



# MARYMOUNT

SECONDARY SCHOOL



# 瑪利曼中學







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Address : 123 Blue Pool Road, Happy Valley, Hong Kong

Tel. : 2572 8221

Website : <http://www.mss.edu.hk>

Fax : 2572 9371

Email : [office@mss.edu.hk](mailto:office@mss.edu.hk)

<b>Mission Statement</b>	Respect for the dignity and value of each person being inherent in the philosophy of education of our sponsoring body, the school aims at developing students into independent and intelligent learners in pursuit of excellence as well as integrated persons of wisdom, care, love and compassion.
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School Information			
Supervisor / Chairman of School Management Committee	Dr. Éadaoin K.P. Hui		
Principal (with Qualifications / Experiences)	Dr. Ho Kin Yi Daphne Ed.D (HKU)		
School Type	Aided Girls School		
School Sponsoring Body	HKCLC Education Institute Company Limited		
Religion	Catholicism		
Has the Incorporated Management Committee been established?	Established		
Year of Commencement of Operation	1927	School Size (land area)	9,385 m <sup>2</sup>
School Motto	The Lord is My Light		
Total No. of Students	864		
Parent-Teacher Association	Yes		
Students' Union/Association	Yes		
Past Students' Association	Yes		

### Information of Teaching Staff (including School Head) (2022 / 2023)

Number of Teaching Posts in the Approved Establishment	53	Total number of teachers in the school	57
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Qualifications and professional training	Teacher Certificate / Diploma in Education	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training
Percentage of all teaching staff	91%	37%	63%	16%

Working Experience	0 - 4 Yrs	5 - 9 Yrs	10 Yrs or above
Percentage of all teaching staff	23%	10%	67%

Subjects offered in the 2022 / 2023 school year	
S1 – S3	
Chinese as medium of instruction	Chinese Language, Chinese as a Second Language, Chinese History, Putonghua
English as medium of instruction	English Language, English Literature, Mathematics, Religious Education, Integrated Science (S1 & S2), Biology (S3), Chemistry (S3), Physics (S3), Life and Society, Geography, History, Computer Literacy, Music, Physical Education, Technology and Living, Visual Arts
Adopt different medium of instruction by class or by group / school-based curriculum	One group per level with Putonghua as the medium of instruction for Chinese Language

Subjects to be offered in 2022 / 2023 school year	
S1 – S3	
Chinese as medium of instruction	Chinese Language, Chinese as a Second Language, Chinese History, Putonghua
English as medium of instruction	English Language, English Literature, Mathematics, Religious Education, Integrated Science (S1 & S2), Biology (S3), Chemistry (S3), Physics (S3), Life and Society, Geography, History, Computer Literacy, Music, Physical Education, Technology and Living, Visual Arts
Adopt different medium of instruction by class or by group / school-based curriculum	One group per level with Putonghua as the medium of instruction for Chinese Language

S4 – S6	
Chinese as medium of instruction	Chinese Language, Chinese as a Second Language, Chinese Literature, Chinese History
English as medium of instruction	English Language, Mathematics, Citizenship and Social Development (S4 & S5), Liberal Studies (S6), Literature in English, Economics, Ethics and Religious Studies, Geography, History, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Visual Arts, Music, Physical Education, Religious Education

S4 – S6	
Chinese as medium of instruction	Chinese Language, Chinese as a Second Language, Chinese Literature, Chinese History
English as medium of instruction	English Language, Mathematics, Citizenship and Social Development, Literature in English, Economics, Ethics and Religious Studies, Geography, History, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Visual Arts, Music, Physical Education, Religious Education

Class Structure						
	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4

Chargeable Fees (2022/2023)						
Class	S1	S2	S3	S4	S5	S6
School Fee	--			--		
Tong Fai	\$320	\$320	\$320	\$1,000	\$1,000	\$1,000

Remarks	Students in S1-S3 are streamed according to their ability in English, Chinese and Mathematics. Small class teaching is offered to cater for diverse ability.
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PTA Membership Fee	Students' Association Membership Fee	Charges for Specific Purposes *	Others (Please specify)
\$100	\$240	-	-
* Charges for specific purposes (e.g. Air-conditioning fees)			

## S1 Admission, Orientation Activities & Healthy School Life

<b>Secondary One Admission</b>	<p>Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S1 in September 2022).</p> <p>Criteria and Weightings for Discretionary Places:  Student Portfolio (Academic Performance, Conduct, Extra-curricular Activities &amp; Awards): 50%  Interview (Communication Skills in both Chinese &amp; English, Logical thinking &amp; Comprehension Ability, Attitude): 50%</p>
<b>Orientation Activities and Healthy Life</b>	<p>A Pre-S1 Summer Workshop for all students successfully enrolled in S1 will be held in August. Lessons in English, Chinese and Maths as well as orientation and formation programmes will be held to prepare students for school life at MSS.</p> <p>Students are provided with opportunities to develop a healthy lifestyle as well as positive values and attitudes through physical education and programmes such as talks, visits and Homeroom sessions organised by the Health Education Team. Students are encouraged to maintain good personal hygiene, develop healthy habits and maintain a balance between work, play and rest. The school Tuckshop and Lunch Box suppliers are required to guarantee quality lunchboxes and snacks in terms of hygiene, freshness of ingredients and balanced nutritional value.</p>

<b>★ School Characteristics ★</b>	
<b>School Management</b>	
<b>School's Major Concerns</b>	2019-2023 School Development Focus: 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: Reverence, Gratitude, Compassion, Integrity, Perseverance, Wisdom.
<b>School Management Organization</b>	The school sets specific goals in its three-year School Development Plan, Annual Plan, department and committee plans and manages curriculum development, information technology, student affairs, civic and moral education, extra-curricular activities and staff development. To ensure quality education, stakeholders are encouraged to participate in policy-making and management.
<b>Incorporated Management Committee/School Management Committee</b>	The Incorporated School Management Committee comprises the Principal, representatives of the school sponsoring body, alumnae, parents, teachers and independent manager.
<b>School Green Policy</b>	To create and sustain an eco-friendly environment, the school and Environmental Education Team works towards: 1. developing and enhancing the environmental responsibility of our school community; 2. upholding the principle of "4R: reduce, reuse, recycle and replace" in managing the waste from school; 3. minimizing the consumption of water and energy in school; 4. integrating environmental education into the formal and informal curricula; 5. following the green purchase principle.
<b>Learning and Teaching Plan</b>	
<b>Whole-school Language Policy</b>	While English has always been the medium of instruction, the school provides the learning environment and exposure necessary for the mastery of English, Chinese and Putonghua. Ample opportunities are provided for students to enhance linguistic and communication skills through the formal and informal curricula.
<b>Learning &amp; Teaching Strategies</b>	Our well qualified teachers work assiduously towards refining teaching strategies to cater for learner diversity. Learning outcomes are enhanced through interactive teaching and learning, project learning, IT, knowledge forum and peer lesson observations.
<b>School-based Curriculum</b>	1. Electives: 2X and 3X. The Block System in S4-S6 facilitates a flexible combinations of subjects from both the Arts and Science streams. Students may take up to 3 Elective subjects. 2. Curriculum highlights: In S1 & S2, a Modular System helps students concentrate on the subjects they are taking each term so that they can achieve better results. Project learning, STEM across the curriculum, S1 JUMP and S2 LEAD, are offered to challenge students' critical thinking and creativity. English Literature, Religious Education, Computer Literacy, Technology & Living and Visual Arts are offered in the junior levels. In S4, a specially-designed LIFE curriculum, which stands for Leadership, Innovation, Formation & Entrepreneurship, involves renowned educators from local and international sectors to further prepare our students not only for their intellectual development but also care for their well-being. In addition, the English Panel participates in a Collaborative Research and Development ("SEED") Project titled Developing Students' Creativity, Collaboration and Problem Solving Skills through Creating the Makerspace in the Secondary English Language Classroom.

<b>Development of Key Tasks</b>	<p><b>Reading across the Curriculum:</b> Extensive reading of fiction and non-fiction is encouraged. A 20 minute Reading Time is built into the timetable of four mornings per week. Book sharing and book fairs are organized. The PTA Reading Scheme provides incentive for students to read a range of books.</p>
<b>★ School Characteristics ★ (cont'd)</b>	
	<p><b>Moral and Civic Education:</b> It is well integrated into the formal curriculum while pastoral care programmes focusing on religious and moral education, civic education, environmental education, health education, discipline, guidance, career guidance as well as extra-curricular activities and service enable students to learn and apply the values through school-wide, life-wide and authentic experiences.</p> <p><b>Project Learning:</b> Project learning programmes at the junior levels nurture students into intelligent and independent learners, enable them to construct knowledge as well as develop their generic and interpersonal skills. S1 students participate in the Junior One Understanding and Managing Project Learning (JUMP) Programme, a cross-curriculum project through which students learn inquiry-based project learning skills. S2 students further develop their skills through participating in the Learning through Engineering, Art &amp; Design (LEAD) Programme. The LEAD programme enhances students' technological and creative skills, collaboration skills and problem-solving skills as well as enable them to become digitally fluent.</p> <p><b>IT Education:</b> Students learn to be ethical users of IT and develop the skills for self-directed learning through eLearning. The wifi infrastructure in the school allows students to acquire knowledge anywhere and anytime. Students in the senior levels participated in the BYOD scheme while those in the junior levels make use of iPads for learning in class.</p>
<b>Career and Life Planning</b>	<p>Whole School Approach is adopted: The Career and Life Planning Team identifies the developmental needs of the students at distinctive phases of their growth and designs a wide range of programmes to empower students to make informed and responsible choices for their learning and career. Three core components based on Gysbers (2008) are incorporated into the programmes:</p> <ol style="list-style-type: none"> <li><b>1. Self-understanding and Development</b> To help students develop a progressive awareness of their personal qualities, strengths, weaknesses, values, interests, aspirations and skills through cultivating a habit of reflection and implementation of goal-setting with the use of Brief Learning Summary (S1-S2) and Student Learning Profile (S3-S6). Group and individual counseling sessions are arranged in OLE periods.</li> <li><b>2. Career Exploration</b> To assist students to understand various learning and training opportunities through disseminating the information relating to further studies and career on e-Class, notice boards and career resource corner. To prepare students for transition from school to work by broadening S4-S6 students' knowledge of different professions. Mentorship Programme, business-school partnership programmes and visit to workplace are organized to enable them to gain some insights into the world of work.</li> <li><b>3. Career Planning and Management</b> To prepare students for life-long learning by equipping them with knowledge, skills and attitudes to make informed decisions, formulate and act out plans to manage changes.</li> </ol>

<b>Student Support</b>	
<b>Whole School Approach to Catering for Student Diversity</b>	<ol style="list-style-type: none"> <li>1. Streaming and small class teaching cater for learner diversity in English, Chinese and Mathematics in S1 and S2.</li> <li>2. To stretch the potential of students, the school provides them training in speech, debate, drama, art, music, dance, athletics and swimming.</li> <li>3. In addition, students are encouraged to participate in inter-school and international competitions, enhancement programmes for the exceptionally gifted and leadership training camp outside school.</li> <li>4. NCS students are offered a special Chinese as Second Language Curriculum.</li> <li>5. Student diversity is further taken care of by teachers who make referral to the Special Educational Needs Support Team through an Early Identification System.</li> <li>6. The EDB School-based Educational Psychology Service has been in place since September 2012.</li> </ol>
<b>Whole School Approach to Integrated Education</b>	<ol style="list-style-type: none"> <li>1. A Special Educational Needs Support Team (SENGT) comprising the Principal, Vice Principal (Pastoral Care), Head of Guidance Team and the School Social Worker caters for the needs of SEN students.</li> <li>2. A SEN Teaching Assistant provides support for SEN students.</li> <li>3. An Early Identification Mechanism is set up.</li> <li>4. Observation Reports of SEN students' learning in classroom, emotion and behavior are prepared twice a year.</li> <li>5. SEN Conferences for discussing SEN students' progress are held twice a year.</li> <li>6. Individual Educational Plan (IEP) are offered to SEN students.</li> <li>7. The following strategies and support for teaching, leaning and assessment are adopted. <ol style="list-style-type: none"> <li>(a) Make flexible seating arrangements;</li> <li>(b) Provide appropriate learning materials/ aids;</li> <li>(c) Give appropriate instructions or exemplars;</li> <li>(d) Revise part of the content of learning tasks;</li> <li>(e) In project learning or group work, help other classmates understand the needs of students with SEN;</li> <li>(f) Deviate the content of the summative assessment;</li> <li>(g) Make flexible/ special assessment arrangement (e.g. time, layout of paper, instructions);</li> <li>(h) Allow extra time to finish learning / assessment tasks;</li> <li>(i) Provide remedial teaching and train up students' test-taking skills;</li> <li>(j) Conduct after-school supports to SEN students.</li> </ol> </li> <li>8. Executive function groups, speech therapy and language enhancement groups are organised for SEN students.</li> <li>9. Visits/service projects are organised to SEN students.</li> <li>10. Conduct relevant SEN workshops for teachers.</li> <li>11. Close communication with parents to discuss students' learning and emotional progress.</li> </ol>
<b>Education Support for Non-Chinese Speaking Students</b>	<p>Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising cultural integration activities.</p> <p>Based on the EDB Chinese Language Curriculum Second Language Learning Framework, the school provides NCS students with school-based curriculum according to their ability. In addition, rich language and cultural activities create a multicultural community for all students such that they merge as 1 entity.</p>
<b>Measures to provide accommodation for Learning and Assessment</b>	<ol style="list-style-type: none"> <li>1. The school places equal emphasis on formative and summative assessments.</li> <li>2. In S1 and S2, academic performance is assessed entirely on a continuous basis. In S3-S6, examinations complement continuous assessment to prepare students for public exams.</li> </ol>

<b>Home-school Co-operation and School Ethos</b>	
<b>Home-School Co-operation</b>	Established since 1998, the PTA continues to play a vital role in enhancing communication and understanding between parents and the school, promoting values education for parents, enhancing parents' and students' sense of belonging to the school as well as generously contributing towards the general welfare of students.
<b>School Ethos</b>	<ol style="list-style-type: none"> <li>1. The formal and informal curricula provide students with an all-round education.</li> <li>2. The six MSS core values namely Reverence, Gratitude, Compassion, Integrity, Perseverance &amp; Wisdom, are instilled in students through a whole-school approach.</li> <li>3. Pastoral care programmes such as those of civic and moral education enable students to develop confidence, a sense of responsibility, independent thinking as well as respect for themselves and others.</li> <li>4. Students in the senior levels are provided the opportunity for leadership training through organizing Student Council functions and extra-curricular activities.</li> <li>5. The liberal atmosphere in the school is also conducive to training students to exercise self-discipline.</li> </ol>
<b>Future Development</b>	
<b>School Development Plan</b>	<p>2019-2023 School Development Focus:</p> <p>Major Concern 1: To empower and motivate students to become learners with initiative.</p> <p>Major Concern 2: To nurture students to become persons who are mindful of the Core Core Values of MSS: Reverence, Gratitude, Compassion, Integrity, Perseverance, Wisdom.</p>
<b>Teacher Professional Training &amp; Development</b>	<ol style="list-style-type: none"> <li>1. To keep abreast of educational reforms.</li> <li>2. The Staff Development and Appraisal Committee organize 3 Staff Development Programmes each year.</li> <li>3. Teachers are encouraged to participate actively in staff development programmes through which teaching strategies are consolidated and refined.</li> </ol>
<b>Life-wide Learning Activities including Extra-curricular, Co-curricular Activities, etc.</b>	<ol style="list-style-type: none"> <li>1. To cater for diversified interests and developmental needs, there are over 50 extra-curricular clubs and groups, nearly 20 of which are groups that offer service to the community.</li> <li>2. To discover and develop talents, students are encouraged to pursue for excellence by taking part in various competitions such as those of music, dance, speech and drama etc.</li> <li>3. To extend and enrich students' learning experience, co-curricular activities complementing most of the academic subjects have been organized. The activities range from the English Festival to inter-class Chinese choral competitions, appreciation of music, film and drama, visits to science and cultural museums, critical thinking skills workshops as well as various kinds of sports and ball games.</li> </ol>
<b>School Facilities</b>	
<b>School Facilities</b>	The Main Building houses the IT Lab, Computer Room, Music Room, Technology and Living Rooms, digitized Library, and Prayer Room. The New Annex houses 5 Science Labs, a Visual Arts Room, a Multi-media Learning Centre, a multi-purpose Gym and a Ball Court. All rooms are equipped with multi-media facilities for interactive learning.
<b>Facility Support for Students with Special Educational Needs</b>	Ramp, Accessible lift and Accessible toilet.
<b>Direct Public Transportation to School</b>	Bus Routes: 1, 1M, 8X, 19P, 41A, 63; Public Light Bus Routes: 5.