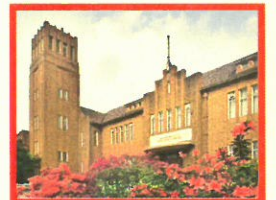# Maryknoll Convent School (Primary Section)

School Development Plan
2015/16 - 2017/18

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.

School Goals

We believe in the dignity of the person, and therefore the primary responsibility of the school is to provide experiences that will enable the student to grow as an individual spiritually, physically, intellectually, aesthetically, psychologically and affectively and to become an informed, sensitive, responsible member of society.

We envision our students to embrace the Maryknoll Spirit --- being a reflection of the love of God.

School Motto

"Sola Nobilitas Virtus" --- "**Virtue Alone Ennobles**"

Core Values of Education

• To pursue excellence
• To grow by learning and strive to develop one's potential to the full
• To encourage independent thinking, cultivate innovative and inventive minds
• To foster positive values and instill the importance of truth, integrity, justice, trust and charity
• To educate students to become contributory and responsible members of the society
• To promote and maintain a safe, healthy and happy learning environment

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Intended Outcomes / Targets	Extent of targets achieved	Follow-up action
1. To reinforce our responsibility to preserve God's gift, Planet Earth	1. Deeper reflection on the moral and religious responsibility to care for the environment	Fully Achieved	Incorporated into routine practice
2. To recognize our obligation so as to contribute to the restoration of a healthy environment	2. Leading a greener, healthier lifestyle through 3Rs- Reduce, Reuse and Recycle to live out the gratitude for the gifts of the earth	Fully achieved	Incorporated into routine practice
3. To enhance learning and teaching effectiveness	3. Exploring student-centred learning to enhance teaching and learning effectiveness	To be further developed	Listed as one of the major concerns in the coming development cycle

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	• The school has a clear direction of development and formulates strategic plans in line with such direction • The school has a clear and logical organization structure which allows efficient and effective administration • The management is open and transparent, liberal and sound, with accountability and support well balanced • The school effectively carries out the 'Plan-Act-Reflect' cycle and actively informs stakeholders of progress	• To empower staff to make decisions in different sectors of the school organization
2. Professional Leadership	• The Principal as a leader and facilitator offers constructive advice, guidance and supervision • The Vice-Principals and the Senior Teachers provide a lead in the execution of policy and administrative matters • The Heads of subjects / committees provide positive support to the continuous development of the school • The school maintains a healthy, amicable and strong relationship in teamwork • The school has channels for the management to communicate with the staff • The mentoring system supports new teachers proactively. • Different panels design specific professional development workshops to cater for their needs	• Teachers with potential are to be engaged in different leadership roles to groom successors for sustainable leadership • Refine the staff appraisal system to help staff realize their potential and identify areas for improvement • The Professional Development programmes should be more focused and prioritized to cater for the diverse professional needs of the staff

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	- This is in line with the trend of the curriculum reform - The various KLA have concrete plans and strategies to promote learning. The design of the curriculum covers knowledge, attitude and different generic skills - It is further enriched with a good range of essential life-long learning experiences for the whole-person development of students in the light of their abilities, interests and needs - The school has clearly defined policies on assessment - In the review of curriculum implementation, subject panels carry out the "Plan-Act-Reflect" cycle effectively, making use of the review findings for improvement - The various KLA have designed assessments with consideration of students' interests and abilities - To help teachers, students and parents to understand the learning progress, to diagnose learning strengths and weaknesses, and to reflect on the whole-person development of the students, a whole-school assessment policy with diversified assessment modes and strategies is adopted	- We will refine assessment tools and include assessment as learning - We need to encourage students to take into account the learning process - Teachers are encouraged to make better use of data for further planning
4. Student Learning and Teaching	- Students adopt a very positive attitude during lessons and are highly interested and confident in learning - There are ample opportunities for students to interact with peers and teachers - Teachers employ a range of teaching strategies appropriate to the subjects, and consistently collaborate, share and apply the knowledge and skills of others to better accomplish tasks	- Teachers will have to focus more on how students learn - Students should be given more flexibility in planning and be responsible for their own learning - Students should be given more opportunities to explore, discover and learn on their own

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	• The Counselling Team, Learning Support Team, Character Building Team and Student Guidance Personnel work together to cater for the different needs of the students • There is a mechanism for teachers to work with the Counselling Team and Learning Support Team for identification and referral of students with special needs, including to EP service • The school employs a Pastoral Care Assistant to cater for the spiritual needs of the students and parents • Teachers have attended courses to help students with special needs • The school-based EP service covers remedial, preventive and developmental work at multi-functional levels involving all stakeholders • We allocate resources to provide suitable services for teaching and therapy. Subject panels and committees implement the plans for remedial teaching, split classes, NCS programmes, enrichment programmes and therapy services for students with special educational needs, as well as support to their families. There is a close and regular contact with parents • The Maryknoll Convent School Educational Trust funds additional support with the provision of school-based educational and clinical psychologists • Students are encouraged to take part in school services to foster their interpersonal relationships and social responsibilities • There is a diversified ECA programme for students to develop their potential	• The school will develop and refine programmes to better equip students with necessary skills to solve problems they encounter • The school will establish a Service Learning Portfolio for students to tie in with the leadership programme for raising students' social awareness • The school will encourage more teachers to enrol in courses on support for SEN students

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	• Two parents elected to the Incorporated Management Committee as Parent Managers enable parents' views to be taken into consideration in school management • The Parent-teacher Association organizes parent-child activities in line with the major concern of the school • Parents are well informed of school affairs and development through formal and informal meetings, circulars, Intranet etc. • There are open channels for parents to express their suggestions and views to the school • Alumnae provide expertise, advice and support • The school works with external organizations on organizing activities to promote students' all-round development • The school has sister schools in Singapore and Shanghai	• The school will enlist more parent volunteers in school functions and daily operations • Professional exchange and collaboration between our school and the sister schools could be further enhanced
7. Attitude and Behaviour	• Students are well behaved and positive in learning • The caring for Planet Earth enhances students' global awareness and their commitment to a healthy green lifestyle • Under The EatSmart School Scheme, students are more aware of forming healthy eating habits • The programmes organized by subject panels / committees effectively nurture students' awareness on environmental protection	• The school will devise a plan to further develop students' positive thinking and attitude
8. Participation and Achievement	• The school provides ample opportunities to foster all-round development of students • Students excel academically • Students actively participate in a wide range of extra-curricular activities, internal and external competitions, achieving outstanding results	• Students will be further encouraged to actively take part in social and voluntary services • Students will be given more opportunities to express their opinions

SWOT Analysis

Our Strengths

1. The school management is supportive and understanding. The Incorporated Management Committee guides and monitors school development, giving advice where appropriate. We also have strong support from our PTA and alumnae.
2. We have a well-established management system, clear school policies and a dedicated team with enlightened leadership.
3. Our curriculum is well-planned and has a broad coverage with an effective framework of student support to cater for students' special needs.
4. There is an amicable relationship among the stakeholders.
5. Our teachers are professionally trained, well-qualified, enthusiastic, responsible and dedicated. The turnover is low.
6. The school provides a congenial, well-resourced and stimulating environment for students.
7. Students are courteous and cooperative. They participate actively in learning and various school activities.
8. Students excel academically and in other areas.

Our Weaknesses

1. The scale and size of our curriculum present considerable challenge to teachers. We need to prioritize our resources so that students will have more opportunities to engage in active learning.

Our Opportunities

1. The IMC has established different committees to provide expert advice.
2. The IMC is supportive in providing resources to meet the needs of the school.
3. New approaches to teaching and learning will facilitate more flexible and liberal student-centred learning.
4. We take reference from other local or international schools in Hong Kong and schools in other territories.
5. Our staff have diversified teaching experiences, are receptive to change and willing to share their expertise.

Our Threats

1. Students of senior grades are more exam-oriented.
2. There are expectations from different parties for students to achieve high scores, thus causing stress for them.
3. Students tend to be over-protected, more dependent and egocentric. Many lack skills for self-management and the ability for learning from failure.

Major Concerns for the Year 2015－2018

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

Maryknoll Convent School (Primary Section)
2015/2016 - 2017/2018 Development Plan

Major Concerns	Targets	Outline of Strategies	Time Scale		
			2015/2016	2016/2017	2017/2018
1. To foster and promote student-centred learning for students to be active and motivated learners	1. To engage students in the inquiry and discovery process for them to raise questions, to explore and to find the answers themselves	1. Review and refine the curriculum to give flexibility for teachers and students in acquiring the skills, attitudes and approaches to inquiry-based learning	√	√	√
	2. To provide students with opportunities to learn independently and collaboratively	2. Implement inquiry-based learning in different subjects	√	√	√
		3. Enhance the use of information and media literacy and other e-tools to facilitate proactive learning	√	√	√
		4. Refine assessment tools for learning and as learning	√	√	√
		5. Extend the school-based Educational Psychology service to support teaching and learning	√	√	√
		6. Cater for the diverse learning needs of the students	√	√	√

Major Concerns	Targets	Outline of Strategies	Time Scale		
			2015/2016	2016/2017	2017/2018

2. To guide students to lead a pleasant, engaged and meaningful life	1. To help students develop a more hopeful outlook on life
	2. To help students foster positive relationships by developing social and emotional skills, positive language, forgiveness and leadership qualities
	3. To help students develop a positive meaning of life:
	  3.1 raise their social awareness of a just society through self-respect and respect for the dignity of others because all men are made in the image of God and thus equal
	  3.2 enable them to become moral and ethical individuals to serve society with compassion and empathy
		1. Review and refine the school-based E&RE and Moral Education Curriculum framework	√	√	√

		2. Provide thematic school-based counselling programmes	√	√	√
		3. Design and implement different learning activities in E&RE lessons to instil in students a sense of dignity, respect and justice	√	√	√
		4. Establish a Service Learning Portfolio for P.1-6 students	√	√	√

List of Abbreviations

ADD	Attention Deficit Disorder
ADHD	Attention Deficit / Hyperactivity Disorder
AGM	Annual General Meeting
APASO	Assessment Program for Affective and Social Outcomes
AV	Audio Visual
BYOB	Bring Your Own Bag
CEG	Capacity Enhancement Grant
CLP	China Light and Power Hong Kong Limited
E&RE	Ethics & Religious Education
ECA	Extra-Curricular Activities
EDB	Education Bureau
EOEBG	Expanded Operating Expenses Block Grant
EP/CP	Educational Psychologist / Clinical Psychologist
EU	European Union
EVA	Emergency Vehicle Access
GS	General Studies
IEP	Individual Educational Plan
IT	Information Technology
KLA	Key Learning Area
KS1	Key Stage 1 (P.1-3)
KS2	Key Stage 2 (P.4-6)
MMLC	Multi-Media Learning Centre
NCS	Non-Chinese Speaking Students
NET	Native-speaking English Teachers
OPAC	Online Public Access Catalogue
PE	Physical Education
PI	Performance Indicator
PIRLS	Progress in International Reading Literacy Study
PSMCD	Primary School Mistress (Curriculum Development)
PTA	Parent-Teacher Association
PTU	Professional Teacher Union
SDD	Staff Development Day
SEMIS	Special Education Management Information System
SEN	Support to Special Educational Needs
SGP	Student Guidance Personnel
SLRS	Self-Learning & Reading Scheme
SLS	School Library System
SPCA	The Society for the Prevention of Cruelty to Animals
SpLD	Specific Learning Difficulties in Reading and Writing
SRA	Science Research Associates (Reading Kit)
SSPA	Secondary School Places Allocation
SWOT	Strengths, Weaknesses, Opportunities and Threats
TA	Teaching Assistant
TIMSS	Trends in International Mathematics and Science Study
TRG	Teacher Relief Grant
TSA	Territory-wide System Assessment
TSS	Technical Support Services
UAP	Understanding Adolescent Project
YMCA	Young Men's Christian Associations