

Endorsed by IMC
on 23 November 2023



School Development Plan 2023-26



MARYMOUNT
PRIMARY SCHOOL



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 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 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. Profile of the MPS Graduate

MPS Graduates are

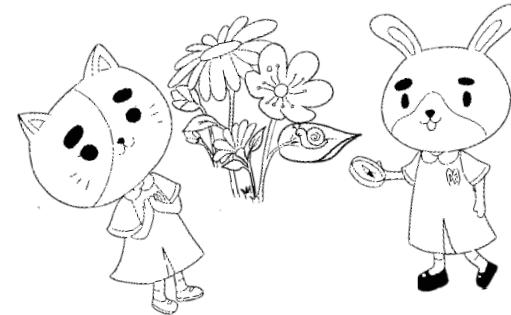
*Caring,
Loving*

and

*Compassionate
Global Citizens*

who love to

*Learn,
Lead
and
Serve*



3. School Motto

The Lord
is
My Light

天主是我的明燈

4. Holistic Review

a. Effectiveness of the previous School Development Plan (2019-2023*)

**The School Development Plan was extended for one year (i.e. in 2022-23) due to COVID-19*

Major Concerns	The Extent of Targets Achieved	Follow-up Actions
<p>Major Concern A</p> <p style="text-align: center;">To Develop Young Leaders with Positive Mindsets</p>	<p>Target 1 (2019-2020) Foster students’ awareness of “Process over Product” through a whole-school approach ➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will continue to adopt a whole-school approach in implementing Positive Education alongside with our School-based Values Education Framework • Will further deepen the idea of 24 Character Strengths from Positive Education and build on the Positive Emotions introduced in 2022-23
	<p>Target 1 (2020-2021) Foster students’ awareness of “The Power of Not Yet” through a whole-school approach ➤ Fully Achieved</p>	
	<p>Target 1 (2021-2023) Develop students’ abilities in handling all kinds of feedback with positive emotion through a whole-school approach ➤ Mostly Achieved</p>	
	<p>Target 2 (2019-2020) Develop students’ abilities in recognizing their own growth in times of challenging moments through a whole-school approach ➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will continue to adopt a whole-school approach in implementing Positive Education alongside with our School-based Values Education Framework • Will further explore different opportunities to engage students in meaningful peer learning experiences
	<p>Target 2 (2020-2021) Develop “grit” in our students through a whole-school approach ➤ Fully Achieved</p>	
	<p>Target 2 (2021-2023) Foster students’ awareness of “Peer Learning” through a whole-school approach ➤ Fully Achieved</p>	

Major Concerns	The Extent of Targets Achieved	Follow-up Actions
<p>Major Concern B</p> <p>To develop young leaders with independent learning skills</p>	<p>Target 1 Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will continue to create opportunities, both inside and outside classroom, to develop students' CC skills (Creativity & Collaboration) • Will further explore ways to include different thinking tools as part of the teaching strategies used in the school-based curriculum • Will develop a school-based progression framework on Creativity and Collaboration to outline the specific skills or competencies that students should acquire across different grade levels so that better consistency in skill development can be achieved
	<p>Target 1 (2019-2020) Creators -- able to make good use of tools and generate original ideas fluently by using brainstorming techniques</p> <p>Collaborators -- able to share one's ideas and products and support team members willingly</p> <p>➤ Mostly Achieved</p>	
	<p>Target 1 (2020-2021) Creators -- able to take risk, investigate problems and generate original ideas fluently from different perspectives</p> <p>Collaborators -- able to give constructive feedback and receive feedback positively</p> <p>➤ Mostly Achieved</p>	
	<p>Target 1 (2021-2023) Creators -- able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details</p> <p>Collaborators -- able to give constructive feedback and receive feedback positively</p> <p>➤ Mostly Achieved</p>	

Major Concerns	The Extent of Targets Achieved	Follow-up Actions
<p>Major Concern B</p> <p>To develop young leaders with independent learning skills</p>	<p>Target 2 Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy</p> <p>➤ Mostly Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will continue to develop and/or fine-tune our school-based curriculum of different subjects in order to respond to our students' changing needs • Will explore ways to adopt more diversified teaching strategies to further enhance learning and teaching effectiveness

b. Where are we now...

1. How good is my students' performance in achieving the seven learning goals?

In terms of Learning:

- Students display a strong motivation for learning and actively participate in classroom activities. They demonstrate enthusiasm and eagerness to engage in different learning opportunities both within and beyond the school environment.
- Students exhibit strong language skills and are able to confidently present their ideas and thoughts. They actively seek out opportunities to apply the language they have learned, both within the classroom and outside of it. Their achievements in various language-related competitions also highlight their competence and fluency in language learning.
- Students have commendable reading habits and a passion for reading. They exhibit enthusiasm in exploring various English books and have shown progress in reading Chinese books as well. However, it is recommended that students further diversify their reading materials by engaging with a broader range of text types.
- Students demonstrate a solid understanding of the knowledge taught in class and actively participate in a wide range of extracurricular activities. Their pleasing results obtained in various competitions have shown their ability to apply the acquired knowledge in real-world scenarios.

In terms of Attitude and Behaviour:

- Students consistently demonstrate behaviours that aligned with the school's six core values in their day-to-day lives. They exhibit behaviours that reflect the target core values not only within school but also back at home and in the community.
- Students have demonstrated not only a strong sense of belonging towards the school, but they also exhibit a positive attitude towards their national identity through their active participation in the related activities and celebrations organised throughout the school year.

- Students understand the importance of focusing on the learning process rather than solely fixating on the end result. They also gradually exhibit an improved willingness and readiness to explore and appreciate different opinions and differences.

2. How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

- The school's values education curriculum has successfully instilled in students a strong foundation of good moral values. Through the whole-school approach adopted, students were immersed in stimulating experiences to invite them to put the six core values in action. In the past School Development Plan cycle (2019-2023), the school further strengthened the values education curriculum by introducing and incorporating positive education into the curriculum. While positive education focuses on enhancing well-being and flourishing, aiming to cultivate positive emotions, character strengths, and meaningful relationships among students, the integration of positive education enriches the values education curriculum by fostering a positive mindset, resilience, and emotional intelligence in students.
- To cater for students' diverse learning needs and interests, the school has encouraged different subjects to review and tailor their curriculum for students' learning effectiveness. Through developing more school-based curriculum which are specific to the school's context and students' needs, it ensures that students receive a more comprehensive and engaging learning experience, which is conducive to their overall development as learners.
- iMaster, which is a cross-disciplinary platform that focuses on developing students' attitudes and skills rather than solely emphasizing knowledge acquisition, has been introduced in the school's curriculum. It provides students with experiential learning opportunities in which students engage in hands-on, practical experiences that encourage collaboration, problem-solving, and creativity.
- The school recognizes the importance of empowering students and providing platforms for them to showcase their talents, skills, and achievements. Activities such as Horizons Week were organised to offer students the opportunity to take the lead, be creators, and collaborators. This not only boosts their self-confidence but also encourages them to take

ownership of their learning. By participating in such activities, students develop leadership skills, teamwork, and creative thinking, fostering their growth as all-rounded individuals.

3. How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

- The school fosters a culture of collaboration and shared decision-making among its staff members. It provides opportunities for each individual teachers to excel in their roles. While Team Heads and Panel Heads are encouraged to formulate plans that address specific student needs, ensuring a targeted and effective approach to instruction, class teachers are provided with professional development programs and workshops (e.g. Positive Education co-planning with Bei Shan Tang Foundation) to equip them with necessary tools to further strengthen and enhance class-based pastoral care. The inclusion of subject teachers as buddy teachers improves non-class teachers' involvement in the pastoral care of students, and further promotes student well-being by creating a more comprehensive and supportive learning environment.
- The school has established different Action Teams that are dedicated to responding to the needs of students or educational trends. These teams are formed with the purpose of proactively identifying areas for improvement and implementing appropriate measures, which aims to address emerging needs and adapt to changing educational dynamics effectively.
- In addition to the Stakeholder Surveys suggested by the Education Bureau (EDB), the school has taken the initiative to introduce and tailor its own school-based questionnaire. This questionnaire aims to gather views and feedback from various stakeholders, including students, parents, and staff members. The feedback collected through these surveys plays a crucial role in evaluating the effectiveness of the school's work. It contributes to the planning, implementation, and evaluation (PIE) cycle of the school, enabling the school to make informed decisions and improvements based on stakeholders' perspectives.

c. Our way to MAGIS*

**Magis is a Latin word that means "for more", "for better" and "for the common good".*

1. What are my students' needs?

In terms of Learning:

- Students demonstrate a strong enthusiasm for learning, showing a genuine interest in acquiring knowledge and skills. However, there is a need to create more meaningful learning opportunities that extend beyond traditional lesson time so that learning time can be maximised and students' development in essential skills like critical thinking, and problem-solving abilities can be enhanced.
- Besides extending students' learning beyond lesson time, with the increased diversity among students, the traditional "one-size-fits-all" approach to instruction may not effectively meet the needs of every learner. There is a need for diversified teaching and learning strategies for greater learning and teaching effectiveness.
- Many students in the school exhibit a passion for reading and possess confident presentation skills. To further nurture these talents, it is important to provide students with more meaningful opportunities, both inside and outside classrooms, to apply their skills and empower them to become confident and effective communicators.
- While students generally show a solid mastery of knowledge learnt, there is a need to shift the emphasis from solely acquiring knowledge to the development of essential skills and attitudes. In line with the demands of the 21st century, students should be well-equipped with necessary skills such as critical thinking, creativity as well as collaboration.

In terms of Attitude and Behaviour:

- Students have demonstrated the ability to recognize and appreciate their own character strengths, as well as those of others. This awareness helps them develop a positive self-image and fosters a sense of respect and empathy towards their peers. However, there is a need for students to also acknowledge their limitations and learn how to leverage their character strengths to overcome challenges and difficulties.

- Students have shown an improved awareness of their own emotions and a willingness to share their emotions with others. This indicates progress in their emotional intelligence and social-emotional development. However, there is still room for growth in helping students learn how to effectively handle and regulate their emotions.
- Students have been provided with various peer learning opportunities, which have exposed them to diverse perspectives and opinions. While these opportunities have contributed to their understanding of different viewpoints, there is a need to further cultivate an environment where students embrace differences and show openness in accepting diverse opinions.

2. What is my school's capacity for continuous improvement and development?

- The school has a well-developed school-based values education curriculum. The close collaboration between the Values Education Committee and the Guidance and Formation Committee has facilitated the adoption of a whole-school approach to values education. Such close collaboration ensures a consistent and cohesive approach to nurturing students' character development.
- Teachers in the school exhibit a high level of passion and agility in their work. They also have a strong sense of belonging towards the school community, fostering a positive and supportive environment for both students and staff. The teachers' commitment to teamwork and collaboration is apparent, as they are willing to go the extra mile for the betterment of students.
- Parents demonstrate a supportive attitude towards the school and are willing to collaborate with the school in fostering a strong home-school partnership. This collaboration between parents and the school strengthens the support system for students and creates a conducive learning environment both at home and in school.

- The school places a strong emphasis on valuing different voices and opinions within its community. It proactively collects feedback from different stakeholders using tailored surveys to evaluate the effectiveness of its implementation of school plans to foster a culture of on-going improvement.

3. What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

- To help students with their overall development and helping them become flourishing individuals, well-being should be emphasized to support students' personal growth. By maintaining well-being, it equips students with essential skills and attitudes necessary for navigating challenges, building positive relationships, and leading fulfilling lives. Whilst stressing the significance of maintaining well-being, it is important to keep in mind that well-being should encompass multiple dimensions.:

Physical well-being:

Not only does physical well-being help students develop lifelong habits for a healthy lifestyle, but it also contributes to increased energy levels, improved mood, and reduced stress.

Mental well-being:

Mental well-being affects students' cognitive abilities, emotional regulation, resilience, and overall happiness. Students with good mental health are more likely to have positive relationships and are more capable to cope with challenges. A positive mental state enables students to engage in learning, problem-solving, and critical thinking effectively.

Social/ Spiritual well-being:

Social/ Spiritual well-being provides students with a sense of purpose and belonging. Promoting spiritual and social well-being helps students develop strong interpersonal skills, empathy, and respect for diverse perspectives.

- While students demonstrate motivation and are capable learners, it is vital to equip them with essential 21st-century skills for their future in such a rapidly evolving world. Building on the work from the previous school-development plan (2019-2023), the target to foster students' creativity and collaboration skills should be further strengthened and deepened:

In terms of students' learning:

To expose our students to diverse learning experiences beyond the traditional classroom setting, opportunities for students to engage in interdisciplinary projects, real-world applications, and technology-enhanced learning experiences should be enriched so that students are encouraged to think critically, generate ideas from different perspectives, take risks, and collaborate with others.

In terms of teachers' capacity:

To create a supportive and inclusive environment where students' individual strengths, interests, and learning styles are acknowledged and accommodated, more interactive and student-centered teaching strategies have to be developed and implemented so that learning can be a stimulating experience for students. Teachers have to be equipped with necessary tools in their pockets to enhance their pedagogical skills, including differentiated instruction techniques and the use of technology to personalize learning experiences.

In terms of home-school partnership:

Learning does not restrict to school, but also at home. Parents play a crucial role in supporting students' development and learning outcomes. To foster a strong partnership between the school and parents, regular channels of communication should be established to facilitate effective information sharing and engagement. Parents also need to be provided with the tools and resources to support their child's learning and well-being so as to create a cohesive and supportive network that nurtures students' creativity and collaboration skills.

5. Major Concerns of the 2023 – 2026 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

To promote the **Mental, Physical and Spiritual/Social Well-being**

for nurturing our students

to become **HAPPY (PERMA)**

To enhance **effective diverse learning processes**

for cultivating our students

to become **Multi-perspective MPS Thinkers** and **Respectful MPS Collaborators**

6. School Development Plan 2023-2026

Major Concerns	Targets	Outline of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals								
			2023/24	2024/25	2025/26	1. National Identity 2. Positive Values & Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading & Information Literacy 7. Healthy Lifestyles								
						1	2	3	4	5	6	7		
Major Concern A To promote the Mental, Physical and Spiritual/Social Well-being for nurturing our students to become HAPPY (PERMA)	Target 1 Harmonious Relationships (PERMA - Relationships) To provide a supportive environment and tools that allow teachers, students and parents to build trust and rapport	Strategy A: Create space and opportunities for students during/after school hours through informal curriculum Strategy B: Create space and opportunities for students during/after school hours through formal curriculum Strategy C: Create space and opportunities for teachers as well as building the capacity of teachers and parents in facilitating the cultivation of HAPPY (PERMA)												
	Target 2 Accomplishment (PERMA -- Accomplishment) To provide opportunities that allow teachers and students to celebrate and recognize their efforts		✓	✓	✓		✓							✓
	Target 3 Purpose in Life (PERMA -- Meaning) & Participation (PERMA -- Engagement) To provide a wide range of opportunities that allow teachers and students to explore diverse and meaningful experiences, find their strengths and feel empowered to make a difference					✓	✓							✓

Major Concerns	Targets	Outline of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals							
			2023/24	2024/25	2025/26	1	2	3	4	5	6	7	
Major Concern A To promote the Mental, Physical and Spiritual/Social Well-being for nurturing our students to become HAPPY (PERMA)	Target 4 ‘YES I can!’ Emotions (PERMA -- Positive Emotions) To provide useful tools and a safe environment that allow teachers and students to enhance their well-being through social-emotional learning	<i>Same as the above</i>	✓	✓	✓		✓						✓
Major Concern B To enhance effective diverse learning processes for cultivating our students to become Multi-perspective MPS Thinkers and Respectful MPS Collaborators	Target 1 Effective Diverse Learning Processes, School-based Essential Lesson Elements & 3 T Lesson To empower and equip our teachers with effective teaching strategies that align with our “School-based Essential Lesson Elements” so as to enhance the learning process for our students and achieve the desired learning outcomes	Strategy A: <u>Build capacity</u> through providing our teachers with the necessary tools and training to foster a dynamic and stimulating learning environment Strategy B: Foster a <u>learning community</u> among our teachers so that a culture of continuous learning, collaboration and knowledge-sharing are created	✓	✓	✓			✓	✓	✓	✓		

Major Concerns	Targets	Outline of Strategies	Time Scale (Please insert ✓)			Seven Learning Goals								
			2023/24	2024/25	2025/26	1	2	3	4	5	6	7		
Major Concern B To enhance effective diverse learning processes for cultivating our students to become Multi-perspective MPS Thinkers and Respectful MPS Collaborators	Target 2 Multi-perspective MPS Thinkers and Respectful MPS Collaborators To create a dynamic and stimulating learning environment through diverse teaching strategies for cultivating multi-perspective MPS Thinkers and respectful MPS Collaborators	Strategy A: Provide students with meaningful and effective learning opportunities <u>during lesson time</u>	✓	✓	✓			✓	✓	✓	✓			
		Strategy B: Provide students with meaningful and effective learning opportunities <u>out of lesson time</u>	✓	✓	✓									
		Strategy C: Effectively assess students' learning in skills using <u>performance assessment</u>												

References:

Johnny C. Go, S. J., Rita J. Atienza (2019). *Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*. Quezon City: BlueBooks
 Seligman, M. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press

PERMA—A Well-Being Theory by Martin Seligman:
H Harmonious Relationship (PERMA – Relationship)
A Accomplishment (PERMA – Accomplishment)
P Purpose in Life (PERMA – Meaning)
P Participation (PERMA – Engagement)
Y “Yes I can!” Emotions (PERMA – Positive Emotion)