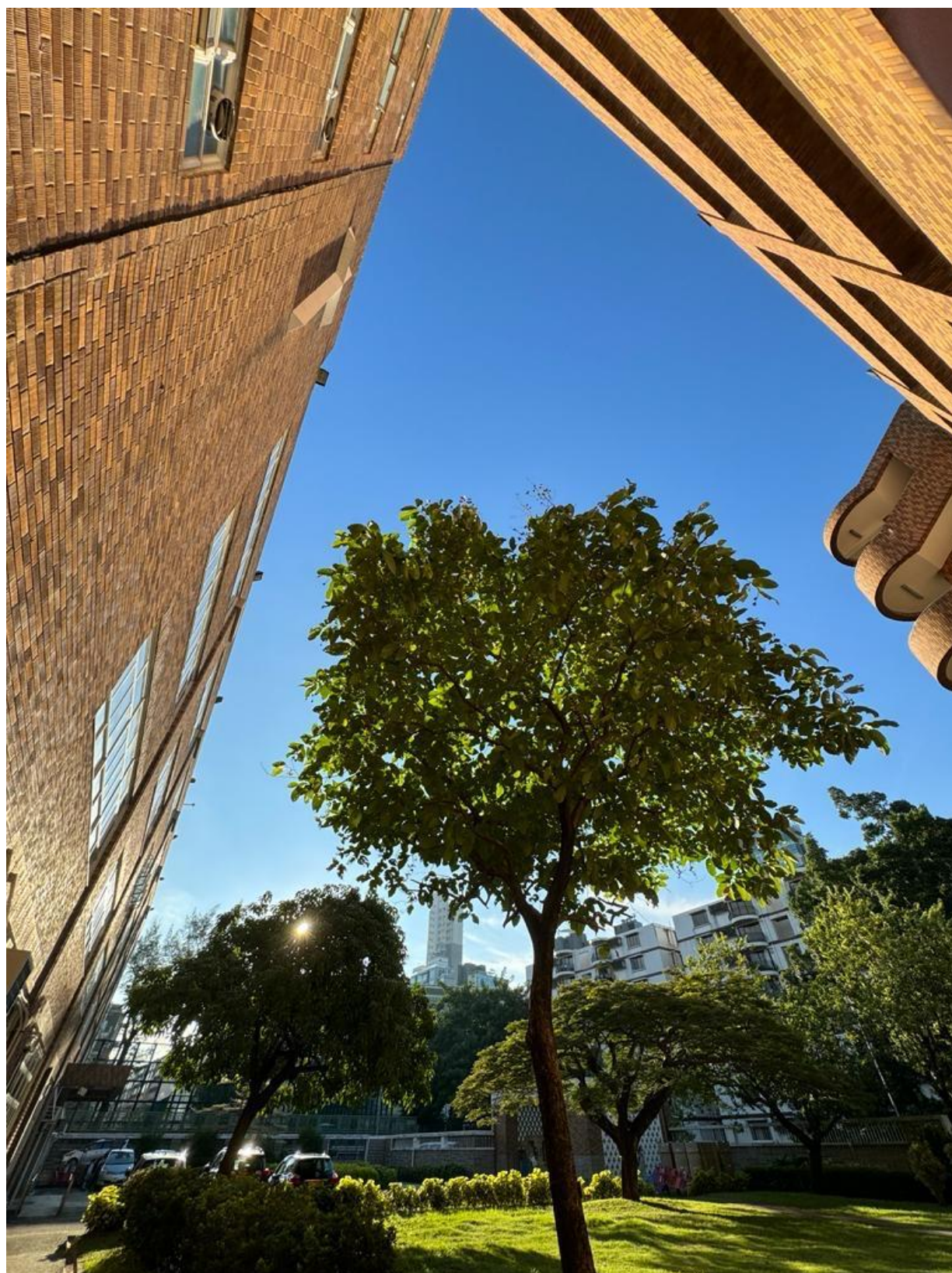


MARYKNOLL CONVENT SCHOOL  
(SECONDARY SECTION)  
ANNUAL SCHOOL REPORT (2023-2024)



	<b>Contents</b>	<b>Page</b>
<b>1.</b>	<b>School Vision &amp; Mission</b>	<b>1</b>
<b>2.</b>	<b>Our School</b> <b>Introduction</b> <b>School Management</b>	<b>2-3</b>
<b>3.</b>	<b>Achievements and Reflections on Major Concerns</b>	<b>4-10</b>
<b>4.</b>	<b>Our Learning and Teaching</b> <b>Number of Active School Days</b> <b>Lesson Time for the 8</b> <b>Key Learning Areas</b> <b>Our Students</b> <b>Our Teachers</b>	<b>11-17</b>
<b>5.</b>	<b>Support for Student Development</b>	<b>18</b>
<b>6.</b>	<b>Performance of Students</b> <b>Destination of final-year students,</b> <b>including early leavers Pre-S1 AT</b> <b>HKDSE</b> <b>Awards &amp; Achievements</b>	<b>19-26</b>
<b>7.</b>	<b>Feedback on Future Planning</b>	<b>27</b>
<b>8.</b>	<b>Appendices</b>	<b>28-45</b>
	<b>8.1</b> <b>Reports on the use of the EDB Grants</b>	
	<b>8.2</b> <b>Financial Reports</b>	

## 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 realise 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) Secondary Section 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 Waterloo Road 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 Waterloo Road. 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 close to 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 operates in three interconnected buildings. The original north and south wings were completed in 1960. 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, staff resource rooms, staffroom, 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 Annex, constructed under the School Improvement Program, 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, etc.

In 2016-2017, all classrooms and special rooms were covered with Wi-Fi and in 2017-2018, all classrooms were equipped with digital media players to facilitate e-Learning. A 21<sup>st</sup> Century Classroom and a 21<sup>st</sup> Century Supportive Education Room were set up in 2017-2018. The rooms were furnished with furniture and equipment which facilitate learning 21<sup>st</sup> Century skills. In 2018-2019, a Makerspace (STEM Room) was set up to enhance the promotion of STEM Education. In 2019-2020, a section of the Library was converted to create a space for students' discussion and carry out other learning activities; the Needlework Room was also converted to become a Multi-Purpose Room where small group teaching can be conducted as well as supporting Needlework activities. In 2020-2021, the two Music Rooms and one of the Visual Arts Rooms were renovated and equipped with facilities that enhance the learning and teaching of Arts Education. With the support of the Sports Fund of the MCS Educational Trust, the school upgraded the work-out gym with equipment to facilitate athletes' aerobic, weight and functioning training, as well as body composition analysis. In 2023-2024, the school installed new wooden flooring in the gym and new air conditioning units in the hall. Movable partitions were also installed at the back of the hall to optimise the usage of space.



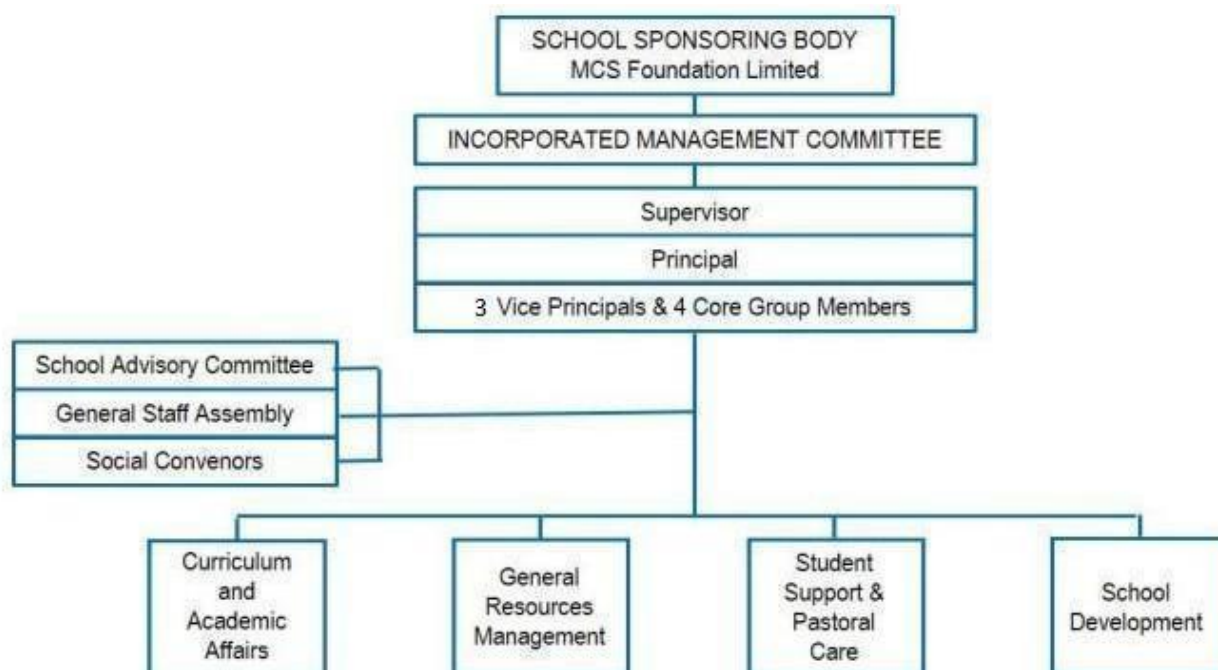
## School Management

School Organisation: We follow a school-based management framework with the sponsoring body exercising the highest authority. The Maryknoll Convent School Secondary Section Incorporated Management Committee (IMC) was established in 2013, with different stakeholders working together in the management of the school. The IMC established a number of sub-committees to oversee and support different areas of school development. They are namely the Finance Committee, the Human Resources Committee, the Curriculum, Learning & Teaching Committee, the Governance Review Committee and the Spiritual Formation Committee.

### Composition of the IMC

Membership	Sponsoring Body	Principal	Parent + Alternate	Teacher + Alternate	Alumna	Independent
2023/2024	8	1	1+1	1+1	1	1

The Principal and the Vice Principals work with the four Core Groups to support the administration of the school: Curriculum and Academic Affairs, General Resources Management, Student Support and Pastoral Care and School Development. The core group members are in charge of the Key Learning Areas, Global, Citizenship & Civic Education, pastoral care, career and life planning, character-building, counselling, ECA, environmental protection, community service, religious activities, etc. In addition, the School Advisory Committee (SAC) and the General Staff Assembly (GSA) connect staff and the School Administration and take part in decision-making. Both the SAC and GSA are platforms for staff members to gather and share their ideas and suggestions for the attention of the School Administration. Likewise, they help to convey decisions made to staff members.



## Achievements and Reflection on Selected School Goals

**Major Concern #1: To enhance student learning outcomes by implementing the Four Development Pillars set by the School Sponsoring Body:**

**School Campus & Infrastructure; Student Experiences; Teacher Growth; The Maryknoll Community**

### **Targets: Enhancement & Improvement of School Campus & Infrastructure**

- to inspire innovation, creativity and collaboration
- to support students' learning experience and personal growth through improved facilities
- to facilitate students' learning through the development of a technology-enhanced and student-centred campus environment
- to achieve the goals of a green campus, sustainable development, wellness, spiritual growth and respect for heritage through campus and infrastructure improvement projects and referencing United Nation's Sustainability Development Goals

### **Achievements:**

#### **Renovated School Hall**

The school hall has been equipped with new air-conditioning units and partitions, optimizing the use of space and ensuring a comfortable environment for various school functions.

#### **Green School 2.0 Scheme**

As part of the Green School 2.0 Scheme, 47 energy-inefficient air-conditioning units have been replaced with new energy-efficient models. This initiative reduces the school's carbon footprint and promotes a sense of environmental responsibility.

#### **New Gymnasium Flooring**

The gymnasium now features newly installed wooden flooring, providing a safer and more professional surface for physical education and sports activities. This improvement supports our goal of encouraging physical fitness and well-being among students.

#### **Refurbished Special Rooms**

The Music Room, Prayer Room, Student Association Room and Prefect Room have all been upgraded with new doors and various other improvements. These enhancements ensure a more secure and aesthetically pleasing environment, fostering a conducive atmosphere for teaching and learning as well as student activities.

#### **Redesigned Student Washroom**

The student washroom on the first floor of the South Wing has undergone a comprehensive redesign and renovation. This upgrade has improved the hygiene and functionality of the facilities, promoting a healthier school environment.

#### **New Classroom Lockers**

New lockers have been installed in nine classrooms, offering students secure and convenient storage for their personal belongings.

#### **Fully Launched BYOD Scheme**

The school successfully launched Phase 2 of the BYOD scheme. All F.1-3 students were equipped with specified models of mobile devices for classroom learning, while F.4-F.6 students were invited to register

their own devices of choice with the school, which greatly enriched the interactive activities in class and promoted collaborative learning.

### **Improved Staff Pantry**

Two new water filters have been installed in the staff pantry, ensuring access to clean and safe drinking water. This upgrade ties in with our commitment to enhancing the well-being of our staff.

### **Targets: Enhancement & Enrichment of Students' Learning Experiences**

- to extend learning opportunities for students seeking additional challenges, attempting to stretch their potentials and fostering meaningful engagement through various learning activities in the formal and informal curriculum within and outside school
- to strengthen the school curriculum planning and development with better coordination and integration of both the informal and formal curriculum
- to better utilise the opportunities and space created by the school-based curriculum to foster the development of the unique character of Maryknollers
- to enhance the emotional and mental well-being of students, by improving their Adversity & Emotional Quotient

### **Achievements:**

#### **Other Learning Experience Day**

The Other Learning Experience Day, which replaced School Picnic Day, facilitated student learning by offering an opportunity to step outside the classroom and enjoy a fun-filled day, thereby broadening their horizons. Following visits to Ocean Park (F.1), students were tasked with completing learning activities. Meanwhile, students in F.2-6 visited designated picnic sites for team-building activities and to promote overall well-being.

#### **Mainland Exchange Program and Study Tour**

In addition to our long-time sister school in Beijing, Rendafuzhong (Beijing), we have established contact with our new sister school in ZhaoQing. The ZhaoQing Phoenix Sanli School became our new sister school. As for Rendafuzhong, six students went there for a visit in April with two other schools in Hong Kong. Students from the three schools continued to collaborate and do research on various topics of interest.

All Form 5 students joined a three-day Mainland Study Tour to Kaiping and Yangjiang from 20 to 22 June. During the study tour, students had the opportunity to explore various historical and cultural sites and witness our country's modern-day development. The Mainland Study Tour, facilitated by the EDB, was an enriching experience for our students, allowing them to learn about the culture and the latest development of the Mainland.

#### **Local exchange programs**

Senior-form students engaged in a Student Exchange Program with St Joseph's College. MCS student leaders went to SJC for lessons and SJC students also came over to have lessons and take part in various. Students from both schools learnt a lot from the time spent in each other's school environment. Friendships were built and both sides had a taste of the culture of the other school.

In July, the Catholic Society of Maryknoll Convent School (Secondary Section) and Wah Yan College, Hong Kong (WYHK) co-organised “Wah Yee Summer School,” a five-day program in which around 40 volunteers from both schools served over 50 primary school students from Sham Shui Po through providing an array of courses. Not only did this project provide our students with an opportunity to serve, but it also helped them acquire useful life skills and gain wonderful memories from the time spent with young children and their peers.

### **Overseas exchange program**

With the aims of learning more about sustainable energy and urban development, fostering a closer relationship with Sangmyung High School, and connecting with the Maryknoll Sisters who are currently based in Korea and Japan, 19 students of Form 3 to Form 5, accompanied by three teachers, took part in a study tour to Seoul from 6 to 9 July this year. Staff and students were inspired by the green initiatives taken by the South Korean government, especially the restoration of Cheonggyecheon Stream and its staunch support of upcycling and clean energy. They also treasured the quality time spent with the Maryknoll Sisters and affiliates, and promised to maintain an even closer tie, working together whilst making God's love visible.

Our school and La Salle College organised a reception program in collaboration, welcoming nine students from Colegio de La Salle Buenos Aires to Hong Kong. The guest students had the opportunity to shadow their host counterparts having lessons at our school, creating a memorable and fruitful experience for all participants.

### **Collaborative Curriculum Enhancement**

The Curriculum & Academic Affairs Team successfully implemented the spiral curriculum and backward design approach in lesson planning across various academic subjects. All panels continued to embrace these innovative strategies in their curriculum and assessment frameworks. This collaborative effort led to a significant improvement in overall curriculum coherence and alignment with learning objectives across the board.

#### **Spiral Curriculum**

For the spiral curriculum, key concepts were revisited and reinforced at different stages of learning. This approach not only deepened students' understanding, but also enhanced their retention of fundamental concepts.

#### **Backward Design Approach**

Through the backward-design approach, assessments were meticulously planned to align directly with desired learning outcomes, resulting in students demonstrating improved problem-solving skills and a better grasp of cognitive knowledge.

### **Citizenship & Social Development**

The new subject, Citizenship & Social Development (CS), was expanded to F.6. Students were able to get acquainted with the theme-based curriculum and inquiry learning. F.4 students were able to take part in a local program with the CS funding while all F.5 students were able to engage in a 3-day learning trip to the Mainland.



### **Extended Learning Program**

In view of optimizing learning hours in elective subjects and the school-based curriculum, the Extended Learning Program (ELP) in F.4 was successfully implemented for the third year with more flexible lesson arrangements. A wide range of programs, outings, and external resources were employed to broaden the knowledge and skills of our F.4 students. The F.1 ELP curriculum was also reviewed and refined to ensure that the learning experience of F.1 students was enjoyable, meaningful, and practical. The majority of students agreed that almost all the topics covered in the ELP were useful or valuable.

### **PBL, ELP and STEM**

The revised Junior Secondary school-based curriculum across PBL, ELP and STEM benefited the students. The STEM curriculum was enriched through the integration of programd robotics and the Internet of Things, tailored to meet the diverse needs of our students. By incorporating these advanced technologies, students were provided with hands-on opportunities to engage with the cutting-edge concepts in STEM. More importantly, it has inspired a passion for technology and innovation among our students.

### **BEAM Plus Project and HKAEE Awards**

The school also joined the BEAM Plus Project and HKAEE (Hong Kong Environmental Excellence) Awards. Both helped to heighten the awareness of staff and students in Environmental Protection and Sustainability issues and practices. We received the rating of "Green Award + Outstanding Performance in two categories (Sustainable Leadership and Learning + Sustainable Campus Environment)" in the Jockey Club BEAM Plus Existing Schools Project. We also had outstanding achievements in the HKAEE Awards.

### **Targets: Enhancement of Teacher Growth & Promotion of Continuing Professional Development**

- to emphasise active engagement in planning, implementing, evaluating and refining Continuing Professional Development strategies and programs among staff for the future-ready education in school;
- to encourage the development of professional dialogues among schools concerning different aspects, including learning and teaching, curriculum planning, facilities management and school improvement projects;
- to embrace the Maryknoll core values and educational philosophy

### **Achievements:**

#### **CPD programs**

CPD programs implemented by the school were generally well-received. Teachers successfully met the EDB CPD requirements for Newly-Joined and In-Service Teachers. A variety of programs were attended by teachers, addressing their individual needs and interests. Collectively, teachers achieved both the hard and soft targets outlined by the EDB for the newly introduced CPD benchmarks. The programs not only catered to the diverse professional development needs of the staff but also facilitated the enhancement of their teaching practices and overall effectiveness in the classroom. The active participation of teachers in these programs reflects their commitment to continuous learning and professional growth.

### **A visit to St Paul's Co-educational College**

The visit to St. Paul's Co-educational College focused on exchanging ideas about teaching and learning the Chinese language. Educators shared effective methods, innovative curriculum and assessment techniques. The event aimed to enhance language education and foster collaboration among teachers, ultimately benefiting students' understanding of the language and culture. Positive feedback was received from the participants.

### **The Maryknoll Day Program**

On 20 October 2023, the Friday before Mission Sunday, we celebrated Maryknoll Day, an annual event for all Maryknollers. Our students had the opportunity to learn more about our roots at Maryknoll, and how the baton was passed on by the Sisters to the MCS Foundation, our school's sponsoring body. The Chairperson of the School Sponsoring Body addressed the school on Maryknoll Day to explain the role they inherited from the Maryknoll sisters. We also had the honour of inviting a few Maryknoll Sisters to speak to our girls.

### **Targets: Enhancement & Engagement of a Wider Maryknoll Community**

- to engage parents in students' academic and social-emotional development
- to mobilise parents and alumnae resources and expertise to support the development of the school
- to develop greater bonding with the wider Maryknoll Community so as to deepen their understanding of the school's educational philosophy and identification with the school's major concerns

### **Achievements:**

#### **Visit of Maryknoll Sisters**

On 13 October, we had the wonderful opportunity to receive 33 Maryknoll Sisters from all over the world. The visit commenced with a warm drumroll, creating a joyful ambiance to welcome the Sisters. To host our honourable guests, the Chinese Dance Team, the School Choir, the Western Orchestra, and the Chinese Orchestra prepared captivating performances in the courtyard. As the program drew to a close, two of the Sisters shared their experiences, highlighting the multicultural nature of our community. This event not only celebrated our shared heritage but also strengthened the bonds within the wider Maryknoll community, fostering a deeper sense of unity and global connection.

#### **The Wider Maryknoll Community**

During the Catholic Week, students from Kwun Tong Maryknoll College, Maryknoll Fathers' School and Maryknoll Secondary School came over to bake the Maryknoll Breakfast Bread with our staff and students. By fostering collaboration and shared experiences, we not only developed the sense of community within the school but also strengthened the bonds within the wider Maryknoll community, promoting a spirit of unity and mutual support.

### **Robust Alumnae Network**

As in previous years, we continued to invite former students to be speakers and advisors of various school programs. A series of Career Exploration Programs were organised for F.5 students to help them learn about different professions catering to their interests. Enthusiastic responses from former students enabled the students to learn from their expertise and experiences.

The MCS Mentorship Program was organised for F.4 & F.5 students. Former-student mentors were able to accompany their mentees in the past year, sharing their life experiences with them. To enhance the relationships between mentors and mentees, service projects were facilitated so that they could engage in meaningful activities while they bonded.

### **Collaboration with the PTA**

The school collaborated with the PTA to carry out a series of programs, both online and onsite, to enhance parent education and students' academic and social-emotional development. These initiatives were well received by the participants. The PTA of both the Primary and Secondary Sections also held joint programs to facilitate communication between the two sections.

### **Collaboration with the Primary Section**

In November 2023, the Dialogue with Shaw Laureates at Secondary Schools took place at the school hall of the Primary Section. This special occasion brought together students from various secondary schools, including some of our F.5 students. Both the primary section and the secondary section of our school participated in the MCS Artwalk 2023 organised by the FSA, an event for the entire Maryknoll community to showcase artistic work of students, alumnae and staff. Our colleagues and our feeder school counterparts made use of these occasions to enhance our bonding with one another for continuous cooperation.

## **Major Concern #2: To promote character education and live out our school motto (SOLA NOBILITAS VIRTUS)**

### **Targets: Promoting Character Education**

- To cultivate the virtues that ennoble the character: Hope, Fortitude and Justice, building on and deepening the practice of the following virtues: Faith, Prudence and Temperance
- To bring out the unique character that is core to the Maryknoll spirit

### **Achievements:**

The school organised various activities to cultivate virtues in our students and to enkindle the Maryknoll Spirit.

### **Life Education Talk**

Our school collaborated with the Janette Heung Memorial Foundation (JHMF) to hold a Life Education Talk. Our guests from the Hong Kong Network for the Promotion of Inclusive Society (HKNPIS) introduced their unique cross-country running team that accommodates the needs of disabled athletes. They encouraged our girls to be confident in their abilities and work hard towards their goals.

### **Talk on Resilience**

We had the honour of inviting an aspiring artist to share with our students about the importance of resilience and conduct a dancing workshop after the talk. The insightful sharing on bullying and resilience and the spectacular singing performance deeply inspired our students, who were eager to know more about how the speaker overcame verbal harassment and insecurities.

**Tracing our Heritage**

The Maryknoll Day was celebrated to help students learn about their Maryknoll heritage. The Visit of Maryknoll Sisters also strengthened the bonds within the wider Maryknoll community, fostering a deeper sense of unity and global connection.

**Being Forward-looking**

In November 2023, our ICT students had the opportunity to experience the captivating world of Generative AI in an exciting workshop organised by Google in collaboration with our school. The event was both informative and enjoyable, providing a unique opportunity to explore the incredible possibilities of Generative AI. This workshop has inspired students to envision and develop innovative solutions for the future.

**Making God's Love Visible**

Each year, our school sets a goal for every class to engage in service projects that reflect our commitment to our community. Through these activities, students have the opportunity to experience the joy of giving and the importance of making God's love visible. This annual tradition of service projects has become a cornerstone of our school culture, fostering generosity and care for others.

**Caring for the Environment**

This year, the Student Association (SA) and the Green Team had their first-ever collaboration and co-organised the 'SA Week x Green Fair'. The SA Week serves as a powerful reminder that by taking small steps together, we can make an impact on reducing waste and fulfil our collective duty towards a sustainable future.

**Creating Synergy**

The Joint-Committee Education Program Committee carried out programs in accordance with the age-appropriate themes established at the beginning of the school year. By utilizing a composite schedule across committees and conducting an auditing exercise, resources such as time and venue for whole-school and form-based activities were better utilised. The auditing exercises also helped to eliminate overlapping content and create synergy. Character education has been promoted in a coordinated manner, ensuring that our school motto is reflected in every aspect of school life.

**Reflection**

The school has completed the three-year School Development Cycle. Reflecting on our journey, we are proud to acknowledge the significant strides we have made in achieving our major concerns. Through the implementation of the Four Development Pillars, we have enhanced student learning outcomes by creating a conducive and well-equipped school campus, enriching student experiences, fostering continuous teacher growth, and strengthening the Maryknoll community. Our commitment to character education has been unwavering, as we have consistently promoted and embraced our school motto, "Virtue Alone Ennobles." Our holistic approach has not only nurtured academic excellence but also instilled strong moral values in our students. As we look to the future, we remain dedicated to inspiring our students to excel in all aspects of their lives, ensuring they are well-prepared to contribute positively to society.

## **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 whole person development. 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-centered Learning and eLearning activities are systematically introduced in class to promote self-directed learning. Our school-based subjects, namely, Extended Learning Program, Project-based Learning and STEM Education, form an integral part of the junior-form curriculum. They can complement the knowledge and skills students acquire in other regular subjects. They are designed to enhance students' 21<sup>st</sup> Century skills.

Online Learning, whether Synchronous or Asynchronous, and Blended Learning, with a mix of online and face-to-face teaching-learning, are important modes of learning the school will embrace and further enhance in the days ahead. Flipped learning is encouraged to enhance student ownership of learning and learning time beyond the classroom.

### ***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 program for Chinese books and English reading materials. The school organises regular sharing sessions featuring famous authors and speakers in order to promote students' interest in reading. Reading Ambassadors are chosen to promote reading throughout the school year. With the introduction of the Milk Library, book-crossing is encouraged as another means to encourage reading in and out of the classroom. The Library Committee has also started the Maryknoll Reading Challenge (a self-paced, self-motivated reading marathon), in which students can achieve three levels (Level 1: Avid Reader, Level 2: Voracious Reader, Level 3: Bibliophile) by completing reading tasks and writing entries.

Students' critical thinking skills and creativity are nurtured through engaging in classroom discussions, project work, and various cooperative learning activities. In Form 1, students benefit from two Project-based Learning lessons per week, enabling them to develop the essential skills for effective issue-based inquiry through collaborative group projects. They learn to conduct research on topics of personal interest and are tasked with compiling a research report by the end of the academic year. Progressing to higher forms, students continue to expand their knowledge and skills through project-based work across diverse subject areas. This incremental approach not only cultivates a culture of inquiry and independent thinking but also equips students with the necessary tools for academic and personal growth

### ***Teaching & Learning in Information Technology:***

We have 3 computer rooms, including a multi-media learning centre (MMLC), 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 digital media player and microconsole, and recently a smart TV to facilitate eLearning when deemed appropriate. All classrooms and special rooms have access to Wi-Fi and eLearning activities are employed when appropriate. Computer notebooks and tablets are available to facilitate eLearning.

Various e-platforms were employed to make teaching and learning interactive. Collaboration apps such

as Nearpod, Google Docs and slides were used during class time. Google Suite for education and our intranet platform, the eCampus, 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 and a mobile digital device. With mobile eLearning devices made readily available to students and upgraded eLearning equipment and facilities in the classrooms and special rooms, eLearning could be facilitated in all lessons. The Bring-Your-Own Device (BYOD) Program was fully implemented in all forms. This further enhanced teaching and learning whether we were in the face-to-face or online learning mode.

### ***Medium of Instruction Policy:***

All subjects, apart from Chinese Language, Chinese History and Putonghua, are conducted in English. Putonghua is a compulsory subject from Forms 1 to 3. Our English Club runs activities that promote the use of the English language. 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 quizzes. The Common Test Weeks, conducted in March, allow students to study at their own pace and develop self-directed learning. It also gives room for teachers to have more diverse teaching strategies to cater for students' needs in the first term. Our method of assessment takes into consideration both a student's written assignments and her formative assessment tasks in class.

The school provides additional resources to provide pull-out programs for Non-Chinese students. These will prepare them for the alternative Chinese Language public exams recognised by the universities. Additional resources are devoted to help Non-Chinese students to be able to catch up with their Chinese counterparts in terms of their Chinese Language standards. Other than preparing for the alternative Chinese exams, more emphasis has been put in enhancing the Non-Chinese students' language skills beyond the examination curriculum. 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. Individualized Education Plans (IEPs) are drafted and implemented under the guidance of Educational Psychologists. Regular case conferences are held to ensure specific needs of students concerned are met.



## Number of Active School Days

### Number of Days with Regular Classes

2021-2022	2022-2023	2023-2024
172	174	172

### Number of Days with Other Learning Activities

2021-2022	2022-2023	2023-2024
12	13	13

## Lesson Time for the 8 Key Learning Areas

F.1-3

<i>Key Learning Area</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>
Chinese Language Education	17.0%	17.0%	17.0%
English Language Education	20.0%	20.0%	20.0%
Mathematics Education	11.1%	11.1%	11.1%
Personal, Social & Humanities Education	21.4%	21.4%	21.8%
Science Education	10.4%	10.4%	10.4%
Technology Education	6.7%	6.7%	6.3%
Arts Education	8.9%	8.9%	8.9%
Physical Education	4.4%	4.4%	4.4%

Subjects Offered (2023-2024)						
Subjects	F.1	F.2	F.3	F.4	F.5	F.6
<b>Chinese Language Education</b>						
Chinese Language	✓	✓	✓	HKDSE	HKDSE	HKDSE
Putonghua	✓	✓	✓			
<b>English Language Education</b>						
English Language	✓	✓	✓	HKDSE	HKDSE	HKDSE
Literature in English	✓	✓	✓	HKDSE	HKDSE	HKDSE
<b>Mathematics Education</b>						
Mathematics	✓	✓	✓	HKDSE	HKDSE	HKDSE
Mathematics Extended Module 1				HKDSE	HKDSE	HKDSE
Mathematics Extended Module 2				HKDSE	HKDSE	HKDSE
<b>Personal, Social &amp; Humanities Education</b>						
Economics				HKDSE	HKDSE	HKDSE
Chinese History	✓	✓	✓	HKDSE	HKDSE	HKDSE
Life & Society	✓	✓	✓			
Geography	✓	✓	✓	HKDSE	HKDSE	HKDSE
History	✓	✓	✓	HKDSE	HKDSE	HKDSE
<b>Religious and Moral Education</b>						
Religious Studies	✓	✓	✓	#	#	#
<b>Science Education</b>						
Science (S1-2)	✓	✓				
Biology			✓	HKDSE	HKDSE	HKDSE
Chemistry			✓	HKDSE	HKDSE	HKDSE
Physics			✓	HKDSE	HKDSE	HKDSE
<b>Arts Education</b>						
Visual Arts	✓	✓	✓	HKDSE/#	HKDSE	HKDSE
Music	✓	✓	✓	HKDSE/#	HKDSE/#	HKDSE/#
<b>Physical Education</b>						
Physical Education	✓	✓	✓	#	#	#
<b>Technology Education</b>						
Computer Literacy	✓	✓	✓			
Information and Communication Technology				HKDSE	HKDSE	HKDSE
Technology & Living	✓	✓	✓			
Business, Accounting and Financial Studies				HKDSE	HKDSE	HKDSE
<b>Global, Citizenship &amp; Civic Education</b>						
Citizenship & Social Development				HKDSE	HKDSE	HKDSE
<b>School-Based Programs</b>						
Extended Learning Program	✓			✓		
Project Based Learning	✓					
Science, Technology, Engineering & Mathematics (STEM) Education	✓	✓				

# Students taking these subjects do not have to take the subjects in public examinations.

✓ Classes in Junior/Senior Secondary Curriculum

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

## Our Students

Our students enjoy their school life and particularly appreciate the wide range of opportunities offered to them, and the freedom they are afforded to choose, explore and lead. We hold our students to high standards of behavior, and they have been able to live up to the school's expectations. Students are academically motivated, enjoy the collaborative learning environment, and show due respect to all members of the school community.

## Students' Class Organisation and Enrolment

Year	Class Structure		Roll	Catholic Students
	No. of classes	Classes by level		
2021-2022	30	F.1-6: 5 classes	850	29%
2022-2023	30	F.1-6: 5 classes	809	28%
2023-2024	30	F.1-6: 5 classes	804	26%

## Student Attendance Rate (in percentage)

Level	2021-2022	2022-2023	2023-2024
S1	99.1	97.4	97.3
S2	99.3	96.6	96.7
S3	98.9	96.5	95.8
S4	98.1	95.7	94.4
S5	96.7	92.6	94.0
S6	96.4	93.9	93.3

## Our Teachers

Our teachers are well qualified, experienced and dedicated. They possess up-to-date pedagogical and subject knowledge and continue to learn and improve. They embrace the Vision & Mission of the School, and are committed to nurturing our students accordingly.

## Teachers' Qualifications

### Number of teachers in the school

	2021-2022	2022-2023	2023-2024
<i>Total number of teachers</i>	71	71	71
<i>Actual Staff Strength</i>	68.2	68.2	68.2

### Highest Academic Qualifications attained by Teachers

	2021-2022	2022-2023	2023-2024
<i>% of teachers with master's degree or above</i>	65	62.5	67
<i>% of teachers with bachelor's degree</i>	35	36.1	33
<i>% of teachers with tertiary non-degree qualifications</i>	0	0	0

### Teachers holding qualified professional status

	2021-2022	2022-2023	2023-2024
<i>% of professionally-trained teachers</i>	97.2	98.6	98.5

### Subject-trained teachers in the core-three subjects

	2021-2022	2022-2023	2023-2024
<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	90	90

### Teachers meeting Language Proficiency Requirement (LPR)

	2021-2022	2022-2023	2023-2024
<i>% of English teachers meeting LPR</i>	100	100	100
<i>% of Putonghua teachers meeting LPR</i>	100	100	100

## Teachers' Experience

	2021- 2022	2022- 2023	2023- 2024
<i>% of teachers with 0 to 2 years of experience</i>	7	6	7.7
<i>% of teachers with 3 to 5 years of experience</i>	4.2	6	4.3
<i>% of teachers with 6 to 10 years of experience</i>	18.3	12	13
<i>% of teachers with over 10 years of experience</i>	70.5	76	75

## **Support for Student Development**

**Healthy Lifestyle:** At MCS we set great store by our students' physical and mental health.

### ***Physical Well-being***

We offer a wide range of intracurricular and extracurricular sporting activities. All classes, F.1 to F.6, have Physical Education classes which offer a comprehensive curriculum. Besides having sports clubs and teams for selected athletes, the school organises annual sporting events open to all students e.g. inter-house activities, the Annual Swimming Gala, Annual Athletics Meet and inter-class running competitions and ball games.

Besides exploring in class the importance of eating healthily to stay fit, the school conducts events focusing on healthy eating, such as 'Fruit Day,' 'Green Friday,' etc., 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.

### ***Mental and Psychological Well-being***

The school puts great emphasis on promoting mental health. For Staff Development Programs, the school has invited experts, including psychiatrists, clinical psychologists and educational psychologists to conduct seminars and workshops to equip teachers with professional knowledge in tackling issues related to mental health.

The school has been promoting positive psychology for more than 10 years. Courses for teachers and students have learnt about the background and merits of positive psychology. Teachers and student ambassadors have been trained to promote positive psychology. The student ambassadors, called the Smileys, organise programs to help the junior-form students to get to know and enhance different character strengths. They also help to boost the morale of F.6 students who are stressed due to the exam pressure.

The school adopts a comprehensive whole-school approach involving religious and moral education, the homeroom period, guidance provided by two full-time social workers, the Career and Life Planning Committee, the Extracurricular Activities Committee and the Pastoral Care Core Group, under which the Character Education Committee, the Counselling Committee, the Homeroom Teachers' Committee work together to promote the mental and psychological well-being of the students.

### ***Catering for learner diversity***

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.

Individualised Education Plans (IEPs) are drafted and implemented for students with Special Educational Needs. Case conferences are facilitated by the SEN & Gifted Education Committee regularly between the Educational Psychologists, the School Social Worker, homeroom and subject teachers to discuss students' learning needs. The Educational Psychologists also conduct surveys to help gauge the different learning styles and identify learning issues of students. Based on the findings, homeroom and subject teachers can offer appropriate assistance to individual students.

Enhancement and enrichment classes are run, where appropriate, to help students of different levels of academic ability to excel, stretch their potential and improve. Split classes and pull-out tutorial sessions are run to help students who can benefit from having more individual attention from teachers or instructors.



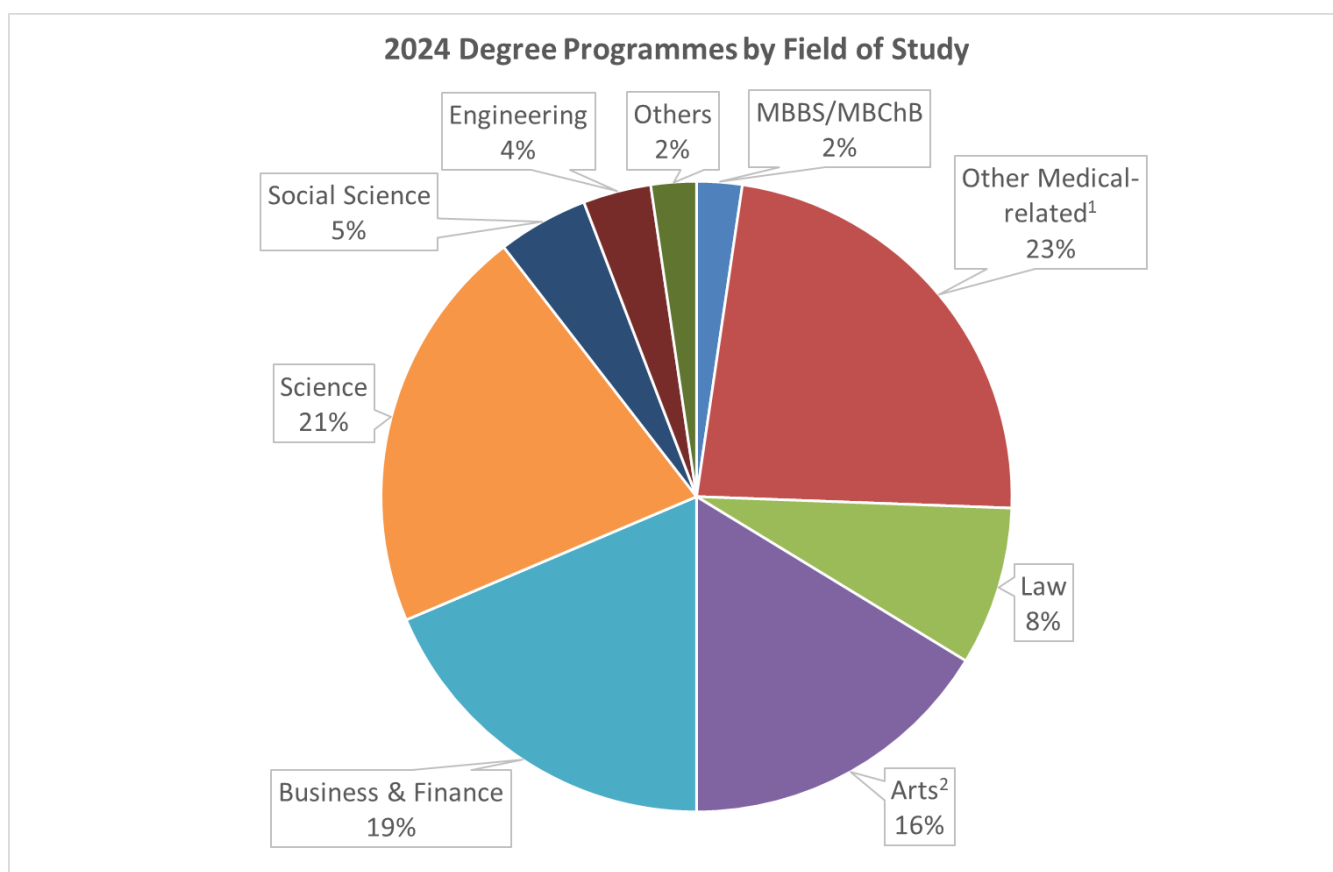
## Performance of Students

### 2024 Graduates Destination

	% of students
<b>Degree Programs</b>	<b>91.5</b>
<i>Local</i>	<i>75.5</i>
<i>Outside Hong Kong</i>	<i>16.0</i>

### 2024 Degree Programs Enrolled by Local Tertiary Institutions

Local Tertiary Institutions	% of students
HKU	33.8
CUHK	21.1
HKUST	14.1
PolyU	11.3
CityU	8.5
Others	11.2



#### Remarks:

1. Including programs in Pharmacy, Nursing, Physiotherapy, Radiography, Occupational Therapy, Speech and Hearing Sciences, Veterinary Medicine and Biomedical Sciences.
2. Including programs in Architectural Studies.

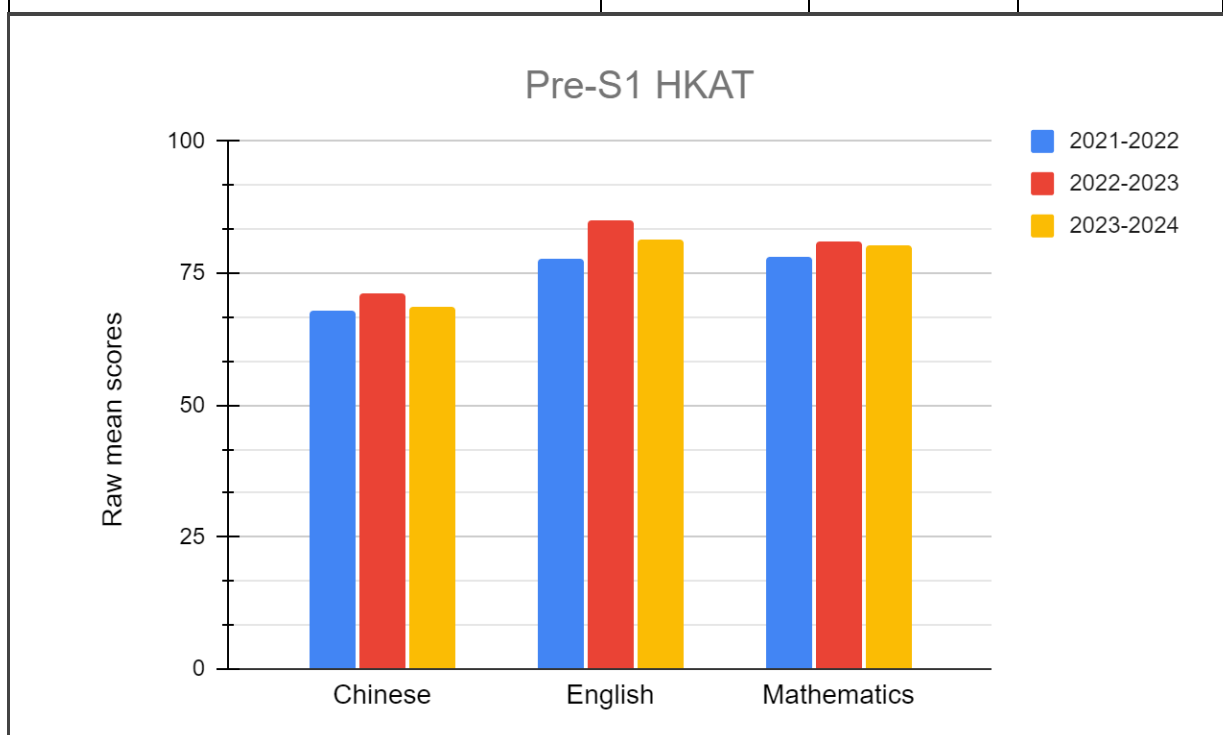
## 2024 Universities offers outside Hong Kong

<b><u>Asia</u></b> Fudan University Peking University Sun Yat-sen University Tsinghua University	<b><u>Australia</u></b> Monash University University of Melbourne University of Sydney
<b><u>Canada</u></b> University of British Columbia University of Toronto	<b><u>United Kingdom</u></b> Imperial College London Nottingham Trent University University of Bristol University of Cambridge University of Derby University of East Anglia University of Edinburgh University of Glasgow University of Manchester University of Southampton University of Strathclyde

### **Pre-S1 HKAT**

Raw mean scores of Pre-S1 HKAT in the three core subjects

	<i><b>2021-2022</b></i>	<i><b>2022-2023</b></i>	<i><b>2023-2024</b></i>
<i>Chinese</i>	67.74	71.19	68.65
<i>English</i>	77.68	84.87	81.34
<i>Mathematics</i>	77.96	80.91	80.24



Note: As conducting the test is optional in 2021-2022, 2022-2023 and 2023-2024, there are no data for HK schools in these years.

**2021-2024 HKDSE General Performance in the Best Five Subjects**

	MCS (%)	Territory Day School (%)
Five Level 5**	1.4	0.1
Five Level 5* or above	10.9	1.3
Five Level 5 or above	30.6	5.1
Five Level 4 or above	72.4	20.6
Five Level 3 or above	90.3	45.6

**2021-2024 HKDSE Statistics Related to Admission to Local Tertiary Institutions**

	MCS (%)	Territory Day School (%)
Core Subjects at 332A or better, with two electives at level 5 or above	36.0	9.9
Core Subjects at 332A or better, with two electives at level 4 or above	71.5	24.3
Core Subjects at 332A or better	87.9	43.0

**2021-2024 HKDSE Performance in Chinese Language, English Language & Mathematics Compulsory Part**

	MCS (%)	Territory Day School (%)
Level 5**	5.9	1.2
Level 5* or above	23.9	4.7
Level 5 or above	48.6	11.8
Level 4 or above	82.3	33.1
Level 3 or above	94.2	58.1

**2021-2024 HKDSE Performance in Elective Subjects Offered**

	MCS (%)	Territory Day School <sup>1</sup> (%)
Level 5**	5.3	1.9
Level 5* or above	21.8	7.4
Level 5 or above	45.4	18.5
Level 4 or above	82.2	44.0
Level 3 or above	94.9	69.2

Remark:

1. Only electives taken by MCS students are counted in territory day school statistics.

## Student Achievements

We value the all-round and well-balanced development of our students and encourage them to pursue excellence in their respective interests and realise their potential to the full. Students are offered a wide range of opportunities and can freely choose to explore. There is broad participation among students, and many achieve outstanding results with personal initiative, effort and perseverance.

Our students continued to show their creativity and other talents irrespective of the mode of events and competitions, like Speech Festival and Drama Competitions. Many of our school programs that were highlights of our students' other learning experiences could be revived. Signature events of our school, e.g. the Annual School Concert, the Annual Funfair, Maryknoll's Got Talent etc. had been revived. They also served as great preludes of the preparation for our Centenary Celebrations.

### Highlights of our Students' Achievements:

#### Art

The Grantham Visual Arts Award is the most prestigious award for art students in Hong Kong, and our school is incredibly proud to have winners in both the junior and senior categories this year. This achievement reflects the exceptionally high quality of work produced at our school.

Lam Lok Sze Shannon	F6	Grantham Visual Arts Awards 2022/2023	Hong Kong Society For Education in Art (HKSEA)	Grantham Visual Arts Award ( <b>Senior</b> )
Lee Chun (Jane)	F4	Grantham Visual Arts Awards 2022/2023	Hong Kong Society For Education in Art (HKSEA)	Grantham Visual Arts Award ( <b>Junior</b> )

\*The results were announced in Oct 2023.

#### Sports

Our school has a rich tradition of excellence in sports and is recognized as one of the leading girls' schools in the area. We have 13 sports teams, many competing in Division 1 in interschool competitions. This year, we placed fourth in the prestigious BOCHK Bauhinia Bowl (Girls' School category), awarded for outstanding overall performance across all sporting events throughout the year.

Last year, we reaped more than 150 prizes in individual and group events. We are proud to have many outstanding athletes in Hong Kong. Notably, Cyrene Hui, who broke the U18 javelin throwing record last year, currently ranks 5th in Hong Kong. She was voted as one of the outstanding junior athletes of HKAAA for the year 2023. She won the championship in Javelin Throwing in A grade interschool Athletics Meet (Division 1) this year.

Man Yi Ching Alice, an athlete in fencing (Foil), was also awarded the BOCHK Rising Star Award. She won the silver medal in 2024 Asian Cadet Cup Dubai—UAE - Cadet Women's Foil and was the champion in BEA x Blue Cross 2023 Hong Kong Open Fencing Championships (U14).

Wong Ching Nam Clare also represented Hong Kong to compete in Beirut, Lebanon the 5th Asian Cadet Taekwondo Championships where she got a bronze medal. Her achievements were recognized in the 2023 Shine Tak Foundation Outstanding Junior Athlete Awards.

Our volleyball team emerged as the overall champion in this year's inter-school volleyball competition for girls. We secured first place in both the Grade A and Grade B competitions and finished as the first runner-up in Grade C, which contributed to our overall victory.

Other outstanding prizes are:

Maryknoll Convent School (Secondary Section)	Sports	The 24th Hong Kong Secondary Schools Trampoline Competition	Girls B Grade Team Championship Group	2nd
Ray Tsz Ching Doris	F1	Hong Kong Artistic Gymnastics Open & Novice Championships 2023-2024 -	Women's Elementary Vault	Champion
Chan Lok Sum Josie	F5	2024 香港洋紫荊青少年拯溺挑戰賽	女子拋繩救生賽	Champion
Chan Hui Wing Nuria	F4	Interschool Athletics Competition	B-grade 200m	3rd
Lam Hau Man Carmen	F5	AS Watsons Hong Kong Students' Sports Award		Outstanding Athlete

## Language

We are thrilled to share that our secondary school debaters have achieved remarkable success in both Chinese and English debates. Our students' success reflects a proud tradition of language proficiency and embodies the vibrant culture of excellence that thrives within our school community.

The Chinese Debating Team triumphed in the prestigious 55th Joint School Chinese Debate Competition (第五十五屆聯校中文辯論比賽) this year, overcoming formidable opponents in a series of hard-fought battles.

For the English Debating Team, the Hong Kong Secondary Schools Debating Competition. All four of our teams, comprising two Standard Format (SF) teams and two Enhanced Format (EF) teams, emerged as champions in the grand finals, securing a total of four wins. We are proud to be the only school among 155 participating schools, including international ones, to accomplish this milestone. Our debaters have also brought home three Best Speaker awards. The entire debate team is overjoyed by this achievement and is enthusiastic about honing their skills further.

Other outstanding individual prizes are:

Leung Andrea	4	1	The World Scholar's Cup (Bangkok Global Senior Round) 2023	The World Scholar's Cup	3 gold medals, 2 silver medals
Leung Andrea	4	1	The World Scholar's Cup (Tournament of Champions) 2023	The World Scholar's Cup	1 gold medal, 6 silver medals

## Performing Arts

This year our dance teams have delivered exceptional performances, resulting in remarkable accolades at the 60th Schools Dance Festival.

In the Contemporary Dance Secondary Section, we proudly secured the Overall 2nd Runner-Up position. This achievement reflects the hard work and dedication of our dancers and instructors.

Additionally, several of our performances were recognized with prestigious awards. Notably, one piece from our Modern Dance Team was honored with both the Honours Award and the Choreography Award, showcasing the talent and creativity involved in the performance.

Both our Modern Dance Team and Chinese Dance Team received the Honours Award, with the Modern Dance Team also earning two Highly Commended Awards. These achievements highlight the exceptional skill and commitment of our dancers.

The following are highlights of our students' achievements in other fields of Performing Arts:

Maryknoll Convent School (Secondary Section)	Performing arts	2023/24 年度香港學校戲劇節 Hong Kong School Drama Festival 2023/24	HKEDB & HKAPA	Award for Outstanding Stage Effects 傑出舞台效果獎, Award for Outstanding Cooperation 傑出合作獎
Lui Ying Ying Chloe Chu Chiu Teung Eunice Liu Yat Yin Chelsea	F4 F4 F5	2023/24 年度香港學校戲劇節 Hong Kong School Drama Festival 2023/24	HKEDB & HKAPA	Award for Outstanding Director 傑出導演獎
Leung Wing Ka Eunice Han Ziyi Ellen Ying Shu Hang Clare Wong Yu Nga Julia Cheng Chrystabelle Yannes	F3 F3 F4 F5 F5	2023/24 年度香港學校戲劇節 Hong Kong School Drama Festival 2023/24	HKEDB & HKAPA	Award for Outstanding Performer 傑出演員獎
Shahid Haniya Wong Hui Yin Lydia	F2 F3	English Drama Fest 2024	The Association of English Medium Secondary School	Outstanding Performers
Choy Hoi Suen (Victoria) Ngo Yat Hei (Hazel) Hui Hiu Ching (Janice)	F5 F5 F4	English Drama Fest 2024	The Association of English Medium Secondary School	Outstanding Directing, Outstanding Script

## STEM & Sustainability

Our school is committed to shaping the future through sustainable practices. Last year, we earned the 'Green Award + Outstanding Performance' in two categories: Sustainable Leadership and Learning (SLL) and Sustainable Campus Environment (SCE). This recognition comes from our participation in the Jockey Club BEAM Plus in Schools Project, which aims to help 125 primary and secondary schools in Hong Kong reduce their carbon footprint and promote green building concepts.

Our school participated in the STEM+ Consortium Competition, where students collaborated with peers from other secondary schools to explore innovations and technologies. Guided by professionals from tech start-ups and the business world, they worked towards a common goal: applying inventions to tackle real-



life social challenges. This year's theme, "Creating Social Impact through the Application of Innovation and Technology Solutions," inspired our students to think creatively and strategically. We are thrilled to announce that four outstanding students from our school were nominated as Most Valuable Players across various groups, earning us the prestigious title of MVP School of the Year.

Chan Yuet Ling Chloe	F4	STEM + Consortium	STEM + Consortium	Most Valuable Player
Lo Cheuk Kiu	F4			
Evangeline				
Lee Ka Wai Carrie	F5			
Tse Tsz Yau Yolanda	F5			
Chan Tsz Ying	F3	Quiz Competition on	Geospatial Lab	Championship
Charmaine	F3	GeoLab Experience		
Chum Chantelle	F3	Day		
Cheung Ching Ching Candy	F3			
Cheung Sum Yau Ella	F3			
Lai Sum Kay Jamie	F4			

## Music

Our school has showcased remarkable talent in music, achieving notable success at various prestigious events. Our Chamber Ensemble, Chinese Orchestra, and School Orchestra have achieved three Gold Awards at the 2024 Joint School Music Competition they year.

Chinese Orchestra	Music	Pipa Ensemble - Secondary School	76th Hong Kong Schools Music Festival	2nd
School Choir	Music	Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School	76th Hong Kong Schools Music Festival	2nd
School Choir	Music	Secondary School Choir - Foreign Language - Girls - First Division - Junior (Age 15 or under)	76th Hong Kong Schools Music Festival	3rd
Chan Yat Wun Evanna	F2	International Young Artist Music Contest 2023	Piano Grade 8	Champion
Leung Ngo Ka Chloe	F3	11th Hong Kong International Youth Performance in Arts Festival and Music Competiton	HKYPA (grade 8)	Silver prize
Chan Yat Wun Evanna	F2	The Seventh KAWAI Asia Piano Competition	Hong Kong and Macau Region Grade 8	3rd

## Outstanding Student Awards

Cheung Kai Yuk	F5	Outstanding Students	Student of the Year 2023/24 - Linguist (Putonghua)	South China Morning Post	2nd runner-up
Lam Lok Sze Shannon	F6	Outstanding Students	Student of the Year 2023/24 – Visual Artist	South China Morning Post	Merit Award
Ma Yan Lam Janice	F4	Outstanding Students	Student of the Year 2023/24 – Performing Artist	South China Morning Post	Merit Award
Cheng Yuen Yan Natalie	F5	Outstanding Students	2023-2024 年度九龍城區傑出學生選舉	九龍城區校長聯絡委員會	高中組優異獎

## Community Service Awards 2023-2024

Maryknollers have a long tradition of service to the community, and this spirit is deeply embedded in our school culture. We nurture this by encouraging students to contribute their time, efforts, and talents through school programs and extra-curricular activities. By making God's love visible through our actions, we emphasize that service is a fundamental part of who we are.

Year	Form	Bronze (50 hours)	Silver (150 hours)	Gold (300 hours)	Diamond (500 hours)	Service Honour (800 hours)	Total
2021-22	1-3	15	0	0	0	0	15
2022-23		21	3	0	0	0	24
2023-24		16	3	0	0	0	19
2021-22	4-6	72	9	2	1	0	84
2022-23		43	13	1	2	1	60
2023-24		52	16	7	0	0	75
2021-22	Total	87	9	2	1	0	99
2022-23		64	16	1	2	1	84
2023-24		68	19	7	0	0	94

## **Future Planning**

This was the last year of our 3-year development cycle. The school was to fulfil most of the targets set out in the Annual School Plan. As we stride towards our centenary celebration, we aim to revitalise our vision in our upcoming year plan.

MCS fosters a nurturing and empowering environment that promotes an all-round education for girls, based on Catholic values, and firmly grounded in love and service.

We aim to cultivate an engaging learning environment, a vibrant sense of community, and a forward-thinking curriculum that instills global awareness and enables our girls to grow and flourish.

## **Theme**

“Vibrant Learners; Glowing Future”

## **Major Concerns**

### **1. Nurture Vibrant Learners**

Forging strong bonds and collaborative work

Nourishing a healthy mind, body and soul

### **2. Build a Future-ready School**

Promoting future-ready skills and a pioneering spirit

Cultivating sustainability and environmental stewardship

### **3. To Imbue our Centenary Celebrations with Educational Goals and Values**

**Capacity Enhancement Grant 2023-2024 Evaluation Report**

**I. Information Technology (IT)**

<b>Task Area</b>	<b>Evaluation</b>	<b>Suggestion for Next Year</b>
<b>Facilitating work arising from the use of WEBSAMS and eCampus</b>	<p>With the help of the CEG and other sources of funding, an IT assistant was employed to assist our teachers in creating IT teaching materials. Teachers could focus more on the demands of the Senior Secondary curriculum as over 5% of existing teachers' administrative work 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 has also been enhanced. The IT assistant also assists in launching the eFinance system which helps improve the funding process workflow.</p>	<p>We will continue to hire an IT assistant to relieve the administrative workload of our teachers so they can focus on teaching.</p>

**I. Audio Visual Services and Technical Support**

<b>Task Area</b>	<b>Evaluation</b>	<b>Suggestion for Next Year</b>
Facilitating work arising from the use of Audio- Visual Equipment	<p>With the help of the CEG, an AV assistant was employed. Teachers are relieved from administrative work and they could focus more on teaching and the demands of the 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>The assistant also aided the students in editing the footage.</p>	<p>We will continue to hire an AV assistant to help in offering Audio visual Services and provide support to the development of e-Learning. It is expected that the specialty of the AV assistant will help our school in the coming Centenary celebrations.</p> <p>With a bit of reshuffling in tasks, the AV assistant can also help in the STEM lessons preparation next year.</p>

### **Citizenship and Social Development Grant 2023-24 Report**

Our school has spent the Citizenship and Social Development Grant (the CS Grant) for the following use:

	<b>Area</b>	<b>Actual Expenses (\$)</b>
i.	Developing or procuring relevant learning and teaching resources	41,925
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	2,850
iii.	Organising school-based learning activities relating to the CS curriculum	46,179
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	11,000
v.	Others (please specify): _____	
	<b>Total Expenditure:</b>	101,954
	<b>Unspent Balance:</b>	104,102

**Diversity Learning Grant for 2023-24 Report**  
**Network Program & Gifted Education Program**

**Program Evaluation Report for**  
**DLG – Other Program: Gifted Education for the 2023/24 school year**

<b>Prog. title</b>	<b>Objective</b>	<b>Target (No./level/sele ction)</b>	<b>Duration / Start Date</b>	<b>Deliverable</b>	<b>Evaluation</b>	<b>Expendit ure</b>
Training course for aspiring debaters (Chinese)	To enhance students debating skills for external competitions and to boost students' confidence in public speaking	<ul style="list-style-type: none"> <li>- 10 students</li> <li>- S4 and S5 students</li> <li>- Nominated by Chinese Language Department with selection interviews and results in prior competitions</li> </ul>	20 lessons in six months from October 2023 held after school (one lesson per week)	Coaching for debating skills and presentation through videos, assignments and group debate practices	<ul style="list-style-type: none"> <li>- The attendance of students was high (80%).</li> <li>- The tutor provided timely advice and feedback to students.</li> <li>- Debate team members actively and enthusiastically took part in several external competitions to gain more practice and experience. See competition results in the Appendix.</li> </ul>	\$48000
Chinese Writing Booster Course	To boost students' skills in Chinese writing	<ul style="list-style-type: none"> <li>- 30 F.6 students</li> </ul>	Five 2-hour lessons conducted from Oct to Nov 2024	Teaching specific skills in Chinese writing	Writing Booster Course effectively improves writing skills with engaging content, interactive exercises, and constructive feedback. Students demonstrate significant progress	\$17400
Training for English debates	To equip students with (1) debating skills on constructing, analyzing and critiquing arguments and (2) critical thinking and communication as a speaker	<ul style="list-style-type: none"> <li>- 25 students</li> <li>- S1-S5 students</li> </ul> English Debate Team members	Face-to-face + online debate training from October 2023 to July 2024	Teaching debating skills through face-to-face and online sessions, assignments and group debate practices	<ul style="list-style-type: none"> <li>- All four of our teams, comprising two Standard Format (SF) teams and two Enhanced Format (EF) teams, emerged as champions in the grand finals, securing a total of four wins.</li> <li>- We are proud to be the only school</li> </ul>	\$67975.6



	and listener				<p>among 155 participating schools, including international ones, to accomplish this milestone.</p> <ul style="list-style-type: none"> <li>- Our debaters have also brought home three best speaker awards.</li> </ul>	
Mathematics Olympiad group	To equip students with higher-order thinking skills in solving challenging mathematical problems	<ul style="list-style-type: none"> <li>- 16 students from S4 and S5</li> </ul>	20 lessons from October 2023 to May 2024 held after school (one lesson per week)	Topic assignments relating to the Mathematics Olympiad	<ul style="list-style-type: none"> <li>- A positive peer relationship was created where students motivated and inspired each other.</li> <li>- Improved mathematical skills and confidence have contributed to overall academic success.</li> <li>- Students developed effective problem-solving techniques, enabling them to approach complex mathematical challenges with confidence and strategy.</li> <li>- Collaborative learning was evident. Students worked together, shared ideas, and built teamwork skills through competitions.</li> </ul>	\$19125
Joint-School Music DSE Course (2023-2026)	To foster collaboration among students from different schools and enhance musical skills	<ul style="list-style-type: none"> <li>- F.4-5 students</li> </ul>	Ongoing lessons scheduled outside school hours	Teaching the music DSE elective through classes, assignments and assessments	The joint-school music course effectively enhances collaboration and musical skills while fostering a sense of community.	\$24525

		-	Provision + Carry over	\$206744.20	Total Expenditure	\$177025. 6
					Surplus	\$29,718.6

## **Promotion of Reading Grant 2023-24 Report**

### **Part 1: Evaluation of the Effectiveness**

#### **1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)**

Books in a variety of subjects, genres and formats were purchased to arouse students' interest in reading. These newly purchased titles were on display or promoted via eCampus, Gmail, the library homepage, etc. Monthly, half-yearly and yearly Top Readers were made known and awarded. The annual book circulation was over a thousand.

A voluntary reading scheme, Maryknoll Reading Challenge, has been implemented for Form 1 to 3 students. Students are to complete more than 10 tasks of reading diversified topics of English or Chinese books and write some reflection or review. Those who have completed all the tasks are awarded prizes. To promote reading for pleasure, students were encouraged to take part in diversified reading-related activities in school and outside school.

#### **2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)**

With students' and teachers' opinions collected via Reading Ambassadors and Google Form respectively, some new titles were added into the library collection. Student Librarians and Reading Ambassadors were invited to join visits to a bookstore to help the selection of new books. Moreover, the Teacher-Librarian and Subject Panel Heads made the purchases with consideration of students' interests and curriculum needs.

Subscription to local and foreign magazines – *TIME*, *The Economist*, *Reader's Digest*, *Choice*, *National Geographic*, *SportSoho*, *How It Works* and *Scientific American* was renewed. A number of curriculum-related digital magazines were being subscribed to, such as *Geographical*, *The Biologist*, *Chem Matters*, *Review Economic*, *Review Business*, *Review Physics*, etc. The library works in collaboration with the Subject Panel Heads in utilizing these resources as teaching and learning resources.

Eleven students in Form 1-3 finally joined the Hong Kong Battle of the Books. In preparation for the competition, reading-related activities and games were arranged to enhance the joy of reading among both the contestants and non-contestants. Reading groups were formed, with regular meetings for students to exchange their thoughts about the books read and to share the joy of reading.

## Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	35,460
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> eRead Scheme	
	<input type="checkbox"/> Other scheme: _____	
3.	Reading Activities	4,620
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: Magazines (printed and digital) Prizes for promotion of reading	9,860
	Total	49,940
	Unspent Balance	26124

\* Please tick the appropriate boxes or provide details.

## Report on Sister School Exchange Grant Scheme (2023 – 2024)

	(1)	<b>The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学)</b>
Name of the Mainland Sister School	(2)	<b>Shanghai Wenlai Middle School (SWMS, 上海市文来中学)</b>
	(3)	<b>Zhaoqing Phoenix Sanli School (GDFHSL, 肇庆凤凰三立学校)</b>

### Part 1: Details of Exchange Activities

Item No.	Item Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<b>Beijing Exchange Program 2023-2024 (F.2 – 5 level)</b> <ul style="list-style-type: none"> <li>The Program was comprise the Hong Kong Session and the Beijing Session.</li> <li>The Hong Kong Session was planned to be held in the end-January 2024. Students of Maryknoll Convent School (MCS), La Salle College (LSC) and Heep Yunn School (HYS) were ready to provide home-stay for around 12 The High School Affiliated to Renmin University of China (RDFZ) students who were planned to attend lessons in the 3 schools and visit cultural sites, museums and local attractions in Hong Kong.</li> <li>The Beijing Session was held on 23-29 March 2024. 20 students from MCS, LSC and HYS would be led by 5 teachers of the 3 schools to visit RDFZ. They stayed in the dormitory of RDFZ on school days and with home-stay families during the weekend. Besides lesson observations, visits to cultural sites,</li> </ul>	<ul style="list-style-type: none"> <li>To provide an authentic language environment for learning Putonghua.</li> <li>To let students experience the differences between Hong Kong and Beijing</li> <li>To understand the history and development of Beijing</li> <li>To use iPads for on-site exchange projects</li> <li>To use photography equipment to record activities</li> </ul>	<ul style="list-style-type: none"> <li>Due to the visa issuing problem, the teachers and students from RDFZ could not visit Hong Kong, the Hong Kong Session was cancelled.</li> <li>For the Beijing Session, it was successfully held as reflected from de-briefings held in the trip, work done by MCS students in their program booklets and feedback from parents, participants attained in-depth understanding of the culture, history and development of Beijing by the Program.</li> <li>By provision of home-stay, participants of both cities acquired a lot of chances in practicing Putonghua and English, as well as experiencing the city differences between Hong Kong and Beijing.</li> <li>The iPads and video-conferencing facilities, including the notebook computers and the interactive television, were utilized.</li> </ul>	<ul style="list-style-type: none"> <li>The exchange program was suggested to be organised in the coming academic year.</li> <li>The Hong Kong Session was also hoped to be held in the coming academic year.</li> </ul>

	<p>museums, local attractions in Beijing and a project-based learning activity by using iPads were conducted.</p> <ul style="list-style-type: none"> <li>The interactive television and related accessories were utilized to facilitate the on-line meetings before the on-site change.</li> </ul>			
2.	<p><b>On-line exchange meetings between teachers from MCS and Shanghai Wenlai Middle School 2023-24</b></p> <ul style="list-style-type: none"> <li>The on-line exchange meetings were held in the second term of the academic year 2023-24</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate and share views on the exchange details between two schools' students in the coming academic year</li> </ul>	<ul style="list-style-type: none"> <li>Due to change of the teacher-in-charge of Shanghai Wenlai School, the connection between two schools were re-established after several two-way communication.</li> <li>The tour guide system was bought for the on-site exchange in the coming academic year.</li> </ul>	<ul style="list-style-type: none"> <li>The on-site exchange activities would be planned to be carried out in the coming academic year.</li> </ul>
5.	<p><b>Sports and Cultural Exchange Program 2023-2024</b></p> <ul style="list-style-type: none"> <li>There were 44 athletic teams participants which were led by 3 teachers and 1 Physical Education coach to Zhaoqing Phoenix Sanli School.</li> <li>The participants, were students of swimming team, basketball team, and tennis team, went to the Sports Centre in Zhaoqing from July 1st to 4th for special sports training and exchanges.</li> <li>During the trip, the participants and the teachers also visited the alliance school "Zhaoqing Phoenix Sanli School". The teachers and students visited the campus together and played a friendly match with the school's basketball team to learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>To share experience on teaching with a view to enhancing their professional competence</li> <li>To widen the horizons of teachers and students, deepen their understanding of the educational, economic, social and cultural developments in the Mainland</li> <li>To use the video-conferencing equipment such as notebook computers to produce clips about the trip</li> </ul>	<ul style="list-style-type: none"> <li>From the feedback of the students and teachers, the exchange program improved students' sports skills, and on the other hand, it allows students to directly understand the development of China.</li> <li>In addition, the students appreciated the campus environment and said that although the 4 days and 3 nights of training were tough, they benefited a lot. They all looked forward to the next sports exchange event.</li> <li>The teachers reflected that they learnt more teaching techniques on sports training.</li> </ul>	<ul style="list-style-type: none"> <li>The PD Trip is suggested to be held again in the near future.</li> </ul>

	<ul style="list-style-type: none"> <li>The camera and video equipment were bought for the trip to capture the moment of different professional development activities.</li> </ul>			
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## Part 2: Financial Report

Item No.	Item Name	Expenditure Item	Amount	Remarks
1.	<b>Beijing Exchange Program 2023-2024</b>	Tour fee, air tickets, trilobal & meal expenses	HK\$ 32,756.63	
2.	<b>On-line exchange meetings between teachers from MCS and Shanghai Wenlai Middle School 2023-24</b>	Tour guide system	HK\$ 40,800	
3.	<b>Sports and Cultural Exchange Program 2023-2024</b>	Tour fee including accommodation, transportation and meal	HK\$ 103,650	
Total:			HK\$ 177,206.63	
Annual Balance of Grant from the previous year:			HK\$ 124, 858.1	
Allotment of this year's Grant:			HK\$ 162,994	
Annual Balance of Grant:			HK\$ 11,0645.47	

**School-based After-school Learning and Support Programs 2023/24 Evaluation**  
**Name of School: Maryknoll Convent School (Secondary Section)**

Staff-in-charge: Mr J. Leung Contact Telephone No.: 2336 2378

**A.** The number of students (count by heads) benefitted under this Program is 62 (including A. 20 Comprehensive Social Security Assistance (CSSA) recipients, B. 32 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 10 under school's discretionary quota).

**B. Information on subsidised activities**

*Name /Type of activity	Actual no. of participating eligible student			Average attendance rate	Period / Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art and cultural day	20	32	10	90%	Nov 2023	\$24,623	observation		
Total no. of activities: <u>1</u>									
@No. of man-times	20	32	10						
**Total no. of man-	62				Total Expenses	\$24,623			

Note:

\* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).



## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a "X" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students' motivation for learning			X			
b) Students' study skills				X		
c) Students' academic achievement				X		
d) Students' learning experience outside classroom	X					
e) Your overall view on students' learning effectiveness		X				
<b>Personal and Social Development</b>						
f) Students' self-esteem		X				
g) Students' self-management skills			X			
h) Students' social skills	X					
i) Students' interpersonal skills	X					
j) Students' cooperativeness with others	X					
k) Students' attitudes toward schooling				X		
l) Students' outlook on life				X		
m) Your overall view on students' personal and social development		X				
<b>Community Involvement</b>						
n) Students' participation in extracurricular and voluntary activities	X					
o) Students' sense of belonging		X				
p) Students' understanding on the community	X					
q) Your overall view on students' community involvement		X				

## D. Comments on the project conducted

### Problems/difficulties encountered when implementing the project

Unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);

## Report on Life Wide Learning Grant (2023 – 2024)

Sep 2024 ver.

\_2023-2024\_ Report on the Use of the Life-wide Learning Grant  
Maryknoll Convent School (Secondary Section)

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

### Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain <sup>1</sup> (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students proper values and attitudes													
1	Leadership Training Camps	Throughout the year	F.3-6	150	\$26,780.00	\$178.53	E1	Leadership Training	Students developed their leadership skills, enhancing their capacity to motivate peers, manage tasks, and lead effectively in various situations.	✓				
2	Value Cultivation Workshops	Throughout the year	F.1-6	794	\$101,545.80	\$127.89	E5, E6	Values Education	Students gained a deeper understanding of ethics, values, and character building, leading to improved decision-making and stronger moral compasses.	✓				
3	Mental Health Workshops	Throughout the year	F.1-6	794	\$85,487.00	\$107.67	E5, E6	Student Mental Health	Students acquired essential strategies for managing stress, anxiety, and overall mental well-being, fostering a healthier, more resilient student body.	✓				
4	Smileys Programmes	Throughout the year	F.3-6	50	\$24,328.20	\$486.56	E5, E6, E7	Student Mental Health	These initiatives promoted a positive school environment, encouraging kindness and empathy among students, which contributed to an overall sense of community.	✓				
5	Catholic Programmes and Activities	Throughout the year	F.1-6	794	\$22,066.90	\$27.79	E1 E2	Values Education	Students engaged in meaningful spiritual experiences, enriching their understanding of faith and enhancing their sense of belonging.	✓				

6	Sustainability Initiatives	Throughout the year	F.1-6	794	\$5,492.11	\$6.92	E1 E2	Others - Sustainability	Students learned about environmental responsibility and participated in projects that emphasize conservation and sustainability, building eco-conscious habits.	✓				
7	Career and Life Planning Programmes and Activities	Throughout the year	F.1-6	794	\$6,360.40	\$8.01	E1, E2, E5, E6	Others - Career & Life Planning	Students received comprehensive guidance on career paths and life skills, better preparing them for future academic and professional endeavors.					✓
8	National Education Programmes and Activities	Throughout the year	F.1-6	794	\$3,709.50	\$4.67	E1, E6	Patriotic Education	Students developed a greater appreciation for national history and culture, fostering a stronger sense of identity and civic responsibility.	✓				
9	Sports Rental Fees	Throughout the year	F.1-6	300	\$21,429.00	\$71.43	E1	Physical Education	Access to quality sports facilities allowed students to participate in various physical activities, promoting health and physical fitness.			✓		
10	Sports Coaching Fees	Throughout the year	F.1-6	300	\$572,280.00	\$1,907.60	E5	Physical Education	Professional coaching improved students' athletic skills, teamwork, and discipline, contributing to their overall development and competitiveness in sports.			✓		
11	Sports Competition fees	Throughout the year	F.1-6	300	\$17,628.10	\$58.76	E1	Physical Education	Participation in sports competitions encouraged students to challenge themselves, build resilience, and gain valuable experiences from competitive sports.			✓		
12	STEM Related Programmes and Activities	Throughout the year	F.1-6	250	\$120,980.74	\$483.92	E6, E7	Cross-Disciplinary (STEAM)	Students engaged in hands-on STEM activities, sparking interest in applying knowledge in science, technology, engineering, and mathematics to solving daily-life problems.		✓		✓	

13	Debate and Speech Related Programmes and Activities	Throughout the year	F.1-6	100	\$59,941.00	\$599.41	E5, E6	Cross-Disciplinary (Others)	Students improved their public speaking, critical thinking, and argumentative skills, which are essential for academic and personal growth.		✓			
14	Academic Extension Programmes and Activities	Throughout the year	F.1-6	794	\$65,825.00	\$82.90	E1, E2, E7	Cross-Disciplinary (Others)	These programmes provided opportunities for advanced learning and exploration, allowing students to delve deeper into subjects of interest.		✓			
15	Biotechnology Programmes and Activities	Throughout the year	F.4-6	60	\$102,550.00	\$1,709.17	E6	Science	Students explored cutting-edge biotechnology concepts, gaining practical knowledge and inspiring potential future careers in the field of biotechnology.		✓			
16	Language Related Programmes and Activities	Throughout the year	F.1-6	400	\$31,141.00	\$77.85	E6	Cross-Disciplinary (Others)	Students enhanced their linguistic abilities, gaining proficiency in multiple languages, which is vital in today's globalized world.		✓			
17	Core competencies Programmes and Activities	Throughout the year	F.1-6	794	\$111,439.12	\$140.35	E1, E2, E6, E7	General Studies	Students developed essential life skills, including communication, collaboration, and social skills, which are fundamental for whole-person development.	✓		✓		
18	Music Programmes and Activities	Throughout the year	F.1-6	200	\$186,300.00	\$931.50	E5, E6	Arts (Music)	Participation in music activities enriched students' cultural experience, fostering creativity, discipline, and emotional expression.			✓		
19	Visual Arts Programmes and Activities	Throughout the year	F.1-6	100	\$32,130.00	\$321.30	E1, E6, E7	Arts (Visual Arts)	Students explored various visual art forms, enhancing their creativity, aesthetic appreciation, and artistic skills.			✓		
20	Performance Arts Programmes and Activities	Throughout the year	F.1-6	150	\$167,830.50	\$1,118.87	E5, E6	Arts (Others)	Engagement in performance arts improved students' confidence, teamwork, and creative expression, contributing to their overall personal development.			✓		

21	Service Programmes and Activities	Throughout the year	F.1-6	794	\$30,699.00	\$38.66	E1, E2, E6	Others - Community Service	Students participated in community service projects, developing empathy, social responsibility, and a sense of contribution to society.				✓	
22	Sports Activities	Throughout the year	F.1-6	300	\$9,296.74	\$30.99	E1, E2, E6, E7	Physical Education	Students engaged in regular physical activities, promoting health, fitness, and the development of teamwork and discipline.			✓		
23	Audio Visual Team Training and Activities	Throughout the year	F.2-6	40	\$10,640.00	\$266.00	E2, E7	Cross-Disciplinary (STEAM)	Students gained technical skills in audio-visual production, enhancing their technological competence and creativity.			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				9,846	\$1,815,880.11									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Overseas Exchange Trips	May & June 2024	F.3-5	20	\$10,464.00	\$523.20	E4	Geography	Students explored innovative green practices and sustainable technologies in Seoul, gaining firsthand knowledge on environmental stewardship and best practices in urban sustainability.	✓	✓		✓	
2	Mainland Programmes and Activities	June to Aug 2024	F.4-5	50	\$21,866.00	\$437.32	E3, E4	Citizenship and Social Development	Students immersed themselves in the history, culture, and modern developments of Mainland China, deepening their understanding and appreciation of the motherland's heritage and progress.	✓	✓			
3														
4														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				70	\$32,330.00									
Expenses for Category 1				9,916	\$1,848,210.11									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Purpose	Actual Expenses (\$)
1	Software Subscription for Audio and Visual Team	Cloud Storage	\$2,508.00

2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$2,508.00
Expenses for Categories 1 & 2			\$1,850,718.11

**Category 3: Number of Student Beneficiaries**

Total number of students in the school:	794
Number of student beneficiaries:	794
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Lo Hang Ke Joyce
Post of Contact Person for LWL:	Vice-Principal (General Resources)

\* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

Maryknoll Convent School (Secondary Section)

**Financial Report 2023/2024**

As at 31/8/2024

	Surplus/(Deficit)	Provision	Cumulative	Balance	Total Balance
	2022/2023	2023/2024	Expenditure		
I Government Funds					
(1) - 1 EOEBG					
(a) <b>Baseline</b>					
School and Class Grant		1,550,272.23	1,783,895.30	(233,623.07)	(233,623.07)
Administration Grant for Additional Clerical Assistant		206,767.69	247,279.75	(40,512.06)	(40,512.06)
Composite Furniture and Equipment Grant		625,246.97	331,226.30	294,020.67	294,020.67
Total	-	2,382,286.89	2,362,401.35	19,885.54	19,885.54
(b) <b>School Specific Grants</b>					
Capacity Enhancement Grant	-	666,935.00	501,456.07	165,478.93	165,478.93
Composite Information Technology Grant	-	576,658.00	397,288.25	179,369.75	179,369.75
Administration Grant	-	4,897,410.00	4,853,004.20	44,405.80	44,405.80
Provision of Air Conditioning Grant	-	724,065.66	575,230.40	148,835.26	148,835.26
SBM Top-up Grant	-	52,596.00	52,000.00	596.00	596.00
School-Based Speech Therapy Administration Recurrent Grant	-	8,415.00	4,397.70	4,017.30	4,017.30
Tuckshop Rent	-	80,000.00	-	80,000.00	80,000.00
Total	-	7,006,079.66	6,383,376.62	622,703.04	622,703.04
(1) - 2 Funds Outside EOEBG (Special Domain-not transferable)					
Home-School Co-operation Project	-	45,978.00	-	45,978.00	45,978.00
Diversity Learning - Other Programme	101,744.20	105,000.00	177,025.60	(72,025.60)	29,718.60
Diversity Learning - Applied Learning	-	8,750.00	8,750.00	-	-
Employer's Cont. to PF/MPF - Admin. Grant	596.21	527,460.79	546,937.00	(19,476.21)	(18,880.00)
Employer's Cont. to PF/MPF - Salary Grant	-	-	-	-	-
Enhanced Chinese Learning (Enhanced Additional Funding-Support for NCS Students-S)	(367,760.00)	858,130.00	747,960.00	110,170.00	110,170.00
Sister School HK Mainland	124,858.10	162,994.00	177,206.63	(14,212.63)	110,645.47
Hong Kong School Drama Festival	180.64	3,850.00	4,030.64	(180.64)	-
IT Staffing Support Grant	(119,070.09)	333,812.00	333,812.00	-	-
Learning Support	51,279.93	7,671.00	56,131.90	(48,460.90)	2,819.03
Promotion of Reading Grant	35,147.25	76,064.00	49,940.10	26,123.90	61,271.15
Salaries Grant - Supply Staff	(185,760.00)	194,760.00	263,700.00	(68,940.00)	(254,700.00)
Salaries Grant - Teaching Staff	1,221.55	53,752,741.66	53,794,424.88	(41,683.22)	(40,461.67)
Salaries Grant - Teaching Supporting Staff	1,500.00	1,584,410.75	1,583,609.50	801.25	2,301.25
Teacher Relief Grant	(308,151.21)	1,258,107.06	598,073.46	660,033.60	660,033.60
Life-Wide Learning Grant	540,678.88	1,603,807.75	1,850,718.11	(246,910.36)	293,768.52
Support for NCS+SEN	1,310.50	105,191.00	15,300.00	89,891.00	91,201.50
School Based After School Learning & Support Programme	15,600.00	31,200.00	24,623.00	6,577.00	22,177.00
School Executive Office Grant	312,182.45	580,738.52	420,024.62	160,713.90	472,896.35
Beat Drug Fund Supported Programme	133.00	25,000.00	25,133.00	(133.00)	-
One-off Grant for Citizenship and Social Development	206,056.00	-	101,954.00	(101,954.00)	104,102.00
Government Rent & Rate	-	1,410,200.00	1,410,200.00	-	-
IT Innovation Lab Programme	46,860.00	-	4,800.00	(4,800.00)	42,060.00
QEF - My Pledge of Act	(119,470.00)	293,300.00	60,600.00	232,700.00	232,700.00
Jockey Club Joy of eReading Scheme	987.00	-	987.00	(987.00)	-
Gratuity Reserve Account	-	243,315.74	243,315.74	-	-
Fringe Benefits under the Enhanced NET Scheme	-	55,136.00	55,136.00	-	-
* One-off Grant for Mental Health at school	-	60,000.00	25,485.00	34,515.00	34,515.00
* One-off Grant for Mental Health of Parents & Students	-	20,000.00	-	20,000.00	20,000.00
* One-off Grant on Promotion of Sports Ambience and MVPA60-S	-	150,000.00	-	150,000.00	150,000.00
* One-off Grant on Promotion of Prom of Chi Culture Immersion Activities-S	-	300,000.00	-	300,000.00	300,000.00
* One-off Grant on Parent Education-S	-	200,000.00	-	200,000.00	200,000.00
Total	340,124.41	63,997,618.27	62,579,878.18	1,417,740.09	2,672,315.80

## Maryknoll Convent School (Secondary Section)

	Surplus	Provision	Cumulative	Balance	Total Balance
	2022/2023	2023/2024	Expenditure		
II School Funds (General Funds)	6,556,419.12				6,556,419.12
(1) Subscription/Tong Fai		2,358,900.00	2,625,134.01	(266,234.01)	(266,234.01)
(2) Approved collection for specific purposes account	558,192.43	245,210.00	184,163.15	61,046.85	619,239.28
(3.1) Profit on Sales of Exercise Books		111,697.50	40,950.00	70,747.50	70,747.50
(3.2) Tuckshop Rent		120,000.00	-	120,000.00	120,000.00
(3.3) Others		496,161.21	793,360.82	(297,199.61)	(297,199.61)
(3.4) Deficits of Others transfer to Tong Fai		-	(106,452.11)	106,452.11	106,452.11
(4) Donations					
(4.1) General Donation	-	10,000.00	9,000.00	1,000.00	1,000.00
(4.2) Project Specific Donations					
MCS Foundation - Ice-cream for Maryknoll Day		9,072.00	9,072.00	-	-
Music Instruments	200,000.00		193,847.00	(193,847.00)	6,153.00
MCS Ed Trust	4,468.14	299,627.02	299,627.02	-	4,468.14
Scholarships	1,849,130.84	48,500.00	130,600.00	(82,100.00)	1,767,030.84
(5) MCS Ed Trust - Non-Grant Staff Salary		1,113,982.29	1,111,177.38	2,804.91	2,804.91
(6) For Specific Purposes					
Funds to Needy Students & Others	255,886.14	18,850.50	94,659.50	(75,809.00)	180,077.14
Sponsorship for Religious Activities	210,000.00		21,330.00	(21,330.00)	188,670.00
F.6 Graduation Committee (2023-2024)		121,830.00	65,819.63	56,010.37	56,010.37
ePayment (Smart Card, Club Fund, SMS etc...)	293,888.60	638,230.54	564,495.10	73,735.44	367,624.04
Total	9,927,985.27	5,592,061.06	6,036,783.50	(444,722.44)	9,483,262.83

## Remarks:

- \* New grants are received from the EDB for the year