

MARYMOUNT SECONDARY SCHOOL

Annual School Report 2021-2022



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Appendix 1 : School Organisation Chart (2021-2022)

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Marymount Secondary School

A. School Vision & Mission



Our School aims to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects.

Through care and concern for each individual person, we seek to educate our students so that

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

B. Features of MSS

1. Brief History

Our school is a well-established grant school with a long history and fine traditions. It was founded by the Maryknoll Sisters from the United States in 1927. In 1978, the sponsorship was handed over to the Columban Sisters from Ireland. In 1996, the sponsorship of the school was transferred to the Christian Life Community (CLC), an international Catholic lay community associated with the Society of Jesus. The CLC has pledged to preserve the same school spirit, foster the fine traditions and continue to provide an all-round education to students of the school. Under the same sponsorship is Marymount Primary School (MPS), our feeder school.

2. School Culture

We provide a broad and balanced curriculum and an environment conducive to enhancing students' language competence, particularly English. Not only are we strong in the development of a culture of creative arts, we also had an early start in the development of an Information Technology culture and students are able to enjoy a wide range of creative arts and IT in teaching and learning. We have well-established leadership training, service programmes and extra-curricular activities for our students. In pastoral care, we attach great importance to values education and student formation.

3. Class Structure

Class Structure of Secondary 1 - 6

	A	B	C	D
S6				
S5		Senior	Secondary	
S4				
S3				
S2		Junior	Secondary	
S1				

Number of classes at each level

There are four classes in each level, from S1 to S6. Under a symmetrical structure, once admitted to the school in S1, students are able to enjoy 6 years of schooling until S6.

4. School Campus

Since the completion of the School Improvement Project in October 2006, special rooms in the main building as well as the new annex have been refurbished and their facilities upgraded to support teaching and learning activities of the different Key Learning Areas (KLA). These include the following:

Special rooms and facilities in the New Annex:

Science KLA:	Biology Laboratory Chemistry Laboratory Physics Laboratory Integrated Science Laboratory 1 & Laboratory 2
Physical Education KLA:	Ball Court Covered Playground Gymnasium
Aesthetic Education KLA:	Visual Arts Room
Others:	Conference Room Multi-media Learning Centre

Special rooms and facilities in the Main Building:

Humanities KLA:	Geography Room
Technology KLA:	Campus TV Room Computer Room IT Laboratory LEAD Room Technology & Living Room
Aesthetic Education KLA:	Music Room Music Store Room
Others:	Career Guidance Room Classrooms for split-class teaching Classroom for SEN English Room Interview Room Multi-purpose Hall St. Ignatius Room (Multi-Purpose Room) Student Activity Centre

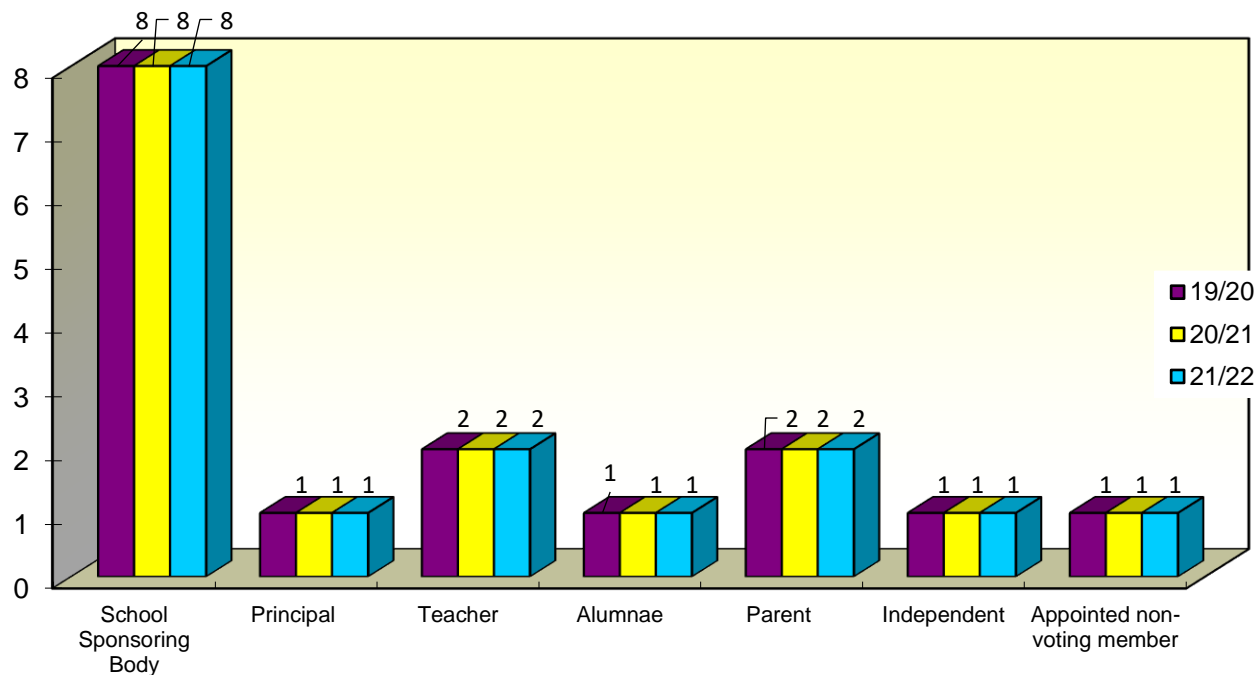
As a result of the reduction in the number of classes under the New Senior Secondary Academic Structure, the school management was able to review and reorganize room usage in the campus after the double cohort year (2012). In the summer of 2014, the Staff Room and Staff Lounge were relocated to the West Wing of the fourth floor so as to provide a better working environment for the teaching staff. The vacated Staff Room and Staff Lounge were converted into a Multi-Purpose Hall and a classroom respectively. At the same time, a Multi Media Learning Centre was made available in the New Annex and the Long Room has been renovated and equipped with computer facilities to support independent group or individual learning. The above IT provision will continue to facilitate the development of eLearning in the coming years. The IT infrastructure of MSS was revamped in 2014. Through the financial support from the school management, the school was rewired with the most up-to-date networking equipment, and more than 70 WiFi access points were installed throughout the entire school campus. The new installation with the newly acquired mobile devices do not only enable students to be self-directed learners, but also encourage them to take more initiative in their learning.

In order to help students develop a habit of reflection and help them be mindful, the school has renovated the area at the back of the school building into an area for quiet meditation and reflection. The prayer garden and prayer path were named the Haven of Tranquility. Students can enjoy a moment of serenity as they walk along the prayer path, meditating next to the fountain and praying in a mindful manner.

5. Composition of Incorporated Management Committee (IMC)

The IMC consists of representatives from the sponsoring body, the teaching staff, parents, alumnae, an independent manager and the Principal.

Composition of the Incorporated Management Committee (IMC)



Members of the IMC 2021-2022

Members

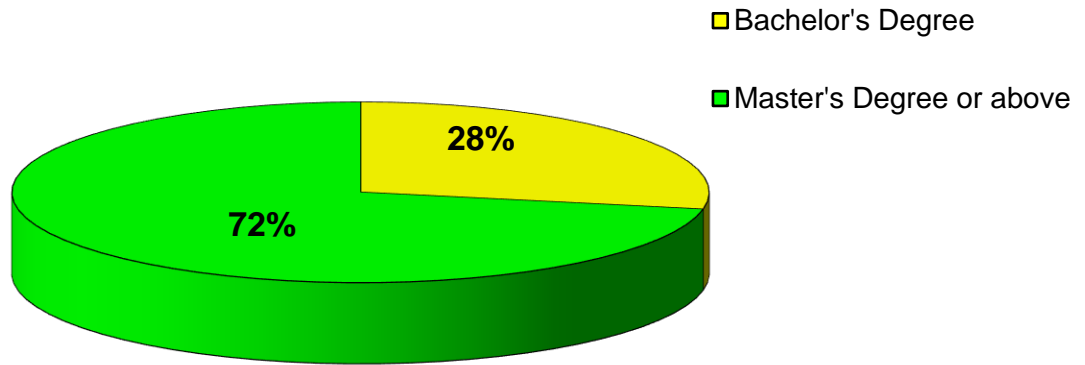
Representing

Dr. Éadaoin K.P. Hui	School Sponsoring Body Manager
Fr. Seán Ó Cearbhalláin, S.J.	School Sponsoring Body Manager
Mrs. Jennie Chor	School Sponsoring Body Manager
Ms. Barbara Chan	School Sponsoring Body Manager
Ms. Sonya Chan	School Sponsoring Body Manager
Mr. William Chu	School Sponsoring Body Manager
Ms. Monica Ip	School Sponsoring Body Manager
Miss Julie Yip	Alternate School Sponsoring Body Manager
Mr. Albert Chan	Independent Manager
Ms. Catherine Fong	Alumna Manager
Mr. Colin Wong	Parent Manager
Mr. Simon Kwok	Alternate Parent Manager
Mr. Kyle Chan	Teacher Manager
Mr. Stanley Mak	Alternate Teacher Manager
Dr. Daphne Ho	School Principal (MSS)
Ms. Brenda Lo	School Principal (MPS) Honorary Manager
Ms. Asha Sharma	Honorary Legal Advisor

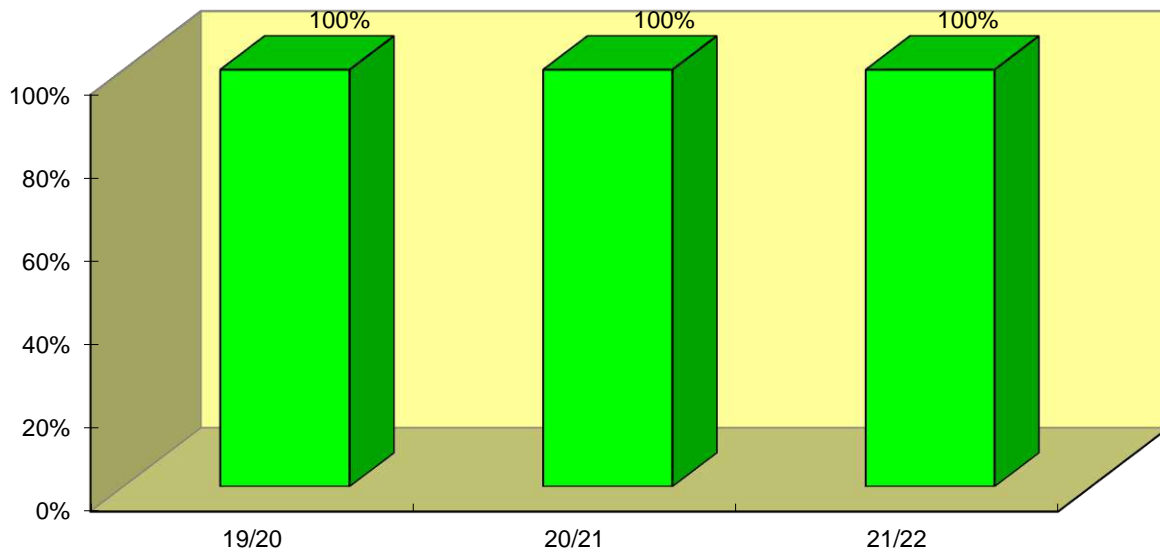
6. Our Teachers

On our staff establishment, we have a total of 47 teachers. In addition, 8 full-time and 2 part-time teachers were appointed under the EDB special grants.

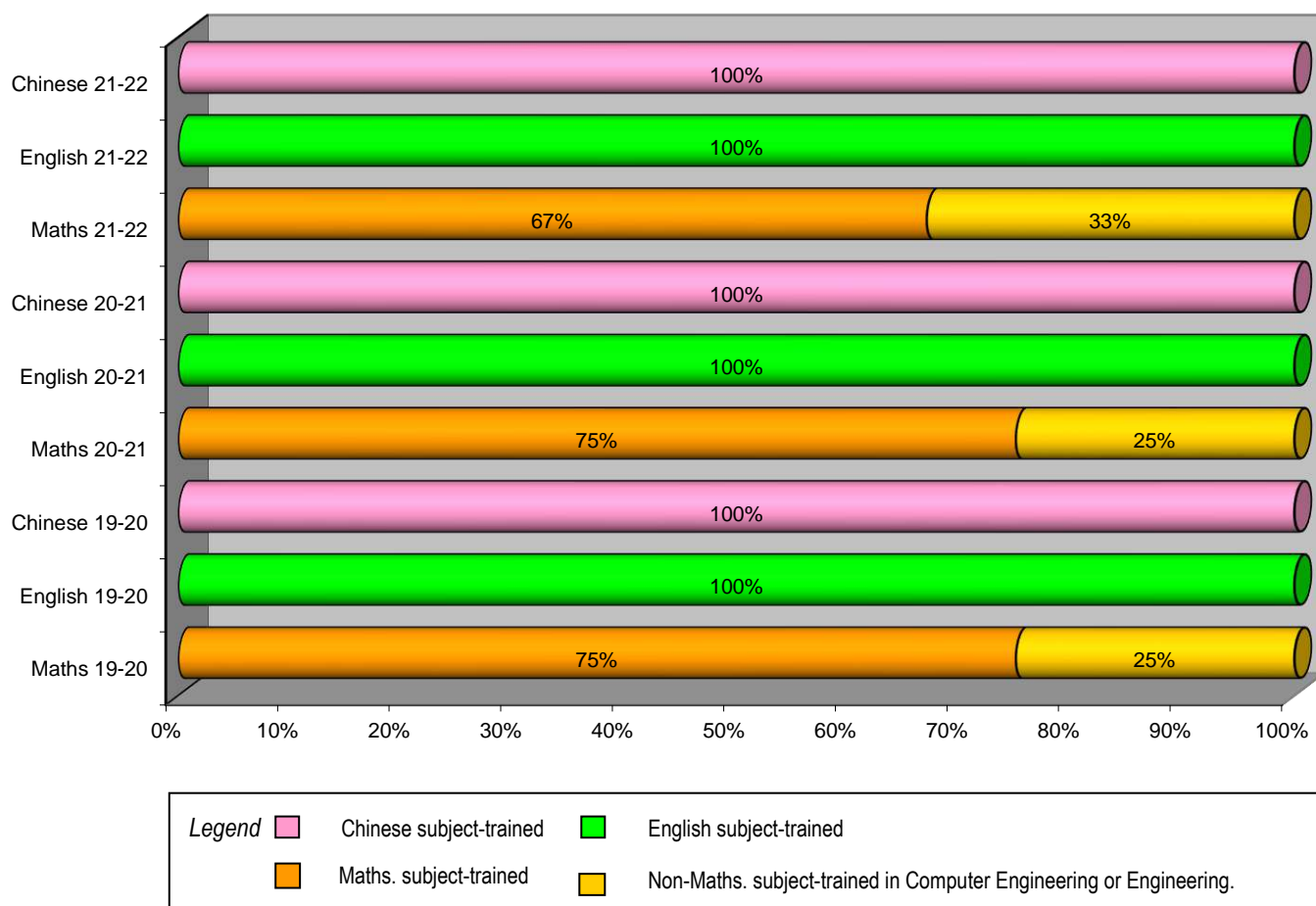
**Highest Academic Qualifications attained by Teachers
on the Staff Establishment 2021-2022**



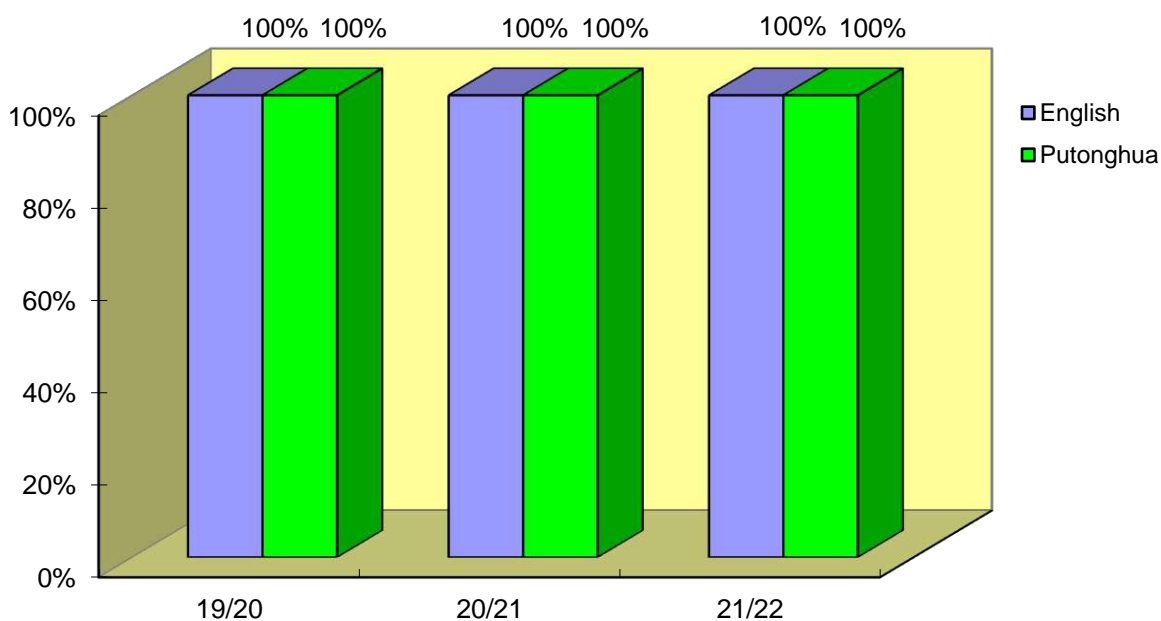
% of Professionally-trained Teachers on the Staff Establishment



% of Subject-trained Teachers on the Staff Establishment in the Core-three Subjects

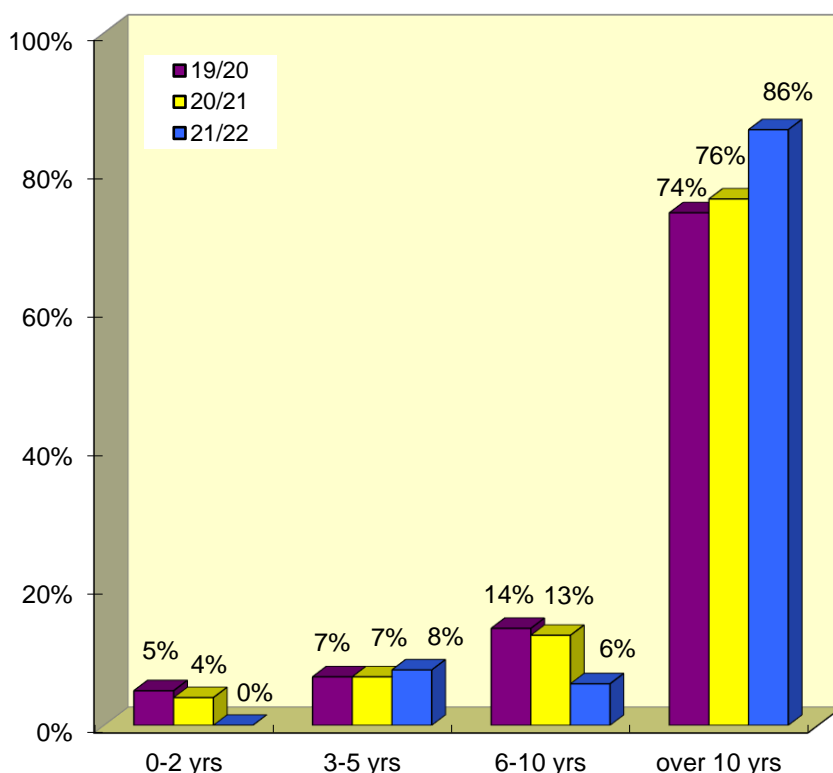


% of Teachers on the Staff Establishment meeting the Language Proficiency Requirement (LPR)



In line with our aim to cultivate students who are truly bilingual and fluent in English, Cantonese and Putonghua, all language teachers in our school meet the Language Proficiency Requirements for teaching English or Putonghua.

% of Teachers on the Staff Establishment with the stated years of Teaching Experience



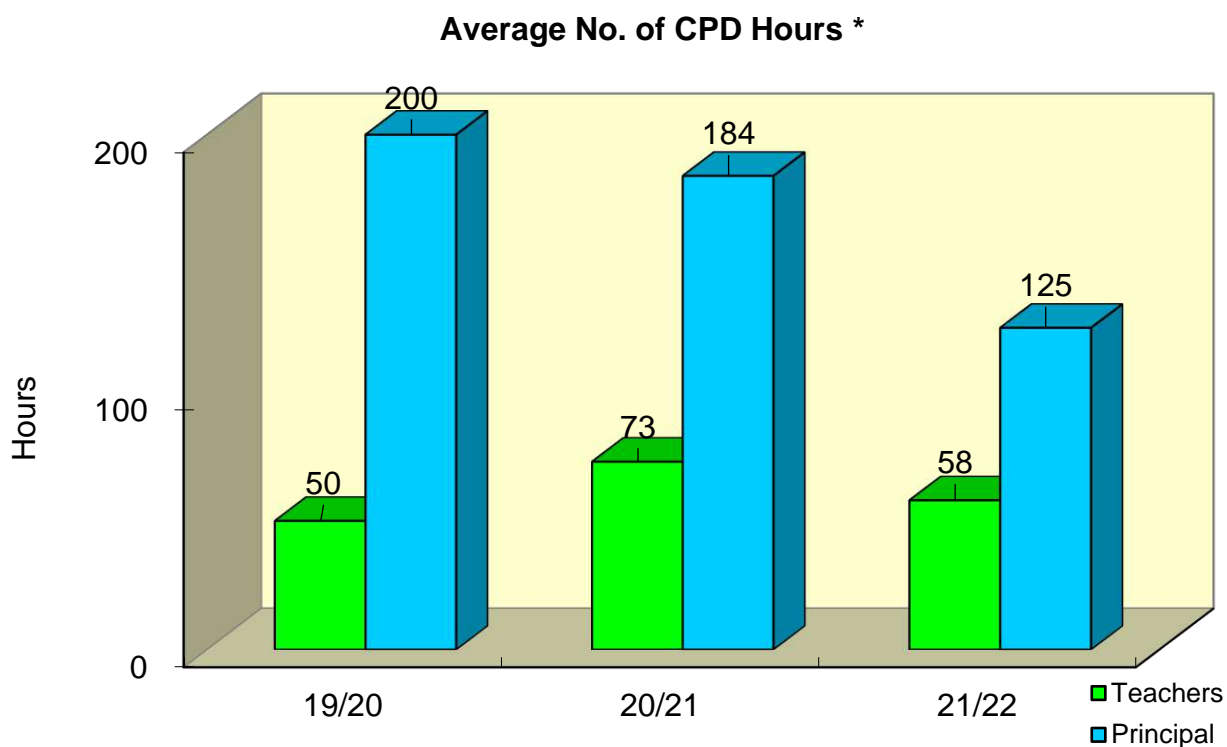
Staff Continuous Professional Development

The school is committed to fostering a culture of teachers' continuous professional development (CPD), stepping up capacity building of all members of staff to bring about school development and improvement.

Full support is given to teachers engaged in CPD by appointing additional staff with the Teacher Relief Grant so that teachers would not be overburdened by substitution duties resulting from CPD. Information of relevant professional development programmes is posted up for staff information and circulars from the EDB with the latest programmes information are also forwarded to staff through email.

Summary of CPD of Principal and teachers

The Principal was engaged in 125 hours of CPD while the average number of CPD of teachers (excluding the Principal) was 58 hours, which was higher than the average of 50 hours per year as recommended by the EDB.



* The average number of Continuous Professional Development hours per year recommended by the Education Bureau is 50.

Staff Professional Development

SDD	Date	Programme
Staff Development Programme for Middle Management	18 August 2021 (a.m.)	Effective Team Collaboration and Communication Speaker: Mr. Mark Loasby
Staff Development Day 1	26 August 2021 (Whole-day)	Introduction to the Compassionate Systems Framework Speaker: Mr. Jacob Martin
Staff Development Day 2	17 December 2021 (a.m.)	Design Thinking Speaker: Ms. Christine Xavier & Mr. William Cheng (NET Section, EDB)
Joint School Staff Development on National Security Education	7 December 2021 (p.m.)	Introduction to National Security Education Speaker: Representatives from EDB
Staff Development Day 3	22 July 2022 (a.m.)	1st. session: Workshop on Mediation Facilitator: Ms. Priscilla Chow 2nd session: Introduction to Media Literacy Speaker: Mr. Oscar Lee

Staff Development Programme for Middle Management

Date : 18 August 2021
Time : 9:00 a.m. - 1:00 p.m.
Venue : MSS
Theme : Effective Team Collaboration and Communication
Facilitator : Mr. Mark Loasby

Mr. Mark Loasby who is an experienced consultant conducting professional development programmes for statutory bodies, investment banks and transnational corporations was invited to conduct a half-day workshop which aimed at equipping the middle management with the skills of building trust in relationships with team members and enhancing the effectiveness of teams. 28 teachers serving as the panel heads or heads of the function teams participated in the workshop. Through self-reflection, discussion and experiential activities, teachers learnt about their personalities, communication ‘comfort zones’ as well as effective communication.

Staff Development Day 1

Date : 26 August 2021
Time : 9:00 a.m. - 5:00 p.m.
Venue : Tao Fung Shan, Shatin
Theme : Introduction to the Compassionate Systems Framework
Facilitator : Mr. Jacob Martin and CEL Team

Responding to the ‘Year of Compassion’ this school year, Mr. Jacob Martin together with the staff from CEL were invited to conduct a whole-day workshop introducing the Compassionate Systems Framework to teachers. Teachers first acquired a common understanding about the four areas of compassion. In addition, with the use of the experiential approach, teachers were given the opportunity to experience different tools including check-in, the stock and flow as well as connection cycle in the compassionate systems framework. To create a culture of compassion in MSS, a school-based journal has also been prepared for every staff member to practice check-in this school year.

Staff Development Day 2

Date : 17 December 2021
Time : 9:30 a.m. - 12:30 p.m.
Venue : MSS
Theme : Design Thinking
Facilitators : Ms. Christine Xavier & Mr. William Cheng (NET Section , EDB)

Ms. Christine Xavier and Mr. William Cheng were invited to conduct a half-day workshop about Design Thinking which aimed at empowering teachers to develop students' high-order thinking skills. Through watching the video and participating in an interactive game, teachers first revisited the 5 phrases of Design Thinking including Emphasizing, Defining, Ideating, Prototyping and Testing. Teachers then proceeded to the hands-on session in which they worked in groups to design and create a model of a new learning space. With their creativity and strong collaborative skills, different inspiring models were created and presented.

Joint School Staff Development on National Security Education

Date : 7 December 2021 (Tue)
Time : 2:00 p.m. - 5:00 p.m.
Venue : MSS Auditorium
Facilitators : Representatives from EDB

To facilitate the systematic and comprehensive planning and implementation of national security education in schools, Wah Yan College Hong Kong and MSS jointly organized a half-day staff development programme on this topic. With the introduction to the related learning and teaching resources and the group discussion, teachers were exposed to the ways to enhance secondary school students' knowledge and understanding of national security in the formal and informal curriculum.

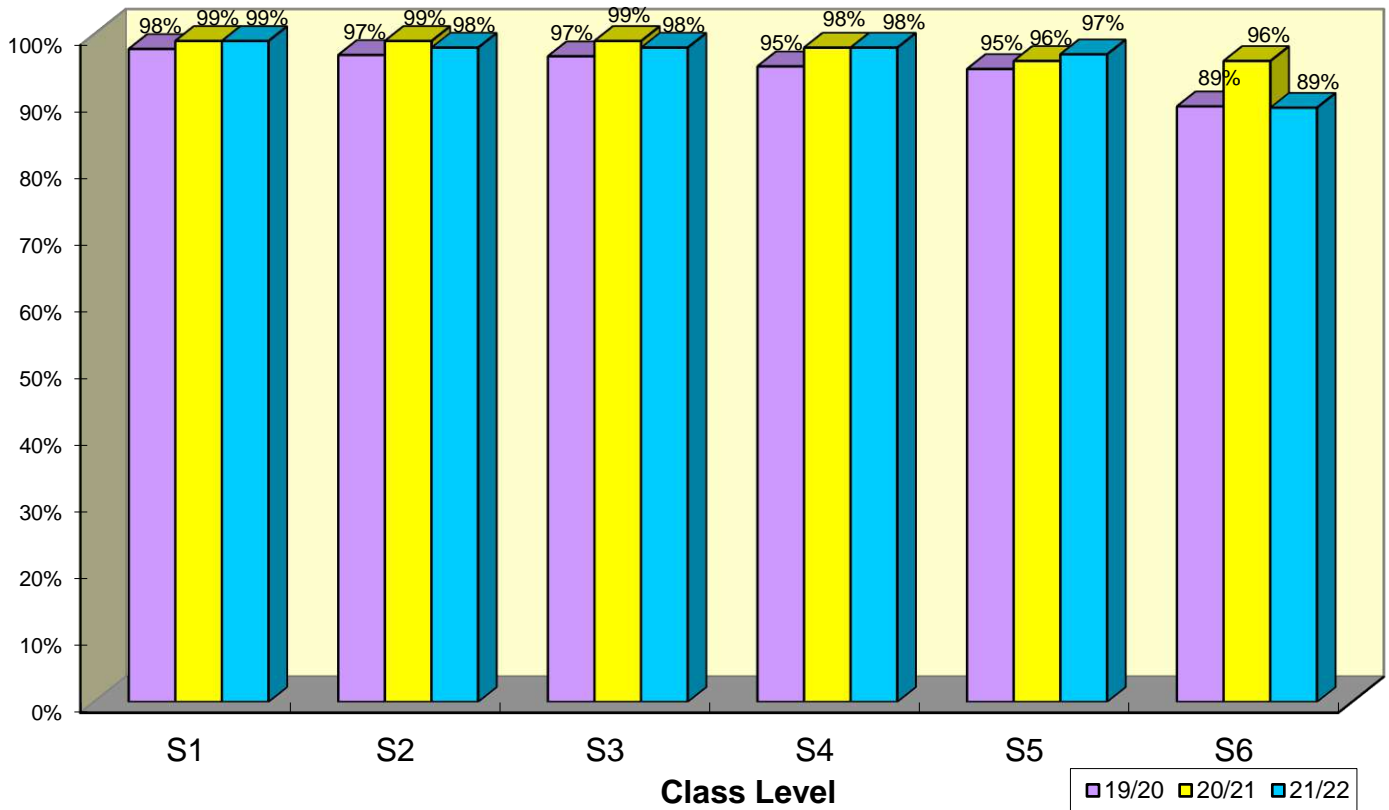
Staff Development Day 3**Date: 22 July 2022 (Fri)****Time: 8:00a.m. -12:30p.m.****Venue: MSS Auditorium****Theme: 1st session - Workshop on Mediation (8:00a.m.-11:00a.m.) ; 2nd session - Talk on Media Literacy (11:30a.m. - 12:30p.m.)****Facilitators: Ms. Priscilla Chow (1st session); Mr. Oscar Lee (2nd session)**

The programme consisted of two sessions. The first session was the workshop on Mediation which aimed at facilitating teachers' understanding about the key elements of conflicts and the processes of mediation, so as to enhance teachers' communication skills with different stakeholders; whereas the second session was a talk on media literacy. Mr. Lee shared his experience in journalism careers and introduced the importance of fact-checking in media literacy education.

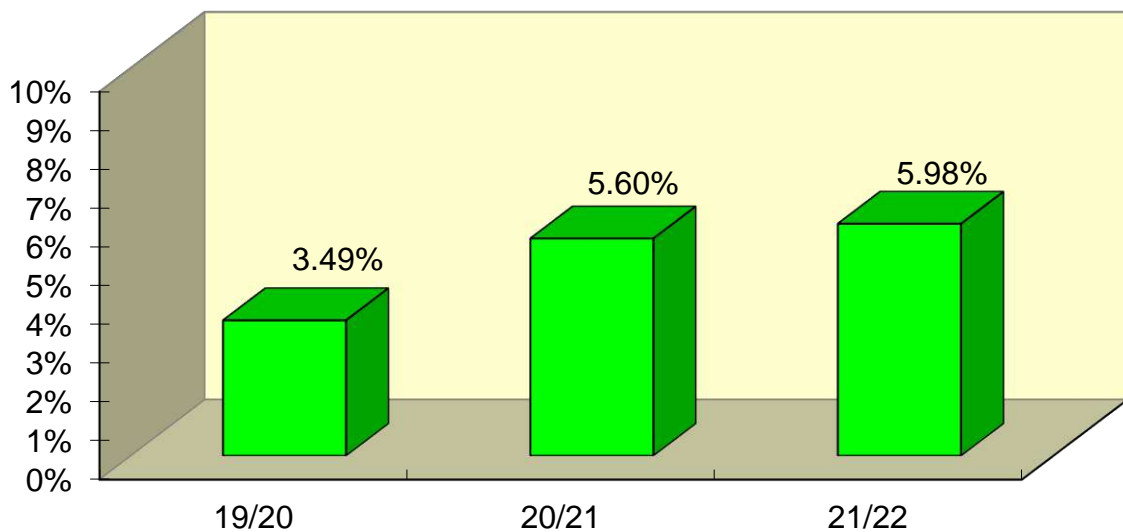
7. Our Students

619 students were enrolled in the school in September 2021. The majority of S1 students were from MPS, our feeder school.

Student Attendance



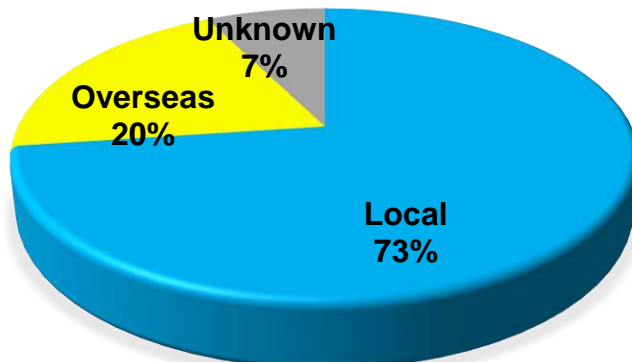
% of Early Exit Students



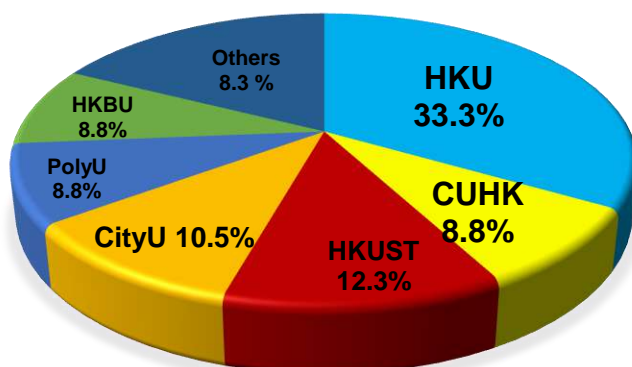
Over 89% of students who withdrew during the school term continue their studies overseas.

The following is the summary of our S6 students destination after the HKDSE:

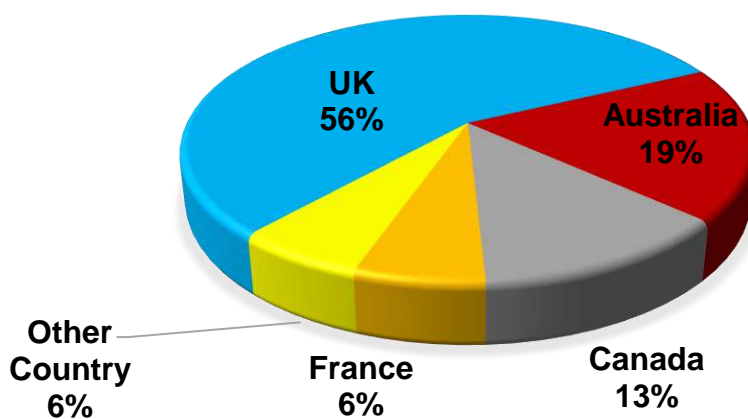
**DESTINATION OF S6 GRADUATES
(2021-2022)**



**ADMISSION TO LOCAL UNIVERSITIES
S6 GRADUATES (2021-2022)**



**DESTINATIONS OF S6 GRADUATES STUDYING
ABROAD
(2021-2022)**



The Student Council

The Student Council serves as a bridge between students and the different stakeholders of the school. It offers students training in developing into discerning and compassionate leaders with opportunities in serving the school community and beyond. Through different activities, not only are the multiple talents and intelligences of students discovered and developed, school life is made eventful, meaningful and memorable for all. Activities held in the year included the following:

The Student Council Calendar of Events 2021-2022

Date	Event
August 2021	S1 Orientation The SC officers of the past academic year prepared an online slideshow and video to introduce the different aspects of school life to the pre-S1 students over a Zoom meeting.
September 2021	Opening School Liturgy and Inauguration of Student Leaders The Student Council chose a lotus bud as their symbol this year. The Student Council hopes to provide chances for students through the various activities organised in the school year to show compassion and care for others, thereby blossoming into better individuals like a pink lotus flower as each petal unfolds over time. SC Orientation Day As the first major activity of the year, the SC officers planned a series of games and activities to allow student leaders across the forms to bond with each other and develop leadership and teamwork skills. From the activities, participants acquired the knowledge and skills for their positions of responsibility. In addition, ideas and plans for the school year ahead have been gathered and discussed collectively. DSE Online Sharing A few recent MSS graduates were invited to share their DSE experiences with current students regarding how they prepared for the DSE. This sharing enabled our current senior students to better prepare for their upcoming public examination both academically and mentally.
October 2021	Clearance Sale A sale of products designed by previous Councils was held for S1 students, new staff and all those who have missed the previous sales or those who simply needed an extra supply of stationery for the new academic year.

Date	Event
November-December 2021	<p>Talent Quest “Kairos”</p> <p>The word “Kairos” originated from ancient Greece referring to the critical or opportune moment in time. Talent Quest is the time to bring about connections between people who are passionate about their dreams to perform on stage. Over the years, Talent Quest, the highlight of SC events, has been the perfect occasion for the discovery of talents and showcasing students’ potential. In the month-long intensive preparation through the Heats to the Finals, student performers have developed greater confidence on stage while a sense of respect and appreciation was cultivated within the audience.</p>
March 2022	<p>SC& RAC Good Samaritan Lunch “Compassion In Actions”</p> <p>Held in the season of Lent, this activity aims to teach and inspire the spirit of lending a helping hand to those in need. As this was the year of Compassion, not merely were Catholic values emphasized and brought out in this event, but the fundamental attributes of a discerning and compassionate leader with a heart to serve and care for others were highlighted.</p>
April/ May 2022	<p>Mega Sale</p> <p>Products designed by the Council were sold to students at reasonable prices as student welfare and to promote students’ sense of belonging to the school through purchasing school-related products. Being sensitive to the preferences and needs of students, the officers initiated and designed a number of products creatively to be sold.</p>
May 2022	<p>Appreciation Week</p> <p>The Student Council took the lead in expressing gratitude to members of the school including teachers, staff and students of MSS for their effort and contributions to the school. A week-long series of activities and performances for students, teachers and staff were conducted and concluded with a Special Appreciation Assembly. Student representatives presented hand-picked specially designed and personalised little gifts to members of the school thoughtfully.</p>
July 2022	<p>SC Evaluation Day</p> <p>Reflecting on and sharing valuable experiences, student leaders celebrated their achievements in conducting various activities over the past year and evaluated the yearly events critically with new suggestions made for the following year.</p>

8. Our Partners in Education

The MSS Alumnae Association (MSSAA)

The MSS Alumnae Association was set up in 1950 and the school enjoys very strong ties with her alumnae. This year, the Executive Committee members of the MSSAA, under the leadership of Ms. Barbara Chan met to plan and organize various activities to strengthen the bond among the alumnae and between the alumnae and the school.

Due to COVID-19, the plan for the MSSAA's regular events were greatly disturbed last year. The Christmas Lunch and Easter Egg Hunt, which could have given alumnae the opportunity to visit the school and meet up with their classmates as well as their teachers and principals, were cancelled. Due to the government restriction, the Welcome Lunch for the S6 Graduates was also called off. To show support to the S6 students, the MSSAA prepared a souvenir for each graduate.

In order to connect with the alumnae during this challenging year, the Executive Committee invited Mrs. Esther Poon and some alumnae to produce a video in which they prepared some Christmas desserts together and shared some of their unforgettable memories in the past years at MSS. The video was well received by former teachers and alumnae.

The MSSAA also plays an active role in raising funds for the MSS Alumnae Association Educational Trust which generously offers scholarships to students as well as funded the employment of a Media Consultant.

Marymount Professionals

Marymount Professionals is an initiative jointly launched by Marymount Primary and Secondary Schools to establish a means of connectivity and provide a platform for our alumnae in different professions to meet and share their experiences, explore possibilities of service to the community, and share ideas and resources during activities within each professional chapter as well as annual joint gatherings.

With a history of over 95 years, its rich tradition and own unique culture, Marymount's vision and mission has always been to provide quality education and formation of young people to be leaders with integrity, wisdom, care, love, compassion for others and with others. The introduction of this initiative will also allow our students opportunities to learn and receive guidance from their big sisters to enable them to make informed choices in life as they pursue further education in their preferred career.

Whilst this initiative started with seven chapters: Education, Events and Entertainment, Finance and Accounting, Government and Statutory Bodies, Legal, Medical, Real Estate, the Schools hope to include further chapters as Marymount Professionals matures.

Due to the spread of the 5th wave of pandemic, the All Chapters' Gathering was cancelled this year. It is hoped that the pandemic would end soon such that members would be able to meet face-to-face again in the coming year.

The MSS Parent-Teacher Association (MSSPTA)

The school has always been blessed with a dedicated and enthusiastic PTA Executive Committee and a group of very supportive parents. This year, under the leadership of Mr. Thomas Cheung, the PTA has again succeeded in bringing parents, students and the school closer through the many activities organized.

The activities included:

- a) Annual General Meeting
- b) Parent-Manager Election
- c) Parent Helpers' Gathering
- d) Sharing Session for S.1 Parents
- e) Christmas Celebration – Distribution of Christmas Gifts and Hampers to Staff and Students
- f) Distribution of Red Packets to Staff in Chinese New Year
- g) Participation in the Teacher Appreciation Programme of the school and Distribution of Gifts to Teachers and Staff
- h) Post-exam Activities:
 - S2 Dance Class and
 - S2 Taekwondo Class
- i) MSS-PTA/MPS-PTA Joint Parents' Workshop
- j) Two issues of the PTA Newsletter

This year, the joint-school PTA Values-education Workshops with the Wah Yan College (Hong Kong) PTA, Pun U Wah Yan Primary School PTA and the Marymount Primary School PTA Values-education Workshops were not able to organize because of the pandemic. However, we invited Rev. Thomas Kwan to hold a workshop for MSS-PTA and MPS-PTA. He shared on his ideas on the topic, “How to let our children grow in a positive way” (如何讓孩子成長得正面樂觀). He provided useful guidance and advice to parents on the development of children.

All the activities celebrated the partnership established between the school and parents in the past twenty years. The PTA of MSS has become a symbol of passion, dedication, appreciation and collaboration.

C. Achievements and Reflections on Major Concerns

Introduction

This is the third year of the School Development Cycle 2019-2022. Major Concern 1, Major Concern 2 and the Six Core Values of MSS Graduates were the fruits of several rounds of rigorous evaluation and discussion among stakeholders, involving staff members, students and parents in 2018 – 2019. This year, the MC1 and MC2 and the six Core Values were further discussed and aligned in greater depth at the Academic Committee and Pastoral Care Committee meetings, during which strategies and success criteria were refined accordingly.

In order to make our students aware of Major Concern 1 and Major Concern 2, these were printed in the School Diary. For parents, the Major Concerns and the Six Core Values were presented to the PTA Executive Committee at the first meeting in October 2021 and introduced to all parents in the First Issue of the PTA Newsletter in February 2022. The PTA was invited to support and organize activities relevant to the Major Concerns and integrate the Six Core Values into PTA activities and workshops.

The following is a summary of our achievements and reflections:

Major Concern 1

To empower and motivate students to become LEARNERS with INITIATIVE

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

Achievements

Subject panels conducted panel meetings in August and September to review and revise their ***Strategy Grids***, ***Programme Plans*** and ***Schemes of work*** for more effective dissemination and integration of Higher Order Thinking Skills (HOTS). They met again in January and July to evaluate their achievements using the ***Success Criteria*** that they have developed for their own programmes, and reviewed their programmes to refine strategies and included new ones to sustain good practices.

The school joined the Envisioning Innovation in Education organized by the Catalyst Education Lab in collaboration with Project Zero at the Harvard Graduate School of Education. After the initial stages of Envision and Inquire, the programme is currently in the Innovate stage in which the teacher cohort has started experimenting with various innovative approaches. The team has identified Thinking Routes and Student Agency as the foci of the exploration,

and have been sharing and spreading those tools and skills to other colleagues as a means to equip students with HOTS.

With the continual school suspension, the Special Vacation and online learning, subject panels and teachers were required to adapt and think creatively to design their lessons. In addition to Zoom, strategies like flipped classrooms for pre-lesson preparation, collecting real-time online responses electronically through platforms like Google Form or Kahoot!, and making use of Learning management systems like Google Classroom, and conducting discussion sessions using Zoom Breakout rooms were employed. Moreover, subject panels also designed suitable blended learning modes to allocate real-time lessons and online lessons in a mode that is most suitable for the nature of the subject and the characteristics of our students. For example, real-time lessons were allocated for experimental work in science subjects, oral practice in languages and group discussions in humanities subjects, whereas Zoom lessons were arranged for knowledge and concept consolidation. These were further supplemented with other online resources such that students could further reinforce their learning in their own time.

For S1 & S2, to supplement the reduced learning opportunities and further develop students' generic skills, the school continued to provide specially designed HOTS programmes during the Post-Exam period. In S1, they had the Poverty Simulation Game and the Drama in Classical Chinese. In S2, they had the Board Games and Mystery Party, which was like a card-board game and had students looking for the murderer in a game. All these programmes targeted interactive learning, higher order thinking skills, creativity as well as a sense of social responsibility.

S1 *Writer's Talk in Chinese*, S4 《李清照：千秋才女的生活與詞作》分享會 and S4 English Literary Appreciation were arranged to introduce students to a wider range of reading materials and to develop *Reading across the Curriculum*. Students were encouraged to read non-fiction during Reading Time to develop HOTS and to become self-directed learners.

Evaluation and Reflection

While all Subject Panels incorporated the essence of Major Concern 1 in their Strategy Grids, Programme Plans and Schemes of Work, and designed Success Criteria for the evaluation of their achievement and success, there was a greater coherence between the results of their evaluation and the refinement of strategies in the third year of our School Development Plan. In addition, the development of HOTS, interactive classroom and questioning techniques have been more focused and aligned as there is a better common understanding among these concepts for the school. In particular, the school will focus on implementing Thinking Routes as the framework to equip students with HOTS.

Through various learning skills programmes, students were guided to practice HOTS. With respect to the APASO survey done in the first term and the second term, there is an increase in both the subscale of Critical Thinking & Problem Solving under Learning Competence. For S4, there is an increase in the subscale of Academic Self-concept, Goal Setting, Reading Strategy and Strategies Help Seeking under Independent Learning Capacity. It is hoped that with the full resumption of school in 2022-2023, the school shall further evaluate and refine the implementation of online learning, and to further explore changes in curriculum, pedagogy and assessment to cater for blended learning. Such changes can also align with equipping students with suitable skills which are essential to develop them into self-directed and life-long learners.

1.2 To maximize learning opportunities for students to apply and practice the skills as self-directed and reflective learners with 21st Century Competencies

Achievements

The English department has been incorporated Thinking Routines and Design Thinking in S1 – S3. This also involved developing students' communication, design thinking and STEAM skills.

For S1, the PSHE department organized a Cross-subject Project on Heritage. Students were engaged in a field trip to Aberdeen and had authentic learning experiences in which they learnt about sustainable development goals and the importance of sustainability in Hong Kong.

For S2, LEAD+ has always been our school-based STEAM programme which was specially designed to incorporate Design Thinking, Empathy, Creativity, 3D-Printing, Micro Bit, Drone technology and entrepreneurship. Every year, students will pitch their work to their fellow-classmates and S1 students in a Showcase during the Post-Exam period. While the full version of LEAD+ again could not be completed due to the school suspension, students managed to do their pitching session during Post-Exam Period, for which they picked a charitable organization and pitched on how Technology could further benefit them. In S2, the Integrated Science department also conducted the 'Race to the Line' Programme. Through a workshop, students first learnt about aerodynamics, and then made use of the knowledge to research, design and build their first model of rocket cars for a school-based competition.

For S3, the Computer Panel incorporated the CUHK Jockey Club AI for the Future into the 2nd term. Students learnt the basics of machine learning and created their first AI model on the google platform Teachable machine. In addition, S3 students had a session during PEA in which they learnt more on machine control, and had a hands-on session of controlling a robotic vehicle and a drone.

For S4, with the release of time from Liberal Studies, the school has specially-designed a LIFE curriculum. LIFE is the acronym of Leadership, Innovation, Formation and Entrepreneurship. In the Leadership component, the school adopted the Compassionate Systems Framework for students to understand the concept of being a good leader and to practice effective communication and interpersonal skills. In Innovation and Entrepreneurship component, students had experiential and real-life based workshops in lean startup methodologies, design-thinking skills, empathy interview skills, prototyping and start-up pitching. In Formation, students were immersed in Guidance and Career & Life Planning programmes for adapting to the senior secondary school life.

With the collaboration of the Urban Land Institute (ULI) Hong Kong, S4 Geography, Economics and BAFS students were engaged in a two-day workshop on Urban Plan during the Post-Exam Period. Urban Plan is a global educational initiative as a realistic, interactive classroom-based team challenge, in which students learn about the fundamental forces that affect urban regeneration. In addition, ULI industry professionals took on facilitation and judging duties to provide students with authentic and professional comments and feedback.

In terms of cultivating our students to be reflective, many subjects require students to incorporate reflection in their learning progress systematically, for example, requiring students to keep a portfolio or a log of work, which students and teachers review and keep track off on a regular basis.

Evaluation and Reflection

Although there was still disruption of school during the pandemic, the school managed to implement a number of activities which allowed room for self-directed learning. These activities allow autonomy for students to unleash their creativity in the process. In addition, with enhanced ownership, students enjoyed the process more.

For S1, JUMP will be restored as a half-year programme to be incorporate to the curriculum next year. For S4, the LIFE curriculum will be further refined with the experience gained this year. In addition, there will be a revamping of the curriculum in Computer Literacy curriculum to better align advancement in technology and various resources available (e.g. artificial intelligence, drone operation, machine learning, virtual reality, etc.). For the English department, the English section. Also, to supplement other school-based programmes, the school will continue to tap external resources, to conduct suitable workshops or activities to further develop our students through both STEAM and Entrepreneurial Education.

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

Achievement

Unlike in pre-COVID days, various study tours and excursions could not be organized due to the pandemic. Towards the end of the academic year, with the school resumption and the pandemic situation improving, we managed to catch up with some learning activities.

For field trips, S5 Biology managed to go to Hoi Ha Wan in July, while the one for S4 needed to be cancelled. The usual Field trip for Geography S4 & S5 students was replaced by an online one. The Visit to the Dr. Sun Yat-sen Museum was replaced by a Talk on Dr. Sun Yat-sun and Hong Kong. The S4 Chinese History students had an opportunity to conduct an interview with Dr. Ting Sun Pao, which was broadcast to all students at the assembly.

In S4, students went on an Innovation & Entrepreneurship visit to Microsoft Hong Kong Limited and other local startup companies at Cyberport during the Post-Exam Period to understand how real-life commercials operate.

S4 and S5 students' visit of the AFTEC's theatre performance usually at Sai Wan Ho "The Sneaker Show" was moved online.

Besides, around 20 S4 students were selected to join the pull-out gifted programme conducted by a HKU lecturer on "Making Super Chemical Mixture for Wastewater Treatment" during PEA. All S5 students participated in HSBC Financial Planners Programme and most students agreed the workshop deepened their understanding on financial management.

For competitions, due to the pandemic, quite a number of competitions were either cancelled or modified to an online mode. Still, our students did very well in various competitions. A number of students won various English and Chinese Essay Writing competitions. Our Debating teams in both Chinese and English did exceptionally well and won a number of awards as well. The school also did very well in the science and technology aspect. A team of S4 and S5 students won the Gold for AR category and Bronze for VR category for the Inter-school Secondary School AR/VR Competition. In the University of Hong Kong iGEM Policy Case Competition, one team got the Champion and the Most Adoptable Policy award, while another team got the First Runner-up. Our science students also won a number of awards in the International Biology Olympiad - Hong Kong Contest 2021 and the 5th Hong Kong Specimen Drawing Competition.

Evaluation and Reflection

The school will continue to explore suitable activities to complement classroom teaching with activities outside the classroom. Hopefully the pandemic can be over in 2022-2023 and the situation can become more normal such that overseas excursions and other activities can be conducted as normal. In the meantime, the school will continue to explore local learning opportunities e.g. field trips, visits, which can provide similar opportunities for students to learn outside the classroom.

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

Achievement

On-going professional development enhances staff capacity and provides teachers with relevant knowledge and skills for current educational development.

Together with 11 secondary schools in Hong Kong, MSS joined the Envisioning Innovation in Education (EIE) programme, which is a collaboration between the Catalyst Education Lab (CEL) and Project Zero (PZ) at the Harvard Graduate School of Education. We have engaged in 4 focus group sessions with the PZ staff and 8 study group sessions with CEL staff. This is a 3-year project and we aim to learn about and develop a disposition towards innovation to educate for the future. We are currently in the second year, in which we finished stages 1 and 2, which are the Envision and Inquire stages. We have just started on the Innovate phase and in the process of finetuning the focus of the study.

Teachers joined various professional development programmes to enhance staff capacity, participating in the Gifted Education School Network of English Language and STEM, Collaborative Research and Development (SEED) project and the Liberal Studies School Network Project.

Teachers were encouraged to attend EDB seminars on the Secondary Education Curriculum Guide as well as professional development programmes and expos regarding on-going curriculum reform in STEM and IT education. Presentations and discussions on the Major Renewed Emphases were held at Staff Meetings, Curriculum Committee and Academic Committee meetings to consider how these can be aligned with the Major Concerns and incorporated into the school-based curriculum.

Evaluation and Reflection

The capacity of our staff members was further enhanced with the latest technological experiences to refine our school programmes and teaching strategies.

Members of the English Panel and Science Panel will continue to take part in the EDB Gifted Network programme, SEED Project and a member in the Liberal Studies Panel will continue to be involved in the School Network Plan to develop useful strategies for challenging students.

Teachers will be further encouraged to attend EDB seminars on the Secondary Education Curriculum Guide as well as professional development programmes regarding the Ongoing Renewal of the School Curriculum in STEM and IT education.

Major Concern 2

To nurture students who are mindful of the core values of MSS.

Core Values:

Reverence Gratitude **Compassion** Integrity Perseverance Wisdom

Theme of the year: **Compassion in Actions**

Dimensions of Compassion			
Self-Compassion	Compassion for others		Compassion for the Mother Earth
	Family, friends and members of the school community	The poor and the marginalised	
To enhance students' abilities to treat oneself with <i>care and understanding</i> while withholding harsh self-judgements (Self-kindness), <i>to be in the present moment (Mindfulness)</i> as well as to <i>develop a sense of connection</i> with others who, from time to time, also experience suffering and challenges in life (Common humanity) through practices such as <i>mindfulness exercises, Examen and Check-in</i> .	To cultivate students' awareness of others' suffering (Noticing), ability in responding empathetically and compassionately to suffering (Feeling) and desire to act to alleviate the person's suffering (Responding).		To help students understand the inter-connectedness between human beings and nature. To inspire students' to be <i>responsible stewards</i> of the earth who are <i>mindful of their lifestyle and habits</i> which might bring harm to the environment and are willing to <i>pay extra efforts in co-creating a sustainable world</i> for future generations.
	To cultivate students to be empathetic and compassionate members in their family and school community who <i>care about the feelings and suffering of others</i> and are mindful of <i>using kind words</i> in different circumstances.	To help students <i>understand the needs of the poor and the marginalized</i> and create opportunities for students to <i>take necessary and suitable actions</i> to show their care and support in a creative and respectful way.	

Target 1

Cultivate an atmosphere and culture of COMPASSION in the MSS community

Achievements

To better coordinate the work for the promotion of the MSS core values, the Values Formation Team was newly established this year. Before launching a series of educational activities, a framework to illustrate the dimensions of compassion to be covered for the year and the expected forms of behaviour of students was developed.

To cultivate an atmosphere of Compassion, a logo for the Year of Compassion was designed and displayed on the campus. Each class was also invited to design 4 banners to be placed in their classroom as a reminder of the importance of self-compassion and being caring and compassionate to other as well as Mother Earth. Teachers and student leaders were invited to share a favourite quote of Compassion and the quotes were then shared on the electronic signage and printed on posters hung around the campus.

Apart from the physical environment, a special time slot “Mindful Monday” has been reserved for S1 and S4 on Monday morning to promote a culture of well-being and mutual support among students. During that time, S1 students had a “check-in” session when students had the opportunity to share their feelings and status with their classmates, whereas S4 students would participate in a meditation exercise. Starting from the special vacation in March, this “Mindful Monday” arrangement was then extended to all levels via a virtual platform so that the sense of connection and being cared for could be maintained.

Short videos that promote self-care and being compassionate to people in need during the pandemic were produced and shared on our social media platforms.

Evaluation and Reflections

With more visual reminders and real acts of showing our care, e.g. sending cheer-up kits, to every member in the school community has certainly created a better atmosphere to promote the Year of Compassion.

The introduction of “Mindful Monday” has also developed a channel to shorten the gap between school members as well as invite our students to get in touch with their hearts. Although some students might feel awkward having a period of quiet time without doing anything, it is believed that they could gradually get used to the habit of connecting with oneself and others in a genuine way. To cater for the different styles and needs of our students, different pastoral care teams might be invited to prepare the materials for the meditation practices in the coming year.

It is hoped that full day school could be resumed and students could have more time in connecting with their peers and teachers.

Target 2:

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

Achievements

Subject teachers were encouraged to discuss the core values in their lessons whenever they found the topics relevant and appropriate. Some teachers even specially designed teaching materials or projects under the theme of Compassion. It did not only help students deepen their understanding of compassion from different perspectives, it also provided more opportunities for students to reflect on how the core value can be applied to their daily lives and in different contexts. A few of our English teachers were invited to share their experiences in designing the values-based teaching materials with teachers from other schools on several occasions.

Teacher advisors of different teams were also encouraged to guide the students to reflect on the value of being compassionate and take action to show great care and compassion to the people in our community and also to the people in need through different learning activities. It is shown in the Committees' and Teams' annual reports that a good number of activities were organised with the theme of compassion and in most cases, more than 75% students expressed that they could grasp a better understanding of the target core value and were willing to act more compassionately.

A good number of formation activities on Compassion were organised and coordinated by the Values Formation Team (VFT). With better planning this year, the VFT has introduced the dimensions of Compassion in a more structural and systematic manner. This year, a few whole-school and class-based values education events were organised to involve as many students as possible. Some student leaders were involved in the preparation of most events and their participation has actually created more opportunities for them to reflect on, deeper understand and promote the value in different ways. It is encouraging to see how deep their reflections were in the sharing sessions in the Assembly and video clips that they produced. Some students even initiated different activities to arouse their schoolmates' awareness on self-compassion during the time when we were under the threat of a wider spread of the 5th wave.

Apart from the above, some tools that facilitate Compassionate System Thinking were introduced to students. These tools, including contemplative practices and check-in, were adopted in the Mindful Monday sessions. A systematic school-based "Leadership" curriculum was also designed for S4 students to introduce more Compassionate System Thinking tools that help to enhance the well-being of individuals and communities. Students' work and their reflections showed that students have learnt the thinking routines that help them take a more proactive, rational and positive perspective in dealing with their intra and inter-personal relationship.

Evaluations and Reflections

Without a doubt, the message of the Core Value of Compassion was better communicated and instilled in the heart of students this year with the concerted efforts of all teachers and the participation of the student leaders. Through a whole-school approach, the percentages of students' perception on support for student development and school climate have been raised from 3.73 to 3.84 and 3.78 to 3.89 respectively. We are delighted to see more teachers have taken a more proactive role in instilling the core values in their lessons and learning activities.

Due to the shortened school hours and the special vacation, the planning of different developmental programmes has been disturbed. Among the three dimensions, more focus has been put on the promotion of "self-compassion" and "compassion for others". To increase students' exposure to the different dimensions, especially during school suspension time, better use of our social media platforms could be explored.

To work for "magis", an item on reviewing teachers' performance on instilling the core values in the lessons in an effective way would be added to the Lesson Observation Feedback Sheet to arouse teachers' awareness of such practice.

To better facilitate the smooth running of different developmental activities, a formal Values Education Student Team should be recruited so that students' voice could also be included in the planning stage and they could have stronger ownership and a greater sense of belonging to the school.

Target 3:

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

Achievements:

To kick start the Year of Compassion, all teachers have participated in a workshop on Compassionate Systems Thinking (CST) facilitated by experienced Master Practitioners who work in an International School in Singapore and Catalyst Education Lab (CEL). Teachers were introduced to the basic concepts of CST and learnt some tools that could be used in the classroom and given the space to check-in with their workmates. Conducting the workshop at a Christian seminary in Tao Fung Shan also gave our teachers a time to relax and enjoy the beauty of nature.

Teachers in the Values Formation Team were invited to participate in the learning community organized by CEL to further deepen their knowledge and practice of Compassionate Systems Thinking.

Evaluation and Reflections

It was encouraging to see teachers have the precious opportunity to participate in different professional development programmes despite the challenges we faced last year. This has helped the team build better connections among teammates and develop a more solid foundation for the development of future work, especially for the Year of Compassion.

In view of the increasing number of new teachers in the coming year, it is important to support them to understand the essence of values education at MSS. A more systematic formation programme with support of experienced teachers might be considered.

We will continue to explore professional development programmes to equip our teachers in supporting the work in the Pastoral Care Division.

D. Learning and Teaching

1. Reading to Learn

Achievements

1.1 Reading Activities

Due to the pandemic, the 20-minute Reading Time had to be cancelled during half-day school. Instead, the library arranged a number of reading activities to reinforce Reading to Learn and Reading Across the Curriculum. Recommended booklists were placed on the Library homepage, additional reading and audio-visual materials were purchased and made available in the library. The Reading Working Group also recommended students to read Ebooks provided by HK Reading City. EBook fairs were arranged for students to select reading material that they were interested in. A Read-Play-Love activity was arranged by the Guidance Team and the Library during the Special Vacation. Students picked reading material related to Compassion and prepared a presentation and then shared videos with the whole school.

1.2 Thematic Displays

Displays were arranged in the Library at different times of the school year to promote the reading of non-fiction and to give students a better idea of the resources available.

Time Slot	KLA	Theme
5 to 20 October	中文科及圖書館	@悅讀悅寫——文字的奇妙旅程
3 to 24 November	English Language & 中國語文科	Author of the Year(年度作家) ^ *Moyra Caldecott and Historical Fiction (阿濃及張愛玲)
29 November to 15 December	BAFS + Economics	^Entrepreneurship
17 to 31 May	Mathematics	^*Maths Games + Project Display
2 to 16 June	中國歷史	*唐代婦女服飾及妝容

1.3 The PTA Reading Scheme

Students continued to read actively and write outstanding reports on the books they have read. Because of school suspension, the number of awards was also affected. A summary of this year's achievements is as follows:

Reading Awards for Books in English

Gold Award	Silver Award	Bronze Award
3	16	52

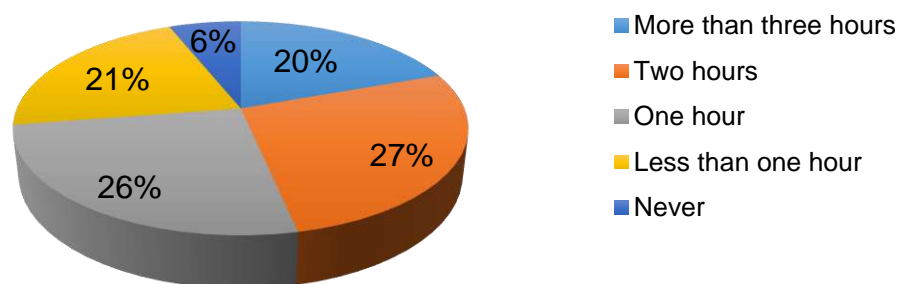
Reading Awards for Books in Chinese

Gold Award	Silver Award	Bronze Award
1	2	89

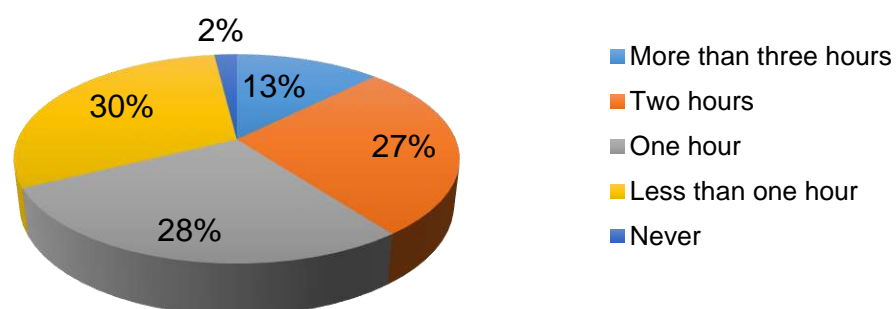
1.4 Survey on Students' Reading Habits and Survey to Promote Reading Habits

The survey was conducted in May 2022. Data from the survey on Students' Reading Habits reflected those students rely on surfing the internet to do reading assignments especially during the time of school suspension. Meanwhile, a large number of students either purchased their own material or borrowed them from their classmates and friends. Responses to questions on the arrangements for Reading Time show that students have continued to enjoy reading. Most students who visited the Thematic Displays in the Library found them interesting and attractive. In addition, subject panels also arranged suitable activities to follow up with the Thematic Display to further cultivate students' reading habit.

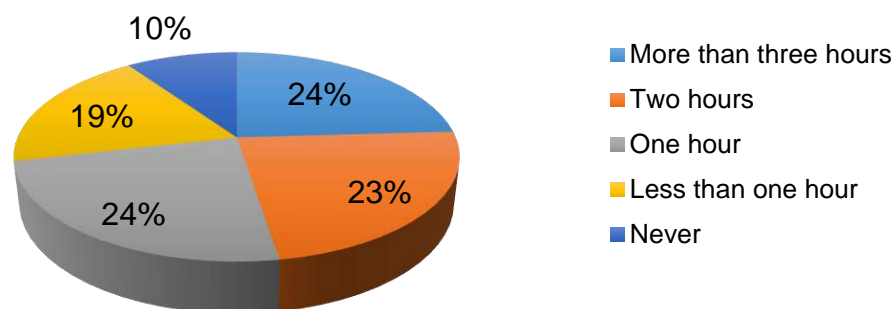
**% Time reading English materials per week (S1 - S3)
2021-2022**



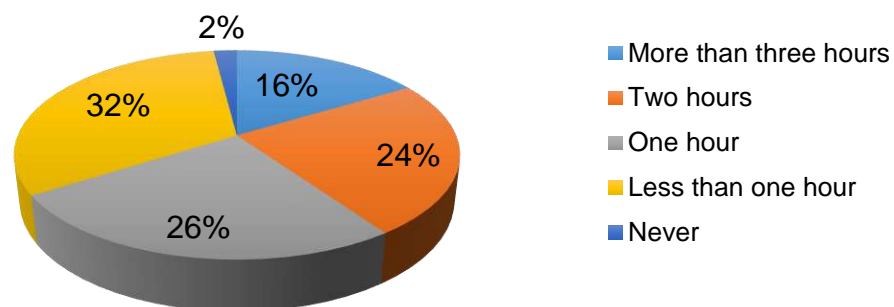
**% Time reading English materials per week (S4 - S5)
2021-2022**



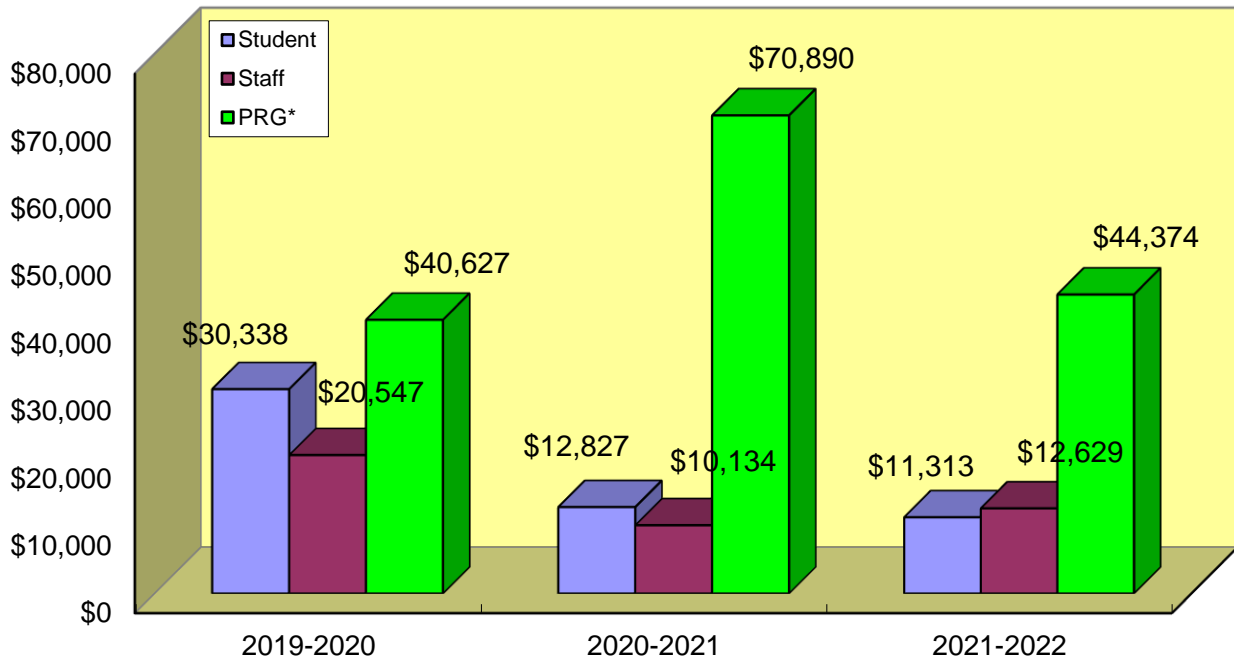
**% Time reading Chinese materials per week (S1 - S3)
2021-2022**



**% Time reading Chinese materials per week (S4 - S5)
2021-2022**

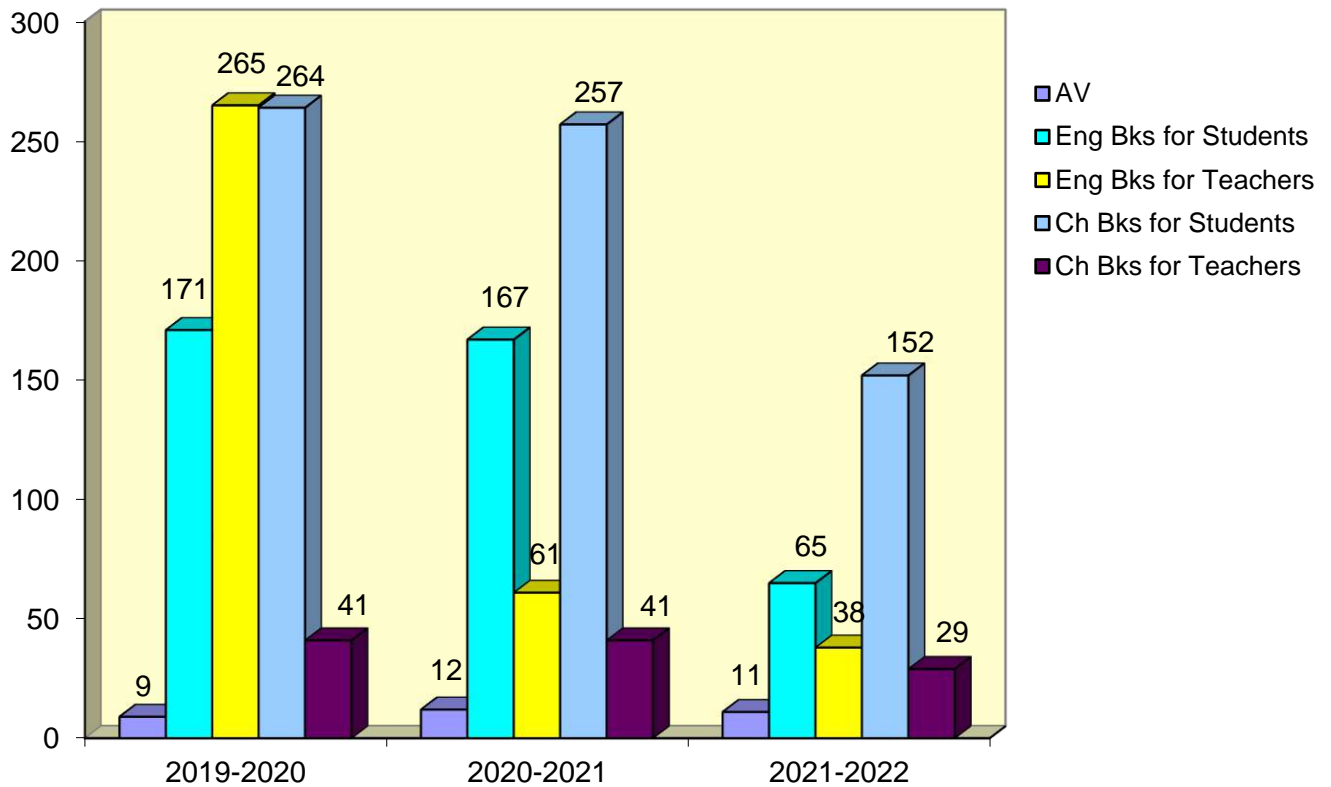


Total Expenditure from School Library Funds



PRG* - Promotion of Reading Grant

Number of AV and Books purchased by the School Library



Evaluation and Reflection

The 20-minute Reading Time will resume in 2022-2023. To encourage students to read strategically for knowledge and enjoyment, the Teacher Librarian will prepare reminders for them on how to make effective use of the Reading Time. Students will also be allowed to read eBooks during this period. Continued effort will be made to promote the reading of non-fiction which is believed to be essential in training students' HOTS. The school will arrange usual face-to-face Sharing in Chinese for S1 and Sharing on Appreciation of non-fiction and non-print texts in English (S3 – S4) as far as possible. The Library will continue to co-ordinate Thematic Displays for different Subject Panels and Student Support Teams while teachers will take students to the Library during lesson time and set interesting learning tasks on the displays for them to complete. The Best Reading Class Award and the Best Reader Award would continue in 2022-2023 if conditions allow.

2. Learning through Project Work

Achievements

2.1 Subject-specific Project Work

Level	Subject	Topic/Title
S1	Integrated Science	Alternative energy sources, Noah's Ark
S2	Integrated Science	Design and Make a Balloon Car
S2	Mathematics	Statistic Project
S2	Geography	Slopes on School Campus
S2	Chinese History	時代與知識分子
S3	Geography	Impact brought about by the shifting of industries on Hong Kong
S3	Chinese History	孫中山專題研習報告
S4	Physics	Thermal Insulator
S4	Geography	Urban Plan
S4	Biology	Poster Design Project on the Nature of Science
S5	Biology	Video for Biology Concepts

Subject-specific project work was carried out by subject panels at different levels to provide opportunities for students to develop HOTS, promoting self-directed learning and encouraging students to think out of the box. Students were engaged in authentic issues and were encouraged to find solutions to problems through hands-on innovation and design. In addition, opportunities were provided for students to showcase learning through pitching and exhibitions. In the junior secondary level, project work was introduced as an extended assignment while in the senior secondary level, project work fulfilled the requirements of school-based assessment.

2.2 Cross-curriculum Project Learning

Level	Subject	Topic/Title
S1	JUMP (Geography, History & Life & Society)	<i>The Heritage: Preservation vs Development in Aberdeen</i>
S2	Learning through Engineering, Art and Design (LEAD+)	<i>Technology for Charitable Organizations</i>

Cross-curriculum projects at S2 co-ordinated by the Computer Panel continued to play an important part in equipping students with the nine generic skills and in preparing them for inquiry-based studies at the senior secondary level. S2 LEAD+ had to do away with much of the technological part due to school suspension, and thus focused on pitching instead. Fine-tuning of the design of the school-based programmes have been made for horizontal and vertical coherence with the curricula of other KLAs through curriculum integration.

Evaluation and Reflections

Project work is considered as an effective means for students to consolidate concepts learnt in the subject and provide an opportunity for students to exercise self-directed learning. In many cases, students will be given the autonomy to choose a sub-topic for investigation and thus work on something they are interested in. To further align project learning with the recent curriculum reform, the direction ahead would be helping students develop eLearning and gifted elements like creativity and task-commitment in project learning.

The incorporation of the new components learnt at MIT not only updated the STEAM element in LEAD+ but also expanded it to cover areas like language arts, liberal arts, empathy and entrepreneurship. The school will build on such success experiences to further refine LEAD+. In recent years, it was not possible to have a comprehensive and holistic programme with all the planned components due to the pandemic. Hopefully in the coming year we will be able to have a complete version of LEAD+.

For S1 JUMP, it is a humanities cross-disciplinary project that would be further refined through the strengthening of elements like design-thinking and problem-solving, values education, entrepreneurship to enhance student autonomy and ownership. It will be incorporated into the curriculum and with lesson time allocated in the 2nd term of S1.

3. IT for Interactive Learning

Achievements

3.1 *BYOD & eLearning*

With the availability of wifi and the relevant staff development programmes, a larger number of teachers adopted eLearning to engage students and develop their HOTS. BYOD is employed from S2 onwards. Students enjoyed the convenience of using mobile devices for learning during lessons and for self-directed learning at other times. Students in S1 made use of iPads and the relevant Apps for learning in an increasing number of subjects. The convenient use of mobile devices during lessons facilitated student-centered learning, instant assessment and immediate feedback for students. Outside the classroom, students also made use of mobile devices to enhance their learning during field trips and life-wide learning activities. The eLearning Team continued to co-ordinate and support teacher initiatives and promoted the use of iPads and suitable Apps for teaching, learning and student assessment. Teaching Assistants were employed through government grants to provide extra support for the logistics.

3.2 *Extensive use of IT and Multi-media*

IT and multi-media continued to be an indispensable tool for learning and teaching. Students and teachers used IT as a tool for knowledge acquisition, knowledge exchange and knowledge management. Students used computer programmes for data processing and class presentations, searched for information on the internet and made use of online programmes for self-directed learning. Teachers and students made use of Google accounts and eClass for sharing teaching and learning materials, and for online assessment and exercises. Surveys were carried out and processed through the ePlatform. With the suspension of school, online learning became indispensable. Teachers conducted online lessons, produced videos, incorporated assessment and set up learning management systems.

Evaluation and Reflections

To further equip our classrooms with hardware more feasible to conduct lessons nowadays, the school has submitted a QEF application for installing Interactive White Boards in all classrooms. We hope that the approval and this installation would be completed in 2022-2023. The school has upgraded the classroom computers and explored further improvement in the school's infrastructure like networking and wifi, to keep up with the needs to conduct effective learning activities in school. The promotion of eLearning will also be conducted through sharing of good practices among staff members. It is hoped that students would gradually be transformed from a just consumers of IT resources to creators of IT resources. So we aim to not only provide students with a platform for creativity but also foster their sense of ownership of their work.

E. Support for Student Development

In the Pastoral Care Division (Division 3, D3), eight different Student Formation Committees along with four different Student Support Committees and the ECAS Committee, all together, play an important role in nurturing students into *integrated persons of **Reverence, Gratitude, Compassion, Integrity, Perseverance and Wisdom.*** Christian values have always been the guiding principles of values education for students within and beyond the classrooms. The division is committed to align its mission with the school ethos and the school's major concerns in catering for a balanced and whole person development of students upon their admission to MSS.

1. Career and Life Planning (CLP)

Apart from facilitating students' self-understanding, goal-setting and equipping them with the knowledge and skills for their career and life planning in OLE periods, with the implementation of the LIFE curriculum commencing in S4 this school year, the team has reviewed the existing career education and enriched the CLP programmes for S4. For instance, two experiential learning programmes including 'Career Planning Simulation Game' and the Workshop on Money Management were organized. The programmes were well received by the students. 93.8% of the students agreed or strongly agreed that 'Career Planning Simulation Game' has enabled them to have a preliminary understanding about the skills required in the workplace and 87.6% of the students also found that the programme has enabled them to understand their interest and career inclinations. In addition, an online learning system 'My Life Planning Portfolio' created by EDB has been introduced to students to facilitate them to record and reflect on their learning experiences in their senior secondary years.

Responding to the 'Year of Compassion', the CLPT invited a social entrepreneur and a clinical psychologist to introduce their professions and raise S4 & 5 students' awareness of utilizing their potential in pursuing their career which can help others. 94% and 98% of the students have agreed or strongly agreed that the programmes have helped them to learn more about the role of social enterprises in society and different fields of psychology respectively. 96% of the students have also agreed or strongly agreed that the programme has inspired them to use their potential to take action in caring for and helping others. Regarding the sharing by the clinical psychologist, she also emphasised the importance of self-understanding, understanding others and self-care as a psychologist which echoed two of the three dimensions of compassion: self-compassion and compassions for others.

The team has organized comprehensive and diverse CLP programmes and most of them were well-received by the students. However, some real-life career-related experiences such as workplace immersion and job-shadowing which deepen students' understanding of the work setting and broaden their horizons were cancelled due to the pandemic.

To better support our students, it has been our target to strengthen career and life planning education at the junior secondary level - The Task Force on Review of School Curriculum has recommended the career and life planning education to be commenced early at junior secondary levels. Having accepted the recommendations in 2021, the team will enrich S1-S3 CLP programmes to broaden their understanding of the workplace.

Besides, we plan to strengthen the business-school partnership. The school has joined the 3-year 'Plan for Future (2022-2025)' funded by the Youth Development Commission to tap more resources for themed seminars, workplace immersion and skill training workshops to help students with greater diversity in their socio-economic background and career aspirations for career and life planning.

It is also important to further empower the competency of the CLPT members, especially with the new members joining the team next school year together with the updates on the implementation of career and life planning education, the team will continue to enhance professional training for the team members.

2. Environmental Education

The team has organized a range of activities for students to cultivate environmentally friendly habits and forming students to be compassionate to Mother Earth. The team also offers students the opportunity to experience nature and take action to protect the environment and to conserve natural resources. The team adopted a whole-school approach to enhance students' understanding of global and local environmental issues in order to increase their awareness of the importance of sustainable development.

After activities, such as a whole-school assembly and level-based classroom activities, were organized and had tangible impacts on students' perspectives. International non-government organization, World Vision, was invited to hold a talk about the Impact of Climate Change in Developing Countries. The stories of disadvantaged children and persons in different countries broadened students' horizons and enabled students to feel compassionate about the harsh reality around the world. A student survey conducted after the assembly demonstrates the effect on students, with the score of 1 representing "Totally Disagree" and 4 representing "Totally Agree". The average score of the question, "I feel more compassion towards the marginalized children in other countries." was 3.59 out of 4. The average score to the question, "I feel more compassion towards Mother Earth." was 3.52 out of 4.

For level-based activities, the S.3 "Law of the Forest" Board Game Activity simulated the condition in rainforests with different animals. 90% of student's responses in the survey strongly agreed or agreed that the activity could deepen their understanding about different animals in rainforests.

Regarding local issues, the class-based activities in S.2 (Smart Shopping and Disposing – Waste Prevention) and S.3 (Waste Management in Hong Kong) were organised with guidance from HR and AHR teachers. These activities aimed to enhance the understanding of local issues and students' willingness to take actions to relieve these problems.

Upon reflection, the team can see there are some strengths and shortcomings to the activities that the team have implemented to achieve values formation. A particular strength that the team would like to highlight is the overwhelmingly positive response collected in the survey regarding the understanding of the issue/topic. However, most of the activities focus more on imparting knowledge, instead of taking action to protect the environment.

In the future, the team hopes to provide more opportunities for students to participate in local and international environmental campaigns. More practical activities around conservation and environmental protection should also be introduced. Invitations to more varied NGOs and environmental service providers could also be extended to provide a more well-rounded perspective of current environmental issues, such as marine pollution and microplastics.

3. Guidance Support for Students

To create a harmonious and mindful environment for our students to return from online schooling after a long period of the coronavirus pandemic, the Guidance Team (GT) provided a variety of programmes and activities to address the social and emotional needs of our students in the year of 2021-2022. A series of after-school activities was launched in early September to help our students get familiar with the school and their class teacher. Each of the programmes and activities that the GT planned covered the developmental and preventive levels, as we were concerned about the well-being of our students and how we could guide them back to a more normal study routine.

The S1 and S4 were selectively chosen to implement the Mindful Monday check-in session during the face-to-face school period. We hope to get the S1 and S4 students well-prepared for the new stage of study life mentally. Nearly 90% of the S1 students agreed that the morning check-in session allowed them to know more about their classmates. Although many of the S4 students felt sleepy during the mindfulness practice, over 50% of them agreed the mindfulness practice allowed them to feel the present moment, and they could be fully attentive during the whole process.

The online lessons were implemented on and off this year due to the unpredictability of the pandemic situation. With the help of RMET, GT launched the virtual session of Mindful Monday during the homeroom period on a whole school basis. The Mindful Monday morning session gave all the students a moment of mindfulness to kick off the week. Our teaching staff was also invited to try out the mindfulness practice during the morning sessions, so that we can

have a moment to enjoy being together and present although we could not see each other in person during the hard times. In addition, GT worked closely with the school social workers to offer online handicraft workshops during the Easter Holiday in order to promote students' well-being during the long holiday, given that they could not go anywhere due to the high confirmed cases of Covid-19. The enrollment rate of the workshops was positive with close to 1/5 of the school student body taking part.

The news reported on several students' suicidal cases near the end of this school year. Apart from the requirement from EDB, GT provided a preventive measure by preparing a special Homeroom session to understand our students' stress levels and well-being.

This school year was indeed challenging for both students and teachers. We hope every student can grow healthily under our care. The GT will continue to plan different programmes from a student-centered perspective.

4. Care for Students who Need Special Support

In 2021-2022, the Special Educational Needs Support Team promoted Compassion as the theme, established a campus culture of mutual care, let students know more SEN students, and promoted the spirit of community.

At the first level of support, a school-wide strategy was implemented to build a culture of inclusion. First, a Human Library was held. It aims to allow some people who have been negatively labelled by mainstream society to communicate with students directly to resolve any form of prejudice and discrimination.

With the data collected, 92% of the participants agreed that the learning experiences could help students understand the different needs of diverse groups of people. 93 % of students agreed that the activities helped them gain empathy. 91 % students agreed that they reflected on the meaning of community. 96% students agreed that the activity promoted caring actions within their campus lives. It shows that students shared positive feedback about the events. Besides, some students learnt to communicate with the disabled through direct dialogue and to eliminate prejudice and have more exposure to people of different values and lifestyles, such that they can respect and appreciate each other.

Second, the Special Educational Needs Support Team organized “Meet the Bullying Lab” Half-day experience activity that aroused students’ awareness on the consequences of bullying through drama. According to the evaluation, 100% of participants agree that learning experiences can promote COMPASSION through Other Learning Experiences. 100% of the participants showed increased awareness of bullying; 97% of participants expressed an increased awareness of autism spectrum disorder.

According to the needs of the students, different groups and activities were organised to enhance SEN students' learning, socializing, collaboration, self-management, communication skills and problem-solving skills. Groups included: Executive Function Skills Training for ADHD /ASD students, Social skills training, Arts Therapy, Speech Therapy, Tutorial Class and Chinese Dyslexia class.

100% of participants agreed that the learning experiences could help them with time management and they learnt how to prioritize tasks as required.

To further enhance our support for students with special needs, the Special Educational Needs Support Team will continue to promote Compassion as the first level of support. We will organise the programmes, the Human Library and the living philosophy of dogs (Life Education Talk). The learning experiences can promote students’ well-being and involvement in their community.

At the second level of support, due to the good results of the targeted training groups last academic year, they will continue to be held in the coming year. It is hoped that we can focus more on the needs of different types of SEN students, provide different targeted training groups, including Music Therapy, and cooperate with more cross-professional sectors to continue to provide professional care services.

As for the third tier of support, in addition to formulating individual study plans for them, more intensive and individualized support will also be arranged. Finally, we plan to train new teachers to recognize the characteristics of SEN students, so that more teachers have the knowledge and skills to support students with SEN.

5. Health Education

The Health Education Team supported the work on the promotion of Compassion in Actions by coordinating the annual blood donation day offered by the Red Cross Blood Transfusion Service. A total of 29 S.5 and S.6 students who showed compassion to others donated blood successfully. Most Enthusiastic Participation Class Awards were presented to 5A and 6D to spread the positive message of saving multiple lives through blood donation. Besides, the Health Education Team invited a lady who suffered from two rare genetic diseases, namely multiple epiphyseal dysplasia and spinocerebellar ataxia, to share her story during a whole school assembly. The sharing helped students understand the difficulties faced by patients with rare diseases as well as increase students' awareness of what the society could do to show care and support to these patients.

In the coming year, the Health Education Team will continue to support the promotion of mental well-being and work collaboratively with other teams so that our students will not only be physical, but psychologically healthy young people.

6. Moral, Civic and National Education

In order to nurture the nine priority values and attitudes in our students, the Civic Education Team planned different programmes for students to help them to be informed and responsible family members, citizens, nationals and world citizens.

In nurturing a sense of belonging to our mother country and a sense of national identity, the flag raising ceremony was held on special occasions such as the school day after the New Year's Day, Hong Kong Special Administrative Region Establishment Day, National Day and on a weekly basis. The Flag-Raising Ceremony to celebrate the National Day was held on 30 September. This year, we invited Professor Joseph TING Sun-pao, one of the most distinguished experts of Chinese and Hong Kong history and the former Chief Curator of the Hong Kong Museum of History to be our speaker to share his experiences learning Chinese History and Culture.

In enhancing students' knowledge about the National Constitution and Basic Law, a display Board for Constitution Day was arranged. The Civic Education Team also co-organised with Life and Society to arrange students to join in the "The 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region: Territory-wide Inter-school Competition". Our School was awarded the "District Outstanding School Award (territory-wide) with the highest average score of our district and won the Champion (Secondary Division) in the Final round. Moreover, to arouse students' awareness of law-abiding and integrity.", our school joined the "Rule of Law Enlightenment" Programme 2021/22 – Law Talks for school which was conducted by the Department of Justice and organised a talk on integrity conducted by the ICAC. 89.6% of students agree or strongly agree that "the programme enhances knowledge related to integrity".

Moreover, a talk on "How to analyse daily information in the media" was organised for S3 students. 90.3% of students agree or strongly agree that "the programme can help me to be aware that the information I obtain from the media needs to be carefully analyzed." To develop students' empathetic understanding of the difficulty of disability and learn to respect those who are different from us, a whole-school assembly: "Walking with Mentally Challenged" was organised. 97.2% of students agree or strongly agree that "This programme gives me an opportunity to put myself in others' shoes."

To further enhance the development of National Education and Information literacy, our school has applied for the grant funded by the QEF - "My Pledge to Act 2.0". With the successful application, more resources would be allocated to the strengthening of these areas.

7. Religious and Moral Education

The Religious and Moral Education team puts strong emphasis on cultivating the values of students which align with the school's vision and mission and the major concerns through different forms of programmes and activities which can be classified in four major domains, namely, masses and prayer services, religious groups and formation activities, whole-school programmes and community service.

Masses and prayer services were held regularly to nurture the sense of reverence and gratitude in students. Different religious groups were provided throughout the school year to strengthen the religious faith of the Catholic students. In addition, religious formation activities were organized for the S1 and S2 Catholic students in the post-exam period. All the S1 Catholic students joined the Zentangle Prayer Workshop. The students appreciated the peaceful time with God and the beauty of collaboration despite individual uniqueness and differences. The S2 Catholic students visited St. Margaret's Church. They enjoyed the activities and appreciated the opportunities to learn more about the parish.

Despite the social distancing measures, the traditional whole-school programmes - Christmas Play and Good Samaritan Programme – were held as scheduled. These whole-school programmes are good opportunities to instill core values of the school in a relaxed and interesting way. Students and teachers appreciated the theme of the Christmas Play which raised the awareness of being self-compassionate, and the Good Samaritan Week addressed compassion for others through the various forms of new activities.

The team also organizes different community service or activities to help students to be sensitive to the needs of others and sow seeds of compassion in students, with the aim that they will become “women for and with others”. An experiential learning experience “Empathy for the Elderly” let students understand the needs of the elderly with physical limitations, and be empathetic and compassionate to them. In the Caritas Charity Sale, our students made and sold handicrafts to raise funds. The students found it enjoyable and meaningful to make handicraft for fundraising. The students were also very engaged in the charity sale and they looked forward to participate in similar events in the coming future.

Students appreciated learning values through different forms of activities and the opportunities to put the values learnt into practice. More innovative ways to learn about values and opportunities of community/charity services will be explored. More collaboration with the parish will be carried out to enhance Catholic students’ bonding and connectedness with the parish and the church.

8. Service Education

In order to inculcate the Six Core Values progressively through activities and programmes, the ECAS team planned different opportunities for students to serve the community. Due to the COVID-19 pandemic and according to the EDB guidelines, the Service Trip, the S3 Flag Selling service projects and some other service projects were cancelled in the last year.

A series of training workshops were provided for S2 & S4 students. An S2 Service Training workshop was held to increase students’ basic understanding of the purpose and kinds of social services through games and a lecture, to help students understand the needs of the poor and the marginalized. 92% of participants indicate they ‘Agree’ or ‘Strongly Agree’ that they had a better understanding of the areas involved in voluntary service. The S4 in-depth Service Training Workshop consisted of 2 face-to-face sessions and 1 zoom session. 96% of students agree or strongly agree that students are encouraged to serve the underprivileged and needy.

Some Service projects were held for students to master their leadership skills, problem-solving skills, and build up students' confidence as compassionate leaders. In the "Art & Crafts Session with Children" service project, our students taught the children to make arts and crafts in zoom breakout rooms. 100% agree or strongly agree that they had a deeper understanding of compassion after joining this service project. In the "Online Elderly Visit" Service Project, students were involved in online chat sessions with the elderly in the Methodist Centre. 100% agree or strongly agree that they had a deeper understanding of compassion after joining this service project and agree that this project creates opportunities to take necessary actions to show their care and support in a creative and respectful way. Moreover, in order to promote food recycling and cultivate students to be empathetic and compassionate, the Service Team organised a Food Donation programme to collect donated dried or canned food from the schoolmates, and brought them to Food Angel.

Through the service training workshops and service projects, students were able to understand their strengths, cater for the needs of others, being caring, compassionate, confident, responsible and reflective learners.

F. Student Achievements and Awards

Awards, Scholarships and Other Outstanding Achievements

External Scholarships, Awards & Programmes

Like in previous years, our students have got great achievements in academic, music, sports, speech and drama competitions. The following is a list of external scholarships, awards and competitions in 2021-2022.

- ✧ Sir Edward Youde Memorial Prize 2021-2022
- ✧ South China Morning Post & The Hong Kong Jockey Club - Student of the Year 2021 (Linguist (Cantonese))
- ✧ Hong Kong Island School Heads Association - Hong Kong Island Outstanding Students Award 2021 (Wanchai District)
 - Junior Group
 - Senior Group
 - Top 10 Outstanding Students Award (Senior Secondary)
- ✧ Hong Kong Outstanding Students Award 2021-2022 - Shortlisted Finalist
- ✧ Wan Chai District Outstanding Youth Award 2021
- ✧ Harvard Book Prize 2021-2022
- ✧ Princeton Book Award 2021-2022
- ✧ Brown University Book Award 2021-2022
- ✧ Zonta Club Service Scholarship
- ✧ Uplift Educational Charity Foundation 2021-2022 - Uplift Educational Charity Foundation Scheme Scholarship
- ✧ Future Stars Upward Mobility Scholarship
- ✧ CLP Energy for Brighter Tomorrows Award 2022
- ✧ The Kiwanis Community Service Award 2022
- ✧ Youth ImPACT Award 2.0 - Bronze Award
- ✧ HKICPA/HKABE Joint Scholarships for BAFS
- ✧ The 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition
 - District Outstanding School Award (territory-wide) - Champion Award in the Secondary Division

Gifted Programmes

- ✧ Inter-School Secondary School AR/VR Competition
 - Gold for AR category
 - Bronze for VR category
- ✧ The University of Hong Kong iGEM Policy Case Competition
 - Champion & Most Adoptable Policy
 - First Runner-up
- ✧ The 5th Hong Kong Specimen Drawing Competition
 - Junior Secondary - Outstanding Award
 - Junior Secondary - Highly Commended Award
 - Senior Secondary - Outstanding Award
- ✧ CUHK Model United Nations Conference 2022 - Honourable Mentions
- ✧ CUHK Jockey Club AI for the Future Project: Secondary School Think and Create Competition 2021 - Certificates of Merit
- ✧ International Biology Olympiad – Hong Kong Contest 2021
 - Silver Award
 - Bronze Award
 - Honourable Mention
- ✧ STEM+E Competition 2022 - Most Valuable Player
- ✧ HKICPA Accounting & Business Management Case Competition –
 - Certificate of Proficiency
- ✧ The 5th Hong Kong Secondary School Peer Mediation Competition - Merit awards

English Speech, Drama and Debate

✧ The 73rd Hong Kong Schools Speech Festival

Item	1st	2nd	3rd
Solo Verse Speaking	5	11	7
Solo Prose Reading	1		1
Dramatic Duologue			1

✧ Hong Kong Young Writer Awards 2022 - Honourable Mention

✧ Hong Kong Budding Poet (English) Competition - Secondary Section

Outstanding Poet Bronze Award

The Poet of the School Award

✧ The 2022 Young Writers Award - “Invest in Yourself”

Individual Junior English Section - Grand Award

✧ The 33rd Annual Book Report Competition for Secondary School Students

English Extensive Reading Section (Junior Division) – Merit

✧ Hong Kong Secondary Schools English Debating Competition

Winning Team of Preliminary Round 1, Preliminary Round 2 and Final Round (Enhanced Format) - Grand Champion

Best Speaker

Winning Team of Preliminary Round 1 (Division 1-Standard Format)

Winning Team of Preliminary Round 2 (Division 1-Standard Format)

Winning Team of Preliminary Final Round (Division 1-Standard Format)

Chinese Speech and Writing

◇ 第七十三屆香港學校朗誦節

項目編號	項目名稱	名次
U303	中學四年級詩詞獨誦 - 粵語	亞軍
U328	中學一、二年級詩詞獨誦 - 普通話	冠軍
Y328	中學一、二年級詩詞獨誦 - 普通話	冠軍
U427	中學三、四年級散文獨誦 - 普通話	亞軍
U428	中學一、二年級散文獨誦 - 普通話	季軍
U428	中學一、二年級散文獨誦 - 普通話	亞軍
N443	中學三、四年級二人朗誦 - 粵語	亞軍
N443	中學三、四年級二人朗誦 - 粵語	亞軍

◇ 中國語文菁英計劃 (2021/2022) 全港中國語文菁英大賽

菁英金獎

菁英銅獎

◇ 全港中學兩文三語菁英大比拼 (第十八屆)

高級組 - 優秀英文文章獎項

◇ 2020-2021 中國中學生作文大賽 (香港賽區)

高中組金獎

初中組銀獎

◇ 第三十七屆星島校際辯論比賽

最佳進步獎

最傑出表現獎

最佳辯論員 (第二、三、四、五回合)

最佳交互答問辯論員 (第二回合)

最佳交互答問辯論員 (第三及五回合)

◇ 辯論道場中學生辯論聯賽 2021

冠軍

最佳辯論員 (第三及十一輪)

最佳辯論員 (第四、五、六輪)

◇ 2021-22 年度全港青年演講比賽

粵語初中組亞軍

- ✧ 新市鎮文化教育協會第二十四屆全港中小學普通話演講比賽 2022
 - 優異星獎（初中組）
 - 優異星獎（高中組）
- ✧ 小作家培訓計劃 - 小作家大使獎 - 優異寫作獎
- ✧ 向老師致敬 2021 徵文比賽 - 優異獎
- ✧ 第 33 屆中學生閱讀報告比賽 - 名篇閱讀組（初級組）優異獎
- ✧ 第二十六屆全港學界對聯創作比賽 2022 - 特別獎
- ✧ 中文狀元挑戰計劃 2021/2022 - 高級組「中文狀元」
- ✧ 第五屆香港國際中英文書法比賽 - 中文書法亞軍
- ✧ 廣播劇 X 中華文化：古代傑出人物選舉活動 - 最具眼光學生獎
- ✧ 中華經典名句網上自學平台 - 十八區最踴躍參與學校獎（灣仔區）

Music and Dance

✧ The 74th Hong Kong Schools Music Festival (2022)

Event	Place
Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under (E4)	Third
Graded Piano Solo - Grade Six (U121)	Third

✧ Hong Kong International Youth Performance Arts Festival

Grade 8 in the Cello Grading Class - International Final Round - Distinction Award
Music & Stars Awards - the Bronze Star (Stings - D)

✧ The 9th Hong Kong Youth Barclampory Music Festival

Cello Class Secondary Section - Third

✧ The 5th (Taiwan) Asia . Aegean Sea Music Competition

Hong Kong Preliminary Round - Cello Performance Class – First
Hong Kong Final Round - Honour Award in Performance Class

✧ The IV International Liszt Ferenc Competition (Hungary-Budapest)

57-VC Cello Strings Bach Group Post-Junior – Champion

✧ The 4th Hong Kong Pacific Piano Open Competition 2021

18 Years and Under Group - Second

✧ Hong Kong International Youth Performance Arts Festival

Grade 8 in the Cello Grading Class - HK Preliminary Round – Forth

✧ Hong Kong Schools Music Award Competition 2021

Champion in Vocal Solo, Grade 8 Group
1st runner-up in Vocal Solo, S4 - S6 Group
1st runner-up in Harp Solo, Grade 6 Group

Sports

- ✧ A.S. Watson Group HK Students Sports Awards
- ✧ Inter-School Athletics Competition (Division Two)- Grade B
 - Overall 2nd Runner-up
 - Discus – Champion
 - Long Jump – 1st Runner-up
 - 100m – Champion
 - 4 x 100m Relay – 2nd Runner-up
 - 4 x 400m Relay – 3rd runner up
- ✧ Inter-School Athletics Competition (Division Two) - Grade C
 - Overall 1st Runner-up
 - 200m – Champion
 - 400m – Champion
 - 4 x 100m Relay – Champion
- ✧ Inter-School Table Tennis Competition (Division Two) - Senior Grade 2021/2022
 - 2nd Runner-up
- ✧ Inter-School Badminton Competition (Division One) - Senior Grade 2021/2022
 - 1st Runner-up
- ✧ Inter-School Badminton Competition (Division One) - Junior Grade 2021/2022
 - 2nd Runner-up
- ✧ Windsurfing Race (Teenage) 2021
 - 1st Runner-up

Internal Scholarships, Awards & Programmes

Like the previous years, the following awards were presented to students who performed exceptionally well in 2021-2022.

- ✧ Christian Life Community Scholarship for The Most Outstanding Student
- ✧ Christian Life Community Scholarship for The Most Outstanding Graduate
- ✧ Mr. Hui Kee Memorial Scholarship for The Most Outstanding Student in Religious Activities
- ✧ Miss Hui Fung Ching Memorial Scholarship for The Most Outstanding Student in Chinese History
- ✧ Mrs. Nancy Wong Scholarship for The Most Outstanding Student in English Literature
- ✧ Dr. Jessica Ho Memorial Scholarship for The Most Outstanding Student in Community Service
- ✧ Mrs. Chau Ho Dak Hing Memorial Scholarship for The Most Outstanding Student in Community Service
- ✧ Mr. Louis Lee Tat Ho Memorial Scholarship for Students with Talent in Visual Arts
- ✧ Miss Hui Fung Ching Memorial Scholarship for The Most Outstanding Student in Chinese History
- ✧ The Maryknoll Sisters Education Grant
- ✧ The Columban Sisters Education Grant
- ✧ MSS Alumnae Association Scholarship for Students with the Most Outstanding Talents
 - Dance
 - Music
 - Speech and Drama (Chinese)
 - Speech and Drama (English)
 - Sports
 - Visual Arts
- ✧ Principal's Award for Academic Excellence
- ✧ Tim Wing Hung Scholarship for Overall Academic Excellence
- ✧ Tim Wing Hung Trust Memorial Scholarship for the Most Outstanding Role Models of MSS Qualities
- ✧ Tim Wing Hung Trust Fund Scholarship for Gifted Students

- ✧ Community Service Awards (Gold, Silver and Bronze)
- ✧ MSS Alumnae Association Award for the Most Outstanding Bilingual Students
 - English & Chinese
 - English & Chinese as a Second Language
- ✧ MSS PTA Award for the Most Improved Students
- ✧ Academic Excellence in individual Subjects Academic/ Common Test / Exam Subjects
- ✧ The 95th Anniversary Slogan Competition & Logo Design Competition
- ✧ English Reading Scheme Awards 2021-2022 (The Best Reading Report, Most Active Student Award and Most Active Student Award)
- ✧ 中文閱讀計畫 2021-22 (最優秀閱讀報告大獎、個人大獎、質量俱佳閱讀心得大獎和班際大獎)
- ✧ MSS Alumnae Association for the Most Outstanding Student Leaders
- ✧ School Service Awards

G. Financial Report of Government Funds and School Funds 2021–2022

Financial Summary

		Income \$	Expenditure\$
1	Government Funds		
	(1) Expanded Operating Expenses Block Grant (EOEBG)		
	(a) General Domain		
	(i) School & Class Grant		
	Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)	818,089.66	1,228,647.30
	(ii) Subject Grants		
	Expenses of subjects, functional groups and committees	361,109.56	86,317.43
	(iii) SBM Supplementary Grant	227,615.23	2,400.00
	(iv) Composite Furniture & Equipment	490,296.23	761,944.95
	(v) W.S. Approach to Guidance Programmed Fund	8,219.83	18,538.15
	Sub-total	1,905,330.51	2,097,847.83
	(b) Special Domains		
	(i) Administration Grant- Salaries for Office Staff & Janitor	4,555,524.89	4,533,178.03
	(ii) Composite Information Tech. Grant (CITG)	494,240.00	517,134.38
	(iii) Air-conditioning Grant	646,570.00	378,401.00
	(iv) Capacity Enhancement Grant	642,934.00	594,152.15
	(v) School Based Management Top-up Grant	50,702.00	6,000.00
	Sub-total:	6,389,970.89	6,028,865.56
	(2) Non-Expanded Operating Expenses Block Grant (NON-EOEBG)		
	(a) Teacher Relief Grant	3,218,390.50	2,028,752.30
	(b) Senior Secondary Curriculum Support Grant	778,440.00	789,080.00
	(c) School-based Support Grant for NCS	1,100,000.00	1,169,270.00
	(d) Career and Life Planning Grant	648,700.00	680,476.00
	(e) Diversity Learning Grant - Applied Learning, other languages & other programmes	118,935.00	105,600.40
	(f) Life-wide Learning Grant	1,174,267.00	1,111,706.93
	(g) Fractional Post Cash Grant	583,830.00	225,555.00
	(h) Other Grants	45,166,229.09	44,582,734.05
	(Including Salaries Grant, Learning Support Grant, etc.)		
	Sub-total:	52,788,791.59	50,693,174.68
	Total (1a) + (1b) + (2) =	61,084,092.99	58,819,888.07
	Surplus(Deficit)		2,264,204.92
	II. School Funds (Subscriptions / Tong Fai)	956,117.38	759,934.31
	Surplus(Deficit)		196,183.07

H. Report on the Use of Government Grants 2021–2022

Grants	Achievement & Benefits	Evaluation & Recommendations for next year
Capacity Enhancement Grant	1 Part Time Religious Education and Technology & Living Teacher To teach S1 Religious Education and S1 & S3 Technology and Living	The school will continue to employ full time and part-time Teachers to provide a broad and balanced curriculum and to cater for student diversity in the coming year.
	1 Part Time Visual Arts Teacher To relieve the workload of the HKDSE VA teacher so that she can prepare senior secondary students for HKDSE Visual Arts	
Senior Secondary Curriculum Support Grant	1 Full Time Science Teacher To teach IS and Chemistry To allow for an additional Block in Chemistry to cater for the diverse needs of students	The SSCS grant will cease at the end of 2021-2022
	1 Full Time Science Teacher To teach Mathematics To relieve the workload of other Mathematics teachers for the offering of M1 & M2 to cater for the diverse needs of students	
Non-Chinese Speaking Students Support Grant	2 Full Time Chinese Language Teachers <ul style="list-style-type: none"> To provide Chinese as a Second Language for NCS students from S1-S6 To develop a school-based Chinese as a Second Language Curriculum for NCS students To cater for student diversity 	The school will continue to employ full time Teachers to provide a special Chinese as a Second Language Curriculum for NCS and other cultural activities for students in the coming year.
Career and Life Planning Grant	1 Full Time Teacher <ul style="list-style-type: none"> To teach Mathematics & Physics To provide support for the Career & Life Planning Team 	The CLP grant will cease at the end of 2021-2022
	1 Full Time Teaching Assistant <ul style="list-style-type: none"> To support the promotion of Career & Life Planning programmes. To provide support for the ECAS To provide support for eLearning 	
	Workshops S1 “My Asset” Workshops S2 “Time Management” Workshop S5 “My Careers” workshops	
	Sundry expenses UCAS subscription fee	

Grants	Achievement & Benefits	Evaluation & Recommendations for next year
	Membership for HKACMGM Decoration of Careers Corner Printing Delivery fee of booklets from Hok Yau Club and HKACMGM	
Diversity Learning Grant	Tier 2 Gifted Programmes <ul style="list-style-type: none"> • Course on Chinese Debate held after school • Science Gifted Programme • Creative Chinese Writing Workshop • Ocean Park Education Programme 	Since a lot of senior students are not always available to attend extended courses after school, there may be a need to explore activities of a different nature.
	Subsidy for Drama Appreciation	Students enjoyed the drama performed by professionals. Since the ticket fees for such productions are usually very expensive, the school will continue to subsidize the purchase of tickets to enable students to enjoy and learn from professional theatrical groups.
	Subsidy for Debate Competition and Activities	Students enjoyed the challenge and performed well. The School will continue to provide the subsidy to encourage more students to take part in debate and public speaking activities.
	Subsidy for Self-financed Gifted Programmes offered by Tertiary Institutes	Students enjoyed the challenge and were enriched by the programmes. The school will continue to provide the subsidy so that more students can benefit from these programmes and courses.
	Subsidy for Training for Dance & Sports Team	Students enjoyed the challenge and achievement. The school will continue to provide the subsidy so that more students can benefit from these.

I. School Development Plan 2019 - 2023

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)

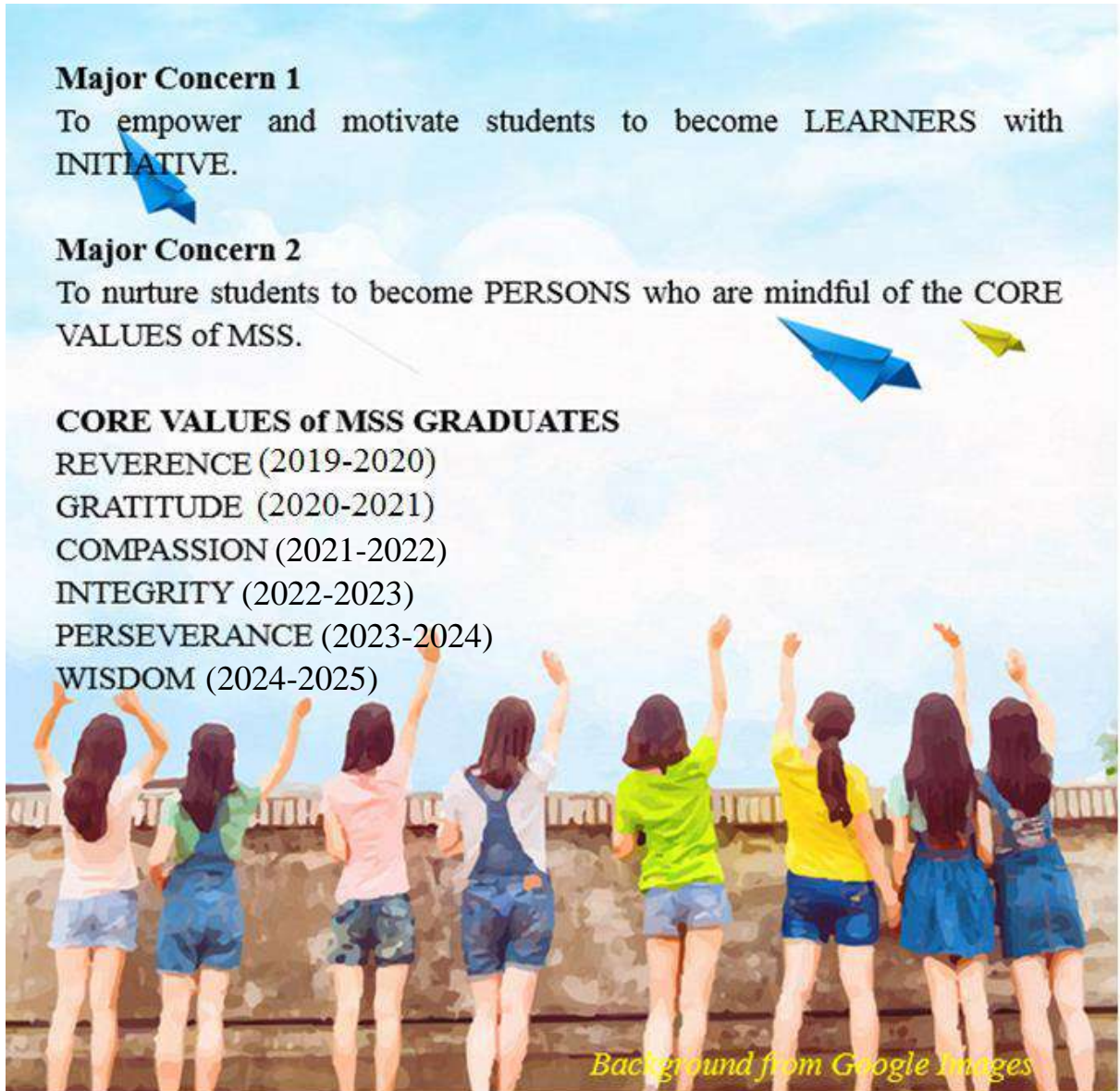
GRATITUDE (2020-2021)

COMPASSION (2021-2022)

INTEGRITY (2022-2023)

PERSEVERANCE (2023-2024)

WISDOM (2024-2025)



Background from Google Images

Marymount Secondary School
School Organization (2021-2022)

School Sponsoring Body

Incorporated Management Committee

Supervisor

Principal (P)

Division 1: Leadership, Management & Organization

Vice Principal (VP)

Division 2: Learning & Teaching

Division 3: Pastoral Care, Student Formation & Student Support

Pastoral Care Committee (PCC)

1.
Academic
Committee
(AC)

Promotion
of Reading
Team

Textbook
Selection
Team

2.
Academic
Affairs
Committee
(AAC)

Academic
Report &
Records
Analyses
Team

Admissions
&
Placement
Team

Block
Arrangements
& Choice of
Subjects
Team

Examinations
Team

Scheduling
Team

Teaching
Loads Team

3.
Curriculum
Committee
(CC)

eLearning
Team

Gifted
Education
Team

STEAM
Team

1. School
Executive
Committee
(SEC)

2. Staff
Development
& Appraisal
Committee
(SDAC)

Mentors
for New
Staff -
Year 1

Mentors
for New
Staff -
Year 2

3.
Complaints,
Critical
Incidents &
Crisis
Management
Committee
(CCCCM)

Handling
Complaints

Critical
Incidents &
Crisis
Management

4. IT
Committee
(ITC)

5.
Advisory
Council
(AdC)

6.
National
Security
Education
Team
(NSET)

7. Student
Awards
Committee
(SAC)

Internal
Awards
Team

External
Awards
Team

Prize
Presenation
Team

1. Vales
Formation
Team
(VFT)

2.
Religious
and Moral
Education
Team
(RMET)

RAC

Altar
Service

Confirmation
Class

Curae

GIFTS

Legion of
Mary

MSSCLC

Shalom

VOVEO

3.
Guidance
Team
(GT)

4. Career
& Life
Planning
Team
(CLPT)

5. Civic
Education
Team
(CET)

6. Environ-
mental
Education
Team
(EET)

7. Health
Education
Team
(HET)

8. Student
Support
Committee
(SSC)

Financial
Assistance
Team

Individual
Counselling /
Assessment
Team / Ad
Hoc Support
Team

Special
Educational
Needs
Support
Team

Non-Chinese
Students
Support
Team

Jupiter

Mercury

Uranus

Venus

ECA
Team

Service
Team

Sports &
Com-
petitions
Team

House
Team

Other School Administrative Duties

Other School Administrative Duties				
School Events Teams	School Affairs Teams	School Promotion Teams	Liaison, Partnership & Network Teams	
Parents' Night	Staff Duties	School Website	School Relations	External Relations
MSS Information Day	Staff Recruitment & Appraisal	MSS Campus TV	MSS Student Council	Catalyst Education Lab (CEL)
School Life Tasting Programme for MPS	TA Supervision	MSS School Profile	MSS Parent Teacher Association	Project Zero
SSPA DP Interview	Calendar	MSS Student Diary	MSS Alumnae Association	CUHK Jockey Club AI for the Future Project
Speech Day	Data Management	Designer of School Publications	Marymount Professionals	Compassionate Systems
Annual Drama Production	Finance, Resources & Assets		MSS IMC	Jockey Club P and A Mindfulness Culture in Schools Initiative
Fun Fair	Procurement & Trading Operations		MSS MPS PVP	
LWL & OLE	Campus Safety & Maintenance		Social Convenors	
CCA	Fire Drill & Escape Routes		Staff Room Housekeeping	
PEA				
AV, Video & Photography				

Marymount Secondary Schools
2021-2022 OLE & ECA Composite Schedule

Appendix 2

15 February 2022

Date	Level	Time	Activities	Objectives/Values	Facilitator(s) / Venue(s) / Particulars	Org./ Team
2021						
Wed, 1 Sep 2021	Whole School	8:00-10:45	HR Period – Homeroom Affairs		V: Classroom	School
	Whole School	11:00-11:30	Welcoming Assembly		V: Hall (WS)	School
	S3-S6	11:30-12:30	Nomination of SC & RAC		V: Hall	SC RAC
Thu, 2 Sep 2021 C1D1	Whole School	8:05-9:15	Student Council (SC) Election	Willingness to take up responsibility to serve schoolmates	V: Hall (WS)	School
	S3-S6	12:45-1:30	Nomination of House Captains	Willingness to take up responsibility to serve schoolmates	House Captains & House Moderators V: Hall, Library, Gymnasium & Rm. 411	House
Mon, 6 Sep 2021 C1D5	Whole School	11:30-1:30	House Captains Election	Willingness to take up responsibility to serve schoolmates	House Captains & House Moderators V: Hall, Library, Gymnasium & Rm. 411	House
Fri, 10 Sep 2021	LIFE-WIDE LEARNING DAY 1					
	S1	9:00 -12:00	S1 Character Strength Workshop <i>Attendance check: 8:45 a.m. (% HRs)</i>	Development of clear and positive identity; promote social competence and to raise students' awareness of their dominant personality and the connections of the application of their personality for whole person development	Caritas Social workers & GT V: Respective classrooms	GT
		12:30- 1:30	S1 Adjustment follow up		HRs / AHR V: Classrooms	GT
	S2	8:00 - 10:00 or 11:30 - 1:30	S2 Service Training 2A & 2B 11:30 - 1:30 2C & 2D 8:00 - 10:00 <i>Attendance check: 7:55 a.m. (% HRs)</i>	To nurture students' sense of gratitude & develop willingness to serve the needy & poor	Sing Woo Youth Centre & HRs / AHRs V: St. Ignatius Rm, Library, Prayer Rm & SAC	ECASC
		8:00 - 11:15 or 10:15 - 1:30	Red Cross Disaster Preparedness Workshop and Education Truck 2A & 2B 8:00 - 11:15 2C & 2D 10:15 - 1:30 <i>Attendance check: 7:55 a.m. (% HRs)</i>		HRs / AHRs V: Respective classrooms, Layer's Foyer and Red Cross Education Truck parked outside glassdoor	HET

	S3	9:00a.m. - 12:00 noon	My Dream Workshop <i>Attendance check: 8:45 a.m. (% HRs)</i>	To facilitate students' self-understanding	Facilitators from the HK Federation of Youth Groups V: S3 Classrooms (CLPT)	CLPT
	S4	8:30 a.m. - 1:30 p.m.	S4 Adventure-based Leadership Training Camp <i>Attendance check: 8:25 a.m. (% HRs)</i>	To provide leadership training, arouse self-awareness, promote team spirit & compassion	Training Provider & HRs / AHRs V: Ball court, Gymnasium, Portico & Covered Playground	ECASC
	S5	8:45a.m. - 1:00p.m.	Pro-life Education <i>Attendance check: 8:30 a.m. (% HRs)</i>	To nurture students to be reverent to and treasure life	Catholic Marriage Advisory Council & HR (LB) V: Hall	RMET & HR
	S6	9:00 a.m. - 1:00p.m.	S6 Unwrapping the Gifts of Life <i>Attendance check: 8:45 a.m. (% HRs)</i>	To nurture students to be grateful for what they have and prepare them for their future.	RMET & HR (LB) V: St. Margaret's Church Parish Hall	RMET & HR
Fri, 17 Sep 2021 C2D10	Whole School	12:10-1:30	Blessing Ceremony for the Haven of Tranquility		V: Hall (WS)	RAC
	S2	Evening	S2 Parents' Night		V: Hall	School
Fri, 24 Sep 2021 C2D5 Special Schedule	Whole School	11:30 a.m. - 1:30 p.m.	Opening School Liturgy & Inauguration Ceremony of Student Leaders	Student leaders are sworn in as they pledge commitment to serving their schoolmates	RMET, Student Council, ECASC & House Team V: Hall (WS)	School
Sat, 25 Sep 2021	Students Leaders	8:00 a.m. - 1:30 p.m.	Orientation Day for Student Leaders	Leadership Training	MSS Campus	SC, RAC, ECASC & House Team
Mon, 27 Sep 2021 C3D1 Special Schedule	S1	12:45 – 1:30	S1 House Orientation	Orientation for students regarding House matters, enhancement of House spirit and strengthen students' bonding with school	House Captains & House Moderators V: Hall	House
Thu, 30 Sep 2021 C3D10 Special Schedule	Whole School	8:05-9:10	Flag-Raising Ceremony	Enhancement of National Identity	V: Driveway / Lawn / Hall (WS)	CET
	S1-S5	1:00-1:30	Club Fair for S1-S5 #S6 Dismissal at 1:00 pm		V: Hall	ECASC
Thu, 7 Oct 2021 C3D9	PTA	Evening	PTA AGM & Parent Manager Election		V: Hall	PTA
Sat, 9 Oct 2021	Choir members	Day camp	Choir Day Camp	Strengthen choir members' bonding and further develop singing techniques		Choir committee
Wed, 13 Oct 2021	S1-S6	12:45-1:30	House Meeting 1	To foster House spirit, promote participation in House activities &	House Captains & House Moderators	House

C4D3 Special Schedule				Inter-House competitions and promote bonding with school	V: Library, Gymnasium, Hall & Rm. 411	
Fri, 15 Oct 2021 C4D5	S1 & S4	11:45-12:45	S1 & S4 Big Sister gathering 2	to facilitate the adjustment of students to secondary school life; promote social and behavioral competence	GT & HR/AHR V: Hall	GT
	S4	11:45-12:45	HR Session (Non Big Sisters only)	Catering for the needs of students: Enhancement of class spirit	HR / AHR V: Classroom	School
	S2, S3, S5& S6	11:45-12:45	Homeroom Session: Homeroom Affairs	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	Whole School	ECA period	ECA 1	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Mon, 18 Oct 2021 C4D6	S5-S6	Whole Day	Blood Donation		V: Hall	HET
Fri, 22 Oct 2021 C4D10	Whole School	8:05-9:05	Compassion in Action <i>Whole School Assembly</i>	<i>TBC</i>	V: Hall (WS)	GT
	S3	Evening	S3 Parents' Night		V: Hall	School
Fri, 29 Oct 2021 C5D5	S1	11:45-12:45	S1 Talk on Rule of Law and Dispute Resolution	To strengthen a student law-abiding awareness	V: Hall	CET
	S2	11:45-12:45	Workshop on Time management	To facilitate students to realize their study goals through learning time management skills	Facilitators from HKFYG, HRs/ AHRs V: Classroom	CLPT
	S3	11:45-12:15	S3 Service Requirements	To nurture student's sense of gratitude & develop willingness to serve the needy & poor	HRs / AHRs V: Gymnasium	ECASC
		12:15-12:45	Homeroom Session: Follow up on Goal- setting (I)	To encourage students to reflect on their academic potential and interests	HR/ AHR (CB) V: Classroom	CLPT
	S4	11:45-12:45	Homeroom Session: Follow up on Goal- setting & S.4 APASO	To encourage students to reflect and understand their strengths and interests	HR/ AHR (CB) V: Classroom	CLPT
	S5	11:45-12:45	Career Exploration (I)	To encourage students to understand their career inclination and the importance of pursuing a career goal	Facilitators from the HKFYG, HRs V: Classroom	CLPT
	S6	11:45-12:45	Briefing on JUPAS: Introduction to web application and registration	To enable students to understand the JUPAS application process	HRs V: 411	CLPT
	Whole School	ECA period	ECA 2	Cultivate students' interest, knowledge	Club / Team / Group Advisors	ECASC

				and skill in the arts, sports and culture	V: Respective venues	
Fri, 5 Nov 2021 C5D10	S1	12:35 - 1:35	Talk on Cyber Trap	To enable students to understand the common types of cyber trap and ways of handling them	Caritas V: Hall	HET
	S2	12:35 - 1:35	Preparation for Caritas Charity Sale (On a voluntary basis) OR Homeroom Session		Library / IS Lab OR Classroom	
	S3	12:35 - 1:35	Homeroom Session: Follow up on Goal-setting (II)	To facilitate students to reflect on their academic potential and interests	HR/ AHR (CB) V: Classroom	CLPT
	S4	12:35 - 1:35	S4 Talent Quest Preparation	To cultivate the bonding of the class; promotes teamwork and social competences	HR/AHR V: Classroom Classroom (Dance Room, Portico, Ball court, Covered Playground)	GT
	S5	12:35 - 1:35	Positive Image: Etiquette Talk	To develop positive identity; recognition for positive and professional image	V: Gymnasium	GT
	S6	12:35 - 1:35	University Programmes Talk	To encourage students to make informed study choices through increasing their learning about different further education opportunities	V: 411, Rm 209B	CLPT
Thu, 11 Nov 2021 C6D5	Whole School	OLE period 11:45 - 12:45	Understanding rare disease (I) <i>Whole school assembly</i>	To learn about the types of rare diseases	Speaker from Rare Disease Hong Kong V: Hall (WS)	HET
	Whole School	ECA period	ECA 3	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 19 Nov 2021 C6D10	S1 & S4	2:20-3:30	S1 & S4 Big Sister Gathering3	to enable new students to better adjust to secondary school life; promote social and behavioral competence	GT & HR/AHR V: Hall	GT
	S2	2:20-3:30	Emotional support	To support the emotional needs of the students, identify different emotions and how to cope with them	V: Classrooms	GT&SW
	S3	2:20-3:30	Talk on Sexual Harassment	To understand the definition of sexual harassment and how to handle sexual harassment	Caritas V: Library	HET
	S4	2:20-3:30	HR Session (Non Big Sisters only)	Catering for the needs of students;	HR/ AHR (CB) V: Classroom	HR/ AHR

				Enhancement of class spirit		
	S5	2:20-3:30	Career Exploration (II)	To facilitate students to understand their career inclination and the importance of pursuing a career goal	HR/ AHR (CB) Facilitators from the HKFYG V: Classroom	CLPT
	S6	2:20-3:30	Advice on Making JUPAS Choices	To facilitate students to make informed study choices	HRs V: Rm 411	CLPT
Fri, 26 Nov 2021 C7D5	S1	1:30-2:40	Positive relationship: Self understanding	To develop positive identity, promotes emotional and behavioral competence	CSFC & HRs V: Classroom	GT
	S2	1:30-2:40	Smart Shopping & Disposing - Waste Prevention	To be reflective; cultivate a sense of compassion to Mother Earth; promote moral competence to judge environmental issues.	HRs & AHRs V: Classroom	EET
	S3	1:30-2:40	Board Game Activity: Law of the Forest	To understand the fragility of the earth and show compassion to Mother Earth.	HRs & AHRs V: Classroom	EET
	S4 – S6	1:30-2:40	Career talk -夢想真人圖書館	To enable students to understand the role the social entrepreneurship and inspire them to take action to care and help others with their potentials	Mr. Kit Wong V: Hall	CLPT
	Whole School	ECA period	ECA 4	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 3 Dec 2021 C7D10	Whole School	OLE period 8:05 - 9:15	Advent Prayer Service <i>Whole School Assembly 10 minutes</i>	Preparation for the Birth of Christ the Saviour	RA C V: Hall (WS)	RAC
	Whole School		MSS Core Values <i>Whole School Assembly</i>	TBC	V: Hall	VET
Tue, 7 Dec 2021 C8D3	Teacher and Student Officials	1:25-1:50	Swimming Gala Briefing for Teacher and Student Officials	To learn the duties of officials and cultivate self-discipline & commitment	PE Teachers V: Respective venues to be announced	PE Panel
Thu, 9 Dec 2021	Whole School	8:00-1:00	Swimming Gala	Promote sportsmanship, house spirit, perseverance & commitment	PE Teachers V: Victoria Park Swimming Pool	School
Fri, 10 Dec 2021 C8D5	S1-S6	OLE Period (A.M.) 8:05 - 9:15	S1 – S6 Homeroom Session - Homeroom Affairs & Preparation for Christmas Party	Catering the needs of own students; Enhancement of class spirit; Learning organizational skills	HRs / AHRs V: Classrooms (CB)	HRs/ AHRs
	Whole School	ECA period	ECA 5	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC

Sat, 11 Dec 2021	MSS Info Day				TBC	School
Mon, 13 Dec 2021 C8D6 Special Schedule	Whole School	3:00-3:30	House Meeting 2	To foster House spirit, promote participation in House activities & Inter-House competitions and promote bonding with school	House Captains & House Moderators V: Library, Gymnasium, Hall & Rm. 411	House
Wed, 15 Dec 2021 C8D10	Whole School	OLE Period (A.M.) 8:05 - 9:15	Assembly for Prize Presentation 1 <i>Whole School Assembly</i>	Promoting High Aspirations & Magis; Reinforcing Personal Commitment	V: Hall (WS)	School
Thu, 16 Dec 2021	Whole School	A.M.	Christmas Programme & Party <i>Whole School Assembly</i>	Celebrating the birth of Christ the Saviour	V: Hall (WS)	RMET
	Whole School	P.M.	Talent Quest	SC V: Hall	SC	
Fri, 17 Dec 2021	Staff Development Day 2				V: TBC	SDAC
Mon, 20 Dec 2021 – Sat, 1 Jan 2022			CHRISTMAS AND NEW YEAR HOLIDAYS			
2022						
Fri, 7 Jan 2022 C9D5 Special Schedule	S1-S5	AM/PM	<ul style="list-style-type: none">3 Jan 22 – 12 Jan 2022: S3 Mid-year Exam3 Jan 22 – 18 Jan 2022: S4 - S5 Mid-year Exam7 Jan, 10 Jan & 11 Jan 2022: S1 - S2 CT1, CT2 & CT3			School
	S6	AM 8:05 - 9:00	OLE (Stress Management - herbarium decoration)			Respective classrooms
	S6	Special Schedule without ECA for early dismissal				
Fri, 14 Jan 2022 C9D10	S1	12:05 - 1:00	Mindfulness #2 Playing Attention	To promote mental health and self- awareness, recognition of stress relieving tools	MiSP trainer & SSW V: Classroom	GT
	S2	12:05 - 1:00	Sex Education Talk (Femininity)	To enhance students’ understanding on the nature and characteristics of femininity	V: 411	HET
	S3	12:05 - 1:00	My Environmental Values	To promote Ss’ social competence and moral competence to judge environmental issues.	HR/AHR V: classroom	EET
	S4-S5	AM/PM	MY Exams		Exam Team and Invigilators V: TBC	School
	S6	12:05 - 1:00	Homeroom Session - S.6 Report 1 Graduation Dinner & Speech Day		HR V: Respective Classroom	HR
Tue, 18 Jan 2022 – Fri, 18 Feb 2022			Mock Exam		Exam Team and Invigilators V: TBC	School

Wed, 19 January 2022 Second Term Starts						
Fri, 21 Jan 2022 C10D5	S1	11:20 - 12:15	Mindfulness #3 Taming the animal mind	To promote mental health and self-awareness, recognition of stress relieving tools	MiSP trainer & SSW V: Classroom	GT
	S2	11:20 - 12:15	Talk by Society for Abandoned Animals Ltd (SAA)	To develop compassion by understanding the situations of some abandoned animals in Hong Kong.	V: Hall	EET
	S3	11:20 - 12:15	S3 Talk on "How to analyse daily information in the media"	Provide opportunities for students to apply skills.	V: Library	CET
	S4	11:20 - 12:15	S4 In-depth Service Training 1	To nurture student's sense of gratitude & treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HRs / AHRs V: Prayer Room, Lady's Foyer, St. Ignatius Room, SAC	ECASC
	S5	11:20 - 12:15	Sharing on Time Management by Alumnae	To provide students with useful guidance on time management to realize their goals	V: Gymnasium	CLPT
	Whole School	ECA period	ECA 6	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 28 Jan 2022	Whole School	AM	Chinese New Year Mass Chinese New Year Programme <i>Whole School Assembly</i>		RAC, & Chinese Panel V: Hall (WS)	School
Mon, 31 Jan 2022 – Thu, 10 Feb 2022			Chinese New Year Holiday			
Fri, 11 Feb 2022 C10D10	S1	12:25 - 1:00	First aid talk	To learn about common types of injury, precautions and basic treatment	V: Hall	HET
	S2	12:25 - 1:00	Homeroom Session	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	S3	12:25 - 1:00	HR session: Mid-year review on goal setting	Encourage students to reflect on their study goal	HRs & AHRs V: Classroom	CLPT
	S4	12:25 - 1:00	S4 In-depth Service Training 2	To nurture student's sense of gratitude & treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HRs / AHRs V: Prayer Room, Gymnasium, St. Ignatius Room, SAC	ECASC
	S5	12:25 - 1:00	Homeroom Session	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	S6	AM/PM	Mock Exam		Exam Team and Invigilators V: TBC	School

Fri, 18 Feb 2022 C11D5	Whole School	11:20 - 12:15	Promotion of Good Samaritan Lunch (10 mins) <i>Whole School Assembly</i>	Promote Love, care and compassion to the disadvantaged	V: Hall (WS)	SC and RAC
	Whole School	ECA period	ECA 7	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 25 Feb 2022	Assessment Review Day				V: Respective Classrooms	School
Thu, 3 Mar 2022 C12D4 Special Schedule	Whole School	2:00-3:30	Graduation Mass		V: Hall (WS)	RMET
Fri, 4 Mar 2022 C12D5	Whole School	11:20 - 11:30	Lent Prayer Service (10 mins) <i>Whole School Assembly</i>	Prepare for the Easter Spirit	V: Hall (WS)	RAC
	Whole School	11:30 - 12:15	Compassion in Actions Challenge <i>Whole School Assembly</i>	Boost students understanding of compassion of different dimensions	V: Hall (WS)	VET
	Whole School	ECA period	ECA 8	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 11 Mar 2022 C12D10	Whole School	12:05 -1:00	Talk on Disability Discrimination <i>Whole School Assembly</i>	To develop student's empathetic understanding of the difficulty of disability and learn to respect those who are difficult from us.	V: Hall (WS)	CET
Tue, 15 Mar 2022 C13D2	Whole School	LUNCH	Good Samaritan Lunch	Promote love, care and compassion to the disadvantaged	SC & RAC V: Hall	SC & RAC
The school calendar after 17 March 2022 will be revised due to the arrangement of special vacation.						
Fri, 25 Mar 2022 C13D10 Special Schedule	Whole School		Special Assembly for World CLC Day <i>Whole School Assembly</i>		RMET V: Hall (WS)	RMET
	S4	Evening	S4 Parents' Night		V: Hall	School
Mon, 28 Mar 2022 C14D1 Schedule B	Whole School	2:30-4:30	Catholic Student Confession	Reflection and Reconciliation	RMET V: TBC	RMET

Fri, 1 Apr 2022 C14D5	Whole School	1:30-2:40	Impact of Climate Change on Children <i>Whole School Assembly</i>	To develop compassionate to the suffered children and to Mother Earth	World Vision V: Hall (WS)	EET
	Whole School	ECA period	ECA 9	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 8 Apr 2022 C14D10	S1	2:20-3:30	Japan Earthquake Story	To develop compassionate to the suffered	HR/AHR V: Classroom	EET
	S2	2:20-3:30	My Assets(I)	To enable students to have a better self-exploration	HR/AHR (CB) V: Classroom Facilitators from the HK Federation of Youth Groups	CLPT
	S3	2:20-3:30	Resilience programme	To develop self-awareness and self-management	CFSC & GT V: classroom	GT
	S4	2:20-3:30	S4 In-depth Service Training 3	To nurture student's sense of gratitude & treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HRs / AHRs V: Prayer Room, Gymnasium, St. Ignatius Room, SAC	ECASC
	S5	2:20-3:30	Workshop on OEA Additional Information	To introduce the skills of writing OEA Additional Information for JUPAS Application	V: Hall	CLPT
Wed, 13 Apr 2022 – Sat, 23 Apr 2022			EASTER HOLIDAY			
Thu, 28 Apr 2022 C15D5	S1	1:30-2:40	Mindfulness #9	To promote mental health and self-awareness, recognition of stress relieving tools	MiSP trainer & SSW V: Classroom	GT
	S2	1:30-2:40	My Assets (II)	To enable students to have a better self-exploration	HR/AHR (CB) V: Classroom Facilitators from the HK Federation of Youth Groups	CLPT
	S3	1:30-2:40	Choice of S4 Subjects (I)	To enable students to make informed subject choices by providing them with update on university entrance requirements and the factors considered	V: Room 411	CLPT & AC
	S4	1:30-2:40	Homeroom Session	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	S5	1:30-2:40	Sex Education Talk (Abortion/Sexually transmitted diseases)	To understand the impacts and consequences of abortion / types of sexually transmitted diseases.	V: Gym	HET

	Whole School	ECA period	ECA 10	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 29 Apr 2022 – Sat, 30 Apr 2022			LIFE-WIDE LEARNING DAY 2 & 3 (HKDSE)			
Fri, 29 Apr 2022	S3	a.m. (2.5 hours)	Inclusion Programme			
Fri, 29 Apr 2022	S5	a.m. and p.m.	S5 Biology DNA Fingerprinting Workshop			
Sat, 30 Apr 2022	S4	A.M.	Science Workshop for S4 Gifted Students (selected students only)			
Tue, 4 May 2022 C15D8 Schedule C	Whole School		Friendly Debate in English		V: Hall (WS)	English Panel
Fri, 6 May 2022 C15D10	Whole School	OLE Period	Special Assembly for Prize Presentation 3 <i>Whole School Assembly</i>	To give recognition to outstanding service and performance	V: Hall (WS)	School
Fri, 6 May 2022 – Sat, 7 May 2022			95 th Anniversary Annual Production			
Tue, 10 May 2022 C16D1	Whole School	8:00-8:15	S1-S5 Service Award Voting	To give recognition to outstanding service	ECASC & HR / AHR V: Respective Classrooms	ECASC & HR / AHR
Thu, 12 May 2022	Staff Development Day 3					
Fri, 13 May 2022 C16D5	Whole School	OLE Period	Teacher Appreciation Assembly <i>Whole-school Assembly</i>	Appreciation, Gratitude, and Thanksgiving	SC & Teacher Advisors V: Hall (WS)	SC
	Whole School	3:00-3:30	House Meeting 3	To foster House spirit and give recognition to outstanding service	House Captains & House Moderators V: Library, Gymnasium, Hall & Rm. 411	House
	S5	Evening	S5 Parents' Night		V: Hall	School
Fri, 20 May 2022 C16D10	S1	2:20-3:30	Homeroom Session	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	S2	2:20-3:30	Homeroom Session	Catering for the needs of students; Enhancement of class spirit	HR / AHR V: Classroom	School
	S3	2:20-3:30	Choice of S4 Subjects (II) - Sharing by alumnae	To facilitate students to make informed subject choices	V: Rm 209A, 209B, SAC	CLPT

	S4	2:20-3:30	Sex Education Workshop (Sex and Love)	To introduce the relationship with sex and love	DOH V: Classrooms	HET
	S5	2:20-3:30	Year-end Review on Goal-setting	To facilitate students to review the goal set	HRs V: Classroom	CLPT
Thu, 26 May 2022 C17D4	S4-S5		Oral Exam			
Fri, 27 May 2022 C17D5	S1-S3	12:35	No OLE and ECA. Early Dismissal			
	S4-S5		Study Leave			
Sat, 28 May 2022			Instrumental Recital			
	S1-S5	AM/PM	<ul style="list-style-type: none">1 Jun 22 – 14 Jun 2022: S3 Final Exam30 May 22 – 16 Jun 2022: S4-S5 Final Exam2 Jun, 6 Jun & 7 Jun 2022: S1 - S2 CT4, CT5 & CT6		School	S1-S5
Sat, 18 Jun 2022	SC, RAC, ECAS & Houses Evaluation Day S2-S4 Entrance Exam					
Mon, 20 Jun 2022 – Mon, 4 Jul 2022			Post Exam Period (PEA)			
Mon 20 June 2022	S.3	10:00 - 12:00	Empathy for the Elderly (First group of 36 S.3 students)			RE Panel
Mon 20 June 2022	S.3	1:30 - 3:30	Empathy for the Elderly (Second group of 36 S.3 students)			RE Panel
Tue 21 June 2022	S.3	10:00 - 12:00	Empathy for the Elderly (Third group of 36 S.3 students)			RE Panel
Tue 21 June 2022	S2	AM	Visit to ICAC		V: ICAC Headquarter	CET
Thu, 23 Jun 2022	S3		S3 ECA Talk		ECASC V: TBC	ECASC
Fri, 24 Jun 2022	S4		S4 ECA Talk		ECASC V: TBC	ECASC
Mon, 27 Jun 2022	S4	9:00 - 1:00	Urban Plan (Pre-workshop day) (selected S.4 students)			PSHE
Thu, 30 Jun 2022	S4	9:00 - 1:00	Urban Plan (Presentation day) (selected S.4 students)			PSHE
Mon, 4 Jul 2022 – Thu, 7 Jul 2022			Preparation for 95th Anniversary Activities			
Fri, 8 Jul 2022			95 th Anniversary Thanksgiving Mass			
			95 th Anniversary Open Day and Fun Fair Day 1			

		P.M.	S.4 Final Pitching in Open Day		
Sat, 9 Jul 2022			95 th Anniversary Open Day and Fun Fair Day 2		
Wed, 13 Jul 2022			95 th Anniversary Showcase		
Fri, 15 Jul 2022	Whole School	AM	Whole-school Assembly Rehearsal (8:00-10:00) Final Assembly (10:30-11:30) S1-S5 Report Card 2 Distribution (11:30-12:00 a.m.) Meeting with Parents	V: Hall (rehearsal & assembly); Classroom (report card distribution & meeting with parents)	School

KEY:	CB – Class-based Activity; LB – Level-based Activity WS – Whole School V - Venue * Activities in bold-type : Whole-school programmes held in the Auditorium. All activities, both form-based or level-based, require the presence of HR / AHR teachers.
	<ul style="list-style-type: none"> • CLPT = Career & Life Planning Team (CLPT) • CET = Civic Education Team • ECASC = Extra-curricular Activities and Service Committee • EET = Environmental Education Team • HET = Health Education Team • GT = Guidance Team • VET = Values Education Team • RMET = Religious and Moral Education Team • SC = Student Council



Nanyang Normal Secondary School (Established since 1917)
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Nanyang Normal Secondary School
28th April 2022