



MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



School Development Plan 2012/2013 – 2014/2015

Maryknoll Convent School
(Secondary Section)
5 Ho Tung Road
Kowloon

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Maryknoll Convent School Vision and Mission

Our Vision

We envision our students to embrace the Maryknoll spirit signified by the school motto "*Sola Nobilitas Virtus*" (Virtue Alone Ennobles).

We envisage our students to be individuals with moral, ethical and religious values, intellectually competent, compassionate in serving others and capable of continuing self-development to meet the challenges in life and to contribute to society.

We see our students as informed and innovative, analytical and critical, responsible and adaptable, moral and ethical members of society.

Our Creed and Values

We believe that each person is formed in God's image. We wish our students to know through Jesus Christ the hope and the meaning of life and to liberate their minds from ignorance and their hearts from prejudice.

We believe in the dignity of each student.

We believe that education is essential to a just society.

Our Mission

We provide all-round, quality and affordable education for girls.

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

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

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

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

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

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

Updated: Aug 1, 2013

MARYKNOLL CONVENT SCHOOL PHILOSOPHY OF EDUCATION

We believe in the dignity of the person, and therefore the primary responsibility of the school is to provide experiences that will enable the student to grow as an individual spiritually, physically, intellectually, aesthetically, psychologically and affectively and to become an informed, sensitive, responsible member of society.

These two goals are inseparable as it is difficult for the individual to understand herself in isolation and it is impossible for society to progress without individual contributions. A school programme should be directed towards developing the unique capacity of each student and furthering the development of society as a whole. It is easy for an individual to pursue her own achievement without regard for the whole of society. This must not be allowed.

Human growth reaches beyond the 'fact' level. Individual subject areas are not ends in themselves, but tools, that we, as teachers, use to develop the student's capacity to be analytic, interpretive, creative and reflective in her approach to academic and personal problem-solving.

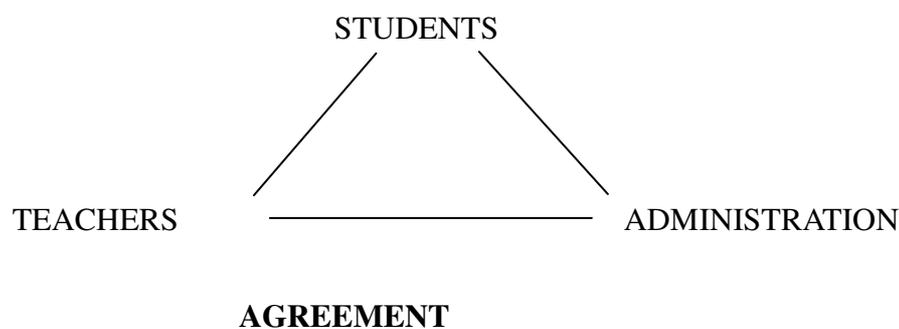
We believe that in order for growth to occur, the student must experience personal involvement in the learning process. This involvement is achieved when the student becomes aware of the relevance of our subject areas to her understanding of herself and of her life. Her success must then be measured in terms of development of the spiritual, physical, intellectual, aesthetical, psychological and affective process.

We seek to develop the student's capacities and to create an atmosphere in which the student can develop herself as an individual and in which she can develop a sensitivity to the abilities, limitations and needs of others.

We believe that a student's total educational success is dependent upon the degree to which she recognises she must and can make responsible judgements in all her experiences, both in and out of the classroom, and tempers these judgements with compassion for other human persons.

We believe the task for teachers is delicate and is a special vocation that participates in building the Kingdom of God proclaimed by Jesus Christ. We believe that every teacher or student is a member of the Kingdom of God. We are all members of the Kingdom of God, everyone without exception. This is a mystery which we cannot solve but a mystery that all Christians proclaim. This unique membership in the Kingdom of God and the Human Race respects the individual's choice to follow one's conscience in word and deed and at the same time allows, us, Catholics, the right and duty to proclaim the Kingdom of God. The Kingdom of God is a kingdom of love and justice that casts out fear. The Kingdom of God is HERE and NOW because human development is an integral part of it.

The student's desire and drive to be independent must be channelled to interdependence as contemporary signs of the world indicate.



1. Education, teaching and learning for the whole person, is the fundamental purpose for which we occupy Ho Tung Road.
2. Responsibility for the quality of the educational programme must be shared by students, teachers, and administrators.
3. Each person has dignity and human worth which demands reverence, respect, and courtesy.
4. Trust is the foundation for education. It enables us to function more creatively, more maturely and more efficiently.
5. Change is invited and encouraged. It is a sign of life. It is necessary for human growth and development. The person or group which brings about change must be responsible for that change and all the effects of it. Change must reflect improvement to be considered progress.
6. Privileges and responsibilities must be in a state of balance at all times. There must be freedom to do but not freedom without responsibility.
7. There can be a difference between what a student or a teacher or an administrator desires and the fulfillment of these desires in a given situation.

Holistic Review

Effectiveness of the previous Three-Year School Development Plan (2009/10 – 20011/12)

Major Concerns	Targets	achieved/not achieved	Follow-up action	Remarks
<p>#1: To reaffirm respect for self and for others as an integral part of our school mission</p>	<p>I. Students are able to recognize the importance of respect for self and others in various aspects of their personal and school life.</p> <p>II. All members of the school are able to show by personal example respect for self and others.</p> <p>III. All members of the school realize that maintaining one's emotional and physical well-being and concern for others are forms of respect for self and others.</p>	<p><i>achieved – to a large extent</i></p>	<p><i>Major concern #1 will remain since this is very much a part of the underlying theme of all school rules guiding the relationships amongst all members of the school.</i></p> <p><i>We will focus on how respect can be practised in different areas of school life in accordance with new major concerns in subsequent years.</i></p>	<p><i>Members of the school are more aware of the fact that respect is the underlying theme of all school rules and regulations.</i></p> <p><i>However, constant reminders are needed to help growing teenagers realise that they may be acting disrespectfully if they do not observe the school rules at all times even though they do not mean to be disrespectful.</i></p>

Major Concerns	Targets	achieved/not achieved	Follow-up action	Remarks
#2 To develop a global outlook in our pursuit of all-round education	<p>I. Students are able to think globally.</p> <p>II. Students act like global citizens.</p>	<i>achieved – to a large extent</i>	<i>Major concern #2 is part of the school routine. This remains one of the targets of the Global, Citizenship & Civic Education Committee. Panels for subjects such as Liberal Studies, English Language, Literature in English will continue to ensure this concern remains a feature of their curricula.</i>	<i>A global outlook is one of the ultimate targets all MCS students are expected to achieve. This is also spelt out in the MCS graduate profile. An integral part of our school mission is therefore to continue to broaden our students' horizons in order to enable them to face the challenges of being global citizens.</i>
#3: To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum	<p>I. The first batch of NSS students are well-prepared for and achieve good results in the first HKDSE.</p> <p>II. Students under NSS enjoy full opportunities for further education locally or abroad.</p> <p>II. The NSS curriculum is fully operational.</p>	<i>achieved</i>	<i>Major Concern #3 has been achieved. Our next target is to refine our NSS curriculum by fine-tuning our subject choices. Various committees under the Curriculum & Academic Affairs Team such as the NSS Coordination Committee and Curriculum Development Committee will continue to work together closely to fine-tune our curriculum.</i>	<i>The targets set out have been fully achieved thanks to the hard work of our teachers. The NSS Coordination Committee and the Curriculum Development Committee have done a superb job in helping the school face the challenges of the past few years. Our graduates had been given adequate guidance every inch of the way. The fine-tuning of the Senior Form curriculum is underway. Feedback from students, parents and subject panels has been collected and a refined curriculum will be implemented in the 2013-2014 school year.</i>

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ➤ <i>The School Management Committee has been highly supportive. The former School Supervisor, who retired in 2011, and our new School Supervisor have both played an effective role as a bridge between the SMC and the staff. They have always made time for the school and provided clear guidance and support.</i> ➤ <i>With the trust and support of the former and current Supervisors, the School Head and the Core Group Members of the 4 Teams work well together. The collective leadership has helped to ensure multiple perspectives have been taken into consideration in the decision making process.</i> ➤ <i>The School Advisory Committee, with elected representatives from the staff, has proven to be a platform for sharing collective wisdom in the day-to-day running of the school.</i> 	<ul style="list-style-type: none"> ➤ <i>Given the large number of staff members, individuals need to be encouraged to be more active in expressing their concerns and opinions at meetings e.g. the general staff meetings or panel and committee meetings. This would prove to be a more direct and effective way of seeking to make improvements.</i> ➤ <i>More timely reflection on one's opinions and open dialogue with the School Administration would help to avoid miscommunication and misunderstanding.</i> ➤ <i>Frustration and discontent arose when some failed to look at the overall picture of particular situations. More open communication is required to build trust among all parties in the school.</i>
2. Professional Leadership	<ul style="list-style-type: none"> ➤ <i>The school administration has made good use of various channels, e.g. the school intranet, to consult staff members on various school policies and to disseminate information.</i> ➤ <i>Panel Heads and Committee Heads have worked closely with team members to seek improvement.</i> 	<ul style="list-style-type: none"> ➤ <i>A heavy workload, across the board, resulting from the launching of the NSS curriculum has made it difficult for staff members to enter into more frequent communication.</i> ➤ <i>More regular staff meetings and briefings would provide a platform for the exchange of ideas and for the school administration to explain school policies.</i> ➤ <i>More direct and open communication is needed.</i> ➤ <i>Staff members should take advantage of the various channels of communication to voice their opinions.</i>

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ➤ <i>The school curriculum has catered for the diverse interests and needs of the students, especially regarding the NSS curriculum.</i> ➤ <i>Subject panels have been able to make use of assessment outcomes as tools for improving their quality of teaching and learning.</i> ➤ <i>The various committees under the Curriculum and Academic Affairs Team have worked hard to provide a balanced curriculum and have made sure students' academic needs have, as far as possible, been taken care of.</i> 	<ul style="list-style-type: none"> ➤ <i>The NSS curriculum should be further streamlined and refined in order to ensure students benefit from our programmes and can maximize their opportunities in their further studies.</i> ➤ <i>Given the wider ability range, suitable measures or programmes need to be worked out to ensure all students learn more effectively.</i> ➤ <i>A more realistic School-based Assessment structure needs to be put in place by the Hong Kong Examination & Assessment Authority.</i>
4. Learning and Teaching	<ul style="list-style-type: none"> ➤ <i>Teachers are willing to improve and actively participate in professional development courses.</i> ➤ <i>Teachers have been actively seeking regular feedback from students to evaluate their teaching strategies and make improvements.</i> ➤ <i>Students are motivated to achieve good results and maximize their chances for further studies.</i> ➤ <i>Parents, in general, are supportive.</i> 	<ul style="list-style-type: none"> ➤ <i>More space and time is needed to allow for professional dialogue and the sharing of good practices. Peer evaluation could be further enhanced.</i> ➤ <i>Students and parents could be further encouraged to give constructive feedback to the teachers concerned to help improve the quality of teaching and learning.</i> ➤ <i>Some students lack initiative and perseverance in their academic pursuits. Considerable effort is required in order to help students achieve.</i> ➤ <i>Teachers need to adopt more effective strategies to tackle learner diversity in terms of students' multiple intelligences, diverse abilities, different learning styles, cultural and religious backgrounds etc.</i>

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ➤ <i>The various committees in the Pastoral Care Core Group work very well providing the support necessary for students' physical, psychological and spiritual well-being.</i> ➤ <i>A suitable platform in the form of regular meetings has been provided to allow homeroom teachers to share common concerns and good practices.</i> ➤ <i>The school places great emphasis on various kinds of student support to provide an all-round education for our students.</i> ➤ <i>More resources, from the government as well as from the MCS Educational Trust, have been allocated to helping students with special educational needs.</i> ➤ <i>Students have been encouraged to express their opinions through the council meetings with representatives from each class. Their views are then passed on to the School Administration through the Student Association.</i> 	<ul style="list-style-type: none"> ➤ <i>More time is needed for the Pastoral Care Core Group members to meet and discuss student issues and conduct case conferences.</i> ➤ <i>Teachers should maximize form meeting time to exchange ideas and share good practices.</i> ➤ <i>Teachers need to be offered opportunities to develop the additional skills required to meet special educational needs.</i> ➤ <i>More information from the Primary schools and parents concerned is needed to help us provide timely support to students already identified with special needs, whether educational or personal.</i>
6. Partnership	<ul style="list-style-type: none"> ➤ <i>Parents and teachers collaborate to provide a healthy learning environment for students.</i> ➤ <i>More community resources have been utilized in student programmes. Links with schools with common heritage locally and abroad have remained strong. Joint programmes, e.g. student exchange tours and talks on themes of common interest, have been offered.</i> ➤ <i>Former students have been a great source of support in providing resources for student and school development.</i> ➤ <i>The Parent-Teacher Association has developed a good partnership with the school administration. Regular meetings have been conducted by the PTA to collect views from parents, which have been conveyed to the school whenever necessary.</i> 	<ul style="list-style-type: none"> ➤ <i>At times, parents take over some of their children's responsibilities. This is an area of grave concern. Parents could empower and encourage their children to solve problems themselves.</i> ➤ <i>Many parents do not check the school eCampus regularly. Parents could be further encouraged to make use of the school intranet to gather up-to-date information about the school.</i> ➤ <i>Greater trust in the school administration would help strengthen the parent-school partnership. Timely and open communication would promote operational improvements.</i> ➤ <i>The school needs to find additional funding to offer more exchange programmes, especially during term time.</i>

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ➤ <i>Students are generally well behaved and good-natured.</i> ➤ <i>Students are generally responsive to teachers' guidance and support.</i> 	<ul style="list-style-type: none"> ➤ <i>Being rebellious at times, our teenage students need to learn to be more considerate and more self-disciplined. A concerted effort by both parents and school would help our students learn to be more responsible.</i> ➤ <i>Students need to be aware of the dangers of modern-day society. The social networking tools on the internet are possible traps that encourage reckless behaviour.</i> ➤ <i>Students should strengthen their sense of responsibility, to self and others.</i> ➤ <i>Family relationships, and different parenting styles might contribute to students' behavioural problems.</i> ➤ <i>Better home-school cooperation might help reduce conflicting messages being conveyed to students.</i>
8. Participation and Achievement	<ul style="list-style-type: none"> ➤ <i>Students are generally very happy to take part in school activities. Students, in general, have a strong sense of belonging to the school.</i> ➤ <i>Students have, on average, been able to achieve good results both academically and in extra-curricular activities.</i> ➤ <i>Good role models can be found among former students to help inspire current students.</i> 	<ul style="list-style-type: none"> ➤ <i>In order to cope with their many commitments, some students need to learn how to set priorities and develop better time-management skills.</i> ➤ <i>Students could take a more active part in inter-school competitions and external events so that they stretch their talents and potential to the full.</i> ➤ <i>Students, parents and the public should all refrain from regarding prizes and awards as the only reason for taking part in different activities.</i>

Our Strengths

1. Teachers are well qualified, experienced and dedicated. They possess up-to-date subject knowledge and are willing to learn and improve. Most importantly, they believe in the vision and mission of the school.
2. Students are generally well-behaved. They are courteous, cooperative and confident. They show interest in learning.
3. There is a high intake of quality students.
4. Students have a good command of English.
5. The school atmosphere is harmonious and pleasant.
6. Students and teachers take advantage of the school intranet, e-Campus, to communicate and promote teaching and learning.
7. Parents and alumnae are supportive of the school.
8. The multi-cultural backgrounds of the staff members help facilitate the development of a global outlook among the students.

Our Areas for Improvement

1. More collaboration among teachers through common lesson preparation and peer evaluation is needed.
2. Burdened with a heavy workload (teaching and administrative), teachers need time to adapt to the rapid changes in the education system.
3. Students' creativity and critical thinking skills need to be further improved.
4. Students' general knowledge needs to be broadened.
5. The diversity in students' ability and needs, educational and otherwise, creates constraints.
6. More time should be devoted to professional sharing of good practices among teachers.
7. More communication among different parties is needed to avoid misunderstanding.

Our Opportunities

1. The EDB and other institutions provide teachers with intensive in-service training.
2. The Government is committed to promoting social cohesion and civic responsibilities.
3. Schools can learn from each other's good practices.
4. Schools are receiving full Government support for the implementation of the 334 curriculum.
5. The sub-committees of the newly set up Incorporated Management Committee can provide extra support for the school to examine current practices.
6. The Sponsoring Body and Educational Trust can provide full moral and material support for the betterment of the School.

Our Challenges

1. Contemporary culture is often at odds with Christian values.
2. Adolescents' developmental needs and the challenges in the home and social environment are major obstacles.

3. With the implementation of the New Secondary School System, the number of teachers has been reduced. This has serious implications for staff mobility and morale.
4. Parents and students have yet to digest the full implications of the New Secondary School System.
5. Local and overseas universities are still uncertain about the new modes of assessment since changes in the HKEAA in the SBA policies are still underway.
6. The New Secondary School System will greatly strain our manpower and other resources.

Major Concerns for 2012/13 – 2014/15

1. To strengthen student's sense of responsibility to self & others
2. To cater for learner diversity

School Development Plan (2012/13 – 2014/15)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2012/13	2013/14	2014/15	
#1 To strengthen student's sense of responsibility to self & others	1. <i>Students are able to recognize the importance of a strong sense of responsibility towards the healthy development of self.</i> 2. <i>Students are able to be act responsibly in the family, school and society.</i> 3. <i>Students are aware of the responsibilities they have as global citizens and are able to act accordingly.</i>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	<ul style="list-style-type: none"> ➤ <i>Students to study the expectations of Maryknoll students – to explore how strengthening a sense of responsibility is an integral part of their own growth and interpersonal relationships.</i> ➤ <i>Teachers to provide adequate guidance and supervision; heighten students' awareness of the expectations of our school in order to enhance their sense of responsibility to self and others.</i> ➤ <i>Groups and committees to spearhead programmes on cultivating a sense of responsibility, as a member of the school, of society and of the world, including cyber space.</i> ➤ <i>Subject panels to cultivate in students a sense of responsibility to self and others in their formal and informal curricula.</i>
#2 To cater for learner diversity.	1. <i>Students are able to learn effectively and achieve to their full potential despite their differences in talents and abilities.</i>	✓	✓	✓	<ol style="list-style-type: none"> 1. <i>To identify and explore the various concepts related to learner diversity including multiple talents/intelligence, different learning styles and educational needs.</i> 2. <i>To provide opportunities and relevant resources so that students to stretch</i>

	<p>2. <i>Students are able to actualize their different talents/multiple intelligences.</i></p>	✓	✓	✓	<p><i>themselves in different areas outside class time in order to achieve what they are capable of achieving.</i></p> <p>3. <i>To conduct staff development programmes to help heighten teachers' awareness of our students' multiple talents and equip them with suitable strategies and resources in catering for students' diverse needs.</i></p> <p>4. <i>To enlist the help of in-house Educational Psychologist and Clinical Psychologist to give advice on necessary strategies to enhance students' healthy development, in and out of classrooms.</i></p> <p>5. <i>Subject teachers and student tutors to adopt different teaching strategies to cater for different learning styles and diverse abilities of students in regular classes, split classes and tutorial sessions.</i></p>
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Dr Maria Lee
Supervisor of MCS (Secondary Section)

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