



MARYMOUNT
PRIMARY SCHOOL



Annual School Plan 2021-2022



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
Wisdom 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

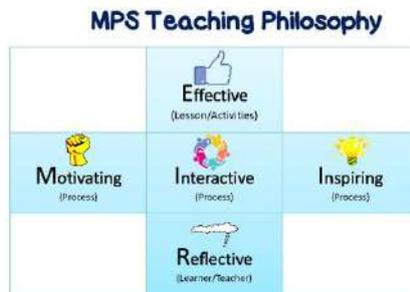
and

Serve

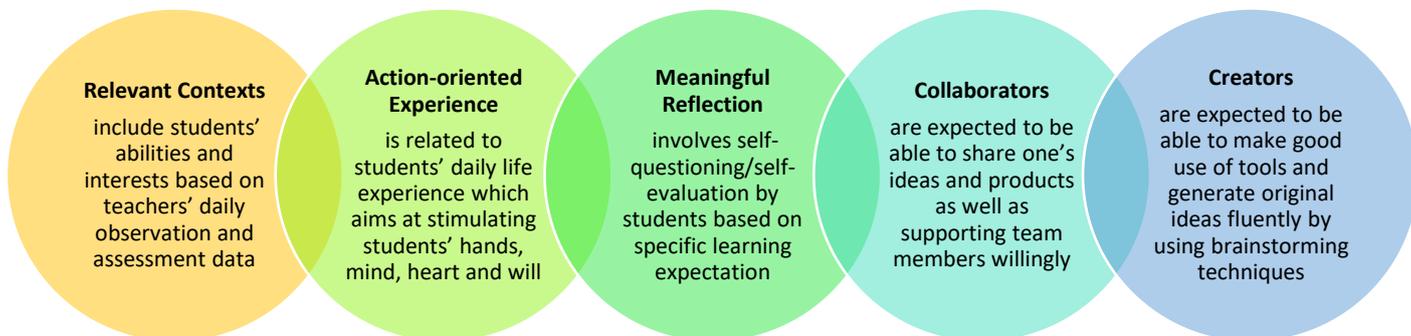


3. Our Aspirations

As we continue to be guided by Ignatius Spirituality, the spirit of MAGIS (a Latin word which means for more and for better) is always our motivation to provide quality education at our school. Since 2012, ‘MPS Teaching Philosophy’ has been developed to ensure quality learning and teacher processes. The Philosophy is illustrated in the diagram below:



In response to the rapid change of the world and the insights from the 21st century education, we worked out our new School Development Plan through the collective wisdom of our team of teachers who have contributed substantially to reflection in different Professional Learning Communities in school and SWOT analysis at different levels under the leadership of our Executive Committee. Building on our present strengths and experiences as well as the inspiration from the book ‘*Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*’ (2019, Go & Atienza), a more in-depth elaboration to enhance our MPS Teaching Philosophy was developed is summarised below.



This Annual School Plan has formulated from evaluation, reflection, professional conversations among teachers as well as feedback from our Stakeholders.

Initial strategies and tasks planned for implementation have addressed our Major Concerns:

- Develop young leaders with positive mindsets**
- and
- Develop young leaders with independent learning skills**

References:
 Johnny C. Go, S. J., Rita J. Atienza (2019). *Learning by Refraction: A Practitioners Guide to 21st Century Ignatian Pedagogy*. Quezon City: BlueBooks
 Lucas, B., G. Claxton and E. Spencer (2013). *Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments*. OECD Education Working Papers, No. 86, OECD Publishing. (The Tallis Habits)
 Torrance, E. P. (1998). *The Torrance tests of creative thinking norms—technical manual figural (streamlined) forms A & B*. Bensenville, IL: Scholastic Testing Service, Inc. (Elements of Creativity)
 Kim Y. J. (2018). *MIT Playful Journey Lab (Maker Elements)*

4. Our Annual School Plan -- Major Concern A

To develop young leaders with positive mindsets

Target 1

Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
P.1 – P.2 聲情教學及老師回應，每節課後選出「最勇於嘗試」的學生	7 成以上學生能被選為「最勇於嘗試」的學生	老師觀察 學生紀錄表	Oct 2021 to May 2022	P.1 -2 PTH Teachers	學生紀錄表 小禮物
Conduct Group Check-In with P.6 students during Reading Time regularly to create time and space for students to aware, acknowledge and share their emotions	70% of the selected students are more able to handle different kinds of feedback positively	Students' Questionnaire	Jan to May 2022	K. To J. Leung E. Tse	Cards and Check-In Materials
Compassionate System Framework Introduce different mental models such as 'The Iceberg' and 'The Ladder' in Light Up Journal which aims at enhancing students' well-being through reflection	70% of the selected students make use of the mental models in the Light Up Journal to enhance their well-being; especially in reflection and decision-making	Teachers' observation Questionnaire Scrutiny of Light Up Journal	Dec 2021 to Jun 2022	Values Ed	Light Up Journal PowerPoints and Videos
Introduce " Character Strengths " in Light Up Journal which aims at enhancing students' well-being through appreciation of oneself and others	70% of the selected students are able to face tasks and feedback with positive emotions using character strengths	Teachers' observation Questionnaire Scrutiny of Light Up Journal	Jan to Jun 2022	Values Ed	Light Up Journal PowerPoints and Videos Character Strength Survey Character Strengths Worksheets

Target 1 (Cont'd)

Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach

Strategy B: Through informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Produce "Code of Respect Drama" to help students understand how to use positive ways to handle feedback from others	70% of the selected students are more able to handle different kinds of feedback positively	Students' Questionnaire	Sep 2021 & Mar 2022	GF	Video Clips
Organize talks on moral and positive values to guide students in their attitudes to handle feedback	70% of the selected students are more able to handle different kinds of feedback positively	Students' Questionnaire	Mar 2022	Social Worker	PowerPoint Slides
School Team members record feedback from teachers and peers using STEP Log after each training session for reflection over the learning process	70% of the School Team members can reflect on themselves based on the feedback received with the help of the STEP log	Teachers' Observation Students' work	Oct 2021 to May 2021	School Team TIC	Printing of STEP Log

Strategy C: Through formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Introduce and practice using "WWJD-What Would Jesus Do" as a skill to reflect and guide students in decision making (e.g. Design level-based case analysis for group discussion)	70% of students are able to internalize this thinking skill and use that in their daily life by Semester 3. <i>Progression:</i> Sem 1: Analyze Jesus' stories using "The Ladder" and "The Iceberg" Sem 2-3: Develop real-life case studies based on the topic of the level	Teacher observation & students' sharing	All Year Round	RME Teachers	
「一讚賞一提醒」故事創作 · P.2 及 P.3 學生學習創作故事 · 每位學生有機會在課室講自己創作的故事 · 並讓同學以「一讚賞一提醒」作出評鑑	70% 學生能藉創作故事及對同學有「一讚賞一提醒」的評語 · 藉此互相學習	老師觀察記錄學生的故事創作及學生給予同學的評語	Sep 2021 to Jun 2022	Chinese Teachers P.2 & 3	/

Target 2

Foster students' awareness of "Peer Learning" through whole-school approach

Strategy A: Through class-based pastoral care, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Through learning about Code of Respect and participating in 'Caught you Being Good' in their Light Up Journal, students will follow the Code of Respect through role-modeling from their peers	70% of students think that 'Caught you Being Good' motivates them to learn from their peers and follow the Code of Respect	Teachers' observation Questionnaire Scrutiny of Light Up Journal (Sticker Page)	Sep 2021 to Jun 2022	Values Ed	Light Up Journal PowerPoints and Videos Teacher Role plays in collaboration with GF committee Mascot stickers

Strategy B: Through informal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
普通話大使活動 (小息) · 大使利用不同教具引導學生玩朗讀遊戲和拼音遊戲	7 成學生透過參與活動並從普通話大使身上提高普通話的聽說能力	學生紀錄表 老師觀察	Oct to Dec 2021 (P.3-P.6) Feb to May 2022 (P.1-P.6)	PTH Teachers	白板骰子 白板筆 學生專題研習 學生紀錄表 小禮物
Design school-based activities on the year theme – Year of Wisdom: "WWJD-What Would Jesus Do" and invite students of different levels to share and respond	70% of students are able to internalize this thinking skill and use that in their daily life by Semester 3 <i>Progression:</i> Sem 1: Introduction in assembly, poster and students' sharing from class discussion Sem 2: Post up case studies and invite students to submit solutions Sem 3: Invite students to submit their problems, which will be replied by other students/Catholic Ambassadors	Teacher observation + students' sharing	All Year Round	I. Yau, A. Ho	
Through adopting the Strength-based approach in Positive Education , students recognize each other's strengths and are able to learn from each other	70% of students are able to appreciate the strengths of others and are willing to learn from others	Students' Questionnaire	Jan to Apr 2022	K. To	Character Strength Journal

Target 2 (Cont'd)

Foster students' awareness of "Peer Learning" through whole-school approach

Strategy C: Through formal curriculum, provide students with action-oriented experience					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Establish the practice for students to provide constructive feedback to others using "1 Thing to Learn From & Suggest 1 Thing for MAGIS" during oral presentations in class	70% of students are able to provide constructive feedback (with reference to guidelines provided by teachers) based on their peers' performance 70% of students are able to facilitate their learning from their peers through such practice and in turn guide themselves to improve based on the feedback received	Teacher Observation Verbal Student Feedback	Sep 2021 to Jun 2022	English Teachers	
Upon completion of the writing tasks, create debriefing opportunities for students to appreciate/ learn from each other's work	70% of students are able to facilitate their learning from their peers through such practice and in turn guide themselves to improve	Verbal Student Feedback	Sep 2021 to Jun 2022	English Teachers	
Students make use of "Two Stars and a Wish" to give peer feedback in evaluating students' own work on products using App Inventor	70% of students can give feedback and learn from the opinions given by others	Worksheet	Apr 2022	P.6 IT Teachers	
Peer Evaluation P.4 to P.6 (KS2) Students need to fill in the peer evaluation form and provide verbal comments with encouragement according to the performance of their partner	70% of the students can improve their skills after viewing the evaluation form filled by their peers and in the second attempt	Teacher Observation	Oct 2021 to May 2022	PE Teachers	Peer Evaluation Form iPads
P.6 專題研習「XX 小檔案」 學生二人一組，同學互相訪問，介紹組員值得學習的地方，並透過互相欣賞和分享，反思如何自我提升。學生需編寫一份約 100 字的聆聽語料，製作成小冊子或簡報	7 成學生能從專題研習中指出同學們值得互相學習的地方，並能反思如何自我提升	學生專題研習	Apr to May 2022	P.6 PTH Teachers	

Target 2 (Cont'd)

Foster students' awareness of "Peer Learning" through whole-school approach

Strategy C: Through formal curriculum, provide students with action-oriented experience (Cont'd)					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>Project-based Artworks in KS2</p> <p>Cultivate Student-Directed Learning in Visual Arts by:</p> <p>(1) giving students the autonomy in the form of visual presentation</p> <p>(2) playing different roles in the project on brainstorming, researching and artmaking</p>	<p>70% of students can play different roles in the project on brainstorming, researching and artmaking.</p> <p>70% of students are able to choose their ways of visual presentation from what they have learned in the past or areas they would like to explore.</p>	<p>Teacher Observation and Student Work</p>	<p>Apr to June 2022</p>	<p>VA Teachers</p>	<p>/</p>
<p>Implement peer evaluation by using Peer Evaluation Form for KS2 students to evaluate classmates' recorder performance in practical assessments so that students can improve their recorder playing based on the comments received</p>	<p>70% of Students can gather comments from the peer evaluation forms received and improve on their own recorder playing</p>	<p>Peer evaluation form</p> <p>Peer evaluation summary form</p> <p>Teachers' observation</p>	<p>Nov 2021 to Mar 2022</p>	<p>KS2 Music Teachers</p>	<p>Peer evaluation sheets</p> <p>Peer evaluation summary form</p>

Major Concern B

To develop young leaders with independent learning skills

Target 1

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy A:

Develop action-oriented experience through informal curriculum in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Original Musical Production --- 'Just the Way You Are' MPS students (P.1-6) collaborate, create and perform in the musical	70% of students can develop their specialist in a production (stage design/ act / sing, etc) through the trial-and-error process. 70% of students are able to make connection between their daily experience and learning with the musical performance 70 % of students are able to develop the give-and-receive feedback habit among the group	Teachers' observation during rehearsals and performance Students' showcase in rehearsal and performance	Jan to July 2022	R. Li A. Ho S. Li and all teachers	

Strategy B:

Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators

Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details

Collaborators – able to give constructive feedback and receive feedback positively

Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
「一讚賞一提醒」故事創作 P.2 及 P.3 學生學習創作故事，每位學生有機會在課室講自己創作的故事，並讓同學以「一讚賞一提醒」作出評鑑	70% 學生能藉活動給予及接受評鑑 運用所學(例擬人法：動物如人般思考、行動及表達感受)創作故事	老師觀察記錄學生的故事創作及學生給予同學的評語	Sep 2021 to Jun 2022	Chinese Teachers P.2 & 3	/

Target 1 (Cont'd)

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy B: (Cont'd)					
Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators					
Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details					
Collaborators – able to give constructive feedback and receive feedback positively					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
<p>概念圖 P.4-6 學生能培養出在寫作前 先畫出概念圖學生在寫作前 先畫出概念圖，以能使寫作 有系統建構所學</p>	<p>70% 學生能在作文前寫出概念圖，以計劃寫作內容不同段落的鋪排及運用已學的語文知識或成語寫作</p> <p>Sem 1：約 10 min, Sem 2：約 8 min, Sem 3：約 5min</p>	<p>寫作前的概念圖 老師觀察</p>	<p>Sep 2021 to Jun 2022</p>	<p>Chinese Teachers P.4-6</p>	/
<p>學生能以小組形式製作中文報紙，內容包括： KS1 趣味故事、四格圖畫、語文遊戲(圈圈或連線等，並附上答案)。 學生以書寫及畫畫來展示(A3 報紙格式)</p> <p>KS2 隨筆分享、成語漫畫、語文遊戲(找找字並附上答案)、一格至六格圖畫。 學生以書寫或電腦製作及畫畫來展示(A3 報紙格式)</p>	<p>70% 學生能在活動中發揮所長、以不同的形式(如圖畫、遊戲、故事創作及文章創作)展示所學，並能分工合作完成作品</p>	<p>老師觀察 簡單問卷</p>	<p>Sep 2021 to Jun 2022</p>	<p>Chinese Teachers P.1-6</p>	/
<p>English Drama Integrate drama elements into reading and writing so that students can improve their creative writing skills</p>	<p>70% of students are able to generate ideas from different perspectives to incorporate into their writing tasks</p>	<p>Records of individual student's learning log</p>	<p>Sep 2021 to Jun 2022</p>	<p>English Teachers PEEGS Core team (P.1, 5 & 6)</p>	
<p>Use Mathematics Learning Log to ask KS2 students to connect daily life examples and set up mathematical problems in order to make connections with mathematical concepts</p>	<p>70% of students make good use of the learning log by writing daily examples to make connections between experiences and mathematical concepts</p>	<p>Student Work</p>	<p>All Year Round</p>	<p>Math Teachers</p>	

Target 1 (Cont'd)

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy B: (Cont'd)					
Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators					
Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details					
Collaborators – able to give constructive feedback and receive feedback positively					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Develop P.4-6 students' ability in analyzing current issues from different perspectives through various thinking tools and create a habit of giving constructive feedback	70% students are able to differentiate facts from opinion in the elementary stage 70% students are able to generate ideas from different stakeholders 70% students are able to give constructive feedback with meaningful suggestions to help create a better world	Student work Teacher observation	All Year Round	GS Teachers	
New Dance Design Ask P.3 students to create new moves of a dance by trial and error through receiving peer feedback	70% of students are able to modify their dance move after teacher's or groupmates' feedback 70% of students can get inspiration from trial-and-error process	Teacher Observation	Oct 2021 to May 2022	P.3 PE Teachers	Positive Feedback Guideline WS
Project-based Artworks in KS2 To foster a culture of " redrafting " throughout the process so that students develop the habit to improve their work based on the feedback received	70% of students are able to redraft, modify or improve their work after receiving feedback from their teacher or groupmates	Teacher Observation and Student works	Apr to Jun 2022	VA Teachers	/
Develop Art Journaling habits in all levels Students make use of the art journal to record ideas in various forms (e.g. Visual Diary, Pre-task, Research, Sketch) to make connections and generate ideas for their artwork	70% of students can make connection between their art journals and artworks 70% of students get inspiration from their trial-and-error process	Student Work Teacher Observation	All Year Round	VA Teachers	Art Journal

Target 1 (Cont'd)

Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)

Strategy B: (Cont'd)					
Develop action-oriented experience through formal curriculum in which students play the roles as creators and/or collaborators					
Creators – able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details					
Collaborators – able to give constructive feedback and receive feedback positively					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Ask KS1 student to produce their own creative musical theatre performance as a group project	70% Students are able to plan, refine, modify and improve their performance throughout the discussion process with groupmates and teachers	Teachers' observation Verbal feedback from students	Nov 2021 to May 2022	KS1 Music Teachers	
iMaster Year-end Project In iMaster, students create a year-end project based on the topics they choose using their means of presentation, with group preparation and individual presentation	70% of students are able to connect the knowledge and skills learn to create their project from scratch 70% of students are able to take risks to create their project through trial and error 70% of students are able to collaborate with others to create and edit their presentation based on others' feedback	Teachers' observation Students' work	Apr to July 2022	All Teachers	
Horizons Fair Students will create game booths or exhibition based on the theme in iMaster through trial and error and peers' feedback	70% of students are able to create game booths through trial and error 70% of students are able to modify their game booths or exhibition based on teachers' and peers' constructive feedback	Students' work Teachers and guests feedback	Oct 2021 to Jan 2022	All teachers	

Target 2

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategy A: Design action-oriented experience which involves meaningful reflection based on relevant contexts					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
讀音訓練 加強 P.1-3 學生對中文詞語、句子及段落中的讀音訓練，以提升對詞匯、句子結構以致文章的脈絡認識與鞏固。P.1「詞語讀音」P.2「句子流暢」P.3「朗讀文章段落」	70% 學生能流暢讀出詞語讀音、句子流暢、朗讀文章段落	說話評估	Sep 2020 to Jun 2021	Chinese Teachers P.1-3	/
中文部首鞏固 加強 P.1-3 學生對中文部首的學習及鞏固，並把學習連結在生活中	70% 學生能在日常生活中找出相關的部首	在進展性評估中顯示 (Take Home FA，每 sem1-2 次，全年共四次)	Sep 2020 to Jun 2021	Chinese Teachers P.1-3	/
P.1 高效識字教學 根據教科書內容，並配以校本學習冊(高效識字)教授，以「主題識字、部件識字、配詞識字」等形式進行	70% 學生能從活動(如 kahoot, Quizlet)中掌握所學	從學生的課業工作紙中作評估。另預備有關練習於 kahoot，讓學生可在家練習以熟習字形結構	Sep 2020 to Jun 2021	Chinese Teachers P.1	高效識字學習冊
Sight Word Booklets Design school-based sight words booklets for P. 1 students in order to equip students with a solid bank of high-frequency words	70% of students are able to get the sight words part correct (able to spell and write) in their Dictation	Records of Dictation	Sep 2021 to Jun 2022	P.1 English Teachers	Sight Words Booklets (One per semester) Dictation Books
Writing Journal Develop a writing habit in students by providing them the opportunity to write regularly	70% of students demonstrated that they are more able to write fluently based on a given topic	Records of Writing Journal Teacher Observation	Sep 2021 to Jun 2022	P.1-6 English Teachers	Writing Journal
KS1 students self-reflect on learning progress using Mathematics Learning Log	70% of students make good use of the learning log to reflect on learning progress according to learning focus	Student Work	All Year Round	Math Teachers	
普通話大使活動 (小息)，大使利用不同教具引導學生玩朗讀遊戲和拼音遊戲	7 成普通話大使透過推廣活動提高普通話的表達能力	學生紀錄表 老師觀察	10 月-12 月 (P.3-P.6) 2 月-5 月 (P.1-P.6)	PTH Teachers	白板骰子,白板筆 學生專題研習 學生紀錄表 小禮物
晨早天氣報告 及 拍攝校園電視台影片介紹天氣報告內容及中國的氣候	7 成學生專心聆聽天氣報告及影片 7 成參與報告及拍攝的學生對說普通話更有自信	老師觀察 學生訪問	晨早天氣報告 (10 月-6 月) 拍攝影片 (9 月-12 月)	PTH Teachers	

Target 2 (Cont'd)

Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

Strategy B: Develop school-based curriculum by cross-subject collaboration and integration					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Collaborate with IT Panel to create Maths Games through Scratch in P.4	70% of students can enhance their numeracy and digital literacy through the collaboration	Student Questionnaire	Nov 2021 to Feb 2022	Math Panel & IT Panel	
Collaborate with Maths Panel to create Maths Games in which students learn through trial and error during the game creation process	70% of students can successfully create the Maths game through debugging	Observation of student performance	Apr 2022	All P.4 IT Teachers	

Strategy C: Develop school-based learning progression framework based on relevant contexts through building up a professional learning community					
Tasks	Success Criteria	Methods of Evaluation	Time Scale	PIC	Resources Required
Identify students' common mistakes in particular Maths topics and plan for teaching strategies to support students' learning processes during Collaborative Lesson Planning (CLP) Meetings (P.1-6)	Teachers of each level should be able to identify students' common mistakes in at least 3 modules	CLP record	All Year Round	Math Teachers	
Refine the progression framework of school-based IT /VA / RME curriculum based the trends and student needs	The progression framework is refined at the end of the school year based on student needs	Scheme of Work	Sep 2021 to Jun 2022	IT VA RME Teachers	

5. Staff Development Plan

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 Teachers' professional autonomy by providing a school-based reference for them to facilitate their own planning for CPD for choices

To address our *major concerns and continue with professional development as teachers, we commit to the Staff Development Plan as follows:*

A. Staff Wellness / Addressing Major Concerns A and B			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
23 Aug 2021	New Life 330 -- Mindfulness	All Teachers	Jockey Club & New Life Psychiatric Rehabilitation Association
25 Aug 2021	Compassionate Systems Framework	All Teachers	Jacob Martin and Catalyst Education Lab
28 Jan 2022	Positive Education – Character Strengths	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
12 May 2022	Catholic School Teachers' Day 2022	All Teachers	The Catholic Diocese of Hong Kong
Jan to Jun 2022	Various School Visits	Related Teachers	Ms. B. Lo Mr. W. Chau Ms. W. Tse
B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
19 Aug 2021	New Teachers' Induction	New Teachers: Ms. S. Lui Ms. N. Tsui Mr. I. Law	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Leung Ms. K. To Mentors: Ms. R. Li Mr. T. Lam Ms. V. Lui
1 Dec 2021 23 Feb 2022	New Teachers' Sharing Ignatian Pedagogical Paradigm	New Teachers: Ms. S. Lui Ms. N. Tsui Mr. I. Law	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Mentors: Ms. R. Li Mr. T. Lam Ms. V. Lui
C. Empowerment of Senior Teachers/Middle Managers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
28 Aug 2021	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Chow
23 Oct 2021	P.1-6 Student-Parent Day and P.5 SSPA Briefing	All Teachers P.1-6 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. A. Lam Ms. J. Leung Ms. C. Tsang Ms. A. Ng Ms. V. Lui Mr. T. Lam Class Teachers
23 Oct 2021	Exploring Compassionate Systems in Schools	Hong Kong Principals and Teachers	Ms. J. Leung

C. Empowerment of Senior Teachers/Middle Managers (Cont'd)			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
27 Oct 2021	Sharing on Coding Education	Teachers of Po Leung Kuk Dr. Jimmy Wong Chi Ho Primary School	Mr. T. Lam
7 Dec 2021	Sharing on English Curriculum and Blended Learning	Teachers of Diocesan Boys' School Primary Division	Ms. C. Tsang Ms. J. Leung Ms. J. Chow
13 Apr 2022	Cultivating Catholic School Ethos— A Whole-school Approach to Values Education at MPS	Students of Religious and Moral Education Diploma Course for Teachers, Caritas	Ms. B. Lo Ms. W. Tse Ms. J. Leung Ms. J. Chow
D. Preparing for School Development Plan 2022-2025			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
6 Dec 2021	Reflection and Envisioning with Panel Heads	All Subject Panel Heads and Panel Buddies	B. Lo, J. Leung, C. Tsang
15 Dec 2021	Reflection and Envisioning with Executive Committees	All EC Members	B. Lo, W. Chau, W. Tse
23 Feb 2022	Reflection and Envisioning with ALL Teachers	All Teachers	B. Lo, W. Chau, W. Tse, EC
22 Apr 2022	Consolidation of School Development Plan	All Teachers	B. Lo, W. Chau, W. Tse, EC
E. Teacher Capacity Building			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Oct 2021- Jun 2022	Professional Development Programme for the Special Educational Needs Coordinators (SENCO)	Ms. B. Leung	Education Bureau
11 Oct- 13 Nov 2021	Certificate in Professional Development Programme for Middle Management	Ms. C. Tsang	The Education University of Hong Kong
Nov 2021	The Use of Artificial Intelligence in App Inventor	All IT Teachers	Mr. G. Chan Mr. T. Lam
9, 10, 11 Dec 2021	HKERA- APERA International Conference	Ms. B. Lo Ms. W. Tse	The Chinese University of Hong Kong
Dec 2021- Jun 2022	Musical theatre trainings (10 sessions, 2 hours each) (Vocal, performance, dancing)	All Music Teachers	Ms. R. Li
14 Jan 2021	Workshop on the Implementation of the Vision and Mission of Religious Schools	Ms. B. Lo Ms. W. Tse Ms. I. Yau Ms. J. Chow	Catholic Religious Schools Council Rev. Stephen Chow Rev. Antonio Leung
19 Mar 2022	Retreat for Teachers	All RME Teachers	Catholic Religious Schools Council Rev. Joseph Chan
Mar, Jun 2021	J-Wel Week, MIT	TBC	Catalyst Education Lab & MIT
Mar 2022	MicroBits Fundamentals	All IT and GS Teachers	Mr. G. Chan
TBC	花牌紮作工作坊	All Chinese Teachers	TBC
TBC	Incorporating Drama Elements in developing students' reading and writing skills	P.1, 5, 6 Teachers	Ms. J. Leung Ms. C. Tsang

TBC	Implementation Experience sharing in PEEGS	All English Teachers	Ms. J. Leung Ms. C. Tsang P.1, 5, 6 Teachers
TBC	Drama in Education	Relevant Teachers	Ms. J. Leung
TBC	Pottery Workshop	All Teachers	Ms. C. Lau Mr. S. Li
TBC	Panel-based Teacher Development Programme	Panel Members	Panel Heads