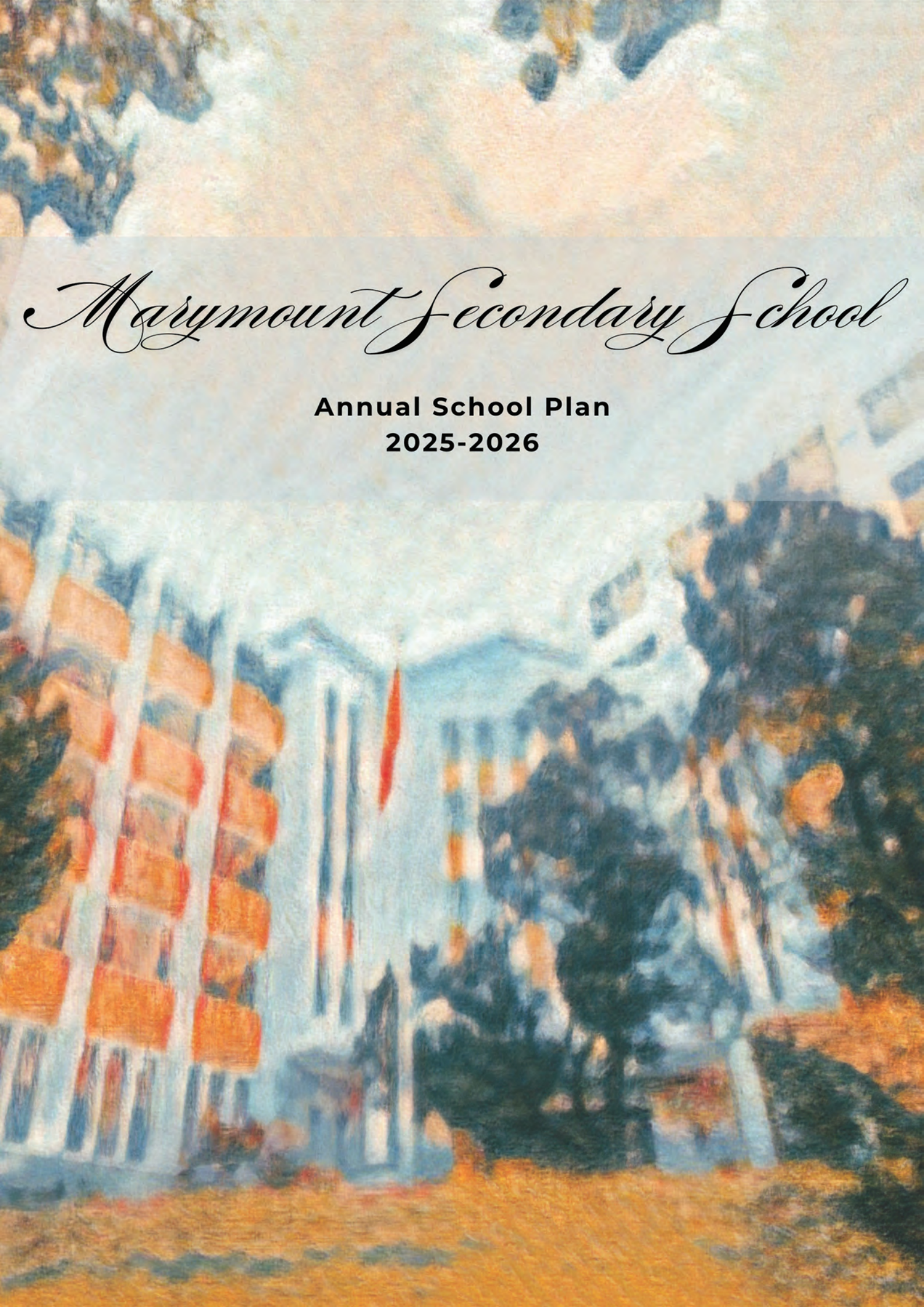


An impressionistic painting of a school building with a red flag flying in front of it, surrounded by trees and a clear sky. The style is soft and painterly, with visible brushstrokes and a warm color palette.

# *Marymount Secondary School*

**Annual School Plan  
2025-2026**

# **Marymount Secondary School**

## **Annual School Plan**

**2025 – 2026**

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# 1. School Vision & Mission



Our mission is to create in a school with 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 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 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. Annual School Plan 2025-2026***

### **Major Concerns**

1. To enhance students' well-being through building a greater sense of purpose in life
2. To cultivate students' ownership for them to be future-ready learners

#### **1. Major Concern: To enhance students' well-being through building a greater sense of purpose in life**

In the past six years, with a clear focus on students' values formation, we have provided a solid foundation for nurturing our students with six core values of reverence, gratitude, compassion, integrity, perseverance and wisdom. Building upon this good foundation, we will continue to deepen our work in nurturing the values of our students in the coming years. This year, we will continue our collaboration with Bei Shan Tang, a renowned organization specializing in values formation. To focus on the core value of Reverence this year, with the invaluable support of the Bei Shan Tang Foundation, we established the vision: "At MSS, everyone is valued and loved, builds resilience, and learns to make wise decisions in God's light." Led by this guiding principle, our Values Formation Team, Guidance Team and RAC will work together to create initiatives that encourage students to value themselves, others, and the community. This will enable us to cultivate a culture of respect within the school community, so that everyone feels valued and our students will thrive healthily and happily.

**Based on the achievements, feedback and reflections in 2024-2025, the school has identified the follow-up actions below:**

- To implement mental and physical health initiatives that enhance students' balanced habits and healthy lifestyle when navigating through challenges in their personal lives and academic studies.
- To encourage students to realise their purpose in life through a strengthened Careers and Guidance framework by integrating strength-based training and parental engagement to facilitate informed and meaningful life planning.
- To empower students to demonstrate positive core values by fostering self-respect, peer appreciation and active service to the community in promoting a culture of love and respect.

| Target                                                                                                  | Implementation Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Success Criterion                                                                                                                                                                  | Method of Evaluation                                           | Time Scale           | Responsible person                                                                     | Resource Required                                                                                                       |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Students' well-being can be enhanced                                                                    | <ul style="list-style-type: none"> <li>● Consolidate skill-based info-graph in different developmental stages ★</li> <li>● Enhance students' focus on the present (Mindfulness/ Emotional regulation) ★</li> <li>● Strengthen support for Non-MPS students ★</li> <li>● Encourage balanced habits and promote a healthy lifestyle ★</li> <li>● Provide opportunities for relaxation before and after the exam ★</li> <li>● Equip students with online literacy skills and knowledge of etiquette rules ★</li> </ul> | <p>An increased number of students showing they have a positive self-image</p> <p>70% of students agree that they are satisfied with their lives</p>                               | <p>APASO</p> <p>Programme survey</p>                           | Sept 2025 - Jun 2026 | <p>Bei Shan Tang Lab School Team</p> <p>Guidance Team</p> <p>Values Formation Team</p> | <p>Life-wide Learning and Sister School Grant</p> <p>Bei Shan Tang Lab School Project</p> <p>LevelMind @Jockey Club</p> |
| Students can identify their unique talents and their purpose in life through constructive life planning | <ul style="list-style-type: none"> <li>● Consolidate the framework of Careers and Guidance development</li> <li>● Provide parents with information/ education on different career pathways ★</li> </ul>                                                                                                                                                                                                                                                                                                             | <p>Refining the framework</p> <p>70% of students and parents agree that the activities can help them and their daughters to broaden their perspectives and develop life skills</p> | <p>APASO</p> <p>Stakeholder survey</p> <p>Programme survey</p> | Sept 2025 - Jun 2026 | CLPT                                                                                   | Life-wide Learning and Sister School Grant                                                                              |

| Target                                                                                 | Implementation Strategy                                                                                                                                                                                                                                                                                                                                                                              | Success Criterion                                                              | Method of Evaluation        | Time Scale           | Responsible person      | Resource Required                                                                  |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------|----------------------|-------------------------|------------------------------------------------------------------------------------|
| Students can demonstrate positive/core values (Reverence) in their daily lives.        | <ul style="list-style-type: none"> <li>● Students can value themselves (Reverence) ★</li> <li>● Students can value others ★</li> <li>● Students can value our community and country ★</li> </ul>                                                                                                                                                                                                     | 70% of students agree that they can demonstrate Reverence in their daily lives | APASO<br>Programme survey   | Sept 2025 - Jun 2026 | Values Formation Team   | Life-wide Learning and Sister School Grant<br><br>Bei Shan Tang Lab School Project |
| Students can cultivate a passion for long-term goals/establishing a direction for life | <ul style="list-style-type: none"> <li>● Promote the Compassionate Systems Framework to teachers to gain a better understanding of students' needs ★</li> <li>● Refine our daily check-in system with HRs ★</li> <li>● Co-create a safe and generative space on homeroom, team and school level to support students to shine and thrive</li> <li>● Promote a sense of national identity ★</li> </ul> | 70% of students agree that they feel supported in their personal development   | APASO<br>Stakeholder Survey | Sept 2025 - Jun 2026 | Pastoral Care Committee | Life-wide Learning and Sister School Grant<br><br>Compassionate Systems Framework  |

## **2. Major Concern: To cultivate students' ownership for them to be future-ready learners**

This year, we are continuing our effort in developing our learners into thinkers by establishing a Culture of Thinking in the school and enhancing the sense of ownership in learning among students. With a focus on supporting students' development as effective thinkers and active agents in the process of learning through the formal and informal curriculum. Building on the good practice of incorporating various thinking routines in classroom learning to scaffold and promote higher-order thinking and self-directed learning skills among students, students will be further empowered to think and learn collaboratively and discover the joy in learning this year. To align with the emerging educational trends and our school's major concerns, we continue to actively engage in various learning and teaching related programmes and services offered by the Education Bureau (EDB), The Chinese University of Hong Kong (CUHK), Massachusetts Institute of Technology (MIT) and Catalyst Education Lab (CEL) to enrich and refine our school-based curriculum and learning and teaching strategies. In order to be equipped with future-ready mindsets, we will continue to strengthen our teaching staff's and students' digital literacy skills by exploring the possibilities of integrating AI in learning and teaching to cultivate greater ownership in students' learning experience.

**Based on the achievements, feedback and reflections in 2024-2025, the school has identified the follow-up actions below:**

- To cultivate a reflective and self-directed learning culture to actively engage students in purposeful inquiry, knowledge co-construction and opportunities to showcase their achievements in learning.
- To foster students' deeper understanding of global issues and strengthen perspective-taking skills through refining curriculum coherence and providing authentic learning experiences across Key Stages of learning and Key Learning Areas.
- To equip teachers and students with digital literacy skills to enhance teaching and learning effectiveness and encourage students to learn more actively and collaboratively to assist their thinking and learning.

| Target                                               | Implementation Strategy                                                                                                                                                                                                                                                                                                                      | Success Criterion                                                                                                                                                           | Method of Evaluation                                                                                        | Time Scale           | Responsible person                                | Resource Required                                                                                          |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| To develop students into competent learners          | <ul style="list-style-type: none"> <li>● Establish suitable learning routines in the classroom to internalize students' thinking ★</li> <li>● Empower students in the co-construction of knowledge and find joy in learning ★</li> <li>● Create opportunities for students to learn from mistakes and direct their own learning ★</li> </ul> | <p>An increased number of students showing competence in their learning</p> <p>70% of students agree that they are engaged in their learning process</p>                    | <p>Teacher observation</p> <p>Students' performance</p> <p>Subject Evaluation</p> <p>Stakeholder Survey</p> | Sept 2025 - Jun 2026 | <p>Subject Panels</p> <p>Curriculum Committee</p> | <p>Service Providers</p> <p>Diversity Learning Grant</p> <p>Life-wide Learning and Sister School Grant</p> |
| To develop students to take charge of their learning | <ul style="list-style-type: none"> <li>● Engage students to reflect on their learning through self-verbalising thinking moves ★</li> <li>● Promote students' self-questioning skills in directing their learning goals ★</li> <li>● Provide opportunities for students to confidently showcase their learning outcomes ★</li> </ul>          | <p>An increased number of students taking up ownership in their learning</p> <p>70% of students agree that they are aware of their own role and achievement in learning</p> | <p>Teacher observation</p> <p>Students' performance</p> <p>Subject Evaluation</p> <p>Stakeholder Survey</p> | Sept 2025 - Jun 2026 | <p>Subject Panels</p> <p>Curriculum Committee</p> | <p>Service Providers</p> <p>Diversity Learning Grant</p> <p>Life-wide Learning and Sister School Grant</p> |

| Target                                                | Implementation Strategy                                                                                                                                                                                                                                                                                    | Success Criterion                                                                                           | Method of Evaluation                                                                                 | Time Scale           | Responsible person                         | Resource Required                                                                                                                                 |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| To develop qualities in students for global readiness | <ul style="list-style-type: none"> <li>● Develop students' understanding of multiple perspectives from local, national to global ★</li> <li>● Provide opportunities for students to contextualise their learning and make connections with national and global issues and their everyday life ★</li> </ul> | 70% of students agree that they can relate to the happenings from a local to national and on a global scale | Teacher observation<br><br>Students' performance<br><br>Subject Evaluation                           | Sept 2025 - Jun 2026 | Subject Panels<br><br>Curriculum Committee | Service Providers<br><br>Diversity Learning Grant<br><br>Life-wide Learning and Sister School Grant                                               |
| To develop mindsets for future-readiness              | <ul style="list-style-type: none"> <li>● Promote the wise use of digital means in the exploration of subject knowledge ★</li> <li>● Encourage students to be supportive of one another's learning by thinking together ★</li> </ul>                                                                        | 70% of students agree that they feel digitally equipped and supported in their learning                     | Teacher observation<br><br>Students' performance<br><br>Subject Evaluation<br><br>Stakeholder Survey | Sept 2025 - Jun 2026 | Subject Panels<br><br>Curriculum Committee | Service Providers<br><br>Diversity Learning Grant<br><br>Life-wide Learning and Sister School Grant<br><br>HKJC AI for Education Students Project |

- End -



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Marymount Secondary School  
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