



Maryknoll Convent School (Secondary Section)

School Development Plan 2018/19-2020/21



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

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Maryknoll Convent School

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 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.

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.

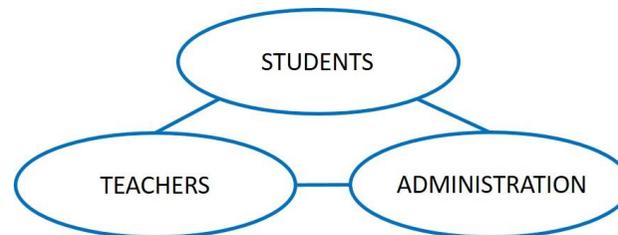
We believe that a student's total educational success is dependent upon the degree to which she recognises she must and can make responsible judgements in all her experiences, both in and out of the classroom, and tempers these judgements with compassion for other human persons.

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.

AGREEMENT

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 (2015/16 – 2017/18)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To encourage and empower our students and staff to pursue excellence and realise their potential to the full.	In progress	Major concern/School Goal #1 will continue since it is in line with two of the 5-year strategic foci identified by the School Sponsoring Body in 2016, so they will be incorporated in the School Development Plan in the coming three years.	
2. To instill in our students the importance of trust and integrity, an appreciation for cooperative teamwork and respect for others.	Achieved	Major concern/School Goal #2 will become part of the school routine. This remains the basis of values the school holds dear.	The values identified are part of the very fabric of the school. Will continue to pursue them as part of the daily routine of the school.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> ▪ The School strategically formulates its development plans in line with the guidance of the School Sponsoring Body and in consultation with the staff members. 	<ul style="list-style-type: none"> ▪ Despite the clear and logical organization structure, there is room for better communication at all levels.
2. Professional Leadership	<ul style="list-style-type: none"> ▪ The school administration team has made good use of various channels to enhance communication with the staff. ▪ The school administration team coordinates and communicates the work of committees and subject panels effectively. ▪ Panel Heads and Committee Heads have worked closely with team members to share ideas and support one another. 	<ul style="list-style-type: none"> ▪ To optimise the potential of the staff, heads of panels and committees can create more opportunities for the sharing of good practices.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> ▪ The school curriculum has catered for the diverse interests and needs of the students. ▪ Subject panels have been able to make use of assessment outcomes as tools for improving their quality of teaching and learning. Assessment of Learning, Assessment for Learning and Assessment as Learning are implemented. ▪ Under the Curriculum and Academic Affairs Team, school-based subjects were fine-tuned to enhance the acquisition of 21st century skills. 	<ul style="list-style-type: none"> ▪ Suitable strategies or programmes have to be worked out to ensure all students learn more effectively. ▪ The bridging of Junior and Senior Curriculum can be further enhanced.
4. Student Learning and Teaching	<ul style="list-style-type: none"> ▪ Teachers are willing to improve and open to new technologies. They actively participate in professional development programmes. ▪ Teachers actively seek feedback from students to evaluate their teaching strategies and make improvements. ▪ Students, in general, are motivated to achieve good results and maximize their chances for further studies. 	<ul style="list-style-type: none"> ▪ More space and time is needed to allow for professional dialogue and the sharing of good practices. Peer evaluation could be further enhanced. ▪ More emphasis is needed to help students in acquiring self-directed learning strategies. ▪ Junior-form students need to shake the habit of being passive learners and need to be willing to take risks to challenge themselves in academic pursuits. Some still feel rote-learning can help them gain high marks.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> ▪ The school places great emphasis on various kinds of student support strategies to provide an all-round education for our students. ▪ A whole-school approach of Character Building and Counselling has been in place for many years. Positive psychology and the stress in developing students' character strengths have been in place for more than a decade. ▪ The various committees in the Pastoral Care Core Group work very closely in providing the support necessary for students' physical, psychological and spiritual well-being. ▪ Resources, from the government as well as from the MCS Educational Trust, have been allocated to helping students with special educational needs. ▪ The School provides a lot of opportunities for students to develop leadership and interpersonal skills. 	<ul style="list-style-type: none"> ▪ Teachers need more space and time to develop skills and give support to address students' special educational needs. ▪ Close liaison with parents or health professionals has to be established to cater for the different needs of students who need special attention.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> ▪ Parents and teachers collaborate to provide a healthy learning environment for students. ▪ More community resources have been utilized in student programmes. Links with schools with a common heritage both locally and abroad have remained strong. Joint programmes, e.g. student exchange programmes and talks on themes of common interest, have been offered. ▪ Former students have been a great source of support in providing resources for student and school development. ▪ The Mentorship Programme and the Job-shadowing opportunities offered by former-student Mentors have been well received. ▪ The Parent-Teacher Association has developed a good partnership with the school administration. 	<ul style="list-style-type: none"> ▪ The School will work more closely with parents and other members of the school community to help students develop core values the school embraces. ▪ Parents and other members of the school community could give timely feedback for the betterment of the school. ▪ Liaising with schools with different backgrounds would broaden our horizons. ▪ More proactive connection with external organizations, including overseas ones, to give students exposure and global perspective ▪ More actively tap into vast alumni and other external resources

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> ▪ Students are generally well behaved and good-natured. ▪ Students are responsive to teachers' guidance and support. ▪ Most senior-form students are mentors or role-models of junior-form students. 	<ul style="list-style-type: none"> ▪ Students need to be aware of the possible traps in the social media that sometimes encourage irresponsible language and reckless behaviour. ▪ Better home-school cooperation can help reduce harmful messages being conveyed to students.
8. Participation and Achievement	<ul style="list-style-type: none"> ▪ Students have a strong sense of belonging to the school. ▪ Students are generally very active in different activities in and out of school. ▪ Students have been able to achieve good results both academically and in extra-curricular activities. ▪ Good role models can be found among former students to help inspire current students. 	<ul style="list-style-type: none"> ▪ In order to cope with their many commitments, students need to learn how to set priorities and develop better time-management skills. ▪ Students could be further encouraged to stretch their talents and potential.

<p>Our Strengths</p> <ol style="list-style-type: none"> 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 identify with the vision and mission of the school. 2. Teachers are receptive to new ideas and technologies. 3. Students are generally well-behaved. They show interest in learning. 4. Students have a good command of English. 5. The school atmosphere is harmonious. 6. Parents and alumnae are supportive of the school. 7. The multi-cultural backgrounds of the staff and students help facilitate the development of a global outlook among the students. 	<p>Our Opportunities</p> <ol style="list-style-type: none"> 1. The EDB and other institutions provide teachers with intensive in-service training. 2. More channels for self-learning are available for students. 3. STEM & eLearning initiatives from the government provide resources and opportunities for students' development. 4. Schools can learn from each other's good practices. 5. Schools are receiving adequate support for the acquisition of 21st Century skills. 6. The MCS Educational Trust, generous alumnae and parents provide extra resources for the school. 7. The advance in education technology has allowed for more interactive and innovative teaching and learning.
<p>Our Areas for Improvement</p> <ol style="list-style-type: none"> 1. Teachers and students can be further empowered to seek improvement. 2. Teachers need more exposure to new ideas and technologies. 3. Students' creativity and critical thinking skills need to be further improved. 4. Students' general knowledge needs to be broadened. 5. Students' self-learning ability needs to be further enhanced. 6. The diversity in students' ability creates constraints, especially given the large class size. 7. More trust and communication is needed to enhance understanding among different members of the school. 	<p>Our Challenges</p> <ol style="list-style-type: none"> 1. Contemporary culture is often at odds with Christian values. 2. Students find it stressful to adjust to the demands of the HKDSE Examinations and consequently seek alternative pathways to further their education instead of going through the HKDSE Examinations. 3. The diversity in students' interests and ability puts a great strain on the school's manpower and other resources.

Major Concerns for 2018/19 – 2020/21

To pave the way to our centenary celebration in 2025, this School Development Plan seeks to contemporise our School's Vision and Mission and focuses on two *interconnected goals* to:

1. Deepen the implementation of the 4 Strategic Foci identified by the Sponsoring Body to optimise our students' learning outcome by:
 - a) Empowering and encouraging our students:
 - To serve
 - To pursue excellence
 - To realise their potential to the full
 - To be forward looking
 - b) Building teacher capacity and enhancing wellbeing

2. Promote character education and live out our school motto (*Sola Nobilitas Virtus*) by:
 - a) Cultivating virtues that ennoble the character:
 - 信德 Faith
 - 智德 Prudence
 - 節德 Temperance
 - b) Bringing out unique character core to the Maryknoll spirit

For the upcoming three School Development Cycles, we will facilitate the cultivation of the 3 Theological virtues: *Faith, Hope & Love* as well as the 4 Cardinal Virtues: *Prudence, Temperance, Justice & Fortitude* while bringing out the unique character core to the Maryknoll spirit.

1st 3 years, 2018/19-2020/21: Faith + Prudence & Temperance

2nd 3 years, 2021/22-2023/24: Hope + Justice & Fortitude

3rd 3 years, 2024/25-2025/26 : Love + 7 gifts of the Holy Spirit

School Development Plan (2018/19 – 2020/21)

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2018/19	2019/20	2020/21	
1. To deepen the implementation of the Four Strategic Foci identified by the Sponsoring Body to optimise our students' learning outcome	<p>a) Empower and encourage our students:</p> <p>i. To serve: Encourage students to embrace service as a way of life for Maryknollers as they grow as individuals and contributors to society</p> <p>ii. To pursue excellence: Instill in students a strong growth mindset, a will to aim high and humility to seek improvement</p> <p>iii. To realise their potential to the full: Promote intellectual, aesthetic, physical, spiritual and social development based on students' needs and gifts</p> <p>iv. To be forward looking: Equip students with the necessary knowledge, skills and values to prepare them for the globally connected VUCA (volatile, uncertain, complex and ambiguous) world</p>	✓	✓	✓	<ul style="list-style-type: none"> • To facilitate students' collaboration, planning and performance of class-based services to the school, the community and the world. • To expand students' horizons and raise awareness of current issues and global needs by curating lesson materials, organizing regular talks, projects and competitions, local and overseas visits. • To create culture for learning, reflecting and sharing, and atmosphere for excellence and celebration • To offer programmes/activities (in and out of class) and tap into various resources to support, stretch and challenge students development and achievement in academics, STEM, music, art, sports, and other areas • To equip students with 21st Century Skills¹ and provide a learning environment for embracing a global vision.

¹ 21st Century Skills: **Learning Skills:** Critical Thinking, Collaboration, Creativity, Communication;
Literacy Skills: Information Literacy, Media Literacy, Technology Literacy;
Life Skills: Flexibility, Initiative, Social Skills, Productivity, Leadership

	b) Build teacher capacity and enhance wellbeing	✓	✓	✓	<ul style="list-style-type: none"> • To organize systematic Staff Development Programmes addressing specific needs of the school and the teachers • To identify and re-organise resources to relieve teachers of administrative work and increase capacity for teaching and student support • To encourage teachers to role-model spirit of service, pursuit of excellence and interests with passion and global perspective
2. To promote character education and live up to our school motto (<i>Sola Nobilitas Virtus</i>)	<p>a) To cultivate virtues that ennoble the character:</p> <ul style="list-style-type: none"> • 信德 Faith • 智德 Prudence • 節德 Temperance <p>b) To bring out unique character core to the Maryknoll spirit</p>	✓	✓	✓	<ul style="list-style-type: none"> • To organize programmes to guide students to re-trace and reflect on their Maryknoll heritage and apply it to the 21st Century context, to understand and live out the essence of the school motto • To systematically incorporate in the year plans of panels, committee programmes and Student Support and Pastoral Care team initiatives that can shape students' character in an age-appropriate manner • To align and connect targeted virtues to 21st Century skills, 16 Habits of Mind², the Maryknoll spirit and character identified in our Vision and Mission

² (1) Listening with empathy and understanding, (2) Thinking about your thinking, (3) Questioning and problem posing, (4) Thinking and communicating with clarity and precision, (5) Creating, imagining and innovating, (6) Taking responsible risks, (7) Managing impulsivity, (8) Thinking flexibly, (9) Striving for accuracy and precision, (10) Applying past knowledge to new situations, (11) Gather data through all senses, (12) Responding with wonderment and awe, (13) Finding humor, (14) Remaining open to continuous learning, (15) Thinking interdependently, (16) Persisting