

Marymount Secondary School

Annual School Plan (Outline)

2022 – 2023

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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 aspects. 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 fulfill 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, including 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 the 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 students 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

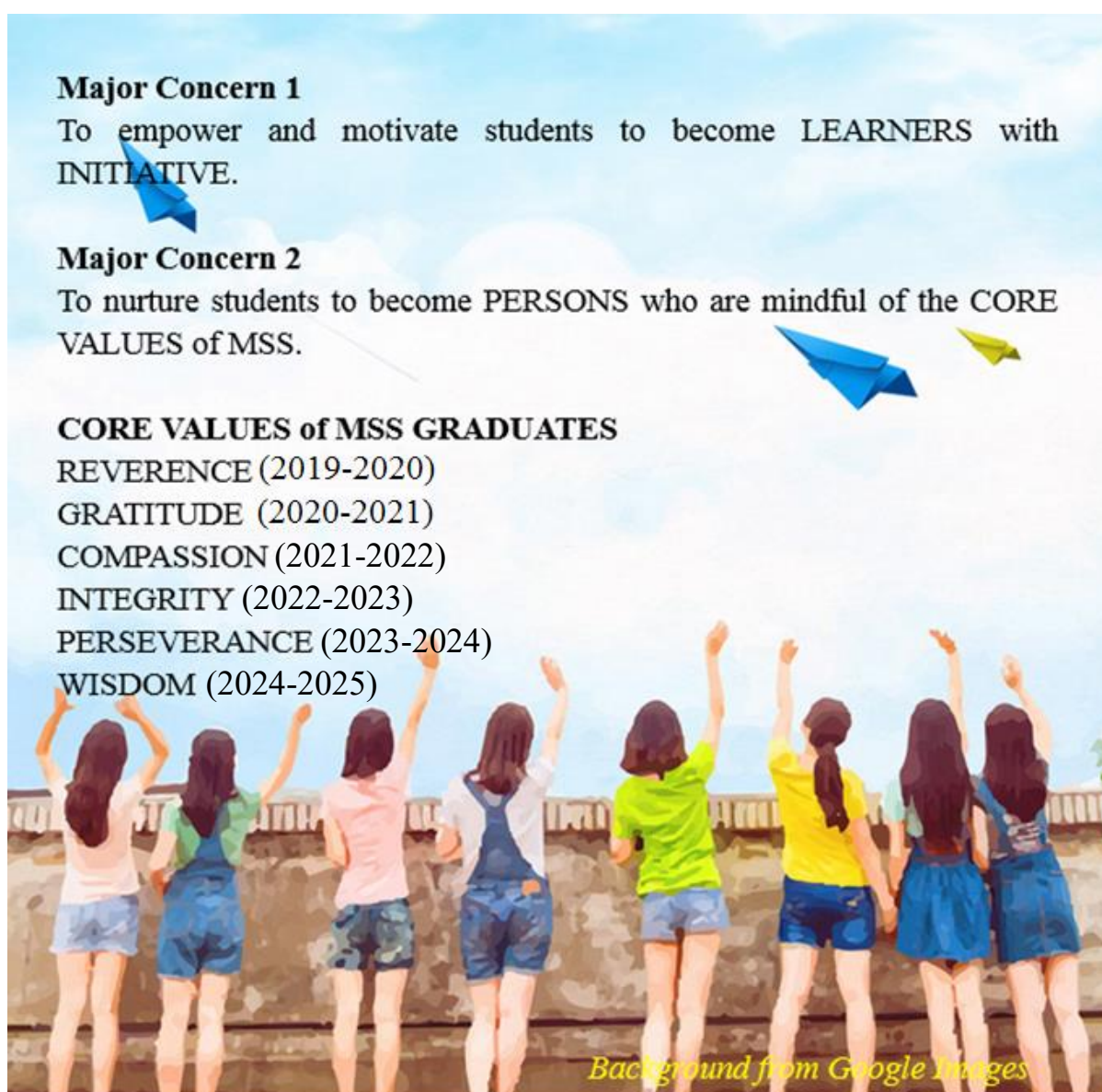
Love: our students show PATIENCE and learn to LISTEN and RESPECT different views and feelings

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

5. Annual School Plan 2022 - 2023

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. 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.

The implementation of the SDP has been greatly affected by the threat of COVID-19. In order to deepen the groundwork the school has laid, the School Development Plan will be extended for one year.



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 (2019-2020)
GRATITUDE (2020-2021)
COMPASSION (2021-2022)
INTEGRITY (2022-2023)
PERSEVERANCE (2023-2024)
WISDOM (2024-2025)

Background from Google Images

Annual School Plan 2022-2023

Major Concern 1

To empower and motivate students to become LEARNERS with INITIATIVE

This will be achieved through cultivating Higher Order Thinking Skills, implementing STEAM and Entrepreneurial Education and extending learning beyond the classroom. The targets and most of strategies which allow for concerted effort are a continuation of sustainable practices and experiences which the school has implemented over the years. Details of implementation strategies are put in the Programme Plans of Subject Panels, Committees, Teams and Working Groups.

Target 1

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

Task 1.1: Cultivate inquisitive learners through interactive classrooms and questioning techniques.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Stimulate curiosity and participation through student-centered, interactive classroom activities.	All students participate in the interactive classroom activities.	Teacher observation	Sept 2022 – May 2023	Subject Panels	Apps and management systems for eLearning Other relevant learning materials and resources
Stimulate critical and creative thinking by refining questioning techniques.	70% of students agree that they have practiced their questioning techniques.	Student questionnaire			
Promote reflective thinking through ‘self’ and ‘peer’ evaluation.	70% of students agree that they have practiced reflective thinking.	Student feedback			
Adopt “Thinking routine” to the curriculum that makes thinking visible.					

Task 1.2: Develop problem solvers through investigative learning. Empower self-directed learners to identify problems and initiate solutions to drive their learning through subject related activities.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Encourage students to take risks in their learning through trial and experimentation and a discovery-based approach to learning.	Students have demonstrated their achievement through their learning products. 70% of students agree that they benefited from the activities.	Students' work Teacher observation Student questionnaire Student feedback	Sept 2022 – May 2023	Subject Panels	Equipment and facilities
Encourage students to think out of the box through project-based and problem-based learning activities and tasks.					

Target 2:

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

Task 2.1: Build students' knowledge and skill foundation for STEAM and Entrepreneurial Education.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Revamp S1 JUMP and refine S2 LEAD+ project learning programmes.	Students have demonstrated their achievement through their learning products. 70% of students agree that they benefited from the programmes.	Students' work Student questionnaire Student feedback Teacher observation	Sept 2022 – June 2023	JUMP Team LEAD+ Team	Equipment and facilities Venue for showcases Life-wide Learning Grant

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Strengthen STEAM elements in the formal curriculum.	Increase in the number of STEAM programmes in the formal curriculum.	Teacher observation Student questionnaire Student feedback	Sept 2022 – May 2023	Subject Panels	Relevant software and hardware

Task 2.2: Maximize opportunities for students to apply creative strategies for authentic issues, and cultivate students' innovative mindset to capitalize on opportunities arising from a volatile future through subject related activities.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Organize school-based activities related to STEAM and Entrepreneurial themes.	Increase in the number of STEAM and Entrepreneurial activities.	Teacher observation Student feedback Student questionnaire	Oct 2022 – May 2023	Subject Panels	Service providers Diversity Learning Grant
Prepare students for other activities and competitions related to STEAM and Entrepreneurial themes.	Increase in the number of students joining relevant activities.	Teacher observation Student feedback	Year round	Subject Panels	Activities Competitions Facilitators

Task 2.3: Develop resources for STEAM and Entrepreneurial Education.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Equip the LEAD Room with facilities, equipment and resources for a Maker Lab.	The facilities are updated.	Teacher observation Student feedback	Second Term	LEAD+ Team	Funding for purchase of equipment and facilities

Target 3:

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

Task 3.1: Enrich learning opportunities for all through school-based programmes.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
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.	Students have demonstrated their achievement through their learning products. 70% of students agree that they benefited from the programmes.	Students' Work Teacher observation Student questionnaire Student feedback	Oct 2022- May 2023	Subject Panels Curriculum Committee	Service providers Facilitators Life-wide Learning Grant

Task 3.2: Stretch students' potential through external programmes and activities.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
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.	Students joined a variety of relevant activities.	Teacher observation Student feedback	Year round	Gifted Education Team Career and Life Planning Team Subject Panels Teacher Advisors	Activities Competitions Diversity Learning Grant
Provide subsidy for students and support for those with potential to achieve excellence.	Increase in the number of students joining relevant activities	Teacher observation Student feedback	Year round	Teacher Advisors	Professional trainers Diversity Learning Grant

Target 4:

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

Task 4.1: Build capacity through school-based staff development programmes.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct staff development programmes.	Teachers find the programmes inspiring, practical and useful.	Teacher questionnaire Teacher feedback	Aug 2022	Staff Development & Appraisal Committee	Speakers Facilitators
Conduct school visits and lesson observations.	Teachers have acquired new knowledge and strategies for their own lessons.	Teacher questionnaire Teacher feedback	Nov 2022	Staff Development & Appraisal Committee	Other local schools
Invite educational experts to empower teachers through focused meetings.	Teachers are inspired and are able to apply what they have learnt.	Teacher feedback	Year round	Principal Vice Principals	Professional consultants
Encourage staff to take part in action learning and share experience through learning circles.					

Task 4.2: Build capacity through other professional development programmes.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Encourage teachers to participate in Continuous Professional Development.	Teachers have acquired new knowledge and strategies that they can apply and share with other members of staff.	Teacher feedback	Year round	Principal Vice Principals	Relevant courses Sponsorship
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 has started to cover the Six Core Values over a continuum of 6 years. It is hoped that all the core values will play an integral part in the formation of students and graduates of MSS.

This year, the focus will be on the core value of INTEGRITY.

The following tables the school years when each of the core values is focused on. In addition, details of the strategies are put in the Programme Plans and Schemes of Work of Subject Panels, Teams and Committees.

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 setbacks 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.

Theme of the year: **Integrity**

Let your “Yes” man “yes,” and your “No” man “NO.” Anything more is form the evil one. (Mt. 5:37)

Social & Emotional Learning (SEL) Dimension	Focus	Expected Behaviour
Self-awareness	Be true to oneself	<ul style="list-style-type: none"> • Acknowledge and be honest about one’s thoughts, feelings and emotions. • Accept ourselves as we are, embracing our strengths and accepting our limitations, with sober judgment • Able to admit our mistakes, having courage to change taking steps to amend behaviour and be reconciled to others
	Be congruent and consistent	<ul style="list-style-type: none"> • What you believe, what you say and what you do are consistent • Speak from the heart, saying what you truly mean. • Be congruent and consistent in word and deed, in relationships, private life and public life, mind and body, head and heart.
	To seek and uphold the truth	<ul style="list-style-type: none"> • Seek to understand the truth by seeing things from different perspectives and being analytical. • Be truthful and sincere in speech and act with uprightness. • Seek to understand and uphold biblical truth. • Seek to hold oneself to a higher standard
Relationship Building	Be a trustworthy person	<ul style="list-style-type: none"> • Speak the truth in love (in a caring, sincere and respectful way) • Refuse to gossip, using words to build others up rather than tearing others down • Accept input, concerns and criticism from others • Think before making a promise, keeping promises • Admit a mistake, not making excuses
	Take responsibility for one’s own actions	<ul style="list-style-type: none"> • Consider the impact of one’s actions on others while seeking to be the best you can be for yourself and others • Humility to listen and not assume • Putting others first while respecting self and others
Social Awareness	Maintain high standards of academic integrity	<ul style="list-style-type: none"> • Doing your own work, submitting only original work • Respect the originality of other people’s work, properly acknowledging sources where other material is referenced
	Be prepared to uphold Integrity in the Workplace	<ul style="list-style-type: none"> • Understand challenges to integrity in the workplace • Understand the consequences of a lack of integrity in the workplace
	Responsible Use of Social Media (Information/Media Literacy)	<ul style="list-style-type: none"> • Use social media in a socially responsible way being respectful of others, protecting one’s own and other’s privacy, dignity and safety • Consider moral, ethical, and civic implications of posting or replying to other people’s comments • Value and respect the privacy and dignity of other people as well as entities you are affiliated with • Distinguish between fact and opinion • Seek facts and evaluate evidence

Target 1:*Cultivate an atmosphere and culture of Integrity in the MSS community*

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Invite teachers and student leaders to select a quote on integrity to be shared with the school community.	More than 70% of invited teachers and students have shared the chosen quote.	Student questionnaire / feedback/ reflections/ sharing	Year round	Values Formation Team	Digital Signage
Each class is invited to design banners on integrity to be put in their classroom	Every class has posted the banners in their classroom.	Student questionnaire / feedback/ reflections/ sharing	Sept to Nov 2022	HR/ AHR Guidance Team	Banner Production Fee
Mindful Monday — Create a space for student to do mindfulness exercises and check-in with HR in order to enhance the connectedness among oneself, classmates and between HR and students.	Over 70% students agree that the activities have enhanced the atmosphere of compassion and mutual understanding among classmates	Teachers' Observation Student questionnaire / feedback/ reflections/ sharing	Year round	HR/ AHR D3 Committees / Teams	Zoom

Target 2

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

Task 2.1: The Academic Committee and Subject Panels promote INTEGRITY through the formal and informal curriculum.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Organize activities for students to experience, apply and practice the Values to deepen their appreciation of the Core Values in their formal and informal education.	Students are able to apply and practice integrity.	Teacher observation Student questionnaire / feedback/ reflections/ sharing	Year round	Subject panels	Teaching material Life-wide Learning Grant
Instill the Core Values in lessons of different subjects whenever it is appropriate.	Teachers are able to relate the Core Value with the subject matter in the lesson when possible. Teachers of the Values Education Team have designed and conducted a lesson in which the Core Value was discussed and shared in an effective manner.	Lesson Observation Students' work	Year round	Subject teachers Teachers of Values Education Team	Teaching materials

Task 2.2: The Pastoral Care Teams promote INTEGRITY through Other Learning Experiences.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Invite speakers, teachers and students to share on the Values to inspire students and deepen their understanding of the Core Values.	Over 70% students agree that they have a deeper understanding of Integrity.	Student questionnaire Student feedback	Sept 2022 – June 2023	Pastoral Care Teams, Student Council, Religious Activities Convenors, Values Formation Team	Life-wide Learning Grant, Other grants, Speakers, Service providers, My Pledge to Act
Organize school activities and special programmes provided by service providers to allow students to experience, apply and practice the Values to deepen their appreciation of the Core Values.	Over 70% students agree that they have a deeper understanding of Integrity.	Student questionnaire Student feedback	Sept 2022 – June 2023	Pastoral Care Teams, Student Council, Religious Activities Convenors, Homeroom Teachers, Teacher Advisors	Speakers, Facilitators, Service providers, Life-wide Learning Grant, My Pledge to Act
Mentorship Programme - Sharing by alumnae/ mentors about the integrity in her profession	Students' feedback: 70% of the students have a preliminary understanding about the importance of integrity in the workplace 70% of the students can cite some examples demonstrating integrity.	Students' written feedback	Sept 2022 – Aug 2023	CLPT	Refreshments and souvenir for the mentors coming for sharing

Target 3

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

Task 3.1: Build staff capacity for Values Education through school-based staff development programmes

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Conduct staff development programmes.	Teachers find them inspiring, practical and useful.	Teacher questionnaire Teacher feedback	Year round	SDAC	Speaker

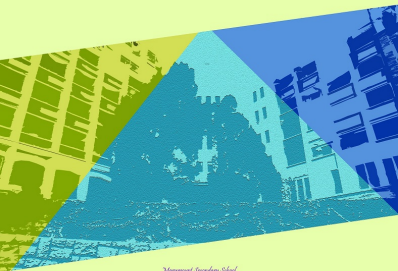
Task 3.2: Build staff capacity for Values Education through other professional development and formation programmes.

Strategies	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Encourage teachers to participate in local professional development programmes.	Participants find the programmes useful and practical for Values Education.	Teacher feedback through questionnaire	Year round	Principal Vice Principal	Relevant Courses Sponsorship
Nominate teachers for overseas formation programmes.	Participants have acquired new knowledge and strategies that they can apply and share with other members of staff.	Teacher feedback	Year round	Principal Vice Principal SDAC	Relevant Courses Sponsorship



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