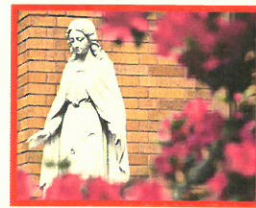




Maryknoll Convent School (Primary Section)



Annual School Plan
2015 - 2016

Maryknoll Convent School (Primary Section)

130 Waterloo Road

Kowloon

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VISION AND MISSION

Our Vision

We envision our students to embrace the Maryknoll spirit signified by the school motto "*Sola Nobilitas Virtus*" (Virtue Alone Ennobles).

We envisage our students to be individuals with moral, ethical and religious values, intellectually competent, compassionate in serving others and capable of continuing self-development to meet the challenges in life and to contribute to society.

We see our students as informed and innovative, analytical and critical, responsible and adaptable, moral and ethical members of society.

Our Creed and Values

We believe that each person is formed in God's image. We wish our students to know through Jesus Christ the hope and the meaning of life and to liberate their minds from ignorance and their hearts from prejudice.

We believe in the dignity of each student.

We believe that education is essential to a just society.

Our Mission

We provide all-round, quality and affordable education for girls.

We develop in every student a thirst for knowledge, an ability to self-learn, and a spiritual, intellectual, aesthetical, physical and social balance. We encourage our students to pursue excellence in their respective interests and realize their potential to the full.

We inculcate basic skills for our students to grow as individuals and in a group, to be responsible citizens with an appreciation of Chinese culture and of the world around them.

We stimulate our students to develop initiative in learning and awareness of its relevance to themselves, to life and to others.

We instill in our students an awareness of the importance of trust and integrity and an appreciation for co-operative teamwork and respect for others.

We train our students to have high moral standards, to be socially and environmentally aware and to be useful, contributory and responsible members of the community.

We co-operate with teachers, parents and society to promote and maintain a safe, healthy and happy environment for quality education.

Maryknoll Convent School (Primary Section)

Annual School Plan

School Year 2015 - 2016

1. To foster and promote student-centred learning for students to be active and motivated learners
2. To guide students to lead a pleasant, engaged and meaningful life

Major Concern 1: To foster and promote student-centred learning for students to be active and motivated learners

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To engage students in the inquiry and discovery process for them to raise questions, to explore and to find the answers themselves</p> <p>2. To provide students with opportunities to learn independently and collaboratively</p>	<p>1. Review and refine the curriculum to empower teachers and students in acquiring the skills, attitudes and approaches to inquiry-based learning</p> <p>2. Implement inquiry-based learning in different subjects:</p> <p>a. engage students in the learning process through goal setting and planning to achieve goals</p> <p>b. equip students with different skills and instil in them positive attitudes for learning</p> <p>c. provide in-service training for teachers on how to design and implement student-centred activities by hosting PD activities for groups or all staff at our school</p> <p>d. devise indicators for measuring students' mastery of such process</p> <p>3. Enhance the use of information and media literacy and other e-tools to facilitate proactive learning:</p> <p>a. further develop students' reading to learn skills by close collaboration with Teacher-librarian</p> <p>b. upgrade the school infrastructure to prepare for eLearning</p> <p>c. encourage teachers to explore eLearning materials and strategies to conduct eLearning in class</p>	<p>Sept to May</p>	<ul style="list-style-type: none"> Subject panels have refined their curriculum to empower teachers and students for inquiry-based learning 75 % of students agree they have taken initiative in learning 75% of students agree they are more confident in learning 75% of students can set goals, apply different learning strategies and e-tools in their learning and achieving their goals The infrastructure continues to be upgraded 	<ul style="list-style-type: none"> Subject programme plans Scheme of work Teaching plans Lesson observation records Students' work, plans and record sheets Self and peer evaluation forms Evaluation from different panels and Teacher-librarian Questionnaires 	<ul style="list-style-type: none"> PSMCD, subject panels and Teacher-librarian Staff Development Team Learning Support Team and EP IT Team School-based Support Team for gifted education 	<ul style="list-style-type: none"> Resources on inquiry- based learning Expertise to conduct training for teachers Teaching assistants to give classroom support Financial support from MCS Educational Trust to be sought for upgrading the infrastructure Financial support from MCS Educational Trust to be sought for extended EP service

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
	<p>4. Refine assessment tools for learning and as learning:</p> <ul style="list-style-type: none"> a. use project work to replace standardized Term tests in GS and Science b. students keep record of and evaluate their learning process c. enhance self-evaluation and peer-evaluation in the learning process by developing checklists for self-reflection and group discussion <p>5. Extend the school-based Educational Psychology service to support teaching and learning:</p> <ul style="list-style-type: none"> a. advise and support teachers in curriculum planning in P.2 Chinese writing b. conduct a whole-school Learning Style survey to help students and parents understand and capitalize on their strengths and improve their self-learning skills <p>6. Cater for the diverse learning needs of the students :</p> <ul style="list-style-type: none"> a. set up a support team to identify gifted students 	<p>Sept to May</p>	<ul style="list-style-type: none"> • 75% of students engage in self-reflection and self-learning voluntarily and accept suggestions from teachers, parents and peers to enhance their own learning • Identification of gifted students for programming 			

Major Concern 2: To guide students to lead a pleasant, engaged and meaningful life

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. To help students develop a more hopeful outlook on life</p> <p>2. To help students foster positive relationships</p>	<p>1. Review and refine the school-based E&RE and Moral Education Curriculum framework</p> <p>2. Provide thematic school-based counselling programmes and activities</p> <p>2.1 continue to address the developmental needs of the students: self-care skills (P.1-2), social skills (P.3-4) and mental health fitness (P.5-6)</p> <p>2.2 organize thematic whole school approach activities</p> <p>2.2.1 creative drawing and story writing to promote positive thinking</p> <p>2.2.2 class logo design and cleanliness campaign to build up class spirit</p> <p>2.2.3 writing encouraging phrases for teachers</p> <p>2.2.4 conducting moral talks, workshops, and storytelling theatre</p> <p>2.2.5 writing letters to Principal and teachers</p>	<p>Sept to May</p>	<ul style="list-style-type: none"> 80% of students have developed a more positive life attitude 80% of P.4-6 students believe the school responds to their opinions 	<ul style="list-style-type: none"> Counselling Team programme plans Evaluation from Counselling Team Feedback from students and teachers Questionnaires APASO 	<ul style="list-style-type: none"> PSMCD E & RE panel Counselling Team 	<ul style="list-style-type: none"> Tap external resources for counselling programmes

Targets	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>3. To raise students' social awareness of a just society through respect of self and the dignity of others; all human beings are made in the image of God and thus equal</p> <p>4. To enable students to become moral and ethical individuals who serve the society with compassion and empathy</p>	<p>3. Design and implement different learning activities in E&RE lessons to instil in students a sense of dignity, respect and justice</p> <p>4. Establish a Service Learning Portfolio for P.1-6 students: 4.1 Set up mechanism for P.1-6 students' service 4.2 Team up with the Counselling Team to introduce the elements of service in the Moral Education Curriculum 4.3 Work collaboratively with external organizations to provide opportunities for P.5 students to do community service 4.4 Collaborate with PTA to provide opportunities for students to do community service 4.5 Enhance the leadership training programme 4.6 Incorporate the 16 Habits of Mind into the programme 4.7 Expand the uniform teams</p>	Sept to May	<ul style="list-style-type: none"> Refer to targets set by the E&RE panel 70% of students are committed to serving others 	<ul style="list-style-type: none"> E&RE programme plans Scheme of work Evaluation from E&RE panel Feedback from students and teachers Questionnaire APASO 	<ul style="list-style-type: none"> PSMCD E & RE panel Counselling Team 	<ul style="list-style-type: none"> Employ a full-time Pastoral Care Assistant Tap external resources for service programme

Plan on the Use of the Capacity Enhancement Grant

Name of School: Maryknoll Convent School (Primary Section)

School Year: 2015/2016

Means by which teachers have been consulted: at staff meetings

No. of operating classes: 30

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated (e.g. in what way students' learning effectiveness can be enhanced)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Learning and Teaching • Enhancing students' English Language proficiency	<ul style="list-style-type: none"> To enhance students' speaking and listening skills To help students develop good reading habits To develop students' writing skills To develop students' thinking skills through project-based learning 	To employ a native-speaking English teacher (NET) to : <ul style="list-style-type: none"> conduct Oral English lessons for P.2-P.6 classes (one lesson per class per week) conduct English Language activities, both internal and external to design a schema to develop a love of reading among our early primary girls in order to inculcate a sustainable reading culture in the school integrate a media unit and a literature unit into the English programme at each level develop materials for project-based learning in P.5 and 6 guide the MPS Post team every Friday in producing the MPS Post 	<ul style="list-style-type: none"> Small- sized class teaching provides students with more opportunities of interaction with peers and teachers Students have more opportunities to take part in different learning activities The NET can provide close supervision for the MPS Post and enhance students' writing skills The NET can share the workload of local teachers in writing up school-based materials, thus expanding the data bank of the English resources 	From September 2015 onward for one year	Salary of the NET for one year ó \$473,634.00	<ul style="list-style-type: none"> Students are more confident and proficient in interacting with teachers and peers in English inside and outside the classrooms More students participate in English Language activities Better quality of the MPS Post More and better learning materials More students are reading literature voluntarily 	<ul style="list-style-type: none"> Speaking assessment Lesson observation Appraisal Teachers' self-evaluation Observation of students' ability to interact in English both inside and outside the classroom Evaluation from teachers and students on the English activities Students' work Library data 	<ul style="list-style-type: none"> Ivy Ng Terry Wong

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Learning and Teaching • Provide classroom support • Help develop teaching materials	<ul style="list-style-type: none"> To cater for learner diversity in English lessons To help teachers develop and revise teaching materials To update and collect data for students' performance for evaluation To facilitate the extension of classroom learning 	To employ a teaching assistant to : <ul style="list-style-type: none"> help in the P.1 or P.2 classrooms with tasks such as supervising the majority while teachers give support to needy ones, preparing materials for learning, and helping students who need special attention help teachers develop and revise learning materials update and collect data on students' performance for the purpose of refining programmes and teaching strategies help organize activity days make arrangements for external competitions 	<ul style="list-style-type: none"> Teachers could focus on the more needy students Teachers have more time working on the content of the learning materials and planning activities Teachers can make better use of data to evaluate learning and teaching 	From September 2015 onward for 1 year	Salary of the Teaching Assistant for one year \$157,500.00	<ul style="list-style-type: none"> Needy students get more support to follow in class more easily Teachers are able to review teaching and learning based on evidence collected Quality resources will be developed Activities will be conducted more smoothly Students' performance data informs curriculum design and teaching/ learning process 	<ul style="list-style-type: none"> Feedback from teachers in staff meetings and questionnaires Performance appraisal of the Teaching Assistant 	English <ul style="list-style-type: none"> Ivy Ng Terry Wong Mathematics <ul style="list-style-type: none"> Kitty Lee Grace Wong

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
<p>Learning and Teaching</p> <ul style="list-style-type: none"> Enhancing students' Chinese Language proficiency Provide support for inquiry-based learning in GS panel 	<ul style="list-style-type: none"> To cater for students' learning diversity in oral and writing skills in key stage 1 To promote the use of IT in teaching and learning To relieve teachers' workload so that they can concentrate on developing more effective learning and teaching strategies 	<p>To employ a Teaching Assistant to:</p> <ul style="list-style-type: none"> collaborate with the P.1 to P.3 Chinese teachers to cope with students' learning diversity in oral and writing lessons prepare teaching aids and worksheets assist teachers in eLearning by preparing materials and maintaining the IT resources on the school intranet take up non-teaching duties such as filing and data collection 	<ul style="list-style-type: none"> Students with different needs benefit from small-sized class teaching High quality learning materials Additional human resources in conducting Chinese Language activities Learning materials updated More systematic records and documentation Teachers' non-teaching workload reduced 	From September 2015 onward for 1 year	Salary of the Teaching Assistant for one year - \$163,800.00	<ul style="list-style-type: none"> Less able students become more confident and proficient in oral and writing skills Teachers have more preparation time to produce better quality of teaching materials Systematic documentation of materials 	<ul style="list-style-type: none"> Feedback from teachers in staff meetings and questionnaires Performance appraisal of the Teaching Assistant 	<p>Chinese</p> <ul style="list-style-type: none"> Doris Yuen Cindy Chiu <p>General Studies</p> <ul style="list-style-type: none"> Eileen Chan Frances Chan Carrie Wan

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
<p>School Management : SLS, IT and eClass</p> <p>Teaching and Learning: Computer and Science</p>	<ul style="list-style-type: none"> To assist the Teacher-librarian to run the School Library System (SLS) To assist the WebSAMS Team and IT Team To give classroom support in P.1 and P. 2 Computer lessons To give classroom support in Science lessons 	<p>To employ a Teaching Assistant to:</p> <ul style="list-style-type: none"> co-operate with the Teacher-librarian in using SLS to create reading profile and data collection assist the IT and WebSAMS teams and other school administrators in using WebSAMS and eClass platform to create templates, input data and generate reports assist P.1 and P.2 Computer teachers in handling technical problems during the lessons and give guidance to needy students assist Science teachers in conducting inquiry-based learning and setting up tasks and experiments 	<ul style="list-style-type: none"> Both the Teacher-librarian and students can monitor their reading progress through SLS Teachers of IT and WebSAMS team can be released from some administrative work Teachers can attend to the different needs of students in Computer lessons Learning activities, such as experiments, can be carried out more smoothly 	From September 2015 onward for 1 year	Salary of the Teaching Assistant for one year - \$220,500.00	<ul style="list-style-type: none"> A reading e-portfolio will be developed Teachers can make better use of WebSAMS and eClass platform to collect necessary information or perform administrative duties Teachers can run the Science and Computer lessons more smoothly, making the learning process more effective through the use of technology tools 	<ul style="list-style-type: none"> Feedback from staff Performance appraisal of the Teaching Assistant 	<p>Library</p> <ul style="list-style-type: none"> Winnie Tse <p>IT, WebSAMS & Computer</p> <ul style="list-style-type: none"> Terry Wong Joanne Cheung <p>Science</p> <ul style="list-style-type: none"> Lucinda Li Louisa Au

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Staff Development Subsidy	<ul style="list-style-type: none"> To enhance the professional development of teaching staff 	To encourage self-initiated professional development by providing subsidy on <ul style="list-style-type: none"> subject-based courses with a maximum of \$300 per teacher per year interest courses with a maximum of \$ 90 per teacher per year 	<ul style="list-style-type: none"> Teachers have a wider choice of courses, thus expanding their range of skills and knowledge and widening their scope of interest 	From September 2015 onward for 1 year	\$21,000.00	<ul style="list-style-type: none"> Teachers will make use of the subsidy to join different kinds of courses 	<ul style="list-style-type: none"> Expenditure record statement General Staff Meetings 	<ul style="list-style-type: none"> Bonnie To

Helen CP Lai YU
Name of Supervisor



Signature of Supervisor

24 August 2015
Date

Capacity Enhancement Grant 2015 / 2016 (Estimate)

	Dr. HK\$	Cr. HK\$
Grant		702,146.00
Oral English Teacher	473,634.00	
TA	220,500.00	
TA	163,800.00	
TA	157,500.00	
SDD Subsidy	21,000.00	
Deficit		334,288.00
Balance	1,036,434.00	1,036,434.00
Grant : 15/16	702,146.00	
Expenses : 15/16	1,036,434.00	<i>(Estimate)</i>
Bal : (Deficit 15/16)	334,288.00	
473,634 = 37,590 x 105% x 12		
220,500 = 17,500 x 105% x 12		
163,800 = 13,000 x 105% x 12		
157,500 = 12,500 x 105% x 12		

List of School Suppliers

Type of business / trading undertaking / arrangement	Name of operator / supplier
Textbook list	Ling Kee Publishing Group
Printing of Notebooks & Exercise books	Meiji Printing Company and Namson Publishing Company
School uniforms School uniforms P.E. uniforms Name tags	Tailor Law and Golden Ocean Garment Limited Victoria Uniform and Golden Ocean Garment Limited Wing Cheong Industrial Company
School bus Service	Heng Loong School Bus Company Ltd.
Lunch Caterer and Tuckshop	Fit for Life Luncheon & Catering Services

- All suppliers were chosen by the School's Tender Approving Committee and Monitoring Teams, composed of teachers of different ranks. The selection was open and fair, giving top priority to students' needs and benefits.
- The Caterer was chosen by the representatives of students, parents and teachers.
- Ling Kee Book Store Ltd. would print the school's booklist for our Primary students for academic year 2015/2016. Parents have been clearly informed that they can buy the textbooks in any bookstore. This point was specifically stated on the booklist.