



MARYKNOLL CONVENT SCHOOL (SECONDARY SECTION)

ANNUAL SCHOOL REPORT 2024-25



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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.

Our school has provided robust IT infrastructure on campus for over a decade. In 2016-2017, all classrooms and special rooms were equipped with Wi-Fi, and in 2017-2018, digital media players were added to facilitate e-Learning. A 21st Century Classroom and a Supportive Education Room were established that year. In 2018-2019, a Makerspace (STEM Room) was created to promote STEM education. In 2019-2020, part of the Library was transformed into a discussion space for students, and the Needlework Room became a Multi-Purpose Room for group teaching and Needlework activities. In 2020-2021, the two Music Rooms and one Visual Arts Room were renovated to enhance Arts Education. With support from the MCS Educational Trust Sports Fund, the gym was upgraded with equipment for aerobic, weight, and functional training, along with body composition analysis. In 2023-2024, new wooden flooring and air conditioning units were installed in the gym and hall, along with movable partitions to optimize space usage. In 2024-25, energy-efficient inverter air conditioners were added to most classrooms to enhance sustainability.

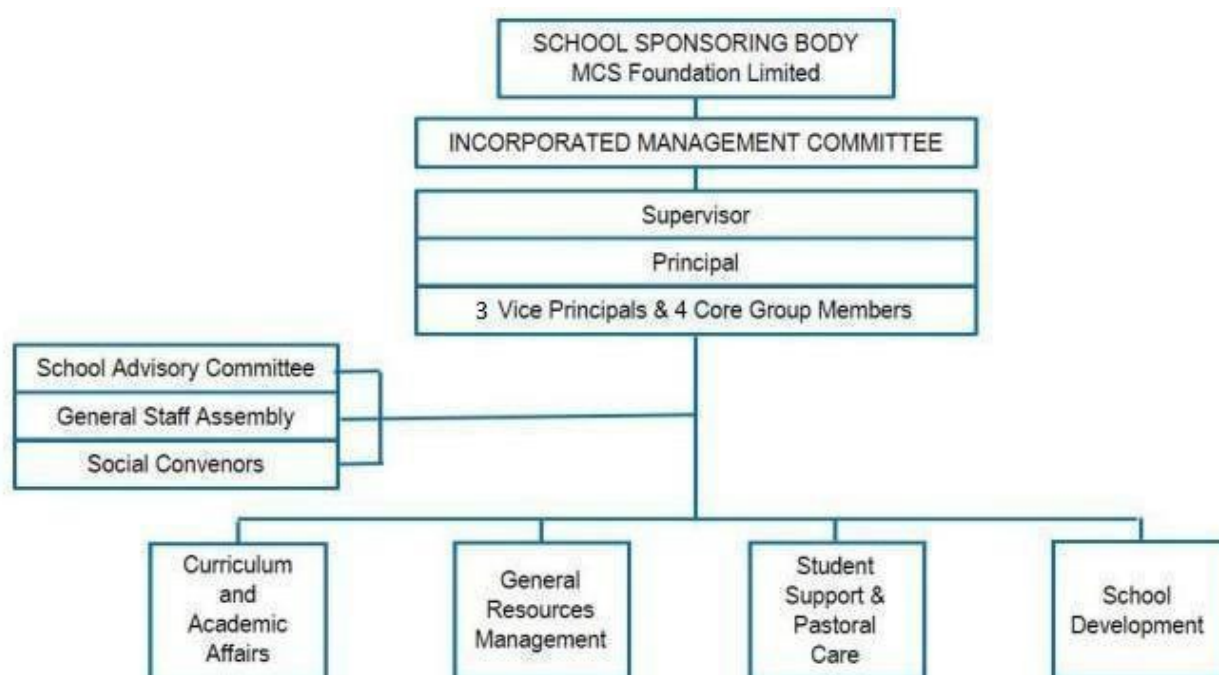
School Management

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
2024/2025	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: Nurture Vibrant Learners – Forging strong bonds and collaborative work

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Target 1.1:

✧ To forge strong bonds and collaborative work through building an engaging classroom environment through cooperative learning strategies

Achievements:

In the first year of our school development cycle, cooperative learning was introduced as a cornerstone strategy to foster stronger peer relationships and promote collaborative work in an engaging classroom environment. This student-centred approach was embedded into the Year Plans of all subject panels, with teachers actively exploring and adapting techniques to suit their disciplines.

Across classrooms, teachers demonstrated creativity and flexibility in lesson design, incorporating cooperative structures such as Group Investigation, Jigsaw, Reciprocal Teaching, Station Rotation, and Think-Pair-Share. These methods empowered students to take greater ownership of their learning, while cultivating mutual support, active participation, and shared responsibility.

Feedback from teachers has been overwhelmingly positive. Many observed that cooperative learning not only enhanced students' communication and teamwork skills but also deepened their understanding of subject content. Classrooms became dynamic spaces where students worked together toward common goals, supported one another's growth, and developed a sense of belonging.

Lesson observations confirmed the presence of key cooperative learning elements—positive interdependence, individual accountability, and group processing—highlighting the effectiveness of this approach in building a collaborative learning culture. Students were seen engaging meaningfully with peers, contributing ideas, and reflecting together on their progress.

Despite the successes, some challenges were noted. Collaborative tasks often require extended time to fully develop critical thinking and problem-solving skills, prompting the need for more deliberate lesson planning and refined time management. Continued professional development and teacher collaboration will be essential to address these areas and sustain momentum.

Encouragingly, nine teachers shared their practical experiences during staff development sessions, contributing a range of lesson designs to a shared resource folder. These examples showcased how cooperative learning can transform classrooms into inclusive, student-driven environments that nurture strong bonds and lifelong learning skills.

This initiative marks a significant step forward in our commitment to cultivating a supportive and engaging learning community—one where collaboration, connection, and excellence thrive. We will continue refining and expanding our cooperative learning strategies in the coming year to further strengthen student engagement and collaboration.

Target 1.2

✧ To nurture vibrant joyful learners who are open to challenges and enjoy the process of learning through an alternative assessment

Achievements:

In alignment with our goal to cultivate joyful and resilient learners, this year saw the implementation of a wide range of alternative assessment tasks designed to spark curiosity, deepen engagement, and celebrate diverse learning styles. These tasks—such as drama and video production, mind/concept mapping, poster design, and tic-tac-toe—were thoughtfully aligned with teaching objectives to ensure both creativity and academic rigour.

To promote student agency, approximately 30% of these assessments allowed students to choose both the topic and format of presentation, while 60% offered flexibility in either aspect. This level of choice empowered students to take ownership of their learning, engage with cognitively complex tasks, and express understanding in ways that resonated with their interests and strengths.

Teacher feedback reflected a range of insights. Many noted that alternative assessments significantly boosted student motivation and interest, enhanced conceptual understanding, and encouraged meaningful sharing of learning outcomes among peers and teachers. Classrooms became spaces of exploration and expression, where students embraced challenges and found joy in the learning process.

However, some challenges were identified. Certain task designs require refinement to better support higher-order thinking skills, and when multiple project-based assessments are clustered together, they may inadvertently increase student workload and anxiety. These observations highlight the importance of thoughtful pacing and strategic planning in the continued development of alternative assessment practices.

A particularly encouraging outcome was the contribution of 16 teachers who shared subject-based practical assessment designs in a communal folder. These exemplars showcased embedded, transformative learning experiences that fostered authenticity, creativity, and deeper cognitive engagement. Student artefacts—ranging from videos and songs to visual presentations—reflected innovation and a genuine enthusiasm for learning.

This shift toward alternative assessment marks a meaningful step in our journey toward more student-centred teaching. As we move forward, we remain committed to refining these practices, such as enhancing students' agency, to ensure they continue to nurture vibrant learners who find joy in challenge and meaning in the process of learning.

Target 1.3

✧ To build strong bonds between students and parents by facilitating open and empathetic communication

Achievements:

This year, a variety of initiatives were implemented to foster stronger connections between students and parents, with a focus on open dialogue, mutual understanding, and shared experiences.

Life-Planning Talks and Workshops for Parents

A series of talks were organised for parents across different year levels, addressing topics such as the evolving landscape of career development and the role of parents in life-planning. Particular attention was given to Form 3 students and their families, as they prepare for subject selection in Form 4—a process often marked by differing expectations between parents and students. To bridge this gap, small-group workshops were held for interested Form 3 parents, offering guidance on how to support their daughters in making informed and balanced decisions.

Parent-Child Volunteer Days – “Love for Bunnies”

In collaboration with the Hong Kong Rabbit Society, the Parent-Teacher Association hosted a parent-child volunteer activity focused on animal welfare. Through hands-on care and interaction, families cultivated compassion, responsibility, and a deeper sense of community. The event was warmly received and proved to be a meaningful way to strengthen family bonds through shared service.

Extended Learning Programme (ELP) and E2 Family Mindfulness Activities

To reinforce parent-child relationships through shared learning, E2 programmes were run alongside the school’s Extended Learning Programme. Activities such as a parent-child Zentangle workshop allowed families to engage in creative expression and mindfulness together. Feedback was overwhelmingly positive, with participants appreciating the opportunity to connect in a relaxed and meaningful setting. Additionally, a clinical psychologist delivered insightful talks on effective parenting strategies, helping parents better understand adolescent development and communicate more empathetically at home.

Homeroom Teachers Committee – Strengthening Daily Communication

Homeroom teachers continued to play a vital role in identifying student needs and maintaining regular contact with parents. Through daily interactions, parent evenings, and report card days, teachers facilitated open communication and offered practical advice to support healthy parent-child relationships. The committee also shared reminders and strategies to help families navigate everyday challenges with empathy and understanding.

Together, these efforts reflect our commitment to nurturing a supportive school-home partnership, where students feel understood, parents feel engaged, and relationships are built on trust, empathy, and shared purpose.

Major Concern #1: Nurture Vibrant Learners –Nourishing a healthy mind, body and soul

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Target 1.4:

✧ To enhance students' self-concept and mental wellness

Achievements:

This year, a wide range of initiatives were implemented to support students' emotional wellbeing, self-understanding, and personal growth. Through targeted programmes, workshops, and curriculum integration, students were encouraged to reflect on their strengths, build resilience, and develop healthy habits for life.

Strengthening Emotional Wellness Through Targeted Pastoral Care

Pastoral care efforts focused on age-appropriate emotional and social development. Their attentiveness and engagement reflected a strong interest in emotional wellness. Form 1 student received support from the Peer Mentorship program, ensuring they had a smooth transition to secondary school life. Form 2 students participated in interactive workshops led by the End Child Sexual Abuse Foundation, which opened up important conversations around self-protection and personal boundaries. Form 3 students actively engaged in a talk on love and relationships, asking thoughtful questions about dating, gender dynamics, and self-image.

School social workers conducted class visits based on needs identified through APASO data and homeroom teacher observations. Activities such as the Values in Action Character Strength Survey helped students explore their personal strengths and boost self-esteem. Form 3 students focused on wellbeing, while Form 4 students participated in stretching exercises as part of their Extended Learning Programme (ELP), which they rated highly for its calming and restorative effects. Form 5 students explored sleep hygiene, gaining insights into the impact of sleep on mental health. Form 6 students engaged in life-planning activities using the life-line exercise to prepare for their transition to tertiary education.

All students enjoyed the fun and relaxing activities that encourage students to coping with life's ups and downs with positivity in the Bad Day Café project by Caritas.

Promoting Self-Understanding and Healthy Habits through School Based Curriculum

The school based curriculum - Extended Learning Program - for Forms 1 and 4 featured a coherent strand on physical fitness and wellbeing. Modules included neuroscience and brain development, healthy habits and nutrition, and mindfulness practices such as yoga stretching, Zentangle, mindful photography, journaling, and mini-sports games. Delivered by registered coaches, artists, and psychologists, these sessions were consistently among the most popular. Student feedback highlighted improved self-awareness, stronger self-management, and appreciation for protected time to relax and reset.

Empowering Students Through Life-Planning and Self-Discovery

Life-planning activities were tailored to students' developmental stages and facilitated by homeroom teachers, the Careers Master, and external partners. Highlights included interactive workshops by JAHK, a biomedicine taster lecture from HKU, and online career talks featuring alumni from diverse fields. These experiences helped students gain clarity about their future paths and fostered a deeper understanding of

themselves and their aspirations, thus enhancing the well being and self-concepts.

Fostering Self-Esteem and Stress Relief Through Extra-Curricular Engagement

Extra-curricular activities are a vital part of student life at Maryknoll Convent School, offering rich opportunities for growth beyond the classroom. Students actively participate in a wide array of programmes during and after school hours, developing skills and interests across leadership, the arts, sports, and social awareness. Coordinated by the Extra-Curricular Committee in partnership with the Student Association, these activities play a key role in promoting student well-being. By fostering self-esteem, encouraging personal expression, and providing healthy outlets for stress, the programme supports holistic development and a balanced school experience.

Building Positive Identity Through Homeroom Support

Homeroom teachers supported students' personal development through journaling exercises, which offered insights into students' reflections on strengths, goals, and challenges. Timely feedback and follow-up created a nurturing environment where students felt seen and supported. Teachers also facilitated a range of programmes—including counselling packages, social worker visits, Smiley's class visits, and career activities—across Forms 1 to 6. Sharing sessions before and after these programmes encouraged deeper reflection and strengthened students' self-concept. Homeroom Teachers were encouraged to celebrate student achievements, no matter big or small, during homeroom sessions further reinforced positive identity and emotional wellbeing.

Encouraging Responsible Choices and Habit Formation through Character Education

Character education initiatives promoted responsible behaviour and emotional literacy. The Character Education Committee partnered with the Hong Kong Christian Service to guide students in responsible use of electronic devices and the internet. Through small group and individual counselling sessions, students developed healthier digital habits. Parent-child workshops and a day camp also helped strengthen family relationships.

A 21-day habit-building challenge was introduced to Forms 1–5, encouraging students to adopt wellness-oriented routines. Most participants reported success in forming new habits and expressed motivation to continue. Talks on the risks of psychoactive drug use and responsible financial behaviour—including anti-gambling sessions focused on gaming and billing—were well received, with students demonstrating increased awareness and understanding.

Together, these initiatives reflect our holistic approach to nurturing students' mental wellness and self-concept. By fostering emotional resilience, personal reflection, and healthy habits, we continue to empower students to thrive with confidence and compassion.

Target 1.5:

✧ To reinforce a positive school climate that encourages generative social fields both inside and outside classrooms for both teachers and students

Achievements:

This year, Maryknoll Convent School made significant strides in cultivating a nurturing and inclusive school climate by intentionally creating generative social fields—spaces where meaningful relationships, collaboration, and mutual support could flourish among both teachers and students.

Staff Development and Collegial Bonding

To foster a positive and connected staff culture, the first Staff Development Day featured ice-breakers and a tailored survey to surface shared interests. Parallel sessions—including Latte Art, DIY essential-oil making with self-massage, bowling, and sport climbing—catered to diverse preferences. Teachers responded enthusiastically, noting that the activities met personal needs while strengthening collegial collaboration and mutual understanding.

Further enhancing staff relationships, the IMC Spiritual Formation Committee organised team-building activities such as the Mindfulness Lunch and Baking in the Dark. These informal gatherings created relaxed environments for teachers to connect, share, and recharge—reinforcing a supportive and generative professional atmosphere.

Staff mentorship and Professional Integration

To support newly-joined teachers in their transition, the Staff Mentorship Committee was established, with experienced panel heads serving as mentors. These mentors provided both administrative guidance and emotional support, helping new teachers adapt effectively to their roles and responsibilities.

As part of the mentorship program, seven workshops were conducted, covering key topics such as school IT infrastructure, role of homeroom teachers, classroom management strategies, examination invigilation protocols, and effective communication with parents. These workshops were designed to strengthen new teachers' knowledge and skills during the adaptation period, ensuring a smoother transition into the school environment.

Feedback from participating teachers has been positive, with many expressing appreciation for the practical and supportive nature of the program. The mentorship initiative has not only enhanced the professional readiness of newly-joined teachers but also fostered a stronger sense of belonging and collaboration within the school community.

Student Support and Teacher Student Bonding

The *Bad Day Café* transformed the GPA into a space of empathy and encouragement, where teachers and Smileys served as baristas offering symbolic “solutions” to bad days. Teachers also hosted song dedication sessions, allowing students to uplift one another through music. This two-day initiative deepened teacher-student connections and created a warm, inclusive environment that supported emotional wellbeing.

Whole School Events and Community Building

The Extra-Curricular Committee and Student Association played a pivotal role in fostering school-wide unity through events such as inter-school competition cheering, the Thanksgiving Programme, Walkathon, Centenary Open House, Step Up Week, Dress Maryknoll Day, and *Maryknoll's Got Talent*. These activities encouraged student participation, gratitude, and celebration, reinforcing a vibrant and connected school community beyond the classroom.

Homeroom Sessions and Class Spirit

Homeroom sessions served as foundational spaces for generative social interaction. Through discussions on inter-class activities and service projects, students collaborated toward shared goals, strengthening class spirit and peer relationships. Homeroom teachers actively nurtured positivity and appreciation, such as through gratitude-writing exercises during spirituality workshops, which fostered a culture of kindness and mutual respect.

Regular form meetings provided a platform for teachers to exchange effective practices and address challenges collaboratively, further enhancing team spirit and consistency in pastoral care.

Character Education, Peer Support and Role Modelling

The Character Education Committee facilitated programmes that promoted empathy, respect, and emotional literacy. Workshops by the Centre for Restoration of Human Relationships helped Form 1 students build harmonious, bully-free classrooms. Form 3 students participated in team-building activities to strengthen peer support as they transitioned to senior forms. Form 4–5 students learned non-violent communication techniques through a Red Cross talk, equipping them with tools to express feelings and needs constructively.

This year, 49 prefects from Forms 4–6 contributed to a positive school climate through training camps, group duties, and active participation in centenary events. Their daily interactions and class visits promoted core values of respect, empathy, responsibility, and integrity, serving as role models and reinforcing a culture of care and accountability.

Through these multifaceted efforts, Maryknoll Convent School successfully achieved Target 1.5 by creating vibrant, generative social fields that enriched relationships, strengthened community ties, and fostered a positive, inclusive climate for all members of the school.

Target 1.6:

✧ To encourage physical activities: increase opportunities for physical exercise through organised sports, yoga classes and outdoor activities

Achievements:

This year, a wide range of sports initiatives were implemented to promote physical activity, foster teamwork, and strengthen the school's sense of community. These efforts created inclusive and engaging environments for both students and teachers to participate, collaborate, and grow.

Inter-Class Sports Competitions

The inter-class sports competitions showcased a diverse selection of athletic activities tailored to different year levels, cultivating a competitive yet inclusive atmosphere. Sports were strategically assigned to match students' interests and abilities—basketball for Form 1, volleyball for Form 2, badminton for Form 3, and handball for Form 4. Additional events such as table tennis for Forms 3–4 and cross-country races for junior and senior groups offered students opportunities to engage in physical activities beyond their regular routines, encouraging broader participation and enjoyment.

MCS Wellness Day

Held on June 24th, immediately after final exams, the MCS Wellness Day was a well-received initiative promoting holistic well-being, physical activity, and sportsmanship. Through a series of engaging sports workshops and competitions, the event fostered a culture of active living and community spirit. Notably, the inclusion of inter-class Teacher-Student rope skipping and indoor rowing competitions encouraged collaboration and camaraderie, bridging the gap between educators and learners. These shared experiences enhanced mutual respect and created a joyful, participatory atmosphere.

Overseas Training

In October 2024, 45 teammates from the swimming, basketball, and trampolining teams shared insights gained from their overseas experiences, including exposure to diverse training methods and cultural practices. Their reflections inspired renewed interest in the programme, with 62 teammates from gymnastics, badminton, table tennis, and trampolining teams participating in the current academic year. This growing involvement reflects a deepening appreciation for international sports exchange and its role in broadening students' perspectives and enhancing personal growth.

The participation of 45 teammates from the swimming team, basketball team, and Trampolining Team in the previous year's exchange programme, followed by a sharing session in early October 2024, highlighted the invaluable insights gained from exposure to different training methodologies and cultural practices. These experiences evidently inspired and motivated students to eagerly anticipate and partake in the programme once again in 2025. Moreover, the recent involvement of 62 teammates from the gymnastics team, badminton team, table tennis team, and Trampolining Team in the current academic year's exchange programme reflects a growing interest and commitment to international sports and cultural exchanges.

Staff Development Days

To further encourage physical activity among staff, this year's Staff Development Days included sessions in bowling and sport climbing. Participation was enthusiastic, with teachers reporting improved well-being, increased energy, and strengthened collegial bonds. These activities reinforced a culture of health and active living among faculty members, aligning with the school's holistic approach to wellness.

Target 1.7:

✧ To cultivate spirituality and make God's love visible

Achievements:

This year, a range of initiatives were thoughtfully implemented to deepen spiritual formation and cultivate a compassionate, faith-driven school culture. Through collaboration with our Spiritual Advisor, active participation in Catholic organisations, and integration of service and reflection into daily school life, students and teachers alike were encouraged to live out their values and make God's love visible in tangible ways.

Spiritual Formation with our Spiritual Advisor

Six spirituality sessions were held throughout the year—three school-wide and three class-based—led by our Spiritual Advisor. These sessions guided students in prayer, Bible reading, hymn singing, and personal reflection. Students responded with heartfelt gratitude, often expressing appreciation through handwritten cards to those around them. Additionally, the Advisor visited each class for an hour annually, sharing insights into Maryknoll spirituality, the life of our foundress, global missionary work, and the seven spiritual dimensions of Mother Mary Joseph. These interactive sessions allowed students to ask questions and engage meaningfully with the values that underpin our school's mission.

Living Faith Through Service – Catholic Society & Legion of Mary

Faith-inspired service was a cornerstone of student engagement this year. The Catholic Society organised donation drives such as *Boxes of Hope*, which were sent to teenage girls in need across Southeast Asia and Africa. In partnership with Caritas, Lenten Donation Boxes were distributed in all classes, reinforcing the message that small acts of kindness can collectively make a significant impact.

Members of the Legion of Mary carried out weekly service assignments, including tutoring underprivileged children, distributing lunchboxes to the homeless, and sorting second-hand goods for resale at a co-op. These acts of humility and care reflected the spirit of Mother Mary and instilled in students a deep sense of purpose and empathy.

Strengthening Faith Among Educators – Catholic Teachers' Gathering

Catholic teachers participated in a spiritual retreat at St Paul's House of Prayer in Sheung Shui. The gathering offered moments of reflection, exploration of sacred spaces, and opportunities to strengthen bonds with one another and with God. This initiative reinforced the spiritual foundation of our teaching community and encouraged shared growth in faith.

Making God's Love Visible – Homeroom Service Projects

Homeroom teachers guided students in class-based service projects aimed at supporting the less fortunate. These projects were showcased during the MCS Open House, allowing students to share their efforts with the wider Maryknoll community and inspire others to continue the tradition of service—at home, in the country, and around the world.

Spirituality workshops also played a key role in fostering appreciation and connection. Activities such as writing messages of gratitude to neighbours helped build a culture of kindness and reflection. These moments of shared appreciation contributed to a generative social field, strengthening relationships between students and teachers.

Through these collective efforts, Maryknoll Convent School successfully nurtured a spiritually grounded community where faith, service, and reflection are woven into the fabric of everyday life. Students and teachers alike were empowered to live with purpose, compassion, and a deepened sense of connection to one another and to God.

Major Concern #2: To Build a Future-ready School – Promoting future-ready skills and a pioneering spirit

Target 2.1:

✧ To Promote Future-ready Skills through Curriculum Review

Achievements:

In response to the growing need for future-ready competencies, the Curriculum Development Committee conducted a comprehensive review of last year's schemes of work and year plans. The focus was on embedding cognitive, metacognitive, social, and digital skills across subjects to better prepare students for a rapidly evolving, technology-driven world. The review revealed encouraging progress and outlined strategic directions for continued enhancement.

Strengthening Cognitive and Metacognitive Competencies

Subject panels successfully integrated critical thinking, creativity, and problem-solving into classroom practices through STEAM projects, language debates, and interdisciplinary learning. These approaches deepened students' conceptual understanding and broadened their global awareness.

Metacognitive strategies—such as learning-to-learn techniques, goal-setting, and self-reflection—were also promoted to foster independent learning and student agency. While many students demonstrated strong self-regulatory skills, the review identified this area as a continued focus for the coming year, with plans to reinforce these strategies across more subjects and year levels.

To build on this progress, the Committee recommends expanding interdisciplinary projects to junior forms and providing targeted teacher training on higher-order thinking frameworks. These efforts aim to deepen conceptual understanding and promote independent learning across all levels.

Enhancing Digital and AI Literacy

Digital fluency was actively developed through the integration of computational thinking and AI tools in STEAM and Computer Literacy lessons. Platforms such as Google Suite, Edpuzzle, and Padlet were widely adopted on a daily basis to promote collaboration, data literacy, and interactive learning across subjects.

Digital citizenship education was also embedded to address key issues such as data ethics, cybersecurity, and responsible technology use—ensuring students are equipped to navigate digital environments safely and ethically.

Looking ahead, the Committee recommends broadening AI literacy modules across more subjects and introducing workshops on emerging technologies such as blockchain and the Internet of Things (IoT). To support this integration, teachers will receive additional training and resources to help them embed AI tools and applications meaningfully into classroom activities.

This curriculum review reaffirmed the school's commitment to nurturing lifelong learners and global citizens. By expanding interdisciplinary learning, deepening digital integration, and investing in teacher development, Maryknoll Convent School continues to equip students with the skills, mindset, and adaptability needed to thrive in the future.

Target 2.2:

✧ To Enhance Exposure to Pioneers and Visionaries

Achievements:

In pursuit of nurturing future-ready learners with a global outlook and a deep appreciation for innovation, leadership, and service, Maryknoll Convent School actively sought to enhance students' exposure to pioneers and visionaries across diverse fields. Through thoughtfully curated programmes, talks, and experiential learning opportunities, students were inspired by individuals who have made significant contributions to society—locally, globally, and spiritually. These encounters not only broadened students' horizons but also encouraged them to reflect on their own aspirations and potential impact.

Connecting Students with China's Progress and Pioneers

GCCEC organized impactful programs that connect students with contemporary developments in China. These initiatives included a talk on China's sustainability measures and pioneering scientific work presented by a Hong Kong Special Administrative Region deputy to the National People's Congress, as well as having selected students participating an educational study tour organized by the Hong Kong government (□ □ □ □ □ □ □ □ □ □). Furthermore, students benefited from the expertise of figures like Professor Lam Hon Ming, who shared insights into his groundbreaking soybean research and its direct relevance to China's national food security. Through these focused activities, the committee successfully enabled students to learn about and appreciate the pioneering work being done across various fields, deepening their understanding of the nation's progress and contributions.

Learning from Religious Figures

F.2 students were visited by Sr Sue Glass, MM, and they were introduced to Mother Mary Joseph (MMJ) who founded the Maryknoll Sisters and decided to send religious nuns overseas. Students were encouraged to learn from MMJ her heroic virtue, vision, and mission. F.6 students were introduced to Mother Teresa of Calcutta, learning from her the courage of stepping out of the comfort zone, volunteering to help the most marginalised and neglected in society.

Exposure to Pioneers through Careers Activities

The AI, Innovation and Law talk for F.3 students delivered by Mr Nick Chan broadened students' horizons on how AI development has reshaped the legal field. Students, particularly those interested in law, found the talk very inspiring. Work experience opportunities have been arranged, offered by alumnae mentors, JAHK network companies, and BSD Education High School Internship Program, providing students with first-hand experience in both traditional and emerging industries.

Interacting with World Renowned Sustainability Visionary

Our Green Ambassador had the extraordinary opportunity to meet Dr. Jane Goodall, the globally acclaimed sustainability visionary, during her visit to Hong Kong through the local chapter of Roots & Shoots, the NGO she founded. During this inspiring encounter, our students presented their sustainability initiatives and engaged in meaningful dialogue with Dr. Goodall, sharing their passion for environmental stewardship. The interaction was a memorable highlight and received media coverage, further amplifying the impact of our students' commitment to promoting a greener future.

Through these diverse and enriching initiatives, the school strove to create opportunities for students to engage with pioneers and visionaries who exemplify leadership, innovation, and service. These encounters not only expanded students' perspectives but also empowered them to envision their own roles as changemakers in an increasingly complex and interconnected world.

Target 2.2:

✧ To Cultivate Sustainability and Environmental Stewardship

Achievements:

In alignment with our commitment to nurturing environmentally conscious and future-ready citizens, Maryknoll Convent School has made significant strides this year in cultivating sustainability and environmental stewardship. Through student-led initiatives, campus-wide practices, and community engagement, we empowered students to take active roles in protecting and enhancing our natural environment. These efforts not only raised ecological awareness but also embedded sustainable thinking into the fabric of school life.

Fostering Student Leadership and Feasibility in Green Initiatives

In celebration of our school's centenary, the launch of the "Mapping Memories: Our Timeless and Green Campus" website directly supports and fosters a culture of sustainability beyond the physical campus. This digital platform, conceptualized and built by our students, invites the public to explore the campus's diverse flora and fauna, transforming our grounds into a living classroom. By highlighting the magnificent trees and vibrant bird species that define our natural heritage, the initiative cultivates a community-wide appreciation for the ecosystem we are committed to protecting. This engagement is a crucial first step in building the consensus and awareness necessary for implementing broader sustainable practices, demonstrating that a "green campus" is as much about biodiversity and stewardship as it is about energy-efficient buildings.

Explore the feasibility of incorporating biodiversity and ecosystem health initiatives into the school campus

Furthermore, this project exemplifies our core objective of involving students in the planning, implementation, and monitoring of sustainability initiatives. The Student Environmental Protection Ambassadors were not merely participants but were instrumental in leading physical eco-tours during our Annual Green Fair and Open House. These tours, which successfully blended education with hands-on engagement for students, staff, alumni, and the public, provided a practical platform for exploring the feasibility of new biodiversity initiatives. Through this process, the ambassadors developed a profound sense of ownership and responsibility, actively assessing our ecosystem's health and gathering data that will inform future planning for enhancing biodiversity and ecosystem vitality across our school grounds.

Implement sustainable practices within the school campus

In a direct move to implement sustainable practices within campus, the Green Team has placed new, dedicated recycling bags for paper items next to every rubbish bin in each classroom and staffroom. This simple yet strategic intervention serves to physically alert our school community to recycling opportunities at the very point of disposal, actively encouraging the diversion of waste from landfills. By making the sustainable choice the more convenient and visible one, this initiative builds daily awareness and fosters a tangible culture of recycling that complements our larger goal like achieving carbon neutrality.

These achievements were further validated by external recognition, including the Ming Pao ESG Award 2025, which celebrated our students' innovative contributions to environmental education and action. By fostering student ownership, promoting community-wide engagement, and implementing tangible green practices, we had laid a strong foundation for a culture of sustainability that will continue to grow and inspire.

Major Concern #3: To Imbue Centenary Celebrations with Educational Goals and Values

Targets 3:

- ✧ To make Centenary Celebrations an Educational Opportunity by imbuing them with Educational goals and Values
- ✧ To reflect on the Centenary theme “In God We Love and Serve” & Slogan “Embracing our Roots at Maryknoll; Centenary and Beyond, We Stand Tall”

Achievements:

In celebration of our school’s centenary, Maryknoll Convent School transformed commemorative events into meaningful educational experiences that reflected our core values and mission. Through a wide range of student-led initiatives, curriculum integration, service learning, and creative expression, the centenary theme and slogan were brought to life in ways that deepened learning, strengthened community bonds, and inspired pride in our heritage.

Curriculum in Action

Centenary themes were thoughtfully embedded across humanities, language, and science subjects, encouraging students to engage in authentic writing, presentations, and design projects. For example, the Visual Arts panel incorporated the design of “Daffodils Light” into the Form 3 curriculum, while the Chinese panel led a writing project in Form 2 that resulted in pamphlets and webpages celebrating the centenary. These cross-curricular efforts allowed students to explore the significance of the centenary through academic inquiry and creative output.

Service in Action – In God We Love and Serve

Over 500 students contributed more than 2,500 hours of service during centenary functions, demonstrating their deep commitment and love for MCS.

Class service projects, coordinated by the Homeroom Teachers Committee, formed a vital part of our values education and hidden curriculum. With guidance from homeroom teachers, each class conceptualized and implemented their own service initiatives. Form 1 students participated in the JC VOLUNTEER TOGETHER project, engaging in meaningful service learning. Reflections on service to the elderly were shared by all Form 1 classes, while Form 4 students initiated service visits to a bunny shelter, involving their parents in the process. These projects were presented to guests during the Open House, showcasing students’ compassion and initiative.

Passion Meets Purpose

Clubs and teams designed interactive booths and stations for the Open House, blending creativity, teamwork, and passion. Many groups showcased their learning outcomes from the year. For instance, sports team students created user-friendly table “sports” for guests, while science elective students shared their research processes and results with visitors. These displays highlighted the integration of academic learning with real-world application.

Performing with Pride

Student-led performances in dance, debate, drama, house activities, music, and sports were featured throughout centenary events. These performances nurtured discipline, artistic expression, and collaborative spirit, allowing students to celebrate the occasion with pride and creativity.

Student-Led Tours

Ambassadors from the Prefect team and Green Team members took the lead in planning and illustrating school and eco-tour routes, guiding guests through meaningful experiences. These tours, including the Campus Eco-Tour during the Open House, helped students develop leadership and storytelling skills. Pamphlets created by the Green Team added an informative and personal touch to the tours.

Design with Heart

Students contributed to event décor, mass booklet covers, and promotional materials, applying design thinking and aesthetic judgment. Form 4 and Form 5 Visual Arts students co-designed centenary-themed memo pads, notebooks, folders, and lightboxes as part of their curriculum. These contributions merged artistic vision with practical production, enhancing the visual identity of the centenary celebrations.

Learning from Leaders

Students had the opportunity to learn from distinguished alumnae through extended curriculum activities. Workshops on lighting design and poetry writing offered hands-on learning experiences. At the Centenary Symposium, students explored eco-fashion, sustainability, and wellness, gaining insights from a panel of experts and collaborating with peers from other schools on upcycling techniques. The ARUP Lighting Up Maryknoll Workshop provided 22 students with a behind-the-scenes look at the centenary lighting celebrations, combining workplace exploration with a deepened appreciation for school heritage.

Spiritual Formation

Spiritual reflection was woven into the centenary year. Students toured the Primary Section to trace the historical roots of the school, expressed the year's religious theme through visuals and language, and reflected on the meaning of the Centenary Mass in their RME notebooks. These activities reinforced the theme "In God We Love and Serve," grounding the celebrations in faith and gratitude.

Embracing our Roots at Maryknoll; Centenary and Beyond, We Stand Tall

Throughout the centenary celebrations, alumnae across generations reunited in shared pride and reflection, while students felt inspired and empowered—ready to carry our legacy forward with confidence and purpose. By embedding educational goals and values into every aspect of the centenary, Maryknoll Convent School successfully transformed a milestone into a living classroom, where heritage, service, and learning converged to shape future-ready leaders.

Reflection

As the first year of our three-year annual plan concludes, we are proud of the meaningful progress made across our strategic targets. From embedding centenary themes into curriculum and service learning to advancing future-ready skills through interdisciplinary projects and digital literacy, our students have demonstrated creativity, compassion, and leadership. Initiatives in sustainability and environmental stewardship empowered students to take ownership of their surroundings, while exposure to pioneers and visionaries broadened their horizons and inspired purposeful action. These accomplishments affirm our commitment to nurturing well-rounded, values-driven learners.

At the same time, our reflections have highlighted areas for continued growth. We recognize the need to further refine interdisciplinary learning pathways, deepen metacognitive skill development, and expand teacher training in emerging technologies and higher-order thinking strategies. Strengthening these areas will help us build even more robust and responsive learning environments.

Looking ahead, we remain committed to evolving our strategies and deepening our efforts to create the best possible girls' education—one that prepares our students to stand tall with confidence, resilience, and a global perspective.

Our Learning and Teaching

Our school is committed to designing a curriculum aligned with our vision and mission, addressing the intellectual, spiritual, psychological, emotional, and physical needs of our students. We aim to provide diverse learning experiences that promote whole-person development.

Our curriculum is balanced, comprehensive, and multi-faceted, catering to a wide range of abilities and needs. Flexible timetables enable interdisciplinary, cross-curricular, and extended learning activities, particularly those designed to promote values education.

Key Learning and Teaching Strategies

Our learning and teaching strategies are designed to empower students with the skills and mindset needed to thrive in an ever-changing world, equipping them for lifelong learning and personal growth.

1. Student-centered Learning

Student-centered learning is encouraged to promote intrinsic motivation, learner autonomy and mindful assessment, catering to the needs of all students. Strategies such as peer interaction, collaborative learning and cooperative learning provide both cognitive and affective benefits. Alternative assessment tasks are aligned to scaffold student learning, facilitating learning orientation, self-regulation, and peer feedback for deeper engagement and understanding.

School-based curricular subjects, namely the Extended Learning Program, Project-based Learning, and STEAM Education, are integral to the junior-form curriculum. These student-oriented initiatives complement knowledge and skills acquired in regular subjects while enhancing students' future-ready skills.

2. eLearning and Digital Learning

The school embraces eLearning (both synchronous and asynchronous) and blended Learning, which integrates online and face-to-face teaching, to empower self-directed learning. Particularly, flipped classrooms are encouraged to promote student ownership of learning, facilitating personalized learning both inside and outside the classroom.

There are 3 computer rooms, including a multi-media learning centre (MMLC). All classrooms are equipped with desktop computers and smart TVs. Teachers are supported with notebook computers and iPads. The Bring-Your-Own Device (BYOD) Program has been fully implemented in all forms, with Wi-Fi coverage in all classrooms and special rooms to support self-directed learning.

Collaboration tools and e-platforms such as Edpuzzle, Mentimeter, Nearpod and Padlet are used for interactive learning. Platforms like Google Suite for education and the eCampus extend teaching, learning and communication beyond school hours.

In the 2024-25 school year, we explored integrating artificial intelligence technologies such as Goodclass.ai and Google Gemini to further empower learning and teaching.

3. Reading to Learn

A dedicated reading session is scheduled from Monday to Thursday in the regular timetable. The

school also runs an on-line reading program for Chinese and English reading materials. Regular book author talks and speaker sessions are organized to spark students' interest in reading. Reading Ambassadors actively promote a reading culture throughout the school year. The Maryknoll Reading Challenge (a self-paced, self-motivated reading marathon) encourages students to reach three achievement levels: Avid Reader, Voracious Reader, and Bibliophile, by completing reading tasks and writing entries.

4. Inquiry Learning

Students' critical thinking skills and creativity are cultivated through classroom questioning, project work, and inquiry activities. In Form 1, students participate in two Project-based Learning lessons per week, where they develop skills for issue-based inquiry through collaborative group projects. Students research topics of personal interest and compile a research report by the end of the academic year. As students progress to higher forms, they continue to engage in project-based or inquiry work across interdisciplinary subjects. This incremental approach fosters a culture of inquiry, equipping students with higher-order thinking skills and information fluency essential for academic and personal growth.

These strategies reflect our commitment to creating a dynamic and student-focused learning environment that prepares students to excel in a rapidly evolving world.

Medium of Instruction Policy

All subjects, except for Chinese Language, Chinese History and Putonghua, are conducted in English. Putonghua is a compulsory subject for students from Forms 1 to 3, ensuring they build a strong foundation in the language. A variety of language-rich activities are implemented to enhance students' linguistic abilities, including Chinese and English reading schemes, prose reading and verse speaking, and drama and musicals. These activities provide students with meaningful and engaging opportunities to strengthen their language skills, fostering confidence and fluency in their use of multiple languages. We are committed to maintaining a high level of proficiency in biliteracy and trilingualism that exceeds the requirements of public examinations.

Curriculum Tailoring and Adaptation for Learning and Assessment

Our curriculum includes both summative and formative assessment measures to support diverse learning needs. Midyear and final examinations are conducted annually, supplemented by Common Test Weeks held in March. Continuous formative assessments are implemented throughout the year, allowing students to learn at their own pace and fostering self-directed learning. This approach enables teachers to adopt diverse teaching strategies to address students' individual needs, particularly in the first term.

The school provides additional resources to support Non-Chinese Speaking students through pull-out programs to prepare students for alternative Chinese Language public examinations recognised by universities. Extra resources are devoted to help these students progressively bridge the gap with their Chinese counterparts in terms of their Chinese Language proficiency. A focus has been placed in enhancing the Non-Chinese Speaking students' language skills beyond the examination curriculum, emphasizing practical usage. Extra-curricular activities are run to promote cultural understanding and harmony among students of diverse backgrounds, providing the Non-Chinese Speaking students with opportunities to practise Chinese language in a constructive and immersive manner.

Students with Special Educational Needs are provided with tailored support. Special assessment arrangements for internal and external examinations are arranged based on professional recommendations. Individualized Education Plans (IEPs) are developed and implemented under the guidance of Educational Psychologists. Regular case conferences are held to ensure specific needs of students concerned are met effectively.

These measures reflect the school's commitment to delivering an inclusive learning environment, ensuring that all students, regardless of their learning needs or background, have the opportunity to thrive academically, socially, and emotionally.

Number of Active School Days

Number of Days with Regular Classes

2022-2023	2023-2024	2024-2025
174	172	170

Number of Days with Other Learning Activities

2022-2023	2023-2024	2024-2025
16	18	20

Lesson Time for the 8 Key Learning Areas

F.1-3

<i>Key Learning Area</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</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%	21.8%	21.8%
Science Education	10.4%	10.4%	10.4%
Technology Education	6.7%	6.3%	6.3%
Arts Education	8.9%	8.9%	8.9%
Physical Education	4.4%	4.4%	4.4%

Subjects Offered (2024-2025)						
Subjects	F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education						
Chinese Language	✓	✓	✓	HKDSE	HKDSE	HKDSE
Putonghua	✓	✓	✓			
English Language Education						
English Language	✓	✓	✓	HKDSE	HKDSE	HKDSE
Literature in English	✓	✓	✓	HKDSE	HKDSE	HKDSE
Mathematics Education						
Mathematics	✓	✓	✓	HKDSE	HKDSE	HKDSE
Mathematics Extended Module 1				HKDSE	HKDSE	HKDSE
Mathematics Extended Module 2				HKDSE	HKDSE	HKDSE
Personal, Social & Humanities Education						
Economics				HKDSE	HKDSE	HKDSE
Chinese History	✓	✓	✓	HKDSE	HKDSE	HKDSE
Citizenship, Economics and Society	✓					
Life and Society		✓	✓			
Geography	✓	✓	✓	HKDSE	HKDSE	HKDSE
History	✓	✓	✓	HKDSE	HKDSE	HKDSE
Religious and Moral Education						
Ethics/Religious Education	✓	✓	✓	#	#	#
Science Education						
Science (S1-2)	✓	✓				
Biology			✓	HKDSE	HKDSE	HKDSE
Chemistry			✓	HKDSE	HKDSE	HKDSE
Physics			✓	HKDSE	HKDSE	HKDSE
Arts Education						
Visual Arts	✓	✓	✓	HKDSE/#	HKDSE	HKDSE
Music	✓	✓	✓	HKDSE/#	HKDSE/#	HKDSE/ #
Physical Education						
Physical Education	✓	✓	✓	#	#	#
Technology Education						
Computer Literacy	✓	✓	✓			
Information and Communication Technology				HKDSE	HKDSE	HKDSE
Technology & Living	✓	✓	✓			
Business, Accounting and Financial Studies				HKDSE	HKDSE	HKDSE
Global, Citizenship & Civic Education						
Citizenship & Social Development				HKDSE	HKDSE	HKDSE
School-Based Programs						
Extended Learning Program	✓			✓		
Project Based Learning	✓					
Science, Technology, Engineering, Arts & Mathematics (STEAM) 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 take great joy in their school life and particularly value the wide range of opportunities available to them, along with the freedom to choose, explore, and take on leadership roles. We uphold high standards of behaviour, and our students consistently rise to meet these expectations with integrity and maturity. They are academically motivated, thrive in a collaborative learning environment, and demonstrate genuine respect for all members of the school community.

Students' Class Organisation and Enrolment

Year	Class Structure		Roll	Catholic Students
	No. of classes	Classes by level		
2022-2023	30	F.1-6: 5 classes	809	28%
2023-2024	30	F.1-6: 5 classes	804	26%
2024-2025	30	F.1-6: 5 classes	841	25%

Student Attendance Rate (in percentage)

Level	2022-2023	2023-2024	2024-2025
S1	97.4	97.3	97.9
S2	96.6	96.7	96.5
S3	96.5	95.8	94.9
S4	95.7	94.4	95.6
S5	92.6	94.0	93.8
S6	93.9	93.3	92.9

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

Teaching Staff Information (Including Principal)

	2022-2023	2023-2024	2024-2025
<i>Total number of teachers</i>	71	71	69
<i>Number of teaching posts in the approved establishment</i>	65	65	65

Highest Academic Qualifications attained by Teachers

	2022-2023	2023-2024	2024-2025
<i>% of teachers with master's degree or above</i>	62.5	67	53
<i>% of teachers with bachelor's degree</i>	100	100	100
<i>% of teachers with tertiary non-degree qualifications</i>	0	0	0

Teachers holding qualified professional status

	2022-2023	2023-2024	2024-2025
<i>% of professionally-trained teachers</i>	98.6	98.5	97.0

Subject-trained teachers in the core-three subjects

	2022-2023	2023-2024	2024-2025
<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)

	2022-2023	2023-2024	2024-2025
<i>% of English teachers meeting LPR</i>	100	100	100
<i>% of Putonghua teachers meeting LPR</i>	100	100	100

Teachers' Experience

	2022- 2023	2023- 2024	2024- 2025
<i>% of teachers with 0 to 2 years of experience</i>	6	7.7	7
<i>% of teachers with 3 to 5 years of experience</i>	6	4.3	4
<i>% of teachers with 6 to 10 years of experience</i>	12	13	14
<i>% of teachers with over 10 years of experience</i>	76	75	75

Support for Student Development

At Maryknoll Convent School, student development is supported through a comprehensive and collaborative framework that addresses academic, emotional, physical, and social needs. This year, a wide range of initiatives were implemented to ensure that every student receives the guidance, care, and opportunities necessary to thrive.

Role of Homeroom Teachers

Homeroom teachers' support play a pivotal role in our student support.

Throughout the first term, homeroom teachers deepened their engagement with students through one-on-one and small group meetings. These regular interactions helped identify individual needs and fostered stronger relationships. Teachers also maintained close communication with parents to address concerns and support students' development at home. Form-based parents' evenings were held to cater to the specific needs of each year level, providing a platform for homeroom teachers and parents to discuss students' growth. Talks and informational sessions equipped parents with strategies for effective parent-child communication. Prior to Report Card Day, students were invited to share their concerns—ranging from academic progress to personal and family matters—with their homeroom teachers, who then coordinated with parents to offer timely support and guidance.

Student Support and Pastoral Care

The Counselling Committee worked closely with two full-time school social workers and external professionals—including a clinical psychologist, educational psychologists, and a psychiatric nurse—to support students facing emotional challenges, academic stress, peer relationship issues, and other developmental concerns. This collaborative approach ensured that students received timely and professional care tailored to their individual needs.

Extra-Curricular Activities The school's vibrant extra-curricular programme continued to play a vital role in student development. Positive feedback from the school community highlighted its impact on building confidence, teamwork, and leadership. The Four Houses and various clubs provided platforms for students to explore interests and showcase talents, while academic activities stimulated intellectual curiosity. Service initiatives nurtured compassion and responsibility, aligning with the school's vision for holistic education. Continued evaluation and expanded leadership opportunities were recommended to further enhance these outcomes.

Healthy Lifestyle

At MCS, we place strong emphasis on both physical and mental health. All students from Forms 1 to 6 participate in Physical Education classes that offer a comprehensive curriculum. In addition to sports clubs and teams for selected athletes, the school organises inclusive events such as inter-house competitions, the Annual Swimming Gala, Athletics Meet, and inter-class ball games and running contests. Healthy eating is promoted through classroom discussions and themed events like 'Fruit Day' and 'Green Friday.' To support balanced nutrition, all meals and snacks provided by the school canteen are vetted by qualified nutritionists.

Mental and Psychological Well-being

Mental health promotion remains a cornerstone of our student support strategy. Staff Development Programmes featured seminars and workshops led by psychiatrists, clinical psychologists, and educational psychologists to equip teachers with the knowledge and skills to address mental health concerns. For over a decade, the school has championed positive psychology. Teachers and student ambassadors—known as the Smileys—have been trained to promote character strengths and emotional resilience. Smileys organised programmes to support junior-form students and uplift Form 6 students during exam periods. A whole-school approach integrates religious and moral education, homeroom periods, and the coordinated efforts of the Career and Life Planning Committee, Extracurricular Activities Committee, and Pastoral Care Core Group, including the Character Education, Counselling, and Homeroom Teachers' Committees.

Catering for Learner Diversity

With support from the EDB and the MCS Educational Trust, the school provides additional services such as Learning Support Groups and school-based educational, psychological, and clinical psychological services. Individualised Education Plans (IEPs) are developed for students with Special Educational Needs. The SEN & Gifted Education Committee facilitates regular case conferences involving educational psychologists, social workers, and teachers to review and support students' learning needs. Surveys conducted by educational psychologists help identify learning styles and challenges, enabling teachers to tailor their support accordingly.

Enhancement and enrichment classes are offered to help students of varying academic abilities stretch their potential and improve. Split classes and pull-out tutorial sessions provide more focused attention for students who benefit from smaller learning groups. These targeted interventions ensure that all students, regardless of ability, are supported in reaching their full potential.

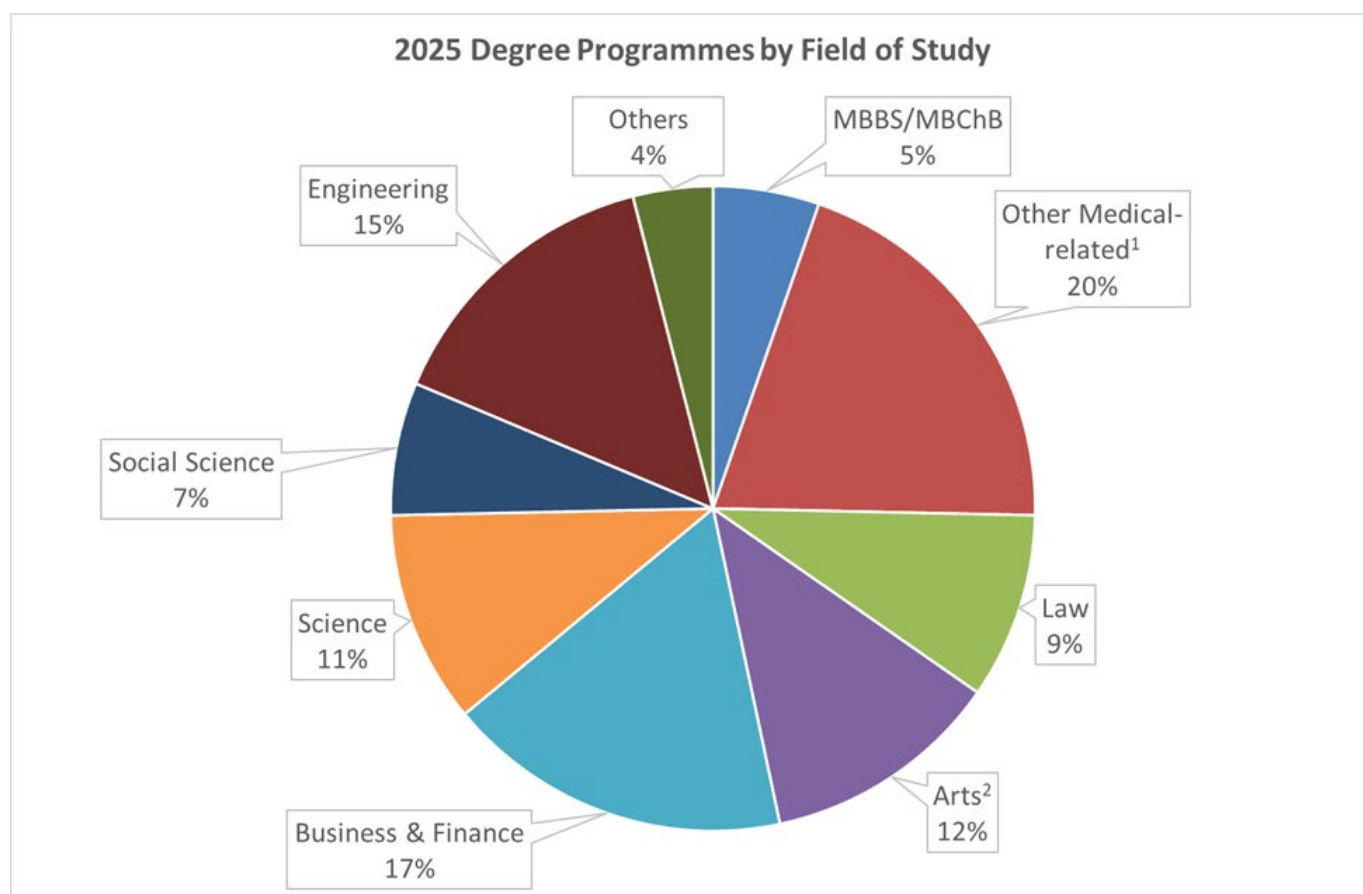
Performance of Students

2025 Graduates Destination

	% of students
Degree Programmes	87.2
<i>Local</i>	<i>79.1</i>
<i>Outside Hong Kong</i>	<i>8.1</i>

2025 Degree Programmes Enrolled by Local Tertiary Institutions

Local Tertiary Institutions	% of students
HKU	30.9
CUHK	20.6
HKUST	23.5
PolyU	10.3
CityU	4.4
Others	10.3



Remarks:

1. Including programmes in Dental Surgery, Nursing, Radiography, Speech and Hearing Sciences, Chinese Medicine, Veterinary Medicine and Biomedical Sciences.
2. Including programmes in Architectural Studies.

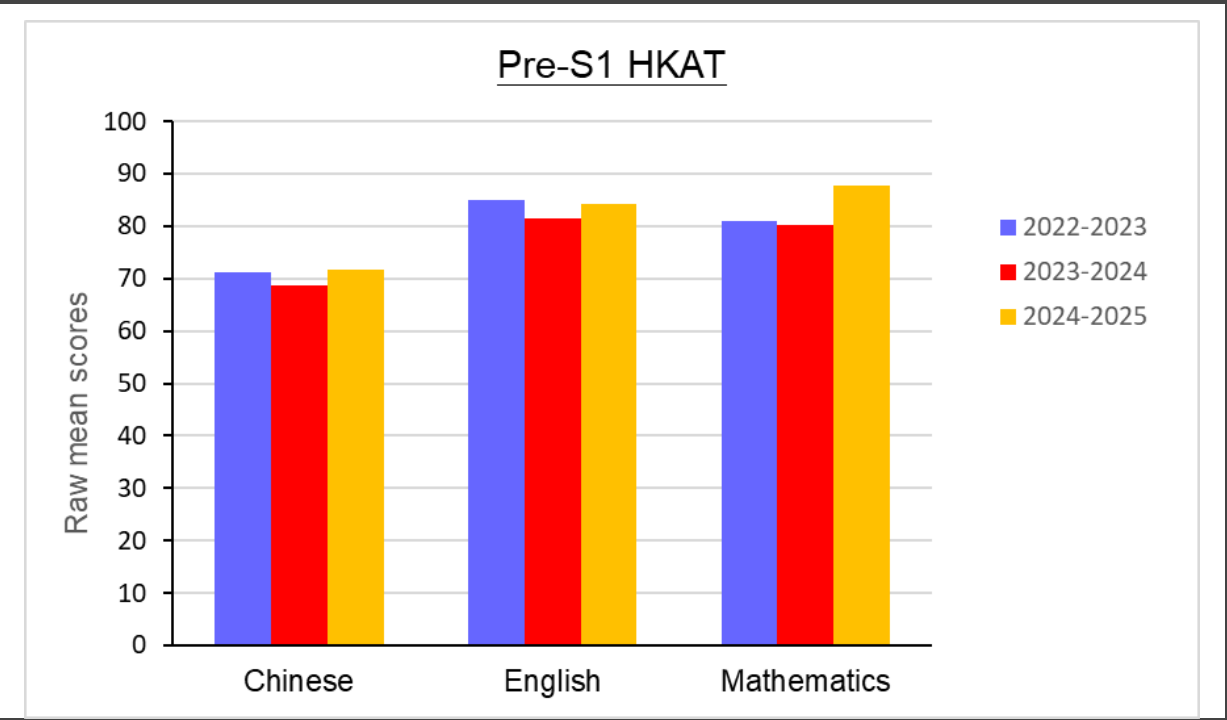
2025 Universities offers outside Hong Kong

<u>Asia</u> Fudan University Shanghai Jiao Tong University	<u>Australia</u> Western Sydney University
<u>Canada</u> Queen's University University of Toronto	<u>United Kingdom</u> Durham University Lancaster University Leeds Beckett University Loughborough University Newcastle University University College London University of Bristol University of Exeter University of Glasgow University of Sheffield University of Surrey
<u>United States</u> University of California, Davis	

Pre-S1 HKAT

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

	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
<i>Chinese</i>	71.19	68.65	71.78
<i>English</i>	84.87	81.34	84.16
<i>Mathematics</i>	80.91	80.24	87.73



2022-2025 HKDSE General Performance in the Best Five Subjects

	MCS (%)	Territory Day School (%)
Five Level 5**	1.0	0.1
Five Level 5* or above	8.6	1.3
Five Level 5 or above	25.3	4.7
Five Level 4 or above	69.7	19.2
Five Level 3 or above	89.9	43.8

2022-2025 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	33.3	10.0
Core Subjects at 332A or better, with two electives at level 4 or above	72.5	24.7
Core Subjects at 332A or better	87.6	43.6

2022-2025 HKDSE Performance in Chinese Language, English Language & Mathematics Compulsory Part

	MCS (%)	Territory Day School (%)
Level 5**	4.8	1.2
Level 5* or above	22.9	4.7
Level 5 or above	47.8	11.8
Level 4 or above	81.7	33.2
Level 3 or above	94.4	58.7

2022-2025 HKDSE Performance in Elective Subjects Offered

	MCS (%)	Territory Day School ¹ (%)
Level 5**	4.2	1.8
Level 5* or above	18.3	7.3
Level 5 or above	42.4	18.3
Level 4 or above	82.5	43.7
Level 3 or above	96.0	69.4

Remark:

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

Student Achievements

Our school mission is to provide a comprehensive education for girls, grounded in a century of experience nurturing their all-round development. At Maryknoll Convent School, we foster a culture that encourages students to pursue excellence in their passions and realize their full potential. Through a wide array of opportunities for exploration and growth, we cultivate a supportive and empowering environment. This atmosphere inspires broad participation and enables students to achieve remarkable outcomes through personal initiative, dedicated effort, and perseverance.

Our students' soft skills, talents, and achievements were showcased not only through the prizes they received in a great variety of interschool competitions but also in their active participation in the preparations and celebrations of our centenary anniversary events.

Highlights of our Students' Achievements:

Art

The Grantham Visual Arts Award is the most prestigious accolade for art students in Hong Kong. After celebrating two winners in both the junior and senior categories last year, we are proud to have another senior category winner this year. This achievement showcases the exceptionally high quality of work produced at our school.

Lam Tsz Ching Gigi	F6	Grantham Visual Arts Awards 2023/2024*	Hong Kong Society For Education in Art (HKSEA)	Grantham Visual Arts Award (Senior)
Fong Ching Nam Stephanie So Hoi Kiu Bianca Lee Chun Jane Ying Shu Hang Clare	F4	青年委員會「全港中學生 Happy Hong Kong 深度遊短視頻創作大賽」	廠商會青年委員會	高中組冠軍
Natalie Wong	F2	2024 Xu Beihong Cup International Youth and Children's Art Competition Hong Kong Division (Secondary Section)	Hong Kong Federation of Youth Groups	3 rd

*The results were announced in Oct 2024. LIU YAT YIN (CHELSEA) 廖逸然 6A 6
Video Competitions External Joint-school/ Regional/ Local

Sports

Our school has a rich tradition of excellence in sports and is recognized as one of the leading girls' schools in the area. 2024-25 is a fruitful year for our school. Last year, we reaped more than 200 prizes in individual and group events in sports. We are proud to have many outstanding athletes in Hong Kong. Two more sports teams, namely our volleyball team and our cross country team, have outstanding results, and our teams will compete in Division 1 this year. This means including Athletics, Badminton, Swimming and Table Tennis, all together we will have 6 teams competing in Division 1 in interschool competitions in the coming academic year.

Our volleyball team deserves special recognition for their dedication, resilience, and passion for the sport. Having entered Division 2 only this year, they made an incredible leap by winning championships in both Grade A and Grade B, earning promotion to Division 1. Advancing to a higher division two years in a row is a truly remarkable achievement—a journey marked by hard work, perseverance, and teamwork. Kudos to our players, coach, and teacher for this inspiring success!

We have a number outstanding individual athletes whose achievement got recognised in 2024-25. Chan Lok Sum, Josie won the prestigious Grantham Outstanding Athlete Award in Life Saving.

CHAN Sze Hang Sheryn (Rugby) was awarded the Shine Tak Foundation Outstanding Junior Athlete Awards.

MCS Beach Volleyball Team		Interschool Beach Volleyball Competition 2024-25	A grade	Champion
MCS Gymnastics Team		All Hong Kong Inter-Schools Gymnastics Competition 2024-2025	C grade	2 nd
MCS Fencing Team		All Hong Kong Inter-Schools Fencing Competition 2024-2025	Foil Team	2 nd
MCS Trampoline Team		The 25th Hong Kong Secondary Schools Trampoline Competition	Team A Grade Team C Grade Team B Grade	2 nd 2 nd 3 rd
MCS Table Tennis Team		Interschool Table Tennis Competition 2024-25 (Division 1)	Overall A grade	4 th 3 rd
Cyrene Hui	F6	Interschool Athletics Competition 2024-25 (Division 1)	Javeline A Grade High Jump A Grade	Champion 2 nd
Cheryl Li Tsz Yee	F4	All Hong Kong Inter-Schools Fencing Competition 2024-2025	Foil B Grade	Champion
Ray Tsz Ching Doris	F2	All Hong Kong Inter-Schools Gymnastics Competition 2024-2025 The 25th Hong Kong Secondary Schools Trampoline Competition	Floor Exercise Vault C Grade	Champion 2 nd 3 rd
Chan Lok Sum Josie	F6	23rd Nation Lifesaving Championships	China Lifesaving Association	Champion

Chiu Hau Ching Hailey	F1	International HKFC EVISU International Junior Squash Open 2024	Hong Kong Squash Association	Champion
		Inter-School Cross Country Competition 2024-2025 (Division 2)	C Grade	2 nd
Wong Tsz Yui Audrey	1C	2024-2025 年度香港青少年室外射箭公開賽 - 女子反曲弓初級組	Archery Association of Hong Kong	Champion
Leann Kwok	F3	Interschool Athletics Competition 2024-25 (Division 1)	High Jump A Grade	2 nd
Fong Sum Nok Sonia	F1	2024 Hong Kong Open Table Tennis Championships (C Grade)	C Grade	2 nd
		SSP Aged Group Table Tennis Competition 2024 Champion - Women's Singles FH Grade (12~13)		2 nd
		2025 全港公開乒乓球單項錦標賽		3 rd
Man Yi Ching Alice	F3	Asian Cadets Fencing Championships — Cadet Women's Foil	Fencing Confederation of Asia	3 rd
Kaley Wong	F1	All Hong Kong Inter-Schools Fencing Competition 2024-2025	Epee C Grade	3 rd

Language

Our students have demonstrated remarkable dedication and achievement in languages this year. A highlight was their participation in the World Scholar's Cup finals at Yale University in New York, where they competed against thousands of peers from 50 countries, showcasing exceptional talent and teamwork. Their hard work earned them an impressive total of 61 medals—35 gold and 26 silver!

This is another stellar year for our English debate team. They achieved a hard-fought victory in the annual secondary school debate competition organized by the Bar Association at the High Court. The debate focused on current societal issues and complex legal concepts, promoting a deeper understanding of the rule of law. The English Debating Team also won two championships in the 2024-25 Hong Kong Secondary Schools Debating Competition, including the Standard Format (SF) team and the Enhanced Format (EF) team. They reaped another championship in the UNSDGs Debating Competition 2024/25 EMI Form 2 Division.

Other outstanding individual prizes are:

Emma Cheng Audrey Chung Serene Poon	F2	The World's Scholars Cup	East Asia Overall	4 th 27 th
Emma Cheng	F2	The World's Scholars Cup	East Asia Overall	6 th 41 st

Peggie Choi Cyrene Woo Helia Fok	F5	Hong Kong Bar Association Debate Competition 2024 (HKBADC)	Bar Association	Champion
Yeung Nga Yiu Rabeea Chan Wing Shan Cindy Lui Ying Ying Chloe Law Ching Yi Ellie Kong Kok Yee Michelle Lo Cheuk Kiu Evangeline Kong Kok Yee Michelle	F4 F5	香港學界辯論挑戰賽 2024 賽會	香港學界辯論聯會	冠軍
Catherina Cheung Ellen Han Diana Xuan	F4	《小嘴巴．說 大道理——普通話電台名勝古蹟廣播劇比賽 2023/24	Hong Kong Chinese Culture Development Association	2 nd

Performing Arts

This year, our dance teams continued to impress at the 61st Schools Dance Festival. In the Contemporary Dance Secondary Section, we proudly won the Overall Champion title, with three pieces earning both the Honours Award and the Choreography Award, showcasing their creativity and skill. Our Chinese Dance Team also achieved great results, receiving three Highly Commended Awards and two Honours Awards for their graceful and expressive routines.

The dedication and artistry of our student artists made a strong impact on everyone who watched.

MCS Chinese Dance Team		61 st School Dance Festival	群舞（古典舞） 《韶華》	優等獎
Iu Tsz Hei Daphne Jiang King Pui Jenna	F2 F3	61 st School Dance Festival	雙人舞（古典舞） 《能不憶江南》	優等獎
Yao Yuk Cho Jessica Chan Pak Hang Kelly	F3 F4	61 st School Dance Festival	雙人舞（古典舞） 《水墨語》	甲等獎
Cheung Kai Yuk Jenny	F5	61 st School Dance Festival	獨舞（古典舞） 《雲中君》	優等獎
MCS Contemporary Dance Team		61 st School Dance Festival	Group Dance - The Reflection I Desire	Honours Award & Choreography Award
MCS Contemporary Dance Team		61 st School Dance Festival	Group Dance - The Impermanence of Time	Honours Award & Choreography Award
Stephanie Chan Zara Ma Charmaine Chan		61 st School Dance Festival	Frozen Memories	Honours Award & Choreography Award
Hazel Ngo	F6	61 st School Dance Festival	Roads Untravelled	Honours Award
Pang Wing Sum Hayley	F1	Dance World Cup Asian Cup 2025 - Hong Kong Qualifying	Dance World Cup Asia	1st

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

Shahid Haniya	F2	English Drama Fest 2024	The Association of English Medium Secondary School	Outstanding Performer
Liu Yat Yin Chelsea	F6	FILMIT 2024 (Secondary Division)	NET Section, CDI, Education Bureau	Outstanding actor award

STEM & Sustainability

Our school Green Team's centenary initiative has been recognized as a top project in the Ming Pao ESG Award 2025. Student representatives showcased their work, including campus ecotours, green craft workshops, and the website "Mapping Memories," promoting sustainability and reconnecting our community with nature.

Our students have the community in mind in STEM too. Esther Leung, Clare Ying, Jane Lee, and Serena Sun from F.5 excelled at IdeaPOP! 2025, winning the Excellence in Presentation and Innovation Awards for their innovative 'Signglove,' a device that translates sign language into spoken words, promoting inclusion and enhancing communication for the deaf.

Another notable achievement showcasing our students' commitment to the community was their recognition as the GenerationTech Winner. Our team developed an innovative mobile application addressing Zero Hunger (SDG 2), focusing on efficiently redistributing surplus food resources at minimal cost. They also excelled in a simulated investment environment, skillfully managing virtual capital and responding to market conditions.

Other selected awards include:

Sardius Lau Jade Ma Abby Ng Yoyo Hui	F4	Structural Engineering Competition for Youth–Ultimate Paper Tower Challenge	Hong Kong Institution of Engineers (HKIE), HKU, THEi	Aesthetic and Innovative Prize
Hilary Lee Ella Cheung Adeline Chan Katie Luk Charmaine Chan	F5 F4 F4 F4 F4	Household Resource Recycling Programme Design Competition	Environmental Association Limited	Champion

Music

Our music teams also performed excellently this year. Our Orchestra and Chinese Orchestra received three Gold Awards this year, including the Chamber Ensemble and Woodwind Ensemble (Secondary) in the Joint School Music Competition 2025, and the Pipa Ensemble (Secondary) in the 77th Hong Kong School Music Festival.

Our School Choir won a Gold Award at the Hong Kong Inter-School Choral Festival and secured first prize in the joint school Secondary School Oratorio category with Wah Yan College, along with numerous other accolades and performance opportunities.

Other selected awards:

MCS School Choir		Secondary Female Voices Vocal ensemble with piano accompaniment	77th Hong Kong Schools Music Festival	2 nd
MCS Chinese Orchestra		Joint-School Music Competition 2025	Chinese Orchestra	Silver Award
Man Yan Lam Janice	F5	2024 Asia Pacific Talent Art Festival Competition (String open section) 4th Premia International Young Artists Music Festival (Violin Young Artists F)	Asia Pacific Talent Art Development Association Concordia Music International LTD	1 st 1 st
Wu Hiu Yau Blanche	F3	15th Asian kids & teenagers music contest	Asian kids talent	1st
Wong Yi Chloe	F6	第八屆香港青年兒童音樂比賽	青年兒童文藝交流協會	金獎
Mak Yan Kiu Charlotte	F1	77th Hong Kong Schools Music Festival (2025) : 中阮獨奏 - 初級組	Hong Kong Schools Music and Speech Association	1st
Tang Chen Xiao	F4	77th Hong Kong Schools Music Festival (2025): Clarinet Solo - Senior	Hong Kong Schools Music and Speech Association	1st
Mak Sin Yi Aggis	F2	77th Hong Kong Schools Music Festival (2025): 柳琴獨奏 - 深造組	Hong Kong Schools Music and Speech Association	1st
Man Hei Lam Cynthia	F2	77th Hong Kong Schools Music Festival (2025): Vocal Solo - Foreign Language - Female Voice Age 14 or under	Hong Kong Schools Music and Speech Association	1st

Academic Co-curricular Activities

Chloe Chan, Ellis Law, Hayley Wong, Bridget Yip	F5	Healthy School Project Competition 2024-2025	Hong Kong Tuberculosis, Chest and Heart Diseases Association.	Champion Best performance award
Library team	F1-F5	Hong Kong Battle of the Books (Modified Section)	Battle of the Books Organising committee	Champion
Fung Lok Yi Ally	F5	Ethos Hong Kong Secondary Schools Essay Competition Project Health Web ‘Abstract 101’ Scientific Abstract Writing Competition	Medical Ethics and Humanities Unit of HKUMed Project Health Web	1 st 1 st

Yung Cheuk Sze Tammy	F2	2024 港澳數學奧林匹克公開賽《港澳盃》 2024 香港學界數學及奧數精英賽 香港數學及奧數公開賽—中二數學組	香港數學奧林匹克協會 香港兒童數學協會 香港兒童數學協會	金獎 金獎 金獎
Sum Lui Yee Edelweiss	F1	12th Mathematics Without Borders International Tournament (Autumn Round)	Mathematics Without Borders Foundation, BULGARIA	1 st
Poon Yuk Ting Yuki	F5	Hong Kong Mathematics & Math Olympiad Challenge 2025	Hong Kong Child Mathematics Association Gold Award	1 st
Josie Huang	F6	14 th Hong Kong Geography Olympiad	Hong Kong Geographical Association,	Bronze Award

Outstanding Student Awards

Our students were recognised for their well-rounded development and strong commitment to serving the community in the 2025 Hong Kong Outstanding Teens Elections. Alicia Leung in F3 received the Top 10 Outstanding Teens Award, while Alanis Ko in F5 was honoured with the Outstanding Teens Award. This biennial event celebrates exceptional young individuals and highlights their contributions as role models in society.

Other individual outstanding student awards are:

Yuen Cheuk Lam Charlotte	F5	24/25 SCMP Student of the Year (Best Improvement)	South China Morning Post	2nd runner-up
Alicia Leung	F3	2024-2025 Kowloon City District Outstanding Student Award	Kowloon City Heads of Secondary School Association	Outstanding Student Award
Natie Chui	5E	2024-2025 Kowloon City District Outstanding Student Award	Kowloon City Heads of Secondary School Association	Merit Award

Community Service Awards 2024-2025

Maryknollers have a rich tradition of community service, which is deeply ingrained in our school culture. We foster this spirit by encouraging students to dedicate their time, talents, and efforts through school programs and extracurricular activities. By embodying God's love through our actions, we highlight that service is an essential aspect of our identity.

Our school received the Gold Award for Volunteer Service (Groups) at the HKFYG 'Easy Volunteer' Award in recognition of our students' outstanding dedication to serving the community.

Year	Form	Bronze (50 hours)	Silver (150 hours)	Gold (300 hours)	Diamond (500 hours)	Service Honour (800 hours)	Total
2022-3	1-3	21	3	0	0	0	24

2023-4		16	3	0	0	0	19
2024-25		19	4	0	0	0	23
2022-3	4-6	43	13	1	2	1	60
2023-4		52	16	7	0	0	75
2024-25		40	20	8	2	1	71
2022-3	Total	64	16	1	2	1	84
2023-4		68	19	7	0	0	94
2024-25		59	24	8	2	1	94

Other notable community awards include:

Red Cross Team		West Kowloon District Unit of the Year Competition	Hong Kong Red Cross	Unit of the Year Award
Grace Xie	F5	Top Ten Outstanding Red Cross Youth of the Year 2024	Hong Kong Red Cross	Top award Youth Attainment Badge

Centenary Celebration: A Year of Legacy, Learning, and Leadership

"Embracing our roots at Maryknoll; Centenary and beyond, we stand tall."

2024 marked the 100th anniversary of Maryknoll Convent School—a year of reflection, celebration, and renewal. Through a series of thoughtfully curated events, our students played a central role in shaping and delivering the centenary experience. Over 500 students rendered more than 2,500 hours of service during our centenary functions, showing deep commitment and love for MCS. The entire school community embodies the Maryknoll spirit of service, creativity, and excellence. Each event was designed not only to commemorate our rich history but also to deepen learning, strengthen community ties, and inspire future leadership.

Light Up Maryknoll (Jan–Feb 2025)

To mark the beginning of our centenary celebrations, the Maryknoll campus was transformed into a breathtaking display of light and legacy through *Light Up Maryknoll*. From January 22 to February 22, 2025, our historic buildings were illuminated each evening in a dynamic light show that invited admiration, reflection, and a deep sense of pride from the community.

The show, crafted by a talented Maryknoll alumna, blended shifting tones and special effects to narrate the school's journey since 1925. Warm reds and nostalgic hues bathed the campus in a glow that symbolized our enduring spirit and values. The display echoed the timeless Maryknoll motto: "As one lamp lights another nor grows less, so nobleness enkindles nobleness," capturing the essence of our shared legacy.

In preparation for this event, students participated in a lighting workshop hosted by Arup, gaining hands-on experience in the intersection of design, technology, and engineering. This opportunity not only deepened their appreciation for the artistry behind the installation but also reinforced the educational value of innovation and collaboration.

Centenary Gala Dinner (8 February 2025)

The centenary year began with a heartfelt reunion at the Centenary Gala Dinner, where generations of Maryknoll alumni gathered to celebrate 100 years of love in action. Students served as emcees and helpers, welcoming guests and showcasing the school's enduring values of hospitality, gratitude, and unity. The event highlighted the strength of our alumni network and the lifelong impact of a Maryknoll education.

Centenary Concert (9–10 February 2025)

Held at the Hong Kong Cultural Centre, the Centenary Concert featured performances by students from both the primary and secondary sections, alongside alumni. With over 2,500 audience members, the concert celebrated artistic excellence and intergenerational collaboration. Students demonstrated discipline, teamwork, and emotional expression through music, reinforcing the role of the arts in holistic education.

Centenary Mass – We are the Handmaids of the Lord (11 February 2025)

More than 2,000 students from both primary and secondary sections gathered on campus to glorify God and honour our spiritual roots. The Centenary Mass, themed "We are the Handmaids of the Lord", was a powerful moment of reflection and gratitude, with students leading prayers, singing in the choir, and assisting in liturgical roles. The event reinforced our commitment to faith-based education and the values of humility, reverence, and community.

Centenary Homecoming Carnival – Fantasia of Lights (15-16 February 2025)

The Maryknoll campus was transformed into a dazzling wonderland during the *Fantasia of Lights – MCS Centenary Homecoming Carnival*, marking the first-ever night carnival in our school's history. We spent months preparing for the curation of This landmark event welcomed families, alumni, and friends back to campus, celebrating 100 years of Maryknoll spirit with light, joy, and unity. Students played an important role in contributing to the success of the evening, demonstrating the educational values of participation and service.

Throughout the evening, performances by the Chinese Dance Teams, Modern Dance Team, Trampoline

Team, and Orchestra highlighted the breadth of student talent and dedication to excellence in the arts and athletics. A highlight of the night was an electrifying 8-minute cheering performance led by student leaders from the four Houses. Entirely choreographed by students, the performance showcased their leadership, coordination, and the vibrant energy that defines Maryknoll girls. It was a powerful display of unity and youthful spirit.

The *Fantasia of Lights* was more than a carnival—it was a radiant celebration of legacy, leadership, and the enduring Maryknoll spirit.

Centenary Open House -- Radiance (17 February 2025)

To mark the 100th anniversary of Maryknoll Convent School, we opened our campus to the public for the first time in 25 years. On 16 February 2024, over 5,000 alumni, students, parents, educators, and friends returned to celebrate a century of excellence in education and service. The Centenary Open House was both a joyful gathering and a meaningful tribute to the values that have shaped generations of Maryknollers.

The campus became a vibrant showcase of student learning and leadership. Students took charge of logistics, guided tours of our sustainable campus, narrated historical milestones, and facilitated hands-on activities. Their active involvement reflected the school's commitment to nurturing confident, articulate, and socially responsible individuals.

Interactive booths offered visitors a dynamic experience—exploring student-led community projects, enjoying games and quizzes rooted in school traditions, and receiving thoughtfully designed souvenirs. Guests admired campus decorations created by students and engaged with performances by various school teams. Collaborations with community partners, such as co-hosted booths with China Light and Power and a coffee stand run by a local NGO, further enriched the event.

Alumni reconnected with classmates and teachers, while younger visitors and parents were inspired by the school's enduring mission and the energy of its students. The Open House served as a powerful reminder that Maryknoll is more than a school—it is a living legacy of faith, service, and unity.

As we look to the future, we remain guided by our school motto, *Sola Nobilitas Virtus—Virtue Alone Ennobles*. The Centenary Open House was not only a celebration of our past but also a call to carry the Maryknoll spirit forward with courage, compassion, and purpose. We are deeply grateful to all who helped make this milestone event a truly memorable tribute to our shared heritage.

Centenary Symposium – The Changing Faces of Beauty (16 March 2025)

Held at Tai Kwun, the Centenary Symposium was a highlight of intellectual inquiry and social dialogue. Students from eight secondary schools joined Maryknoll students in exploring themes such as women's education, sustainability, and the evolving meaning of beauty. Through presentations, discussions, and collaborative workshops, students developed critical thinking, empathy, and a deeper understanding of their role in shaping a more equitable future.

The Symposium was hosted at Tai Kwun in Central. Titled *The Changing Faces of Beauty*, the event offered a thought-provoking exploration of how perceptions of beauty have evolved across time, culture, and society—and how these ideas continue to shape our world today.

The symposium brought together students from eight secondary schools, along with alumnae, educators, and guest speakers, for a day of intellectual inquiry and creative expression. Through presentations, panel discussions, and collaborative workshops, participants examined key themes such as women's education, sustainability, and the social constructs surrounding beauty. These conversations encouraged students to think critically, engage empathetically, and reflect on their role in building a more inclusive and equitable future.

Set against the historic backdrop of Tai Kwun, the event also featured student-led showcases that reimaged

beauty through design, fashion show and dance performance. These artistic contributions added depth and personal insight to the dialogue, highlighting the creativity and vision of our students.

The Centenary Symposium was a powerful tribute to Maryknoll's enduring commitment to holistic education—one that nurtures both intellect and imagination. It united our community in a shared celebration of ideas, innovation, and the values that have guided us for a century, while inspiring new perspectives for the century ahead.

Relay For Love (12 April 2025)

This joyful fundraising event combined physical wellness with community service. Students, staff, and families ran laps together for a 100-minute relay to raise funds for meaningful causes. Students took on roles as athletes, organisers, cheerleaders, and logistics coordinators, promoting teamwork, perseverance, and the value of giving back.

Centenary Play – Living Out the Maryknoll Spirit (18–20 July 2025)

The year concluded with an immersive theatrical production that revisited the Maryknoll journey through the eyes of students past and present. Students served as actresses, singers, dancers, stage crew, and creative leads, bringing to life stories that resonated across generations. The play celebrated identity, memory, and the transformative power of education.

Throughout the centenary year, our students exemplified the values that have defined Maryknoll for a century—faith, service, excellence, and compassion. Their leadership and participation across every event not only honoured our legacy but also reflected the educational mission of nurturing well-rounded, socially responsible individuals. As we step into our second century, we do so with confidence in the hands of students who continue to live out the Maryknoll spirit with heart and purpose.

Capacity Enhancement Grant (24-25) Report

I. Information Technology (IT)

Task Area	Evaluation	Suggestion for Next Year
Facilitating work arising from the use of WEBSAMS and eCampus	With support from the CEG and other funding sources, we employed an IT assistant to help our teachers create IT teaching materials. This allowed teachers to concentrate more on the Senior Secondary curriculum, as the IT assistant took on over 5% of their administrative tasks. Thanks to the IT assistant, we have seen more effective use of eCampus, our school intranet, with additional electronic resources and documents being prepared. The handling of student reports and profiles through Websams has also improved. Furthermore, the IT assistant has played a key role in launching the eFinance system, enhancing the workflow of our funding processes.	We will continue to hire an IT assistant to relieve the administrative workload of our teachers so they can focus on teaching.

II. Audio Visual Services and Technical Support

Task Area	Evaluation	Suggestion for Next Year
Facilitating work arising from the use of Audio- Visual Equipment and STEM	With the support of the CEG, we employed an AV assistant and expanded the technician's responsibilities to include supporting STEAM initiatives. This alleviated teachers from administrative tasks, allowing them to focus more on teaching and the demands of the curriculum, as the assistant took over many duties of the Audio and Visual Equipment Services Team and support lessons in STEAM. Additionally, the assistant provided valuable support to students by helping them edit their footage.	We will continue to hire an AV assistant to help in offering Audio visual Services and provide support to the development of e-Learning. The AV assistant will continue to help in the STEM lessons preparation next year.

Citizenship and Social Development Grant (24-25) Report

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

	Area	Actual Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	116,403.4
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	5,991
iii.	Organising school-based learning activities relating to the CS curriculum	143,873
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	33,732.6
v.	Others (please specify): _____	
	Total Expenditure:	300,000
	Unspent Balance:	0

Diversity Learning Grant: Other Programme – Gifted Education (24-25) Report

Prog. title	Objective	Target (No./level/ selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
DSE Chinese Writing Elite Class for gifted students	Enhance students' writing skills for the DSE exam to achieve excellent results.	- 30 students - S6 students - Nominated by Chinese Language Department with selection in S5 Chinese annual results	5 lessons in total 10 hours from October to November 2024 held after school	Tutors provided instruction on test-taking strategies, conducted mock exams, and provided feedback on test papers to enhance students' test-taking skills.	- The attendance of students was high (90%). - The tutor taught students writing skills and provided feedback by correcting their essays. Most students grasped the writing techniques required for the DSE examination and improved their confidence in DSE.	\$17,400
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 and listener	30 students S1-S5 students English Debate Team members	Face-to-face + online debate training from September 2024 to July 2025	Teaching debating skills through face-to-face and online sessions, assignments and group debate practices	The English Debating Team received the following prizes in the 2024/25 school year: • 2024-2025 Hong Kong Secondary Schools Debating Competition (HKSSDC) — SF (Team 4) Grand Final 1st Runner Up • 2024-2025 Hong Kong Secondary Schools Debating Competition (HKSSDC) — SF (Team 3) Grand Final Champion • 2024-2025 Hong Kong Secondary Schools Debating Competition (HKSSDC) — EF (Team 2) Grand Final Champion • 2024-2025 Hong Kong Secondary Schools Debating Competition (HKSSDC) — EF (Team 1) Term 2 Final 1st Runner Up	\$ 24,320

					• UNSDGs Debating Competition 2024/25 — EMI Form 2 Division Champion • Hong Kong Bar Association Debate Competition 2024 (HKBADC) — Champion	
Chinese Orchestra masterclasses and training	To enhance the skills of students gifted in music	- Chinese Orchestra	4 sessions were held for different instrumental sections with a training camp	Performance at school	- A supportive peer environment was nurtured, allowing students to forge strong bonds and connections with one another. - Enhanced music skills	\$26711
Network HKDSE Music Course	To provide a network platform for students gifted in music to study the subject	- 2 students	108 hours	Notes Lesson observations	- Students were able to receive lessons in HKDSE	\$16520
Physics Olympiad 2025	To provide a platform for the high-achievers to showcase their talents in physics, and to extend the learning capacity of potentially gifted students in physics	- 12 students - S4 students - Nominated by Physics Department regarding the internal examination scores	6 lessons in two months from Mar to Apr 2025 held after school (one lesson per week)	Topic notes and past paper relating to the Physics Olympiad	- No external coach was hired this year. The lessons were conducted by subject teachers. - Four students took part in the Hong Kong Physics Olympiad 2025, and one student was awarded Third Class Honour. - Generally, the students found that they had a better understanding of related physics topics.	\$0

One-off Grant for Mental Health at School (24-25) Report

1. Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	\$58,810
ii.	Providing support services related to enhancing the mental health of students and teachers	
iii.	Designing and producing school-based learning and teaching resources related to mental health	
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	
v.	Others (please specify):	
	Total Expenditure	\$58,810
	Unspent Balance	\$1,190

One-off Grant for Promotion of Sports Ambience and MVPA60 (24-25) Report

	Area	Proposed Overall Budget (\$)	Expenses in 2024-2025 (\$)	Balance
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools			
	a. Procuring mobile applications / related software for recording students' physical fitness data and activity hours	50,000	30,140	
	b. Procuring supporting tools: (-Polar Verity Sense – Multi-kits (for group solutions-10 pcs adult) \$7,600 / kit x 4 = ~\$30,400 -BlazePod (6 pieces/set) \$4,500 x 2 sets = ~\$9,000)	40,000	2,454.98	57405.02
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/competitions			
	a. Organising school PE week / PE day / Wellness Workshop: -(Inter-class Teachers-students Indoor Rowing competition or Inter-class Teachers-students skipping rope competition or Inter-class Teachers-students Chinese shuttlecock competition or Inter-class Teachers-students Table-Tennis competition) -Wellness Workshop – Sports Stacking -Wellness Workshop – Pickleball -Wellness Workshop – Tchoukball	5,000	1,000 1,500 1,300 2,200	
	b. Arranging various sports interest classes: (Pickleball / Juggling / Mölkky / Cup stacking / Yoga)	10,000	1,900	7,100
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas3			
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students			
v.	To purchase or upgrade PE/sports equipment in the school			
	a. Purchasing Indoor rowing machines (\$13,000 @ x 2 = \$26,000)	36,000	-	
	b. Purchasing equipment of the New sports: (-Pickleball [20 sets] + Pickleball net ~ \$2,000, Juggling [20 sets] ~ \$1,000, Mölkky [10 sets] ~ \$2,000)	6,500	3,247	39,253

vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60			
	a. Awarding students who can achieve the target of MVPA60	2,500	-	2,500
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school			
viii.	Others (Please specify):			
(i. a + b) + (ii. a + b) + (v. a + b) + (vi. a) Total:		150,000	43,741.98	106,258.02

One-off Grant for Promotion of Chinese Culture Immersion Activities (24-25) Report

「推廣中華文化體驗活動一筆過津貼」報告

(1) 2024-25 年度津貼支出報告

舉辦有關中華文化的科本及跨科組學生學習 / 體驗活動或講座

計畫選擇之理由與簡要說明	受眾	內容	支出	成效評估
中華文化日：於農曆新年慶祝活動當天（1 月 23 日）舉辦變臉、雜耍、華服試穿、麵粉公仔製作、扯鈴、剪紙、風車、糖畫製作、老師扮演財神等等活動。	全校	一次性活動	\$44789.75	學生積極參與當天活動
中六級文化戲劇欣賞活動：1 月 8 日到屯門大會堂欣賞《戲解文言 V》，改編自中文科範文及建議篇章《廉頗藺相如列傳》、《曹劌論戰》及《逍遙遊》。認識忠君愛國的文化價值及道家天人合一的文化意義。	中六全級	一次性活動	\$6765	學生十分投入
文化書籍書展：1 月 20 及 21 日，GPA 舉辦。讓同學認識文化類書籍，加強對中華文化的欣賞能力。	全校	一次性活動	\$4000	各班老師利用課堂帶學生到 GPA 選書，學生積極參與。
中三級文學散步，於 12 月 17 日早上到九龍城探索文化遺跡及與香港文學的關係。	30 位中三學生	一次性活動	\$4500	學生專心聽講，活動後繳交相關作品。
麵粉公仔製作班：11 月 17 日舉行，讓學生發揮創意，認識中國傳統技藝。	22 位學生	一次性活動	\$1650	學生發揮創意，完成熊貓作品。
中國文化讀書會：1 月 16 日。主題為何謂魔幻寫實主義，以《殘雪》為例討論小說與魔幻寫實主義，以至中國文學中的孤獨感。	40 位學生	一次性活動	\$2800	學生十分投入，並向作家提問。

Promotion of Reading Grant (24-25) 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, genre and formats were purchased to arouse students' interest in reading. These newly-purchased titles were on display or promoted via eCampus, Gmail, 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 read 10 – 12 diversified topics of English or Chinese books and to complete some creative writing tasks. 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*, *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, BBC Science Focus, 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.

Ten students in Form 1-3 joined the Hong Kong Battle of the Books and received championship. In the preparation for the competition, reading-related activities and games were arranged to enhance the joy of reading among both the contestants and non-contestants.

Several 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	36,897.22
	☒ Printed books	
	☒ e-Books	
2.	Web-based Reading Schemes	
	eRead Scheme	
	Other scheme: _____	
3.	Reading Activities	20132.27
	Hiring writers, professional storytellers, etc. to conduct talks	
	☒ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	☒ 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	39707.71
	Total	96737.2

* Please tick the appropriate boxes or provide details.

Sister School Exchange Grant Scheme (24 – 25) Report

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

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.	Beijing Exchange Programme 2024-2025 (F.3 – 5 level) - The programme consisted of two sessions: the Hong Kong Session and the Beijing Session. - The Hong Kong Session was scheduled for January 20-26 2025. Students from Maryknoll Convent School (MCS), La Salle College (LSC), and Heep Yunn School (HYS) were ready to provide home-stays for 16 students from The High School Affiliated to Renmin University of China (RDFZ), who planned to attend lessons in the three schools and visit cultural sites, museums, and local attractions in Hong Kong. - The Beijing Session took place from April 1-7, 2025. Twenty students from MCS, LSC, and HYS were accompanied by five teachers from the three schools to visit RDFZ. They stayed in the RDFZ dormitory on school days and with home-stay families over the weekend. In addition to lesson observations, the programme included visits to cultural sites, museums, and local attractions in Beijing, as well as a project-based learning activity using iPads.	- To provide an authentic language environment for learning Putonghua - To allow students to experience the differences between Hong Kong and Beijing - To understand the history and development of Beijing - To use iPads for on-site exchange projects - To use photography equipment to document activities	- Both sessions were carried out successfully, as evidenced by the reflections shared during the trip debriefings, the work completed by MCS students in their programme booklets, and the feedback received from parents. Participants developed a thorough understanding of Beijing's culture, history, and growth through the programme. - By providing home-stays, participants from both cities had ample opportunities to practice Putonghua and English, while also gaining firsthand experience of the contrasts between Hong Kong and Beijing. - The iPads and video-conferencing tools, such as	The exchange programme is proposed to be organized in the upcoming academic year.

	- Interactive television and related accessories were utilised to facilitate online meetings before the on-site sessions.		laptops and interactive TV systems, were effectively used.	
2.	Shanghai Exchange Programme 2024-2025 (F.3 – 5 level) - The programme was scheduled for April 17-22 2025. 20 students were accompanied by three teachers to visit Shanghai Gezhi High School (SGHS). They stayed in the dormitory on school days and with their SGHS partners. In addition to lesson observations, the programme included visits to cultural sites, museums, and local attractions in Shanghai and Suzhou, as well as a project-based learning activity using iPads. - Interactive television and related accessories were utilised to facilitate online meetings before the on-site sessions.	- To provide an authentic language environment for learning Putonghua - To allow students to experience the differences between Hong Kong and Shanghai - To understand the history and development of Shanghai - To use iPads for on-site exchange projects - To use photography equipment to document activities	- The exchange programme was carried out effectively, as demonstrated by the reflections shared during post-trip discussions, the projects and assignments completed by MCS students, and the responses from parents. Through this experience, participants acquired a comprehensive insight into Shanghai's culture, history, and growth. - By offering dormitory accommodations, participants from both locations had multiple chances to practise Putonghua and English, while also exploring the contrasts between Hong Kong and Shanghai. - Devices such as iPads and video communication tools, including laptops and interactive display systems, were employed during the programme.	- The exchange programme is proposed to be organized in the upcoming academic year. - The Hong Kong Session is also intended to be held in the upcoming academic year.

5.	Sports and Cultural Exchange Programme 2024-2025 - A total of 56 participants from various sports teams were led by three PE teachers and respective school sports team coaches to Zhaoqing Phoenix Sanli School. - The participants, who were members of the Swimming Team, Basketball Team, and Trampolining Team, traveled to the Sports Center in Zhaoqing from June 30th to 3rd for special sports training and exchange trip. - During the trip, the participants and teachers also visited the alliance school, Zhaoqing Phoenix Sanli School. The MCS teachers and Basketball Team students toured the campus together and played a friendly match with the alliance school's basketball team to learn from each other.	- To share experiences in teaching with the aim of enhancing professional competence - To broaden the horizons of teachers and students and deepen their understanding of the educational, economic, social and cultural developments in the Mainland - To use the video-conferencing equipment, such as notebook computers, to produce clips about the trip	- Feedback from both students and educators indicated that the exchange programme enhanced students' athletic abilities and provided them with firsthand insight into China's progress. - Moreover, students valued the campus atmosphere and remarked that, despite the demanding four-day, three-night training, they benefited significantly from the experience. They eagerly anticipated the upcoming sports exchange activity. - Teachers shared that the experience broadened their knowledge of effective coaching methods for sports development.	- The programme is proposed to be held again in the near future.
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Part 2: Financial Report

Item No.	Item Name	Expenditure Item	Amount	Remarks
1.	Beijing Exchange Programme 2024-2025	Tour fee, air tickets & meal expenses	HK\$ 18327.32	
2.	Shanghai Exchange Programme 2024-2025	Tour fee, air tickets & meal expenses	HK\$ 156995.50	
3.	Sports and Cultural Exchange Programme 2024-2025	Tour fee including accommodation, transportation and meal	HK\$ 68880.00	
Total:			HK\$ 244202.82	
Annual Balance of Grant from the previous year:			HK\$ 11,0645.47	
Allotment of this year's Grant:			HK\$ 165439.00	
Annual Balance of Grant:			HK\$ 31881.65	

School-based After-school Learning and Support Programs (24/25) Report

Name of School: Maryknoll Convent School (Secondary Section)

Staff-in-charge: Ms J. Lo Contact Telephone No.: 2336 2378

A. The number of students (count by heads) benefitted under this Program is 54 (including A. 20 Comprehensive Social Security Assistance (CSSA) recipients, B. 25 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 9 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			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						
Outdoor activities	20	25	9	90%	Nov 2024	\$3,000	observation		
Total no. of activities: <u>1</u>									
@No. of man-times	20	32	10		Total Expenses	\$3,000			
**Total no. of man-times	54								

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			
Learning Effectiveness						
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				
Personal and Social Development						
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				
Community Involvement						
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);

Life Wide Learning Grant (24-25) Report

2024 ver.Sep

__2024-2025__ 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 ¹ (Including KLA's, 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	Local Activities: To organise life-wide learning activities in different KLA's / 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	Academic Extension Programmes	Throughout the year	F.1-6	817	\$90,123.00	\$110.31	E1, E6	Cross-Disciplinary (Others)	Academic skills have been enhanced through supplementary lessons and advanced topics, resulting in deeper understanding and higher achievement.	✓	✓			
2	Biotechnology Programmes	Throughout the year	F.4-6	60	\$82,300.00	\$1,371.67	E1, E2, E6	Science	Students have gained a solid understanding of biotechnology, including genetic engineering, medical advancements, and environmental solutions.		✓			
3	Career and Life Planning Programmes	Throughout the year	F.1-6	817	\$13,059.50	\$15.98	E1, E6	Others - CLP Committee	Students have been equipped with career exploration skills and life planning tools, enabling them to make informed decisions about their future paths.					✓
4	Catholic Programmes	Throughout the year	F.1-6	817	\$46,815.80	\$57.30	E1, E2, E6	Values Education	Religious education and activities aligned with Catholic values have been provided, supporting moral development and faith formation.	✓				
5	Core Competence Programmes	Throughout the year	F.1-6	360	\$38,742.80	\$107.62	E1, E2, E6	Leadership Training	Fundamental skills in literacy, numeracy, and digital literacy have been strengthened, laying a strong foundation for academic success.		✓			
6	Debate & Speech Training Programmes	Throughout the year	F.1-6	60	\$120,551.70	\$2,009.20	E1, E2, E6	Cross-Disciplinary (Others)	Critical thinking and public speaking abilities have been developed through structured debates and speech practices.		✓			
7	Language Extension Programmes	Throughout the year	F.1-6	817	\$53,302.04	\$65.24	E1, E6	Cross-Disciplinary (Others)	Language proficiency has improved through immersive activities, strengthening communication skills and cultural awareness.		✓			
8	Mental Health Programmes	Throughout the year	F.1-6	817	\$31,033.00	\$37.98	E1, E6	Student Mental Health	Students' mental well-being has been supported through counseling services, workshops, and awareness campaigns.	✓				

9	Music Programmes	Throughout the year	F.1-6	200	\$224,677.00	\$1,123.39	E1, E2, E6	Arts (Music)	Students have had meaningful opportunities to learn and appreciate music, enhancing their creativity and cultural understanding.			✓		
10	National Education Programmes	Throughout the year	F.1-6	817	\$22,970.00	\$28.12	E1, E2, E6	Values Education	National pride and cultural awareness have been instilled through engaging educational activities focused on the nation's history and heritage.	✓				
11	Peer Mentorship Programmes	Throughout the year	F.1&5	200	\$48,089.00	\$240.45	E1, E6	Leadership Training	Peer support and guidance have been encouraged, enriching students' academic and social experiences.	✓				
12	Performing Arts-related Programmes	Throughout the year	F.1-6	100	\$154,075.00	\$1,540.75	E1, E2, E6	Arts (Others)	Students' talents in drama, dance, and music have been nurtured, fostering creativity, confidence, and self-expression.			✓		
13	Service Projects	Throughout the year	F.1-6	30	\$13,201.70	\$440.06	E1, E2, E6	Values Education	Students have actively participated in community service activities, demonstrating civic responsibility and social awareness.				✓	
14	Smileys Training Programmes	Throughout the year	F.3-5	200	\$26,000.00	\$130.00	E1, E6	Student Mental Health	Social-emotional skills have been developed, promoting positive behavior and healthy interpersonal relationships.	✓				
15	Sports Coaching Fees	Throughout the year	F.1-6	300	\$473,270.00	\$1,577.57	E1, E5	Physical Education	Specialized coaching has been provided, significantly improving students' athletic skills and performance across various sports teams.			✓		
16	Sports Competition Fees	Throughout the year	F.1-6	300	\$28,310.00	\$94.37	E1, E3	Physical Education	All costs associated with students' participation in sports competitions have been covered, promoting physical fitness and team spirit.			✓		
17	Sports Miscellaneous	Throughout the year	F.1-6	120	\$28,046.37	\$233.72	E2, E7	Physical Education	Intensive training experiences have been successfully delivered, boosting athletic performance and strengthening team cohesion.			✓		
18	STEM-related Programmes	Throughout the year	F.1-6	400	\$174,170.65	\$435.43	E1, E6	Cross-Disciplinary (STEAM)	Students have actively engaged in STEM projects, fostering innovation, creativity, and effective problem-solving skills.		✓			
19	Sustainability and Green Programmes	Throughout the year	F.1-6	817	\$9,742.05	\$11.92	E1, E2, E6	Geography	Environmental consciousness and sustainable practices have been promoted through hands-on projects, workshops, and community initiatives.	✓				
20	Value Cultivation Programmes	Throughout the year	F.1-6	817	\$70,681.00	\$86.51	E1, E6	Values Education	Ethical and moral values have been fostered through character-building activities and meaningful discussions.	✓				
21	Visual Arts-related Programmes	Throughout the year	F.1-6	817	\$27,326.00	\$33.45	E1	Arts (Visual Arts)	Artistic expression and appreciation have flourished through diverse visual arts activities and creative projects.			✓		
22														
23														
Sub-total of Item 1.1				9,683	\$1,776,486.61									

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 Programmes	May - Jun 2025		20	\$28,705.64	\$1,435.28	E1, E2, E3, E4	Others - Global Citizenship and Civic Education Committee	Students have gained international exposure by visiting La Salle College in France, successfully enhancing their global awareness and cross-cultural understanding.	✓			
2	Mainland Exchange Programmes	May - Jun 2025		100	\$6,345.00	\$63.45	E1, E2, E3, E4	Patriotic Education	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.	✓			
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2				120	\$35,050.64								
Expenses for Category 1				9,803	\$1,811,537.25								

Note 1: 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	STEM-related Learning Resources	Enhancing STEM initiatives	\$8,553.00
2	Sports-related Consumables and equipment	Facilitating sports activities	\$1,312.00
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$9,865.00
Expenses for Categories 1 & 2			\$1,821,402.25

Category 3: Number of Student Beneficiaries

Total number of students in the school:	817
Number of student beneficiaries:	817
Percentage of students benefiting 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	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Financial Report 2024/2025								
As at 31/08/2025								
				Surplus/(Deficit)	Provision	Cumulative Expenditure	Balance	Total Balance
				2023/2024	2024/2025	09.2024-08.2025		
I	Government Funds							
	(1) - 1	EOEBG		633,676.11				
		(a)	Baseline					
			School and Class Grant		1,562,851.98	1,751,225.63	(188,373.65)	(188,373.65)
			Administration Grant for Additional Clerical Assistant		209,869.21	279,027.00	(69,157.79)	(69,157.79)
			Composite Furniture and Equipment Grant		645,300.00	596,855.51	48,444.49	48,444.49
			Total	633,676.11	2,418,021.19	2,627,108.14	(209,086.95)	424,589.16
		(b)	School Specific Grants					
			Administration Grant	-	4,970,844.00	4,823,808.16	147,035.84	147,035.84
			Provision of Air Conditioning Grant	-	737,700.20	541,540.00	196,160.20	196,160.20
			Capacity Enhancement Grant	-	676,944.00	607,492.69	69,451.31	69,451.31
			Composite Information Technology Grant	-	585,308.00	480,107.58	105,200.42	105,200.42
			SBM Top-up Grant	-	53,385.00	3,000.00	50,385.00	50,385.00
			School-Based Speech Therapy Administration Recurrent Grant	-	8,541.00	1,489.60	7,051.40	7,051.40
			Total	-	7,032,722.20	6,457,438.03	575,284.17	575,284.17
	(1) - 2	Funds Outside EOEBG (Special Domain-not transferable)						
			Home-School Co-operation Project	-	46,044.00	46,044.00	-	-
			Diversity Learning - Other Programme	39,318.60	105,000.00	84,955.30	20,044.70	59,363.30
			Diversity Learning - Applied Learning	-	8,750.00	8,750.00	-	-
			Employer's Cont. to PF/MPF - Admin. Grant	-	503,850.62	511,772.77	(7,922.15)	(7,922.15)
			Enhanced Chinese Learning (Enhanced Additional Funding-Support for NCS Students-S)	110,170.00	883,874.00	897,990.57	(14,116.57)	96,053.43
			Sister School HK Mainland	110,645.47	165,439.00	244,202.82	(78,763.82)	31,881.65
			IT Staffing Support Grant	-	338,819.00	377,937.00	(39,118.00)	(39,118.00)
			Learning Support	322.20	-	322.20	(322.20)	-
			Promotion of Reading Grant	51,569.44	77,205.00	96,737.20	(19,532.20)	32,037.24
			Salaries Grant - Supply Staff	(263,700.00)	184,500.00	553,364.10	(368,864.10)	(632,564.10)
			Salaries Grant - Teaching Staff	(40,176.17)	52,708,993.24	52,851,852.30	(142,859.06)	(183,035.23)
			Salaries Grant - Teaching Supporting Staff	801.25	1,650,489.00	1,651,290.25	(801.25)	-
			Teacher Relief Grant - Annual Recurrent	106,607.00	301,275.00	429,274.50	(127,999.50)	(21,392.50)
			Teacher Relief Grant - Optional	546,226.60	4,350,616.83	3,800,618.42	549,998.41	1,096,225.01
			Teacher Relief Grant - Others	7,200.00	3,708.00	-	3,708.00	10,908.00
			Life-Wide Learning Grant	313,506.64	1,505,474.00	1,821,402.25	(315,928.25)	(2,421.61)
			Support for NCS+SEN	91,201.50	-	128.00	(128.00)	91,073.50
			School Based After School Learning & Support Programme	-	31,200.00	3,000.00	28,200.00	28,200.00
			School Executive Office Grant	472,896.35	590,760.00	608,760.00	(18,000.00)	454,896.35
			Beat Drug Fund Supported Programme	-	25,000.00	20,635.00	4,365.00	4,365.00
			One-off Grant for Citizenship and Social Development	104,102.00	-	104,102.00	(104,102.00)	-
			Government Rent & Rate	-	1,410,700.00	1,376,860.00	33,840.00	33,840.00
			IT Innovation Lab Programme	42,060.00	906,570.00	738,410.00	168,160.00	210,220.00
			QEF - My Pledge of Act	108,530.00	-	108,530.00	(108,530.00)	-
			NAC Support	-	30,680.00	-	30,680.00	30,680.00
			Fringe Benefits under the Enhanced NET Scheme	-	24,458.99	24,458.99	-	-
			One-off Grant for Mental Health at school	34,515.00	-	33,325.00	(33,325.00)	1,190.00
			One-off Grant for Mental Health of Parents & Students	20,000.00	-	19,345.00	(19,345.00)	655.00
			One-off Grant on Promotion of Sports Ambience and MVPA60-S	150,000.00	-	43,742.32	(43,742.32)	106,257.68
			One-off Grant on Promotion of Prom of Chi Culture Immersion Activities-S	300,000.00	-	64,489.75	(64,489.75)	235,510.25
			One-off Grant on Parent Education-S	200,000.00	-	3,400.00	(3,400.00)	196,600.00
		*	One-off Grant for Promotion of Self-Directed Language Learning (ENG)	-	200,000.00	-	200,000.00	200,000.00
		*	One-off Grant for Promotion of Self-Directed Language Learning (PTH)	-	200,000.00	-	200,000.00	200,000.00
		*	One-off Grant AI for Science Education	-	100,000.00	-	100,000.00	100,000.00
			Total	2,505,795.88	66,353,406.68	66,525,699.74	(172,293.06)	2,333,502.82

