

# MARYMOUNT SECONDARY SCHOOL

*Annual School Report 2020-2021*



# Contents

<b>Contents</b>	<b>1</b>
<b>A. School Vision and Mission</b>	<b>2</b>
<b>B. Features of MSS</b>	<b>3 – 19</b>
<b>C. Achievements and Reflections on Major Concerns</b>	<b>20 – 31</b>
<b>D. Learning and Teaching</b>	<b>32 – 39</b>
<b>E. Support for Student Development</b>	<b>40-44</b>
<b>F. Student Achievements and Awards</b>	<b>45-50</b>
<b>G. Financial Report of Government Funds and School Funds 2020 - 2021</b>	<b>51</b>
<b>H. Report on the Use of Government Grants 2020–2021</b>	<b>52-53</b>
<b>I. School Development Plan 2019 - 2022</b>	<b>54</b>



*Appendix 1 : School Organisation Chart (2020-2021)*

*Appendix 2 : Pastoral Care Programmes Composite Schedule (2020-2021)*

# Marymount Secondary School

## A. *School Vision & Mission*



Our 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 educate our students so that

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



## B. Features of MSS

### 1. Brief History

Our school is a well-established government aided school with a long history and fine traditions. It was founded by the Maryknoll Sisters from the United States in 1927. In 1978, the sponsorship was handed over to the Columban Sisters from Ireland. In 1996, the sponsorship of the school was transferred to the Christian Life Community (CLC), an international Catholic lay community associated with the Society of Jesus. The CLC has pledged to preserve the same school spirit, foster the fine traditions and continue to provide an all-round education to students of the school. Under the same sponsorship is Marymount Primary School (MPS), our feeder school.

### 2. School Culture

We provide a broad and balanced curriculum and an environment conducive to enhancing students' language competence, particularly English. Not only are we strong in the development of a culture of creative arts, we also had an early start in the development of an Information Technology culture and students are able to enjoy a wide range of creative arts and IT in teaching and learning. We have well-established leadership training, service programmes and extra-curricular activities for our students. In pastoral care, we attach great importance to values education and student formation.

### 3. Class Structure

#### Class Structure of Secondary 1 - 6

	A	B	C	D
S6				
S5		Senior	Secondary	
S4				
S3				
S2		Junior	Secondary	
S1				

Number of classes at each level

There are four classes in each level, from S1 to S6. Under a symmetrical structure, once admitted to the school in S1, students are able to enjoy 6 years of schooling until S6.

#### 4. School Campus

Since the completion of the School Improvement Project in October 2006, special rooms in the main building as well as the new annex have been refurbished and their facilities upgraded to support teaching and learning activities of the different Key Learning Areas (KLA). These include the following:

**Special rooms and facilities in the New Annex:**

<b>Science KLA:</b>	Biology Laboratory Chemistry Laboratory Physics Laboratory Integrated Science Laboratory 1 & Laboratory 2
<b>Physical Education KLA:</b>	Ball Court Covered Playground Gymnasium
<b>Aesthetic Education KLA:</b>	Visual Arts Room
<b>Others:</b>	Conference Room Multi-media Learning Centre

**Special rooms and facilities in the Main Building:**

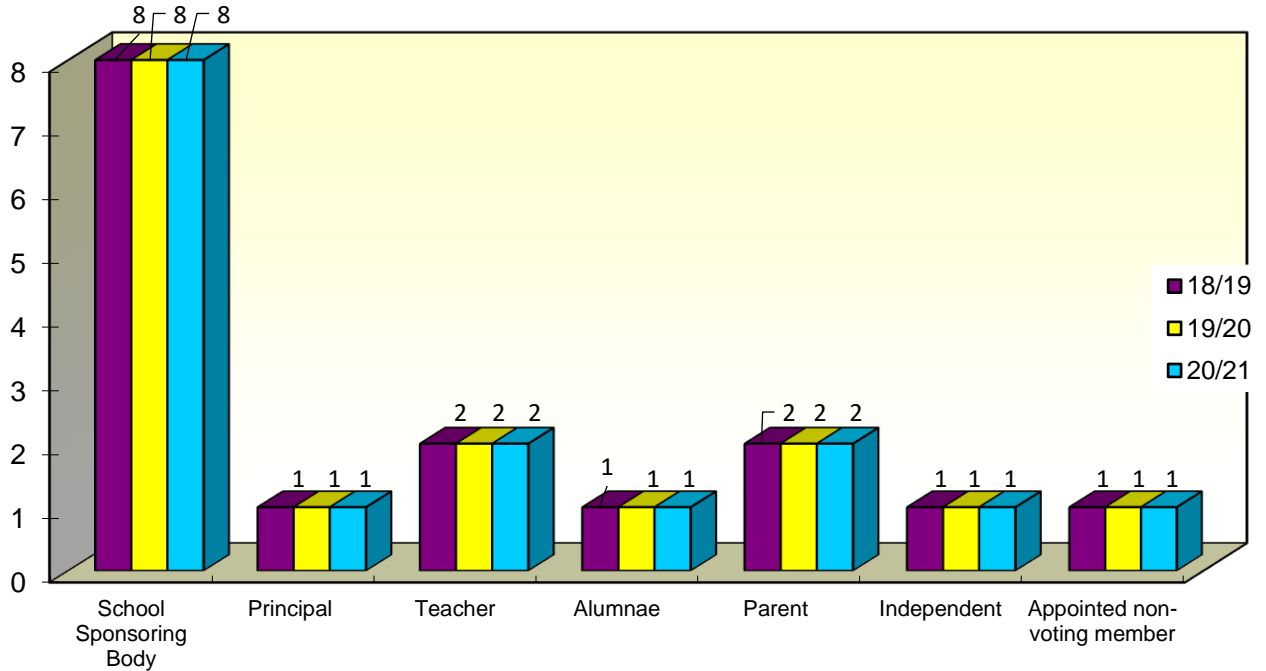
<b>Humanities KLA:</b>	Geography Room
<b>Technology KLA:</b>	Campus TV Room Computer Room IT Laboratory LEAD Room Technology & Living Room
<b>Aesthetic Education KLA:</b>	Music Room Music Store Room
<b>Others:</b>	Career Guidance Room Classrooms for split-class teaching Classroom for SEN English Room Interview Room Multi-purpose Hall St. Ignatius Room (Multi-Purpose Room) Student Activity Centre

As a result of the reduction in the number of classes under the New Senior Secondary Academic Structure, the school management was able to review and reorganize room usage in the campus after the double cohort year (2012). In the summer of 2014, the Staff Room and Staff Lounge were relocated to the West Wing of the fourth floor so as to provide a better working environment for the teaching staff. The vacated Staff Room and Staff Lounge were converted into a Multi-Purpose Hall and a classroom respectively. At the same time, a Multi Media Learning Centre was made available in the New Annex and the Long Room has been renovated and equipped with computer facilities to support independent group or individual learning. The above IT provision will continue to facilitate the development of eLearning in the coming years. The IT infrastructure of MSS was revamped in 2014. Through the financial support from the school management, the school was rewired with the most up-to-date networking equipment, and more than 70 WiFi access points were installed throughout the entire school campus. The new installation with the newly acquired mobile devices do not only enable students to be self-directed learners, but also encourage them to take more initiative in their learning.

## 5. Composition of Incorporated Management Committee (IMC)

The IMC consists of representatives from the sponsoring body, the teaching staff, parents, alumnae, an independent manager and the Principal.

**Composition of the Incorporated Management Committee (IMC)**



### Members of the IMC 2020-2021

#### Members

Dr. Éadaoin K.P. Hui  
 Fr. Seán Ó Cearbhalláin, S.J.  
 Mrs. Jennie Chor  
 Ms. Barbara Chan  
 Ms. Sonya Chan  
 Mr. William Chu  
 Ms. Monica Ip  
 Miss Julie Yip  
 Mr. Albert Chan  
 Ms. Catherine Fong  
 Ms. Alice Kong  
 Ms. Kitty Cheung  
 Mr. Kyle Chan  
 Mrs. Kitty Leung  
 Ms. Daphne Ho  
 Ms. Brenda Lo  
 Ms. Asha Sharma

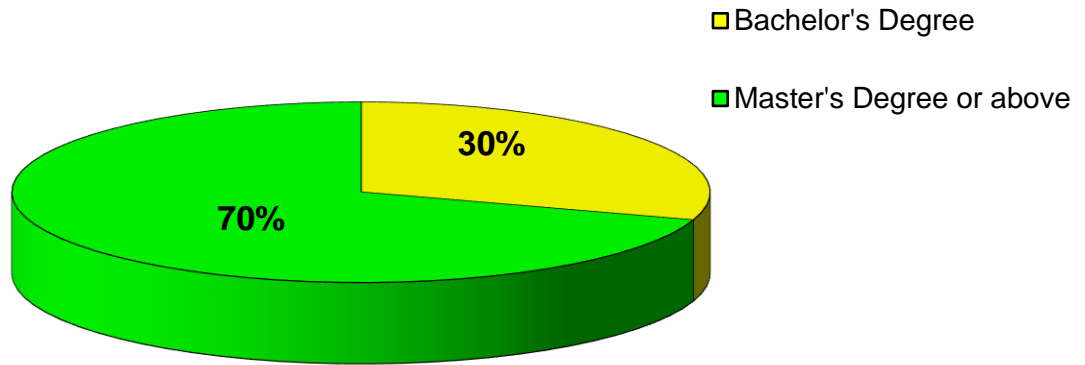
#### Representing

School Sponsoring Body Manager  
 School Sponsoring Body Manager  
 School Sponsoring Body Manager  
 School Sponsoring Body Manager  
 School Sponsoring Body Manager  
 School Sponsoring Body Manager  
 Alternate School Sponsoring Body Manager  
 Independent Manager  
 Alumna Manager  
 Parent Manager  
 Alternate Parent Manager  
 Teacher Manager  
 Alternate Teacher Manager  
 School Principal (MSS)  
 School Principal (MPS) Honorary Manager  
 Honorary Legal Advisor

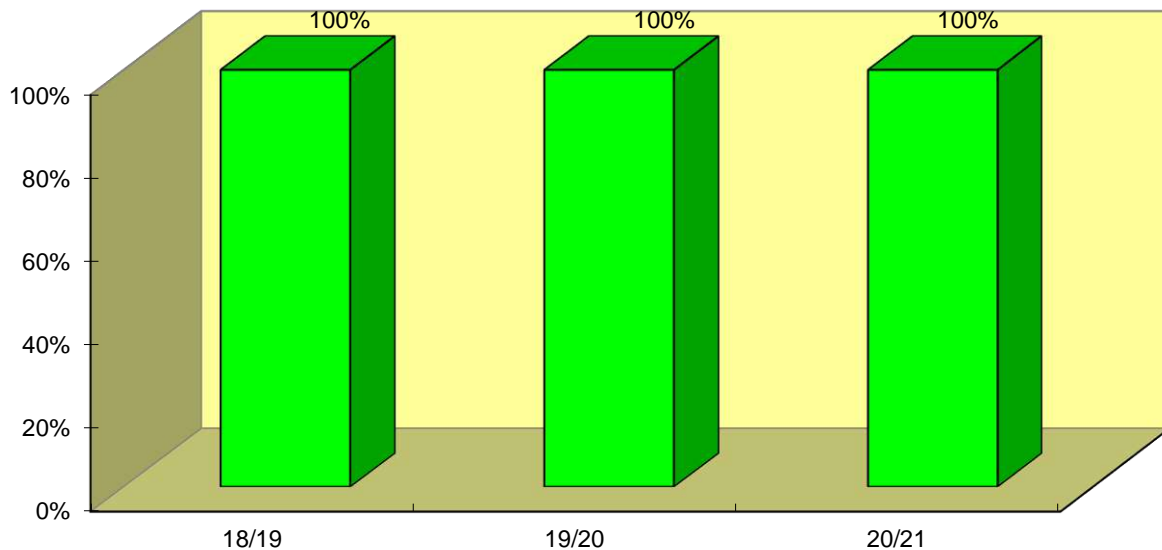
## 6. Our Teachers

On our staff establishment, we have a total of 46 teachers. In addition, 6 full-time and 2 part-time teachers were appointed under the EDB special grants.

**Highest Academic Qualifications attained by Teachers  
on the Staff Establishment 2020-2021**

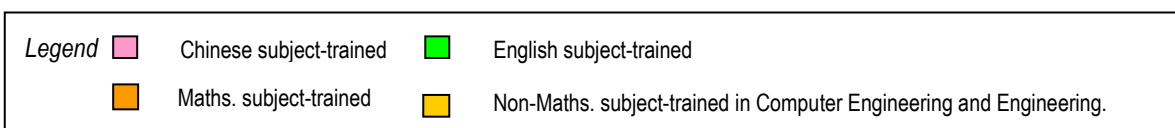
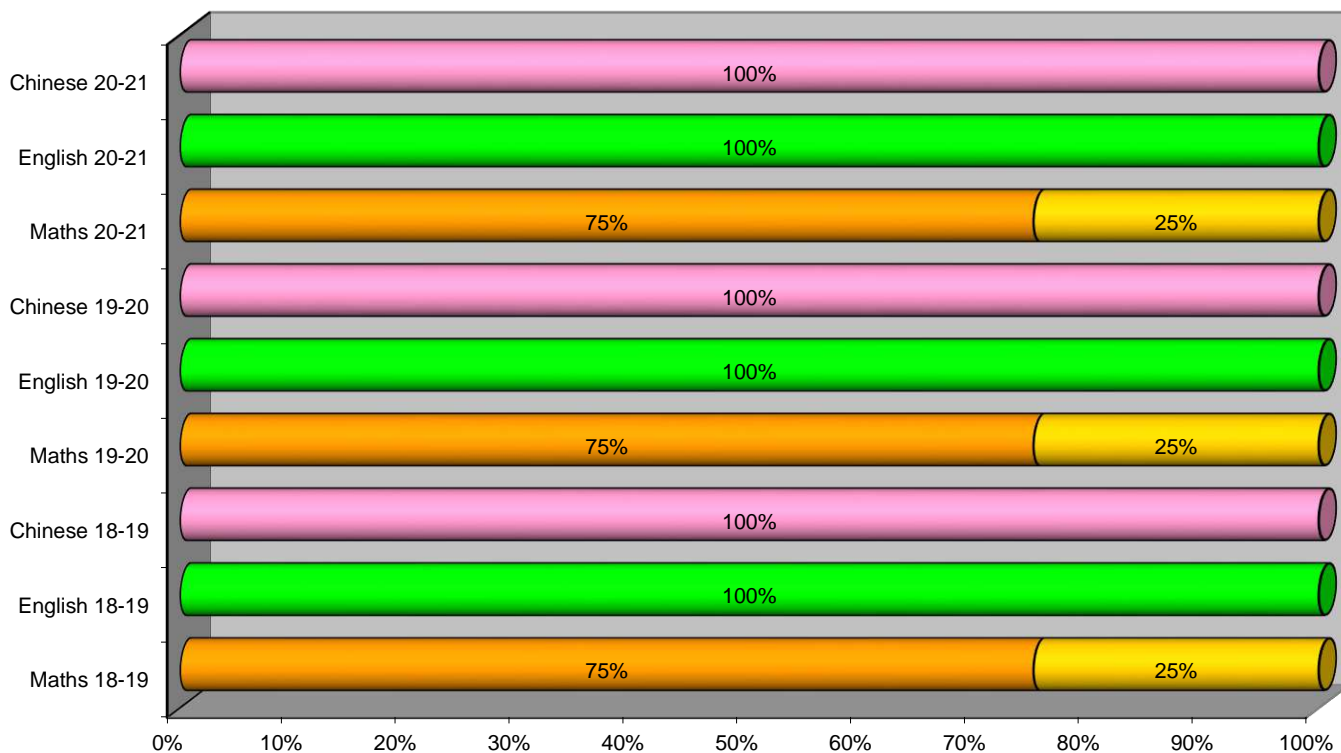


**% of Professionally-trained Teachers on the Staff Establishment**

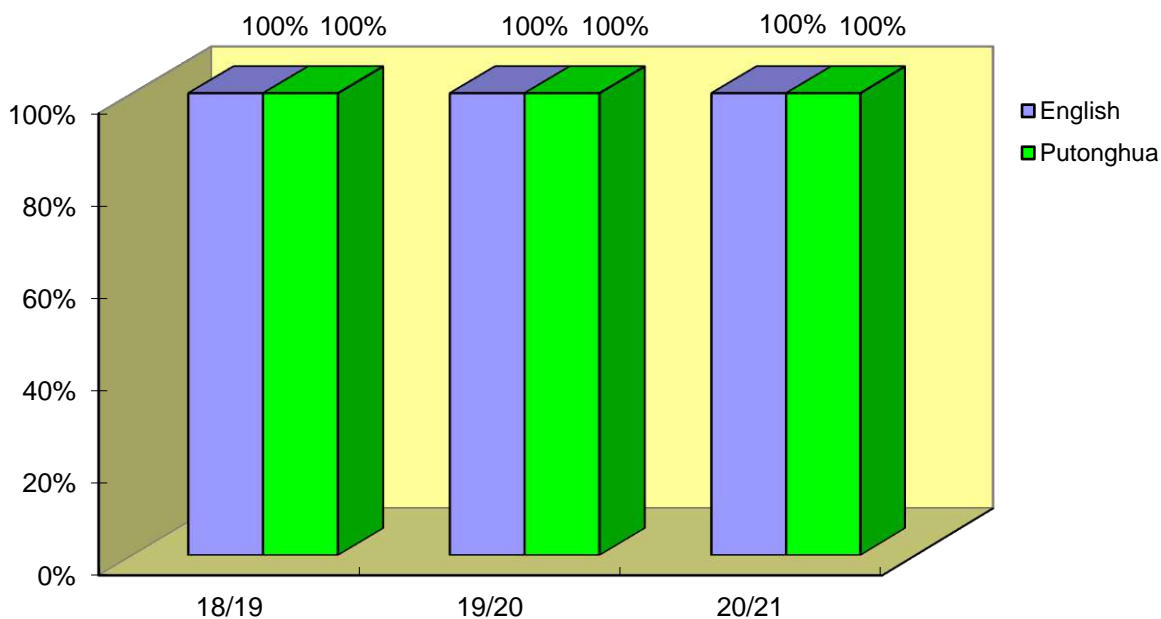




### % of Subject-trained Teachers on the Staff Establishment in the Core-three Subjects

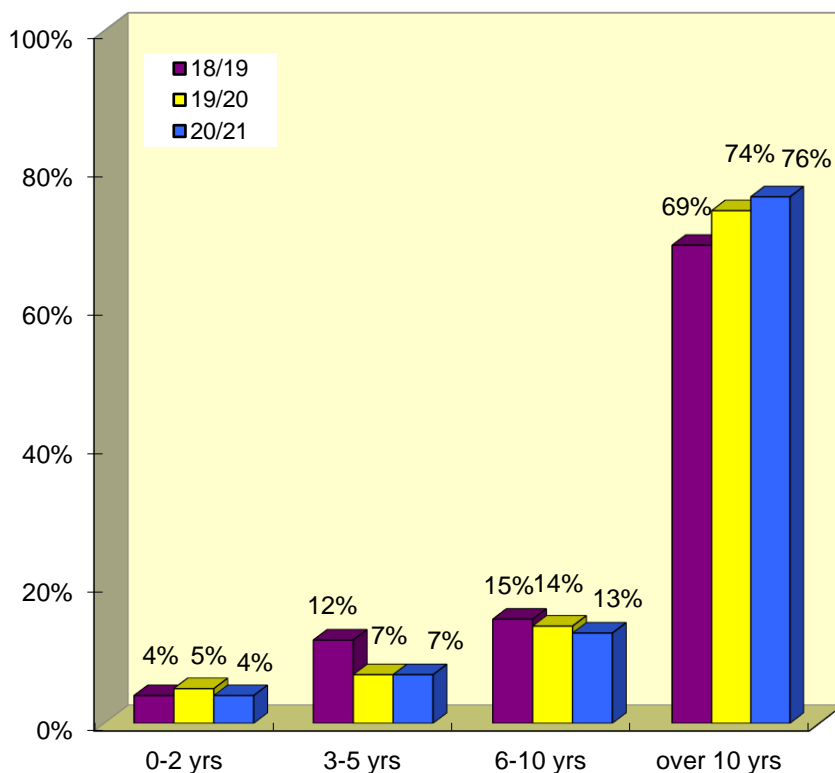


### % of Teachers on the Staff Establishment meeting the Language Proficiency Requirement (LPR)



In line with our aim to cultivate students who are truly bilingual and fluent in English, Cantonese and Putonghua, all language teachers in our school meet the Language Proficiency Requirements for teaching English or Putonghua.

### **% of Teachers on the Staff Establishment with the stated years of Teaching Experience**



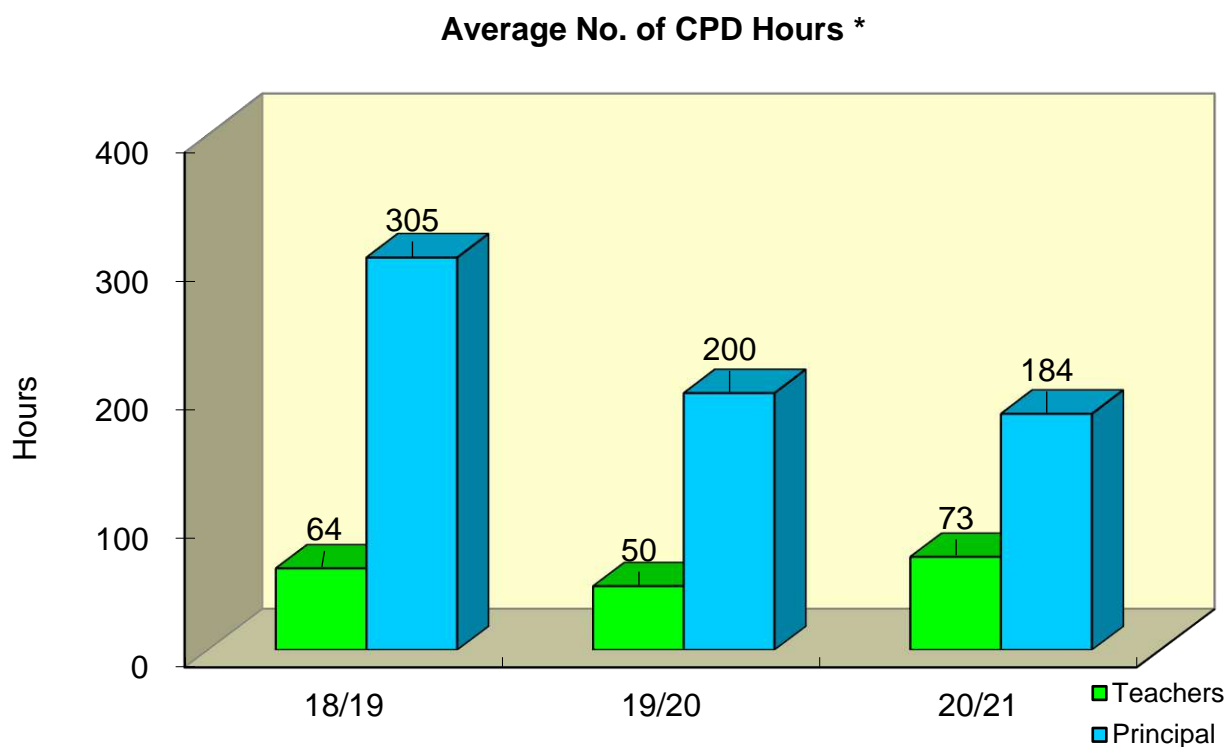
### **Staff Continuous Professional Development**

The school is committed to fostering a culture of teachers' continuous professional development (CPD), stepping up capacity building of all members of staff to bring about school development and improvement.

Full support is given to teachers engaged in CPD by appointing additional staff with the Teacher Relief Grant so that teachers would not be overburdened by substitution duties resulting from CPD. Information of relevant professional development programmes is posted up for staff information and circulars from the EDB with the latest programmes information are also forwarded to staff through email.

## Summary of CPD of Principal and teachers

The Principal was engaged in 184 hours of CPD while the average number of CPD of teachers (excluding the Principal) was 73 hours, which was higher than the average of 50 hours per year as recommended by the EDB.



\* The average number of Continuous Professional Development hours per year recommended by the Education Bureau is 50.

## Staff Professional Development

SDD	Date	Programme
SDD 1 - Zoom	27 Aug 2020 (a.m.)	Youth Mental Wellness Speaker: Dr. Elisabeth Wong
SDD 2 - Zoom	31 Oct 2020 (a.m.)	CEL Joint-school Staff Development Programme Theme: Change and Constancy
SDD 3 - face-to-face	26 March 2021 (Whole-day)	a.m. session: Crisis Management Drill Facilitator: Ms. Synni Wong p.m. session: workshops by UrbanPlan Institute, CEL & MSS Teachers

### **Staff Development Day 1**

Date: 27 Aug 2020

Time: 9:00a.m. – 12:00 noon

Format: Zoom

Facilitator: Dr. Elisabeth Wong

#### **Objectives:**

Dr. Elisabeth Wong, who is a Psychiatrist, was invited to conduct the talk which aimed at increasing teachers' awareness and understanding of youth mental health problems, as well as facilitating them to early identify students with problems. Dr. Wong first introduced different types of problems, their symptoms and factors affecting youth mental health problems. This was followed by case studies.

### **Staff Development Day 2**

Date: 31 October 2020

Time: 8:00a.m. – 12:30p.m

Format: Zoom

Theme: Joint-school Staff Development Day – Change and Constancy

#### **Objectives:**

The Catalyst Education Lab organized the joint school staff development day for Marymount Secondary School, St. Paul's College, St. Stephen's Girls College and Logos Academy. The objectives of the programme were as follows:

- To facilitate teachers to explore and understand the ways to adapt to the changes in the education sector after the Covid-19 pandemic
- To provide opportunities for teachers to experience hands-on and active learning fostering their skills and mindset in implementing new learning strategies and practices
- To promote mutual understanding and collaboration between partner schools

Professor Kai-ming Cheng who is the Professor Emeritus of HKU together with Professor Justin Reich who is the Director of MIT Teaching Systems Lab were invited to deliver their keynote speech on 'Change and Constancy' in Education after the Covid-19 pandemic. Teachers from the four schools then participated in 2 workshops selected based on their needs and interests.

### **Staff Development Day 3**

Date: 26 March 2021

Time: 8:00a.m. – 4:00p.m.

Format: Face-to-face

Venue: MSS

#### **Objectives:**

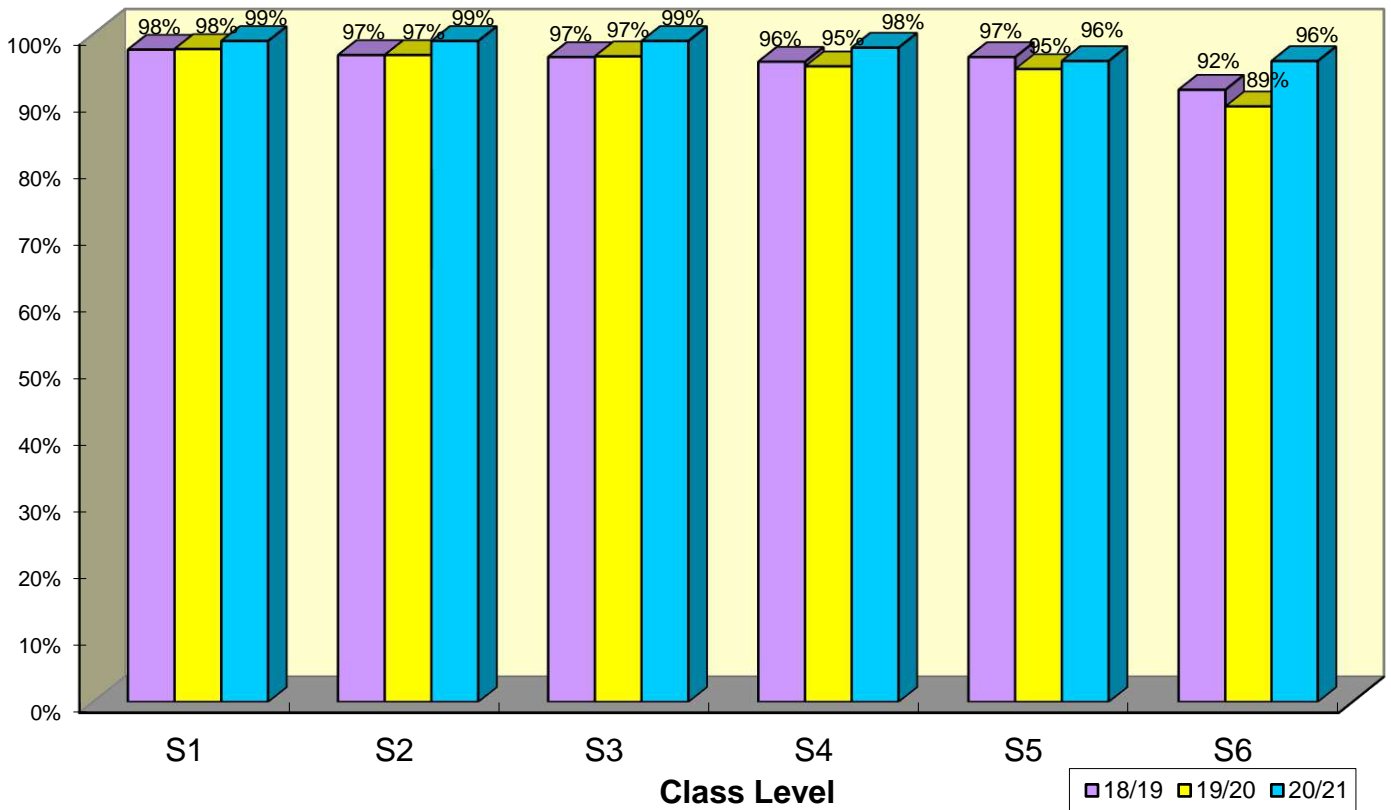
The Staff Development 3 was a whole-day programme consisting of two parts. In Part 1, a Crisis Management Drill was conducted by Ms. Synni Wong, the school-based educational psychologist. Through two case studies and role play, teachers were guided to understand the procedure and roles of different parties including HRs, subject teachers, members of the Critical Incident and Crisis Management Team in responding to crisis in school.

In Part 2, two parallel sessions were conducted to empower teachers to plan and implement learning activities responding to Major Concern 1: to empower and motivate students to become learners with initiative. Facilitators from the Urban Plan Institute and Catalyst Education Lab were invited to conduct the workshop enabling teachers to learn through problem-based learning activities and different thinking routines respectively. All teachers were assigned to attend one of the two sessions according to their professional needs.

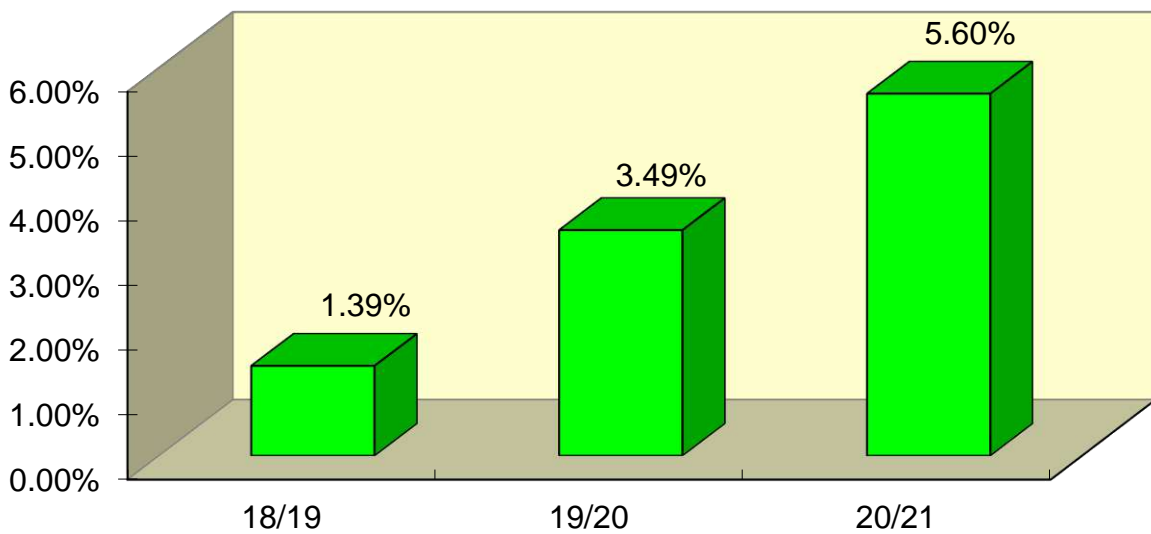
## 7. Our Students

678 students were enrolled in the school in September 2020. The majority of S1 students were from MPS, our feeder school.

### Student Attendance



### % of Early Exit Students

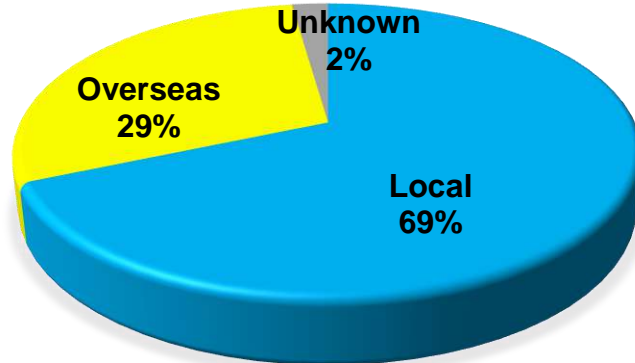


Over 76% of students who withdraw during the school term continue their studies overseas.

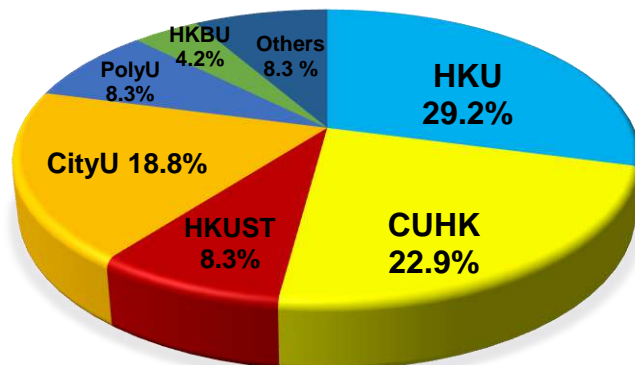


The following is the summary of students with JUPAS offers:

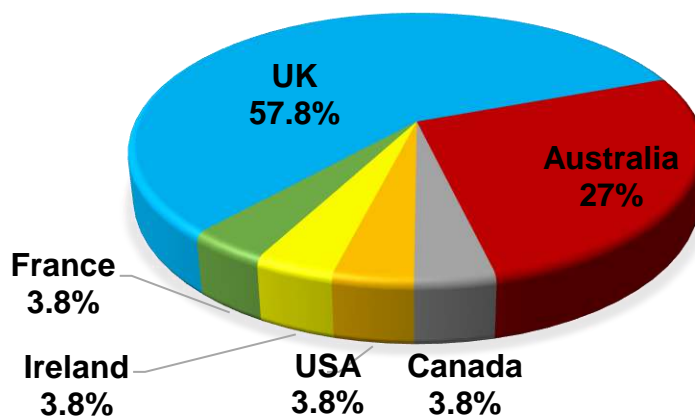
### DESTINATION OF S6 GRADUATES (2020-2021)



### ADMISSION TO LOCAL UNIVERSITIES S6 GRADUATES (2020-2021)



### DESTINATIONS OF S6 GRADUATES STUDYING ABROAD (2020-2021)



## The Student Council

The Student Council serves as a bridge between students and the school. It offers training in leadership and an opportunity to serve. Through different activities, it hopes to develop the talents of students and make school life eventful, meaningful and memorable for all. Activities held in the year included the following:

### The Student Council Calendar of Events 2020-2021

Date	Event
August 2020	<b>S1 Orientation</b> SC Officers prepared an online slideshow and an online video to introduce the different aspects of school life to the pre-S1 students over a Zoom meeting.
September 2020	<b>Opening School Liturgy and Inauguration of Student Leaders</b> The Student Council chose “a Heart in a Lightbulb” as their symbol. The Student Council represented the heart to pump blood, that is passion, to the students of Marymount by organising events to stimulate students’ potential. The SC hoped to be the place where students would be able to discover their capabilities and leave their indelible marks on students.  <b>SC Orientation Day</b> In addition to leadership and teamwork skills, participants acquired the knowledge and skills for their positions of responsibility as they prepared for their annual for orientation day.  <b>DSE Sharing</b> This was a sharing by MSS graduates about their DSE experiences and how they prepared for the DSE.
October 2020	<b>Clearance Sale</b> A sale of products designed by previous Councils was held for students who needed an extra supply of stationery. S1 students and other students new to the school found the products very attractive.
December 2020	<b>Mega Sale</b> Products designed by the Council of this year were sold to students at reasonable prices. Students were enthusiastic about the products and some products were sold out very quickly.
March 2021	<b>SC &amp; RAC Good Samaritan Lunch “Gratitude”</b> This was organized to help students be grateful whether they have little or much.

Date	Event
May 2021	<p><b>Appreciation Week</b>  The Student Council took the lead in expressing gratitude to teachers, staff and students of MSS. A series of activities for students and teachers cumulated in a Special Appreciation Assembly. Student representatives presented little gifts, which were specially designed personalized wooden candle holders, to teachers.</p>
June 2021	<p><b>SC Evaluation Day Camp</b>  In addition to reflecting on and sharing their valuable experiences as student leaders, students evaluated activities of this year and came up with new suggestions for the following year.</p>
July 2021	<p><b>Talent Quest “Apophenia”</b>  The expression originated from Germany meaning “the tendency to perceive a meaningful connection between different people”. Talent Quest is the time to bring about connections between people who are passionate about their dreams and giving them a chance to achieve their dreams. Over the years, Talent Quest, the highlight of SC events, has been the perfect occasion for the discovery of talents and showcasing students’ potential.</p>

## **8. Our Partners in Education**

### **The MSS Alumnae Association (MSSAA)**

The MSS Alumnae Association was set up in 1950 and the school enjoys very strong ties with her alumnae. This year, the Executive Committee members of the MSSAA, under the leadership of Ms. Anna Lisa Lee met to plan and organize various activities to strengthen the bond among the alumnae and between the alumnae and the school.

Due to COVID-19, the plan for the MSSAA's regular events were greatly disturbed last year. The Christmas Lunch and Easter Egg Hunt, which could have given alumnae the opportunity to visit the school and meet up with their classmates as well as their teachers and principals, were cancelled. Due to the government restriction, the Welcome Lunch for the S6 Graduates was also called off. To show support to the S6 students, the MSSAA prepared a souvenir for each graduate.

In order to connect with the alumnae during this challenging year, the Executive Committee organised two virtual workshops on "Mindfulness" which were facilitated by Dr. Elisabeth Wong, an alumna of our school. In the workshop, participants could develop a deeper understanding of the importance of well-being and experience the power of mindfulness exercises.

The MSSAA also plays an active role in raising funds for the MSS Alumnae Association Educational Trust which generously offers scholarships to students as well as funded the employment of a Media Consultant.

### **Marymount Professionals**

Marymount Professionals is an initiative jointly launched by Marymount Primary and Secondary Schools to establish a means of connectivity and provide a platform for our alumnae in different professions to meet and share their experiences, explore possibility of service for the community, and share ideas and resources during activities within each professional chapter as well as annual joint gatherings.

With a history of over 90 years, its rich tradition and own unique culture, Marymount's vision and mission has always been to provide quality education and formation of young people to be leaders with integrity, wisdom, care, love, compassion for others and with others. The introduction of this initiative will also allow our students opportunities to learn and receive guidance from their big sisters to enable them to make informed choices in life as they pursue further education in their preferred career.

Whilst this initiative started with seven chapters: Education, Events and Entertainment, Finance and Accounting, Government and Statutory Bodies, Legal, Medical, Real Estate, the Schools hope to include further chapters as Marymount Professionals matures.

This year, an All Chapters' Gathering was held virtually on 28 November 2020. In the meeting, members in the Medical chapter were invited to share on the following topics under the theme "*Facing/ Fighting COVID-19 with Wisdom and Compassion*":

- Eye care during the COVID-19 pandemic
- How traditional Chinese medicine helps you stay fit and healthy this winter
- Let's talk about flu vaccination and body immunity

Participants found the sharing very informative and especially helpful when every one has been suffering under the threat of COVID-19. It was hoped that the pandemic would end soon such that members would be able to meet face-to-face again in the coming year.

## **The MSS Parent-Teacher Association (MSSPTA)**

The school has always been blessed with a dedicated and enthusiastic PTA Executive Committee and a group of very supportive parents. This year, under the leadership of Mrs. Brenda Koo, the PTA has again succeeded in bringing parents, students and the school closer through the many activities organized.

The activities included:

- a) Annual General Meeting
- b) Parent-Manager Election
- c) Christmas Celebration – Distribution of Christmas Gifts and Hampers to Staff and Students
- d) 4 sessions of Values Education Workshops
- e) Participation in the Teacher Appreciation Programme of the school and Distribution of Gifts to Teachers
- f) Professional Business Ethics Seminar for Secondary Students & Parents
- g) PTA Reading Scheme
- h) Post-exam Activities:
  - S2 Yoga Class and Hip Hop Class
- i) Joint MPS-MSS Virtual Games Day
- j) Two issues of the PTA Newsletter

A series of four stimulating Values-education Workshops held between March and May 2021 was the result of the joint effort of the Parent-Teacher Associations of four schools. This year the MSS PTA joined hands again with the Wah Yan College (Hong Kong) PTA, Pun U Wah Yan Primary School PTA and the Marymount Primary School PTA. They were able to invite many distinguished speakers, for example, Dr. Yu Tak Shun, Fr. Thomas Leung, Dr. Elisabeth Wong, Miss Carol Au Yang and Mrs. Maria Lam, who provided very useful guidance to parents on helping children develop values and attain all-round development.

Furthermore, this year a seminar, “Professional Business Ethics Seminar for Secondary Students & Parents”, was organized by the Hong Kong International Institute of Educational Leadership and co-organized with the PTAs of MSS, St. Joseph’s College & Wah Yan College, Hong Kong.

All the activities celebrated the partnership established between the school and parents in the past twenty years. The PTA of MSS has become a symbol of passion, dedication, appreciation and collaboration.



## C. Achievements and Reflections on Major Concerns

### Introduction

This is the second year of the School Development Cycle 2019-2022. Major Concern 1, Major Concern 2 and the Six Core Values of MSS Graduates were the fruits of several rounds of rigorous evaluation and discussion among stakeholders, involving staff members, students and parents in 2018 – 2019. This year, the MC1 and MC2 and the six Core Values were further discussed and aligned in greater depth at the Academic Committee and Student Formation Committee meetings, during which strategies and success criteria were refined accordingly.

In order to make our students aware of Major Concern 1 and Major Concern 2, these were printed in the School Diary and presented to all at the First School Assembly in September 2020. For parents, the Major Concerns and the Six Core Values were presented to the PTA Executive Committee at the first meeting in October 2020 and introduced to all parents in the First Issue of the PTA Newsletter in February 2021. The PTA was invited to support and organize activities relevant to the Major Concerns and integrate the Six Core Values into PTA activities and workshops.

The following is a summary of our achievements and reflections:

#### Major Concern 1

To empower and motivate students to become LEARNERS with INITIATIVE

#### *1.1 Cultivate Higher Order Thinking Skills (HOTS) through the formal and informal curriculum*

#### Achievements

Subject panels conducted panel meetings in August and September to review and revise their *Strategy Grids*, *Programme Plans* and *Schemes of work* for more effective dissemination and integration of Higher Order Thinking Skills (HOTS). They met again in January and June/July to evaluate their achievements using the *Success Criteria* that they have developed for their own programmes, and reviewed their programmes to refine strategies and included new ones to sustain good practices. Through these sessions, teachers developed greater competence and confidence in designing and implementing activities which cultivate HOTS among students.

Ten teachers joined the online programme of “Teaching Students to Ask Their Own Questions” organized by the Right Question Institute of the Harvard Graduate School of Education to further fine tune their capacity in formulating HOTS questions and enhancing students to propose and fine-tune inquiry questions for exploration. Based on the nature of their subject, they incorporated various means to enhance interactivity within the classroom and HOTS. For example, learning activities like Think/Pair/Share, Jigsaw Learning, Case Studies to increase students’ engagement and participation. With the continual school suspension and the online learning, subject panels and teachers were required to adapt and think creatively to design their lessons. In addition to Zoom, strategies like flipped classrooms for pre-lesson preparation, collecting real-time online responses electronically through platforms like Google Form or Kahoot!, and making use of Learning management systems like Google Classroom, and conducting discussion sessions using Zoom Breakout rooms were employed. Moreover, subject panels also designed suitable blended learning modes to allocate real-time lessons and online lessons in a mode that is most suitable for the nature of the subject and the characteristics of our students. For example, real-time lessons were allocated for experimental work in science subjects, oral practice in languages and group discussions in humanities subjects, whereas Zoom lessons were arranged for knowledge and concept consolidation. These were further supplemented with other online resources such that students could further reinforce their learning in their own time.

For S1 & S2, to supplement the reduced learning opportunities and further develop students’ generic skills, specially designed HOTS programmes were arranged during the Post-Exam period. In S1, there was the Poverty Simulation Game and the Workshop on Classical Chinese. In S2, there was the Sociology Game, which was like a card-board game and had students looking for the murderer in a game. They also had a Workshop on Word-Character Creation. All these programmes targeted authentic learning, higher order thinking skills, creativity as well as a sense of social responsibility.

A *Writer’s Talk in Chinese* for S1 was held during Post-Exam Activity sessions to introduce students to a wider range of reading materials and to develop *Reading across the Curriculum*. Students were encouraged to read non-fiction during Reading Time to develop HOTS and to become self-directed learners.

## **Evaluation and Reflection**

While all Subject Panels incorporated the essence of Major Concern 1 in their Strategy Grids, Programme Plans and Schemes of Work, and designed Success Criteria for the evaluation of their achievement and success, there is a greater coherence between the results of their evaluation and the refinement of strategies in the second year of our School Development Plan. In addition, the development of HOTS, interactive classroom and questioning techniques have been more focused and aligned as there is a better common understanding among these concepts for the school. The school will continue to explore suitable HOTS and questioning strategies programmes to further tap our students' potential.

Through various learning skills programmes, students were guided to practice HOTS. In S3, there is an increase in the APASO Learning Competency in the subscale of Critical Thinking & Problem Solving. For S4 & S5, there is an increase in the APASO Independent Learning Capacity like Academic Affect, Goal Setting and Strategic Help Seeking when compared to the previous year. With the full resumption of school unlikely in 2021-2022, the school shall further evaluate and refine the implementation of online learning, and to further explore changes in curriculum, pedagogy and assessment to cater for blended learning. Such changes can also align with equipping students with suitable skills which are essential to develop them into self-directed and life-long learners.

## ***1.2 To maximize learning opportunities for students to apply and practice the skills as self-directed and reflective learners with 21<sup>st</sup> Century Competencies***

### **Achievements**

For S2, LEAD+ has always been our school-based STEAM programme which is specially designed to incorporate Design Thinking, Empathy, Creativity, 3D-Printing, Makey-Makey and other technologies. Every year, students will pitch their work to their fellow-classmates and S1 students in a Showcase during the Post-Exam period. While the full version of LEAD+ again could not be completed due to the school suspension, students managed to incorporate the Makey-Makey gadgets into their Musical Creation as their final presentation. In S2, the Integrated Science department also conducted the ‘Race to the Line’ Programme. Through a workshop, students first learnt about aerodynamics, and then made use of the knowledge to research, design and build their first model rocket cars for a school-based competition.

For S3, the Computer Panel incorporated the CUHK Jockey Club AI for the Future into the 2nd term. Students learnt the basics of machine learning and created their first AI model on the google platform Teachable machine. In addition, S3 students had a session during PEA in which they learnt more on machine control, and had a hands-on session of controlling a robotic vehicle and a drone. S3 students were involved in a Collaborative Research and Development (“SEED”) Project in their English lessons to devise an online social marketing strategy to promote an environmentally friendly project. This also involved developing their communication, design thinking and STEAM skills.

In terms of cultivating our students to be reflective, many subjects require students to incorporate reflection in their learning progress systematically, for example, requiring students to keep a portfolio or a log of work, which students and teachers review and keep track off on a regular basis.

### **Evaluation and Reflection**

Although there was still disruption of school during the pandemic, the school managed to implement a number of activities which allowed room for self-directed learning. These activities allow autonomy for students to unleash their creativity in the process. In addition, with enhanced ownership, students enjoyed the process more.

For next year, Design thinking under SEED will be further expanded to other levels in the English curriculum. Not only will it provide a more authentic and fun means to learn English, the collaborative lesson preparation provides excellent opportunities for teacher professional development. The computer panel will start the IT Innovation Lab in Secondary School next year. A learning platform for all S1 & S2 students will be provided to allow

students to learn more about the operational skills of AR Digital Media (VR) and Drones. Also, to supplement other school-based programmes, the school will continue to tap external resources, to conduct suitable workshops or activities to further develop our students through both STEAM and Entrepreneurial Education.

### ***1.3 Extend learning beyond the classroom through school-based programmes, joint-school programmes and inter-school competitions***

#### **Achievement**

Unlike in pre-COVID days, various study tours and excursions could not be organized due to the pandemic. Towards the end of the academic year, with the school resumption and the pandemic situation improving, we managed to catch up with some learning activities.

For field trips, S5 Biology managed to go to Hoi Ha Wan in March, while the one for S4 needed to be cancelled. The usual Field trip for Geography S4 & S5 students was replaced by an online one. The Visit to the Dr. Sun Yat-sun Museum was replaced by a Talk on ‘Dr. Sun Yat-sun & Hong Kong’ and a Francis Stafford's Photo Exhibition on 1911 Revolution in China. Two specially-designed workshops were arranged during PEA for NCS students to better understand and appreciate Chinese Historical and Cultural aspects.

With the help of the Urban Plan Institute, an Urban Plan Workshop was conducted for the S1 and S4 students during PEA. S4 had the full version of the realistic, interactive team challenge in which students learnt about the fundamental forces that affect urban regeneration through a goal-oriented role play activity. S1 had a simplified version in which students could experience the gist of the programme. While the activities were conducted by our teachers, the ULI instructors and other industry professionals provided constructive comments in the judging round.

Besides, around 20 S4 students were selected to join the pull-out gifted programme conducted by a HKU lecturer on “Scientific Investigation on Making Edible Drinking Straws” during PEA. S5 BAFS students participated in a virtual talk on “Life Stage Financial Planning” organized by Citibank and the Investor and Financial Education Council in March.

For competitions, due to the pandemic, quite a number of competitions were either cancelled or modified to an online mode. Still, our students did very well in various competitions. One team of S4 students won the Enactus Social Innovation Challenge 2021. In the International Biology Olympiad - Hong Kong Contest 2020 and Hong Kong Biology Literacy Award 2020/2021, students won both individual awards and school awards. Our

NCS students were also active in joining and winning a number of awards in the Non-native categories in the Chinese Language Festival.

## **Evaluation and Reflection**

The school will continue exploring suitable activities to complement classroom teaching with activities outside the classroom. Hopefully the pandemic can be over in 2021-2022 and the situation can become more normal such that overseas excursions and other activities can be conducted as normal. In the meantime, the school will continue to explore local learning opportunities e.g. field trips, visits, which can provide similar opportunities for students to learn outside the classroom.

### ***1.4 Teachers are equipped with the knowledge, skills and experience for Higher Order Thinking Skills and STEAM & Entrepreneurial Education***

#### **Achievement**

On-going professional development enhances staff capacity and provides teachers with relevant knowledge and skills for current educational development. Ten teachers joined the Harvard Graduate School of Education online programme of “Teaching Students to Ask Their Own Questions” organized by the Right Question Institute of the Harvard Graduate School of Education to respond to our strategies of questioning in our Major Concerns.

*The CEL MIT Professional Development* Tour was in its 4<sup>th</sup> year. The October and March J-WEL programme was switched to a completely online mode, which allowed more teachers to join the sessions. In June, CEL managed to conduct a one-week J-WEL session in a local setting together with another school. Our group of 5 teachers joined the session and experienced portfolio and progress marking. Two staff members joined the Certification Program for Compassionate Systems Master Practitioners.

Together with 11 secondary schools in Hong Kong, MSS joined the Envisioning Innovation in Education (EIE) programme, which is a collaboration between the Catalyst Education Lab (CEL) and Project Zero (PZ) at the Harvard Graduate School of Education. We have engaged in 4 focus group sessions with the PZ staff and 8 study group sessions with CEL staff. This is a 3-year project and we aim to learn about and develop a disposition towards innovation to educate for the future.

Teachers joined various professional development programmes to enhance staff capacity, participated in the Gifted Education School Network of English Language and STEM, Collaborative Research and Development (SEED) project and the Liberal Studies School Network Project.



Teachers were encouraged to attend EDB seminars on the Secondary Education Curriculum Guide as well as professional development programmes and expos regarding on-going curriculum reform in STEM and IT education. Presentations and discussions on the Major Renewed Emphases were held at Staff Meetings, Curriculum Committee and Academic Committee meetings to consider how these can be aligned with the Major Concerns and incorporated into the school-based curriculum.

### **Evaluation and Reflection**

The capacity of our staff members was further enhanced with the latest technological experiences to refine our school programmes and teaching strategies.

Members of the English Panel and Science Panel will continue to take part in the EDB Gifted Network programme, SEED Project and a member in the Liberal Studies Panel will continue to be involved in the School Network Plan to develop useful strategies for challenging students.

Teachers will be further encouraged to attend EDB seminars on the Secondary Education Curriculum Guide as well as professional development programmes regarding the Ongoing Renewal of the School Curriculum in STEM and IT education.

## Major Concern 2

To nurture students who are mindful of the core values of MSS.

Core Values:

Reverence    **Gratitude**    Compassion    Integrity    Perseverance    Wisdom

### Target 1

Set up a Promotion of Core Values Team to steer the direction and provide support for a Whole-School Approach to Values Education.

### Achievements

Under the leadership of the Vice Principal (Pastoral Care), the newly developed Promotion of Core Values Team coordinated and provided support for the promotion of the Core Value “Gratitude” with a Whole-School Approach in 2020-2021. Despite the long period of school suspension due to the pandemic, some significant measures have been taken to deepen students’ understanding of Gratitude and provide different opportunities for them to express their Gratitude in a reflective manner.

To cultivate an atmosphere of Gratitude, each class was invited to design 4 big banners to be placed in their classroom as a reminder to promote the habit of counting our blessings and being grateful for the gifts we receive in different ways.

Subject teachers were encouraged to discuss the core values in their lessons whenever they found the topics relevant and appropriate. Teacher advisors of different teams were also encouraged to guide the students to reflect on what they are grateful for in the process of different learning activities. It is shown in the Committees’ and Teams’ annual reports that a good number of activities were organised with theme of gratitude and in most cases, more than 75% students expressed that they could grasp a better understanding of the target core value and felt grateful for the support, care or opportunities they had.

The members of the Promotion of Core Values Team were quite new in this area. Instead of developing a holistic framework for the promotion of the six core values, the team has spent time on exploring the most suitable strategies to engage students in a deeper understanding of those values so that they would embrace them and live out the spirit of the values in their daily life. A few meaningful events were planned but unfortunately could not be executed due to the disturbances brought by the pandemic. However, the process has served as a good professional development and dialogue opportunity. After a year’s reflection and collaboration, the team managed to develop a framework for the Year of Compassion.

## **Evaluation and Reflections**

It was a new learning experience for the Promotion of Core Values Team this year. With the new leadership and structure of the team, members have devoted much time on reflecting and learning to adopt suitable strategies in instilling the core values especially with a hybrid learning mode.

The team realised the importance of real-life experiences and space for deeper reflection in students' values formation. Hence, it was planned that more experiential activities, like visits, interview with people from different backgrounds, as well as student-led activities would be held in the Year of Compassion. Moreover, mindfulness practices, check-ins and the practice of EXAMEN—an Ignatian reflection tool would be introduced to students so as to provide a channel for students to get in touch with their own wellbeing and space for consolidation of their learning.

In our reflections, it was also shared that a more concrete definition or mutual understanding of the core values and learning objectives could be spelt out more clearly so that all teachers, especially those who are not in the Promotion of Core Values Team, would be more confident in supporting the whole-school approach to values education. In view of this, the Team has drafted a more specific framework for the Year of Compassion. It is hoped that the values formation work could be conducted in a more systematic and effective manner.

## **Target 2**

Students develop an understanding of **GRATITUDE** and the other Core Values and put them into practice through the formal curriculum, informal curriculum and Pastoral Care programmes.

## **Achievements**

Amid the unfavorable conditions of the pandemic, the teams of D3 were able to carry out quite a number of programmes/activities for students, via Zoom or by meeting in small groups with proper social distancing.

A few activities were purposefully organised by the D3 Teams to enhance students' understanding of Gratitude. In an Assembly, a sand artist was invited to perform the Bible story of "the creation" by using a light box and sand. This unique story-telling method attracted students' attention and the artist's story of her conversion also inspired students to see the love and wonder of God. Students were invited to reflect on the gifts they had received and appreciate them. Some other occasions have provided opportunities for students to express their gratitude to their friends, teachers and other staff in the MSS community. For example, in the online Christmas celebration, students were invited to share a gratitude message on a Padlet page. The annual Teacher Appreciation Week and Student Appreciation Week

(TAWSAW) was another platform for students to show their appreciation to all the stakeholders for their support to the school under the leadership of the Student Council. In the online Prize-giving ceremony, prize winners also shared their thankfulness to the people who had supported them on the journey of searching for academic excellence.

Apart from the above, the Religious & Moral Education Team also prepared different prayers, liturgies and events which embedded the values of gratitude from a religious and spiritual perspective. These programmes did not only help students develop a more solid understanding of the significance of being grateful, but also provided spiritual dimension for them to integrate their own experience with the teaching of Jesus.

The mindfulness programme led by the Guidance Team for S1 students was another highlight of our work last year. Through the 10-session programme, students were able to have a space to reflect on the beauty of their being, the best gift they have received. The mindfulness practices also helped students learn how to take better care of their emotional and physical well-being. The Health Education Team also supported the work on the promotion of Gratitude by organizing an anti-drug abuse musical with the support from Bravo Theatre and a talk on Femininity which was facilitated by The Hong Kong Catholic Marriage Advisory Council. The message of self-love and self-care reminded our students of the value of their life and how they could protect themselves with wisdom and care as well as cherish the safe and loving community they belong to.

All the S4 students and members of the service teams were able to engage in different kinds of service projects. Through serving, students came to realise how blessed their life has been and learnt to be more aware of the needs of others.

The Civic Education Team organized a talk for S4 students on ‘Cherish your food everyday’ and a talk for S5 on the ‘Pandemic and Globalisation’. These talks further helped students understand the negative effects brought to the poor, the weakest and the marginalized due to the global pandemic. These programmes widened students’ horizons and invited students to share what they have with those who are in need.

In the evaluation of the above programmes, on an average of 80 to 90% students expressed that these activities have helped them develop a better understanding of Gratitude and realise how fortunate and blessed they are. They also appreciated the opportunities created for them to express their gratitude.

### **Evaluation and Reflections**

The school suspension and policy of social distancing has brought more challenges in the preparation of developmental activities this year. The hybrid mode has also hindered the effectiveness of some programmes. Despite the limitations, different teams and committees in D3 seized every possible opportunity to organize a variety of programmes to highlight the target value and provide a channel for students to experience, reflect and take action to actualize what they have learnt.

With a clearer framework and learning targets next year, it is believed that students would be able to enjoy the learning of the core values in a more interactive and student-centered mode.

#### **Target 3:**

**Create a suitable atmosphere and environment in the school to enable students to develop the habit of reflection and mindfulness for nurturing the Core Values.**

#### **Achievements**

With the completion of the construction of the Haven of Tranquillity, Religious Education teachers were able to bring students to learn to pray and reflect in this space of serenity and nature. The space provides an atmosphere of peace and quietness which is conducive to students' reflections. Mindfulness activities were conducted in the Haven with the guidance of teachers at times. Student would also enjoy spending their breaks at this comfortable venue.

### **Evaluations and Reflections**

With more students having the experiences of praying and reflecting at the Haven, it is believed that this will become a space for them to take a break from their busy life. More reflection exercises or mindfulness practices can be introduced to students in the coming year and hopefully students with different interests and needs will also benefit from this tranquil place.

#### **Target 4:**

**Teachers are equipped with the knowledge, skills and experience to help students cultivate positive values.**

#### **Achievements**

Among the different seminars or workshops teachers attended last year, some teachers have engaged in two structured programmes which supported the further development in the work of the cultivation of students' positive values and mindset.

The Principal and an RE teacher completed a Master Practitioner Course on Compassionate System Framework. The one-year online programme has aroused the participants' awareness of the importance of individual and system well-being. They have mastered the necessary skills for leading contemplative practices, journaling and check-ins. The learning of different

thinking tools also equipped them with thinking routines that help students explore complex issues in a logical and systematic manner. These skills would be helpful in both personal development and classroom learning.

Another group of teachers have participated in the Mindfulness Training Programme organized by Faculty of Social Science, the University of Hong Kong. With the support of the Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative, 5 teachers were trained last year such that they would be able to lead the mindfulness sessions for S1 students.

### **Evaluation and Reflections**

It was encouraging for our teachers to have the precious opportunity to participate in different professional development programmes despite the challenges we faced last year. This has helped the team build a more solid foundation for the development of future work, especially for the Year of Compassion. These colleagues will take a more leading role in creating learning materials for our students next year.

We will continue to explore professional development programmes to equip our teachers in supporting the work in the Pastoral Care Division.

## D. Learning and Teaching

### 1. Reading to Learn

#### Achievements

##### 1.1 Reading Activities

Due to the pandemic, the 20-minute Reading Time had to be cancelled. Instead, the library arranged a number of reading activities to reinforce Reading to Learn and Reading Across the Curriculum. Recommended booklists were placed on the Library homepage, additional reading and audio-visual materials were purchased and made available in the library. The Reading Working Group also recommended students to read Ebooks provided by HK Reading City. EBook fairs were arranged for students to select reading material that they were interested in. And a Writers Talk was organized for S1 Students during Post Exam Activities.

##### 1.2 Thematic Displays

Displays were arranged in the Library at different times of the school year to promote the reading of non-fiction and to give students a better idea of the resources available.

Time Slot	KLA	Theme
9 – 27 November	English Language & 中文科	Author of the year Asimov, Isaac (and Science Fiction) (豐子愷及李碧華)
10 – 25 March	Careers & Life Planning Team & 圖書館	醫者心
11 – 28 May	Library	Gratitude
11 – 23 June	中文科及圖書館	作家講座：從故事開始

##### 1.3 The PTA Reading Scheme

Students continued to read actively and write outstanding reports on the books they have read. Because of school suspension, the number of awards was also affected. A summary of this year's achievements is as follows:

###### Reading Awards for Books in English

Gold Award	Silver Award	Bronze Award
1	0	66

###### Reading Awards for Books in Chinese

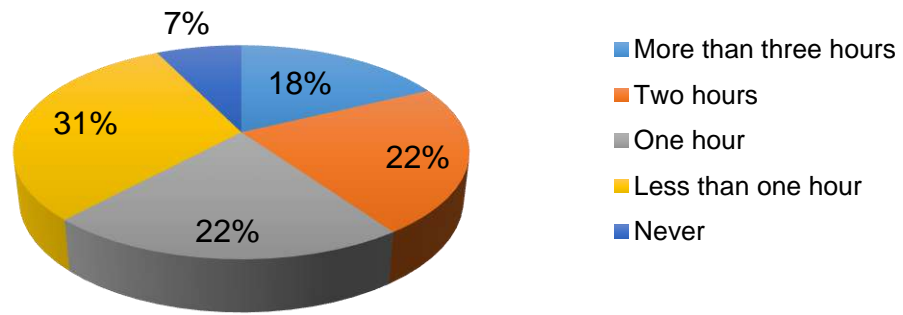
Gold Award	Silver Award	Bronze Award
2	1	95

### ***1.5 Survey on Students' Reading Habits and Survey to Promote Reading Habits***

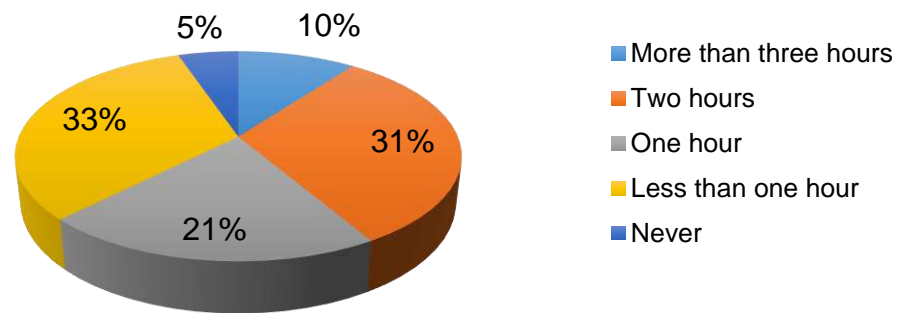
The survey was conducted in May 2021. According to the survey, over 85% of students agreed that 'The school provides an atmosphere that encourages reading' and 'The School Library provides a variety of books/ reading materials for me to read'. Responses to questions on the arrangements for Reading Time show that students have continued to enjoy reading. About 80% of students who visited the Thematic Displays in the Library found them interesting and attractive. In addition, subject panels also arranged suitable activities to follow up with the Thematic Display to further cultivate students' reading habit.



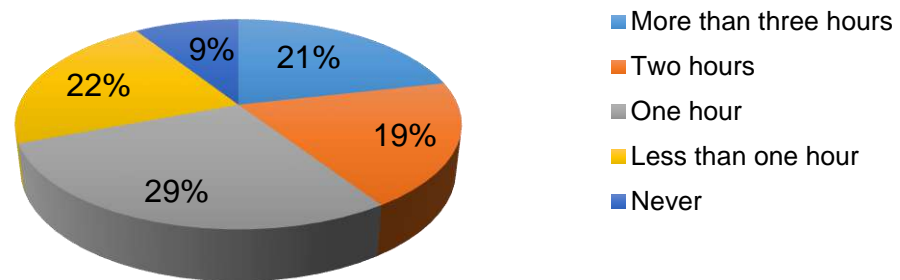
**% Time reading English materials per week (S1 - S3)  
2020-2021**



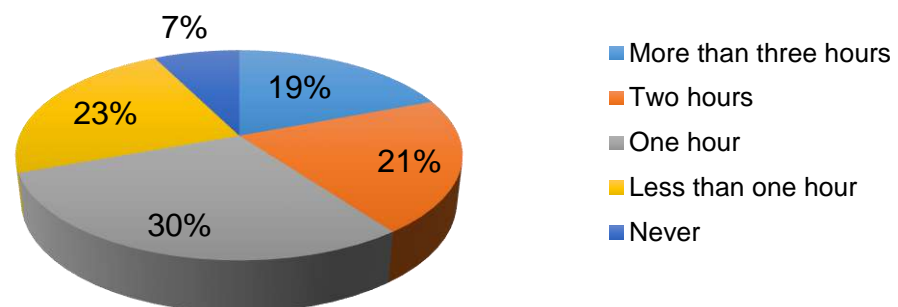
**% Time reading English materials per week (S4 - S5)  
2020-2021**



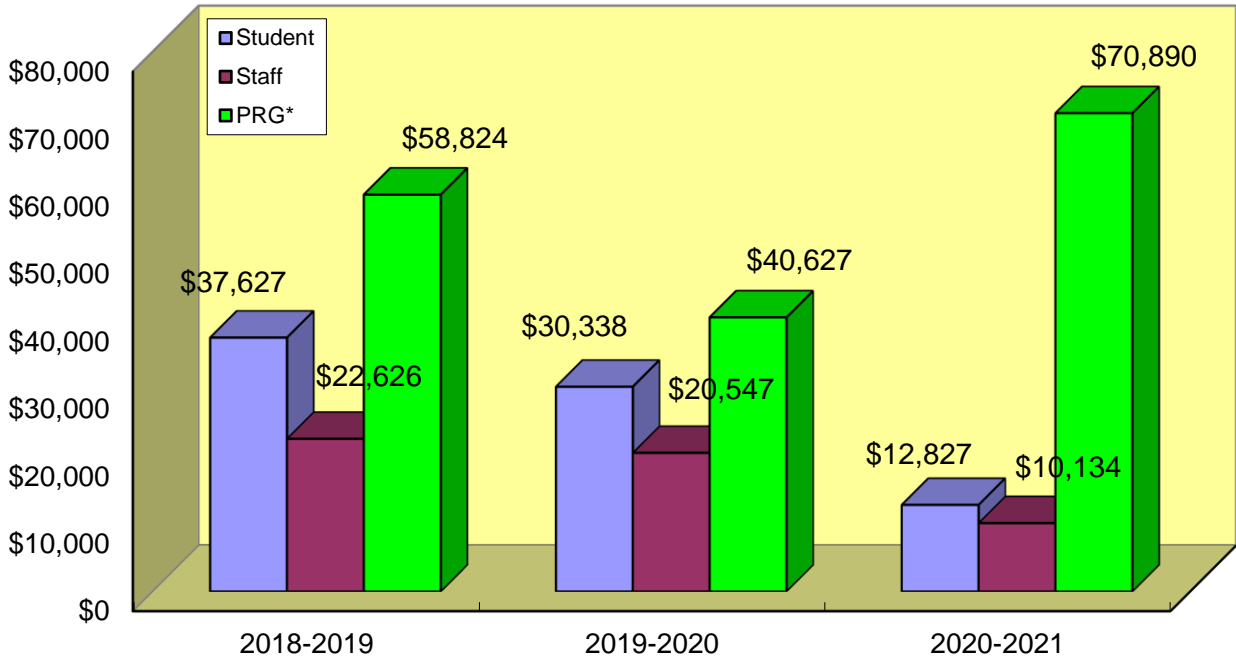
**% Time reading Chinese materials per week (S1 - S3)  
2020-2021**



**% Time reading Chinese materials per week (S4 - S5)  
2020-2021**

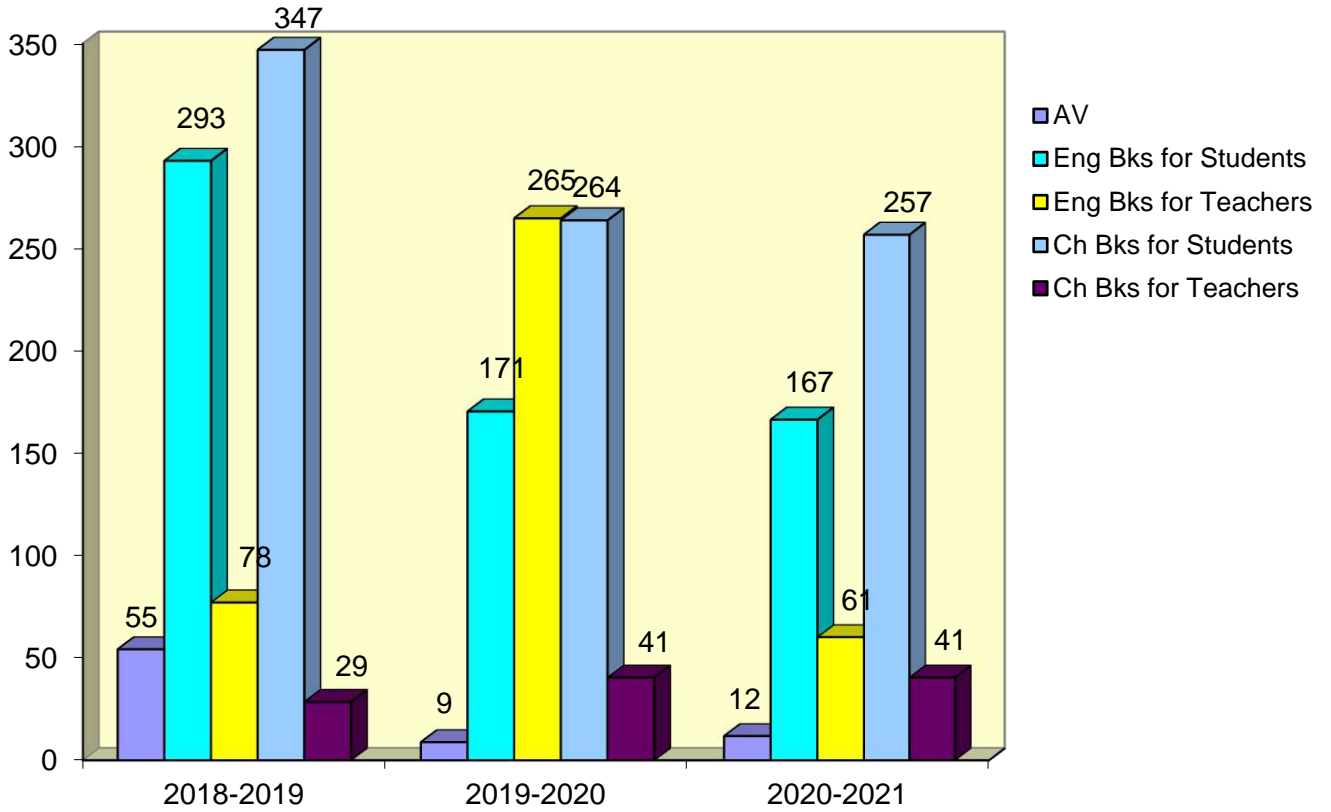


### Total Expenditure from School Library Funds



PRG\* - Promotion of Reading Grant

### Number of AV and Books purchased by the School Library



## Evaluation and Reflection

The 20-minute Reading Time will resume in 2021-2022. To encourage students to read strategically for knowledge and satisfaction, the Teacher Librarian will prepare reminders for them on how to make effective use of the Reading Time. Students will also be allowed to read eBooks during this period. Continued effort will be made to promote the reading of non-fiction which is believed to be essential in training students' HOTS. The school will arrange usual face-to-face Sharing in Chinese for S1 and Sharing on Appreciation of non-fiction and non-print texts in English (S3 – S4) as far as possible. The Library will continue to co-ordinate Thematic Displays for different Subject Panels and Student Support Teams while teachers will take students to the Library during lesson time and set interesting learning tasks on the displays for them to complete. The Best Reading Class Award and the Best Reader Award would continue in 2021-2022 if conditions allow.

## 2. Learning through Project Work

### Achievements

#### 2.1 Subject-specific Project Work

Level	Subject	Topic/Title
S1	Geography	Urban land use and problems in my neighbourhood
S1	Integrated Science	Alternative energy sources, Noah's Ark
S1	Chinese History	繪製唐代婦女妝容打扮及認識唐代婦女地位
S2	Integrated Science	Design and Make a Balloon Car
S2	Mathematics	Statistic Project
S2	Geography	Slopes on School Campus
S2	History	Project on Gratitude
S2	Chinese History	時代與知識分子
S3	Geography	Impact brought about by the shifting of industries on Hong Kong
S3	Chinese History	孫中山專題研習報告
S4	Physics	Thermal Insulator
S4	Biology	Poster Design Project on the Nature of Science
S5	Biology	Video for Biology Concepts

Subject-specific project work was carried out by subject panels at different levels to provide opportunities for students to develop HOTS, promoting self-directed learning and encouraging students to think out of the box. Students were engaged in authentic issues and were encouraged to find solutions to problems through hands-on innovation and design. In addition, opportunities were provided for students to showcase learning through pitching and exhibitions. In the junior secondary level, project work was introduced as an extended assignment while in the senior secondary level, project work fulfilled the requirements of school-based assessment.

## 2.2 Cross-curriculum Project Learning

Level	Subject	Topic/Title
S1	JUMP	<i>Urban Plan</i>
S2	Learning through Engineering, Art and Design (LEAD+)	<i>Musical Creation</i>

Cross-curriculum projects at S2 co-ordinated by the Computer Panel continued to play an important part in equipping students with the nine generic skills and in preparing them for inquiry-based studies at the senior secondary level. S2 LEAD+ had to do away with much of the technological part due to school suspension, and thus focused on Makey-Makey and pitching instead. Fine-tuning of the design of the school-based programmes have been made for horizontal and vertical coherence with the curricula of other KLAs through curriculum integration.

### Evaluation and Reflections

Project work is considered as an effective means for students to consolidate concepts learnt in the subject and provide an opportunity for students to exercise self-directed learning. In many cases, students will be given the autonomy to choose a sub-topic for investigation and thus work on something they are interested in. To further align project learning with the recent curriculum reform, the direction ahead would be helping students develop eLearning and gifted elements like creativity and task-commitment in project learning.

The incorporation of the new components learnt at MIT not only updated the STEAM element in LEAD+ but also expanded it to cover areas like language arts, liberal arts, empathy and entrepreneurship. The school will build on such success experiences to further refine LEAD+. Unfortunately, for both 2019-2020 and 2020-2021, school suspension severely affected the completeness of LEAD+. In both years, it was not possible to have a comprehensive and holistic programme with all the planned components. Hopefully in the coming year we will be able to have a complete version of LEAD+, in particular to be presented at our school's anniversary celebration.

For S1 JUMP, it is a humanities cross-disciplinary project that would be further refined through the strengthening of elements like design-thinking and problem-solving, values education, entrepreneurship to enhance student autonomy and ownership. A simplified version of the Urban Plan was conducted for S1 during the Post-Exam period. The plan this year was to implement UrbanPlan in 2020-2021. UrbanPlan is an interactive classroom-based workshop in which students first learn about forces that affect urban regeneration, and propose realistic land use solutions. Although the programme was originally designed for senior secondary students, the school will review together with Urban Plan Institute if similar arrangements can be conducted for 2021-2022.

With the induction of the LIFE curriculum in S4, both the Leadership and Innovation & Entrepreneurship modules will employ a multi-disciplinary approach. We plan to have the results of this programme presented at our Anniversary celebration. In the Leadership modules, students will present their vision board in relation to the Compassionate Systems Framework. In the Innovation & Entrepreneurship modules, students will present their miniature version of a kickstarter project.

### **3. IT for Interactive Learning**

#### **Achievements**

##### ***3.1 BYOD & eLearning***

With the availability of wifi and the relevant staff development programmes, a larger number of teachers adopted eLearning to engage students and develop their HOTS. BYOD is employed from S3 onwards. Students enjoyed the convenience of using mobile devices for learning during lessons and for self-directed learning at other times. Students in S1 and S2 made use of iPads and the relevant Apps for learning in an increasing number of subjects. The convenient use of mobile devices during lessons facilitated student-centered learning, instant assessment and immediate feedback for students. Outside the classroom, students also made use of mobile devices to enhance their learning during field trips and life-wide learning activities. The eLearning Team continued to co-ordinate and support teacher initiatives and promoted the use of iPads and suitable Apps for teaching, learning and student assessment. Teaching Assistants were employed through government grants to provide extra support for the logistics.

##### ***3.2 Extensive use of IT and Multi-media***

IT and multi-media continued to be an indispensable tool for learning and teaching. Students and teachers used IT as a tool for knowledge acquisition, knowledge exchange and knowledge management. Students used computer programmes for data processing and class presentations, searched for information on the internet and made use of online programmes for self-directed learning. Teachers and students made use of Google accounts and eClass for sharing teaching and learning materials, and for online assessment and exercises. Surveys were carried out and processed through the ePlatform. With the suspension of school, online learning became indispensable. Teachers conducted online lessons, produced videos, incorporated assessment and set up learning management systems.

#### **Evaluation and Reflections**

The school will expand BYOD to S2 in 2021-2022. To further equip our classroom with hardware more feasible to conduct lessons nowadays, the school has submitted a QEF application for installing Interactive White Boards in all classrooms. We hope that the approval and thus installation can be completed in 2022-2023. In the mean-time, the school will upgrade the classroom computers and explore further improvement in the school's infrastructure like networking and wifi, to keep up with the needs to conduct effective learning activities in school. The promotion of eLearning will also be conducted through sharing of good practices among staff members. It is hoped that students would gradually be transformed from a consumer of IT resources to creators of IT resources. So we aim to not only provide students with a platform for creativity but also foster their sense of ownership of their work.

## E. Support for Student Development

In the Pastoral Care Division (Division 3, D3), eight different Student Formation Committees along with four different Student Support Committees and the ECAS Committee, all together, play an important role in nurturing students into *integrated persons of Reverence, Gratitude, Compassion, Integrity, Perseverance and Wisdom*. Christian values have always been the guiding principles of values education for students within and beyond the classrooms. The division is committed to align its mission with the school ethos and the school's major concerns in catering for a balanced and whole person development for students upon their admission to MSS.

### 1. Moral, Civic and National Education

In MSS, the **Career and Life Planning Team, Civic Education Team, Student Formation and Guidance Team, Health Education Team, Religious and Moral Education Team, Extra-Curricular Activities & Services Committee and House Committee** are all responsible for implementing programmes and activities that would instill the proper concepts of moral, civic and national education in students. In addition, programmes include Basic Law education, human rights education, national education, national security education, anti-drug education, life education, and education for sustainable development.

Below are some highlights of programmes related to the moral, civic and national education that were carried out in the past school year:

Name of Programme	Committee Responsible	Brief Description	Category		
			Moral Ed.	Civic Ed.	National Ed.
Flag-raising Ceremony	Civic Ed. Team (CET)	To celebrate the coming of the National Day, and to understand more about Chinese Culture through students sharing their learning experiences.			✓
2020 National Constitution Day Online Competition	Civic Ed. Team (CET)	To encourage students to know more about the National Constitution.			✓
Display Board for National Security Education Day	Civic Ed. Team (CET)	To encourage students to know more about National Security Education.			✓
S2 Visit to ICAC Headquarter	Civic Ed. Team (CET)	To enhance students' understanding of the work of the ICAC and to instill the value of integrity.	✓	✓	

Name of Programme	Committee Responsible	Brief Description	Category		
			Moral Ed.	Civic Ed.	National Ed.
S4 Talk on “Cherish your food everyday”	Civic Ed. Team (CET)	To inspire our students to cherish food, to care for the needy in our society, as well as to learn about food waste, hunger, and poverty issues.	✓	✓	
S5 Talk on “Pandemic and Globalization”	Civic Ed. Team (CET)	To let students understand more about mutual influence between the Pandemic and Globalization	✓	✓	
Anti-drug Abuse Musical	Health Education Team (HET)	To help students become aware of the adverse effects and consequences of drug abuse ( <b>valuing self – reverence</b> ) and refuse drug abuse ( <b>making informed decisions – wisdom</b> )	✓		
Sex Education on “Femininity” for S.2	Health Education Team (HET) and Religious Education Panel	- To enhance students’ understanding of the nature and characteristics of femininity ( <b>valuing self and others – reverence; being thankful for and appreciating ourselves as gift of God – gratitude</b> )	✓		
Sex Education on “Abortion” for S.5	Health Education Team (HET) and Religious Education Panel	- To enhance students’ understanding of the impacts and consequences of abortion ( <b>valuing self – reverence; having strong moral values – integrity; making informed decisions – wisdom</b> )	✓		
Blood Donation (Red Cross) for S.5 and S.6	Health Education Team (HET)	- To develop the awareness of preciousness of life ( <b>Reverence</b> ) through blood donation.	✓		



Name of Programme	Committee Responsible	Brief Description	Category		
			Moral Ed.	Civic Ed.	National Ed.
Earthquake Story in Japan	Environmental Ed. Team (EET)	To develop compassion through understanding the situations of an earthquake disaster. To have gratitude for having a safe home in Hong Kong.	✓	✓	
Empathy for Elderly for S3	Religious & Moral Ed. Team (RMET)	To better understand the needs of the elderly, to understand their feelings under physical constraints, and to learn to get along with the elderly and show them love and care.	✓		

## 2. Career and Life related Experiences

In 2020-2021, the Career and Life Planning Team (CLPT) continued to help students with their self-understanding, personal planning, goal-setting, searching for their multiple pathways and developing a habit of reflection.

Despite the impact of COVID-19, the CLPT was able to organize online or face-to-face career and life planning activities. Some highlights of the activities/ programme are as follows:

Level	Activity/ Programme	Brief Description
S5	Joint-school Mentorship Programme	To allow students to master interview skills through participating in mock interviews, and to build more confidence in communicating with others
S4-5	Business-School Partnership Programme by the HK Chamber of Commerce	To facilitate students to learn about different fields of the law and legal profession through visiting the Eastern Magistrates' Courts together with the sharing on the legal field by Squire Patton Boggs
S3	Information Sessions on "Choice of Subjects"	To facilitate S3 students to make informed subject choices through understanding the syllabus of the senior secondary curriculum, assessments and updated admission requirements of the universities
S2	Workshop on Time Management by the HKFYG	To facilitate students to reflect on how they can set priorities, learn time-management strategies, and understand the importance of self-care

With the CLPG, the team was able to acquire extra manpower to share out some of the teachers' duties and career teachers thus had more time to give individual advice to S6 students on their study plans. In addition, more money was allocated to support students to participate in different activities. The feedback on the programmes offered by the Career and Life Planning Team was very positive. Hence, the team will continue to offer similar programmes in the coming years.

### 3. *Community Service*

In order to inculcate the Six Core Values progressively through activities and programmes, the pastoral care teams planned different opportunities for students to serve the community. S1 students were encouraged to participate in ECA activities so as to learn how to respect themselves and others, and to increase their sense of belonging to the school community. Due to the CoVID-19 pandemic and according to the EDB guidelines, the following planned programmes were cancelled :

(1) S2 Service Training Workshops and assembly programmes: focused on respect and care for others.

(2) The S3 Flag Selling services and ECA workshops: aimed at promoting the attributes of being responsible, reflective and compassionate.

On the other hand, the S4 Service Project involved a series of training workshops. Students of S4 to S6 could master their leadership skills, problem-solving and critical thinking skills, and built up their confidence as leaders through ECAS leadership posts, leadership training camps and service projects.

Below are some service activities which were able to be held via zoom in 2020-2021:

<b>Activity</b>	<b>Description</b>	<b>Location</b>	<b>No. of participants</b>	<b>Total No. of service hours</b>
“Showing care using Online Software”	Chatting with the elderly via zoom	Home (via zoom)	16	32
“Online Tutorial Service”.	Our students were involved in giving online homework tutorial sessions to under-privileged students.	Home (via zoom)	32	200

One S4 student and three S5 students (a total of 4 students involved) was awarded the bronze award out of 302 teams of students participating in the “Youth ImpACT Award2.0” organized by the Boys’ & Girls’ Clubs Association of Hong Kong in 2021-2022.

#### ***4. Support for students with Special Educational Needs***

In addition to the support of the school-based Educational Psychologist from EDB and two school social workers from Caritas, a full-time teaching assistant was employed to provide administrative and logistical support for SEN and IEP students to help them develop study skills, social skills and self-management skills.

Case folders were shared among subject teachers at the beginning of the school year, so teachers could render support to SEN students as soon as possible according to the EP's professional advice.

Subject teachers were asked to complete observation forms on students and case conferences were held to evaluate the needs and progress of students with special needs.

Special examination arrangements, including extra time, supervised breaks, individual examination room, reading aloud, enlarged exam paper were also provided for students with such needs.

Moreover, a total of 36 individual speech therapy sessions were provided to students with such needs.

## **F. Student Achievements and Awards**

### **Awards, Scholarships and Other Outstanding Achievements**

#### ***External Scholarships, Awards & Programmes***

Like in previous years, our students have got great achievements in academic, music, sports, speech and drama competitions. The following is a list of external scholarships, awards and competitions in 2020-2021.

- ✧ Sir Edward Youde Memorial Prize 2020-2021
- ✧ Upward Mobility Scholarship 2021
- ✧ Harmony Scholarships Scheme 2020-2021
- ✧ HKICPA/HKABE Joint School Scholarships for BAFS 2020-2021 – Certificate of Proficiency
- ✧ Hong Kong Island School Heads Association - Hong Kong Island Outstanding Students Award 2020-2021 (Wanchai District - Senior and Junior Group)
- ✧ Wanchai District Outstanding Youth Award 2020
- ✧ Young Professionals Exhibition & Competition (YPEC)
- ✧ Zonta Club Service Scholarship
- ✧ Brown University Book Prize 2020/2021
- ✧ Wellesley Book Award 2020/2021
- ✧ Princeton Club of Hong Kong Award 2020/2021
- ✧ Harvard Book Prize 2020/2021

## **Gifted Programmes**

- ✧ The 14<sup>th</sup> Hong Kong Budding Scientists Award – Reporter Award
  
- ✧ International Biology Olympiad – Hong Kong Contest 2020
  - Silver Award
  - Bronze Award
  - Honourable Mention
  
- ✧ International Junior Science Olympiad 2021- Third Class Honour
  
- ✧ Hong Kong Biology Literacy Award 2020-2021 – Written Test
  - Best School Award
  - First Class Honour
  - Third Class Honour
  - Merit Award
  
- ✧ Hong Kong Biology Literacy Award 2020-2021 – 3-minute Presentation Contest
  - Group Award - 3<sup>rd</sup> Runner Up
  - Individual Award - Best Questioning
  
- ✧ Enactus Social Innovation Challenge - Champion
  
- ✧ The 2nd Rotary Hong Kong Microfiction Competition - Memory. Gift.
  - Youth Category (English) – Silver Award
  - Youth Category (Chinese) – Merit Award
  - Online Popularity Award
  
- ✧ 昆蟲酒店 STEAM 設計比賽 - 最佳綜合昆蟲酒店設計獎

## English Speech, Drama and Debate

### ✧ The 72<sup>nd</sup> Hong Kong Schools Speech Festival

Item	1st	2nd	3rd
Solo Verse Speaking: Girls (Open)		1	1
Solo Verse Speaking: Girls (Non-open)	5	7	5
Solo Prose Speaking: Girls (Open)	1		
Solo Prose Speaking: Girls (Non-Open)	1	1	1
Public Speaking Solo			1
Solo Dramatic Performance			1

### ✧ HK Secondary Schools English Debating Competition

Junior - Champion

Junior - First Runner-up; Winning Team of four preliminary rounds

Senior - Champion

Senior - Winning Team of 2 preliminary rounds

Best Speakers

### ✧ The 36<sup>th</sup> Sing Tao English Debating Competition

Winning Team of 2<sup>nd</sup> Preliminary Round

Best Interrogative Debater

Best Debater

### ✧ The Hong Kong Young Writer's Award 2021 "Tales of China's Magical Mountain"

Fiction Group 3 – short listed finalist

Poetry Group 3 – short listed finalist

### ✧ The HKFYG English Public Speaking Contest 2020

Senior Division – District Finalist

### ✧ Eurasian Spelling Bee 2021 Lexical Skills Competition

Semi-finalist

### ✧ S1-S3 Challenger (SCOLAR) orienteering challenge

Finalists

## Chinese Speech and Writing

### ◇ 第七十二屆香港學校朗誦節

項目編號	項目名稱	名次
U306	中學一年級詩詞獨誦(粵語)	季軍
U328	中學一、二年級詩詞獨誦(普通話)	冠軍
U328	中學一、二年級詩詞獨誦(普通話)	季軍
U402	中學五、六年級散文獨誦(粵語)	亞軍
U405	中學二年級散文獨誦(粵語)	季軍
U428	中學一、二年級散文獨誦(普通話)	亞軍
N442	中學五、六年級二人朗誦(粵語)	亞軍
N442	中學五、六年級二人朗誦(粵語)	亞軍

### ◇ 中國中學生作文大賽(香港賽區)2019-2020(高中組) - 銀獎

### ◇ 2019/20 非華語學生中文寫作及才藝比賽

亞軍

季軍

優異

### ◇ 2020-2021 第一屆國際漢語節

中文寫作 - 非母語初中組

冠軍

亞軍

季軍

優良獎

非母語高中組

亞軍

季軍

優良獎

## Music and Dance

### ✧ The 73<sup>rd</sup> Hong Kong Schools Music Festival

Event	Place
Piano Duet - Junior	Third
Piano Duet - Intermediate	First
Piano Duet – Intermediate	First
Vocal – Foreign Language – Female Voice – Age 14 or under	Second
Female Voice Duet – Age 14 or under	Second
Grade Piano Solo – Grade Eight	First
Vocal Solo – Chinese – Female Voice – Age 16 or under	First
Graded Piano Solo – Grade Eight	First
Vocal – Foreign Language – Female Voice - Age 14 or under	Second
Vocal Solo – Foreign Language – Female Voice – Age 14 or under	Second

### ✧ 2021 World Choir Festival

- (1) Champion of the Virtual Choir category, Gold Award, Best in Acapella Performance,  
3<sup>rd</sup> runner-up among 13 winners of each categories

MSS Choir members

- (2) Gold Award in Open Category

MSS Choir members

### ✧ 57<sup>th</sup> Hong Kong Schools Dance Festival

Highly Commended

*Chinese Dance Section (solo)*

*Modern Dance Section (solo)*

*Chinese Dance Section*

*Modern Dance Section*



## ***Internal Scholarships, Awards & Programmes***

Like the previous years, the following awards were presented to students who performed exceptionally well in 2020-2021.

- ✧ CLC Scholarship for the Most Outstanding Student
- ✧ CLC Scholarship for the Most Outstanding Graduate
- ✧ Mr. Hui Kee Memorial Scholarship for The Most Outstanding Student in Religious Activities
- ✧ Miss Hui Fung Ching Memorial Scholarship for The Most Outstanding Student in Chinese History
- ✧ Mrs. Nancy Wong Scholarship for The Most Outstanding Student in English Literature
- ✧ Dr. Jessica Ho Memorial Scholarship for The Most Outstanding Students in Community Service
- ✧ Mrs. Chau Ho Dak Hing Memorial Scholarship for The Most Outstanding Student in Community Service
- ✧ Mr. Louise Lee Tat Ho Memorial Scholarship for The Most Outstanding Student in Visual Arts
- ✧ Mrs. Annie Frances Fu Award for The Sportsperson of the Year
- ✧ The Maryknoll Sisters Education Grant
- ✧ The Columban Sisters Education Grant
- ✧ Principal's Award for Academic Excellence
- ✧ Tim Wing Hung Trust Memorial Scholarship for the Most Outstanding Role Models of MSS Qualities
- ✧ Tim Wing Hung Trust Memorial Scholarship for Overall Academic Excellence
- ✧ Tim Wing Hung Trust Fund Scholarship for Gifted Students
- ✧ Community Service Awards (Bronze)
- ✧ MSS Alumnae Association Scholarship for Students with the Most Outstanding Talents
- ✧ MSS Alumnae Association Award for the Most Outstanding Bilingual Students
  - English & Chinese
  - English & Chinese as a Second Language
- ✧ MSS PTA Award for the Most Improved Students
- ✧ Academic Excellence in individual Subjects Academic/ Common Test / Exam Subjects
- ✧ PTA Reading Scheme (English)
- ✧ PTA Reading Scheme (Chinese)
- ✧ MSS Alumnae Association for the Most Outstanding Student Leaders
- ✧ School Service Awards

# G. Financial Report of Government Funds and School Funds 2020–2021

## Financial Summary

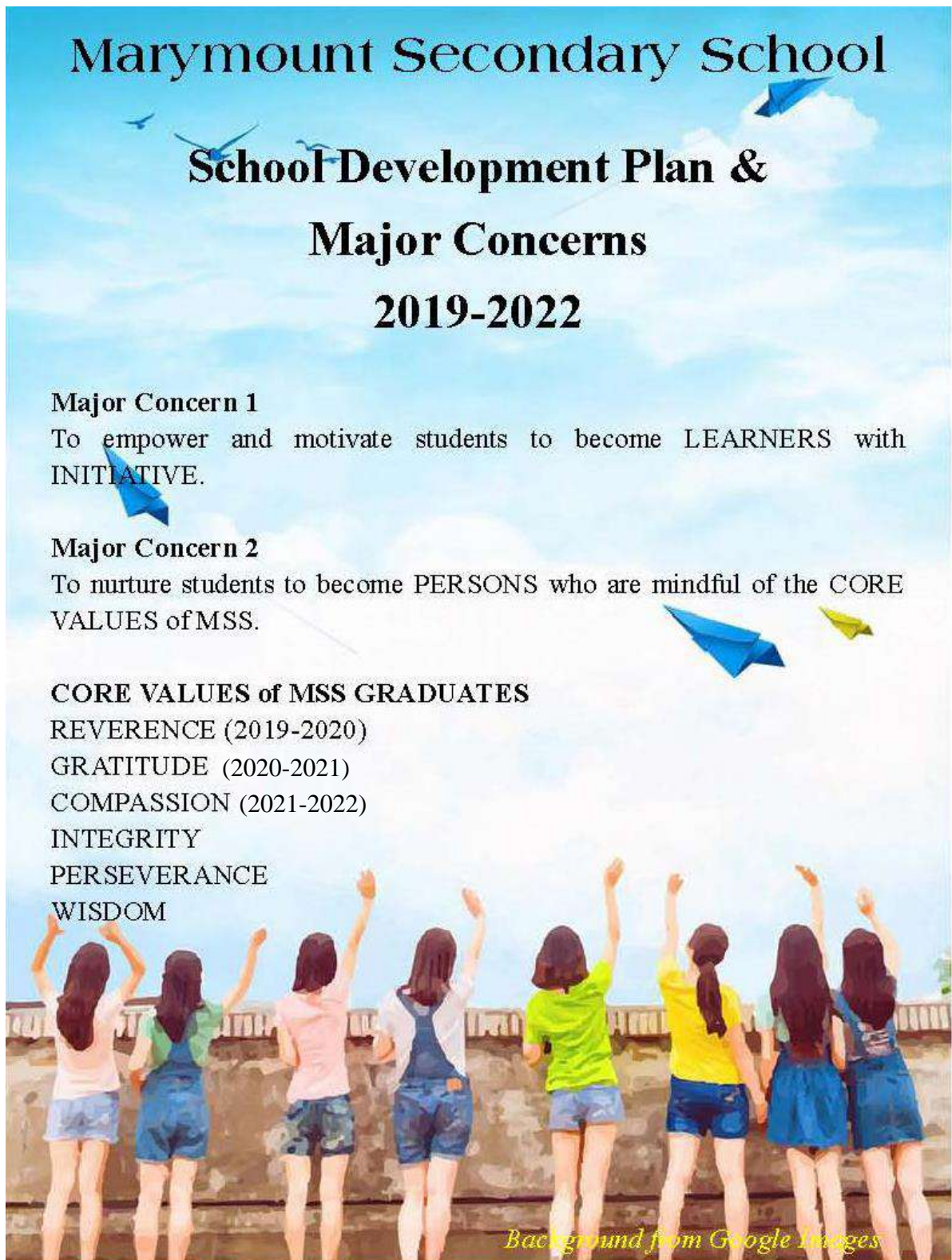
	Income \$	Expenditure\$
<b>1 Government Funds</b>		
(1) Expanded Operating Expenses Block Grant (EOEBG)		
(a) General Domain		
(i) School & Class Grant		
Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)	847,002.33	1,036,605.66
(ii) Subject Grants		
Expenses of subjects, functional groups and committees	146,537.37	97,375.15
(iii) SBM Supplementary Grant	226,033.00	8,500.00
(iv) Composite Furniture & Equipment	486,888.00	348,951.46
(v) W.S. Approach to Guidance Programmed Fund	8,162.69	11,247.00
Sub-total:	1,714,623.39	1,502,679.27
(b) Special Domains		
(i) Administration Grant- Salaries for Office Staff & Janitor	4,740,530.68	4,424,893.49
(ii) Composite Information Tech. Grant (CITG)	490,804.00	220,076.23
(iii) Air-conditioning Grant	642,089.00	248,616.00
(iv) Capacity Enhancement Grant	638,461.00	664,332.24
(v) School Based Management Top-up Grant	50,350.00	100.00
Sub-total:	6,562,234.68	5,558,017.96
(2) Non-Expanded Operating Expenses Block Grant (NON-EOEBG)		
(a) Teacher Relief Grant	4,000,603.00	2,698,360.76
(b) Senior Secondary Curriculum Support Grant	770,400.00	856,680.00
(c) School-based Support Grant for NCS	1,100,000.00	1,043,243.00
(d) Career and Life Planning Grant	642,000.00	650,443.10
(e) Diversity Learning Grant - Applied Learning, other languages & other programmes	84,000.00	109,659.20
(f) Life-wide Learning Grant	1,166,106.00	775,671.87
(g) Fractional Post Cash Grant	529,350.00	659,005.20
(h) Other Grants (Including Salaries Grant, Learning Support Grant, etc.)	39,143,210.54	39,235,669.36
Sub-total:	47,435,669.54	46,028,732.49
Total (1a) + (1b) + (2) =	55,712,527.61	53,089,429.72
Surplus(Deficit)		2,623,097.89
<b>II. School Funds (Subscriptions / Tong Fai)</b>	2,325,880.97	1,288,189.27
Surplus(Deficit)		1,037,691.70

## H. Report on the Use of Government Grants 2020–2021

Grants	Achievement & Benefits	Evaluation & Recommendations for next year
<b>Capacity Enhancement Grant</b>	<b>1 Part Time Religious Education and Technology &amp; Living Teacher</b> To teach S1 Religious Education and S1 & S3 Technology and Living	The school will continue to employ full time and part-time Teachers to provide a broad and balanced curriculum and to cater for student diversity in the coming year.
	<b>1 Part Time Visual Arts Teacher</b> To relieve the workload of the HKDSE VA teacher so that she can prepare senior secondary students for HKDSE Visual Arts	
	<b>1 Full Time Lab Technician</b> To provide support for the Physics Lab and STEM Education	
<b>Senior Secondary Curriculum Support Grant</b>	<b>1 Full Time Science Teacher</b> To teach IS and Chemistry To allow for an additional Block in Chemistry to cater for the diverse needs of students	The school will continue to employ full time Teachers to provide a broad and balanced curriculum and to cater for student diversity in the coming year.
	<b>1 Full Time Science Teacher</b> To teach Mathematics To relief the workload of other Mathematics teachers for the offering of M1 & M2 to cater for the diverse needs of students	The school will continue to employ full time Teachers to provide a broad and balanced curriculum and to cater for student diversity in the coming year.
<b>Non-Chinese Speaking Students Support Grant</b>	<b>2 Full Time Chinese Language Teachers</b> <ul style="list-style-type: none"> <li>• To provide Chinese as a Second Language for NCS students from S1-S6</li> <li>• To develop a school-based Chinese as a Second Language Curriculum for NCS students</li> <li>• To cater for student diversity</li> </ul>	The school will continue to employ full time Teachers to provide a special Chinese as a Second Language Curriculum for NCS and other cultural activities for students in the coming year.
<b>Career and Life Planning Grant</b>	<b>1 Full Time Teacher</b> <ul style="list-style-type: none"> <li>• To teach Mathematics &amp; Physics</li> <li>• To provide support for the Career &amp; Life Planning Team</li> </ul>	The school will continue to employ a full time Teacher to relieve the workload of careers teachers and to provide support for the Career & Life Planning Team.
	<b>1 Full Time Teaching Assistant</b> <ul style="list-style-type: none"> <li>• To support the promotion of Career &amp; Life Planning programmes.</li> <li>• To provide support for the ECAS.</li> <li>• To provide support for eLearning</li> </ul>	The school will continue to employ a full time Teaching Assistant to relieve the workload of careers teachers and to support students' needs in different areas.

Grants	Achievement & Benefits	Evaluation & Recommendations for next year
<b>Career and Life Planning Grant (cont'd)</b>	<b>Workshops</b> S1 “My Asset” Workshops S2 “Time Management” Workshop S5 “My Careers” workshops	The Career & Life Planning Team will provide other programmes and workshops more relevant to students’ interests and needs in the coming year.
	<b>Sundry expenses</b> UCAS subscription fee Membership for HKACMGM Decoration of Careers Corner Printing Delivery fee of booklets from Hok Yau Club and HKACMGM	This will continue in the coming year.
<b>Diversity Learning Grant</b>	<b>Tier 2 Gifted Programmes</b> <ul style="list-style-type: none"> <li>• Course on Chinese Debate held after school</li> <li>• Science Gifted Programme</li> <li>• Creative Chinese Writing Workshop</li> <li>• Ocean Park Education Programme</li> </ul>	Since a lot of senior students are not always available to attend extended courses after school, there may be a need to explore activities of a different nature.
	<b>Subsidy for Drama Appreciation</b>	Students enjoyed the drama performed by professionals. Since the ticket fees for such productions are usually very expensive, the school will continue to subsidize the purchase of tickets to enable students to enjoy and learn from professional theatrical groups.
	<b>Subsidy for Debate Competition and Activities</b>	Students enjoyed the challenge and performed well. The School will continue to provide the subsidy to encourage more students to take part in debate and public speaking activities.
	<b>Subsidy for Self-financed Gifted Programmes offered by Tertiary Institutes</b>	Students enjoyed the challenge and were enriched by the programmes. The school will continue to provide the subsidy so that more students can benefit from these programmes and courses.
	<b>Subsidy for Training for Dance &amp; Sports Team</b>	Students enjoyed the challenge and achievement. The school will continue to provide the subsidy so that more students can benefit from these.

## I. School Development Plan 2019 - 2022



# Marymount Secondary School

## School Development Plan & Major Concerns 2019-2022

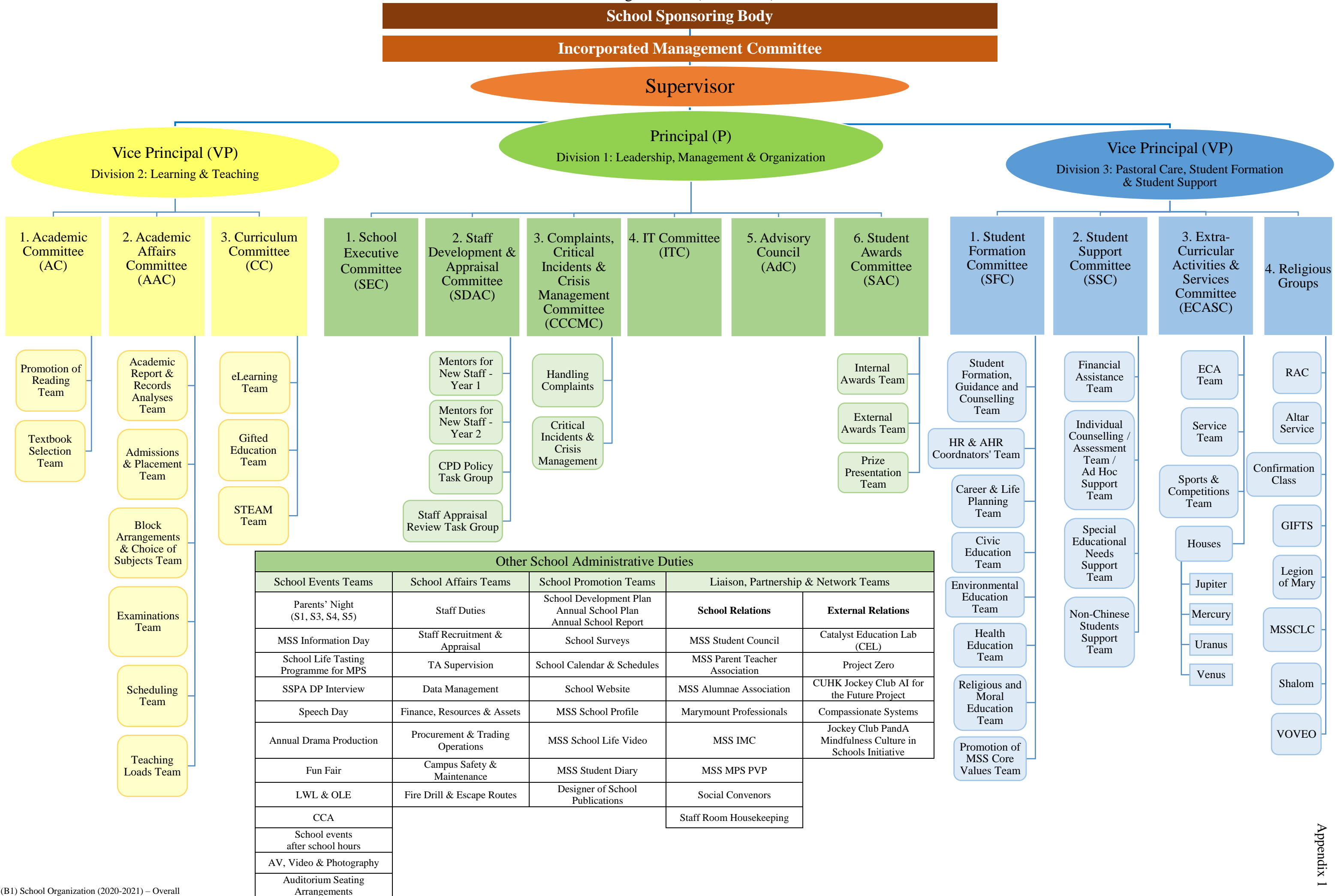
**Major Concern 1**  
To empower and motivate students to become LEARNERS with INITIATIVE.

**Major Concern 2**  
To nurture students to become PERSONS who are mindful of the CORE VALUES of MSS.

**CORE VALUES of MSS GRADUATES**  
REVERENCE (2019-2020)  
GRATITUDE (2020-2021)  
COMPASSION (2021-2022)  
INTEGRITY  
PERSEVERANCE  
WISDOM

*Background from Google Images*

Marymount Secondary School  
School Organization (2020-2021)



**Marymount Secondary School**  
**OLE & ECA Composite Schedule**  
**2020-2021**

Appendix 2

Date	Level	Time	Activities	Objectives/Values	Facilitator(s) / Venue(s) / Particulars	Org./ Team
Mon, 31 Aug 2020	S3 – S6	10:00-2:00	<p style="text-align: center;"><b>Student Council Nomination</b></p> <ul style="list-style-type: none"> <li>● Using MSS Emails to nominate students</li> <li>● Release of list of SC nominees. At 2:30pm.</li> </ul>		Student Council Via MSS Emails/Google Forms	SC
	Whole School	3:00pm	<p style="text-align: center;"><b>Student Council – Viewing of Candidates</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to view the videos and PPT slides regarding the candidates and prepare for voting.</li> </ul>		Student Council	School
Tue, 1 Sep 2020  <i>Special Schedule</i>	Whole School	8:30-9:30	<b>HR Period – Homeroom Affairs</b>		Via ZOOM	School
	Whole School	9:45-11:00	<b>Welcoming Assembly</b>		Via ZOOM	School
Wed, 2 Sep 2020 <i>C1D3</i>	Whole School	6:30am-1:00pm	<b>Student Council (SC) Election</b> <i>Whole School will cast votes via Google Form using MSS Emails</i>		Student Council Via Google Form using MSS Emails	SC
		2pm	<b>Announcement of SC Election Results</b> On School Website		SC	
	S3-S6	2:00-5:00	<p style="text-align: center;"><b>RAC Nomination</b></p> <ul style="list-style-type: none"> <li>● Using MSS Emails to nominate students</li> <li>● Release of list of RAC nominees at 5:30pm</li> </ul>		RAC	RAC
Thu, 3 Sep 2020 <i>C1D4</i>	Whole School	8:00am	<p style="text-align: center;"><b>RAC – Viewing of Candidates</b></p> <ul style="list-style-type: none"> <li>● Students will be able to view the videos/PPT slides regarding the candidates and prepare for voting.</li> </ul>		RAC	RAC
Fri, 4 Sep 2020 <i>C1D5</i>	Whole School	12:00-4:00	<b>RAC Election</b> <i>Whole School will cast votes via Google Form using MSS Emails</i>		RAC Via Google Form using MSS Emails	RAC
	Whole School	4:00-5:00	<b>Announcement of RAC Election Results</b> On School Website		RAC	RAC
Mon, 7 Sep 2020 <i>C1D6</i>	Whole School	2:00-3:00	<p style="text-align: center;"><b>House Captains Nomination</b></p> <ul style="list-style-type: none"> <li>● Release of list of House nominees at 5:00pm</li> </ul>		House Moderators and Captains Via Google Meet	Houses



Wed, 9 Sep 2020 C1D8	Whole School	4:00pm	<ul style="list-style-type: none"> <li>Students will be able to view the videos/PPT slides regarding the candidates and prepare for voting.</li> </ul>	House Moderators and Captains	Houses	
Fri, 11 Sep 2020 C1D10	S2 – S6	1:00-3:30	<p align="center"><b>House Election</b></p> <p><i>Whole School will cast votes via Google Form using MSS Emails</i></p>		House Moderators Via Google Form using MSS Emails	Houses
	S1	12:35- 1:15	<p><b>S1 Adjustment Programme &amp; Mindfulness Survey</b></p>	To help S1 to adjust the new role as a secondary students. Building a rapport with S1 students and SSW.	Guidance, SSW Via Zoom	SFGCT (GC)
	S2 – S4, S6	12:35- 1:15	<p align="center"><b>Long Homeroom Period</b></p> <ul style="list-style-type: none"> <li>HR/AHR to this opportunity to build a closer relationship with the class.</li> <li>Elect Spokesman, Councilor, and RAC Rep, if necessary.</li> <li>Additional topics for discussion will be provided later.</li> </ul>		HRs/AHRs Via Zoom	HR/AHR
	S5	12:35- 1:30	<p align="center"><b>Lunch Break</b></p>		HR	CLPT
1:30-3:30		<p><b>HKU Admission Talk</b></p>	Enable students to learn more about university; programmes and admissions requirements; enabling students to achieve academic excellence through setting goals on their studies	CLPT Via Zoom		
	Whole School	4:30pm	<p align="center">Announcement of <b>House Election Results</b> On School Website</p>		Houses	ECASC
Fri, 18 Sep 2020 C2D5	S1	11:55- 12:35	<p align="center"><b>Long Homeroom Period</b></p> <ul style="list-style-type: none"> <li>HR/AHR to this opportunity to build a closer relationship with the class.</li> <li>Elect Spokesman, Councilor, RAC Rep, and House Reps, if necessary.</li> <li>Additional topics for discussion will be at HRs' discretion</li> </ul>		HRs/AHRs Via Zoom	HR/AHR
	S2	11:55- 12:35	<p><b>S2: APASO Survey on <i>Interpersonal Relationships</i> (42)</b></p> <ul style="list-style-type: none"> <li>Using own device at home.</li> <li>HR: please make sure all students are able to login. No need to wait for them to complete.</li> <li>May <u>dismiss class early</u>.</li> </ul>		HRs/AHRs Via Zoom  <i>Complete by 30 Sep 2020</i>	HR/AHR
	S3	11:55- 12:35	<p><b>S3: APASO Survey on <i>Motivation</i> (43)</b></p> <ul style="list-style-type: none"> <li>Using own device at home.</li> <li>HR: please make sure all students are able to login. No need to wait for them to complete.</li> <li>May <u>dismiss class early</u>.</li> </ul>		HRs/AHRs Via Zoom  <i>Complete by 30 Sep 2020</i>	HR/AHR
	S4	Own time	<p><b>S4: APASO Survey on <i>Leadership</i> (8)</b></p> <p>Using own device at home.</p>		<i>Complete by 30 Sep 2020</i>	HR
11:55- 12:35		<p><b>S4 Big Sisters Training</b></p>	Development of self-efficacy; Promote cognitive competence and bonding	Guidance, SSW Via Zoom	SFGCT (GC)	



	S5	11:55- 12:35	<b>S5: APASO Survey on</b> <ul style="list-style-type: none"> <li>▪ <b>Health &amp; Well Being (Test Anxiety) (10) +</b></li> <li>▪ <b>Stress Management (15)</b></li> <li>● Using own device at home.</li> <li>● HR: please make sure all students are able to login. No need to wait for them to complete.</li> <li>● May <u>dismiss class early</u>.</li> </ul>		HRs/AHRs Via Zoom  Complete by 30 Sep 2020	HR/AHR
	S6	11:55- 12:35	<b>S6: APASO Survey on</b> <ul style="list-style-type: none"> <li>▪ <b>Goals of Life(18) +</b></li> <li>▪ <b>Ethical Conduct (36)</b></li> <li>● Using own device at home.</li> <li>● HR: please make sure all students are able to login. No need to wait for them to complete.</li> <li>● May <u>dismiss class early</u>.</li> </ul>		HRs/AHRs Via Zoom  Complete by 30 Sep 2020	HR/AHR
<b>** HRs/AHRs: Please make sure the Spokesman, Councilor, RAC and House Rep(s) are all elected by this day. Please email the names to Mrs. Shirley Fu by 3:00pm, Fri. 18 Sep. 2020.</b>						
Mon, 21 Sep 2020 C2D6	1A & 1B 4A & 4C	1:30-3:30	<b>Big Sister Gathering 1</b> cum <b>S1 Campus Orientation</b>	Development of clear and positive identity; promotes social and behavioral competence and cultivate sense of gratitude	PCG Teachers & HRs V: Hall	PCG
Tue, 22 Sep 2020 C2D7	1C & 1D 4B & 4D					
Fri, 25 Sep 2020 C2D10	S1	12:35-1:15	<b>S1 House Orientation</b>	Orientation for students regarding House matters, enhancement of House spirit and strengthen students' bonding with school	<b>House</b> V: Respective HRs	House
	S2 – S6	11:55am	<b>No Activities Planned</b> <i>Early Dismissal</i>			
	S6	6:30pm- 8:30pm	<b>S6 Parents' Night</b>		Hall	School
Wed, 30 Sep 2020 C3D3 Special Schedule	Whole School	8:05-8:45	<b>Flag Raising Ceremony</b> <i>Whole School Assembly</i>	Enhance students' National Identity	CET V: Lawn /Hall & Via Zoom	CET
		<b>Photo-taking for Student ID Cards</b> <i>(see separate schedule)</i>				
Fri, 9 Oct 2020 C3D10	S1, S4	12:35-1:15	<b>Big Sisters Gathering 2</b>	Development of clear and positive identity; promotes social and behavioral competence and cultivate sense of gratitude	PCG Teachers & HRs V: Hall	PCG
	S2, S3, S5, S6	12:35-1:15	<b>Discipline Talk</b> by Homeroom <ul style="list-style-type: none"> <li>▪ Powerpoint of items to go over with students will be provided at briefing (time for meeting will be confirmed later)</li> <li>▪ Additional topics for discussion will be at HRs' discretion.</li> <li>▪ Early dismissal if HRs/AHRs have nothing to handle</li> </ul>	Show Gratitude and Respect for self and others; rights and responsibilities	Members of SFGCT V: Clsrms	SFGCT

	PTA	6:30pm-8:30pm	<b>PTA AGM and Parent Manager Election</b>		PTA <i>V: Hall</i>	PTA
Fri, 16 Oct 2020 C4D5  (OLE & ECAS1 combined)	S1, S4	11:55-1:15	<b>Discipline Talk: Proper Etiquette for Students</b>	Show Gratitude and Respect for self and others; rights and responsibilities	SFGCT & HRs <i>V: Hall</i>	SFGCT
	S2	11:55-1:15	<b>Time Management Workshop</b>	To facilitate students to realize their study goals through learning time management skills	Facilitators from HKFYG & HRs/AHRs <i>V: 201-204</i>	CLPT
	S3	11:55-1:15	<b>S3 Service Requirements</b>	To nurture students' sense of gratitude and develop willingness to serve the needy and the poor	ECASC, HRs/AHRs <i>V: Library or Zoom</i>	ECASC
	S5	11:55-1:15	<b>Career Exploration (1) Homeroom Session</b>	To facilitate students to understand their career inclination and the importance of pursuing a career goal	Facilitators from HKFYG & HRs <i>V: Clsrms</i>	CLPT
	S6	11:55-1:15	<b>Briefing on JUPAS</b> Introduction to web application & registration	Enabling students to understand the application process	CLPT & HR <i>V: Rm 411</i>	CLPT
	<b>ECA 1</b> <i>subsumed by OLE</i>					
Fri, 23 Oct 2020 C4D10	Whole School	12:35-1:15	<b>Sand Art Performance</b> <i>Whole School Assembly</i>		CHT <i>V: Hall</i>	CHT
	S3	6:30pm-8:30pm	<b>S3 Parents' Night</b>		School <i>V: Hall</i>	School
Thu, 29 Oct 2020 C5D5  (OLE & ECAS2 combined) <i>Special Schedule</i>	Whole School	10:55-12:30	<b>Opening School Liturgy &amp; Inauguration</b> <i>Whole School Assembly</i>	Student leaders are sworn in as they pledge commitment to serving their schoolmates	RAC, SC & ECASC <i>V: Hall &amp; Via Zoom</i>	RMET, SC & ECASC
	S1-S5	12:30-1:15	<b>Club Fair</b>		ECASC <i>V: Hall</i>	ECASC
	SC members	1:15-5:30	<b>SC Orientation Day Camp</b>		SC <i>V: Hall, 411</i>	SC
Fri, 30 Oct 2020	ECAS chairladies & members	9:00 – 11:00 & 12:00-2:00	<b>ECAS Orientation Day Camp</b>		ECASC <i>Via Zoom</i>	ECASC
	RAC members	9:00 – 4:00	<b>RAC Orientation Day Camp</b>		RAC <i>V: Hall, 411</i>	RAC
Fri, 6 Nov 2020 C5D10	S1	12:35-1:15	<b>Mindfulness Workshop (1)</b> <i>An Introduction to Mindfulness</i>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs <i>V: Clsrms</i>	SFGCT (GC)

	S2	12:35-1:15	Talk on the <b>Challenge of Love</b> <i>c/o Life Hotline</i>	To facilitate students on how to love and respect themselves	SFGCT(GC) V: <i>Clstrms</i>	SFGCT (GC)
	S3	12:35-1:15	<b>Goal setting</b> Dialogue between HRs/AHRs with students	To facilitate students to reflect on their academic potential and interests	HRs/AHRs V: <i>Clstrms</i>	CLPT
	S4	12:35-1:15	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clstrms</i>	HRs/AHRs
	S5	12:35-1:15	<b>Career Exploration (2)</b>	To facilitate students to understand their career inclination and the importance of pursuing a career goal	Facilitators from HKFYG & HRs V: <i>Clstrms</i>	CLPT
	S6	12:35-1:15	<b>University Programme Talks</b>	To increase students' awareness of further education opportunities	CLPT V: <i>Hall, Rm. 209B, Rm. 411</i>	CLPT
Fri, 13 Nov 2020 C6D5  (ECA3)	S1	11:55-12:35	<b>Mindfulness Workshop (2)</b> <i>Playing Attention</i>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs V: <i>Clstrms</i>	SFGCT (GC)
	S2, S3	11:55-12:35	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clstrms</i>	HRs/AHRs
	S4	11:55-12:35	<b>Talk on "Cherish Your Food Everyday"</b>	Inspiring our students to cherish food, to be grateful, and to care for the needy in our society.	CET V: <i>Classrms via Zoom</i>	CET
	S5	11:55-12:35	<b>Experience Sharing by Alumnae on Time Management</b>	To develop students' time management skills, perseverance and commitment	V: <i>Hall</i>	CLPT
	S6	11:55-12:35	<b>Advice on making JUPAS Choices</b>	To facilitate students to make informed study choices	CLPT & HRs V: <i>Rm 411</i>	CLPT
	Whole School	12:35-1:15	<b>ECA 3</b>	Cultivate students' interest, knowledge and skill in arts, sports and culture.	Club / Team /Group Advisors V: <i>Respective venues</i>	ECASC
Thu, 19 Nov 2020 C6D10	Whole School	12:35-1:15	<b>Anti-drug Abuse Musical</b> <i>Whole School Assembly</i>	To help students to aware the adverse effects and consequences of drug abuse; Being thankful of having a healthy body and mind	Bravo Theatre V: <i>Hall + Classrms (Zoom)</i>	HET
Fri, 27 Nov 2020 C7D5  i.e. <i>Preparation for Christmas Party</i>	Whole School	11:55-12:10	<b>Advent Prayer Service</b> <i>Whole School Assembly</i>	Preparation for the Birth of Christ the Saviour	RAC V: <i>Hall (via Zoom to Classrms)</i>	RAC
	S1	12:10-12:35	<b>Mindfulness Workshop (4)</b> <i>Recognizing Worry</i>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs V: <i>Clstrms</i>	SFGCT (GC)
	S2 – S6	12:10-12:35	<i>Homeroom Sessions</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clstrms</i>	HRs/AHRs

(ECA4)	Whole School	12:35-1:15	<b>ECA 4</b>	Cultivate students' interest, knowledge and skill in arts, sports and culture.	Club / Team /Group Advisors V: <i>Respective venues</i>	ECASC
Tue, 1 Dec 2020 C7D7 Special Schedule	Whole School	12:40 – 1:15	<b>House Meeting 1</b>	To foster House spirit, to promote participation in House activities & Inter-House competitions, and to promote bonding with the school	House Moderators & House Captains V: <i>ClassRms via Zoom</i>	ECASC
Fri, 4 Dec 2020 C7D10	S1	12:35-1:15	<b>Mindfulness Workshop (5) <i>Being Here Now</i></b>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	SFGCT (GC)
	S2	12:35-1:15	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	HRs/AHRs
	S3	12:35-1:15	<i>Homeroom Session</i>	Cultivation of self-determination; promotes emotional competence and recognition for positive behaviour	PCG & HRs/AHRs V: <i>Clsrms</i>	SFGCT (GC)
	S4	12:35-1:15	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	HRs/AHRs
	S5	12:35-1:15	<b>Career Exploration (2) <i>via Zoom</i></b>	To facilitate students to understand their career inclination and the importance of pursuing a career goal	Facilitators from HKFYG & HRs V: <i>Clsrms</i>	CLPT
	S6	12:35-1:15	<i>Homeroom Session</i> • <i>Stress Management Workshop by Ms. Carol Au Yang (via Zoom)</i>		HRs/AHRs V: <i>Clsrms</i>	SFGCT (VP)
Tue, 8 Dec 2020	S1 – S2	2:30-3:30	<i>Stress Management Workshop by Ms. Carol Au Yang (via Zoom)</i>		HRs/AHRs V: <i>Clsrms</i>	SFGCT (VP)
Mon, 14 Dec 2020	S3	2:30-3:30	<i>Stress Management Workshop by Ms. Carol Au Yang (via Zoom)</i>		HRs/AHRs V: <i>Clsrms</i>	SFGCT (VP)
Tue, 15 Dec 2020	S4 – S5	2:30-3:30	<i>Stress Management Workshop by Ms. Carol Au Yang (via Zoom)</i>		HRs/AHRs V: <i>Clsrms</i>	SFGCT (VP)
Mon, 21 Dec 2020	Whole School	AM	<b>Christmas Programme &amp; Party</b> <i>Via Zoom</i>		RMET V: <i>Hall and Classrooms</i>	RAC
<i>Tue, 22 Dec 2020 – Sun, 3 Jan 2021</i>			<b><i>Xmas Holiday</i></b>			
Fri, 8 Jan 2021 C9 D10	S1	12:50-1:30	<b>Mindfulness Workshop (8) <i>Befriending the Difficult</i></b>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs V: <i>Clsrms</i>	PCG
	S2-S6	12:50-1:30	<i>(Early Dismissal to prepare for exams)</i>			
Tue, 12 Jan 2021 C9D9	S3, S5	AM/PM	<b>MY Exams</b>		Exam Team and Invig.	School
	S4	AM/PM	<i>Regular lessons via Zoom</i>			

CCA	S6	2:30-3:30	<b>'A Journey to My Dreams after the HKDSE' (via Zoom)</b>	To introduce the multiple pathways to students and boost their confidence	CLPT V: via Zoom	CLPT
Fri, 15 Jan 2021 C9 D5	S1	12:05-12:45	<b>Mindfulness Workshop (9) Taking in the Good (via Zoom)</b>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs V: Clsrms	PCG
	S3, S5	AM/PM	<i>MY Exams</i>			
	S2, S4, S6	11:55-1:30	<i>(Early Dismissal to prepare for exams)</i>			
Fri, 22 Jan 2021 C10D5 D10 (ECA6)	S1-S6	12:50-1:30	<i>Early Dismissal All events cancelled due to exams, CTs, study leave, etc.</i>			
Fri, 29 Jan 2021 C10D5	S1	12:05-12:45	<b>Mindfulness Workshop (10) Pulling it All Together</b>	To raise students' awareness of their mental health and practice on mindfulness	Mindfulness Teachers & HRs/AHRs V: Clsrms	PCG
	S2-S6	12:05-1:30	<i>(Early Dismissal)</i>			
Thu, 4 Feb 2021 C11D5 (ECA7)	Whole School	12:05-1:30	<b>Special Rehearsal for CNY Programme;</b> <i>(All other students may be dismissed early, or continue with exams/mock as scheduled.)</i>			
Fri, 5 Feb 2021	Whole School	AM	<b>Chinese New Year Prayer Service Chinese New Year Programme</b> <i>Whole School Assembly (via Zoom)</i>		RAC, & Chinese Dept. V: Hall	School
<i>Mon. 8 Feb 2021 – Thu, 18 Feb 2021</i>			<b>Chinese New Year Holiday</b>			
Fri, 19 Feb 2021 C11D10	S1	11:50-12:20	<i>Return Script – AM No OLE Session</i>		HRs/AHRs V: Clsrms	HRs/AHRs
	S2	11:50-12:20	<i>Return Script – PM No OLE Session</i>		HRs/AHRs V: Clsrms	HRs/AHRs
	S3 – S5	11:50-12:20	<i>Early Dismissal</i>			
Fri, 26 Feb 2021 C12D5	Whole School	12:05-12:30	<b>Lent Prayer Service (via Zoom)</b>	Preparation for the Easter Spirit	RAC V: Hall	RAC
	S1	12:30-12:45	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: Clsrms	HRs/AHRs
	S2	12:30-12:45	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: Clsrms	HRs/AHRs
	S3	12:30-12:45	<b>Mid-year Review on Goal-setting Homeroom Session</b>	Facilitate students to reflect on the goal set and revise their action plan	CLPT, HRs/AHRs V: Clsrms	CLPT
	S4	12:30-12:45	<b>S4 In-depth Service Training (1)</b>	To nurture students' sense of gratitude and treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HR/AHR V: SAC, Gym, St. Ignatius & Prayer Room	ECASC

	S5	12:30-12:45	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	HRs/AHRs
Thu, 4 Mar 2021 C12D4	S6	12:05-1:30	<b>Graduation Mass</b>		RMET V: <i>Hall</i>	RMET
Fri, 5 Mar 2021 C12D5  (ECA9)	S1, S2	12:05-12:45	<b>Japan 311 Earthquake Story</b>	to cultivate a sense of gratitude through the sharing from the Japanese about how they recovered from the 311 Earthquake.	EET HRs/AHRs V: <i>via Zoom</i>	EET
	S3	12:05-12:45	<b>Mid-year Review on Goal-setting Homeroom Session</b>	Facilitate students to reflect on the goal set and revise their action plan	CLPT, HRs/AHRs V: <i>via Zoom</i>	CLPT
	S4	12:05-12:45	<b>S4 In-depth Service Training (2)</b>	To nurture students' sense of gratitude and treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HR/AHR V: <i>SAC, Gym, St. Ignatius &amp; Prayer Room</i>	ECASC (F2F)
	S5	12:05-12:45	<b>Pandemic and Globalization</b>	To let students to understand more about mutual influence between Pandemic and Globalization	CET V: <i>Hall</i>	CET (F2F)
Thu, 11 Mar 2021 C12D10	Whole School	12:05-1:30	<b>Good Samaritan Programme</b>		RAC & SC V: <i>Hall</i>	RAC & SC
Fri, 19 Mar 2021	Whole School	Whole Day	<b>Assessment Review Day</b>		All Staff V: <i>Clsrms</i>	School
Mon, 22 Mar 2021 Thru RE Lessons	Whole School	40 mins lesson time	<b>Preparation for Confession Programme</b>	Reflection, Reconciliation and Gratitude	RMET V: <i>via Zoom</i>	RMET
Tue, 23 Mar 2021 C13D7	Whole School	12:05-1:30	<b>Assembly for World CLC Day</b> <i>Whole School Assembly</i> <i>Via Zoom</i>		RAC & SC V: <i>via Zoom</i>	RMET
<i>Mon, 29 Mar 2021 – Wed, 7 Apr 2021</i>			<b><i>Make-up holiday for World CLC Day, Easter Holiday and Ching Ming Festival</i></b>			
Fri, 9 Apr 2021 C14D5 PM  (ECA 9)	S1	12:05-12:45	<i>Homeroom Session</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	HRs/AHRs
	S2	12:05-12:45	<b>Feminity</b>	To enhance students' understanding on the nature and characteristics of feminity	CMAC & HR/AHR V: <i>Rm. 411</i>	HET
	S3	12:05-12:45	<b>S3 Introduction of Subjects</b>	Subject panel heads will introduce DSE subjects to S3 students for their considerations	HRs/AHRs V: <i>Hall</i>	HRs/AHRs
	S4	12:05-12:45	<b>S4 In-depth Service Training (3)</b>	To nurture students' sense of gratitude and treat others with love, care, compassion and respect	Sing Woo Youth Centre, ECASC, HR / AHR V: <i>Clsrms</i>	ECASC

	S5	12:05-12:45	<b>Workshop on OEA Additional Information</b>	To enhance students' reflection competence and communication skills	CLPT & HR V: Zoom	CLPT
	Whole School	12:50-1:30	<b>ECA 9</b>	Cultivate students' interest, knowledge and skill in arts, sports and culture.	Club / Team /Group Advisors V: <i>Respective venues</i>	ECASC
Tue, 20 Apr 2021 D10	S1-S3, S5 @ MSS S4 (Zoom)	12:50-1:30	<b>S3 – Part 2 Choice of Subjects</b>		V: <i>Hall</i>	School
	Whole School	12:50-1:30	<b>Prize Presentation 3 Whole-school Assembly</b>	To give recognition to students with outstanding service and performance	School V: <i>Hall</i>	School
Fri, 14 May 2021 C16D5 (ECA 10)	Whole School	12:05-12:45	<b>Teacher Appreciation Assembly Whole-school Assembly</b>	Appreciation, Gratitude, and Thanksgiving	SC & Teacher Advisors V: <i>Hall</i>	SC
	S5	6:30-8:30	<b>S5 Parents' Night</b>		School V: <i>Hall</i>	School
	Whole School	12:50-1:30	<b>ECA 10 (TBC)</b>	Cultivate students' interest, knowledge and skill in arts, sports and culture.	Club / Team /Group Advisors V: <i>Respective venues</i>	ECASC
Fri, 21 May 2021 C16D10	S1, S4	12:50-1:30	<b>Big Sisters Gathering 3</b>	Development of clear and positive identity; promotes social and behavioral competence and cultivate sense of gratitude	PCG V: <i>Hall</i>	PCG
	S2	12:50-1:30	<i>LHR</i>	to cultivate a sense of gratitude through handling HR affairs	HRs/AHRs V: <i>Clsrms</i>	HRs/AHRs
	S3	12:50-1:30	<b>Choice of Subjects (II)</b>	To provide extra help to students on making informed S4 subject choices	HR/ AHRs V: <i>Library</i>	CLPT & Mr. K. Chan
	S5	12:50-1:30	<b>Abortion</b>	CMAC	CMAC & HRs V: <i>Rm. 411</i>	HET
Fri, 28 May 2021 C17D5	S1, S2	12:05-12:45	<i>Early Dismissal</i>			
	S4, S5		<i>Study Leave</i>			

Index:

- CLPT = Career & Life Planning Team ((CLPT)
- CET = Civic Education Team
- ECASC = Extra -curricular Activities and Service Committee
- EET = Environmental Education Team
- SFGCT = Student Formation Guidance and Counseling Team
- SFGCT(GC) = Student Formation Guidance and Counseling Team (focusing on Guidance)
- PCVT = Promotion of MSS Core Values Team
- RMET = Religious and Moral Education Team
- SC – Student Council



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