



# MARYKNOLL CONVENT SCHOOL SECONDARY SECTION



## Annual School Plan 2011/2012

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

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**Maryknoll Convent School**  
**(Secondary Section)**  
**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** quality school education to develop the potential of our students 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 provide** experiences for our students to develop healthily in a spiritual, intellectual, physical, psychological, aesthetical and social way.

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

## **Annual School Plan**

**2011 – 2012**

### *Major Concerns*

- 1. To reaffirm respect for self and for others as an integral part of our school mission*
- 2. To develop a global outlook in our pursuit of all-round education*
- 3. To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum*

## Implementation Plans

**Major Concern #1: To reaffirm respect for self and for others as an integral part of our school mission**

### Targets:

- I. Students are able to recognize the importance of respect for self and others in various aspects of their personal and school life.
- II. All members of the school are able to show by their personal examples the virtue of respect for self and others.
- 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.

<i>Strategies</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>Time Scale</i>	<i>People in charge</i>	<i>Resources Required</i>
<ul style="list-style-type: none"> <li>➤ Students to further explore the spirit of the school rules and the staff manual extract on 'Expectations of Maryknoll Students'.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A majority of students consider the school rules and the expectations of Maryknoll students essential for learning self-respect and respect for others</li> <li>➤ A majority of the members of the school reflect in their behaviour a respect for self and others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' reflection</li> <li>➤ Records of the Character Building Committee</li> <li>➤ Teachers' observation</li> <li>➤ Administration &amp; Janitorial Staff's observation</li> <li>➤ Parents' feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	Student Development Team - Pastoral Care Core Group (Homeroom Teachers' Committee & Character Building Committee)	Time & human resources

<p>➤ <i>Introduce and explore the concepts behind respect for self and others through various school programmes.</i></p>	<p>➤ <i>A majority of the members of the school can identify related concepts through the participation in relevant school programmes</i></p>	<p>➤ <i>Students' reflection</i>          ➤ <i>Teachers' observation</i>          ➤ <i>Feedback from speakers or organisers of various school programmes</i></p>	<p>➤ <i>September 2011 – July 2012</i></p>	<p><i>Committees organizing school programmes (e.g. Religious School Development Programme Committee, Global, Citizenship &amp; Civic Education Committee (GCCEC), ECA Committee)</i></p>	<p><i>Time &amp; human resources</i></p>
<p>➤ <i>Ensure that subject panels include the virtue of respect in their formal and informal curricula.</i></p>	<p>➤ <i>All subject panels can indicate how they can promote the virtue of respect in their formal and informal curricula</i></p>	<p>➤ <i>Checking year plans, schemes of work and evaluation reports of subject panels</i>          ➤ <i>Lesson observation &amp; sharing during end-of-term interviews</i></p>	<p>➤ <i>September 2011 – July 2012</i></p>	<p><i>Curriculum &amp; Academic Affairs Team – subject panels</i></p>	<p><i>Time &amp; human resources</i></p>

<p>➤ <i>Groups and committees to continue programmes on respect for self and others, as well as the environment.</i></p>	<p>➤ <i>Positive feedback given by a majority of participants in related programmes organised by various groups and committees.</i></p>	<p>➤ <i>Checking evaluation reports of groups and committees concerned</i></p>	<p>➤ <i>September 2011 – July 2012</i></p>	<p><i>Student Development Team &amp; General Resource Management Team</i></p>	<p><i>Time &amp; human resources; budget for related programmes</i></p>
<p>➤ <i>With the help of in-house Educational Psychologists (EPs) and Clinical Psychologists (CPs), educate students on respect for individual differences.</i></p>	<p>➤ <i>A majority of students can benefit from the services provided by the EPs &amp; CPs</i></p> <p>➤ <i>A majority of students show a respect for individual differences by accepting self and showing concern for others.</i></p> <p>➤ <i>A majority of students benefit from the 'Building Strengths' positive psychology programme.</i></p>	<p>➤ <i>Students' own reflection</i></p> <p>➤ <i>Observation made by teachers and other staff members</i></p> <p>➤ <i>Students' participation in services to school &amp; community</i></p> <p>➤ <i>Evaluation from the EPs and CPs concerned</i></p>	<p>➤ <i>September 2011 – July 2012</i></p>	<p><i>Student Development Team - Pastoral Care Core Group (School Social Worker, Counselling Committee, in-house Education Psychologists and Clinical Psychologists)</i></p>	<p><i>Time &amp; human resources; budget for EP &amp; CP services</i></p>

**Major Concern #2: To develop a global outlook in our pursuit of all-round education**

**Targets:**

- I. Students are able to think globally.
- II. Students act like global citizens.

<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>➤ <i>Broaden students' horizons through encouraging them to read extensively, study and discuss global issues in and outside the classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>A majority of students read newspaper articles, magazines and books related to global issues</i></li> <li>➤ <i>A majority of students actively discuss global issues during homeroom, other lessons or ECAs</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Surveys</i></li> <li>➤ <i>Library records</i></li> <li>➤ <i>Teachers' observation</i></li> <li>➤ <i>Students' performance in different subjects when global issues are discussed.</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>September 2011 – July 2012</i></li> </ul>	<ul style="list-style-type: none"> <li><i>All teaching staff, the Library Committee</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Time &amp; human resources; budget for the school library</i></li> </ul>



<ul style="list-style-type: none"> <li>➤ Continue offering the foreign language interest classes started the previous year (for F.2-F.7) and co-operate with the Modern Languages Department of the University of Hong Kong to set up new foreign language classes (for F.1 &amp; 2) to promote an understanding and appreciation of foreign cultures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students taking part in the language interest classes show understanding and appreciation of foreign cultures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment by language teachers concerned</li> <li>➤ Students' reflection</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<p><i>Other Learning Experiences (OLE)</i>  <i>Coordinator;</i>  <i>Teachers of the foreign language interest classes (Spanish &amp; French);</i>  <i>Language Instructors from HKU (Spanish, French &amp; Japanese)</i></p>	<p><i>Time &amp; human resources</i></p>
<ul style="list-style-type: none"> <li>➤ Conduct school development programmes: exchange tours in Mainland China or abroad</li> <li>➤ Make full use of the opportunity provided by the Maryknoll sisters' centennial to gain insights into the global vision of missionaries</li> </ul>	<ul style="list-style-type: none"> <li>➤ A majority of the student participants benefit from the programmes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' observation</li> <li>➤ Students' own reflection</li> <li>➤ Feedback from other participants</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<p><i>School Development Team</i></p>	<p><i>Time &amp; human resources; budget for the exchange tours including subsidies for teachers and needy students</i></p>

<p>➤ <i>Encourage the organization of and participation in relevant programmes, in and out of school, to help students develop a global outlook</i></p>	<p>➤ <i>Relevant programmes organized by school clubs and the Student Association</i></p> <p>➤ <i>Students take part in competitions or activities organized by external organisations</i></p>	<p>➤ <i>Evaluation by organizers of events concerned</i></p> <p>➤ <i>Participation rate of the students</i></p> <p>➤ <i>Teachers' observation</i></p> <p>➤ <i>Students' reflection</i></p>	<p>➤ <i>September 2011 – July 2012</i></p>	<p><i>Global, Citizenship &amp; Civic Education Committee (GCCEC), Careers Committee &amp; ECA Committee</i></p>	<p><i>Time &amp; human resources</i></p>
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**Major Concern #3: To prepare for the full implementation of the New Senior Secondary (NSS) Curriculum**

**Targets:**

- I. The first batch of NSS students are well-prepared for and achieve good results in the first HKDSE.
- II. NSS students enjoy full opportunities for further education locally or abroad.
- III. The NSS curriculum is fully operational.

<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>➤ All subject panels concerned to implement the new senior secondary (NSS) curriculum effectively and prepare students well for the first HKDSE.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers concerned are able to prepare well for the curriculum</li> <li>➤ A majority of students achieve good results in internal assessment &amp; the HKDSE</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' own evaluation</li> <li>➤ Feedback from students</li> <li>➤ Analysis of examination statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Development Committee &amp; NSS Coordination Committee &amp; All subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources</li> </ul>
<ul style="list-style-type: none"> <li>➤ Review and fine-tune the NSS curriculum already in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ NSS curriculum of individual subjects fine-tuned</li> <li>➤ Students find lessons interesting and catering to their needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' own evaluation</li> <li>➤ Feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Development Committee &amp; all subject panels</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources</li> </ul>

<ul style="list-style-type: none"> <li>➤ Evaluate the subject combinations offered to the first batch of NSS students and make suitable adjustments for students of subsequent years.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Subject combinations being fine-tuned</li> <li>➤ A majority of students able to get their top preferences in the selection of subjects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Feedback from students and parents</li> <li>➤ Analysis of Statistics</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Development Committee &amp; NSS Coordination Committee</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources</li> </ul>
<ul style="list-style-type: none"> <li>➤ Assist students to complete suitable student learning profiles (SLPs) and make use of the iPortfolio to help students learn to reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students concerned submit relevant data to complete their own SLPs</li> <li>➤ Students use the iPortfolio effectively</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students' evaluation</li> <li>➤ Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<ul style="list-style-type: none"> <li>NSS Coordination Committee (OLE Coordinator) &amp; eAdministration Committee</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources; budget for the SLP platform &amp; iPortfolio accounts</li> </ul>
<ul style="list-style-type: none"> <li>➤ Promote collaborative lesson preparation among Liberal Studies panel members to fine-tune the teaching packages already in place.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers concerned find collaborative lesson preparation productive</li> <li>➤ Teachers concerned can evaluate and improve on the teaching packages provided</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>➤ September 2011 – July 2012</li> </ul>	<ul style="list-style-type: none"> <li>Liberal Studies Panel</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; human resources; budget for L.S. reference materials</li> </ul>

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of Capacity Enhancement Grant for 2011-2012 Academic Year

**I. English Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of English Language	To employ additional teachers to provide more human resources to the English Language Panel (i) to relieve teachers' workload from the preparation and implementation of the NSS curriculum and the administration of SBA (ii) to develop and conduct English enrichment programmes and to enhance the learning of English Language	(i) English Language teachers will enhance their capacity for the implementation and development of the NSS curriculum (ii) meeting the needs of students of diverse abilities (iii) promoting students' interest in the learning of English Language	From September 2011 to August 2012	Salary of an English Language & Literature in English teachers for the academic year:-  <b>\$404,160</b>	<ul style="list-style-type: none"> <li>➤ English Language teachers find that space and time has been created for the preparation and implementation of the NSS curriculum</li> <li>➤ Students show marked improvement in the command of the language.</li> <li>➤ Students who have been doing well in the language will do even better.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' Feedback</li> <li>➤ Assessment of performance of students in tests, examinations and coursework</li> </ul>	English Language Panel & Literature in English Panel

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of Capacity Enhancement Grant for 2011-2012 Academic Year

**II. Religious Formation of Students**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To enhance the coordination and execution of religious activities and provide pastoral care to students	<ul style="list-style-type: none"> <li>➤ To facilitate &amp; support religious formation of students.</li> <li>➤ To provide pastoral care to students.</li> </ul>	To employ a pastoral assistant to coordinate and execute religious activities and enhance pastoral care in the school.	<ul style="list-style-type: none"> <li>➤ Religious Studies teachers will enhance their capacity for curriculum development.</li> <li>➤ Religious Studies teachers &amp; other teachers responsible for religious activities will feel their workload being reduced.</li> <li>➤ Students will be given more guidance and pastoral support.</li> </ul>	From September 2011 to August 2012	Salary of a pastoral assistant for the academic year:-  <b>\$120,960</b>	<ul style="list-style-type: none"> <li>➤ The religious atmosphere in school will be fostered.</li> <li>➤ More opportunities for spiritual growth and development will be offered to students.</li> <li>➤ More students will seek out the pastoral assistant for spiritual advice.</li> </ul>	Assessment of students' participation in Religious activities and their feedback on these activities.	Religious Studies Panel

Maryknoll Convent School  
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Plan on the Use of Capacity Enhancement Grant for 2011-2012 Academic Year

**III. School Administration**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with the increased administrative and clerical workload	To implement school-based management	To hire additional clerical support to relieve teachers' administrative and clerical workload e.g. preparation of documents for the NSS Curriculum, computerization of students' records, and computerization of school administration procedures.	<ul style="list-style-type: none"> <li>➤ Teachers' administrative and clerical workload will be reduced.</li> <li>➤ The capacity of teachers to concentrate on other critical tasks in implementing Education Reforms will be increased.</li> </ul>	From September 2011 to August 2012	Salary of a clerical assistant  <b>\$165,627</b>	Teachers generally find administrative/clerical workload being reduced.	Performance Appraisal of the clerical assistant	Principal and Vice Principal

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of Capacity Enhancement Grant for 2011-2012 Academic Year

**IV. Information Technology (IT)**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with the increasing clerical work and work arising from the use of WebSAMS and eCampus	To relieve the workload of teachers	To employ an IT Assistant to assist teachers in school administrative work.	Teachers are relieved from the administrative work and they are able to focus more on teaching and the preparation and implementation of the new senior secondary curriculum.	From September 2011 to August 2012	Salary of an IT Assistant for the academic year:-  <b>\$200,340</b>	<ul style="list-style-type: none"> <li>➤ 5% of existing teachers' administrative work is done by the IT assistant.</li> <li>➤ More effective use of eCampus for electronic communication in school</li> <li>➤ More electronic resources and documents are prepared by the IT assistant</li> <li>➤ The use of WebSAMS in handling student reports and student profile will be enhanced</li> </ul>	➤ Performance Appraisal of the IT Assistant	eInstructional Support Committee & eAdministration Support Services Committee



Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of Capacity Enhancement Grant for 2011-2012 Academic Year

**V. Audio Visual Services and eInventory**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
Coping with the increasing work arising from the use of Audio Visual Equipment and the eInventory system in eCampus	To relieve the workload of teachers	To employ an assistant to assist teachers in school administrative work.	Teachers are relieved from the administrative work and they are able to focus more on teaching and the preparation and implementation of the new senior secondary curriculum.	From September 2011 to August 2012	Salary of an AV and Technical Assistant for the academic year:-  <b>\$176,526</b> <b>+</b> <b>\$21,174</b>	<ul style="list-style-type: none"> <li>➤ 30% of existing teachers' administrative work is done by the assistant.</li> <li>➤ More effective use of the AV equipment in the school for school functions and programme</li> <li>➤ More effective use of eCampus for keeping the inventory of the school.</li> </ul>	➤ Performance Appraisal of the AV & Technical Assistant	AV Equipment Committee; School Building, Furniture and Equipment Committee  & eAdministration Support Services Committee

Maryknoll Convent School  
(Secondary Section)

Plan on the Use of Senior Secondary Curriculum Support Grant for 2011-2012 Academic Year

**I. English Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To facilitate the implementation of the NSS academic structure at its initial stage	To enhance the learning of English Language	To employ additional teachers to provide more human resources to the English Language Panel (i) to relieve teachers' workload from the implementation of the NSS curriculum and the administration of SBA  (ii) to develop and conduct English enrichment programmes and to enhance the learning of English Language	(i) English Language teachers will enhance their capacity for the implementation and development of the NSS curriculum  (ii) meeting the needs of students of diverse abilities  (iii) promoting students' interest in the learning of English Language	From September 2011 to August 2012	Salary of two English Language & Literature in English teachers; salary of an 0.4 English Language teacher and salary of an 0.5 English NET teacher and for the academic year:-  \$ 278,880 + \$ 266,100 + \$164,707.2 + \$ 236,029	➤ English Language teachers find that space and time has been created for the preparation and implementation of the NSS curriculum  ➤ Students show marked improvement in the command of the language.  ➤ Students who have been doing well in the language will do even better.	➤ Teachers' Feedback  ➤ Assessment of performance of students in tests, examinations and coursework	English Language Panel & Literature in English Panel

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of Senior Secondary Curriculum Support Grant for 2011-2012 Academic Year

**II. Chinese Language**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of Chinese Language	To employ an additional teacher to provide more human resources for the Chinese Language Panel (i) to reduce teachers' workload from the preparation and implementation of the NSS curriculum and the administration of SBA  (ii) to develop and conduct Chinese enrichment programmes and to enhance the learning of Chinese Language	Chinese Language teachers will enhance their capacity for (i) curriculum development  (ii) meeting the needs of students of diverse abilities  (iii) promoting the interest in the learning of Chinese Language	From September 2011 to August 2012	Salary of 0.5 Chinese Language teacher for the academic year:-  <b>\$ 154,602</b>	<ul style="list-style-type: none"> <li>➤ Chinese Language teachers find that space and time has been created for the preparation and implementation of the NSS curriculum</li> <li>➤ Interest of students in Chinese Language will be greatly enhanced</li> <li>➤ Students show marked improvement in their command of the language</li> <li>➤ Students who have been doing well in Chinese Language will do even better.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' Feedback</li> <li>➤ Assessment of performance of students in tests, examinations and coursework</li> </ul>	Chinese Language Panel

Maryknoll Convent School  
(Secondary Section)

Plan on the Use of New Senior Secondary Curriculum Migration Grant for 2011-2012 Academic Year

**III. Procurement of Teaching Aids and F & E & Minor Conversion Work**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To procure teaching and learning materials, equipment, etc relating to the NSS subjects to be offered (e.g. reference books on NSS subjects, audio-visual equipment)	To enhance the smooth implementation of the NSS curriculum	To procure reference books, teaching aids and furniture and equipment required by different subjects for the NSS curriculum	The teaching and learning of different subjects will be enhanced.	From September 2011 to August 2012	Expenses on the procurement of reference books, aids, furniture and equipment  <b>\$92,390</b>	The teaching and learning of different subjects will be enhanced.	<ul style="list-style-type: none"> <li>➤ The performance of students</li> <li>➤ Teachers' Feedback</li> </ul>	Subject panels & School Building, Furniture and Equipment Committee

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of the Liberal Studies Grant for 2011-2012 Academic Year

**Liberal Studies**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To better prepare for the implementation of the NSS academic structure at its initial stage	To enhance the learning of Liberal Studies and to facilitate the implementation of the Liberal Studies Curriculum	To employ an additional teacher to provide more human resources for the Liberal Studies to reduce teachers' workload from the preparation and implementation of the NSS curriculum and the administration of IES	Liberal Studies teachers will enhance their capacity for (i) curriculum development  (ii) meeting the needs of students of diverse abilities  (iii) promoting the interest in Liberal Studies	From September 2011 to August 2012	Salary of a Liberal Studies teacher for the academic year:-  <b>\$ 352,560</b>	<ul style="list-style-type: none"> <li>➤ Teachers find that space and time has been created for the preparation and implementation of the NSS curriculum</li> <li>➤ Interest of students in Liberal Studies will be greatly enhanced</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teachers' Feedback</li> <li>➤ Assessment of performance of students in tests, examinations and coursework</li> </ul>	Liberal Studies Panel

Maryknoll Convent School  
(Secondary Section)  
Plan on the Use of the Learning Support Grant for 2011-2012 Academic Year

**Helping Students with Learning Difficulties**

Task Area	Major Area of Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Performance Indicators	Assessment Mechanism	Responsible Party
To provide services and support to students with SEN/ learning difficulties.	To offer support to students with SEN/ learning difficulties and help them make progress in their learning.  To nurture an inclusive culture among members of the school	<ol style="list-style-type: none"> <li>1. To hire peer tutors to conduct after school sessions for students with learning difficulties including students with special educational needs.</li> <li>2. To provide training to peer tutors</li> <li>3. To organize programmes on understanding of and respecting for individual differences so as to promote mutual acceptance among students.</li> <li>4. To conduct school-based training workshops for teachers and parents.</li> <li>5. To purchase reference materials to equip teachers with skills in handling students with special education needs/ learning difficulties and to promote an inclusive culture.</li> </ol>	<p>Students with SEN/ learning difficulties will make progress in their learning and show improvement in their social skills and behaviour.</p> <p>An inclusive culture in the school will be nurtured.</p> <p>Parents will receive support from the programmes offered.</p>	From September 2011 to August 2012	<p>Salary of tutors; expenses on programmes and workshops &amp; expenses on reference materials.</p> <p><b>\$ 120,000</b></p>	<p>Students with SEN/ learning difficulties show improvement in their attitude towards learning and make progress in their studies.</p> <p>Students with SEN/ learning difficulties are motivated to take part in class.</p> <p>Students with SEN/ learning difficulties have better relationship with teachers and other students.</p>	Feedback from students, parents, tutors and teachers concerned.	Student Development Team (SEN)

Dr Maria Lee

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Name of Supervisor/Chairperson  
of School Management Committee

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Signature of Supervisor/ Chairperson  
of School Management Committee

October 2011

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Date