



MARYMOUNT SECONDARY SCHOOL

School Development Plan 2019- 2022

Marymount Secondary School
School Development Plan
2019 – 2022

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1. School Vision & Mission



Our mission is to create in the school a cherishing and challenging atmosphere that facilitates the holistic development of students in areas such as the spiritual, moral, intellectual, physical, social and aesthetic. The school is a happy place for studying and learning, a place the students would like to identify with and be proud of.

According to our catholic and cultural traditions, and through care and concern for each individual person, we seek to form students:

- whose acquisition of knowledge and skills is joined to Christian values
- who will become reflective and will accept their strengths and weaknesses
- who will come to a knowledge of God and put Christian values into practice
- who are sensitive to the needs of others, especially the poor
- who fulfil a role in serving others to build a just and compassionate society.

Through a balanced curriculum and varied functions, the school aims at fostering the students to become responsible citizens, who are sensitive to the needs of others, especially the poor, and who will fulfill their role in building a just and compassionate society.

In the spirit of openness and close co-operation built on mutual trust, respect and appreciation of the distinct roles of one another, the Management Committee represented by the Supervisor, the Principal and Staff work together for the common goal of providing quality education for the students.

2. School Goals

The vision and mission of our sponsoring body, the Christian Life Community, is based on the spiritual vision and the world view of St. Ignatius. In carrying out our education ministry, the Marymount community adopts the vision of St. Ignatius, studies the signs of the times and then reflects on school policies, structures, implementation plans, current pedagogical methods and all other elements of the school environment to find those means that will accomplish the purposes of the school and implement the educational philosophy of our sponsoring body. Experience, Reflection, Action, Evaluation and the Search for Excellence are as much the way of life of the Christian Life Community as life in the school.

St. Ignatius insisted on “*magis*” – for the more, the better, the deeper. In the spirit of “*magis*”, we ask ourselves the following three questions as we conduct our school self-evaluation and annual school planning:

- What have we done to achieve our school vision and mission?
- What are we doing?
- What more can we do?

Over their six years of education at MSS, we hope to inspire our students and provide them with the essential experiences to make a difference through their service and leadership to the community so that they can be women for and with others for the greater glory of God.

Magis: through teaching & learning, student formation & student support, we provide a variety of experiences to bring out the fullest possible development of every dimension of the person, lined to the development of a sense of value and commitment to the service of others and for the greater glory of God.

Sustainability: committed to quality education and excellence in all areas of school life, we build on the fine traditions of past and embrace opportunities for innovation to take the school forward and bring it to new heights.

Symphony: with trust and respect for students, teachers, parents, alumnae and the school sponsoring body, we connect and consolidate relationships among all members of the Marymount community.

3. School Motto



4. Core Values of Education

Values education plays an essential part in the education of young ladies at MSS for while knowledge may grow outdated with time and skills may become inadequate, only positive values grow strong in times of change and uncertainty. Through the formation of values in the education that we provide, our student grow into integrated persons of Wisdom, Care, Love and Compassion.

Wisdom: our students learn to make WISE decisions and are able to show in words and deeds RESPECT and RESPONSIBILITY

Care: our students learn to be KIND and MERCIFUL and not to judge and condemn

Love: our students show PATIENCE and learn to LISTEN and RESPECT different views and feelings

Compassion: our students show a readiness to respond to the needs of others, we show EMPATHY, and RESPECT for cultural differences

5. Holistic Review

5a. Effectiveness of School Development Plan 2016 - 2019

In evaluating the effectiveness of the implementation strategies for School Development Plan 2016-2019, the EDB Stakeholders Survey and the MSS School-based Questionnaire were used to collect statistical data on the impact on student learning and their personal development in terms of values and attitude in November 2018. The findings, together with students' performance in both academic and non-academic areas, as well as teachers' observation and feedback at evaluation meetings were also taken into consideration and carefully analyzed.

Meetings were also conducted by the School Executive Committee and the Staff Development and Appraisal Committee (Domain 1); Curriculum Committee and Academic Committee (Domain 2); and the Student Formation and Student Support Committee (Domain 3) to evaluate the achievements and to understand the needs of students and the school in preparation for the 3-year School Development Plan 2019-2022 between December 2018 and January 2019.

In the 2016-2019 school development cycle, two major concerns were identified to equip students with the knowledge and skills, and to help them acquire the values and attitudes through a variety of experiences both inside and outside the classroom, through their studies and extra-curricular activities as well as through the formal and informal curriculum.

Major Concern 1 Cultivating students into self-directed and reflective learners with 21st Century Competencies: <ul style="list-style-type: none"> <i>Literacy & Numeracy</i> <i>Critical Thinking & Problem Solving Skills</i> <i>Communication & Collaboration Skills</i> <i>Creativity & Innovation</i> 		
Targets	Extent of targets achieved	Follow-up action
1.1 To foster students' learning habits and skills as self-directed and reflective learners with 21 st	All Subject Panels reviewed and refined their Programme Plans and Schemes of Work to incorporate strategies for achieving the Major Concerns.	Subject Panels will review and refine their Programme Plans and Schemes of Work to promote and implement Major Concern 1 of SDP 2019-2022.

Century Competencies	<p>The S2 LEAD+ project learning programme was reinforced with additional elements STEAM Education, extended to a year-round programme and enriched to include English Language and elements like empathy and entrepreneurship.</p> <p>Special programmes, like the Pre-S1 Summer Workshop, and workshops held during CCA e.g. S1 Workshop on Study Smart, S3 Workshop on Study Skills for Exams, S1-S3 STEAM Workshops were refined to equip students with the relevant learning skills.</p> <p>Special programmes and workshops were arranged to guide students in setting academic goals for their studies and careers. These include the S3 Goal Setting Workshop, follow-up sessions for S4 & S5 on the Student Learning Profile and S6 Pre-DSE Lessons.</p>	<p>Inspired by the success of S2 LEAD+, S1 JUMP project learning programme will be reviewed and revamped to enrich students' learning experience with more extensive and authentic elements to empower and motivate them with the initiative for learning.</p> <p>STEM and STEAM workshops and similar programmes relevant to the Major Concerns of SDP 2019-2022 will be continued.</p> <p>Similar programmes and workshops relevant to the Major Concern 1 of SDP 2019-2022 will be held to empower and motivate students to develop initiative for learning.</p>
1.2 to maximize learning opportunities for students to apply and practice the skills as self-directed and reflective learners with 21st Century Competencies	<p>Students participated in a wide variety of competitions, both local and international, that were promoted and coached by different Subject Panels. Students achieved excellent results in competitions that they participated in for the first time.</p> <p>Students participated in a large variety of World Classroom Programmes and Study Tours to different corners of the world were organized by different Subject Panels and ECAS groups.</p>	<p>Subject Panels will continue to prepare students for the challenges of STEM and STEAM activities and groom them for different competitions to empower and motivate them to develop initiative for learning.</p> <p>Subject- / Theme-based Exchange Programmes and Study Tours will be organized during term time to supplement World Classroom Programmes to empower and motivate students to develop initiative for learning outside the classroom.</p>

	<p>Students participated in a wide variety of joint-school activities and exhibitions organized by local schools, EDB and NGOs.</p> <p>A variety of Tier 1, Tier 2 and Tier 3 Gifted Programmes were available to enable students to discover their talents and develop their potentials.</p>	<p>Subject Panels will continue to encourage students to participate in activities outside school to empower and motivate them to develop initiative for learning.</p> <p>Similar challenges will be provided for students to increase opportunities for them to develop initiative through activities held outside the classroom.</p>
1.3 To enhance resources for learning and teaching	<p>A wealth of resources for innovative programme e.g. the iMac Lab, additional software and different electronic platforms were provided to support eLearning for self-directed learning.</p> <p>Additional small classes and split classes in the core subjects were arranged to for to challenge the elite and provide remedial support for weaker students in the junior secondary levels.</p> <p>Additional teachers and Teaching Assistants were employed to cater for student diversity.</p> <p>Professional service, expert guidance, coaches and tutors were employed to stretch students' potential.</p>	<p>Teachers would make use of the resources acquired to support the Major Concerns of SDP 2019-2022.</p> <p>The effectiveness of such arrangements will be monitored and evaluated.</p> <p>Similar arrangements to support the Major Concerns of SDP 2019-2022 will be continued.</p> <p>Similar arrangements will continue.</p>
1.4 To foster on-going professional development among teachers	<p>Teachers capitalized on the different professional development programmes offered by Catalyst Education Lab (CEL) to build capacity for the major concerns through the MIT J-WEL Week and Training sessions, the CIS MIT</p>	<p>The school will continue to work closely with CEL and to the other 5 partner schools to plan and implement professional development programmes relevant to the Major Concerns of SDP 2019-2022.</p>

	<p>Summer Camps, and the Joint-school Professional Development Day.</p> <p>Teachers took part in seminars and workshops offered by the EDB and other educational institutions to acquire the knowledge and skills for the major concerns as well as the Renewed Major Emphases and other curriculum reforms.</p> <p>Teachers of different subject panels took part in the Professional Development School Programme on VR & AR.</p> <p>Teachers participated in the EDB Gifted Network Programmes for the English Language and Science KLAs.</p> <p>Teachers of the Chinese Language Panel attended a school-based training programme provided by an experienced professor from HKU.</p>	<p>Similar arrangements to support the Major Concerns of SDP 2019-2022 will continue.</p> <p>Teachers will be encouraged to take part in EDB School-based Support programmes relevant to the Major Concerns of SDP 2019-2022.</p> <p>These arrangements will continue.</p> <p>The training sessions are completed. Teachers will implement the pedagogy that they have acquired and relate this to the Major Concerns of SDP 2019-2022.</p>
1.5 To further enhance teacher capacity and strategies for supporting students' learning	<p>School-based staff development programmes on pedagogies related to the major concerns and lesson observations were conducted by experienced educational consultants.</p> <p>Members of the eLearning Team and STEM Team promoted cross-curricular initiatives incorporating technology to enhance learning effectiveness.</p>	<p>School-based staff development programmes to support Major Concerns 1 and 2 of SDP 2019-2022 will be planned and scheduled over the next 3 years.</p> <p>Similar arrangements to support the Major Concerns of SDP 2019-2022 will be continued.</p>

	Co-planning, co-teaching and critical buddy lesson observations were conducted among teachers.	Similar arrangements to support the Major Concerns of SDP 2019-2022 will continue.
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<p style="text-align: center;">Major Concern 2</p> <p>Transforming students into respectful and discerning persons with Heroic Leadership Qualities:</p> <ul style="list-style-type: none"> • <i>Self-Awareness</i> • <i>Ingenuity</i> • <i>Love</i> • <i>Heroism</i> 		
Targets	Extent of targets achieved	Follow-up action
2.1 To foster students' attitudes and skills so that they can become respectful and discerning persons with Heroic Leadership Qualities (the Qualities)	<p>The Qualities were included in Pastoral Care programmes e.g. Other Learning Experiences, Life-wide Learning Day, Orientation Camp for student leaders, Pre-S1 Workshop for S1 students.</p> <p>Speakers were invited by the Pastoral Care Teams to share their experience with students to inspire them on how they can achieve the Qualities.</p> <p>Talks on Positive Discipline were conducted to help students develop respect for the Qualities.</p> <p>The Qualities were incorporated into the Religious Education curriculum.</p>	<p>Pastoral Care Teams will incorporate the 6 Core Values of MSS of Major Concern 2 of SDP 2019-2022 in their programmes.</p> <p>Speakers will be invited to inspire students on the 6 Core Values of MSS.</p> <p>Teachers and students will practice the spirit of Positive Discipline.</p> <p>All Subject Panels will incorporate the 6 Core Values of MSS in their Schemes of Work.</p>
2.2 To maximize learning and application opportunities so that students can practise being respectful and discerning persons with Heroic Leadership Qualities	<p>Students participated in a variety of activities and competitions to unleash their potential and further develop the Qualities.</p> <p>Students participated in a variety of activities e.g. Service Trips, Service Projects, Mentorship Programmes, World Classroom Programme, Mainland Programme to experience and develop a better understanding of the Qualities.</p>	<p>Similar arrangements to support the Major Concerns of SDP 2019-2022 will be continued to enable students to put the Core Values into practice.</p> <p>Similar arrangements to support the Major Concerns of SDP 2019-2022 will be continued to enable students to put the Core Values into practice.</p>

	The Marymount Professionals was set up to enable graduates to inspire and share their experience on how to achieve the Qualities with students.	The different Chapters of Marymount Professionals will hold regular meetings. New Chapters will be added to the present structure.
2.3 To enhance resources and support to transform students into respectful and discerning persons with Heroic Leadership Qualities	<p>A Values Education Coordinator and a Values Education Consultant were employed to incorporate the Qualities into the Religious Education curriculum and Other Learning Experiences.</p> <p>Teaching Assistants were employed to provide support for the relevant programmes.</p> <p>Special rooms were provided for teachers and students to cater for special needs.</p>	<p>Professional consultants will be employed to develop resources for the implementation of the 6 Core Values of Major Concern 2 of SDP 2019-2022.</p> <p>Similar arrangements to support Major Concern 2 will be continued.</p> <p>Similar arrangements will continue.</p>
2.4 To foster and further enhance ongoing professional development of teachers in cultivating students into respectful and discerning persons	<p>An MSS & MPS Teacher Formation Programme on Life Education to Taiwan and a follow-up sharing session was conducted.</p> <p>Teachers gained a better understanding of Positive Education through a school-based staff development day and by participating in the Positive Education Conference.</p>	<p>Teachers will apply strategies for student formation and student support in their lessons and programmes.</p> <p>Teachers will continue to attend courses on Positive Education and implement what they have acquired in their lessons and programmes.</p>

For details of the above achievements and follow up action, please refer to Marymount Secondary School Annual School Reports, Annual School Plans, and School Development Plan.

5b. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Future Directions
1 School Management	<ul style="list-style-type: none"> • The SSE mechanism is well-developed and the school makes good use of the SSE tools to collect data, analyze, synthesize and evaluating findings. The P-I-E cycle is effectively translated into practice. • The SSE culture has taken root in learning and teaching, and is embedded as school routines. Subject panels and committees formulate appropriate and concrete operational plans in line with the school development priorities and regularly report progress. • Manpower and resources are effectively deployed. External resources are strategically tapped. Grants for specific purposes are suitably utilized. • Teachers and students pursue excellence, contributing to the school's continuous improvement and sustained development. • There is good communication and collaboration among different stakeholders in the school. • The daily running of the school is smooth with flexibility in handling ad hoc issues. 	<ul style="list-style-type: none"> • To embed mechanisms for systematic monitoring and evaluation of school initiatives. • To further tap resources to extend and enrich professional development of teachers. • To invite donations for school improvement projects.
2 Professional Leadership	<ul style="list-style-type: none"> • School management has vision, aspiration, and good professional knowledge which is abreast of educational trends. • School management draws up specific plans in line with school development priorities. • School management strategically empowers middle managers to share the leadership role. There is close collaboration and support between school management and middle managers. • School management and middle managers support teachers to meet the challenges arising from change and make effective use of internal and external resources to enhance professional development of teachers. • School management assigns tasks in according to the experience and expertise of teachers and clearly delineates duties and responsibilities of staff members. • A culture of striving for continuous improvement in respect of teaching and learning is cultivated. • School resources are deployed flexibly and external resources are taped to support school development priorities. 	<ul style="list-style-type: none"> • To make effective use of staff appraisal for formulating professional development plans. • To improve mentorship for young teachers and groom experienced teachers for succession planning. • To further enhance the professional capacity of teachers by establishing the school as a learning community.

PI Areas	Major Strengths	Future Directions
3 Curriculum & Assessment	<ul style="list-style-type: none"> • A Whole School Language Policy to support EMI is in place. • The school adopts the Four Key Tasks to facilitate student learning. Reading to learn, project learning, and learning through IT plays an integral part in student learning. • A broad and balanced curriculum is offered to students in the junior secondary to cater for diverse interests and multiple intelligences. • A school-based curriculum and a modular approach with vertical and horizontal coherence is in place in some subjects in the junior secondary to cater for school priorities and to support student attributes. • A good number of Electives are offered in the Block System of the senior secondary to cater for different abilities, aptitudes, and future study and career plans. • Students' subject knowledge in the different KLAs is enriched and their generic skills, positive values and attitudes are fostered. • Split / small class teaching, variety in pedagogy, multifarious assessment methods cater for learning diversity. • A clear policy on assessment in the spirit of assessment 'for' learning and assessment 'as' learning is adopted and communicated to students and parents. • Teacher assessment is supplemented by self-assessment and peer assessment. Feedback is timely, positive and constructive. • Continuous Assessment to minimize the interruption of exams is adopted in the S1 and S2. • Teachers show a good awareness of Learning to Learn 2.0, the Secondary Education Curriculum Guide and the Major Renewed Emphasis. • Collaborative lesson planning, team teaching, cross marking, and critical buddy lesson observation is practiced. 	<ul style="list-style-type: none"> • To review and refine school-based curriculum to empower students and promote student initiative. • To further promote cross-panel / committee collaboration and sharing of pedagogy and useful strategies for teaching and learning. • To conduct lesson studies and action research on effective ways of promoting student initiative.

PI Areas	Major Strengths	Future Directions
4 Student Learning & Teaching	<ul style="list-style-type: none"> • Students are interested and motivated in learning. The majority are independent and self-directed learners who are able to learn through reading, research and a variety of learning strategies. • Classroom learning is substantiated and supplemented by Other Learning Experiences, Co-curricular Activities, Life-wide Learning Activities, World Classroom Tours, Mainland Tours and Exchange programmes. • S1 JUMP and S2 LEAD+ project learning programmes provide interactive learning opportunities and meaningful learning contexts to students to enhance learner autonomy and ownership. • Reading Time is built into the school timetable to help students develop the habit of reading extensively. • A range of pedagogy and use of technology is adopted to engage students and cater for different learning styles. 	<ul style="list-style-type: none"> • To encourage students to step out of their comfort zone, be ready to ask questions, seek help and take risks in their learning.
5 Student Support	<ul style="list-style-type: none"> • A whole school approach to Positive Education, Values Education and Life Education is adopted for character formation and whole person development. • A whole school approach to Integrated Education is adopted to cater for the Special Educational Needs of students and Non-Chinese Speaking students. • A Pre-S1 Summer Bridging Workshop is provided to offer primary students a smooth transition to secondary school. • Gifted programmes are provided to challenge elite students. Special Workshops, scaffolding and support are provided for students who have special needs. • A wide range of Extra-Curricular Activities and competitions are provided to enable students to identify their talents and stretch their potential. • Career and Life Planning programmes are offered to enable students to understand their strengths and set goals for their future. 	<ul style="list-style-type: none"> • To help students with better time management. • To help students learn to set goals for their future. • To help students develop positive values to make a difference.

PI Areas	Major Strengths	Future Directions
6 Partnership	<ul style="list-style-type: none"> • The school enjoys a good communication and a close relationship with parents through the PTA, and alumnae through the MSS Alumnae Association. Both associations are supportive of the school's needs. The IMC includes Parent and Alumnae managers. • The close ties that the school maintains with the community and external organizations e.g. NGOs, tertiary institutes, EDB etc. facilitates school development, widens students' horizons, enriches their learning experiences, and brings in external expertise for enhancing the professional development of teachers. • The school enjoys a close relationship with a few local secondary schools and colleges overseas. This facilitates school visits for professional development of teachers and exchange programmes for student enrichment. 	<ul style="list-style-type: none"> • To further tap parents, alumnae and external organization to offer mentorship, internship and job shadowing experiences for students. • To look out for inspiring speakers who can share their life stories with students.
7 Attitude and Behaviour	<ul style="list-style-type: none"> • Students are confident and have positive self-image. • The majority of students are reflective, self-disciplined, motivated, eager to learn, creative and aim at perfection. • The majority of students are caring, helpful and sensitive towards others. The Big Sisters take good care of their Little Sisters. • The relation among students is harmonious. They enjoy collaboration and group work • Students take pride in their school, have good School spirit, House spirit and Class spirit. • Students are ready to offer their leadership and service to the school. • Students are respectful of teachers 	<ul style="list-style-type: none"> • To help students handle stress, and develop resilience and perseverance when facing challenges and hardship.
8 Participation & Achievement	<ul style="list-style-type: none"> • Students are generally all-round in their achievement, achieving good academic results in both internal and external exams, territory-wide competitions and international competitions. • Almost all students continue with tertiary studies, either in Hong Kong or overseas. • Students show a wide range of talents and are active in extra-curricular activities and community service. • The majority of students are physical fit and are very conscious of the need for a healthy diet. 	<ul style="list-style-type: none"> • To provide more opportunities for students to take part in international competitions as a means of stretching student potential.

6. SOAR Analysis

Our Strengths

- Students are all-round learners who are ready to learn, lead and serve. They are confident, creative and generally well-behaved. They have attained good results in the HKDSE Exam, with excellent results in English Language and Liberal Studies. They have attained good results in local and international competitions.
- Teachers are well qualified, experienced and competent. They are responsible, committed and active in Continuous Professional Development. They are caring and get along well with the students.
- The school enjoys a long history of fine traditions and a good reputation in HK. The School Sponsoring Body, Parents and Alumna are resourceful and supportive. The school provides an all-round education with an emphasis on values education.

Our Opportunities

- External programmes for enriching and extending student learning beyond the classroom through courses and competitions are abundant. Opportunities for World Classroom Programmes, Exchange Programmes, Mainland Programmes and international competitions are increasing. Professional support and network for curriculum initiatives, Life-Wide Learning activities, OLE and ECA are available. Grants and scholarships for life-wide learning are available. The chance for entering local universities has increased.
- Additional staff are available e.g. EO, SENCO to provide support for school administrative needs and special educational needs. The 'All Graduate Teaching Force' and the availability of promotional posts provide incentive for teachers to take up new challenges and leadership positions. Grants and sponsorship for positive school culture, professional development programmes, curriculum initiatives and student learning needs are available.
- School Development Planning 2019-2022 is timely to address the needs of the students and the needs of the School. The 95th Anniversary of the School can serve as a showcase of the School's achievements.

Aspirations & Results for School Development

- While our students are attentive and motivated and have achieved good results in public exams and territory-wide competitions, their potentials can be further stretched if they take greater initiative and step out of their comfort zone and when learning. Their inter-personal and intra-personal values can be further strengthened to enable them to be women for and with others in times of challenge and change.
- Staff development programmes can be tailored for the School Development Plan and made relevant to staff development needs. The Staff Appraisal System can be reviewed and refined to cater for staff and school professional development needs.
- Although expansion of the school premise is limited by its physical location and setting, the school enjoys a natural and peaceful environment which can be put to good use, and the facilities of the school can be further developed to support students' learning needs.

7. School Development Plan & Major Concerns for 2019-2022

A School Self-Evaluation and School Development Plan Task Group was set up in September 2018 to steer the direction and to co-ordinate arrangements for the drafting of School Development Plan 2019-2022. After a thorough and extensive discussion which took into consideration the achievements and needs of MSS students, the school's vision and mission, recent educational trends and curriculum reforms, it was decided that the following Major Concerns will be adopted to equip MSS students with the knowledge and skills for life-long learning and to cultivate in them the positive values and appropriate attitudes for leading, serving and living a full life.

Major Concern 1

To empower and motivate students to become LEARNERS with INITIATIVE.

Major Concern 2

To nurture students to become PERSONS who are mindful of the CORE VALUES of MSS.

CORE VALUES of MSS GRADUATES

REVERENCE

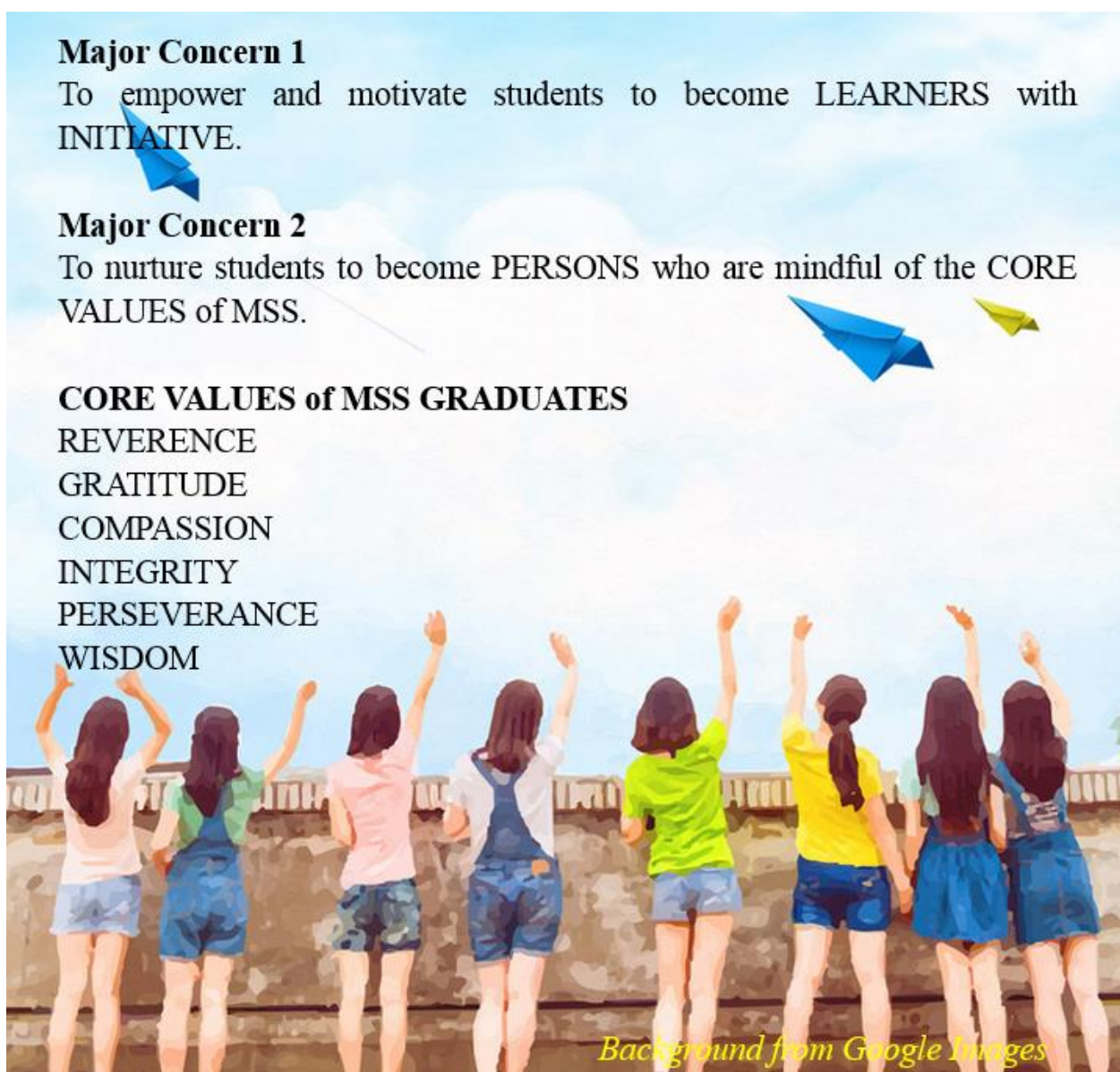
GRATITUDE

COMPASSION

INTEGRITY

PERSEVERANCE

WISDOM



Background from Google Images

School Development Plan 2019-2022

Major Concern 1

To empower and motivate students to become LEARNERS with INITIATIVE

The targets are a continuation and a refinement of sustainable strategies and experiences which the school has implemented and practiced over the years.

Target 1:

Cultivate Higher Order Thinking Skills (HOTS) through the formal and informal curriculum.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
1.1 Cultivate inquisitive learners through interactive classrooms and questioning techniques.	✓	✓	✓	Stimulate curiosity and participation through student-centered, interactive classroom activities.
	✓	✓	✓	Stimulate critical and creative thinking by refining questioning techniques.
	✓	✓	✓	Promote reflective thinking through ‘self’ and ‘peer’ evaluation.
1.2 Develop problem solvers through investigative learning. Empower self-directed learners to identify problems and initiate solutions to drive their learning.	✓	✓	✓	Encourage trial and experimentation through a discovery-based approach to learning.
	✓	✓	✓	Encourage problem-solving through project-based and problem-based activities and tasks.

Target 2:

Implement STEAM (acronym for Science Technology Engineering Art and Maths) and Entrepreneurial Education through the formal and informal curriculum.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
2.1 Build students' knowledge and skill foundation for STEAM and Entrepreneurial Education.	✓	✓	✓	Revamp S1 JUMP and refine S2 LEAD+ project learning programmes.
	✓	✓	✓	Strengthen STEAM elements in the formal curriculum.
2.2 Maximize opportunities for students to apply creative strategies for authentic issues. Cultivate students' innovative mindset to capitalize on opportunities arising from a volatile future.	✓	✓	✓	Organize school-based activities related to STEAM and Entrepreneurial themes.
	✓	✓	✓	Groom students for other activities and competitions related to STEAM and Entrepreneurial themes.
2.3 Develop resources for STEAM and Entrepreneurial Education.	✓	✓	✓	Equip the LEAD Room with facilities, equipment and resources for a Maker Lab.
	✓	✓	✓	Develop a set of school-based resources and tool kit for Urban Plan.

Target 3:

Extend learning beyond the classroom through school-based programmes, joint-school programmes and inter-school competitions.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
3.1 Enrich learning opportunities for all through school-based programmes.	✓	✓	✓	Organize subject related activities outside the classroom to supplement and enrich classroom learning and to provide authentic hands-on experience for application of knowledge and skills.
	✓	✓	✓	Organize World Classroom Programmes during school holidays, Study Tours during Term time, and Mainland Programmes to develop students' global perspective and broaden their horizon.
3.2 Stretch students' potential through external programmes and activities.	✓	✓	✓	Challenge the gifted and maximize opportunities for them to enrich their learning experiences through gifted programmes, joint-school collaborations and local, regional, and international competitions.
	✓	✓	✓	Provide subsidy for students and support for those with potential to achieve excellence.

Target 4:

Teachers are equipped with the knowledge, skills and experience for Higher Order Thinking Skills and STEAM & Entrepreneurial Education.

4.1 Build capacity through school-based staff development programmes.	✓	✓	✓	Conduct staff development programmes.
	✓	✓	✓	Conduct school visits and lesson observations.
	✓	✓	✓	Invite educational experts to empower teachers through focused meetings.
	✓	✓	✓	Encourage staff to take part in action learning and share experience through learning circles.
4.2 Build capacity through other professional development programmes.	✓	✓	✓	Encourage teachers to participate in Continuous Professional Development.
	✓	✓	✓	Nominate teachers for overseas professional development programmes.

Major Concern 2

To nurture students to become PERSONS who are mindful of the CORE VALUES of MSS

REVERENCE

GRATITUDE

COMPASSION

INTEGRITY

PERSEVERANCE

WISDOM

The school will cover the Six Core Values over a continuum of 6 years. While the focus will be on ONE Core Value per year to allow for a deepening of learning experiences, this will be done against the background of promoting ALL the Core Values at the same time without forgetting that EACH of them is as important, and plays an integral part in the formation of students and graduates of MSS.

Year	Core Values	Targets
2019-2020	REVERENCE	Students respect themselves and others who are made in the image of God, revere Nature and the environment, and worship God as the Creator.
2020-2021	GRATITUDE	Students are grateful for their own gifts, the gifts of other people and the blessings that they receive in different ways.
2021-2022	COMPASSION	Students show their love, care and concern for others, and empathize with the less fortunate in what they say and do.
2022-2023	INTEGRITY	Students are honest, ethical, and moral, seek the truth and uphold this in their words and in their deeds.
2023-2024	PERSEVERANCE	Students persist despite setback and have the courage and grit to stand up for what is right and just.
2024-2025	WISDOM	Students are open-minded, humble, discerning, and make informed decisions for the common good.

Target 1:

Set up a ***Promotion of Core Values Team*** to steer the direction and provide support for a Whole-School Approach to Values Education.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
1.1 Develop a framework for the Six Core Values.	✓			Map out the targets and sequence of focus for the Six Core Values.
	✓	✓	✓	Recommend strategies for a Whole-School Approach to Values Education.
1.2 Build staff capacity for the Six Core Values.	✓	✓	✓	Deepen teachers' understanding of the Six Core Values through staff development.
	✓	✓	✓	Invite teachers to share their experience and strategies for the Six Core Values,
1.3 Inform students of the Six Core Values and inspire them into action.	✓	✓	✓	Organize an Assembly programme to introduce the Six Core Values.
	✓			Organize a Thematic Display on the Six Core Values in the Library.
	✓	✓	✓	Design a Values Record Book for students.

Target 2:

Students develop an understanding of the Six Core Values and put them into practice through the formal curriculum, informal curriculum and Pastoral Care programmes.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
2.1 The Academic Committee and Subject Panels promote the Six Core Values through the formal and informal curriculum.	✓	✓	✓	Draw students' attention to relevant units of learning and adopt suitable pedagogy during lessons to deepen their understanding of the Core Values.
	✓	✓	✓	Organize subject-related activities for students to experience, apply and practise the Values to deepen their appreciation of the Core Values.
2.2 The Pastoral Care Teams promote the Six Core Values through Other Learning Experiences.	✓	✓	✓	Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values.
	✓	✓	✓	Organize school activities and special programmes provided by service providers to allow students to experience, apply and practise the Values to deepen their appreciation of the Core Values.

Target 3

Create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection and mindfulness for nurturing the Core Values.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
3 Maximize and fully utilize pocket space in the school campus for work and worship.	✓	✓		Construct a Garden of Grace in the backyard of the school for prayerful reflection.
	✓	✓		Refurbish the Rooftop Penthouse for use as a venue for mindful activities and retreats.

Target 4:

Teachers are equipped with the knowledge, skills and experience to help students cultivate positive values.

Tasks	Time Scale (Please insert ✓)			Outline of Strategies
	Year 1	Year 2	Year 3	
4.1 Build staff capacity for Values Education through school-based staff development programmes.	✓	✓	✓	Conduct staff development programmes.
	✓	✓	✓	Conduct school visits and lesson observations.
4.2 Build staff capacity for Values Education through other professional development and formation programmes.	✓	✓	✓	Encourage teachers to participate in local professional development programmes.
	✓	✓	✓	Nominate teachers for overseas formation programmes.



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