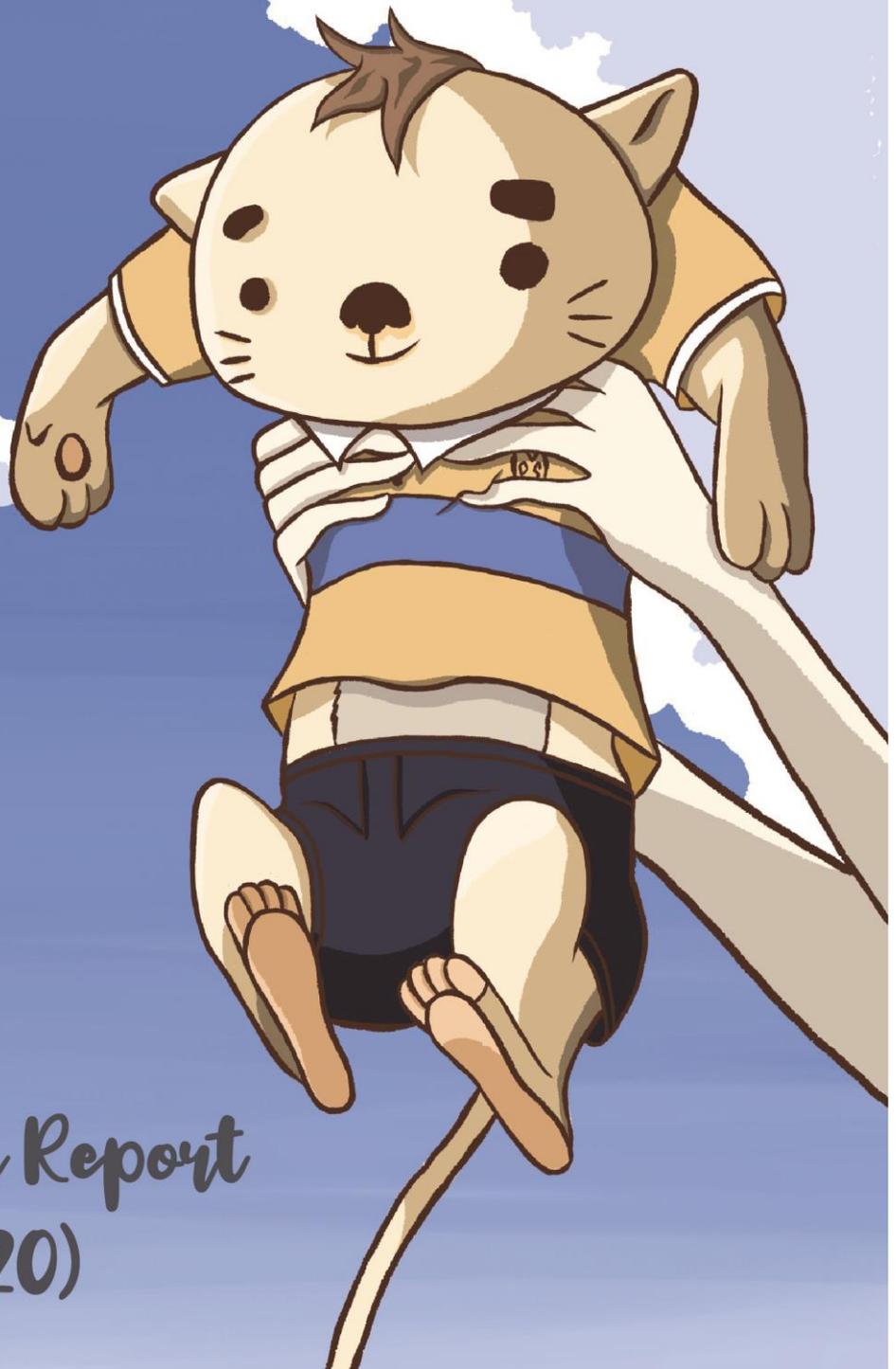




MARYMOUNT
PRIMARY SCHOOL



Annual School Report
(2019-2020)



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 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 fulfil 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 continuous support from their Parents, students of Marymount will grow into

Integrated Persons with **W**isdom as they learn lifelong and
work for the Greater Glory of God.

2. Features of MPS

2.1 History & Recent Updates

Marymount, original know 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 had offered a complete course of studies leading to matriculation. The school was closed during 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 had turned over the use of the school the remaining convent area on the fourth floor.

Marymount has then 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 School started whole-day school operation at the temporary school premise at 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 at 336 Tai Hand 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 2007-2008, the Parent-Teacher Association further raised funds to give a facelift 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 Garden, 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".

Our Incorporated Management Committee was established on 31st 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.

To enhance our capacity for STEAM education development, a fund-raising campaign "BRICK it your way" was organised in 2016. With this fund, our WiseLab, Visual Arts Room and General Studies Room were renovated to align with the current and even future education development. Besides, a Start-up Lab (sponsored by Jockey Club) was also renovated and Language & Music Activity Room was given a facelift to facilitate students' learning as well as to enrich their learning experiences. In 2019, a new set of Light and Audio system (sponsored by Quality Education Fund) and LED wall were installed in the School Hall. We remain grateful for the concerted efforts of all stakeholders and benefactors of our 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 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	2017-2018	2018-2019	2019-2020
Students	4.2	4.2	4.3
Teachers	4.1	4.4	4.4
Parents	4.5	4.5	4.6

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 (2019-2020)

P.6	121
P.5	125
P.4	125
P.3	122
P.2	124
P.1	127
Total	744

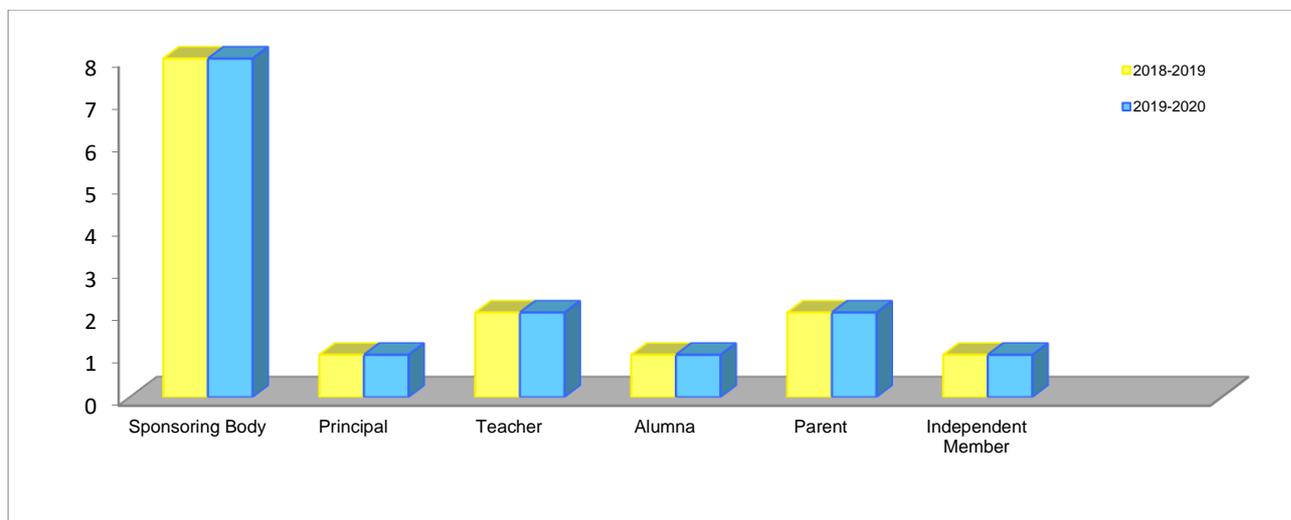
Class Structure

	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 2019-2020

Members

Dr. Éadaoin K.P. Hui
 Fr. Seán Ó Cearbhalláin, S.J.
 Ms. Barbara Chan
 Mrs. Jennie Chor
 Ms. Jasmine Hui
 Ms. Veronica Ma
 Prof. Alice Wong
 Ms. Monica Ip
 Ms. Daphne Ho
 Ms. Winnie Tse
 Mr. Edwin Chiu
 Ms. Cheryl Chui
 Mr. Simon Kwok
 Ms. Annie Cheng
 Dr. Avie Lam
 Mrs. Catherine Li
 Ms. Asha Sharma

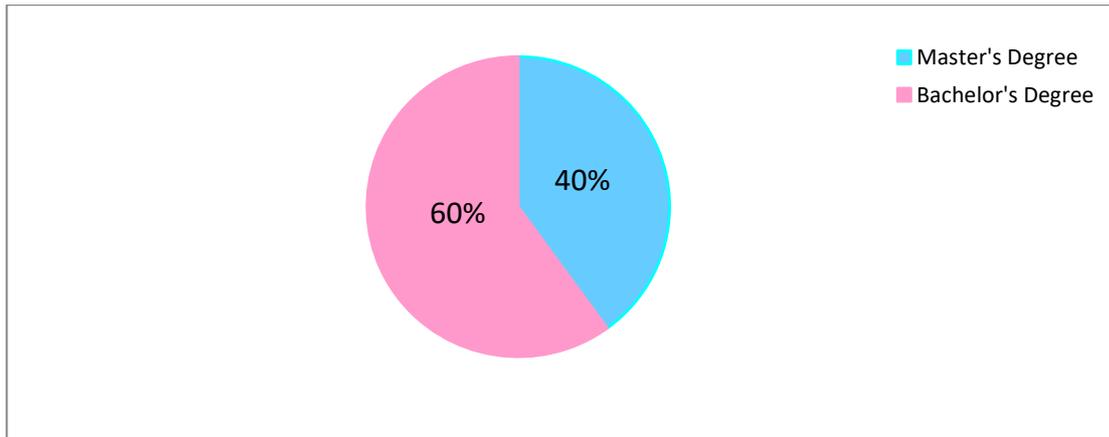
Capacity

School Sponsoring Body
 Alternate School Sponsoring Body Manager
 School Principal (MPS)
 Teacher Manager
 Alternate Teacher Manger
 Alumna Manager
 Parent Manager
 Alternate Parent Manger
 Independent Member
 Appointed Non-Voting Member (MSS) (In attendance)
 Honorary Legal Advisor (In attendance)

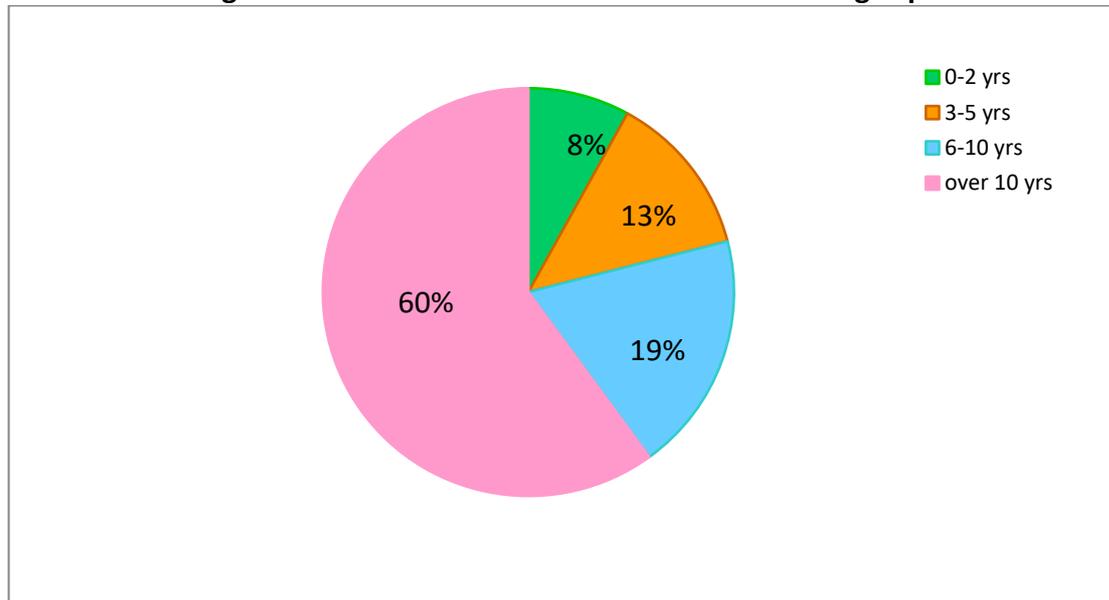
2.5 Our Teachers and Principal

Our team of teachers comprised 52 staff members in the past year. Among them, 43 are in the establishment, 1 teacher was funded by the Capacity Enhancement Grant, 2 teachers by Non-Chinese Speaking Student Grant, 1 by Hong Kong Jockey Club Charity Grant and Capacity Enhancement Grant, 4 by the Teachers Relief Grant and 1 teacher by the MSSAA sponsorship.

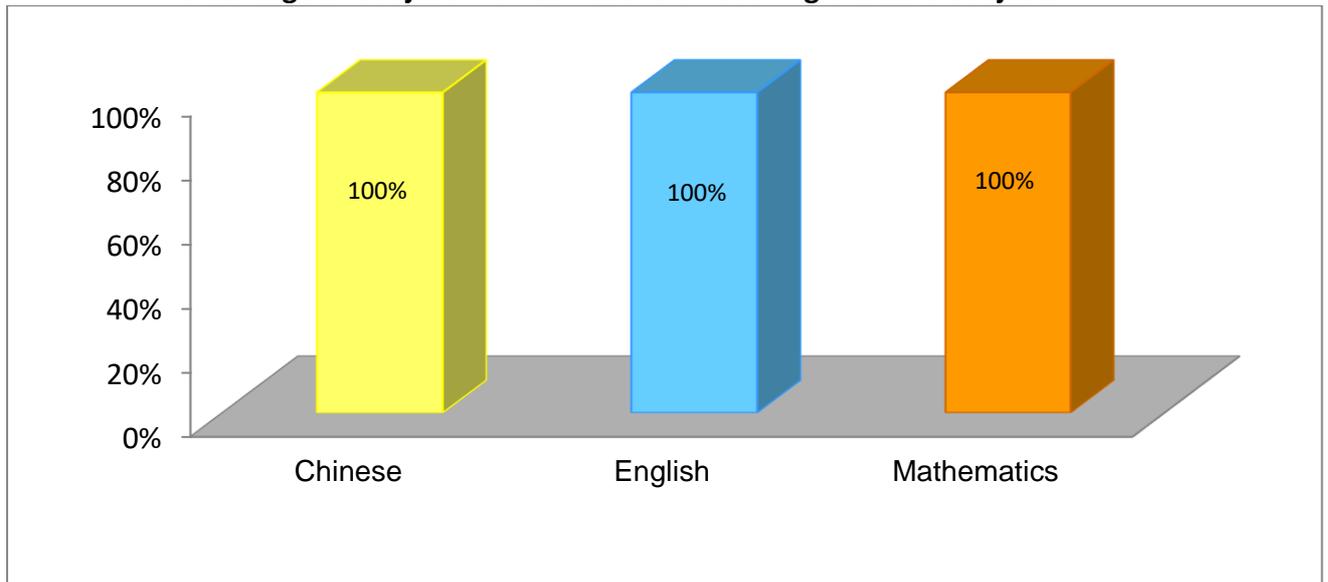
Highest Academic Qualifications Attained by Teachers and Principal



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 Incorporated 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 App, with parents being well informed of the school policies, events and recent development. Activities including Orientation Day, Parents' Meetings, Parents' Nights, 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 different school activities, such as School lunch (Lunch Helpers), Christmas Celebration (Santa Mama and Papa) and Students' outings. Also, PTA Website is regularly updated with photos and information and newsletters are published every year.

Due to school suspension during the COVID-19 outbreak, only the following activities co-organized by PTA and the School could be conducted in 2019-2020:

- Christmas Party
- Graduation Booklet
- 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	2017 - 2018	2018-2019	2019-2020
Parents	4.1	4.2	4.2

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 various 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 and 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 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 our teaching on a 5-point scale:

Stakeholders	2017-2018	2018-2019	2019-2020
Students	4.0	4.1	4.1
Teachers	4.3	4.4	4.2

* **'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*)

Teaching strategies to cater for students' learning diversity were evaluated, refreshed and renewed where appropriate, through staff development activities (Appendix A), including school visits, overseas learning trips, 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' observation, 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 classes 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	2017-2018	2018-2019	2019-2020
Students	4.0	4.0	4.0
Teachers	4.1	4.3	4.4
Parents	4.1	4.1	4.1

2.8 Support for Student Development

We put stresses on the nurturing of students' whole-person development. The Learning and Teaching Division works closely with Pastoral Care Division to support students in values education, moral education, spiritual education, gifted education, guidance and counselling, co-curricular activities (CCA) and catering for special educational needs (SEN).

Apart from Code of Respect, the MPS core values which comprise CLC (Care, Love and Compassion) and Six Attributes (Responsibility, Gratitude, Care, Integrity, Perseverance and Wisdom) are disseminated through our formal curriculum, Religious and Values Education

lessons, Assemblies and various religious activities such as Pilgrimages, Confession and Thanksgiving Mass.

The Guidance and Formation (GF) Committee organized a series of comprehensive developmental guidance and counselling programmes that meet the students' personal and social needs at their different stages of development. Assembly serves as a time to promote positive values and good behaviour, to share learning experience, and to celebrate students' achievements. The GF Committee imparted clearly to students during assemblies the School's expectations regarding student behaviour by referring to the MPS Core Values, by which students abide under constant guidance.

To reinforce students' positive values and attitudes, level-based programmes such as interactive talks and positive reinforcement activities were organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' grateful hearts, integrity and enhanced their awareness of caring for the needy around them. The Understanding Adolescent Project, which aimed at enhancing students' resilience in coping with the challenges they have to face as they grow up, was conducted for P.4 to P.6 target students. The effectiveness of the programme was affirmed by teachers, parents and participating students. It was also indicated that the participating students made progress in emotion management, conflict resolution and interpersonal skills. At the beginning of the school year, the P.1 and Newcomers Adaptation programme was conducted to enable P.1 students and newcomers to adapt themselves to the new school environment. Additionally, for the senior students, the School Prefect Team allowed the team members to learn and practise techniques in critical and creative thinking, problem solving and leadership. Their training sessions guided them to reflect not only on their responsibility, but also on their leadership role, especially in serving others and the School.

Apart from maintaining a mechanism of early identification of students with special educational needs at Primary 1, small group teaching was arranged for Primary 2 to Primary 6 to assist less able students in Chinese Language and Mathematics. Since the students involved enjoyed both the cooperative learning activities and the closer relationship developed with their teachers, their learning motivation and abilities were enhanced. Learning support was arranged for SEN students by the 2 Student Support Teachers (SST). Besides in-class support and after school homework class, home assignment and assessment accommodation were also provided to cater for the needs of these students. Besides the support given to SEN students, students with difficulties in learning and completing homework were also invited to join the After-school Homework Class provided by SST, with a teacher-to-student ratio of 1:8.

This year, with the support from the Boys' and Girls' Clubs Association of Hong Kong, some training programmes were organized to support students with dyslexia, limited attention span and Attention Deficit & Hyperactivity Disorder respectively. Furthermore, Quality Therapy and Education Centre provided group training for students with Autistic Spectrum Disorder and Special Learning Difficulties in Reading and Writing. For students with Speech Impairment, individual training sessions were conducted by a speech therapist from Quality

Therapy and Education Centre once a week throughout the school year. Students were engaged in activities to improve their speech, voice, language and communication abilities.

Other than the above, we have joined the ‘School-Based Educational Psychology Service’ (SBEPS) programme which was supported by the Education Bureau. SBEPS was delivered by qualified educational psychologists through regular school visits. With the Educational Psychologist’s support and advice in the areas of Student Learning Support, Gifted Education, Crisis Management and Developmental Guidance and Student Development, our school’s capacity to cater for students’ diverse educational needs were enhanced.

Besides the support given to students, a series of parents’ talks and workshops were conducted by Jockey Club Family Wellness Centre and Academy of Professional Parenting Education to allow parents to understand more about the needs of their daughters and to develop appropriate ways to support them. Our speakers shared methods and strategies with parents on facing challenges in parenting. Participants indicated that the talks and workshops could equip them with better parenting skills and enhance the learning effectiveness of their daughters.

In order to facilitate students’ whole-person development and person growth, the school made use of the School-based After-school Learning and Support Grant from the Education Bureau and the Life Wide Learning Fund from the Hong Kong Jockey Club to subsidize financially needy students to participate in After-school Learning and Support Programmes or Life-wide Learning activities. 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 support and cater for the diverse needs of different students.

With various learning platforms and experiences, students are groomed to be ‘Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve’. It has been reflected that students were able to demonstrate respectful behaviour in different areas, show concern for others and are pleased to accept responsibilities. According to the results of Stakeholder Survey (SHS), about 79% of students and 86% of parents agreed that the teachers were able to help them / their children solve problems they encounter in their growing process; about 86% of students agreed that the teachers cared about them, and over 94% of parents agreed that the school could foster in their children good virtues and cared about them. It is also very encouraging to see that 98% of teachers agreed that the school’s discipline and guidance work was geared to students’ development needs; and all teachers (100%) agreed that the school actively helped students develop correct values. The above positive data shows that the school provided successful and encouraging support for student development. The following summarizes our stakeholders’ ratings of support for student development on a 5-point scale:

Stakeholders	2017-2018	2018-2019	2019-2020
Students	4.0	4.1	4.1
Teachers	4.1	4.4	4.3
Parents	4.2	4.3	4.3

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, Post-assessment Learning Activities and Horizons Week. The school's 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 has 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 enhance students' Multiple Intelligences, support their learning in the formal curriculum and enrich their learning experiences, 17 School teams and 24 interest classes have been arranged. Furthermore, the school also nominated gifted students and high-achievers to several gifted programmes such as Gifted Student Members of The Hong Kong Academy for Gifted Education, Program for the Gifted and Talented by the Chinese University of Hong Kong.

In 2019-2020, owing to the school suspension, only Semester 1 assessments were conducted for all levels except P.5. Students achieved good results in internal assessments in English, Mathematics and General Studies. Despite the outbreak of the COVID-19 in which a lot of competitions were cancelled, students' performances in other learning experiences were equally impressive. They took part enthusiastically in a wide range of sports, language and coding competitions, including Hong Kong Island East Area Inter-Primary Schools Swimming Competition, Hong Kong Island East Area Inter-Primary Schools Athletic Competition, Hong Kong Schools Speech Festival, Hong Kong Budding Poets (English) Award and Coolthink@JC Competition. A full summary of all the external awards is presented in Appendix B.

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 the 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 reflection sheets, the SSE Team is better able to evaluate school performance in a more comprehensive manner. These facilitate the 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 (2016-2019) 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 (2019-2022) with a discerning spirit. 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, 'To develop young leaders with positive mindsets' and 'To develop young leaders with independent learning skills' 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.

3. Achievements and Reflections on Major Concerns

3.1 COVID-19 Pandemic

In light of COVID-19 Pandemic, schools in Hong Kong were suspended from January 2020 amid the early stages of a virus outbreak and gradually reopened in late May 2020. The start of the summer holiday was brought forward in early July 2020.

Throughout the suspension, planned tasks to be conducted in Semester 2 and Semester 3 were put on hold when Home Learning was conducted. Ongoing tasks throughout the year were paused during implementation, from which the evaluation and reflection were minimal based the early stage of development of tasks and activities, while a few of them were conducted using another mode during Home Learning. These activities would be exemplified below as well. Owing to the mentioned situation, the following report on achievements and reflection was written mainly based on the completed target in First Semester.

3.2 Major Concern A

To develop young leaders with positive mindsets

Targets

1. Foster students' awareness of "Process over Product" through a whole-school approach
2. Develop students' abilities in recognising their own growth in times of challenging moments through a whole-school approach

Strategies

1. Through class-based pastoral care, provide students with action-oriented experience
2. Through the formal and informal curriculum, provides students with action-oriented experience

3.2.1 Achievements

In the 21st Century, the developmental needs of students evolved in tandem with the dynamic change in technological advancement and global and societal influence. We see the significance of character building and cultivate of positivity values and attitudes in our students. In 2019-20, the school started implementing another 3-year school development plan, after evaluating the previous one. Convening the current school development plan, we emphasise students' learning and recognition of growth during the *process* hand-in-hand with our school-based Values Education Curriculum – Shining Gems Programme.

To allow our students to experience the notion “process over product”, teachers have designed action-oriented tasks in the formal curriculum. The head of Division 2 encouraged subject panel heads to create learning space for students to be aware of the learning process and the learning *during* the process. These tasks and activities, which were carried out before January 2020, include:

- organising modified rugby match for P.5 students (PE panel);
- introducing Art Journal to P.3-6 students (Visual Arts panel);
- setting up prayer corners in the classrooms (RME panel);
- designing tasks and assessments to raise students’ awareness in “process over product” (Chinese panel); and
- music-busking for P.1-4 during lunch break at MPS Got Talent activity (Music panel).

Although the majority of action-oriented tasks could not be implemented during school hours because of school suspension, Visual Arts panel had introduced the “MPS Quarantine Challenge” for the whole school, in which students were invited to recreate a piece of artwork with objects they could find at home.

During the process, students had shown positivity during the process. Teachers were able to spot episodes of students exhibiting the process of learning through trial and errors. Students also have demonstrated autonomy in creating art pieces in times of challenging moments.

Furthermore, the Guidance and Formation Committee organized a discipline competition to help students demonstrate responsible behaviours and develop positive mindsets this year. Both teachers and students agreed that it was a great opportunity for them to discuss the importance of their active participation and to develop good class spirit, instead of just focusing on the results of the competition. For the ‘Checker Board Design’ activity, 100% of student interviewees claimed that it provided them with an opportunity to have a hands-on experience, and helped them understand the importance of the process over product. In order to enhance the home-school cooperation, we published leaflets and organized a parental talk for parents by School Guidance Personnel. Over 95% of returned feedback sheets from parents agreed that the leaflets and the talk not only helped them understand the importance of positive mindsets but also equipped them with appropriate parenting skills to cultivate in their daughters the value of integrity and the positive mindsets.

3.2.2 Reflections

This year, we have partially achieved our targets in Major Concern A in light of the pandemic situation. Teachers had initially designed action-oriented tasks and activities for students to experience the process of learning to be conducted in class. Although the majority of in-school activities and tasks were not implemented, students had been aware of “*process over product*” and their learning at such challenging moments.

According to the results of the Assessment Programme for Affective and Social Outcomes (APASO), over 86% of students agreed that the harder the problem, the harder they try. 91% of students agreed that they will try to understand the mistakes they have made, and they will also change their learning methods when they find that they decline in their achievement. Furthermore, over 92% of students indicated that they like exploratory learning and new knowledge. It is encouraging to see that students have become more aware of “Process over Product” and have developed a positive mindset during problem-solving.

To further reinforce the development of students’ positive values and attitudes, besides creating tasks to raise students’ awareness in the importance of learning process, tasks can be designed to allow students to “experience” the learning *during* the process. Skills and attitudes during the learning process can also be included in the assessments to allow students, teachers and parents to acknowledge students’ learning *during* the process. Subject panels could also seek collaboration with other teams and committees to create learning space for students to apply their knowledge learnt from a different domain.

These experiences for the development of positive values and attitudes are not learning at school per se, but the alignment of the same development at home. To strengthen the development of positive values and attitudes at school, the collaboration between the school and parents would be beneficial and effective for such purpose. Tasks and activities may invite parents’ participation, be it in school assignment or activities at school, to align the learning at school and at home.

In the coming school year with the uncertainty of the pandemic situation, the developmental needs of our students and the strategic development of teachers could as well be supported in the mode of hybrid learning. This year, our teachers were agile enough to adjust the mode of some tasks and activities from an in-school one to a remote learning one.

As a result, creating an action-oriented experience to foster students’ development of positive value and attitudes during the process will be continued. The upcoming theme of the year would be “perseverance” and we will further create a holistic approach for nurturing of such value and attitude. The planning of Learning and Teaching and Pastoral Care domains would continue to educate our students to be young leaders with positive mindsets through a whole-school approach.

3.3 Major Concern B

To develop young leaders with independent learning skills

Targets

1. Provide student-centred opportunities to foster students' CC skills (Creativity & Collaboration)
Creators: able to make good use of tools and generate original ideas fluently by using brainstorming techniques
Collaborators: able to share one's ideas and products and support team members willingly
2. Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategies

1. Develop action-oriented experience, through the formal and informal curriculum, in which students play the roles as **creators** and/or **collaborators**
2. Design action-oriented experience which involves meaningful reflection based on relevant context
3. Develop a school-based curriculum by cross-subject collaboration and integration
4. Develop a school-based learning progression framework based on the relevant context in the collaboration of relevant teachers

3.3.1 Achievements

In response to the Annual School Report 2019-20 and Learning to Learning 2+ issued by EDB, teams and subject panels have made plans in creating authentic learning for our students. The school puts emphasis on developing students' creative thinking skill and collaborative skill. The significance of a solid foundation in our students is also stressed, aiming to enable our students to apply their knowledge with skills and attitudes to cope with the fast-changing world. Our teachers had drafted plans in developing students' mentioned skills and enhance our school-based learning progression framework to provide our students with a solid foundation.

In the aspect of developing students to be creators and collaborators, the following results from Students Questionnaires (APASO) have shown the impact of the targets on students learning this year.

	Strong Agree & Agree May 2019	Strong Agree & Agree July 2020
I have the urge to do the most common things in new ways.	89%	85%
I always have a flow of new ideas.	88%	87%
I can easily think of different solutions to the same problem.	88%	86%
I consider the problem from multiple perspectives.	88%	89%

The listed data show that there is a mild drop in the figure in terms of our students' perception of their creative thinking skills. It is inevitable when the majority of tasks designed were not conducted due to school suspension. With a reduction in lesson time, teachers and students were adjusting to the new mode of learning. Among all tasks designed by teams and subject panels, there are a few tasks completed before school suspension. They are:

- Organising **MPSupermarket** in P.3 (GS Panel)
- Implementing **Up-cycle Toy Story** in P.2 (GS Panel)
- Composing activity in P.1-6 (Music Panel) *The activity was originally designed for P.5 and P.6 only for composing a melody. The focus was shifted to composing lyrics for all grade under Gratitude Campaign during school suspension.*

With the mentioned tasks, the group of target students was limited. The quantitative data listed above is not comprehensive enough to show students' development of creativity and collaboration.

From the qualitative aspect, teachers had received positive feedback from parents and students regarding the activities conducted. Observation was conducted while students were carrying out the tasks. Students were able to create using their very own ways. They were able to work with other peers willingly aiming at the same goal.

Regarding Target 2, subject panels have been drafting a school-based learning progression framework based on our students' interests and needs. IT panel has gradually developed a learning progression framework through a Context-Role-Task approach. A number of sets of learning materials have also been developed. All IT teachers have agreed that the progression framework would be able to build a solid digital foundation for our students.

During home learning, because of the reduction in lesson time, all subject panels had taken the opportunity to tailor a curriculum based on the learning needs of our students. The curriculum of last year and the coming year would be compacted to enable our students to catch up with the learning pace. From such opportunity, all subject panels have reviewed and tailored their curriculum.

3.3.2 Reflections

Based on the activities and tasks conducted, teachers reflected the needs of brainstorming tools to optimise the development of students' creative thinking skills. On top of further developing students' creativity skills from different aspects, brainstorm tools could be provided for teachers and students, and even parents, to use daily in attempting tasks and activities. Besides, by developing a progression framework for different skills for subject panels could allow teachers to have more support in developing students' CC skills.

In light of the pandemic situation, it is also a good opportunity for MPS to further development e-learning. Through experimenting with blended learning or hybrid learning, students' learning could be optimised. When the lesson time could be uncertain, hybrid learning may enable students and teachers to utilise learning time more effectively even when home learning has to be implemented again. Designing action-oriented tasks which motivate students to learn on their own could be beneficial for our students in terms of developing them into independent learners.

In the coming year, we would continue to develop a school-based learning progression framework based on our students' interest and needs. Subject panels have their very own skills to be developed throughout the curriculum. The head of Curriculum Development will continue to encourage and collaborate with subject panel heads to develop a school-based learning progression framework based on different skills according to the needs of subject panels. On top of that, a continual evaluation of the learning progression framework and learning materials will be conducted to *magis* the development of the school-based curriculum.

External Awards 2019-2020

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Languages	71 st Hong Kong Schools Speech Festival (English Solo)	1 st	6
		2 nd	4
		3 rd	16
	71 st Hong Kong Schools Speech Festival (Cantonese Solo)	1 st	0
		2 nd	0
		3 rd	0
	71 st Hong Kong Schools Speech Festival (Putonghua Solo)	1 st	1
		2 nd	0
		3 rd	1
	Hong Kong Budding Poets (English) Award	Silver	1
		Bronze	1
The Poet of the School Award		1	
Putonghua Choral Speaking Competition (Primary 2)	1 st runner up	1	
「第五屆商務全港小學師生寫照比賽 - 我的綠色生活」	初小組冠軍	1	
Mathematics	Huaxiable National Maths Olympic (華夏杯)	1st Prize	4
		2nd Prize	12
		3rd Prize	8
Sports	Hong Kong Island East Area Inter-Primary Schools Athletic Competition 2019-2020	<u>Grade A</u>	1
		100 M 2 nd Runner-up	
		<u>Grade C</u>	1
		100 M 1 st Runner-up	
		<u>Grade A</u>	1
		200M 3 rd Runner-up	
		<u>Grade B</u>	1
		200 M 3 rd Runner- up	
		<u>Grade B</u>	1
		4x100 M relay 1 st Runner- up	
		<u>Grade C</u>	1
4x100M relay 1 st Runner- up			

Nature	Name of Competition / Organization	Award details		
		Award / Prize details	Number of prizes received	
Sports	Hong Kong Island East Area Inter-Primary Schools Athletic Competition 2019-2020	<u>Grade A</u> 400 M 2 nd Runner-up	1	
		<u>Grade A</u> 60 M 1 st Runner-up	1	
		<u>Grade B</u> 60 M 1 st Runner-up	1	
		<u>Grade A</u> Long Jump 3 rd Runner-up	1	
		<u>Grade A</u> Overall 3 rd Runner-up	1	
		<u>Grade B</u> Overall 1 st Runner-up	1	
		<u>Grade C</u> Overall 1 st Runner-up	1	
		<u>Grade A</u> Softball Throw 3 rd Runner-up	1	
		A.S. Watson Group HK Student Sports Award	證書及獎學金	1
		Hong Kong Island East Area Inter-Primary Schools Swimming Competition 2019-2020	<u>Grade A</u> 100M Breaststroke Champion	1
			<u>Grade A</u> 100M Breaststroke 2 nd Runner-up	1
			<u>Grade B</u> 100M Breaststroke 2 nd Runner-up	1
			<u>Grade A</u> 4 x 50 Freestyle 3 rd Runner-up	1
			<u>Grade C</u> 4 x 50 Freestyle 2 nd Runner-up	1

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Sports	Hong Kong Island East Area Inter-Primary Schools Swimming Competition 2019-2020	<u>Grade A</u>	1
		50 M Breaststroke 1 st Runner-up	
		<u>Grade A</u>	1
		50 M Breaststroke 2 nd Runner-up	
		<u>Grade B</u>	1
		50 M Breaststroke 3 rd Runner-up	
		<u>Grade C</u>	1
		50 M Breaststroke 2 nd Runner-up	
		<u>Grade A</u>	1
		50M Butterfly 2 nd Runner up	
		<u>Grade A</u>	1
		50 M Freestyle 1 st Runner up	
		<u>Grade C</u>	1
		50 M Freestyle 3 rd Runner-up	
		<u>Grade A</u>	1
Overall 1 st Runner-up			
<u>Grade C</u>	1		
Overall 2 nd Runner-up			
Science and Technology	Coolthink @ JC Competition (Scratch)	Merit	3
		Best Coding Award	3
	Coolthink @ JC Competition (App)	Final	3
	Digital Citizenship Competition	Gold Award	1
	Solve for Tomorrow Competition	Most Creative Award	3