4	96.5
<i>S6</i>	98.0	97.4	96.9

Student Attendance Rate



Our Teachers

Teachers' Qualifications

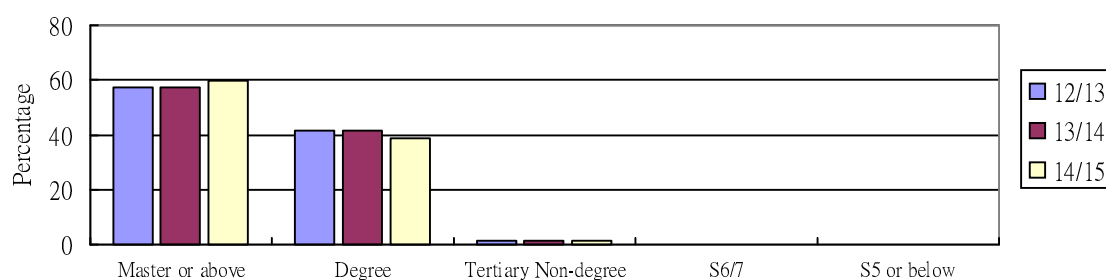
Number of teachers in the school

	12/13	13/14	14/15
Total number of teachers	71	71	67
Actual Staff Strength	65.5	65	63

Highest Academic Qualifications attained by Teachers

	12/13	13/14	14/15
% of teachers with master's degree or above	57.2	57.2	59.7
% of teachers with bachelor's degree	41.4	41.4	38.8
% of teachers with tertiary non-degree qualifications	1.4	1.4	1.5
% of teachers with S6/7 qualifications	0	0	0
% of teachers with S5 or below qualifications	0	0	0

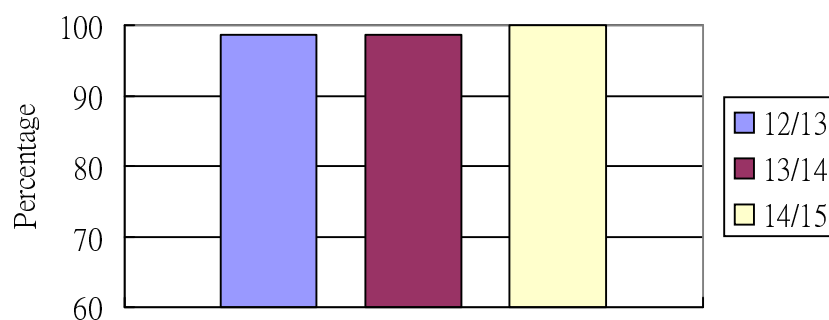
Highest Academic Qualifications attained by Teachers



Teachers holding qualified professional status

	12/13	13/14	14/15
% of professionally-trained teachers	98.6	98.6	100

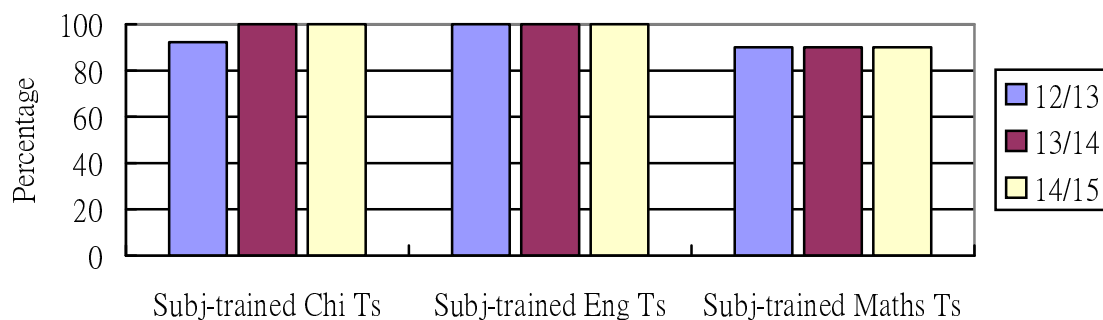
Professionally-Trained Teachers



Subject-trained teachers in the core-three subjects

	12/13	13/14	14/15
<i>% of subject-trained Chinese Language teachers</i>	92.3	100	100
<i>% of subject-trained English Language teachers</i>	100	100	100
<i>% of subject-trained Mathematics teachers</i>	90.0	90.0	90.0

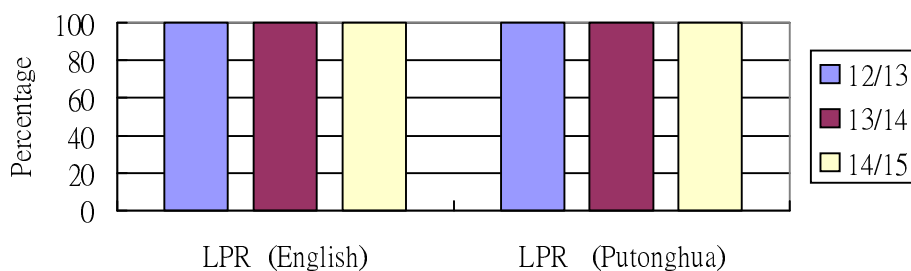
Subject-trained Teachers



Teachers meeting Language Proficiency Requirement (LPR)

	12/13	13/14	14/15
<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

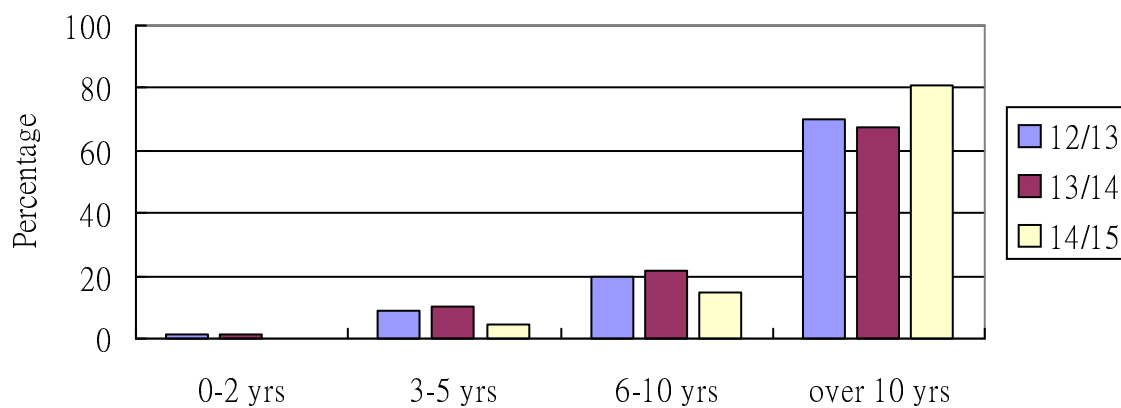


In addition, 14 non-English language teachers obtained LPR in English Language and 4 non-Putonghua teachers obtained LPR in Putonghua.

Teachers' Experience

	12/13	13/14	14/15
<i>% of teachers with 0 to 2 years of experience</i>	1.4	1.4	0
<i>% of teachers with 3 to 5 years of experience</i>	8.6	10	4.5
<i>% of teachers with 6 to 10 years of experience</i>	20.0	21.4	14.9
<i>% of teachers with over 10 years of experience</i>	70.0	67.2	80.6

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 that 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, the Extra-curricular Activities Committee and the Pastoral Care Core Group, under which the Character Building Committee, the Counselling Committee, the Prefect Board, the Homeroom Teachers' Committee work together to promote the mental and psychological wellbeing of the students.

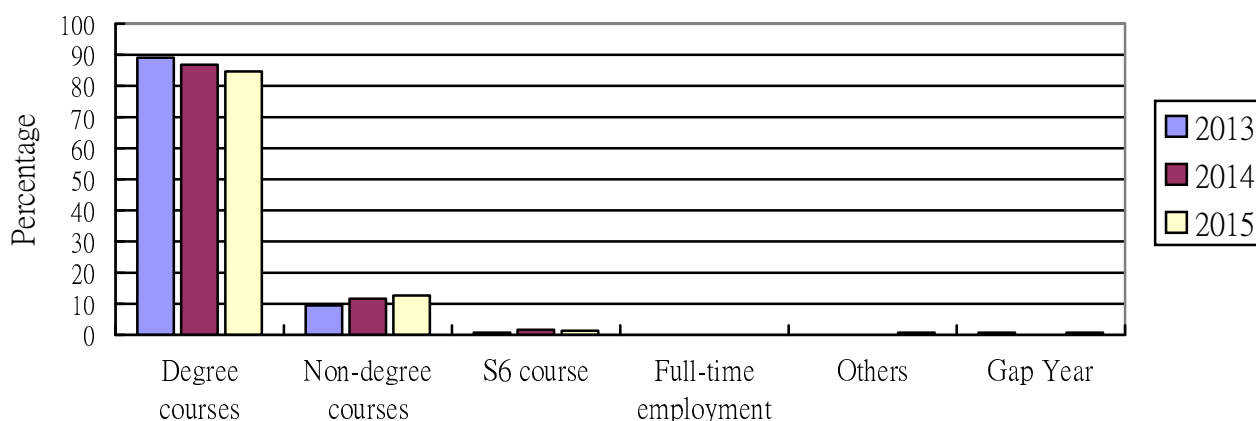
Catering for learner diversity is always a concern. Funding from the EDB and the MCS Educational Trust helps to pay for extra services like the running of Learning Support Groups and the provision of school-based educational, psychological and clinical psychological services.

Performance of Students

Destination of exit students

	HKDSE 2013 (%)	HKDSE 2014 (%)	HKDSE 2015 (%)
Degree courses	89.1	86.8	84.7
Local	69.9	72.1	64.7
Overseas	19.2	14.7	20.0
Non-degree courses	9.5%	11.6	12.7
Local	8.8	10.1	10.7
Overseas	0.7	1.5	2.0
S6 course	0.7	1.6	1.3
Full-time employment	---	---	---
Others	---	---	0.7
Gap Year	0.7	---	0.7
Total Number of Candidates	147	129	150

Destination of S6 Graduates



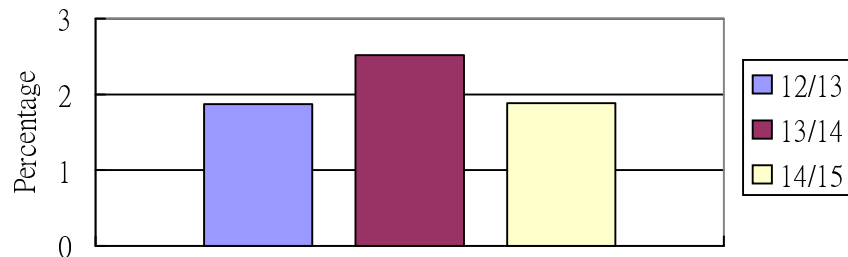
Degree Courses (Local)

	HKDSE 2013 (%)	HKDSE 2014 (%)	HKDSE 2015 (%)
HKU	28	40	36
CUHK	20	10	19
HKUST	17	19	18
PolyU	4	3	7
CityU	13	11	10
BaptistU	5	4	1
HKIED	1	--	2
Others	13	13	7

Early Leavers

	12/13	13/14	14/15
% of early leavers	1.87	2.52	1.89

Early Leavers



Students' Reading Habits

Frequency of Borrowing Reading Materials from the School Library

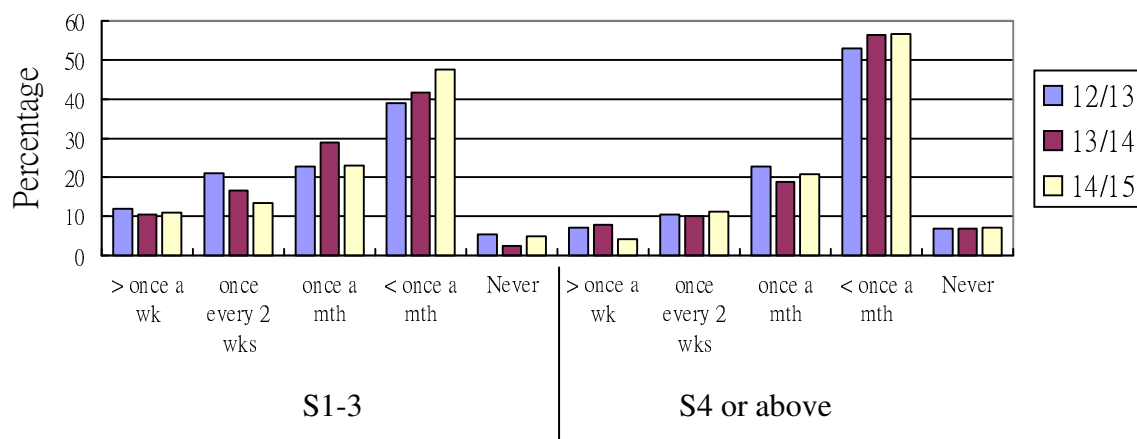
S1-3

<i>% of students</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
<i>Once a week or more frequently</i>	11.9	10.6	11.0
<i>Once every two weeks</i>	21.0	16.6	13.5
<i>Once a month</i>	22.7	28.8	23.1
<i>Less than once a month</i>	38.9	41.6	47.6
<i>Never</i>	5.5	2.4	4.8

S4 or above

<i>% of students</i>	<i>12/13</i>	<i>13/14</i>	<i>14/15</i>
<i>Once a week or more frequently</i>	7.1	7.8	4.1
<i>Once every two weeks</i>	10.6	10.1	11.3
<i>Once a month</i>	22.7	18.9	20.9
<i>Less than once a month</i>	52.8	56.3	56.6
<i>Never</i>	6.8	6.8	7.1

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



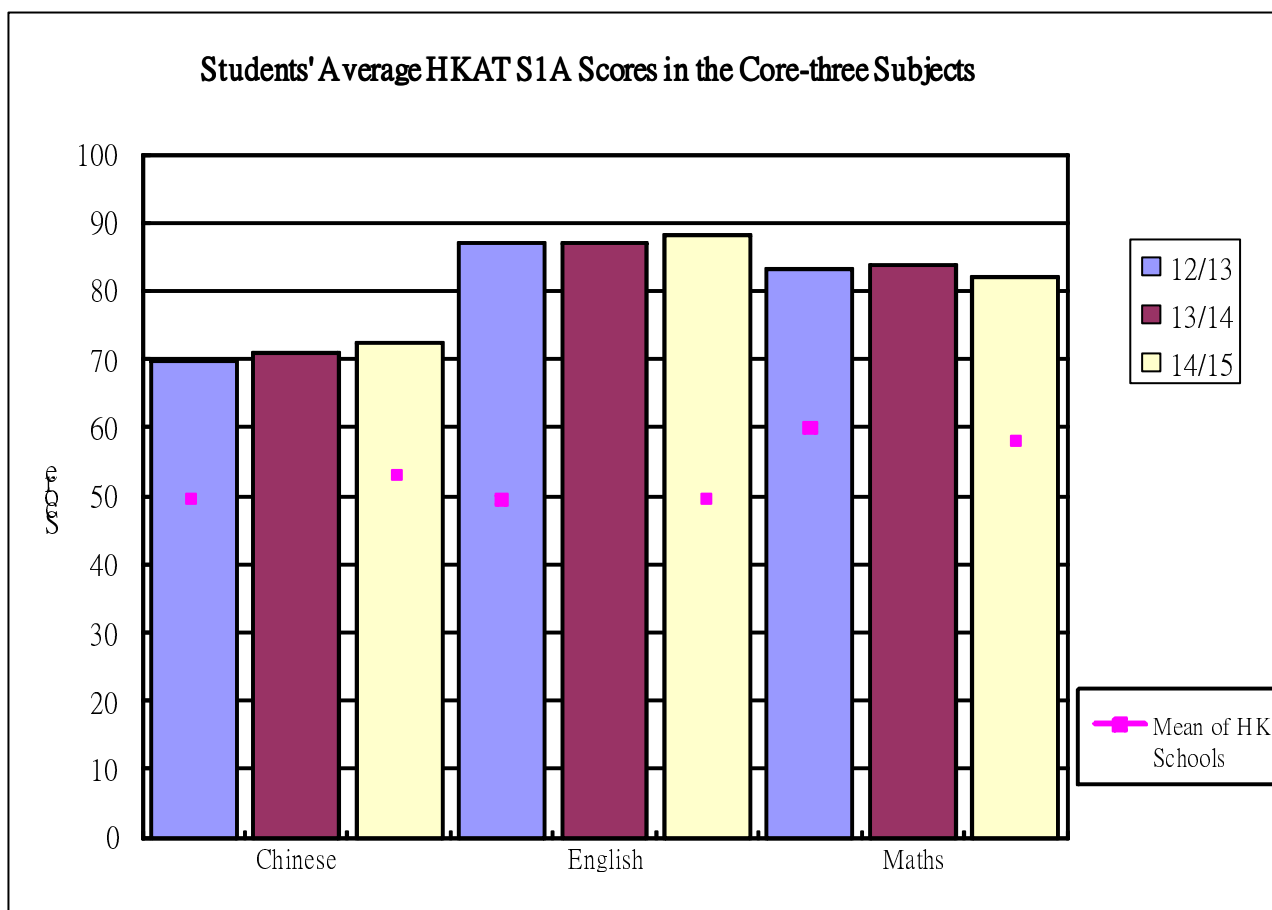
Students' reading habits were promoted through

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. The 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	12/13	13/14	14/15
Chinese	69.68	70.89	72.26
English	86.93	86.97	88.02
Mathematics	83.32	83.76	81.99

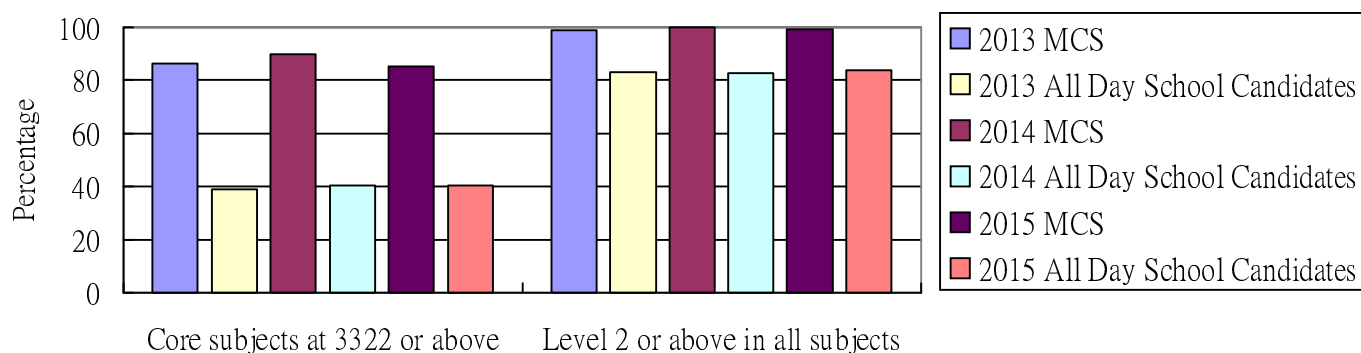


Note: As the test was optional in 2013-2014, there are no data for HK schools for 2013-2014.

HKDSE (2013 – 2015)

	2013		2014		2015	
	MCS	All-Day School Candidates	MCS	All-Day School Candidates	MCS	All-Day School Candidates
Number of candidates	147	69557	129	65103	150	60969
% of students with core subjects at 3322 or above	86.4	38.9	89.9	40.4	85.3	40.3
% of students with level 2 or above in all subjects	99.0	83.1	99.9	82.8	99.2	83.7

HKDSE (2013-2015) Results



Awards & Achievements 2014-2015

Internal

Community Service Award	Diamond	5A Michelle Wu
Community Service Award	Diamond	6D Angela Li
Community Service Award	Diamond	6E Natalie Ma

Community Service Awards 2014-2015

	Bronze	Silver	Gold	Diamond	Service Honour	Total
Form 1-3	39	8	1	0	0	48
Form 4-6	63	38	14	3	0	118
Total	102	46	15	3	0	166

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

External

Awards and Scholarships

Man Kwan Education Fund and Fung Hon Chu Education Trust Fund

Pursuing Excellence and Beyond Youth Leadership Award Scheme

5A Eunice Chiu

6E Karen Lai

Sir Edward Youde Memorial Fund Council Sir Edward Youde Memorial Prizes 2014-15

6E Karen Lai

Youth Arch Foundation Hong Kong Outstanding Students Award

5A Eunice Chiu

HKIS Building Surveying and Eddie Lee Memorial Ed Foundation Scholarship 2015

6D Elly Chan

South China Morning Post Student Of The Year (Grand Prize)

South China Morning Post Student Of The Year (Linguist)

1st runner-up 5E Bianca Chan

Best Op-ed Contributor 5E Bianca Chan

The Harvard Club of Hong Kong Harvard Book Prize

First 5D Gabriel Wan

Second 4A Rachel Lin

Third 4E Stephanie Law

The Hong Kong Institute of Certified Public Accountants Scholarship for Secondary Schools

5E Yumi Lau

Home Affairs Bureau Multi-faceted Excellence Scholarships

6B Janet Law

A.S. Watson Group Hong Kong Student Sports Awards

5D Stephanie Tsang

HKSAROSU Hong Kong Future Pioneers 2015

4D Christina Or
4D Rachel Wong

The Hong Kong Council of Social Service Future Stars-Upward Mobility Scholarship

3B Tina Lam
4B Sarbjot Kaur
5E Pansy Siu

Social Welfare Department - 2014-2015 Award for Volunteers Service

Gold 3E Rosaline Chan
Gold 4E Stephanie Law
Gold 5E Stephanie Chan
Gold 6B Natalie Law

Caritas Youth and Community Service Outstanding Volunteer Award (youth group)

Gold 5B Zorah Chow

Committee on Home-School Co-operation Best Endeavour Award

1A Sunny Chan 1A Yeung Tsz Ming
2D Chava Chan 2D Eunice Cheung
3B Sarah Chong 3B Feng Taoran
4B Chloe Kwong 4B Rachel Li
5A Christie Mong 5C Alisha Lee
6B Genia Ting 6D Kitty Vu

The Hong Kong Federation of Youth Groups "Hope for Success" Award

Gold 4E Linda Cheung
Gold 4B Kelly Chan

Hong Kong Sports Institute Sports for Hope Foundation Outstanding Junior Athlete Awards

3B Kristy Cheung

Hong Kong Sports Institute Limited - HKSIL Sports Scholarship Athlete

4C Jessica Lai

Sports

Central and Western District Age Group Athletics Meet 2014

Girls' Group C - 100m Hurdles	Champion	5E Cynthia Chan
Girls' Group C - 100m Hurdles	Champion	5D Stephanie Tsang

Yau Tsim Mong District Age Group Athletics Meet 2014

Girls' Group C - 100m	Champion	4E Linda Cheung
Girls' Group C - 200m	Champion	4E Linda Cheung
Girls' Group C - 4x100m Relay	Champion (group)	4E Linda Cheung
Girls' Group C - 4x100m Relay	Champion (group)	5D Stephanie Tsang
Girls' Group C - 4x100m Relay	Champion (group)	5E Cynthia Chan
Girls' Group C - 4x100m Relay	Champion (group)	5E Cynthia Wong
Girls' Group D –Discus	Champion	2A Kristie Ng
Girls' Group D - 400m	Champion	2C Karry Chan
Girls' Group D - Long Jump	Champion	2D Chava Chan
Girls' Group D - 100m	Champion	2D Eunice Cheung
Girls' Group D - 200m	Champion	2D Eunice Cheung
Girls' Group D - 100m Hurdles	Champion	3E Joyce Ho
Girls' Group D - 4x100m Relay	Champion (group)	2C Karry Chan
Girls' Group D - 4x100m Relay	Champion (group)	2D Chava Chan
Girls' Group D - 4x100m Relay	Champion (group)	2D Eunice Cheun
Girls' Group D - 4x100m Relay	Champion (group)	2D Rachel Yeung
Girls' Group D - 4x100m Relay	Champion (group)	3A Christy Choy
Girls' Group D - 4x100m Relay	Champion (group)	3B Eve Li
Girls' Group D - 4x100m Relay	Champion (group)	3E Jade Lam
Girls' Group D - 4x100m Relay	Champion (group)	4C Chloe Chan
Girls' Group E - High Jump	Champion	1E Carrie Ho
Girls' Group E - 4x100m relay	Champion (group) **New Record	1A Hillary Kam
Girls' Group E - 4x100m relay	Champion (group) **New Record	1C Chelsea Mok
Girls' Group E - 4x100m relay	Champion (group) **New Record	1D Chloe Tang
Girls' Group E - 4x100m relay	Champion (group) **New Record	1E Carrie Ho

Kowloon City District Age Group Athletics Meet 2014

Girls' Group C - 100m	Champion	5E Cynthia Chan
Girls' Group C - Long Jump	Champion	5E Cynthia Chan
Girls' Group D - Long Jump	Champion	2D Chava Chan
Girls' Group D - 4x100m relay	Champion (group)	2C Karry Chan
Girls' Group D - 4x100m relay	Champion (group)	3B Eve Li
Girls' Group D - 4x100m relay	Champion (group)	4C Chloe Chan
Girls' Group D - 4x100m relay	Champion (group)	3E Joyce Ho

LCSD Tsuen Wan District Swimming Competition Girls - 16-18 - 50m Backstroke Girls - 16-18 - 50m Butterfly Girls - 16-18 - 100m Freestyle Girls - 16-18 - 100m Backstroke Girls - 16-18 - 100m Butterfly	Champion	5B Jasmine Au
Wan Chai District Swimming Competition Girls – 16-18 - 100m Freestyle & 100m Backstroke	Champion	5B Jasmine Au
Shatin District Swimming Competition Girls 16-18 - 100m Butterfly	Champion	5B Jasmine Au
Tai Po District Swimming Competition Girls 16-18 - 50m Backstroke	Champion	5B Jasmine Au
Yau Tsim Mong District Swimming Competition Girls 16-18 - 100m Backstroke & 100m Butterfly	Champion	5B Jasmine Au
Sham Shui Po District Swimming Competition Girls 16-18 - 50m Backstroke	Champion	5B Jasmine Au
HKASA Division 2 Girls 15-17 - 50m Breaststroke & 50m Backstroke	Champion	5B Jasmine Au
LCSD Wong Tai Sin District Swimming Competition 200m Butterfly	Champion	2C Cindy Sung
Sham Shui Po District Swimming Competition 100m Butterfly	Champion	2C Cindy Sung
North District Swimming Competition 200m Butterfly (New Record)	Champion	2C Cindy Sung
LCSD Islands District Age Group Swimming Gala 2014 50 Metres Freestyle	Champion	2C Cindy Sung
Wong Tai Sin District Age Group Swimming Competition 2014 Girls Age 13-14 100m Freestyle	Champion	2C Cindy Sung
LCSD Sai Kung District Swimming Competition Girls Under 12 4x50m Medley Relay	Champion	1E Sara Chak
Kwun Tong Swimming Club 50 meters backstroke (11-12)	Champion	1E Sara Chak
Water Sports Competition (Open)	Champion	1E Sara Chak

LCSD Kwai Ching Swimming Competition 100m Butterfly & 50m Butterfly	Champion	1A Joey Tsang
Wong Tai Sin Swimming Competition 50m Butterfly & 100m Butterfly	Champion	1A Joey Tsang
North District Swimming Competition 100m Butterfly	Champion	1A Joey Tsang
Tsuen Wan Swimming Competition 100m Butterfly	Champion	1A Joey Tsang
LCSD Yau Tsim Mong District Swimming Competition Girls 9-12 200m Breaststroke, Girls 11-12 100m Breaststroke, Girls 11-12 50m Breaststroke	Champion	1B Tiffany To
LCSD Sai Kung Swimming Competition 2014 13-14 - 50m Freestyle, 50m Breaststroke & 100m Breaststroke	Champion	2C Jackie Lau
LCSD The 38th Kowloon City District Swimming Gala Women's 13-17 - 200m Backstroke	Champion	2C Katina Chiew
Southern District Swimming Gala 2014 Women's Youth aged 13-17 - 100m Breaststroke	Champion	2C Katina Chiew
The Gymnastics Association of Hong Kong, China 2014 Gymnastics for All Best Performance Award & Judges' Commendation Award		5D Cheryl Lau
Best Performance Award & Judges' Commendation Award		6D Charlene Lau
All Hong Kong Inter-Secondary Schools Gymnastic Competition 2014-2015		
Girls' Novice Group Final- Vaulting & Floor Exercise	Champion	1C Jessie Ho
Girls' Novice Group Team Championship	Champion(group)	1C Jessie Ho
Girls' Novice Group Team Championship	Champion(group)	2A Kelly Chan
Girls' Novice Group Team Championship	Champion(group)	2D Carrie Lam
Girls' Novice Group Team Championship	Champion(group)	2E Megan Ho
Girls' Novice Group Team Championship	Champion(group)	3C Michelle Kwok

The 16th Hong Kong Secondary School Trampoline Competition

Girls' C Grade Individual Competition	Champion	1A Olga Ng
Samsung 58th Festival of Sports Trampoline Gymnastics Age Group Competition 2015		
Girls' Individual Competition (Aged 13 to 14)	Champion	1A Olga Ng

The 16th Hong Kong Secondary School Trampoline Competition

Girls' C Grade Team Championship	Champion(group)	1A Olga Ng
Girls' C Grade Team Championship	Champion(group)	1D Sabrina Wong
Girls' C Grade Team Championship	Champion(group)	2B Natalie Kwok
Girls' C Grade Team Championship	Champion(group)	2C Venice Poon
Girls' C Grade Team Championship	Champion(group)	2C Yuki So
Girls' C Grade Team Championship	Champion(group)	2C Pauline Wong

Inter-school Fencing Competition 2014-2015

Girls Epee - B Grade	Champion	3B Kristy Cheung
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International Fencing Federation Asian Juniors and Cadets Fencing Championships 2015

United Arab Emirates Women Cadet Individual Epee	Champion	3B Kristy Cheung
Hong Kong Fencing Association Age Groups Fencing Championships 2014		
Under 20 Women's Epee, Under 17 Women's Epee	Champion	3B Kristy Cheung
China Fencing Association 2014 National Fencing Club League (Shenzhen Station)		
Junior B's Individual Epee	Champion	3B Kristy Cheung
Inter-school Fencing Competition 2014-2015		
Girls Epee - B Grade	Champion	3B Kristy Cheung

HKLCSD North District Age Group Table Tennis Competition

Islands District Age Group Table Tennis Competition

Hong Kong Table Tennis Championships 2014

Women's open Group C	Champion	2D Liu Yinqi
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YMCA Summer Basketball Competition

Champion(group)	3A Jessica Hong
Champion(group)	3A Sophie Yip
Champion(group)	3D Theodora Shum
Champion(group)	3E Andrea Leung

Arts

Labour Unions jointly organized by the Occupational Safety and Health Council –
“Lower limb OSH you know I have” 2014 Slogan Competition

Champion 3D Ruby Yoong

67th Hong Kong Schools Music Festival

Piano Solo - Grade 6

1st 1C Chloe Chan

Vocal Solo-Foreign Language-Age 14 or under - Female Voice-Secondary School

1st 1D Joyce Ma

Hua Xia Yu Yan Yi Shu Yan Jiu Xue Hui Hua Yi Cup - English & Chinese Solo Verse

Champion & Highest Achievement Award 4E Stephanie Law

Hong Kong Promotion of Young Artists Foundation International Children’s Painting Competition in Hong Kong

--Best of the Day 2D Eunice Cheung

Learning Key Educational Ltd The 20th Asia Pacific Children Artist Painting Competition 2015

Champion 1E Grace Hui

Hong Kong Piano Music Association The 18th Hong Kong-Asia Piano Open Competition

First Prize 1D Madeline Ma

Hong Kong Federation of Youth Development Dancing Car &

Kwun Tong District Council 42nd Open Dance Competition in Hong Kong

Champion(group) 5E Chloe Tsang

Hong Kong Chinese Arts Festival The International Music And Arts Competition --Music

First 4E Isabella Law

HK Schools Music and Speech Association

Solo Verse Speaking: Non-Open Secondary 1 Girls	Champion	1A Ada Leung
Solo Prose Reading: Non-Open Secondary 3 Girls	Champion	3A Amelie Chan
Solo Verse Speaking: Non-Open Secondary 2 Girls	Champion	2C Catherine Hui
Solo Verse Speaking: Non-Open Secondary 4 Girls	Champion	4D Sabrina Chan
Solo Verse Speaking: Non-Open Secondary 5 Girls	Champion	5A Serena Chan
Dramatic Duologue: Secondary 3 and 4	Champion	3C Bethanie Tsang
Dramatic Duologue: Secondary 3 and 4	Champion	3E Rebecca Mak

第六十六屆香港學校朗誦節

中學一年級 詩詞獨誦-粵語組/女子組	冠軍	1C 陳栩妍
中學三年級 詩詞獨誦-粵語組/女子組	冠軍	3A 陳芊瑩
中學三年級 詩詞獨誦-粵語組/女子組	冠軍	3B 王欣羨
中學三年級 詩詞獨誦-粵語組/女子組	冠軍	3D 林皚庭
中學四年級 詩詞獨誦-粵語組/女子組	冠軍	4E 羅靖嵐

中學一、二年級 詩詞獨誦-普通話組/女子組	冠軍	1C 李樂靜
中學一、二年級 詩詞獨誦-普通話組/女子組	冠軍	2C 宋明倩

中學一年級 散文獨誦-粵語組/女子組	冠軍	1D 金愛琳
中學二年級 散文獨誦-粵語組/女子組	冠軍	2D 岑卓衡

中學一、二年級 散文獨誦-普通話組/女子組	冠軍	1A 張洛琪
中學三、四年級 散文獨誦-普通話組/女子組	冠軍	4E 雷靖琳

中學一至三年級 歌詞朗誦-粵語	冠軍	2D 岑卓衡
中學一至三年級 歌詞朗誦-粵語	冠軍	3C 陳煊桐

Mathematics and Science

Science Education Section, EDB The “Chemists Online” Self-study Award Scheme

Platinum Award	5B Sophia Wong	5D Gabriel Wan
Platinum Award	5D Natalie Leung	5E Acacia Tang
Platinum Award	5E Barbie Leung	6D Clarice Liu
Platinum Award	6D Winnie Chan	6D Angela Li
Platinum Award	6E Hayden Chan	6E Angela Li

The Hong Kong Polytechnic University Secondary School Mathematics and Science Competition 2015

Medal in Biology	5B Zorah Chow	5E Yumi Lau
Medal in Physics	5E Verna Shum	

Others

Joint School Chess Challenge 2015

International Chess Competition (Girls' Division)	Champion	2C Pauline Wong
Go Chess (Girls' Division)	Champion	3B Miuccia Chan

Inter-departmental Working Group on Clean Shorelines Clean Shorelines Video Filming Competition

Gold Prize (group)	2D Kelly Lee
Gold Prize (group)	3B Anna Chung
Gold Prize (group)	3C Ava Lau
Gold Prize (group)	4D Natalie Chan

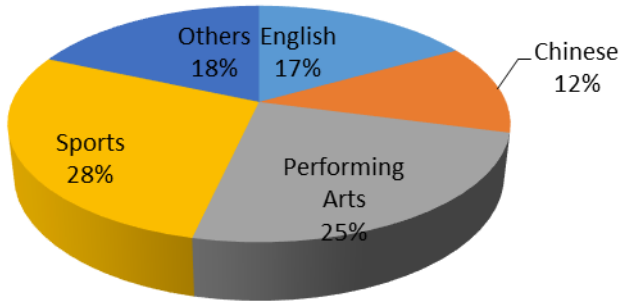
N.B. For a fuller list of the award-winners for 2014-2015, visit our website at www.mcs.edu.hk

External Competitions 2014-2015

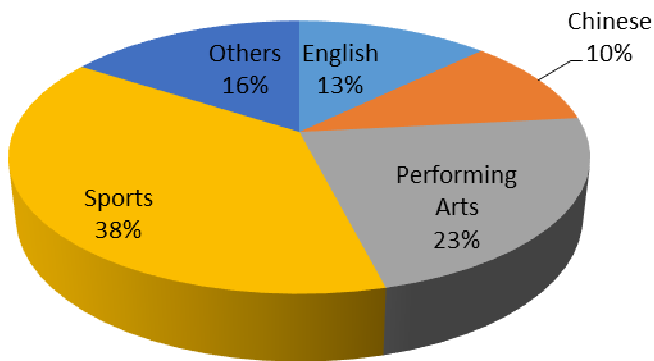
	Category					
	English	Chinese	Performing Arts	Sports	Others	Total
No. of Participants	168	123	244	280	184	999
No. of Entries	211	174	376	631	262	1654
Students-Entry Ratio (985 students)	4.7	5.7	2.6	1.6	3.8	0.6
No. of Award Winners*	87	64	143	132	107	533
No. of Awards	111	101	241	311	144	908
Students-Award Ratio (985 students)	8.9	9.8	4.1	3.2	6.8	1.1

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

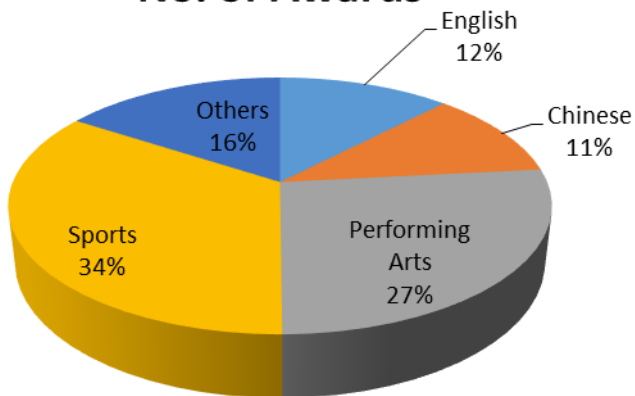
No. of Participants



No. of Entries



No. of Awards



Feedback on Future Planning

This was the last year of our 3-year development cycle. Many of the targets set were met. An overall evaluation report has been prepared and can be seen in the School Development Plan of the new 3-year cycle.

Both major concerns of the past three years will be incorporated into the school routine as they are crucial to the development of the school. New goals were set to embrace the challenges teachers and students need to face in the 21st Century.

Appendix 1 - Financial Reports

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Capacity Enhancement Grant for 2014-2015 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 resulting 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. 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	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. 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 for handling student reports and student profiles was also enhanced.	We will continue to hire an IT assistant to reduce the workload of our teachers.

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Capacity Enhancement Grant for 2014-2015 Academic Year

III. Audio Visual Services

Task Area	Evaluation	Suggestion for Next Year
Coping with the increasing amount of 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 implementation of the new senior secondary curriculum as over 30% of the administrative work of the teachers responsible for the Audio and Visual Equipment Services Team 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.</p>	We will continue to hire an assistant to help in offering Audio Visual Services and provide support for the development of e-Learning

Evaluation of the Use of Moral National Education Grant for the 2014 -2015 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. The RME Coordinator also took up many other duties to cater for the needs of the school.	We will continue to hire a Religious and Moral Education (RME) Coordinator to reduce the workload of Religious Studies teachers and teachers responsible for Global Citizenship and Civic Education Activities with other funding.

Helping Students with Learning Difficulties

Task Area	Evaluation	Suggestion for Next Year
<ol style="list-style-type: none"> 1. To hire peer tutors to conduct after-school sessions for students with special educational needs/ learning difficulties. 2. To hire helpers to provide support to the SEN students and/or school personnel offering support to them in examination invigilation, programmes, study groups, etc. 3. To subscribe to professional services provided by Educational Psychologists, Clinical Psychologists and Speech Therapists, etc. 4. To run a school-based programme on catering for student diversity at the subject panel level. 5. To organize programmes on understanding and respecting individual differences so as to promote mutual acceptance among students at the form/ school level. 6. To conduct school-based training workshops for teachers and parents. 7. To purchase reference materials to equip teachers with skills in handling students with special education needs/ learning difficulties and to promote an inclusive culture. 	<p>Study groups were organized for students with special educational needs/ learning difficulties with the support of additional staff and peer tutors Remedial sessions were conducted for students during the summer vacation.</p> <p>Part-time helpers have been hired to provide support to SEN students and/or school personnel offering support to them in examination invigilation, programmes, study groups, etc.</p> <p>Sessions by Educational Psychologists and Clinical Psychologists were arranged for students with special educational needs.</p> <p>More has been done to cater for student diversity at the case-level instead of the subject panel level. 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>Students are able to have greater understanding of and respect for students with SEN/learning difficulties. Mutual support and acceptance are fostered among students.</p> <p>Teachers find the training workshops helpful.</p> <p>As the budget financed by the LSG is quite tight, we were not able to purchase additional reference materials in 2014-2015.</p>	<p>We will continue to hire tutors to conduct programmes for students with special educational needs/ learning difficulties.</p> <p>We will continue to hire professional services provided by Educational Psychologists, Clinical Psychologists and Speech Therapists (if needed), etc. for students with special educational needs</p> <p>We will continue to run school-based programmes on catering for students diversity at the case level or subject panel level.</p> <p>We will continue to organize programmes on understanding and respecting individual differences at the form/school level.</p> <p>We will continue to conduct school-based training workshops for teachers and parents.</p> <p>Reference materials will be purchased to equip teachers with skills in handling students with special educational needs/ learning difficulties and to promote an inclusive culture.</p>

Maryknoll Convent School
(Secondary Section)

Evaluation of the Use of Senior Secondary Curriculum Support Grant for 2014-2015 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 human resources for the English Language Panel (ii) to reduce teachers' workload resulting 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 	We will continue to hire additional English Language teachers to assist the English Language panel in carrying out the enrichment programmes. More space and time will be made available for all English Language teachers to devote their time and effort to curriculum changes and the administration of SBA.

Evaluation of the Use of the Careers & Life Planning Grant for the 2014-2015 Academic Year

Careers & Life Planning

Task Area	Evaluation	Suggestion for Next Year
To provide guidance and support to students in careers and life planning	<p>With the help of the Careers and Life Planning Grant, we were able to employ two additional careers mistresses:</p> <ul style="list-style-type: none"> (i) To help students develop a sense of responsibility (ii) To help students understand themselves and develop their talents (iii) To help students identify their career goals & formulate career plans (iv) To provide appropriate guidance on choices for further education for students of different abilities (v) To help students in their admission applications by providing guidance & supporting documents 	We will continue to hire two Part-time Careers Mistresses to provide guidance and support to students in careers and life planning.

8.2 Unaudited Financial Report (2013-2014)

Financial Report 2014-2015 Unaudited Accounts

		Income (\$)	Expenditure (\$)
Opening Balance	Government Funds - Baseline	-	
as at 1.9.2014	Government Funds - School Specific Grants	24,084.14	
	Government Funds - Outside EOEBG	499,474.20	
	School Funds	<u>1,437,148.07</u>	
		1,960,706.41	
I Government Funds			
(1) - 1 EOEBG			
(a) Baseline			
	School and Class Grant	808,861.33	1,153,364.56
	Lift Maintenance Grant	89,116.60	55,067.00
	Air-Conditioning Grant for Preparation Rooms	14,116.16	-
	Administration Grant for Additional Clerical Assisstant	175,632.00	200,370.00
	Enhancement Grant	7,409.16	-
	Supplementary Grant for School-based Management	197,244.68	86,799.70
	Training and Development Grant	8,150.04	2,400.00
	Composite Furniture and Equipment Grant	531,095.48	587,473.90
	Programme Funds for Implementation of Whole School		
	Approach to Guidance & Discipline Grant	8,543.68	4,792.90
	Consolidated Subject Grant	<u>183,386.20</u>	<u>102,476.80</u>
		<u>2,023,555.33</u>	<u>2,192,744.86</u>
	Funds to be set aside for Long Service/Severance Payment	-	148,601.57
		<u>(169,189.53)</u>	<u>148,601.57</u>
	Surplus / (Deficit) for the year	Sub-total	<u>(317,791.10)</u>
(b) School Specific Grants			
	Administration Grant	4,094,250.94	3,633,169.88
	Capacity Enhancement Grant	557,148.00	752,494.25
	Composite Information Technology Grant	407,089.00	432,311.50
	Noise Abatement Measures Recurrent Subsidy	38,641.00	-
		<u>5,097,128.94</u>	<u>4,817,975.63</u>
	Surplus / (Deficit) for the year	Sub-total	279,153.31

(1) - 2 Funds Outside EOEBG (Special Domain-not transferable)		
Senior Sec Curriculum Support Grant	776,430.00	697,685.67
Moral National Education	-	234,720.00
Learning Support	182,000.00	180,187.50
Diversity Learning	70,000.00	27,607.50
Enhanced Chinese Learning	800,000.00	559,800.00
One-Off Grant Acquire Mobile Computer Device	121,450.00	-
Career and Life Planning Grant	517,620.00	519,120.00
Teacher Relief Grant	200,842.75	156,792.30
	<u>2,668,342.75</u>	<u>2,375,912.97</u>

Surplus / (Deficit) for the year	Sub-total	292,429.78
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II School Funds (General Funds)

(1) Tong Fai	2,961,000.00	1,742,262.08
(2) Donations	98,850.20	57,350.00
(3) Profit on Sales of Exercise Books	11,504.40	-
(4) Tuckshop Rent & Vending Machines	190,866.60	-
(5) Approved collection for specific purposes account	306,900.00	638,269.40
(6) Subsidy by MCS Educational Trust	860,102.50	860,102.50
(7) Others	150,159.52	108,920.93
	<u>4,579,383.22</u>	<u>3,406,904.91</u>

Surplus / (Deficit) for the year	Sub-total	1,172,478.31
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Total surplus / (deficit) for school year	1,426,270.30
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Accumulated surplus as at 31st August 2014

Government Funds - Baseline	-
Government Funds - School Specific Grants	24,084.14
Government Funds - Outside EOEBG	499,474.20
School Funds	<u>1,437,148.07</u>
	<u><u>1,960,706.41</u></u>

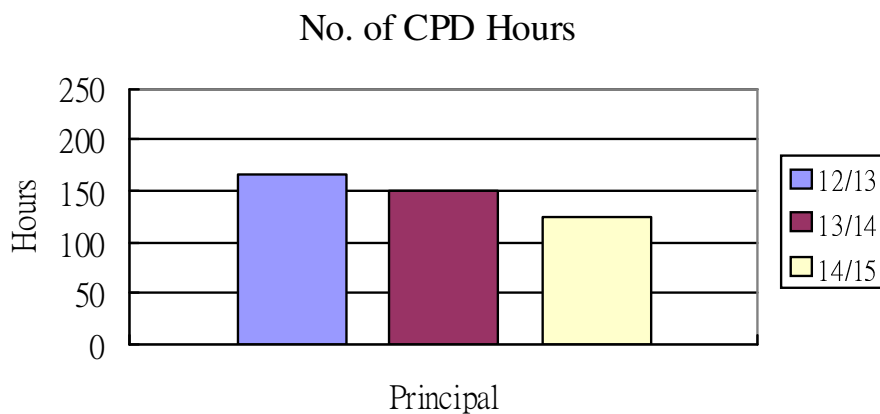
Closing balance as at 31.8.2015	<u><u>3,386,976.71</u></u>
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Government Funds - Baseline	-
Government Funds - School Specific Grants	356,095.81
Government Funds - Outside EOEBG	757,894.98
School Funds	<u>2,272,985.92</u>
	<u><u>3,386,976.71</u></u>

8.3 Principal's Continuing Professional Development (CPD)

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

	12/13	13/14	14/15
Number of CPD hours	165.5	150.5	125



Dr Maria Lee
Supervisor of MCS (Secondary Section)

Date: 3 November 2015