



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



Annual School Report

2015/2016

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School Vision & Mission

Our Vision

School Report 2015/16

Maryknoll Convent School (Secondary Section)

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.

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

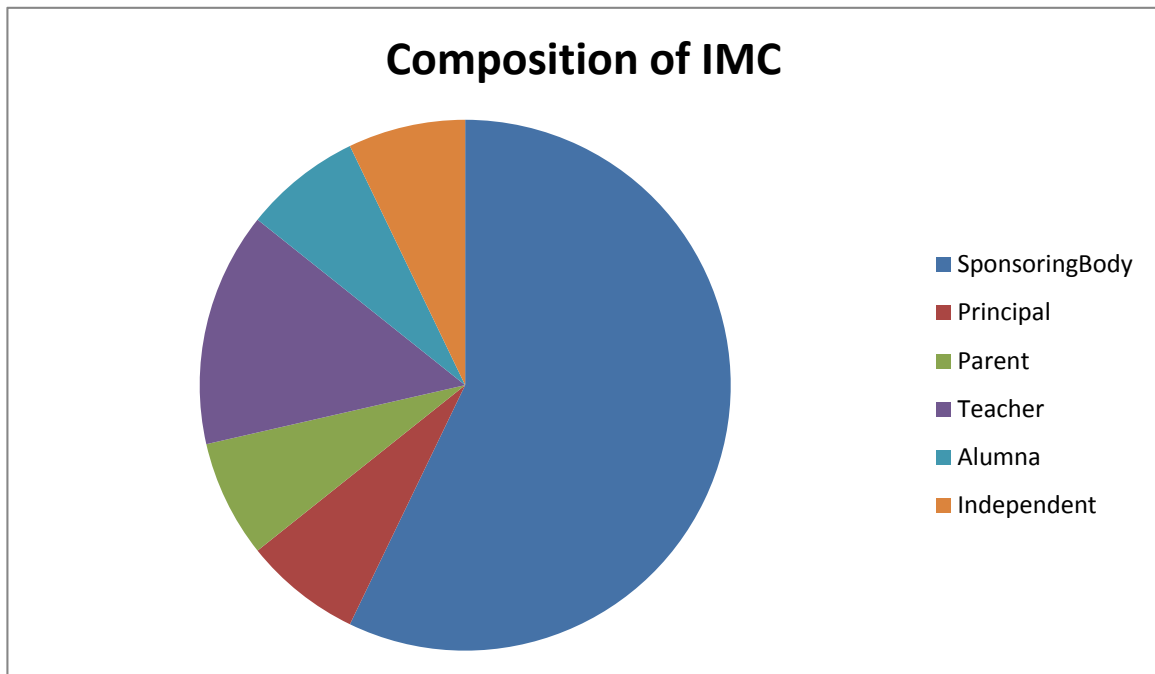
School Organization: We follow the school-based style of management with the sponsoring body exercising the highest authority. The Maryknoll Convent School Secondary Section Incorporated Management Committee was established on 31 August 2013. Different partners on the Management Committee work together 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 the IMC

Membership	Sponsoring Body	Principal	Parent	Teacher	Alumna	Independent
2015/2016	8	1	1 ¹	2	1	1



¹ Due to unforeseen circumstances, only one Parent Manager was successfully registered during the year.
 School Report 2015/16
 Maryknoll Convent School (Secondary Section)

Achievements and Reflection on Selected School Goals

Priority Task 1: *To encourage and empower our students and staff to pursue excellence and realize their potential to the full.*

Ultimate Targets:

- I. *To develop and enhance the capacity of staff and students in self- and peer-assessment. (Pursue Excellence & Realize Full Potential)*
- II. *To develop and enhance critical thinking, creative thinking and communication skills (21st Century Learning Skills) in order to succeed in the 21st century. (Be Forward Looking; Pursue Excellence)*
- III. *To realize potential through information literacy, media literacy and technology literacy (21st Century Literacy Skills) (Pursue Excellence & Realize Full Potential).*

Achievements:

- Peer assessment was employed as a learning activity in some classes (e.g. Liberal Studies IES, Chinese and English Oral lessons). Students were able to engage actively in the peer assessment activities under the guidance of the teachers.
- Peer evaluation was carried out in a few subject panels. E.g. F.4 English Language teachers visited each other's classes to learn and give feedback to each other. The Liberal Studies panel started pair-teaching in some classes and teachers concerned were able to complement one another in the teaching-learning process.
- A staff development session (Staff Development Day 1) was held to share with teachers about the latest student performance data and how to interpret them. Teachers were reminded of the importance of clarifying the relationship between Curriculum (What to Teach), Instruction (How to Teach) and Assessment (How Do We Know). Each panel came up with suggestions for improvements in each of these three areas and identified skills that students need to acquire to help them prepare for the fast-changing world.
- Student-centred learning was emphasized. The introduction of eLearning with suitable learning tools (both hardware and software) helped to motivate students and make the learning-teaching process highly interactive. The IT Support Committee was able to put in place the necessary infrastructure for Wi-Fi access in all classrooms and some special rooms. MacBooks and tablets were purchased so classes could engage in eLearning.
- Pilot teachers from different Key Learning Areas (KLAs) have started using suitable apps and e-platforms in their own classes. The KLAs include Global, Citizenship & Civic Education; Science Education; Personal, Social and Humanities Education and Mathematics

Education.

- In our school-based pilot eLearning programme, a staff development workshop was conducted by a group of teachers, who demonstrated how they used the various e-platforms in lesson preparation and inside classes. Other teachers were able to have hands-on experiences in using such platforms during the workshop. The pilot teachers were also able to share their reflections on their successes as well as areas for improvement. Subsequent to the workshop, more teachers felt motivated to use the mobile IT equipment in their classes. The demand for the available resources was great.
- Students' feedback on the effectiveness of eLearning activities and teachers' observation were collected. The majority of students and teachers who engaged in such activities found the lessons interactive and effective.
- All subject panels and committees have been able to incorporate in their year plans the Sixteen Habits of Mind, to be used as a tool to fulfil the stated school goals. Certain habits of mind and/or 21st Century Learning Skills have been reinforced in different school activities.
- New initiatives introduced by the Curriculum & Academic Affairs Committee enabled the high-flyers to excel and the under-achievers to improve. The enhancement and remedial classes were able to help the target groups. In most of the regular classes, differential instructional skills were applied to cater for individual differences.

Reflection

- *Students were able to benefit from appropriate e-learning activities. Inviting a few teachers who were more confident about using new technology to start exploring and using available apps and e-platforms proved to be a successful strategy. Peer learning was definitely effective in enhancing the learning process of both teachers and students. Teachers' readiness and confidence were important elements in the success of any new initiatives. In the beginning, there were concerns that the e-learning approach was too slow to catchup with the speedy change in technology. However, after multiple deliberations, the decision was to take the bottoms up strategy. So the enthusiastic response and increasing demand from teachers and students proves that the strategy is effective.*
- *The Sixteen Habits of Mind and the 21st Century Skills overlap in some ways. A more systematic approach to present the framework will be helpful. The school administration can facilitate the coordination among panels and committees to complement each other's effort in promoting Habits of Mind relevant to their areas. This will be the direction to be taken in the coming two years.*
- *The selected school goals for the 3-year School Development Plan coincided with some of the Strategic Foci (namely, Serve Home, Country, World; Pursue Excellence; Realize Full Potential, Be Forward Looking) that our School Sponsoring Body requested the schools to focus on in the*

next five years. The school will highlight these foci in the upcoming year plans while fulfilling the intended school goals chosen.

Priority Task 2: *To instill in our students the importance of trust and integrity, an appreciation for cooperative teamwork and respect for others.*

Ultimate Targets

- I. To enhance the social skills of MCS students and enable them to be leaders of a just society through awareness of the importance of trust and integrity (21st Century Life Skills). (**Be Forward Looking**)*
- II. To provide opportunities for cooperative learning in and out of the classroom to develop respect for the dignity of self and others, and build a cooperative climate for collaboration and productivity (21st Century Learning & Life Skills). (**Be Forward Looking; Serve Home, Country & World**)*

Achievement:

1. Through a series of school programmes, the values underlying the stated school goal were introduced. The committees (e.g. Global, Citizenship & Civic Education Committee, Religious & Moral Education Committee etc.) and subject panels (e.g. Liberal Studies, Religious Studies, Chinese Language, History and Chinese History) played an important part in promoting the idea of “a just society”.
2. The Extra-curricular Activities Committee provided different platforms for students to take part in a wide range of programmes. “Collaboration” is a 21st Learning Skill evident in the many activities involving students working together to plan and implement a particular event. The Student Association and the Sports Association worked in collaboration to organize cheer group activities to support our athletes in the Inter-school Athletics Championships.
3. “Trust” and “Integrity” were values that were enhanced. The Prefects’ Board and the Character Building Committee helped to ensure that students were able to meet the school’s expectations with regard to developing these character traits.

Reflection:

- *The values identified and promoted are much needed to help our students face the VUCA (Volatile, Uncertain, Complex and Ambiguous) world. Even greater stress needs to be placed on helping our students to adopt solid values.*
- *The Homeroom teachers’ role is important in helping develop the values listed. More systematic plans can be used to help students acquire relevant habits and values with the support of the Homeroom Teachers Coordination Committee, the Character Building*

Committee and the Counseling Committee under the guidance of the Student Support & Pastoral Care Team.

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 flexible timetables to accommodate our diverse, cross-curricular and extended learning activities, particularly those designed to promote civic and moral education.

Student-centred Learning and eLearning activities are systematically introduced in class. Extended Learning Programme lessons are in place for students to enhance their learning in different subject areas outside the classrooms.

Key Tasks (Reading to learn & Project-based Learning):

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.

Students' critical thinking skills and creativity are improved through classroom discussion, project work and intranet learning and teaching. 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 eLearning where deemed appropriate. All classrooms and most special rooms have wi-fi access and eLearning activities are employed when appropriate. Computer notebooks and tablets are available to facilitate eLearning.

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>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>S1</i>	167	167	165
<i>S2</i>	167	167	165
<i>S3</i>	167	167	165

Number of Days with Learning Activities

<i>Level</i>	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>S1</i>	23	23	26
<i>S2</i>	23	23	26
<i>S3</i>	23	23	26

Lesson Time for the 8 Key Learning Areas

S1-3

<i>Key Learning Area</i>	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
Chinese Language Education	17.4%	17.4%	17.4%
English Language Education	21.2%	20.4%	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%	5.3%	5.3%
Arts Education	9.1%	9.1%	9.1%
Physical Education	4.5%	4.5%	4.5%

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		
<i>2013-2014</i>	30	<i>F.1-6: 5 classes</i>	993	32%
<i>2014-2015</i>	30	<i>F.1-6: 5 classes</i>	1004	32%
<i>2015-2016</i>	30	<i>F.1-6: 5 classes</i>	981	31%

Attendance

Student Attendance Rate (in percentage)

<i>Level</i>	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>S1</i>	98.6	98.6	98.3
<i>S2</i>	98.4	98.1	98.1
<i>S3</i>	98.0	98.4	97.9
<i>S4</i>	96.7	97.5	97.4
<i>S5</i>	97.4	96.5	95.6
<i>S6</i>	97.4	96.9	94.9

Our Teachers

Teachers' Qualifications

Number of teachers in the school

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>Total number of teachers</i>	71	67	67
<i>Actual Staff Strength</i>	65	63	63.5

Highest Academic Qualifications attained by Teachers

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>% of teachers with master's degree or above</i>	57.2	59.7	61.2
<i>% of teachers with bachelor's degree</i>	41.4	38.8	37.3
<i>% of teachers with tertiary non-degree qualifications</i>	1.4	1.5	1.5
<i>% of teachers with S6/7 qualifications</i>	0	0	0
<i>% of teachers with S5 or below qualifications</i>	0	0	0

Teachers holding qualified professional status

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>% of professionally-trained teachers</i>	98.6	100	100

Subject-trained teachers in the core-three subjects

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>% of subject-trained Chinese Language teachers</i>	100	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

Teachers meeting Language Proficiency Requirement (LPR)

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>% of English teachers meeting LPR</i>	100	100	100
<i>% of Putonghua teachers meeting LPR</i>	100	100	100

In addition, 14 non-English language teachers obtained LPR in English Language and 3 non-Putonghua teachers obtained LPR in Putonghua.

Teachers' Experience

	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>% of teachers with 0 to 2 years of experience</i>	1.4	0	1.5
<i>% of teachers with 3 to 5 years of experience</i>	10	4.5	0
<i>% of teachers with 6 to 10 years of experience</i>	21.4	14.9	14.9
<i>% of teachers with over 10 years of experience</i>	67.2	80.6	83.6

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 qualified 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 2014 (%)	HKDSE 2015 (%)	HKDSE 2016 (%)
Degree courses	86.8	84.7	87.9
Local	72.1	64.7	74.3
Overseas	14.7	20.0	13.6
Non-degree courses	11.6	12.7	12.1
Local	10.1	10.7	8.3
Overseas	1.5	2.0	3.8
S6 course	1.6	1.3	---
Full-time employment	---	---	---
Others	---	0.7	---
Gap Year	---	0.7	---
Total Number of Candidates	129	150	132

Degree Courses (Local)

	HKDSE 2014 (%)	HKDSE 2015 (%)	HKDSE 2016 (%)
HKU	40	36	41
CUHK	10	19	27
HKUST	19	18	11
PolyU	3	7	8
CityU	11	10	7
BaptistU	4	1	2
HKIED	--	2	2
Others	13	7	2

Early Leavers

	13/14	14/15	15/16
% of early leavers*	2.52	1.89	2.24

**Majority of the early leavers went abroad to continue their secondary education.*

Students' Reading Habits

Students' reading habits were promoted through

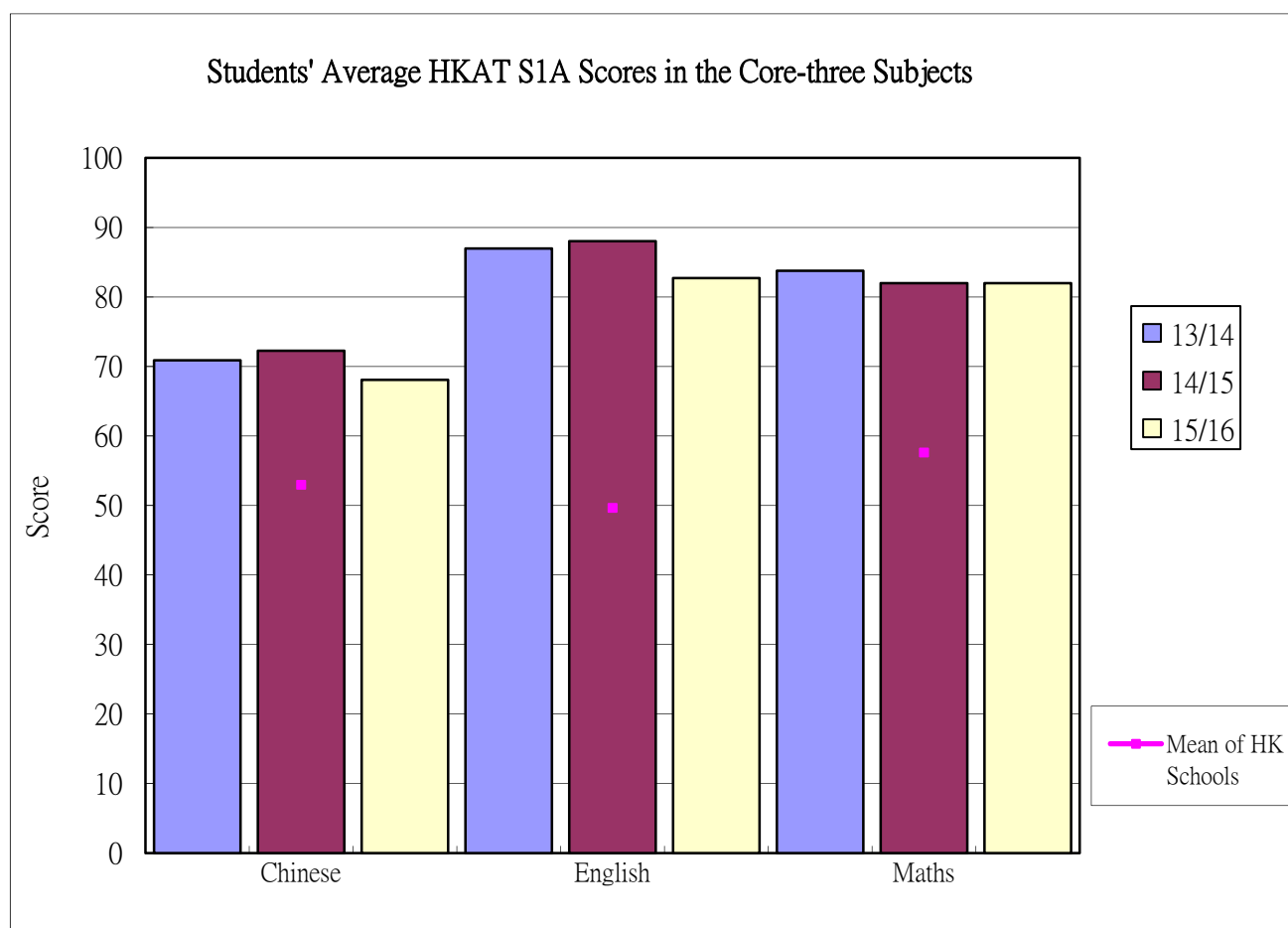
1. the daily reading session (20 minutes) from Monday to Thursday;
2. a recommended reading list drawn up by the Chinese language and English language teachers;
3. Chinese and English book review assignments;
4. The addition of new Chinese and English fiction and non-fiction titles to the school library 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 '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. book exhibitions;
12. new initiatives of the Library Club and
13. the Parent-Teacher Association Reading Club.

This wide range of activities helped to cultivate a reading culture among the majority of students. The more avid readers were able to act as role models for the others.

HKAT (S1A)

Raw mean scores of HKAT in the three core subjects

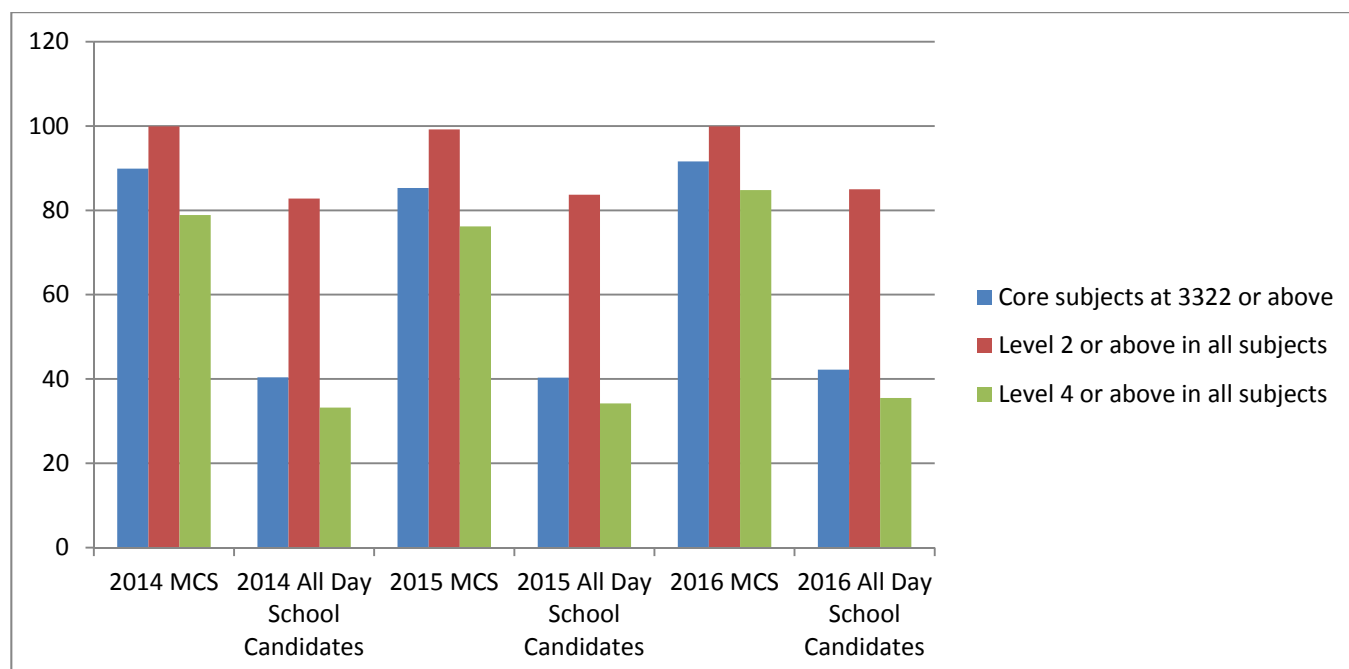
<i>S1A Test</i>	<i>13/14</i>	<i>14/15</i>	<i>15/16</i>
<i>Chinese</i>	70.89	72.26	68.08
<i>English</i>	86.97	88.02	82.72
<i>Mathematics</i>	83.76	81.99	81.99



Note: As the test is optional to be conducted in 2013-2014 and 2015-2016, there are no data for HK schools in these years.

HKDSE (2014 – 2016)

	2014		2015		2016	
	MCS	All-Day School Candidates	MCS	All-Day School Candidates	MCS	All-Day School Candidates
Number of candidates	129	65103	150	60969	132	55933
% of students with core subjects at 3322 or above	89.9	40.4	85.3	40.3	91.6	42.2
% of students with level 2 or above in all subjects	99.9	82.8	99.2	83.7	99.9	85.0
% of students with level 4 or above in all subjects	78.9	33.2	76.2	34.2	84.8	35.5



HKDSE (2014-2016) Results

Awards & Achievements 2015-2016

Internal

Community Service Award	Diamond	4B	Rosaline Chan
Community Service Award	Diamond	5B	Jaime Fan
Community Service Award	Diamond	5E	Bethia Cheung
Community Service Award	Diamond	6B	Vivien Chan
Community Service Award	Diamond	6B	Cherie Sham

Community Service Awards 2015-2016

	Bronze	Silver	Gold	Diamond	Service Honour	Total
Form 1-3	41	5	0	0	0	46
Form 4-6	51	22	16	5	0	94
Total	92	27	16	5	0	140

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

External

Awards and Scholarships

JCI Yuen Long and HKSAR Outstanding Students' Union The 28th HKSAR Outstanding Students Selection

Awardee 6A Eunice Chiu

KGE Special Prize- Literary Award Top 2 6B Zorah Chow

The Outstanding Young Persons' Association 2015 Future Leaders Award

Awardee 6A Eunice Chiu

Man Kwan Education Fund Pursing Excellence and Beyond Youth Leadership Award

Awardee 4D Cyrena So

Sir Edward Youde Memorial Prize

Awardee 6A Eunice Chiu

Youth Arch Foundation Hong Kong Outstanding Students Award

Distinction 5E Linda Cheung 5E Stephanie Law

Kowloon City Outstanding Student Award

Awardee 5E Linda Cheung

Princeton Club of HK - Book Award

Awardee 5D Fiona Chau 5E Abi Wong

The Harvard Club of Hong Kong Harvard Book Prize

First place: 5D Vivian Lee

Second place: 5E Stephanie Law

Third place: 5E Abi Wong

Hok Yau Club Outstanding Student leaders Award

Awardee 4D Cari Tsang

HK EDB Murjani Scholarship

Awardee 5E Abi Wong

香港社會服務聯會 明日之星 – 2016 年上游獎學金

Awardee 5E Linda Cheung 4D Connie Chan 3D Karry Chan

香港社會服務聯會 明日之星 – 2015 年上游獎學金

Awardee 4E Tina Lam 5A Sarbjot Kaur 6E Pansy Siu

香港社會服務聯會 黃廷方獎學金

Awardee 5D Mimi Wong

PCCW Credit Union Scholarship (Academic Excellence)

Awardee 1C Cherry Mak

Jean M. Wong School of Ballet The Tsinforn C. Wong Memorial Scholarship Scholar's Programme
2015-2016 Awardee 1B Charis Chan

Elsie Tu Education Fund Hong Kong Youth Improvement Award

Awardee 4D Karin Lau

Social Welfare Department 2015-2016 Award for Volunteers Service

Gold	2B Kim Ailim	3E Charmy Chan	3E Silviane Lo
	4B Rosaline Chan	4C Windy Tang	4E Aida Belle Lee
	5D Fiona Chau	5D Cindy Hui	5E Stephanie Law
	5E Abi Wong		

Sports

Samsung 2015 Hong Kong Sports Stars Awards Hong Kong Most Promising Sports Stars Awards

Awardee 4A Kristy Cheung

Samsung 58th Festival of Sports Trampoline Gymnastics Age Group Competition 2016 Girls' Individual Competition (Aged 13 to 14) Champion 2D Olga Ng

Girls' Synchronized Competition (Aged 15 to 17) Champion

2D Olga Ng 5D Janis Chu

The 17th Hong Kong Secondary School Trampoline Competition Girls' C Grade Individual Competition

Champion 2D Olga Ng

Hong Kong Athletics Series 2016 Series 1 Women's 4X100M

Champion 3B Eunice Cheung

International Martial Arts -Festival of the Qingdao 2015 World Leisure Games Wushu Weapon Team Event

Champion (Group) 3A Carrie Lam

Yau Tsim Mong District Athletics Competition 2015

Girls' Group C - 100m Champion 5A Victoria Lee

Girls' Group C - 4x100m Relay Champion 5A Victoria Lee 5D Natalie Leung
5E Linda Cheung 6E Cynthia Chan

Girls' Group D - Long Jump Champion and New Record Holder

3A Chava Chan

Girls' Group D – High Jump Champion 2E Carrie Ho

Girls' Group D – 4x400m Relay Champion and New Record Holder

2D Hillary Kam 3D Karry Chan

4B Jade Lam 4C Eve Li

Girls' Group D – 4x400m Relay Champion 3A Chava Chan 3B Eunice Cheung

3B Rachel Yeung 4A Joyce Ho

Kowloon City District Athletics Competition 2015

Girls' Open -800m Champion	4E Christy Choy	
Girls' Group C – 100m Champion	5A Victoria Lee	
Girls' Group C – 200m Champion	5A Victoria Lee	
Girls' Group C – 4x100m Relay Champion	5A Victoria Lee	5E Stephanie Law 6D Stephanie Tsang 6E Cynthia Chan
Girls' Group D – 400m Champion and New Record Holder	4C Eve Li	
Girls' Group D – 100m Champion	3B Eunice Cheung	
Girls' Group D – Long Jump Champion and New Record Holder	3A Chava Chan	
Girls' Group D – 4x100m Relay Champion	3A Chava Chan	3B Eunice Cheung 4A Joyce Ho 4A Josephine Rhodes
Girls' Group E – 100m Champion	1E Verna Lam	
Girls' Group E – 200m Champion and New Recorder Holder	1B Janice Wong	
Girls' Group E – 4x 100m Relay Champion	1A Katy Cheung	1A Cynthia Ng 1B Janice Wong 1E Verna Lam

Kowloon Cricket Club Women's Hockey Section Carnegies Cup Most Promising Women's Player

Tsuen Wan District Swimming Competition Girls Group F 100m Butterfly Champion

Tsuen Wan District Swimming Competition Girls Group F 50m Butterfly Champion

Wong Tai Sin District Swimming Competition Girls Group F 100m Front crawl Champion

Wong Tai Sin District Swimming Competition Girls Group F 100m Backstroke Champion

Wong Tai Sin District Swimming Competition Girls Group F 100m Butterfly Champion

Wan Chai District Swimming Competition Girls Group F 50m Front crawl Champion

Wan Chai District Swimming Competition Girls Group F 50m Breaststroke Champion

Wan Chai District Swimming Competition Girls Group F 50m Backstroke Champion

6B Jasmine Au

LCSD Sai Kung District Age Group Swimming Competition 2015 Youth 13-17 Women's 200M Breaststroke Champion

Sai Kung District Age Group Swimming Competition 2015 Youth 15-17 Women's 100M Butterfly Champion and New Record Holder

Kwun Tong District Age Group Swimming Competition 2015 Youth 13-17 Women's 4X50M Freestyle Champion and New Record Holder

Kowloon City District Age Group Swimming Competition 2015 Youth 13-17 Women's 200M Breaststroke Champion

Kowloon City District Age Group Swimming Competition 2015 Youth 13-17 Women's 4X50M Medley Relay Champion
4D Michelle Chiew

LSCD Sha Tin District Swimming Competition Girls Group F 50M Backstroke Champion

Sha Tin District Swimming Competition Girls Group F 100M Backstroke Champion

Sha Tin District Swimming Competition Girls Group FG 4x50M Medley Relay Champion (Group)

Yau Tsim Mong District Swimming Competition Girls Group F 200M Freestyle Champion

Yau Tsim Mong District Swimming Competition Girls Group F 100M Backstroke Champion

Kwun Tong District Swimming Competition Girls Group FG 4x50M Medley Relay Champion (Group)

4A Kelly Yim LCSD Wong Tai Shin District Swimming Competition Girls age-group 13-17 200m individual medley Champion

Wong Tai Shin District Swimming Competition Girls age-group 13-14 100m Freestyle Champion

Sham Shui Po District Swimming Competition Girls group G 100m Freestyle Champion

Yau Tsim Mong District Swimming Competition Girls group G 50m Breaststroke Champion

Yau Tsim Mong District Swimming Competition Girls group G 200m Individual Medley Champion

Tsuen Wan District Swimming Competition Girls group F, G 4x50m Medley Relay Champion (Group)

Hong Kong Amateur Swimming Association 2015-16 Division 2 Age Group Short Course Swimming Competition Part 3 Champion
3C Cindy Sung

LSCD Wong Tai Shin District Swimming Competition Girls age-group 13-14 100m Butterfly Champion

Kowloon City District Age Group Swimming Competition Girls age-group 13-14 50m Butterfly Champion and New Record Holder

Kwun Tong District Age Group Swimming Competition Girls age-group 13-14 50m Butterfly Champion

Central And Western District Age Group Swimming Competition age-group 13-14 50m Butterfly Champion and New Record Holder

Wong Tai Shin District Swimming Competition Girls age-group 13-14 50m Butterfly Champion and New Record Holder

Wong Tai Shin District Swimming Competition Girls age-group 13-14 Medley Relay Champion and New Record Holder

Kwun Tong District Age Group Swimming Competition girls age-group 13-14 100 Butterfly Champion

Central And Western District Age Group Swimming Competition age-group 13-17 Medley Relay Champion

Tai Po District Age Group Swimming Competition Women's 4x50m Medley Relay Champion

3E Charmy Chan

HKASA Division 3 Girls – Age group 11-12 – 200M Breaststroke Champion

LSCD Sai Kung District Swimming Competition 100 Freestyle Champion and New Record Holder

Sai Kung District Swimming Competition 100M Breaststroke Champion and New Recorder Holder

Shum Shui Po District Swimming Competition 100M Freestyle Champion

Shum Shui Po District Swimming Competition 100M Breaststroke Champion

Sai Kung District Swimming Competition 50M Breaststroke Champion

Shum Shui Po District Swimming Competition 50M Butterfly Champion

1A Cheryl Wong

HKASA Division 3 part 3 11 and 12 years old 100 backstroke Champion

LSCD Shum Shui Po District Swimming Competition 50M Butterfly Champion

Sha Tin District Swimming competition Girls age-group 11-12 100m Breaststroke Champion

2015 Dik Wing Annual Swimming Gala group J 50m Breaststroke Champion

2015 Dik Wing Annual Swimming Gala Open Grade 4x50m Medley Relay Champion (Group)

1A Catherine Yip

LSCD Tsuen Wan District Swimming Competition Girls Group F, G 4x50 Medley Relay Champion (Group)

Sai Kung District Swimming Competition Girls 13-14 50m Breaststroke Champion

Kwun Tong District Swimming Competition Girls 13-17 200m Individual medley Champion

2E Tiffany To

YMCA Swimming Gala Girls' Backstroke Champion

YMCA Swimming Gala Girls' Butterfly Champion

2D Karli Choy

HKASA Division 1 Girls 15-17 50M Breaststroke

Champion

5B Jessica Lai

LCSD Wong Tai Sin District Swimming Competition 2015 Women's 4x50m Freestyle Relay (Youth)

Champion

3C Katina Chiew

LCSD Shatin District Age District Group Table Tennis Competition 2015-Girl FG gp Single

Champion

3E Liu Yinqi

Hong Kong Orienteering Association A-Control Pre-O Competition 2015

3B Jasmine Lo

Arts

16th International Meeting of Juvenile Art

Champion

3B Eunice Cheung

China Youth Art and Speech Association The 8th China Youth Talent Contest

Champion

2D Charlie Ng

2015 Hong Kong Youth Music Interflows – Chinese Orchestra Contest

Gold award

2C Tiffany Aw

2C Alma Leung

3B Alice Chan

3C Michelle Lee

Asia Music and Speech Association Solo Verse Speaking

Champion

2E Ada Leung

Asia Music and Speech Association Solo Verse Speaking Champion

68th Hong Kong Schools Music Festival Champion

Di Solo-Secondary School-Senior

3D Tiffany Kwok

Marimba Solo – Secondary School

1A Cynthia Ng

Vocal Solo-Foreign Language-Female Voice-Secondary school – Age16 or under

1B Veronica Fan

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

2B Anice Lui

Speech

HK Schools Music and Speech Association Champion

Solo Verse Speaking: Non-Open Secondary 1 Girls

1B Alysha Law 1E Nicole Li

Solo Verse Speaking: Non-Open Secondary 2 Girls

2B Chloe Chan

Solo Prose Reading: Non-Open Secondary 4 Girls

4A Emiri Cheng 4B Amelie Chan
4B Samantha Li

Solo Prose Reading: Non-Open Secondary 5 Girls

5A Jennif Lam 5E Rainbow Ip

Public Speaking Solo: Secondary 1 and 2

1C Patricia Assang

Dramatic Duologue: Secondary 3 and 4

3B Jasmine Lo 3C Vanessa Leung
4C Stephanie Young 4E Beatrice Lau

第六十七屆香港學校朗誦節 冠軍

中學五年級 詩詞獨誦-粵語組/女子組

5E 羅靖嵐

中學四年級 詩詞獨誦-粵語組/女子組

4C 林皚庭

中學二年級 詩詞獨誦-粵語組/女子組

2B 陳栩妍 2E 潘凱琳

中學三年級 散文獨誦-粵語組/女子組

3C 宋明倩

中學三、四年級 散文獨誦-普通話組/女子組

3E 岑卓衡

中學五、六年級 二人朗誦-粵語 5C 林思晴 5E 羅靖嵐
中學一、二年級 二人朗誦-粵語 1B 陳曉君 1B 陳映諭

Others

Science Education Section, EDB The “Chemists Online” Self-study Award Scheme
Platinum Award 5E Zenith Wong 6E Acacia Tang

The PolyU Secondary School Mathematics and Science Competition 2016
Medal in Mathematics 5E Stephanie Law

Joint School Chess Challenge

Scrabble Girls' Division Champion 4B Samantha Li

Big Two Girls' Division Champion 2D Karli Choy

Rummikub Girls' Division Champion 2D Hillary Kam

Go Chess Girls' Division Champion 2D Veronica Lai

Hong Kong Secondary Schools Debating Competition Grand Final 2016 (Enhanced Format)

Champion (Group) 4D Cyrena So 3D Rachel Tong 4B Shannon Chu

Best Speaker Rachel Tong

Women in Publishing Society Short Story Competition

Champion 3C Annie Chan

SCMP Young Post Junior Reporter Awards 2015 --Best Cover Story 4C Miuccia Chan

Global Issues Challenge 2016 – Overall, Project Section and Diplomatic Crisis Resolving Champion
(Group)

5A Jennif Lam 5A Molly Mak 5B Patrice Song 5B Stephanie Cheung 5C Tina Dao

Mathematical Corporation (HK) 2015/16 Mathematical Olympiad & Problem Solving Final

First Prize 5D Janis Chu

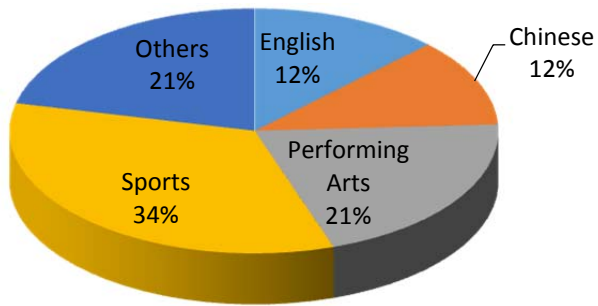
N.B. For a fuller list of the award-winners for 2015-2016, visit our website at www.mcs.edu.hk

External Competitions 2015-2016

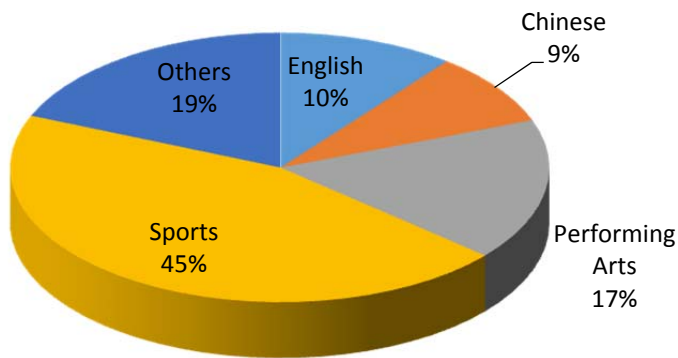
	Category					
	English	Chinese	Performing Arts	Sports	Others	Total
No. of Participants	184	171	303	497	314	1469
No. of Entries	283	234	458	1206	502	2683
Students-Entry Ratio (981 students)	3.5	4.2	2.1	0.8	2.0	0.4
No. of Award Winners*	92	65	211	275	208	851
No. of Awards	148	114	342	684	334	1622
Students-Award Ratio (981 students)	6.6	8.6	2.9	1.4	2.9	0.6

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

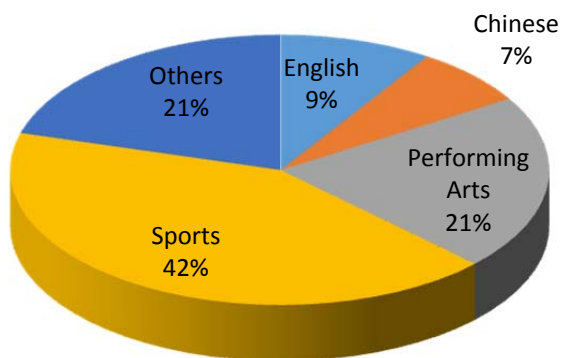
No. of Participants



No. of Entries



No. of Awards



Feedback on Future Planning

This was the first year of our 3-year development cycle. During the year, the school sponsoring body appointed a task group to make recommendations for the future direction of the school. Four strategic foci have been identified and they are namely, “Serve Home, Country and World”; “Pursue Excellence”; “Realize Full Potential” and “Be Forward Looking”. As requested by the school sponsoring body, these foci will be used as the basis of the 5-year plan of the school i.e. 2016/7 to 2020/21. Since the four strategic foci could be identified within the two school goals selected for the three-year development plan (2015/16 – 2017/18) introduced by the school administration in the past year, the school could fulfil the school sponsoring body’s expectations by fine-tuning the targets set as well as revising the strategies to be employed to fulfil the targets. In the subsequent three-year school development cycle (2018/19 – 2020/21), the school can further embrace the four strategic foci more explicitly.

Appendix 1 - Financial Reports

Evaluation of the Use of Capacity Enhancement Grant for 2015-2016 Academic Year

I. English Language

Task Area	Evaluation	Suggestion for Next Year
To implement the NSS academic structure	<p>With the help of the Capacity Enhancement Grant, we were able to employ an additional teacher:</p> <p>(i) to relieve teachers' workload from the implementation of the NSS curriculum and the administration of SBA</p> <p>(ii) to develop and conduct English enrichment programmes and to enhance the learning of English Language</p>	<p>We will continue to hire an additional English Language and Literature in English teacher to assist the English Language & Literature in English panel and carry out the enrichment programmes. More space and time will be made available for all English Language & Literature in English teachers to devote their effort and time to curriculum changes, the administration of SBA and meeting the needs of students of diverse abilities.</p>

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	<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.

III. 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 e-Learning	<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 part 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. The development of e-Learning has also been enhanced.</p>	We will continue to hire an assistant to help in offering Audio visual Services and provide support to the development of e-Learning.

Helping Students with Learning Difficulties

Task Area	Evaluation	Suggestion for Next Year
1.To hire tutors to conduct afterschool sessions for students with learning difficulties/ special educational needs.	Study groups for the students with special educational needs/ learning difficulties 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.
2.To hire part-time helpers to provide support to the SEN students and/or school personnel offering support to them in examination invigilation, programmes, study groups, etc.	Remedial sessions were conducted for students during the summer vacation. Part-time helpers (Sept 15 - Feb 16) & a full-time programme worker (Feb - Aug 16) have been hired to provide support to the SEN students and/or school personnel offering support to them in examination invigilation, programmes, study groups, etc.	We will continue to hire a full-time programme worker 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.	Sessions by Educational Psychologists and Clinical Psychologists funded by other funding sources were arranged for students with special educational needs.	We will hire professional services provided by Speech Therapists (if needed) for students with special educational needs
4.To run a school-based programme on catering for student diversity at the case level or subject panel level.	Sessions by Educational Psychologists and Clinical Psychologists funded by other funding sources were arranged for students with special educational needs.	We will continue to run a school-based programme on catering for students diversity at the case level or subject panel level.
5.To organize programmes on understanding and respecting individual differences so as to promote mutual acceptance among students at the	More has been done on catering for students' diversity at the case-level, instead of the subject panel level. Students with learning difficulties have shown	We will continue to organize programmes on understanding of and respecting for individual differences at the form/school level.

<p>form/school level.</p> <p>6.To conduct school-based training workshops for teachers and parents.</p> <p>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>	<p>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>Teachers & parents find the training workshops helpful.</p> <p>Below 15% of the grant is set aside for purchasing learning tools (e.g. tablets) to enhance the learning effectiveness of students with diverse learning needs.</p>	<p>We will continue to conduct school-based training workshops for teachers and parents.</p> <p>Reference materials to equip teachers with skills in handling students with special educational needs/ learning difficulties and to promote an inclusive culture will be purchased.</p> <p>Educational Tools (e.g. teaching packages, computer softwares, mobile apps) will be purchased to enhance the learning effectiveness of students with diverse learning needs.</p>
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I. English Language

Task Area	Evaluation	Suggestion for Next Year
<p>To facilitate the implementation of the NSS academic structure</p>	<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 to 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 English Language 	<p>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 effort and time to curriculum changes and the administration of SBA.</p>

Evaluation of the Use of the Funding for Enhancement of Chinese Learning and Teaching for 2015-2016
Academic Year

Chinese Language

Task Area	Evaluation	Suggestion for Next Year
<p>To ensure equal opportunities for all Non-Chinese students (NCS) in learning Chinese on par with their Chinese-speaking counterparts, and to create an inclusive learning environment in schools</p>	<p>With the help of the Funding for Enhancement of Chinese Learning and Teaching, we were able to employ an additional Chinese Language teacher to provide more human resources for the Chinese Language Panel.</p> <p>Chinese Language teachers find that space and time has been created for the implementation of the Chinese Language Curriculum Second Language Learning Framework for NCS students.</p> <p>Tutor were also hired to offer extra lessons for NCS students</p> <p>Non-Chinese Speaking students show improvement in their command of the Chinese Language</p>	<p>We will continue to hire an additional Chinese Language teacher and tutors to assist the Chinese Language panel.</p> <p>More space and time will be made available for all Chinese Language teachers to devote their effort and time to implement the Chinese Language Curriculum Second Language Learning Framework for NCS students.</p>

Evaluation of the Use of the Careers & Life Planning Grant for 2015-2016 Academic Year

Careers & Life Planning

Task Area	Evaluation	Suggestion for Next Year
<p>To provide guidance and support to students in careers and life planning</p>	<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 	<p>We will continue to hire a part-time Careers Mistress to provide guidance and support to students in careers and life planning.</p> <p>We will hire an additional teacher to provide necessary human resources for the Careers Committee</p>

Financial Report 2015-2016

Unaudited Accounts

			Income (\$)	Expenditure (\$)
Opening Balance	Government Funds - Baseline		0.00	
as at 1.9.2015	Government Funds - School Specific Grants		347,067.90	
	Government Funds - Outside EOEBG		721,592.16	
	School Funds		2,318,316.65	
			<u>3,386,976.71</u>	
I	Government Funds			
	(1) - 1 EOEBG			
	(a) Baseline			
	School and Class Grant		833,936.08	1,176,767.10
	Lift Maintenance Grant		91,879.20	78,980.00
	Air-Conditioning Grant for Preparation Rooms		14,553.76	14,553.76
	Administration Grant for Additional Clerical Assistant		181,076.60	206,224.00
	Enhancement Grant		7,638.84	7,638.84
	Supplementary Grant for School-based Management		203,359.28	77,953.87
	Training and Development Grant		8,402.68	12,670.00
	Composite Furniture and Equipment Grant		547,559.44	405,127.00
	Programme Funds for Implementation of Whole School Approach to Guidance & Discipline Grant		8,808.52	3,268.70
	Consolidated Subject Grant		189,071.16	141,521.24
			<u>2,086,285.56</u>	<u>2,124,704.51</u>
	Funds to be set aside for Long Service/Severance Payment		-	78,084.22
			<u>(38,418.95)</u>	<u>78,084.22</u>
	Surplus / (Deficit) for the year	Sub-total		<u>(116,503.17)</u>
	(b) School Specific Grants			
	Administration Grant		4,386,622.07	3,849,086.25
	Capacity Enhancement Grant		574,415.00	731,306.10
	Composite Information Technology Grant		419,709.00	388,965.78
	Noise Abatement Measures Recurrent Subsidy		39,839.00	-
			<u>5,420,585.07</u>	<u>4,969,358.13</u>
	Surplus / (Deficit) for the year	Sub-total		451,226.94
	(1) - 2 Funds Outside EOEBG (Special Domain-not transferable)			
	Senior Sec Curriculum Support Grant		812,340.00	783,000.00
	Moral National Education		-	4,905.00
	Learning Support		227,851.00	124,977.19
	Diversity Learning		70,000.00	164,370.00
	Enhanced Chinese Learning		800,000.00	645,847.56
	One-Off Grant Acquire Mobile Computer Device		121,450.00	121,450.00
	Career and Life Planning Grant		541,560.00	531,096.71
	Teacher Relief Grant		221,196.00	51,152.00
	NAC Support		5,206.00	2,250.00
	Strengthening School Admin Management		250,000.00	-
	ITE 4		84,940.00	111,727.82
			<u>3,134,543.00</u>	<u>2,540,776.28</u>
	Surplus / (Deficit) for the year	Sub-total		<u>593,766.72</u>

II	School Funds (General Funds)			
(1)	Tong Fai		2,886,900.00	2,177,889.10
(2)	Donations		480,251.38	280,734.00
(3)	Profit on Sales of Exercise Books		11,327.88	-
(4)	Tuckshop Rent		184,608.00	-
(5)	Approved collection for specific purposes account		299,460.00	444,690.84
(6)	Subsidy by MCS Educational Trust		1,519,617.00	1,519,617.00
(7)	Others		149,534.41	111,486.19
			<u>5,531,698.67</u>	<u>4,534,417.13</u>
		Surplus / (Deficit) for the year	Sub-total	997,281.54
		Total surplus / (deficit) for school year		1,925,772.03
	1)	Government Funds - Baseline		0.00
		Government Funds - School Specific Grants		681,791.67
		Government Funds - Outside EOEBG		1,315,358.88
	2)	School Funds		3,315,598.19 *
		* \$560,000 committed for completed IT Cabling Work		<u>5,312,748.74</u>

Dr Maria Lee (Supervisor of MCS, Secondary Section)

Date: 22 November 2016