



Marymount Primary School



Annual School Report

2015-2016

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1. School Vision and Mission

Marymount Primary 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 form our students in such a way that

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

To achieve our Vision and Mission, Our Team of Teachers and Support Staff are

M-iracle Workers who work with
P-assion and
S-erve with Smiles.

With teachers as their role models, students of Marymount will learn to be

C-aring
L-oving and
C-ompassionate.

With continued support from their Parents, students of Marymount will grow into

Integrated Persons of **W**isdom as they learn life-long
and work for the Greater Glory of God.

2. Features of MPS

2.1 History & Recent Updates

Marymount, originally known as Holy Spirit School for girls, was founded by the Maryknoll Sisters. The school opened on 10th January 1927 at Robinson Road with only 8 classes of students sharing 4 tiny classrooms. In 1930, the school moved to the building at 140 Caine Road which provided 7 classrooms. By 1941, it offered a complete course of studies leading to matriculation. The school was closed during the war. It re-opened as Maryknoll School in 1948.

As the school continued to expand, a school building with improved facilities became necessary. In October 1957, the school moved to its present location in Happy Valley and was renamed Maryknoll Sisters' School. Initially, the building housed both Secondary and Primary Sections. It was not until 1961 that the Primary School occupied the premises at Tai Hang Road. During the school year 1978-79, after 52 years of devoted service, the Maryknoll Sisters handed over the sponsorship of the school to the Columban Sisters.

As of September 1983, the name of the school was changed to Marymount Secondary School and Marymount Primary School respectively. By 1993, to meet the needs of increasing student population in the Secondary School, the Columban Sisters turned over to the use of the school the remaining convent area on the fourth floor.

Marymount has been sponsored by the Christian Life Community (CLC) since 1997 when the Columban Sisters initiated the transfer of sponsorship of the school. The CLC is an international Catholic lay community with a keen interest in education and commitment to the service of youth. The CLC has pledged to preserve the same school spirit, foster the traditions and continue to provide quality education at Marymount.

Marymount Primary started whole-day school operation at a temporary school premise on 22 Cloud View Road, North Point, in September 2002. With support from the government, the M.S.S. Alumnae Association, parents and friends, the old school building on 336 Tai Hang Road was demolished and redevelopment project began thereafter to accommodate 24 classes from P.1 to P.6, with 4 classes in each level. In addition to 24 classrooms, there are Small Group Teaching Rooms, Music Room, General Studies Room, Library, Visual Arts Room, Computer Room, Language & Music Activity Room, Student Activity Centre, PTA Room, a basketball court, a covered playground and an assembly hall at the new campus.

With support from members of our Sponsoring Body, our teachers, parents and generous donors, the *Mural of Annunciation* was constructed which gave focus to the purpose of

education at MPS. The school began operation at the current campus in September 2006. In the school year 2007-08, the Parent-Teacher Association raised further funds to give a face lift to the Language & Music Activity Room in response to parent-teachers' shared goal to raise students' global awareness through language, music and cultural activities. In the school year 2008-09, construction of the Chapel was completed. It was named Chapel of the Annunciation. Thanks should also be given to 'Green Power' for their sponsorship and expert advice for the maintenance of our plants on G/F and LG1/F since 2008. The Roof Gardens, sponsored by the University of Hong Kong and the HSBC, were ready for appreciation and use in the school year 2010-11. The Roof Gardens were named 'Haven of Harmony' and 'Haven of Peace'. All 24 classes visited the Gardens in May 2011.

Our school celebrated her 85th Anniversary in the school year 2011-12. Led by our alumnae and the MSSAA, students, parents, alumnae, members of the School Management Committee and School Sponsoring Body joined the Walkathon and Music Medley in October 2011. Our Concert, Gala Dinner and Open Day in July 2012 captured the hearts of many. As well as fond memories, additional funds were raised which will contribute to our capacity for school development planning. We remain grateful for the concerted efforts of all stakeholders and benefactors of our school. A recent increase in Government Grants also enabled greater flexibility in our human resources and curriculum planning.

Our Incorporated Management Committee was established on 31 August 2015. This provides us with greater autonomy and flexibility in our daily operations, resources management and planning for school development. All members actively participate in school activities and support the direction of school.

2.2 School Culture

We provide students and teachers with a learning environment conducive to the pursuit of quality and whole-person development. Teachers support students to apply the knowledge and skills they have learnt to serve the Christian values of care, love, compassion and wisdom. The word '*magis*' – Latin for 'more', is central to students' and teachers' work as we search for excellence. Ample learning opportunities are created and developed for both students and teachers to explore and excel through the Learning and Teaching Processes of various platforms. Teachers are encouraged to work collaboratively with each other and with the administration to teach students in ways that enable them to learn more. In-house sharing, celebration of students' achievements and the publication of good practices unify teachers, students and parents around the School Vision and Mission and commitment to quality.

Based on the educational philosophy of our sponsoring body, we foster a culture of reflection and undertake the mission to serve. Reflection leads to the awareness of our strengths and weaknesses and, by offering services, we work for the '*magis*' in our personal,

social and spiritual development. The Spiritual Exercises of St. Ignatius provide a sound and solid foundation on which we have built our school culture. Ignatius' favourite phrase, 'our way of proceeding', captures succinctly the culture emerging in our school – as we work and learn together, we internalize and our own norms and values, the Christian values of care, love and compassion. We form ourselves as we teach, and form our students to be 'Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve'.

The harmonious and collaborative school culture was moulded and established to embody the accumulated Values and Purpose of the School Vision and Mission over the past years, and the Vitality and Goals are continually renewed and recreated to stimulate ongoing progress. With the shared beliefs, values and school expectations, teachers, students and parents have been working hand in hand to foster an effective and collaborative school culture through every phase of school life which, in turn, supports the formation of MPS Graduates.

The school culture reflects the values, aspirations, needs and experiences of our stakeholders. The following summarizes our stakeholders' ratings of our school climate on a 5-point scale:

Stakeholders	2013 - 2014	2014-2015	2015-2016
Students	4.3	4.3	4.3
Teachers	4.2	4.2	4.5
Parents	4.5	4.5	4.5

2.3 Class Structure

There are four classes in each level from Primary 1 to 6. Under a symmetrical structure, all students admitted are able to enjoy schooling until Primary 6. An average of about three quarters of the entire Primary 6 students continues their education in Marymount Secondary School after Secondary School Places Allocation (SSPA).

No. of students (2015-2016)

P.6	118
P.5	128
P.4	127
P.3	129
P.2	128
P.1	131
Total	761

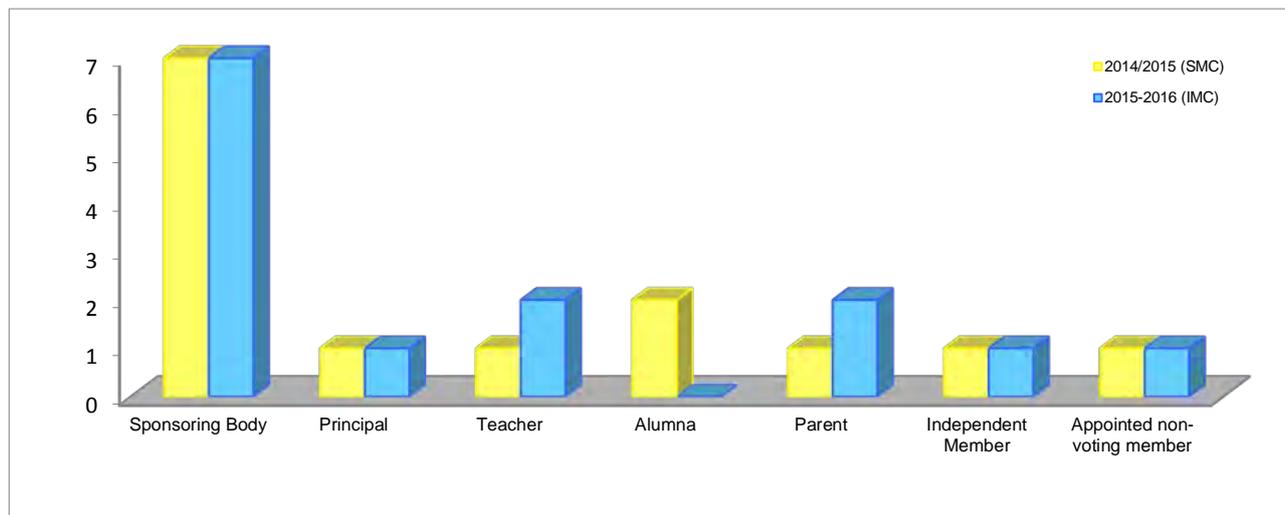
Class Structure

	A	B	C	D
P.6				
P.5		KEY	STAGE 2	
P.4				
P.3				
P.2		KEY	STAGE 1	
P.1				

2.4 Incorporated Management Committee

Our Incorporated Management Committee (IMC) comprises members from our sponsoring body and stakeholders including teachers, parents and independent member.

Composition of the Incorporated Management Committee



Members of the IMC 2015-2016

Members

Dr. Eadaoin K.P. Hui
 Fr. Seán Ó Cearbhalláin, S.J.
 Ms. Barbara Chan
 Mrs. Jennie Chor
 Ms. Jasmine Hui
 Ms. Flavia Hung
 Ms. Veronica Ma
 Ms. Alice Wong
 Ms. Daphne Ho
 Mr. William Chau
 Ms. Candy Chan
 Mr. Harry Li
 Ms. Annie Cheng
 Ms. Avie Lam
 Mrs. Julie Ma

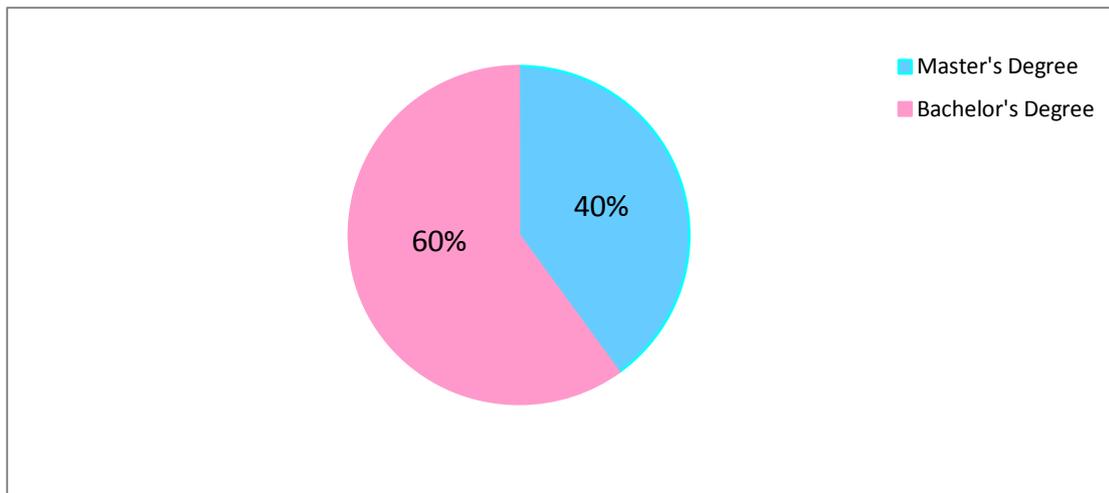
Capacity

School Sponsoring Body
 Alternate School Sponsoring Body Manager
 School Principal (MPS)
 Teacher Manager
 Alternate Teacher Manager
 Parent Manager
 Alternate Parent Manger
 Independent Member
 Appointed Non-Voting member (MSS)

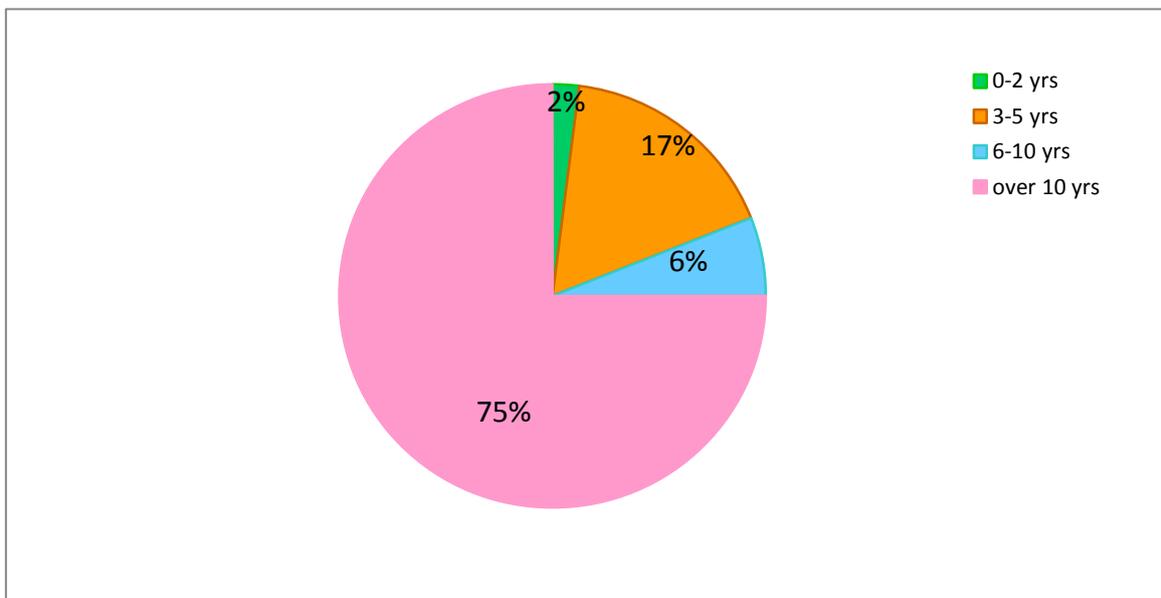
2.5 Our Teachers and Principal

Our team of teachers, comprised 47 staff members on Staff Establishment in the past year. Among the 47 staff members, 1 teacher was funded by the Capacity Enhancement Grant, 1 teacher by Non-Chinese Speaking Student Grant, 1 by the Learning Support Grant and 1 teacher by the MSSAA sponsorship.

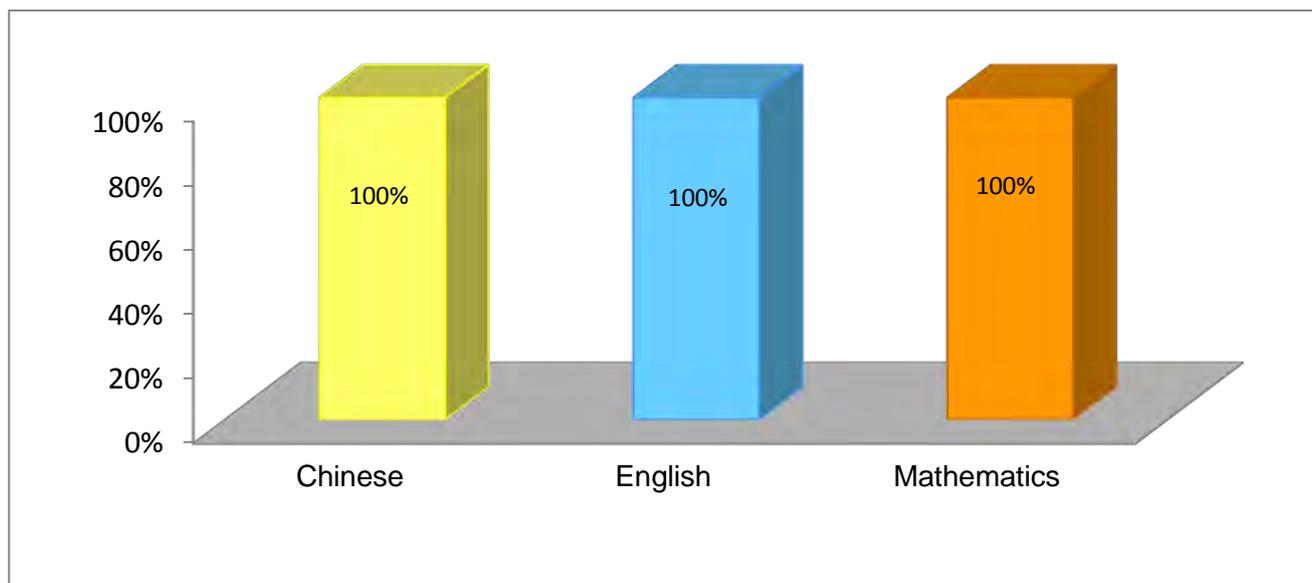
Highest Academic Qualifications Attained by Teachers and Principal



Percentage of Teachers with the Stated Years of Teaching Experience



Percentage of Subject-Trained Teachers Teaching the Core Subjects



2.6 Our Partners in Education

Parents and MPS Parent-Teacher Association (PTA)

Our School highly values home-school partnership. Parents' views have been taken into great consideration in the formulation, planning and implementation of school policies and activities for the benefit of students in the areas of academic achievement and personal development. There are two Parent Managers in the Incorporate School Management Committee. They expressed their views and shared their aspirations. Open and close communication between parents and School has been maintained through the School Website and Parent letters, with parents being well informed of the school policies, events and recent development. Activities including Orientation Day, Parents' Meetings, Parent-Teacher Interviews and SSPA Briefing Sessions were arranged to enhance mutual understanding and strengthen home-school co-operation.

Apart from enhancing home-school partnership, our PTA works for the well-being of the students and the School. On Sports Day and Games Day which parents have co-organized with the School, members of PTA have volunteered to give great support to the School. They also give help in the different school activities, such as School lunch (Lunch Helpers), Christmas Celebration (Santa Mama and Papa) and Students' outings. Also, PTA Website is keeping updated with photos and information and two newsletters are published every year.

Other activities co-organized by PTA and the School in 2015-16 included:

- Christmas Party
- PTA Family Outing

- Luncheon Talks
- Values Education Workshops
- Graduation Dinner
- Catholic Family Mass Souvenirs Donation
- Fun Fair
- Fun Time with Parents

Home-school partnership reflects shared values, aspirations and mutual trust of our parents and teachers. The following summarizes our stakeholders' rating of our home-school co-operation on a 5-point scale:

Stakeholders	2013 – 2014	2014 - 2016	2015 - 2016
Parents	4.1	4.1	4.1

MSS Alumnae and the MSS Alumnae Association

There are strong ties between the alumnae and the School. A number of our school managers are alumnae, serving the school with their expertise, advice and support. Some serve in the school as teaching staff. The MSS Alumnae Association has generously supported the school. They help in the school development through their involvement in fund-raising activities and organizing special school functions. Since the school year 2005-06, alumnae with distinguished achievements have been invited to address our graduates on Graduation Day. The MSSAA Ex-co has also been invited to join the school activities such as Sports Day and Christmas Celebration.

2.7 Learning and Teaching

MPS provides students with a broad and balanced curriculum for the acquisition of knowledge, skills and attitudes. The contents of the 10 curriculum subjects are developed in a spiral manner, which allow students to revisit the subject matters with increasing complexity at different developmental levels. With reference to the curriculum framework recommended by the Education Bureau (EDB), subject panels formulated their school-based initiatives in accordance with students' strengths and needs, to enrich their learning experiences and develop their full potential.

Teachers make good use of the learning and teaching materials and e-resources in organizing various learning and teaching activities, such as group work, pair work, so that students' learning skills and generic skills can be fostered and exercised. Students are also encouraged to present their work and share their ideas in the lessons in order to reinforce their motivation and confidence to excel for '*magis*'. The educational philosophy of our sponsoring body, the Ignatius Pedagogical Paradigm (IPP)*, has inspired our teachers to

put their continuing reflection and evaluation of teaching experience in context, prompting their actions to form part of the school's improvement process.

Teachers display good communication skills and make flexible use of learning activities, questioning skills and Information Technology (IT) to engage the minds, hearts and wills of the students in learning. Such learning experiences enable the students to organize facts, concepts and principles into deeply acquired knowledge. Students' learning effectiveness can then be undertaken in the form of assignments and applications which indicate their growth and depth in knowledge, skills and values. Summative and formative assessments are used to assess the degree of mastery of knowledge and the skills achieved.

With the guidance of Dr. K. C. Pang, an external consultant, all teachers constructed the MPS Teaching Philosophy in June 2012: we believe that a Motivating, Interactive, Inspiring, Effective and Reflective lesson enriches student learning. The following summarizes our stakeholders' ratings of the teaching on a 5-point scale:

Stakeholders	2012-2013	2013-2014	2015-2016
Students	3.9	4.1	4.1
Teachers	4.2	4.4	4.4

To support students to be more committed to their learning, the My G-R-A-C-E Book (Goal, Reflection, Action, Context, Experience) were issued to all students, to record and reflect on their learning process and achievements.

* **'Ignatius Pedagogical Paradigm'** – It is the substantial and appealing model that speaks directly to the teaching-learning process. The continual interplay of CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION become an effective ongoing pattern for learning as well as a stimulus to remain open to growth to a lifetime. (*The Characteristics of Jesuit Education and Ignatian Pedagogy, A Practical Approach. Martin Scoope. 2002*)

Apart from the formal lesson time, Panels and Teams organized a great variety of school activities to enrich student learning. They included Book Day, Bring Your Own Fan Day and Learning Activity Day, Maths Fair, etc... Guest speakers from different fields and organizations were also invited to share on relevant curricular themes, to enable students to experience more in-depth exploration of the relevant areas of learning. Visits, workshops, field trips and organized festive celebrations were always well-received by students. Moreover, Cross Boundary Learning Trips, such as Taiwan Trip, Australia Trip and Austria Trip were also organized to enrich students' learning experiences and provide more opportunities to the students in exploring and understanding the culture of other countries.

Teaching strategies to cater for students' learning diversity were evaluated, refreshed and renewed where appropriate, through staff development activities (Appendix A), including seminars, Collaborative Lesson Planning (CLP) and Lesson Observation (LO). Panels were also invited to work with the EDB or other educational institutions on specific programmes and schemes to cater for high-achieving students. Based on students' multiple intelligences

and teachers' observations, students with specific talents were selected and nominated to join special courses, competitions and School Teams, or apply for scholarships and territory-wide awards, so as to broaden their exposure and develop their abilities and potentials. Appropriate measures were also formulated for students with special educational needs (SEN). The provision of different therapeutic services, small group teaching, after-school homework class and curriculum and assessment adaptations were in place, to support students with different abilities in learning.

The following summarizes our stakeholders' ratings of student learning on a 5-point scale:

Stakeholders	2013-2014	2014-2015	2015-2016
Students	4.0	4.1	4.1
Teachers	4.1	4.3	4.4
Parents	3.9	4.0	4.0

2.8 Support for Student Development

MPS stresses the nurturing of students' whole-person development. Students, as well as teachers, are encouraged to live the CLC spirit – Care, Love and Compassion – and values education is highly emphasized in school. The core values are disseminated through our formal curriculum, Religious and Moral Education lessons, Assemblies and various reflection activities such as Pilgrimages, Catholic Confession and Thanksgiving Mass.

The Guidance & Formation Team formulates and delivers a developmental, comprehensive guidance and counselling programme that meets the students' personal and social needs at their different stages of development. With the expertise and support from Student Guidance Personnel (SGP) and professional associates, various whole-school programmes are organized yearly to foster students' character formation, guidance and counselling and positive discipline development. In order to develop in students a healthy self-concept, good social relationships and effective life-long learning skills, the Personal Growth Education (PGE) is designed to guide students throughout the year. Students agreed that PGE could raise their awareness of respectful and positive behaviour, and the programme was useful for their personal growth. Teachers also indicated that PGE was effective in conveying the importance of good virtues and providing opportunities for students to reflect. Assembly is a weekly gathering to share learning experience and communicate information. It also serves as a time to promote positive behaviour and to celebrate student achievements. The GF Team imparted clearly to students during assemblies the School's expectation regarding student behaviour by referring to the Code of Respect, by which students abide under constant guidance. All student interviewees indicated that GF Team's 'Good Behaviour Talks and Sharing' in the assemblies could raise their awareness of the respectful and responsible behaviour. They were self-disciplined and abided by 'Code of Respect'.

Moreover, level-based programmes were organized to meet the needs of students of different developmental stages. Interactive talks and activities, such as ‘有型有「責」’, ‘Drama (螞蟻小傑)’, ‘認識及處理焦慮情緒’, ‘遠離毒品’ and Sex Education were arranged for students in order to reinforce their positive values and attitudes. Students also took part in community services like ‘Flags Selling Day’, ‘MPS School Tour for Elderly Centre’, ‘Lucky Money Wishes 2016’ and ‘樂施減貧利是收集大行動 2016’. The activities have not only sowed the seeds that cultivate students’ grateful hearts, but also enhanced their awareness of caring for the poor and the needy around them. The P.1 and New Comers Adaptation Group helped P.1 students and newcomers of various levels to adapt themselves to the new school environment. Understanding Adolescent Project were conducted for P.4-P.6 target students. It aimed at enhancing students’ resilience in coping with the challenges they have to face as they grow up. The participating students made progress in emotion management, conflict resolution, goal setting and interpersonal skills. School Prefect System nurtured the critical thinking, creativity, leadership and problem solving skills of the selected P.5 and P.6 students. The training sessions guided them to reflect as a leader on their role in serving others and the school with wisdom. Besides, opportunities to serve as Student Librarians, Smart Team members, Reading Ambassadors and Free Time Helpers were also provided for students to help others, to develop friendship and to build up a supportive network.

On the other hand, the school received special funds (School-based After-school Learning and Support Grant and Life Wide Learning Fund) from the Education Bureau and the Hong Kong Jockey Club to subsidize financially needy students to participate in Life-wide Learning activities or After-school Learning and Support Programmes. This year, several students were subsidized to participate in school-based after-school activities, such as instrumental classes, educational visits, interest groups and post-exam learning activities. The school will continue to make every effort to cater for the diverse needs of different students.

Apart from maintaining a mechanism of early identification and intervention of SEN students at P.1, Small Group Teaching had been arranged for P.3 to P.5, in line with assisting less able students in Key Stage (KS) 1 and 2 in Chinese Language. In addition, in-class and after school homework class learning support and specially designed training sessions were provided to SEN students by Learning Support Teacher and outsourced organizations. Home assignment and assessment accommodation were also provided. The Individual Educational Plan (IEP) was drafted to support a Tier 3 student. To further support students with difficulties in learning and completing homework, the After-school Homework Class was also conducted, with a tutor-to-student ratio of 1:8.

According to the results of the Stakeholder Survey (SHS), 78% of students agreed that the teachers were able to help them to solve the problems they encountered in their growing process; 86.2% of parents agreed that the school helped their child to acquire the skills to get along with others well; and over 90% of teachers agreed that the school's discipline and guidance work was geared to students' development needs. The above positive data shows that the school provided satisfactory and encouraging support for student development.

The following table summarizes our stakeholders' ratings of support for student development on a 5-point scale over the past 3 years. The results indicate how they perceived the support provided for student development.

Stakeholders	2013-2014	2014-2015	2015-2016
Students	4.2	4.1	4.0
Teachers	4.3	4.3	4.2
Parents	4.2	4.1	4.2

2.9 Student Performance

Students are intelligent, confident and passionate. The majority of students were aware that their learning capacity on academic performance had been strengthened through reading, self-learning and project learning. They demonstrated initiative in exploring diversified resources for learning and enjoyed the different learning experiences in Bloom Time, Assemblies and Post-test/exam Learning Activities. The schools' effort in planning different modes of assessment contributed to stimulating and inspiring students to apply various skills in cross-subject learning activities. The implementation of challenging tasks in regular lessons, project learning and assessments had boosted students' ability in synthesizing and evaluating the knowledge learnt to a higher level.

It was also observed that students showed their caring and compassionate attitude. They participated in different voluntary services or programmes such as Flag selling and Community Youth Club. Their good virtues were acknowledged by both parents and the community.

In order to enrich students' learning experience and enhance their multiple intelligences (MI), a balanced variety of co-curricular activities on academic subjects, sports, arts and community services were organized and classified into 8 categories. There were 17 linguistic, 10 visual, 10 kinesthetic, 9 logical, 8 interpersonal, 8 intrapersonal, 7 musical and 6 naturalist activities. Furthermore, the school also nominated gifted students and

high-achievers to several gifted programmes such as Mass Mutual Jr. Space Camp Program by Mass Mutual, Gifted Student Members of The Hong Kong Academy for Gifted Education, Program for the Gifted and Talented by the Chinese University of Hong Kong and FHC Gifted Education Centre Enrichment Programme by the Education Bureau's Gifted Education Section.

In 2015-2016, students achieved good results in internal assessments in English, Mathematics and General Studies. Students' performances in other learning experiences were equally impressive. They took part enthusiastically in a wide range of sports, music, language and arts competitions, including the Hong Kong Island East Area Inter-Primary School Athletic Competition, Hong Kong Youth Music Interflows String Orchestra Contest, Primary Schools Debating Tournament and Battle of the Books. The results are pleasing; they obtained numerous awards and prizes. A full summary of all the internal subject awards and external awards are presented in Appendices B and C.

2.10 School Self Evaluation

The School Self Evaluation (SSE) Team works towards integrating expectations regarding the School Development & Accountability Framework stipulated by the EDB with our school culture – one characterized by a learning/teaching environment conducive to quality pursuit and whole-person development for both teachers and students.

With the ultimate aim of enhancing students' academic and non-academic performances through continuous school self-evaluation and improvement, the SSE Team encourages all the panels/teams/teachers to apply the planning, implementation and evaluation (PIE) cycle in different aspects of school operation. Support measures are implemented through meetings and conversations to give feedback at all levels on the PIE cycle, in the aspects of quality assurance and attaining the *magis*. Using the SHS, Assessment Programme for Affective and Social Outcomes (APASO), Key Performance Measures (KPM) supported by the EDB and the school-based evaluation methods, such as semi-structured interviews and reflection sheets, the SSE Team is better able to evaluate school performance in a more comprehensive manner. These facilitate evaluation of our overall school performance against the targets set for the stated Major Concerns in our School Development Plan (SDP) and Annual School Plan (ASP).

After evaluating the effectiveness of our previous SDP (2009-12) and the school's overall performance based on the Performance Indicators provided by the EDB, all teachers proceeded to contribute to the formulation of our 3-year SDP (2012-15). To consolidate our Major Concerns, we extended our SDP in 2015-16. Teachers refocused on the school vision and mission, shared their views on educational trends and identified the strengths,

weaknesses, opportunities and threats in the school context, for the further enhancement of student learning and student formation. Two Major Concerns, 'Quality Learning & Teaching Processes' and '*Magis* Student Behaviour' were set, complemented with a list of explicit targets. Teachers, Panels and Teams worked on the general outlines of strategies and planned their yearly schoolwork to address the Major Concerns. Staff development activities, formal meetings and staff sharing were conducted strategically, to ensure the spirit and expectations of SSE, SDP and ASP were conveyed and implemented at the planning level and classroom level.

The SSE Team shared the findings regarding the two Major Concerns in the Staff Meeting in June. Teachers got a holistic view regarding *Management and Organization, Learning and Teaching, Student Support, School Ethos* and *Student Performance* from different perspectives. Through a tailor-made activity, teachers reviewed and reflected on all the tasks achieved as planned in ASP from 2012 to 2016. The strategies and the tasks were evaluated in an inspiring and effective way for the New 3-year School Development Plan.

3. Achievements and Reflection on Our Major Concerns

3.1 Major Concern A

Quality Learning & Teaching Processes

Targets:

1. To **consolidate** relevant **Pedagogical practices** at the teacher level so that the '35-min' lessons will be motivating, interactive, inspiring, effective and reflective.
2. To design multiple modes of assessment at the teacher level so that the assessments will be motivating, interactive, inspiring, effective and reflective.
3. To formulate a broad and balanced curriculum at the Subject Panel Level so that students' learning experiences will be motivating, interactive, inspiring, effective and reflective.

Achievements:

Pedagogical practices

Professional Development Activities

In order to equip our teachers in conducting lessons according to our MPS Philosophy (Motivating, Interactive, Inspiring, Effective and Reflective), various staff development activities had been arranged. These professional development activities include school visits, EDB seminars, in-house teaching strategies sharing by VP and CD Head, e-learning strategies sharing by IT Team Head, Action Team members and publishers, STEAM education sharing on the use of Brother Scan NCut, 3-D printers, GagrageBand (app) as well as Laser Graving by Prof. Gao Yufeng from Tsinghua University. The data collected from Teacher Feedback forms was well received and nearly 90% of teachers claimed that the professional development activities were practical and inspiring.

Moreover, professional conversation among teachers has been developed throughout these years. The focus of Collaborative Lesson Planning has been changed from High Order Thinking (HOT) questioning techniques to Task Design based on Bloom's Taxonomy. Teachers designed relevant learning tasks in order to enhance students' HOT skills. The teaching strategies planned were well kept and shared on our Teacher Drive for teachers' reference and future use.

In June 2016, subject panels of PE, GS and VA shared good teaching practices such as assessment design and learning task design at "Looking at Student Work Party". From the on-day teacher feedback, most of the teachers claimed that the sharing was useful and inspiring which allowed peer learning.

Lesson Activities

According to the data collected from Stakeholder Surveys (SHS), about 75% of students claimed that teachers asked them thought-provoking questions and arranged learning activities such as group discussion and oral presentation in lessons. From SHS, about 70% of students also noted that various learning strategies such as the use of graphic organisers and online self-learning platforms have been introduced by teachers. Also, according to SHS, over 70% of students agreed that our teachers often made them inquire into or investigate different issues in lessons. The data above showed that opportunities for enhancing HOT skills had been given in lessons.

From the Student Interview conducted by our School Self-evaluation Team (SSE), it was found that students enjoyed most are activities such as projects, experiments, role plays, competitions, games, group work, use of iPad, oral presentations and so on.

Multiple modes of assessment

Panels have designed multiple modes of assessment so that the assessments were motivating, interactive, inspiring, effective and reflective. The assessments designed included pen-and-paper as well as non-pen-and-paper modes. From the data collected during the Student Interview by SSE Team, students enjoyed and were highly motivated in the assessments using non-pen-and-paper mode such as model making, mini project tasks, role playing, comic script writing, oral presentation etc.

This year, students were allowed to have peer evaluation during their Chinese composition, Visual Arts and Putonghua lessons. From the data collected during the Student Interview by SSE Team, students shared that they had learned a lot from having peer evaluation. This allowed a more motivating, effective and interactive way of learning and teaching. Students also mentioned that they wished to have more non-pen-and-paper assessments in Chinese. Moreover, most of the students enjoyed the hands-on activities and science experiments conducted during General Studies lessons.

Broad and balanced curriculum

In order to develop a broad and balanced curriculum, various activities such as Book Day, GS Quiz Show, Laugh Out Loud Writing Project, Poetry Writing Competition, Music Composing Workshop, Monthly Music Performance, Little Dr. Flu Programme by HKU, Inter-class Debate and Cross Boundary Educational Study Tours in Taiwan, Australia and Austria were organized by Subject Panels and Teams. From the data collected during the Student Interview by SSE Team, over 90% of students agreed that the activities they had participated were effective, motivating and inspiring. They also expressed that the activities had provided them with inspirational experiences. Students found them interactive and memorable.

Reflection:

With all the mentioned activities and events carried out this year, the quality of the learning and teaching processes has been improved. This can be shown from the EDB APASO data collected in 2015-2016. It was showed that our students' learning capacity in Creative Thinking, Problem Solving and Critical Thinking Skills is comparatively high, and their independent learning capacity is improving according to the data.

Marymount Primary School
EDB APASO 2015-2016

P.3-P.6	2014-2015 Mean	2015-2016 Mean	HK Norms
Creative Thinking	2.88	3.22	2.91
Critical Thinking	2.99	3.21	3.00
Problem Solving	3.06	3.24	3.09
Academic Initiation	2.92	3.27	2.95
Goal Setting	2.93	3.2	3.03

It showed that our targets in Major Concern A have been achieved and we should keep up with such strategies for further enhancing our learning and teaching process. However, from the data collected in SSE interviews, teachers expressed that there is still room for improvement in our learning and teaching domain.

Teachers believed that more time is needed for both students and teachers in the learning and teaching processes. They mentioned that the actual learning time had been used for conducting multiple modes of assessments such as role plays and mini projects. More thoughts on prolonging the actual learning time between each summative assessment should be given.

Moreover, during the post-test evaluation meetings, teachers pointed out that some of the assessment contents did not align with the intended learning objectives. Thus, more thoughts should be given on the alignment of assessment contents and teaching objectives.

Since our students' learning capacity is high as shown in the EDB APASO data, more opportunities to allow students to enhance their generic skills should be considered in the

future. Also, more thoughts should be given on developing our school-based curriculum which includes trimming and enriching the current curriculum in order to further enhance our students' generic skills and HOT skills.

Even though the EDB APASO data indicated that, our students' learning capacity is high, it also showed that there is a considerable diversity between high achievers and low achievers according to our score analysis during post-test evaluation meetings. More thoughts should be given on catering for our students' diversity in learning abilities and learning styles.

As from the data mentioned above, students' independent learning capacity is improving. Apart from self-learning opportunities given by after-school e-learning platforms, various self-learning topics were well-planned by each subject panel in GRACE Book. They were motivating and challenging. However, there was not enough time during one single holiday for students to complete all these well-planned self-learning tasks. To fully utilize the self-learning tasks, it has been suggested that the tasks could be used for formative assessments which can facilitate self-learning opportunities as well as reviewing students' learning progress.

Students' ability in Goal Setting is improving according to the data shown in the above table. Even though guidelines on Goal Setting have been given to students in GRACE Book, both teachers and students claimed that more reminders from Class Teachers are needed. More thoughts on inviting Class Teachers participation in helping and guiding students to set learning goals should be considered.

As in-house sharing on teaching strategies received positive feedback from most of our teachers, more opportunities for exchanging teaching ideas and professional conversation should be provided in the future. Apart from in-house sharing, piloting new teaching strategies on e-learning was also well received. Thus, higher expectations on using e-learning to facilitate learning will be set in the upcoming year and more opportunities for in-house sharing and professional development on e-learning and relevant topics should be encouraged.

3.2 Major Concern B

Magis Student Behaviour

Target:

To make clear to students expectations regarding the Code of Respect; Responsible Learner, to provide opportunities for students to reflect and strengthen home-school support so that they will display **respectful, responsible and reflective** behaviour.

Achievements:

MPS students were provided with various programmes and activities mainly designed by Guidance & Formation Team, Religious Moral Education Panel and General Studies Panel to strengthen their respectful, responsible and reflective behaviour.

All student interviewees indicated that the 'Good Behaviour Talks and sharing' conducted by GF Team during the assemblies could help them understand more about the concept of good behaviour. They agreed that they had developed self-disciplined and abided by 'Code of Respect' (Average rating is 4.3; a Likert scale of 0 to 5, with 0 being "Strongly Disagree" and 5 being "Strongly Agree"). Besides, they could point out the 7 aspects of the Code of Respect and give examples of appropriate behaviour in each aspect. Teachers also shared the same view as the students. They agreed that the 'Good Behaviour Talks and sharing' conducted by GF Team could make clear to students about the school's expectations on student's behaviour.

For the Personal Growth Education Programme, it was an effective one and could reinforce students' reflective behaviour. Students had the opportunities to reflect on different topics through having group discussions, doing worksheets, listening to stories and watching relevant videos. They also mentioned that some topics, like "time management", "To be a responsible pet owner", "self-discipline" and "honesty", could enhance their understanding of reflective behaviour. For teacher interviewees, they also agreed that this programme could enhance students' cognition and reflection towards the topics of Personal Growth Education. However, teachers pointed out that students usually did not have enough time to do the discussions. Besides, the good works of Personal Growth Education Programme were displayed on the noticeboard outside the GF Room (4/F). Some teachers commented that the content of the programme was outdated. More interactive teaching strategies, like role plays and group discussions should be added into the programme.

Both the P.6 student interviewees and the teachers strongly agree that the P.6 Graduation Camp allowed students to reflect on MPS core values. The activities like 'Writing a letter to

my future self, 'Respect for the Environment and Life' could encourage students to be responsible.

GRACE Book designed as a tool to support students to set goals on learning and behaviour. It helps students to learn to be responsible learners. Among all the KS1 and KS2 interviewees, 90% of them agreed that setting up the learning and behavioural goals and could help them improve their learning strategies and behaviour respectively.

For the activity 'Angel of Eggs', 50% (KS1) and 75% (KS2) of student interviewees could keep their eggs for the whole day successfully without breaking them and they were interested in the programme. Through the briefing and debriefing sessions during assemblies, students understood the importance of 'responsibility' and 'respect for life'. From teachers' point of view, they agreed that this programme could remind students to be responsible and to show respect to life. It was meaningful that it should be held again next year.

33% (Quarter 2) and 41 % (Quarter 3) of students could receive the "Certificate of Responsible learner". Student strongly agreed (Average rating: 4.7); that the scheme could enhance their sense of responsibility, such as completion homework seriously and handing them in on time; bringing textbooks to school according to the time-table. They also suggested that Responsible Learner Award Scheme should be held next year.

For the 'One Person One Flower' Scheme for P.1, 75% of P.1 interviewees agreed that they have learnt to be responsible plant caretakers as they had watered their plants every day. This activity also provided them with opportunities to reflect on the planting process. The scheme could enhance home-school partnership as their parents had to complete the reflection part of the booklet. On the whole, they enjoyed the process very much. The teacher interviewees agreed that this activity could help P.1 girls to build up their sense of responsibility. It also provided chances for students to reflect on the process of taking care of the plants.

Both teachers and students interviewees agreed that visual reminders like posters and banners around the campus, could arouse students' awareness towards respect and remind them to become respectful students. Besides, students expressed that the Quotes, biblical verses and Daily Examen posters were effective in increasing their willingness to reflect on their daily behaviour. For teachers, they suggested that the posters could be designed by students next year so that their sense of belonging to school could be aroused. In the future, the eye-catching posters with bigger size and more colourful pictures or cartoons could be considered for KS1 students.

Reflection:

The implementation of Values Education helps our students develop positive values and attitudes. It is also one of the main learning goals in MPS. In the past few years, we have emphasized on providing opportunities for students to learn and to display reflective behaviour in all subjects and learning activities. It is encouraging to see that they have become more aware of the importance of being respectful, responsible and reflective learners.

This year, we have achieved the pre-set targets of Major Concern B to a great extent. The success of programmes and activities, such as 'Angel of Eggs', 'Quotes and Catch Phrases', 'Responsible Learner Sticker Scheme', 'One Person One Flower' Scheme and 'Personal Growth Education Programme', encouraged us to retain these programmes in the coming year. The suggestion for further strengthening the 'Magis Student Behaviour' will be implemented, and lead to the design of new programmes or activities so as to encourage students to put what they have learnt into practice.

In response to the rapid societal changes and the developmental needs of students, we should put emphasis on nurturing in our students more positive values and attitudes, such as 'Perseverance', 'Integrity' 'Gratitude', 'Wisdom', 'Commitment' and etc.. When students are facing difficulties, they should be able to identify the values involved, analyse the issues objectively, make reasonable judgements and take actions accordingly. In the coming years, we should also enhance the framework of our Values Education and develop a school-based Values Education Curriculum in order to deepen our students' understanding to the Core Values of the school. Last but not least, the implementation of Values Education should be closely connected with different subjects, relevant learning experiences, our school culture, learning atmosphere and home-school support. Therefore, we will continue to adopt a whole-school approach to sustain the development of MPS Values Education and hope that our students will be well-groomed and well behaved in their future life.

Staff Development Report

Purpose of Staff Development Planning

1. To provide school leadership and support for Teachers' CPD (to address our major concerns, continue with professional development and achieve personal growth as teachers)
2. To respect Teacher's professional autonomy and support them to plan and make their own CPD choices

Major School-based Professional Development Activities (2015-2016)

A. Addressing Major Concerns A & B			
Month/Date	Topic/Goal	Participants	Facilitator/Speaker/Organization
Aug 24 2015	Learning & Teaching strategies for the Gifted learners in regular classroom "Differentiation for the Gifted"	All Teachers	Ms. Candy C Ms. B. Lo
Aug 25 2015	Use of E-Class and Teachers App	All Teachers	Ms. Candy C Mr. E. Chiu Mr. T. Lam
Dec 18 2015	Game-based learning in Primary School	All Teachers	Dr. Sam Chu Ms. Candy C Ms. B. Lo
Feb 29 2016	Assessment for learning	All Teachers	Ms. Candy C Ms. B. Lo
Apr 29 2016	Subject-based SWOT analysis & Students' development needs	All Teachers	Ms. D. Ho Ms. Candy C Mr. W. Chau
May 17 2016	An introduction to STEAM Education	All Teachers	Prof. GAO Yufeng School of Aerospace Engineering, Tsingjua University
May 17 2016	Catholic Teachers Day	All Teachers	The Catholic Diocese of Hong Kong
Jun 7 2016	Sharing & Reflection of the implementation of Collaborative Lesson Planning & Lesson Observation	All Teachers	Ms. Candy C Ms. B. Lo Subject Panel Heads
Jun 8 2016	Designing Assessments to Enhance Learning - Looking at Student Work Party	All Teachers	Ms. Candy C Ms. B. Lo
Jun 10 2016	Assessing Values Development	All Teachers	Dr. K. C. Pang

B. Support for New Teachers (Sharing and reflection)			
Month/Date	Topic/Goal	Participants	Facilitator/Speaker/Organization
Aug 21 2015 Dec 9 2015 Jun 10 2016	New Teachers' Induction, New Teachers' Sharing of "Learning and Discovery" & Mentor Hunt	New Teachers: Ms. C. Lee Ms. K.K. Lee Ms. A. Wong	Ms. Candy C Mr. W. Chau Mr. E. Chiu Ms. L. Ha Ms. D. Ho Ms. B. Lo Subject PHs
C. Empowerment of Senior Teachers/Middle Managers (Perspective broadening and reflection)			
Month/Date	Topic/Goal	Participants	Facilitator/Speaker/Organization
Aug 27 2015	Orientation	All Teachers P.1 to P.6 Parents	Ms. D. Ho Ms. Candy C Mr. J. Chan Mr. W. Chau Ms. A. Lam Ms. Y. Tsang
Sep 2015 to Jul 2016	Training Course for Curriculum Development Leaders	Ms. B. Lo	EDB & Education University of HK
Sep 2015 to Jul 2016	Professional Development Programme for Catholic Social Ethics for Teachers	Ms. B. Lo Ms. A. Lam Ms. V. Lui	Centre for Catholic Studies The Chinese University of Hong Kong
Apr 25 to May 27 2016	Certificate in Professional Development Programme for Curriculum Development and Practice in Chinese Language in Primary Schools	Ms. A. Ng	Education University of HK
May 30 to Jun 30 2016	Certificate in Professional Development Programme on Optimising Chinese Language Teaching	Ms. Y. Tsang	Education University of HK
D. Teacher Capacity Building (Exposure, Sharing and Reflection)			
Month/Date	Topic/Goal	Participants	Facilitator/Speaker/Organization
Oct 6 2015	IMC Talk (1) - Talk on Teacher Manager Election	All Teachers	Ms. Asha Sharma Dr. E. Hui
Nov 12 2015	School Visit	Ms. Daphne Ho, Mr. Edwin Chiu Ms. Winnie Tse, Ms. Yoyo Cheng,	HKCKLA Buddhist Chan Shi Wan Primary School
Nov 24 2015	教師工作坊:提升兒童學習專注力	All Teachers	Mr. W. Chau Ms. A. Fung
Nov 26 2015	School Visit	Ms. Daphne Ho Ms. Candy Chan, Mr. John Chan, Mr. Edwin Chiu, Mr. Tony Lam, Ms. Winnie Wong, Mr. Albin Lau	Salesian School
Dec 8 2015	School Visit	Ms. Candy Chan, Ms. Brenda Lo Mr. Tony Lam, Ms. Carmen Lee, Ms. Joyce Chow	Tung Wah Group of Hospitals Tang Shiu King Primary School

Jan to Apr 2016	Principals' Lesson Observation (PLO) for All Teachers	All Teachers	Ms. D. Ho Ms. Candy C Ms. W. Tse Subject PHs
Jan 12 2016	IMC Talk (2) - Legal issues in schools	All Teachers	Dr. Daniel W.K. Chan, MH
Jan 22 2016	Building Reading Community of Tomorrow in Hong Kong and Asia-Pacific Region	All Chinese and English teachers	Professor S. C. Kong University of Hong Kong
Feb 18 2016	Crisis Management in school	All Teachers	危急應變中心
Mar 9 2016	Sharing Session on eResources	Ms. Candy Chan, Ms. Brenda Lo, Mr. Edwin Chiu, Ms. Vicky Lui, Ms. Winnie Wong, Ms. Claudia Tsang, Ms. Ammie Ng	Education City
Mar 21 2016	Sharing Session on e-learning resources	Ms. Brenda Lo, Mr. Edwin Chiu, Ms. Vicky Lui, Ms. Claudia Tsang, Ms. Ammie Ng, Ms. Clarie Ng	Educational Publishing House
Mar 22 2016 During March Staff Meeting	Demonstration on the use of iPad apps --- Nearpod Sharing on STEM Education	All Teaching Staff	Ms. Daphne Ho Ms. Candy Chan, Ms. Brenda Lo
Apr 13 2016	IMC Talk (3) - 面對傳媒、認識傳媒、瞭解傳媒新趨勢	All Teachers	Mr. C. S. Ng
May 19 & Jul 6 2016	Staff Development Talks	All Teachers	Principal Chan Tak Hang
Jun 28 2016	Cross-Curricular learning	All Teachers	Ms. Candy C Ms. B. Lo

**External Awards
2015-2016**

Nature	Name of Competition / Organization	Award details		
		Award / Prize details	Number of prizes received	
Academic	67 th Hong Kong Schools Speech Festival (English Solo)	1 st 2 nd 3 rd	16 24 34	
	67 th Hong Kong Schools Speech Festival (Cantonese Solo)	1 st 2 nd 3 rd	1 4 7	
	67 th Hong Kong Schools Speech Festival (Putonghua Solo)	1 st 2 nd 3 rd	4 8 13	
	Hong Kong Budding Poets (English) Award	3 rd	1	
	新加坡數學競賽(決賽)(香港賽區)(小五組)	銀獎 銅獎	1 1	
	Hong Kong French Speech Competition	3 rd place in P.4 Solo Poetry Speaking 2 nd place in P.3 Solo Poetry Speaking 3 rd place in P.3 Solo Poetry Speaking	1 1 1	
Sports	H.K. Island East Area Inter Primary Schools Swimming Competition	<u>Grade A</u>		
		100m Breaststroke	Champion 3 rd Runner-up	1 1
		50m Breaststroke	Champion	1
		100m Freestyle	2 nd Runner-up 3 rd Runner-up	1 1
		50m Freestyle	3 rd Runner-up	1
		50m Butterfly	3 rd Runner-up	1
		50m Backstroke	1 st Runner-up 2 nd Runner-up	1 1
		4 x 50m Freestyle Relay	Champion	1
		Overall	Champion	1
		<u>Grade B</u>		
		100m Freestyle	3 rd Runner-up	1
		50m Breaststroke	1 st Runner-up	1
		50m Butterfly	3 rd Runner-up	1
		50m Freestyle	1 st Runner-up	1
		50m Backstroke	3 rd Runner-up	1
		4 x 50m Freestyle Relay	1 st runner-up	1
		Overall	1 st Runner-up	1
		HK All Inter-Primary School Swimming Competition	<u>Grade A</u>	
50m Breaststroke	2 nd Runner-up		1	
100m Breaststroke	1 st Runner-up		1	
4x 100m Freestyle Relay	Champion		1	

External Awards 2015-2016

Nature	Name of Competition / Organization	Award details		
		Award / Prize details	Number of prizes received	
Sports	SCAA-Inter School Swimming Meet	<u>Grade C</u>		
		50m Backstroke	Champion	1
			2 nd Runner-up	2
		50m Breaststroke	2 nd Runner-up	1
		50m Freestyle	Champion	1
			2 nd Runner-up	1
		4 x 50m Freestyle	Champion	1
		<u>Grade B</u>		
		50m Breaststroke	2 nd Runner-up	1
		4 x 50m Freestyle	1 st Runner-up	1
<u>Grade A</u>				
100m Freestyle	Champion	1		
	1 st Runner-up	1		
50m Freestyle	2 nd Runner-up	1		
50m Backstroke	Champion	1		
	1 st Runner-up	1		
	2 nd Runner-up	1		
50m Breaststroke	2 nd Runner-up	1		
50m Butterfly	Champion	1		
4 x 50m Freestyle	Champion	1		
	1 st Runner-up	1		
H.K. Island East Area Inter-Primary Schools Athletic Competition	<u>Grade A</u>			
	Shot put	1 st Runner-up	1	
	Long Jump	1 st Runner-up	1	
	100m	2 nd Runner-up	1	
	200m	Champion	1	
	4 x 100m	2 nd Runner-up	1	
	Overall	Champion	1	
Hong Kong Island East Area Inter-Primary Schools Table Tennis Competition 2015-2016	Girls B Grade	Champion	1	
	Outstanding Athlete Award		2	
Hong Kong Island East Area Inter-Primary Schools Badminton Competition	Champion		1	
	Outstanding Athlete Award		2	

External Awards 2015-2016

Nature	Name of Competition / Organization	Award details		
		Award / Prize details		Number of prizes received
Art	「喜悅」 Drawing Competition	1st Runner-up 2nd Runner-up		1 1
	救護訊息壁畫設計比賽 2015	Champion		1
Music	2015 Hong Kong Youth Music Interflows – String Orchestra	Bronze Award		1
	68th Hong Kong Music Festival – Primary School Choir	3rd Place		1
Others	The 52 nd Hong Kong Schools Dance Festival (Leisure and Cultural Services Department)	Lower Primary Children Dance (Group)	Highly Commended Award (Beautiful Rainbow)	1
		Lower Primary Children Dance (Solo)	Highly Commended Award (Sleeping Baby)	1
		Upper Primary Western Dance (Trio)	Highly Commended Award (My Friend)	1
		Upper Primary Modern Dance(Group)	Highly Commended Award (Rhythm of the Ocean)	1
	「小校園 X 海洋公園藍勇士：冬日常識挑戰」計劃	初級組 (優異獎)		1
		中級組 (優異獎)		5
		高級組 (優異獎)		1
高級組 (亞軍)		1		
Mass Mutual Junior Space Camp Program			2	
Power Up • Music Joint School Concerts	Audiences' Favourite		1	