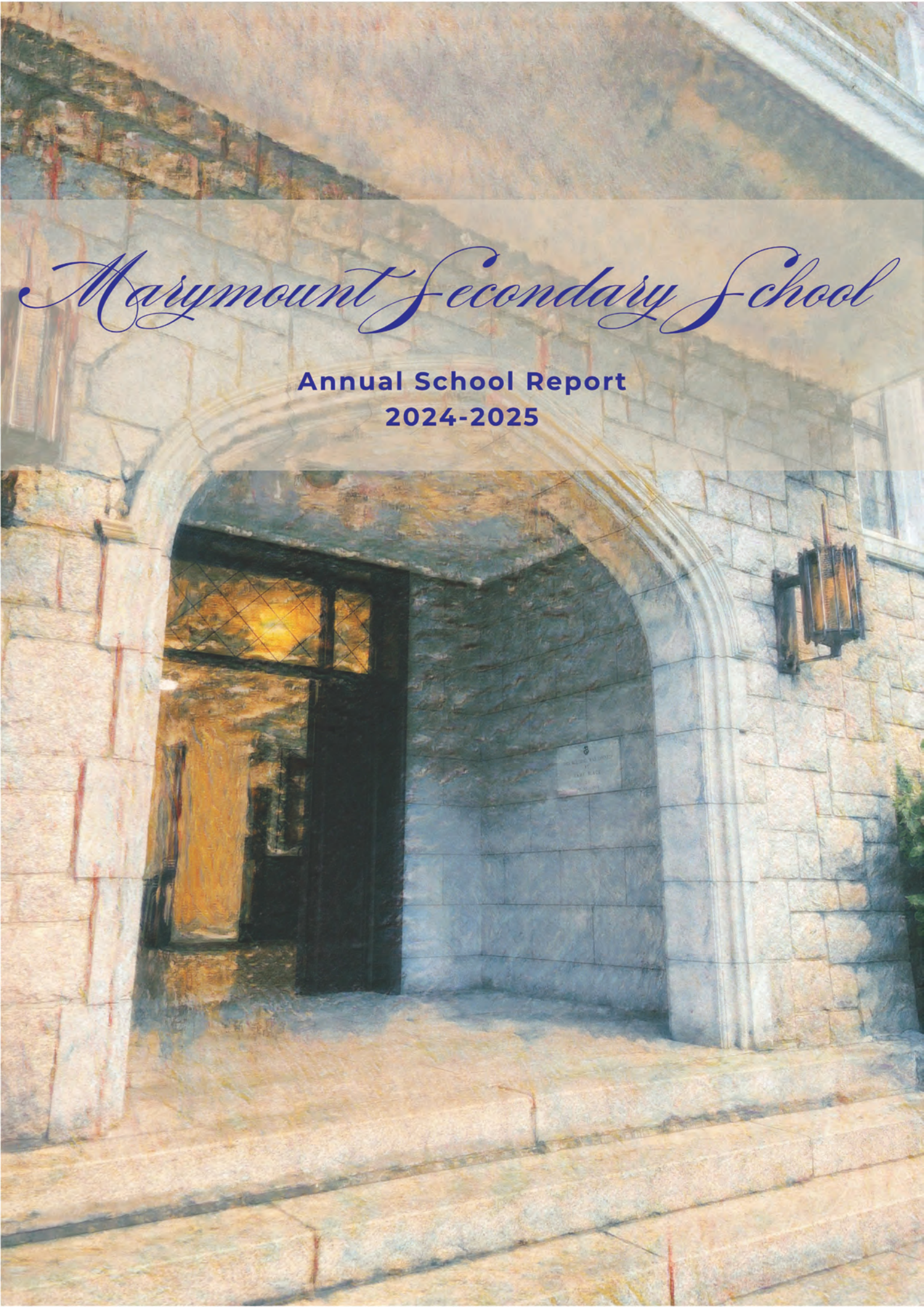




Marymount Secondary School

**Annual School Report
2024-2025**

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Appendix 1 : School Organisation Chart (2024-2025)

Appendix 2 : Pastoral Care Programmes Composite Schedule (2024-2025)

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 grant 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, community 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 up 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:

Science KLA: Biology Laboratory
Chemistry Laboratory
Physics Laboratory
Integrated Science Laboratory 1 & Laboratory 2

Physical Education KLA: Ball Court
Covered Playground
Gymnasium

Aesthetic Education KLA: Visual Arts Room

Others: Conference Room
Multi-media Learning Centre

Special rooms and facilities in the Main Building:

Humanities KLA: Geography Room

Technology KLA: Campus TV Room
Computer Room
IT Laboratory
LEAD Room
Technology & Living Room

Aesthetic Education KLA: Music Room
Music Store Room

Others: 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

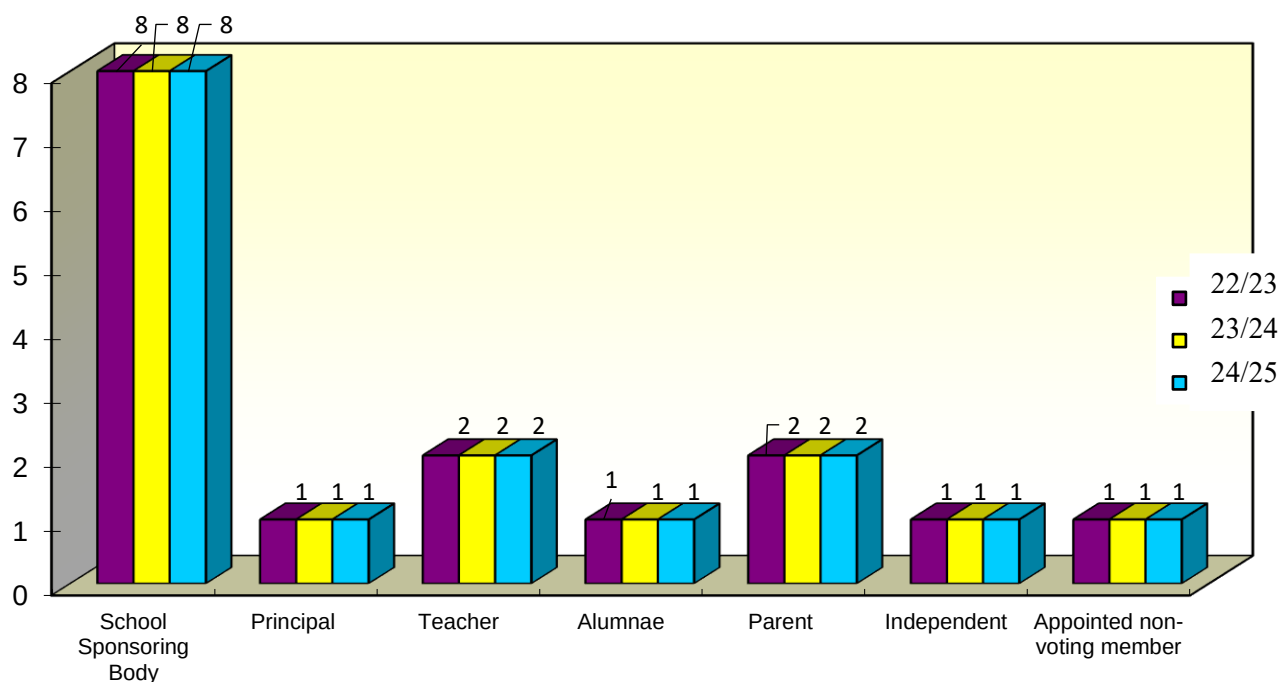
As a result of the reduction in the number of classes under the New Senior Secondary Academic Structure, the school management was able to review and reorganise room usage in the campus after the double cohort year (2012). In the summer of 2014, the Staff Room and Staff Lounge were relocated to the West 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.

In order to help students develop a habit of reflection and help them be mindful, the school has renovated the area at the back of the school building into an area for quiet meditation and reflection. The prayer garden and prayer path were named the Haven of Tranquillity. Students can enjoy a moment of serenity as they walk along the prayer path, meditating next to the fountain and praying in a mindful manner.

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 2024-2025

Members

Dr. Éadaoin K.P. Hui
 Fr. Seán ÓCearbhalláin, S.J.
 Mrs. Jennie Chor
 Ms. Barbara Chan
 Ms. Sonya Chan
 Mr. William Chu
 Ms. Monica Ip
 Miss Julie Yip
 Mr. Albert Chan
 Ms. Maggie Chiu
 Mr. Dunstan Yap
 Mr. Colin Wong
 Mrs. Celia Ng
 Miss Caroline Li
 Mr. Kyle Chan
 Ms. Brenda Lo
 Ms. Asha Sharma

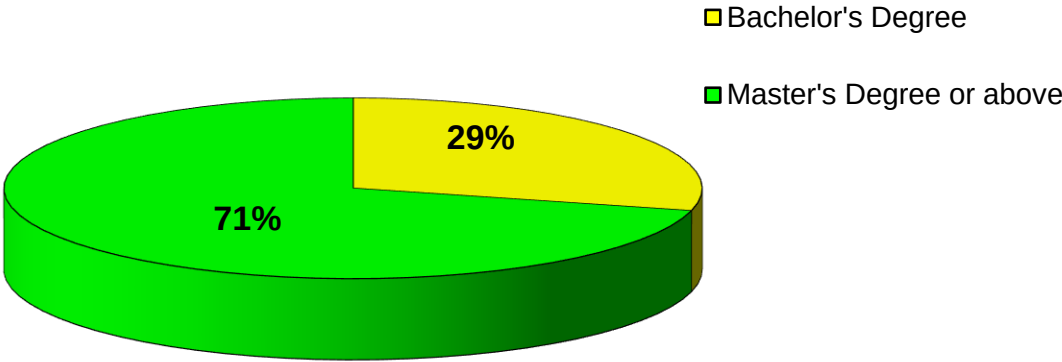
Representing

School Sponsoring Body Manager
 School Sponsoring Body Manager
 School Sponsoring Body Manager
 School Sponsoring Body Manager
 School Sponsoring Body Manager
 School Sponsoring Body Manager
 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

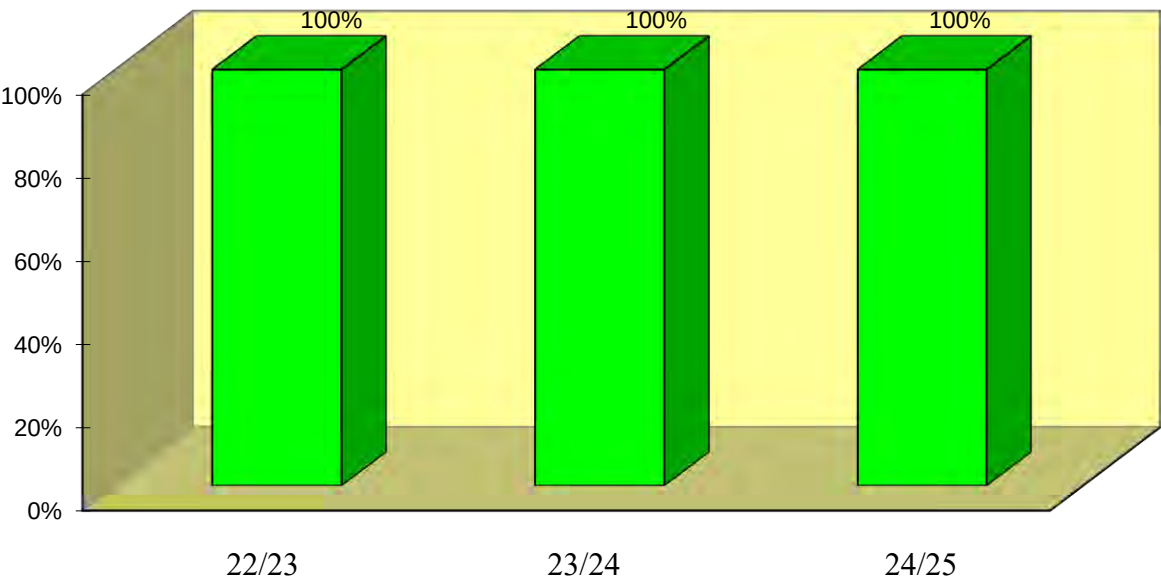
6. Our Teachers

On our staff establishment, we have a total of 48 teachers. In addition, 7 full-time and 3 part-time teachers were appointed under the EDB special grants.

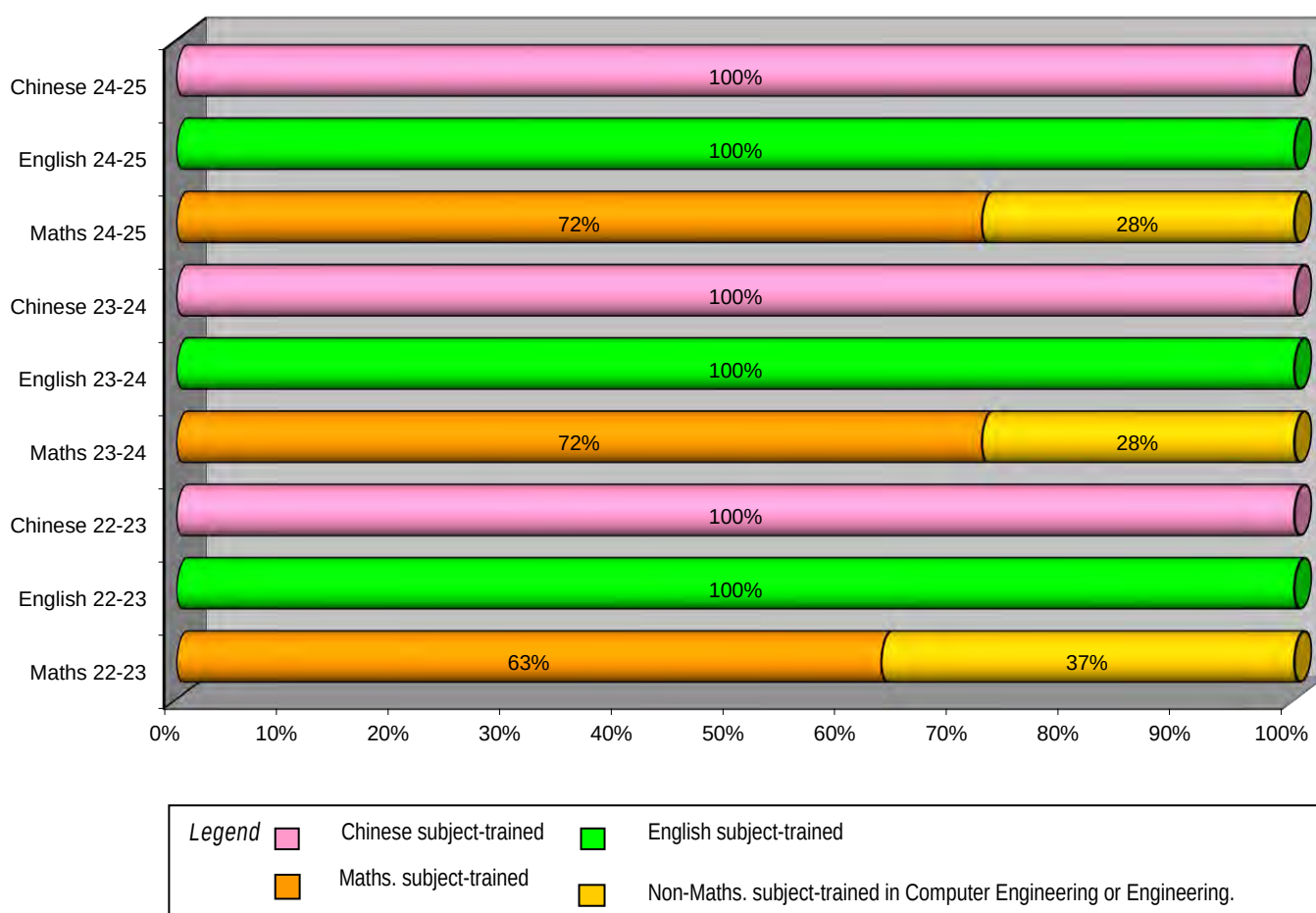
**Highest Academic Qualifications attained by Teachers
on the Staff Establishment 2024-2025**



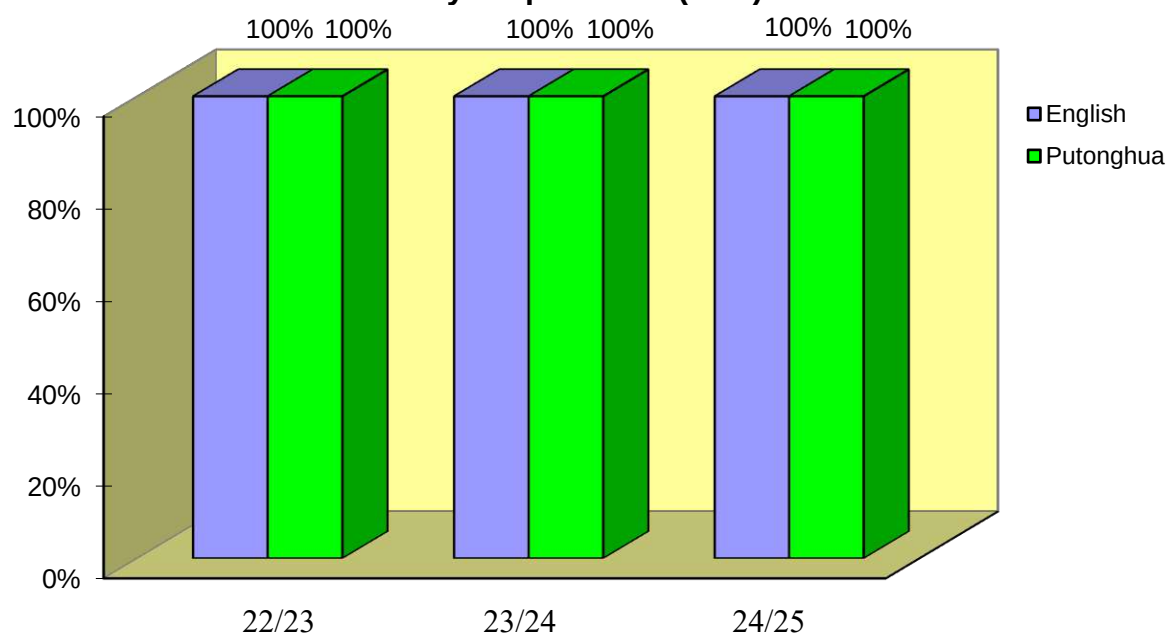
% of Professionally-trained Teachers on the Staff Establishment



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

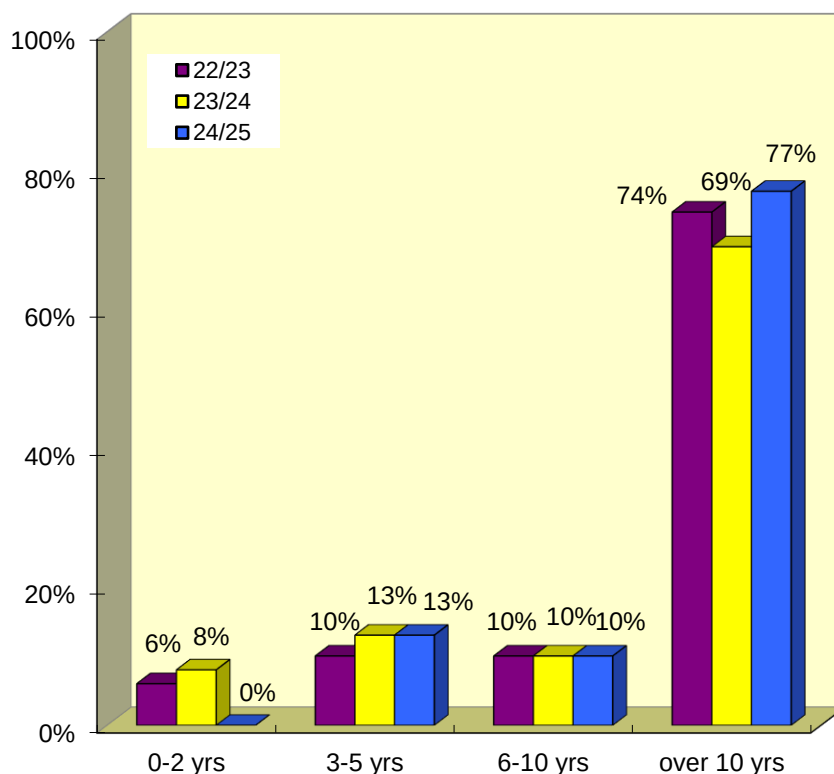


% of Teachers on the Staff Establishment meeting the Language Proficiency Requirement (LPR)



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



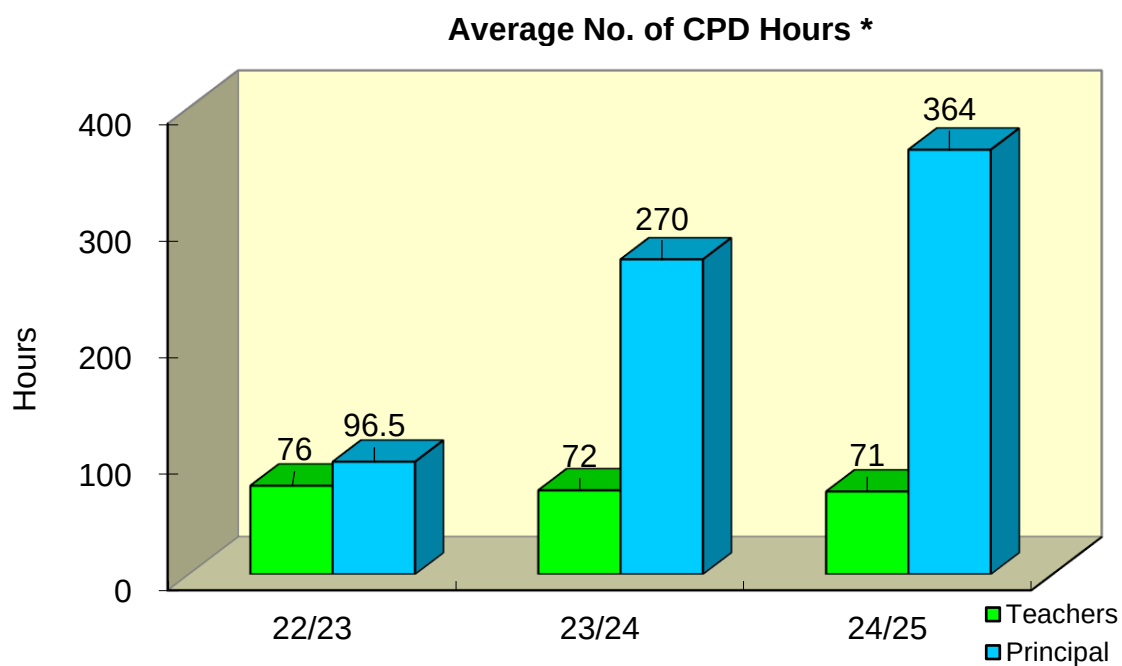
Staff Continuous Professional Development

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 364 hours of CPD while the average number of CPD of teachers (excluding the Principal) was 71 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
Staff Development Day 1	28 Aug 2024	A.M. session Identifying and supporting students with suicidal threats The Power of Connection to the Developing Mind P.M. Session Activities for wellbeing and relationship building
Staff Development Day 2	22 Nov 2024	A.M. Session Crisis management on suicidal ideation and promotion of mental health Mini input sessions on T & L (Part 1) P.M. Session Mini input sessions on T & L (Part 2) AI in Classrooms? Embracing Innovation or Crossing Boundaries? Grief & Bereavement (For Guidance Team)
Staff Development Day 3	6 Mar 2025	Elements of a Good Lesson
Professional support by QSIP. CUHK	2024-2025	Workshop (1): Elements of a Good Lesson Workshop (2): P-I-E in Learning and Teaching Workshop (3): Making Good Use of Data for E-PIE: From School Level to Departmental Level

SDD 1

Date: 28 Aug 2024

Time: 9:00a.m. - 4:00p.m.

Venue: Clearwater Bay Golf and Country Club

The school invited the educational psychologist and facilitators from Bei Shan Tang to conduct two sessions on the ways teachers can better support students with suicidal threats and through developing a close connection. In the afternoon, teachers were engaged in different sports and activities to enhance their well being before the start of the new school year.

SDD 2

Date: 22 Nov 2024

Time: 9:00a.m. - 4:00p.m

Venue: MSS

The programme consisted of 3 sessions covering both pastoral care as well as learning & teaching. The first session was conducted by Ms. Kenus Leung who introduced guidelines relating to the management of different crises, followed by mini-input sessions delivered by our experienced teachers on pedagogies on student development. In the afternoon, Mr. Ha Chi Hung, Apple Distinguished Educator from True Light Middle School of Hong Kong was invited to conduct a workshop introducing different AI tools to enhance teaching efficiency; while the teachers from the Guidance Team attended a programme relating to Grief & Bereavement conducted by Ms. Kenus Leung.

Professional Support by QSIP

To facilitate our continuous improvement and development, as well as enhance the effectiveness of student learning, we have invited the professional team from the QSIP, CUHK to conduct a series of workshops for all teaching staff and middle-level leaders respectively.

Workshop (1)

Date: 6 March 2025 (SDD 3)

Time: 9:00a.m. - 12:00p.m.

Venue: Hall

Target Group: All teaching staff

Theme: "Elements of a Good Lesson"

The workshop, specially designed to complement the school context and the focus of training, was carried out to enhance teachers' professional capacity in understanding the elements of a good lesson and to facilitate the development of a shared vision among teachers.

Workshop (2)

Date: 2 June 2025

Time: 1:45p.m. - 3:45p.m.

Venue: Hall

Target Group: All teaching staff

Theme: "P-I-E in Learning and Teaching"

The workshop was carried out to introduce the concept of P-I-E from the perspective of learning and teaching, such as assessment literacy and exam evaluation, and provided a brief overview of commonly used school evaluation data.

Workshop (3)

Date: 13 June 2025

Time: 9:00a.m. - 12:00p.m.

Venue: Rm 411

Target Groups: Panel Heads and Committee Heads

Theme: 'Making Good Use of Data for E-PIE: From School Level to Departmental Level'

Building on the foundation laid in the workshop conducted on 2 June, this session introduced practical strategies for the Subject Panel Heads and Committee Heads to systematically review their implementation efforts with reference to the School Stakeholder Survey and APASO-III, plan for the next stage, and enhance the PIE cycle at departmental level.

Additional Staff Development Programmes

Apart from the Staff Development Days and the Professional Support by QSIP, SDAC also organized 8 sessions for Year 1 & 2 new teachers during lunch or after school. The sessions were conducted by experienced teachers, social workers, school-based educational psychologist and external organization which aimed at facilitating teachers to understand the school culture, the pedagogies highlighted in the School Development Plan as well as Pastoral Care Concerns. Other teachers are also required to sign up for at least one session in the 1st term and the 2nd term in accordance with their professional development needs.

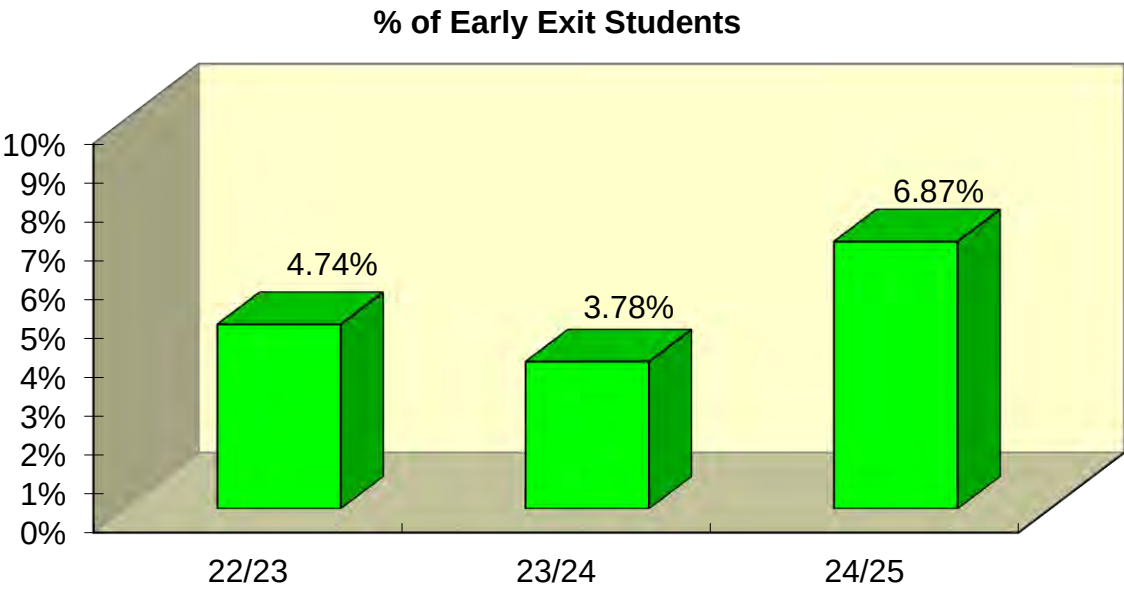
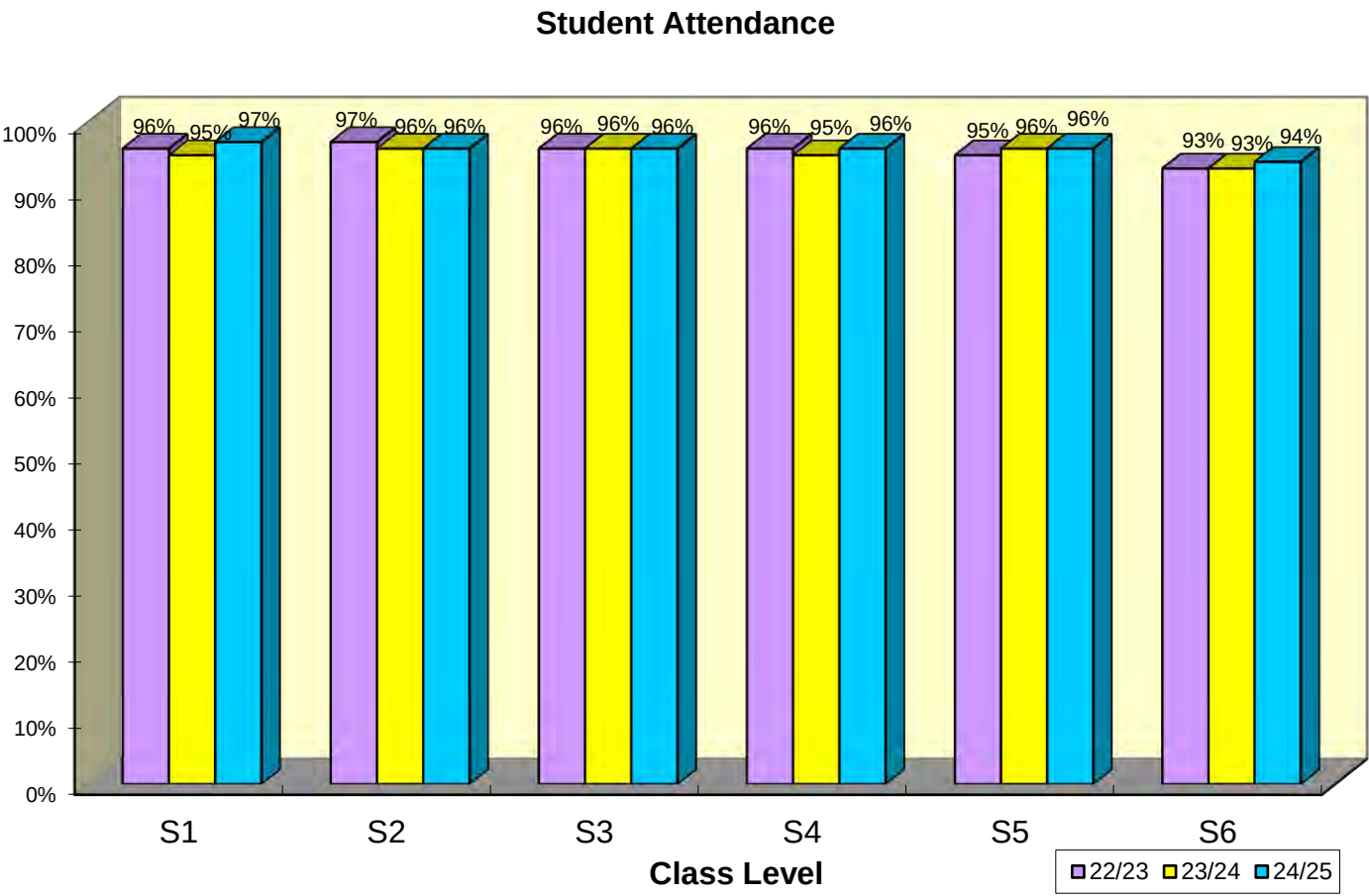
Date	Programme
8 October 2024	Introduction to the Cultures of Thinking
28 October 2024	Roles of Homeroom Teachers
5 November 2024	Sharing of the Use of Interactive Whiteboard
13 December 2024	Tea gathering among new teachers and mentors outside school
18 February 2025	Effective Communication with Parents
28 March 2025	Supporting Students with SEN
1 April 2025	Assessment for Learning
30 June 2025	Gallery Walk & Sharing

Self- directed Learning Course

To build up the atmosphere of emphasising life-long learning among teachers and enable them to rediscover the joy of learning, each teacher was subsidised not more than \$500 to enrol in any activities or courses that suit his/ her interest. The activities that the teacher joined were very diverse including sewing, baking, spin art and workshop on canvas etc. They were required to share their reflection and upload a photo of one impressive moment to the shared drive thereafter.

7. Our Students

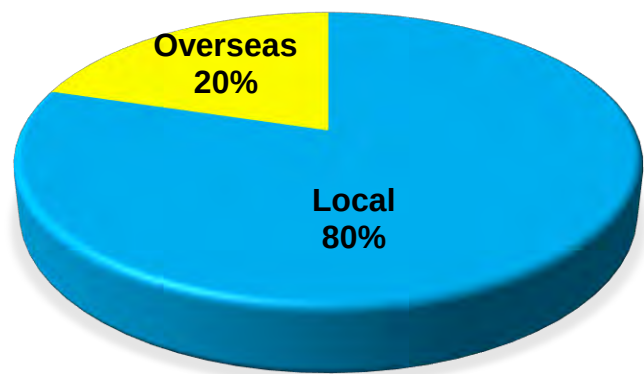
582 students were enrolled in the school in September 2025. The majority of S1 students were from MPS, our feeder school.



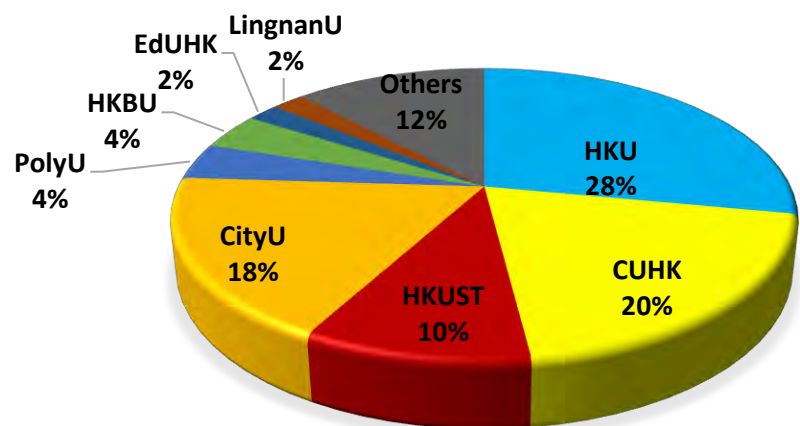
90% of students who withdrew during the school term continue their studies overseas.

The following is the summary of our S6 students' destination after the HKDSE:

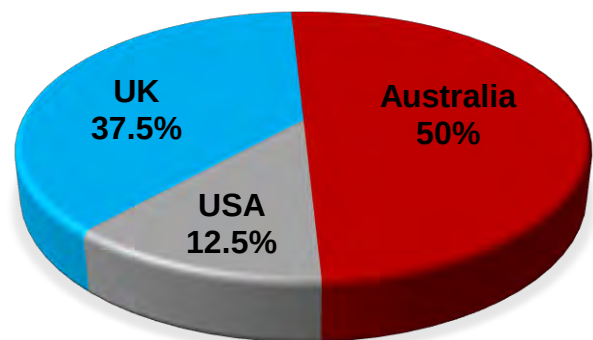
**DESTINATION OF S6 GRADUATES (65 STUDENTS)
(2024-2025)**



**ADMISSION TO LOCAL UNIVERSITIES
S6 GRADUATES (50 STUDENTS) (2024-2025)**



**DESTINATIONS OF S6 GRADUATES (8 STUDENTS)
STUDYING ABROAD
(2024-2025)**



The Student Council

The Student Council serves as a bridge between students and the school. It offers training in leadership and opportunities to serve. By hosting a variety of engaging events, it aims to strengthen the sense of school community and to make the school life more meaningful and memorable.

The Student Council Calendar of Events 2024-2025

Timeline	Event
2024	
September 2024	Inauguration Ceremony The Student Council welcomed its new incumbent council members office with a formal and solemn inauguration ceremony. They pledged to serve our school body and shared prospects for a thriving year ahead.
September 2024	SC, ECAS, Houses & PCT Orientation Overnight Camp The Orientation Camp joined seniors and juniors together, encouraging collaboration and fostering a sense of belonging for newly elected representatives of their classes. The Student Council members also teamed up with other Team members to learn more about the school and services for our school body.
October 2024	Clearance Sale Clearance Sale presented a wonderful opportunity for students, teachers and alumnae alike to obtain past-year products at discounted and bundled prices. These celebrated the artistry of past designers and explored product ideas for Mega Sale.
December 2024	Talent Quest — Meraki Talent Quest showcased students' most wonderful and impressive talents, displaying their creativity, stage presence and skill leading up to Finals Night. The theme, Meraki encouraged contestants to be passionate and creative in their performances which included enriching acts with soul and spirit. The Student Council strives to provide opportunities for performers and students to shine.

2025

March 2025

Good Samaritan Lunch

The Student Council and the RAC recognized the values of the Good Samaritan – kindness and compassion for all – through various initiatives throughout the week, concluding with an assembly featuring entertaining theatre, pineapple buns and lots of laughter.

May 2025

Mega Sale

The Student Council brought new products to students, taking previous suggestions into consideration, like socks and shoe bags. They invited student designers to help shape their products, many of which became best-sellers. These products were also offered at reasonable prices for the enjoyment of students.

May 2025

Teacher Appreciation Week & Student Appreciation Week

The Student Council prepared a week of engaging activities to express heartfelt gratitude to teachers, staff, and students. Trinkets and goodie bags were distributed to every one. At the Special Appreciation Assembly, videos of words of appreciation and support to every member of the MSS community and prepared handwritten cards for teachers, made by our students were presented.

June 2025

SC, ECAS, Houses & PCT Evaluation Day

Students reflected on the past year and shared their valuable experiences in serving our school community. They also engaged in fruitful discussions and brainstorming for the coming year.

July 2025

Fun Fair

Each class created game booths based on a movie genre under the theme “Mythological Marvels”. Profits were donated to the Hong Kong Cancer Fund.

August 2025

Pre-S1 Orientation

The Student Council organized guided tours to introduce pre-S1 students to various aspects of our vibrant school life.

September 2025

Student Council Nomination and Election

The Student Council assisted in organizing the nomination and election of new leaders for the upcoming year.

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. Barbara Chan met to plan and organize various activities to strengthen the bond among the alumnae and between the alumnae and the school.

Welcome S6 Lunch (29th November 2024)

MSSAA hosted the Welcome S6 Lunch, bringing together over 30 alumnae to warmly welcome the S6 students into the MSSAA community. A highlight of the event was the inspiring panel discussion featuring distinguished Guests of Honour — Ms. Elaine Wong, Ms. Francesca Lee, and Ms. Pauline Cheng — moderated by Ms. Caroline Li. The conversation was enthusiastically received by the students and offered a meaningful opportunity to connect, share personal journeys, and inspire in the next generation.

Chinese New Year Reunion Lunch (19th January 2025)

MSSAA's Chinese New Year Reunion Lunch was a joyous celebration bursting with festive cheer! Laughter and warmth filled the air as guests enjoyed a feast of scrumptious dishes, joined in exciting Switch games, got creative with traditional handicrafts and couplets writing. Everyone left with glowing smiles, fond memories, and a lucky bag packed with goodies just for the occasion.

MSS Swimming Gala (24th January 2025)

On 24th January 2025, our incredible MSSAA swimmers dove into action at the MSS Swimming Gala, bringing energy, determination, and team spirit to every splash and stroke.

MSS Sports Day (14th March 2025)

The MSSAA team (with Ms. Sheryl Lee, Ms. Lilian Kiang, Ms. Jennie Wei and Ms. Pauline Tsang) beat the teachers, current students, PTA team and came first in the 4x60m Walking Relay. Recent graduates returned to support their houses in the 4x60m Inter-House Walking Relay for Alumnae. Two teams also represented the MSSAA at the 4x100m Students-Teachers-Alumnae Relay.

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 possibilities of service to the community, and share ideas and resources during activities within each professional chapter as well as annual joint gatherings.

With a history of over 95 years, a rich tradition and our 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, New Media & Technology and Homemaker. The school is looking forward to adding more chapters in the future and further expanding the network to benefit the school, our alumnae and our students.

Centenary Celebration Preparation Committee

The school will be celebrating the centenary in 2027. The Centenary Celebration Preparation Committee was set up in November 2023, and already has over 70 members made up of different stakeholders, including alumnae, parents, student and teacher representatives. Ms. Asha Sharma and Ms. Barbara Chan are the Co-Chairpersons of the Committee with Ms. Karen Ho and Ms. Florence Tsoi serving as Vice-Chairpersons, Ms. Pauline Tsang, as the Treasurer and Ms. Vivian Yow as the Theme/Image Advisory Team Leader.

The MSS/MPS 98th Slogan and Logo Competition was organized in November 2024, and there were over 30 entries from MPS, MSS and alumnae. Other activities organized this year included a Chinese Lantern Festival Gathering in February 2025, Music Under the Star in April 2025, Mommy & Me Celebration Under the Sun in May 2025, MSS has Influencer in May 2025 and Boating Under the Sun in June 2025. More events will be scheduled in the upcoming years.

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 Mr. Dunstan Yap, 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) Talk on Further Education before AGM
- d) Sharing Session for S.1 Parents with a talk *“How to tackle the emotions of my child”*
- e) Aroma Stone Workshop
- f) Christmas Celebration – Distribution of Christmas Gifts and Hampers to Staff and Students
- g) Distribution of Red Packet to Staff in Chinese New Year
- h) Chinese New Year Parent-Child Gathering
- i) Family Outing – Wu Kwai Sha Youth Village
- j) Joint School PTAs Values Education Workshops (MSS/MPS/WYCHK/PUWYPS)
- k) Film screening of “The Way We Talk”
- l) Participation in the Teacher Appreciation Programme of the school and Distribution of Gifts to Teachers and Staff
- m) Post-exam Activities:
 - S1 Pastel Nagomi Art Workshop
 - S2 Hip Hop Dance Class
 - S2 Taekwondo Class
- n) Fun Fair (Service Programme for students from Hong Chi Morning Hill School)

This year, we had some new activities, such as Chinese New Year Parent-Child Gathering, Aroma Stone Workshop, Film Screening and Pastel Nagomi Art Workshop. The responses were very positive. Besides that, a series of four stimulating Values-education Workshops held between March and May 2025 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, Professor LAM Shui Fong, Dr. Y. L. So, Dr. Susanna Choy and Ms. Blanche Tang Oi-lam, who provided very useful guidance to parents on helping children to form basic human values and attain all-round development.

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, Feedback and Follow-up

Major Concern 1

To enhance students' wellbeing through building a greater sense of purpose in life.

Targets:

- Students' well-being can be enhanced
- Students can identify their unique talents and their purpose in life through constructive life planning
- Students can demonstrate positive/core values (wisdom) in their daily lives
- Students can cultivate a passion for long-term goals/establishing a direction for life

Achievements

Students' Well-being Can Be Enhanced

Building on the insights gained from last year's evaluation phases, the Pastoral Care Division have continued to make meaningful progress in promoting student well-being. In response to the identified need for stronger collaboration and more inclusive support structures, we revamped our guidance system in consultation with an external educational psychologist. This led to the adoption of a structured three-tier support model:

Tier One: Homeroom and Assistant Homeroom Teachers provide daily emotional support and relationship-building.

Tier Two: Guidance Teachers offer targeted assistance to students with emerging needs.

Tier Three: Managed by the Guidance or SEN Mistress, this tier coordinates professional support for students requiring more intensive care.

To ensure consistent and updated support, the Student Support Team now regularly meets with Homeroom Teachers and professionals, strengthening the overall care network. In line with our commitment to fostering deeper student-teacher engagement, we introduced the "Check-in Journal," a reflective tool that encourages meaningful conversations and emotional awareness. Furthermore, to echo the Education Bureau's promotion of the 4Rs (Rest, Relaxation, Relationship, and Resilience), we implemented a new timetable that allows students more time for relaxation and physical activity during recess and lunchtime, supporting a healthy lifestyle. These initiatives reflect our ongoing efforts to address previous challenges such as time constraints and resource limitations while reinforcing the importance of adaptability, collaboration, and a student-centered approach in creating a caring and inclusive learning environment. The effectiveness of our initiatives is further supported by the results from the APASO-III survey, where teachers, students, and parents rated their perceptions of Support for Student Development at impressive scores of 4.2, 3.7, and 3.9, respectively. These high scores reflect a strong consensus on the positive impact of our efforts in fostering a supportive environment for all students. Notably, all three scores exceed the reference data for Hong Kong, demonstrating our commitment to providing exceptional support for student development.

Collaboration among various committees has significantly enhanced students' well-being at Marymount Secondary School. The Guidance Team implemented the Character Strength Identification Programme, helping students recognize their unique qualities, with over 80% reporting increased confidence and a stronger sense of purpose, according to the APASO-III evaluation. The APASO-III results also showed that students are generally satisfied with their school life, especially Secondary 1 students, who expressed particular appreciation for the friendships they have formed. Additionally, the Religious and Moral Education Committee conducted Resilience and Well-Being Workshops, with 78% of students reporting that they felt better equipped to handle stress. The Mindfulness Reform introduced class-based mindfulness activities that students found enjoyable, with over 80% agreeing that these activities helped them feel calm and focused. Moreover, the Guidance Team provided Parent and Teacher Training Workshops in cooperation with Levelmind@HK, resulting in 66% of teachers feeling more prepared to address students' emotional challenges. This collaborative approach ensures consistent support for students both at home and at school, significantly boosting their overall well-being.

Students Can Identify Their Unique Talents and Their Purpose in Life Through Constructive Life Planning

The process of identifying unique talents and establishing a sense of purpose is crucial for students' personal and academic growth. The constructive Life Planning programme provided by the Careers and Life Planning Team with three stages: Self-understanding and Development, Career Exploration and Career Planning and Management were thoughtfully designed to guide S1-6 students in identifying their unique talents and shaping their future with clarity and confidence. According to APASO-III, over 70% of senior students completed questionnaires to discover their interests and abilities, and they actively sought information about careers and further study pathways. APASO-III also showed a significant increase of 20% in the item measuring the Meaning of Life. This framework integrates character education, career exploration, and reflective practices to help students connect their personal values with long-term goals.

Through the S1 & S2 Life Education Programme, over 80% of students reported gaining greater knowledge about well-being and character strengths, though some required further support in identifying their top traits. The “Self-understanding” workshop by the HK Life Planning Association helped 91.7% of S3 students identify their Holland Codes and link them to relevant careers. In the “Choose Your Own Adventure” sharing, 85.7% of students felt motivated to begin planning their future portfolios. According to APASO-III data, 79.7% of students felt they had sufficient information about careers in the job market, and 81.4% understood the process of entering different professions. Additionally, half of our S5 and S6 students participated in work experience programmes, while 40% joined job shadowing internships. We are grateful for the resources provided by our alumnae and joint school programmes. With the support of initiatives such as the Mentorship Programme held by MSSAA, the MSS–Wah Yan Joint School Careers Fair, JA Plan for Future, and the HKGCC Business School Partnership Programme, students gained valuable exposure to real-world industries. This comprehensive approach not only enhances self-awareness but also equips students to make informed, values-driven decisions about their future, fostering a deeper understanding of their roles in society.

Students Can Demonstrate Positive/Core Values (Wisdom) in Their Daily Lives

Students have shown encouraging progress in demonstrating the core value of Wisdom in their daily lives, particularly through activities that promote ethical decision-making, compassion, and social responsibility. At MSS, we follow the Bible verse, “*I am the Way, the Truth, and the Life.*” – *John 14:6*, as the guiding framework for promoting Wisdom. This framework empowers students to make wise choices through self-understanding and personal growth, cultivates their ability to make compassionate judgments by engaging with others kindly, and creates opportunities for them to work for the common good by contributing to the community and the world. Through assemblies, workshops, simulation games, and service projects, students reflected on their choices and developed thoughtful perspectives. Evaluation data revealed high levels of student agreement on the effectiveness of these programmes, though sustaining these values in daily behavior remains a challenge, especially among senior students. Teachers also showed agreement on our work from Stakeholder Survey, which received 4.2/5 points on “The school leads collaboration among subject panels and committees to actively implement values education,” while parents agreed with this giving a rating of 4.07/5 points on “The school helps my child develop good moral character.” Continuous reinforcement and diversified engagement strategies are needed to deepen students’ commitment to wisdom.

Supporting data from different committees reinforce these findings. The Civic Education Team reported that over 95% of students felt inspired to make ethical decisions after a talk on wise consumerism. The Careers and Life Planning Team observed significant improvement in students' understanding of social enterprises, with post-workshop scores rising from 5.5 to 7.9 out of 9. The ECAS Team noted that while over 80% of junior students met community service requirements, senior participation declined due to academic priorities. The Religious & Moral Education Committee found that 94.6% of S4 and 100% of S5 students gained insights into responsible social media use. Meanwhile, the Sustainability Education Team saw over 90% of students commit to sustainable habits, and the Values Formation Team reported that more than 80% of students became more conscious of making wise choices. These collective efforts highlight the school's success in embedding wisdom into student life while also pointing to areas for further development.

Students Can Cultivate a Passion for Long-term Goals/establishing a direction of life

Students have demonstrated growing awareness and engagement in cultivating long-term goals and contributing to a generative space within the MSS community. Through structured goal-setting dialogues, reflective journaling, and participation in diverse activities, students were encouraged to explore their aspirations and develop a sense of direction. The school's efforts to create safe, supportive environments—such as SPA periods, Homeroom interactions, and external workshops—have helped students feel more connected and motivated. While most students responded positively, some challenges remain, including inconsistent documentation of goal-setting advice and limited use of reflective tools due to competing academic priorities. Interestingly, APASO-III indicates that 53.6% of S3 students and 71.2% of S6 students aspire to engage in professional industries, showing they have high expectations and clear goals regarding their career paths. Continued reinforcement, clearer guidelines, and teacher facilitation are essential to deepen students' commitment to personal growth and long-term planning.

Data from various teams support these findings. The Careers and Life Planning Team observed that most students could articulate their interests and goals during HR/AHR dialogues, though some failed to record feedback. The ECAS Team reported that over 99% of students joined at least one club or group, with improved attendance and strong engagement in inter-house competitions, reflecting increased commitment and perseverance. The Guidance Team noted that the Positive Youth Musical and S5 Soul Collage Workshop enhanced students' sense of meaning and motivation, while the S1 Gratitude Journal promoted emotional reflection and a sense of belonging to school. The Values Formation Team found that over 70% of students felt the check-in journal and SPA period helped create a supportive environment, and over 60% felt more connected to peers and teachers. These collective efforts show that the school is successfully fostering a culture where students can pursue long-term goals and thrive in a generative space.

Reflection

The achievements highlighted in the report demonstrate a strong commitment to enhancing student well-being, personal growth, and the fostering of core values within the Marymount Secondary School community. The proactive steps taken by the Pastoral Care Division and various committees/teams reflect a deep understanding of the complex challenges students encounter today.

While there has been notable engagement, it is essential to investigate the reasons some students may face difficulties. One key challenge is maintaining student participation in well-being initiatives, particularly as academic demands and extra-curricular activities increase. Surveys from APASO-III and the Bei Shan Tang Foundation reveal slightly elevated levels of depression and anxiety, especially among S3 students, emphasizing the need for targeted interventions to address mental health issues within this group. Furthermore, promoting a healthy lifestyle is critical. Establishing positive habits, such as ensuring sufficient sleep and encouraging regular breakfast consumption, can greatly enhance students' overall well-being and academic success. Not only is mental health a priority, but physical health is also a significant concern, especially during puberty. It is crucial to address both aspects to support students' overall well-being. As they navigate this transformative stage of life, we can empower students to take charge of their well-being and make informed choices.

It is essential not only to continue enhancing the successful Careers and Life Planning framework across its three components but also to adapt to evolving lifestyles. At MSS, we treasure the importance of students taking charge of their choices, making it crucial to introduce multiple pathways for development and support. This approach addresses the diverse needs and preferences of all students, ensuring we create a generative space for growth. Furthermore, we should encourage students to harness their individual strengths in their daily lives. Teachers play a vital role in proactively recognizing and nurturing these abilities, which help to actualize our theme, "Grow and Glow." By fostering this supportive environment, we can cultivate a strong sense of belonging within the MSS community.

Lastly, embedding core values into daily school life requires ongoing effort and creativity, particularly as students often face an overwhelming number of messages that can obscure the main ideas of values education. After evaluating the first term, it became clear that focusing on a singular theme, such as "Make a Wise Choice," effectively helps students actualize the value of wisdom across three key aspects. This streamlined approach has proven more effective, as evidenced by successful examples observed during student reflections. By acknowledging these potential barriers and proactively developing strategies to simplify and reinforce key messages, we can further enrich our educational environment and effectively promote values education.

Feedback and Follow-up

Based on the reflections, it is essential to enhance the well-being of all students, ensuring that both the majority and targeted groups receive appropriate support through specific initiatives. Consolidating skill-based information into infographics that outline developmental stages will benefit every student, making it easier to understand the life skills necessary for building their resilience. For example, equipping students with online literacy and etiquette will prepare them for responsible digital citizenship. Additionally, enhancing students' focus on the present through mindfulness practices and emotion regulation techniques can help them manage stress and anxiety more effectively. Furthermore, encouraging balanced habits and promoting a healthy lifestyle should be prioritized, alongside providing opportunities for relaxation before and after exams to help alleviate stress. By fostering resilience through these approaches, students will be better equipped to navigate challenges and thrive both academically and emotionally.

To assist students in identifying their unique talents and purpose in life, it is crucial to consolidate the framework for Careers and Guidance development. This integration will facilitate self-understanding and goal-setting, allowing students to explore their character strengths more effectively. Implementing strength-based training can nurture future leaders by helping students recognize and develop their innate abilities. Additionally, providing parents with information and education on various career pathways is essential. Sharing valuable resources during parents' nights and on the school website will empower parents to better support their daughter's aspirations and engage meaningfully in their journeys.

In fostering the positive core values of Reverence in the coming year, we reflect on the lessons learned from last year and aim to promote our core values through a unified slogan that encompasses three dimensions. With the invaluable support of Bei Shan Tang Foundation, we established the vision: "At MSS, everyone is valued and loved, builds resilience, and learns to make wise decisions in God's light." This guiding principle will help us focus on promoting our core values. To achieve this, it is crucial to create initiatives that encourage students to value themselves, others, and the community. Activities that promote self-appreciation and respect for peers will be implemented, alongside efforts to highlight the significance of community involvement and national pride. By embedding these values into daily school life, we will cultivate a culture of respect within the MSS community, ensuring that everyone feels valued.

Creating safe and supportive spaces within Homerooms, teams, extra-curricular activities, and at the school level will enable students to shine and thrive. Compassionate approach among teachers is recommended to better understand students' individual needs. Refining the daily check-in system with homeroom teachers will ensure that every student feels supported and valued. Finally, promoting a sense of national identity will be vital in fostering pride and a sense of belonging, encouraging students to contribute positively to society.

Major Concern 2 To cultivate students' ownership for them to be future-ready learners
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Targets:

- **To Develop Students into Competent Learners**
- **To Develop Students to take charge of their Learning**
- **To Develop Qualities in Students for Global Readiness**
- **To Develop Mindset and Skills for Future-Readiness**

Achievements

To Develop Students into Competent Learners:

In 2024–2025, subject panels actively integrated thinking routines and learning strategies to deepen students' learning across disciplines. To support the transition of new students, the Pre-S1 Summer Adjustment Workshop introduced a variety of thinking routines and inquiry-based strategies. Notably, the Question Formulation Technique (QFT) was adopted to help students understand the nature and purpose of effective questioning. This empowered them to formulate meaningful questions about school life, fostering curiosity and a sense of ownership in their learning. Additionally, routines such as “See, Think, Wonder,” “Think, Puzzle, Explore,” and “Think, Feel, Care” guided students in exploring various aspects of school life, enhancing their understanding of Marymount Secondary School’s traditions and culture while nurturing reflective and empathetic thinking. The introduction of selected thinking routines to new S.1 students served as a valuable preparation for their learning journey at MSS, where different thinking routines would be applied across subjects.

Throughout the academic year, subject panels embedded thinking strategies into their pedagogical practices. For instance, the English Language Panel emphasized planning, mind-mapping, and reflection, awarding marks for planning in writing tasks to reinforce its importance. The Chinese Language Panel incorporated thinking strategies into daily writing exercises. Mathematics focused on note-taking and summary writing to strengthen foundational understanding, supported by test analysis. In Science subjects such as Integrated Science, Biology, and Chemistry, the “See, Think, Wonder” routine was used to promote reflective thinking before and during experiments, emphasizing the learning process over outcomes. Humanities panels, including Citizenship and Social Development, History, Geography, and Economics, utilized tools like “Claim-Support-Question,” comparative tables, and other thinking routines to enhance analytical and reflective skills. Physical Education and Religious Education applied self-evaluation tools and routines such as “Compass Points” to foster self-awareness. Visual Arts and Technology and Living maintained structured lesson routines and encouraged experimentation. These efforts reflect a school-wide commitment to cultivating competent learners through structured thinking, reflection, and active engagement.

To further support student learning, subject panels implemented a range of pre- and post-lesson activities to scaffold and consolidate understanding. In Chinese Language and English Language, students conducted research and gathered information prior to writing tasks or discussions, enriching content and preparing them for deeper engagement. Mathematics provided foundational algebra exercises and assessments to reinforce core skills. Citizenship and Social Development engaged students in interactive discussions and problem-solving scenarios to deepen their understanding of social issues. In Science Education, subjects such as Biology, Chemistry, Physics, and Integrated Science adopted flipped classroom strategies, assigning videos, experiments, and structured tasks to prepare students and reinforce key concepts. Chinese History and Chinese Literature used textbook-based previews and post-lesson activities such as Kahoot quizzes and thematic reports to consolidate learning. Other subjects, including BAFS, Economics, Geography, and History, implemented pre-lesson quizzes, worksheets, and post-lesson reflections via Google Classroom. These strategies demonstrate a consistent, school-wide effort to scaffold learning and promote deeper engagement.

To address students' diverse learning needs, subject panels implemented differentiated instruction and tasks across key learning areas. The English Language Panel introduced extension tasks and bonus questions to challenge high-achieving students and awarded marks for research and reading preparation. In Chinese Language, enrichment classes adapted teaching content, assessment scope, and frequency based on students' abilities. Assignments and tests included both standard and challenge questions, allowing students to respond according to their proficiency. The Mathematics Panel provided simplified algebra exercises and differentiated assessments for small-class students in S1 and S2, while also offering an after-school Olympiad course for high-achieving students. In Citizenship and Social Development, teachers used open-ended questions, problem-solving scenarios, and group discussions to engage students of varying abilities. The Science Panels adopted flexible strategies: Biology used essay templates and optional test sections; Chemistry allowed topic choices in project work; and Physics provided extended materials for advanced learners. Panels such as Economics, History, and Chinese History designed tiered assignments and leveled worksheets. These initiatives reflect a school-wide commitment to inclusive, responsive teaching that supports all learners in becoming competent and confident individuals.

To Develop Students to take charge of their Learning

In 2024–2025, subject panels adopted a range of strategies to cultivate students' metacognitive awareness, support interest-driven learning, and promote documentation as a tool for organizing knowledge. The English Language Panel emphasized reflective learning through writing reviews and reflections on learning experiences. Students were guided to plan their writing to enhance idea development and kept English portfolios to document their progress. Reading lessons encouraged students to explore texts aligned with their interests. The Chinese Language Panel embedded metacognitive strategies into daily practices. Students created outlines before writing, completed reading reflections and reports, and used summary diagrams to grasp the logical structure of texts. A supportive environment was fostered through group discussions and an e-classroom platform, where students could ask questions and access enrichment opportunities.

Other panels also contributed to this strategic focus. Mathematics emphasized note-taking, self-checking, and summary writing, while encouraging exploration through engaging problem sets. Humanities subjects such as History, Geography, and Economics promoted reflective thinking through concept maps, comparative tools, and student-led discussions. Science subjects like Biology, Chemistry, and Integrated Science incorporated post-assessment reflections and collaborative tasks to deepen understanding. Students across subjects were encouraged to maintain folders, journals, or digital portfolios to track their learning journey. Senior Literature in English, Religious Education, and Visual Arts further supported reflective learning through structured journaling, value-based reflection tools, and sketchbook documentation. These initiatives reflect a school-wide commitment to empowering students to take ownership of their learning by thinking critically, exploring their interests, and organizing their learning through purposeful documentation.

To Develop Qualities in Students for Global Readiness

In 2024–2025, subject panels integrated local, national, and global issues into the curriculum to enhance students' global awareness and readiness. The English Language Panel incorporated newspaper reading and units on Chinese culture to broaden students' perspectives. Senior Literature in English encouraged students to explore global issues such as poverty, race, and climate change through reading, discussion, and creative writing. The Chinese Language Panel embedded global and social issues into speaking and writing tasks. Students explored topics such as artificial intelligence, healthy living, and care for the underprivileged through oral presentations and practical writing. Selected reading materials and discussion themes reflected both local and international contexts, encouraging students to engage critically with real-world issues and express their views thoughtfully. In Mathematics, the introduction of mathematical modelling using real-life scenarios in S3 Cross-curricular Activity (CCA) helped students connect learning with global contexts.

Humanities subjects played a key role in contextualizing global concepts. The Chinese History Panel deepened students' understanding of the nation through the study of modern and contemporary Chinese history. History linked historical events to current global issues, such as child labour and China's economic development. Geography facilitated online learning on China's geography and discussions on globalization and industrial relocation. Economics promoted global citizenship through updated resources and encouraged students to research current economic issues collaboratively. Citizenship and Social Development emphasized values education and curriculum review to align with global citizenship goals.

Science subjects including Biology, Chemistry, and Integrated Science incorporated extended learning tasks on sustainability and global challenges. Religious Education, Visual Arts, and Physical Education infused global themes such as responsible consumption, cultural exchange, and global business environments into their learning tasks. These initiatives reflect a school-wide commitment to nurturing globally aware, responsible, and informed citizens.

To Develop Mindset and Skills for Future-Readiness

In 2024–2025, subject panels actively promoted digital fluency and risk-taking in learning to prepare students for future challenges. Paid accounts for Kahoot and Padlet were provided to teachers who expressed interest in exploring their advanced features. These tools enriched classroom engagement and supported differentiated learning strategies. Chinese Language teachers designed Kahoot quizzes with challenge questions, allowing students to consolidate knowledge and take risks by attempting more difficult tasks. Mathematics explored the advanced functions of Interactive Whiteboards and math-related apps, while also leveraging AI tools to analyze student performance data. Science subjects such as Biology, Chemistry, and Integrated Science encouraged students to use platforms like Canvas to create infographics, fostering creativity and digital competence. Geography introduced digital mapping tools and community engagement projects, enabling students to apply spatial analysis and take initiative in real-world contexts. Technology and Living integrated recipe and budgeting apps, while Visual Arts employed iPad apps for idea development. Physical Education used iPads to record Tai Chi performances for self-review, and Religious Education promoted online group research. Across panels, students were encouraged to explore new tools, collaborate, and reflect on their learning, demonstrating a growing readiness to embrace digital innovation and take ownership of their educational journey.

To cultivate future-ready learners, the school provided a wide range of experiential learning opportunities that empowered students to become digitally fluent and to take risks in advancing their learning. Students actively engaged in authentic contexts that required creativity, collaboration, and the application of digital tools.

All S2 students participated in the Caritas Charity Bazaar at Victoria Park, where they designed and operated game booths, demonstrating entrepreneurial thinking and teamwork. Through public performances such as the St. Margaret Church Centenary Musical at the City Hall, the MSS Concert “Pacem in Terris,” and the Annual English Drama Production “A Midsummer Night’s Dream” at the School Auditorium, students showcased their talents to the public while building confidence and resilience. Another highlight was the Annual Fun Fair, themed Mythological Marvels, which was open to the public. All S1–S4 classes were assigned class booths, while S5–S6 students were encouraged to set up individual booths. The event provided a dynamic platform for students to showcase their creativity, teamwork and digital competence. The public nature of the event challenged students to take risks in presenting their ideas to a wider audience, building confidence and communication skills.

The INNO Gala at the Wan Chai Waterfront Promenade provided a platform for students to present their achievements in STEAM, music, and performing arts. Their STEAM booth highlighted learning outcomes in coding and programming, while performances on the Center Stage reflected their creative expression and confidence.

Our students also achieved remarkable success in external competitions. The S5 team won the Schneider Electric’s Ignite Your Impact Challenge with an innovative project on machine learning and sustainability. Another S5 team triumphed in the Do Your:bit 2024 competition, earning a trip to the BETT Show in the UK, where they explored cutting-edge educational technologies and global innovations. The Ladies First team excelled in the STEM Racing Hong Kong Competition and represented the school at the Aramco STEM Racing World Finals in Singapore between 27 September to 2 October 2025.

The World Classroom programme further enriched students’ global perspectives. Through cultural, academic, and service trips to destinations including Beijing, Shanghai, Japan, Taiwan, Vienna, the Netherlands, Belgium, and the UK, students engaged in cross-cultural learning and applied digital skills to document and share their experiences through multimedia presentations and whole school assemblies. These diverse experiences not only enhanced students’ digital competencies but also nurtured a growth mindset, preparing them to thrive in an ever-evolving global landscape.

An Overview of School-Based Curriculum: A Holistic Approach to Achieving Four Targets

In 2024–2025, the school introduced the Students’ Preparation and Activity (SPA) Period, a new initiative designed to support students’ academic, emotional, and social development. Scheduled from 8:05 a.m. to 8:25 a.m. under Schedule A, the SPA Period provides a flexible and purposeful start to the school day. Activities include mindfulness sessions to promote emotional well-being, pre- and post-lesson tasks to reinforce learning, group work discussions and project planning to encourage collaboration and reflective thinking, check-in and individual counseling sessions by Homeroom teachers to foster a supportive learning environment, and class-based activities to build class spirit and strengthen peer relationships. These programs aim to cultivate a positive learning atmosphere, empower students to take ownership of their learning, and cater to diverse learning needs.

To further promote Reading Across the Curriculum, a 20-minute whole-school reading period was implemented every Wednesday. Reading materials are curated by subject departments and pastoral care teams, covering a wide range of themes and disciplines. The reading materials for the 2024–2025 school year encompass a variety of themes, including personal finance, career exploration, cultural awareness, science and technology, history, and character development. These themes encourage students to become well-rounded, informed, and responsible citizens. The initiative also supports documentation practices, with selected student work captured in a designated Google Slide for review and reflection. This allows teachers to monitor learning progress and promote meaningful engagement with texts.

The S1 JUMP project provided students with a meaningful platform to integrate subject knowledge from History, Geography, and Citizenship, Economics and Society through the theme “Development vs Conservation.” Students engaged in classroom inquiry and a field trip to Sai Ying Pun, exploring heritage and urban planning in an authentic context. Thinking routines such as “See-Think-Wonder” and “3 Whys” deepened conceptual understanding, while pre- and post-lesson activities scaffolded learning. Differentiated tasks supported diverse learner needs and encouraged student voice, ownership, and empathy. Students demonstrated growth in inquiry, collaboration, and critical thinking across disciplines. Their learning culminated in a project presentation on 16 June 2025, where students showcased their work to an audience that included schoolmates and invited participants from Marymount Primary School, fostering cross-school engagement and celebration of learning.

The S2 LEAD+ project engaged students in a year-long interdisciplinary programme integrating engineering, design, and technology. Through problem-based learning, students applied design thinking, entrepreneurship, video-making, programming, prototyping, circuitry, and AI tools to develop innovative solutions for communities. The final products were themed around the Sustainable Development Goals (SDGs), encouraging students to address global concerns such as climate action, inclusive infrastructure, and responsible consumption. Thinking routines and structured brainstorming supported deeper inquiry, while pre- and post-lesson activities scaffolded learning. Differentiated tasks allowed students to explore and present their ideas creatively. The final showcase highlighted students’ growth in creativity, collaboration, and global awareness.

The S3 Passion Project is a year-long initiative which utilizes inquiry-based learning to help students explore or cultivate their personal interests and showcase a final product. The project encourages student voice and choice, promotes greater ownership in the learning process, and provides an authentic lens through which to learn the English Language. Throughout the year, students developed their critical thinking skills by engaging in brainstorming, proposal writing, prototyping, and reflection, which were supported through the use of thinking routines and documentation strategies. Pre- and post-lesson activities were also used to scaffold language skills development and were differentiated in nature to cater to individual needs. Through constructive feedback from teachers and self-reflection, students demonstrated growth in creativity, self-management, and critical thinking. Students displayed their final products, which included performances, tri-fold displays, and presentations, in the Passion Project Exhibit on 30 May 2025, and engaged enthusiastically with schoolmates and teachers as the audience.

To nurture students as future-ready, compassionate leaders, the S.3–S.4 Leadership curriculum continues to emphasize whole-person development through experiential learning. Students engage in interactive activities, apply thinking routines, and explore real-life challenges using compassionate systems tools. These experiences deepen their learning, foster reflection, and empower them to take ownership of their growth. Building on the positive feedback from 2023–2024, we have decided to continue this curriculum and better align it with the S.4 GROW projects in the Second Term, equipping students with essential skills in systems thinking, collaboration, and empathy. In 2024–2025, three Leadership teachers participated in the “Compassionate Systems HK: Community of Practice” led by Catalyst Education Lab. Guided by Practitioner Coach Aki Fukutani, they explore practices that integrate compassionate systems thinking at both personal and professional levels, with the aim of sharing insights and strengthening the school’s learning culture.

The S4 GROW! project entered its second year in 2024–2025, continuing to provide students with a meaningful platform to address real-world social issues through solution-driven projects. Designed to foster creativity, collaboration, communication, and critical thinking, students worked with external partner organizations to develop impactful initiatives. Drawing on insights from the inaugural year and with the support of external expertise, teachers redesigned the curriculum to better suit students’ interests and learning needs. This shift enabled more cohesive guidance and personalised learning experiences. Students engaged in the full design thinking cycle. Field visits, proposal writing, and feedback sessions with external partners enriched their understanding of global and local challenges. Thinking routines, scaffolded activities, and documentation supported inquiry, reflection, and ownership of learning. The year culminated in a student-led exhibition on 26 June 2025, where students showcased their projects and celebrated their achievements with schoolmates, teachers, and external partners. The GROW! project continues to be a cornerstone of the school’s commitment to nurturing globally minded, future-ready learners.

After three years in the "Envisioning Innovation in Education" (EIE) programme, led by Project Zero and supported by Catalyst Education Lab, our school community has gained invaluable experience in implementing thinking routine and innovative pedagogies. In our second year of participation in the EIE Alliance, we deepened our exploration of Project Zero’s Culture of Thinking framework. These practices have shaped our teaching culture and enriched student learning. At the Community Event on 19 May 2025, teachers in charge of the GROW! project shared with other schools and educators how its curriculum design became a platform for embedding thinking mindsets in designing and implementing school-based curriculum.

Reflection

In response to the 2023–2024 Stakeholder Survey, which highlighted concerns about students' ability to maintain a healthy lifestyle, the school implemented a revised timetable under Schedule A in the 2024–2025 school year. Recesses were extended from 10 to 20 minutes, and the lunch break was lengthened from 55 to 70 minutes. Lesson durations were adjusted from 50 to 45 minutes to maintain the overall school day structure. The impact of these changes is reflected in the 2024–2025 Stakeholder Survey. The statement, *"I/My child live(s) a healthy life, such as striking a balance between study and rest, doing enough physical exercise, and knowing how to reduce stress,"* received improved mean scores of 3.43 from students and 3.54 from parents, compared to 3.29 and 3.44, respectively, the previous year. Additionally, feedback from the level-based Student Focus Group interviews conducted by the Curriculum Committee confirmed that the new timetable was well received and supported by student representatives from various levels. Students appreciated the longer breaks, which allowed more time for rest, social interaction, and physical activity. These positive responses affirm the effectiveness of the timetable adjustments in promoting student well-being and a healthier school-life balance.

In the 2024–2025 EDB Student Stakeholder Survey, all items except one under the aspects "My views on teaching" and "My views on student learning" showed an increase in mean score compared to 2023–2024. The only item that remained unchanged was *"I often read materials such as leisure reading materials and newspapers outside class,"* which maintained a mean score of 3.43. This overall upward trend reflects the positive impact of the school's continuous efforts to enhance teaching and learning experiences.

Several individual items in the student survey further highlight the effectiveness of the school's implementation strategies. For instance, the mean score for *"Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation,"* rose from 3.77 to 3.92, suggesting that the strategies to engage students through varied activities have been effective.

Another notable increase is seen in the statement *"I am confident in learning inside and outside of the classroom,"* which rose from 3.27 to 3.45, indicating that efforts to build students' confidence have had a positive impact. The mean score for *"The teachers often teach us learning strategies, such as doing pre-lesson preparation, using concept maps and online resources"* increased from 3.73 to 3.81, demonstrating the effectiveness of equipping students with learning strategies and using pre-lesson activities to scaffold and consolidate learning.

The Parent Stakeholder Survey also reflects a positive shift in perceptions of student learning. Under the aspect *"My views on student learning,"* all key items show an increase in mean scores. Parents observed that their children are more engaged and proactive, with the statement *"My child is deeply interested in learning"* rising from 3.74 to 3.84, and *"My child takes the initiative to learn"* increasing from 3.76 to 3.87. Additionally, *"My child is confident in learning"* improved from 3.53 to 3.71. These results suggest that the school's strategies have not only impacted students directly but have also positively influenced how parents perceive their children's motivation, independence, and confidence in learning.

On the other hand, the teacher survey presents a more nuanced picture. While there was a slight improvement in areas such as “I provide students with specific feedback in a timely manner to help them reflect on and improve their learning” (rising from 4.29 to 4.38), several other items showed marginal decreases of less than 0.10. For instance, “I often ask questions of different levels to inspire students' thinking inside and outside of the classroom” declined from 4.43 to 4.29, and “I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom” dropped from 4.32 to 4.24. These small shifts may reflect the practical challenges of adapting to the shortened 45-minute lesson structure introduced in the 2024–2025 school year, which may have slightly limited opportunities for extended inquiry and deeper questioning.

Despite these minor changes, the overall perception among teachers remains relatively stable. While their responses show a slightly different pattern compared to the more positive feedback from students and parents, the contrast is not substantial. The findings suggest that teachers are continuing to support student learning effectively, even as they adjust their instructional strategies to fit within the revised timetable. Interestingly, the less demanding daily schedule appears to have benefited students, who reported having more energy and focus for self-directed learning outside lesson time. This contributed to a more balanced and sustainable learning experience, as reflected in improved scores related to student confidence, initiative, and interest in learning.

In the 2024–25 school year, surveys conducted by the Promotion of Reading Working Team for both students and teachers indicated general satisfaction with the weekly reading time and the curated reading materials provided by various subject panels and pastoral care teams. Most agreed that the structure was appropriate and the materials were engaging, though some students expressed a preference for reading books of their own choice, highlighting the importance of offering flexibility and autonomy in reading. According to the EDB Stakeholder Survey, the teacher response to the item “*My students like reading*” saw a slight decline from 3.78 in 2023–24 to 3.59 in 2024–25. Meanwhile, the student response to “*I often read materials such as leisure reading materials and newspapers outside class*” remained unchanged at 3.43, and the parent response to “*My child likes reading*” also remained stable at 3.69. The EDB APASO-III survey results showed a drop in the Q-score for reading non-assigned materials, from 115 to 108, with S.5 students scoring particularly low at 88. Similarly, the Q-score for time allocated to leisure reading decreased from 114 to 108. The school had anticipated a possible decline in reading-related indicators following the restructuring of the morning reading period into the Students’ Preparation and Activity (SPA) period. Despite this, the SPA period continues to serve multiple purposes, including academic preparation, mindfulness, class-based and level-based activities, and student support sessions with Homeroom and Assistant Homeroom teachers. The Reading Across the Curriculum initiative remains a valuable strategy, with cross-disciplinary collaboration helping to broaden students’ reading horizons and foster deeper interdisciplinary connections.

While the S1 JUMP project has served as a valuable platform for integrating subject knowledge and developing generic skills promoted in PSHE, there remains room for refinement. Discussions among PSHE subject panels and the Curriculum Committee have highlighted the need to strengthen the linkage between project themes and the respective curricula of History, Geography, and Citizenship, Economics and Society. Additionally, there is potential to further explore the content design, delivery modes, and cross-curricular collaboration among subject panels to better support students in making meaningful connections and engaging more deeply through a cross-disciplinary approach.

The S.3–S.4 Leadership curriculum continues to nurture compassionate, future-ready leaders through experiential learning and reflective practices. Students engage in interactive activities, apply thinking routines, and collaboratively address real-life challenges using compassionate systems tools. The curriculum’s alignment with the S.4 GROW projects has strengthened student agency, empathy, and emotional literacy. Teachers’ participation in the Compassionate Systems HK: Community of Practice has enriched professional development and inspired meaningful innovations that promote wellbeing and deepen learning. These experiences have contributed to a more caring and inclusive school culture, supporting students in becoming thoughtful, resilient, and globally aware individuals. Currently, well-designed activities introducing the 17 Sustainable Development Goals have been conducted during GROW! lesson time, providing students with a strong conceptual foundation. As a natural progression, the next step will be to guide students in translating these understandings into concrete actions, encouraging them to apply the goals in their project.

In the 2023–2024 school year, the EDB Teachers’ Stakeholder Survey revealed encouraging feedback regarding the school’s professional development efforts. The statement, *“The professional development activities for teachers organised by the school cater for the school development and students’ needs,”* received a mean score of 4.16, the highest among all items in the section “My views on teachers’ professional development.” Building on this strong foundation, the school further refined its professional development strategies in the 2024–2025 school year. As a result, the same statement achieved an even higher mean score of 4.41, reflecting a significant increase in teacher satisfaction and support. This upward trend demonstrates that the school’s professional development initiatives are not only aligned with its strategic goals and students’ needs but are also highly valued by the teaching staff. To further promote a culture of continuous learning, the school introduced a new Self-Directed Learning initiative in 2024–2025, offering financial support and encouraging teachers to pursue their own learning interests. This initiative further enriched the professional development culture and contributed to the continued rise in teacher satisfaction, as reflected in the EDB survey results.

To align with emerging educational trends, especially with the integration of AI in learning and teaching, the school must take proactive steps to explore a wider range of AI tools and platforms. While some panels have begun experimenting with generative AI and data analysis tools, broader adoption and structured support are needed. Increasing participation in external sharing sessions, professional development opportunities, and collaborative school projects related to AI in education will help build capacity and foster innovation. As AI becomes more commonly used by students, it is essential for the school to establish a clear stance and develop a shared understanding among staff regarding its appropriate use. This includes setting guidelines and expectations for ethical and responsible AI use. Furthermore, students must be equipped with the knowledge and skills to navigate e-learning environments effectively. Emphasis should be placed on Information Literacy and AI Compliance Assessment to ensure students understand the importance of source credibility, data privacy, and academic integrity. These efforts will help cultivate a future-ready mindset and responsible digital citizenship across the school community.

Feedback and Follow-up

In response to the challenges identified in the 2024–2025 Stakeholder Surveys, the 2025–2026 implementation strategies will be refined to better support both student engagement and teacher effectiveness. To address concerns about reduced lesson time impacting instructional depth, teachers will be supported in establishing learning routines that internalize thinking moves, enabling deeper inquiry within tighter timeframes. This approach ensures that even shorter lessons remain cognitively rich and purposeful. To further empower students, the school emphasizes co-construction of knowledge and helping them find joy in learning, encouraging them to learn from mistakes, fostering resilience and ownership of learning. These strategies aim to sustain the positive trends in student confidence and initiative observed in the previous year.

Recognizing the need for meaningful reflection, students are guided to self-verbalize their thinking, promoting metacognition and helping them direct their own learning goals. Teachers are also encouraged to integrate self-questioning skills, which support students in navigating their learning paths independently. To maintain momentum in student well-being, the school continues to prioritize a balanced schedule, while enhancing opportunities for students to confidently showcase their learning outcomes, reinforcing motivation and pride in achievement.

In the 2025–26 school year, the school will continue to uphold the value of the SPA period, structured reading time, and the Reading Across the Curriculum initiative. These components remain essential in supporting students' academic development, personal growth, and interdisciplinary learning. Recognising the importance of cultivating reading habits early in secondary education, the school will introduce an additional reading session every Thursday during the SPA period specifically for all S.1 students. This initiative aims to help students develop a consistent reading habit from the beginning of their secondary learning journey. During this time, students will be encouraged to bring and read books of their own choice, fostering autonomy and enjoyment in reading. Furthermore, students in other levels are also encouraged to read self-selected books during SPA periods on other days, provided there are no specific tasks assigned by their Homeroom Teachers. To further support the cultivation of reading habits, both the Chinese Language and English Language panels will continue to implement their respective reading schemes, offering structured opportunities for students to engage with a variety of texts. In addition, all S.1 to S.6 students have subscribed to the South China Morning Post, providing them with regular access to current affairs and quality journalism that complements their reading and learning across subjects. This flexible and multi-faceted approach is designed to nurture a positive reading culture across all levels while maintaining the diverse purposes of the SPA period.

To enhance curriculum coherence among junior PSHE subjects and support the holistic implementation of curriculum initiatives, the school has applied to join the EDB's School-Based Support Services. This collaboration aims to strengthen curriculum planning and integration across History, Geography, and Citizenship, Economics and Society, fostering a more connected and meaningful learning experience for students. Students will be encouraged to develop an understanding of multiple perspectives and contextualise their learning with global issues and everyday life.

Building on the foundation laid by the S1 JUMP project, which promotes cross-disciplinary learning and the development of generic skills, the PSHE panel will further this approach by organizing a cross-curricular event during the Cross-curricular Activity (CCA) slot for S2 students in the coming academic year. As a follow-up to this year's GROW! project, students will be guided to take more intentional action in the coming academic year. When designing proposals in collaboration with external partner organizations, students will be required to explicitly identify and include the Sustainable Development Goals (SDGs) that align with their project vision. This approach will deepen their understanding of global challenges and reinforce the relevance of their work in authentic contexts.

Building on the positive impact of this year's participation, the school will continue to join the "Compassionate Systems HK: Community of Practice" programme initiated by Catalyst Education Lab (CEL) in the coming school year. More MSS teachers will be involved to further develop and refine our school-based practices. Through deeper integration of Compassionate Systems Tools, we aim to cultivate students' and teachers' capacities for deep thinking, enhance wellbeing, and foster a compassionate learning community. This ongoing commitment supports our vision of nurturing thoughtful, resilient individuals who lead with empathy and purpose. Students will be encouraged to be supportive of one another's learning by thinking together.

In 2024–2025, the school made steady progress in promoting digital fluency and encouraging students to take risks in their learning. The trial provision of paid Padlet and Kahoot! accounts to interested teachers successfully enhanced interactive learning and formative assessment practices. Building on this momentum, the school will consider purchasing shared accounts for subject panels while maintaining flexibility for individual subscriptions. The school will also actively explore other newly emerged AI tools and platforms and provide access to teachers where suitable, supporting innovation and responsiveness in teaching practices. Students will be encouraged to use digital means in the exploration of subject knowledge.

Echoing the strong teacher support reflected in the EDB Stakeholder Survey, where professional development activities received the highest satisfaction scores in consecutive years (4.16 in 2023–2024 and 4.41 in 2024–2025), the school remains committed to providing relevant, impactful, and future-oriented training that aligns with school development and students' needs. These results affirm that teachers value the school's efforts in professional growth and are motivated to engage in continuous learning. To build on this progress, the school will sustain the Self-Directed Learning initiative in 2025–2026, continuing to empower teachers to pursue personalised and meaningful learning experiences.

In addition, the school plans to invite an experienced external educator to share insights on AI in Education during the Staff Development Day to kickstart the school year. The practice of internal CPD sessions held during lunchtime and after school throughout the school year will continue, with a variety of sessions tailored to staff needs. Planned sessions under the theme of learning and teaching include the use of IT tools and AI platforms, as well as “AI × Making Thinking Visible” to equip teachers with mindsets and strategies to guide students in thinking together and exploring subject knowledge through digital means.

Looking ahead, the school will participate in the three-year AI Education for Students Project led by CUHK and MIT. This initiative offers access to cutting-edge AI curriculum, GenAI tools, teacher training, peer coaching, student enrichment, and parent workshops. Six academic panels will be involved over three years, beginning with English and Visual Arts. A teacher from the English panel will serve as a Co-Design Teacher, collaborating with CUHK and MIT to adapt AI curricula for local students. The school is committed to forming a seed teacher team, conducting lesson studies, and implementing AI-inspired curricula to foster whole-school AI competence.

To support curriculum development, the school will join Junior Secondary Science Professional Development Programmes (PDPs) for curriculum leaders and teachers. These PDPs will cover updated curriculum planning, digital tools, AI integration, and assessment design, aligning with the strategic direction of using digital means to explore subject knowledge.

Recognizing the growing use of AI among students, the school will update its Teacher Reference File with clear guidelines on responsible AI use. Students will be expected to use AI ethically, remain actively engaged, and cite AI tools appropriately. Panels may also specify tasks where AI use is restricted to preserve academic integrity. All students will receive information on e-learning, Information Literacy, and AI Compliance, and are required to complete and pass an online assessment to ensure understanding.

Last but not least, to strengthen the evaluation of implementation strategies under Major Concern 2 and to assess progress across all four targets, the school plans to enhance the current “Subject Evaluation for Students.” A set of additional targeted questions will be designed to gather more specific and meaningful evidence on how well students perceive and experience the strategies aligned with each target. This enhancement will support more informed reflection and foster continuous improvement in teaching and learning practices.

D. Student Performance

It is evident that all students are well-behaved and exhibit a high level of self-discipline, contributing positively to the school's reputation in the community. This commitment to good conduct is complemented by a strong sense of belonging to the school, as demonstrated through active participation in various Extra-curricular activities (ECAs) and House events. The positive school climate at MSS is reflected in the survey results, where teachers, students, and parents reported perceptions of school climate with scores of 4.1, 3.8, and 4.2, respectively. These scores are significantly higher than the reference data from other schools in Hong Kong, which recorded averages of 3.7, 3.6, and 4.0. Additionally, students expressed a remarkable sense of belonging to MSS, as indicated by a high P-score of 85.7. This strong community connection reinforces our commitment to fostering an inclusive and supportive environment for all.

Our students have shown remarkable enthusiasm and willingness to participate in a variety of external competitions, achieving outstanding success across multiple disciplines. Their accomplishments extend beyond a singular focus, showcasing a broad spectrum of talent and creativity. Notably, students have excelled in Drama and Speech, where their expressive skills and confidence have shone on stage, as well as in Music, where their dedication and artistry have garnered accolades. Additionally, our students have made impressive strides in STEAM and Sciences, demonstrating innovative thinking and problem-solving abilities that highlight their readiness to tackle complex challenges. These achievements not only reflect individual excellence but also contribute to the school's reputation as a hub of talent and creativity. As we continue to work towards our vision of "Grow and Glow," we are committed to fostering an environment that encourages exploration and growth, empowering students to reach their full potential and shine brightly in all their endeavors.

In terms of national identity, our students exhibit a profound sense of pride and commitment to their responsibilities and obligations towards our country, as evidenced by a high P-score of 85.7 in the APASO-III survey. Their engagement is further highlighted by their active participation in the World Classroom programmes, where they have explored diverse regions of China, from the bustling modern cities of Shanghai and Shenzhen to the culturally rich remote areas like Dunhuang. These immersive experiences have broadened their perspectives and fostered a deeper understanding of their heritage. The insights gained were eloquently showcased during presentations at our assemblies, where students shared their newfound knowledge not only about the latest achievements of our nation but also the value of patriotism. This commitment to understanding and embracing their national identity reflects their growth as responsible citizens, ready to contribute positively to society.

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 2024-2025.

- ✧ Sir Edward Youde Memorial Prize 2024-2025
- ✧ Future Leaders Election 2024
- ✧ Hong Kong Island School Heads Association - Hong Kong Island Outstanding Students Award 2024/2025 (Wanchai District)
 - Junior Group
 - Senior Group
- ✧ Wan Chai District Outstanding Youth and Courteous Youth Award 2024
- ✧ Brown University Book Prize 2024/2025
- ✧ Harvard Book Prize 2024/2025
- ✧ Princeton Club of Hong Kong Book Award 2024/2025
- ✧ Rev. Joseph Carra Memorial Education Grant 2024/2025
- ✧ Kiwanis Club of Hong Kong Community Service Award 2024/2025
- ✧ Zonta Club Kowloon Service Scholarship 2024/2025
- ✧ The Hong Kong Award for Young People
 - Silver Award
 - Bronze Award
- ✧ Hong Kong Biology Literacy Award (2023-2024)
 - First Class Honour
 - Third Class Honour
- ✧ A.S. Watson Group Hong Kong Students Sports Award
- ✧ HKICPA/HKABE Joint Scholarships for BAFS 2024-2025
- ✧ Hong Kong Biology Literacy Award (2024-2025)
 - First Class Honours
 - Merit
- ✧ Harmony Scholarship Scheme 2024/25
- ✧ 2025年價值觀教育傑出學生獎
- ✧ 「滋養心研」全港中學生精神健康研究報告
- ✧ International English Reading Comprehension Competition 2024
 - Champion
 - 1st Runner Up
- ✧ Hong Kong Budding Poets (English) Award (HKBPA) 2024-2025
 - Gold
 - Silver
 - Honourable Mention
 - The Poet of the School Award

Speech and Drama

- ✧ Hong Kong Secondary Schools Debating Competition 2024-2025
 - HKI Senior Enhanced Format
 - Champion
 - Best Speaker Award
 - HKI Junior Division 1
 - Champion
 - Best Speaker Award
 - HKI Junior Division 1
 - 1st Runner-up
 - Best Speaker Award
 - Grand Final HKI & NT Senior Division 1
 - Champion
 - Best Speaker Award
 - Grand Final HKI Junior Division 1
 - 1st Runner-up
 - Best Speaker Award
 - Grand Final HKI Senior Enhanced Format
 - 1st Runner-up
 - Best Speaker Award
- ✧ The 1st Elite Cup: Hong Kong British Parliamentary Debate Championship
 - 2nd Runner-up
- ✧ Hong Kong Schools Drama Festival 2024/2025
 - Award for Outstanding Stage Effects
 - Award for Outstanding Cooperation
 - Award for Outstanding Script
 - Award for Outstanding Director
 - Award for Outstanding Performer

Gifted Programmes

- ✧ Do your:bit Challenge 2024
 - Champion
 - Merit
- ✧ Formula One in School - Development Class
 - Overall Champion
 - The Best Car Design Award
- ✧ Ignite Your Impact Challenge
 - Distinction Award - Champion
- ✧ Techbob Academy International Youth Tech Olympics 2024 -Drone Manual Racing Competition
 - 1st Runner-up
- ✧ Techbob Academy International Youth Tech Olympics 2024 - IoT Design Competition
 - Merit
- ✧ 2024 International Mathematics Elite Competition
 - Champion
- ✧ International Biology Olympiad 2024 - Hong Kong Screening
 - Honourable Mentions
- ✧ International Junior Science Olympiad 2025 - Hong Kong Screening
 - 3rd Class Honour
- ✧ Asia International Mathematic Olympiad Open Contest
 - Silver Award
- ✧ 2024 National Youth Science and Technology Innovation Competition
 - 2nd Runner-up

- ✧ Huaxiabei National Mathematics Olympiad Invitation Competition 2025
 - Second Honors
 - Third Honors
- ✧ American Mathematics Olympiad
 - Bronze
- ✧ The Greater Bay Area Gifted Physics and Science Competition 2024
 - Silver Award
 - Bronze Award
 - Merit
- ✧ Hong Kong and Macau Mathematical Olympiad Open
 - Silver Award
 - Bronze Award
- ✧ Mathconception
 - Silver
 - Bronze
- ✧ Acrostic Poem Contest for Shark Conservation
 - Winner
- ✧ The Microsoft Office Specialist Championship Hong Kong 2025
 - Gold
 - Silver
 - Bronze
- ✧ Health Exhibition Presentation Competition 2024
 - Silver Award
- ✧ The 3rd Hong Kong Youth Aerospace Innovation Competition - Space Station Scientific Experiment (Testing) Proposals and Experimental Device Design
 - 1st Runner-up
- ✧ The 27th Hong Kong Mathematical High Achievers Selection Contest
 - 2nd Prize
- ✧ 2024-2025 A Human-AI Song-Writing Journey “Trail to Dawn”
 - Silver Award
- ✧ Hong Kong Girls’ Olympiad in Informatics
 - Bronze
 - Merit
- ✧ Youth IT Ambassador Award
 - Bronze
- ✧ HKICPA Accounting and Business Management Online Quiz Competition 2025 S4 Advance Level
 - 2nd Runner-up
- ✧ Green Innovation Competition 2025
 - 2nd Runner-up
- ✧ 2025 Hong Kong Secondary School Students’ Japanese General Knowledge Quiz Competition
 - 2nd Runner-up
- ✧ The “Chemists Online” Self-study Award Scheme 2024
 - Diamond Award
 - Platinum Award
- ✧ “Strike Out Stoke” Student Ambassador Scheme
 - Overall Best Group
- ✧ HK General Chamber of Commerce - Business School Partnership Programme
 - Outstanding Students’ Report
- ✧ The 18th Hong Kong Budding Scientist Award
 - Reporter Award

- ✧ Orbis Secondary School Activity 2024-25 Student Ambassador Campaign
 - Most Outstanding Creative Planning Award
- ✧ “STEAMlympics” by The Education University of Hong Kong
 - Merit

Music

- ✧ International “The Voice of Campus” Singing Competition - Open Category
 - Gold Award
- ✧ International Children Singing Competition 2025 - Secondary Group
 - Champion
 - 1st Runner-up
- ✧ 2025 Global Culture & Creative Arts Contest - Voice Group Category
 - Champion
- IPEA International Percussion Competition 2024 - Percussion Ensemble Secondary School Group
 - Silver Award
- ✧ IX Future Stars International Piano Competition 2024
 - IV Prize
- ✧ 2025 Asia Arts Elite Competition - Vocal Music (Group)
 - Champion
- ✧ World Youth & Children Choir Festival Cum 1st Greater Bay Area Choir Festival - Hong Kong
 - Gold Performance Award
- ✧ 12th Hong Kong 18 District Music Competition
 - Champion
- ✧ The Outstanding Young Persons’ Association - Music Festival 2024 Singing Edition
 - Musical Genre
 - Gold Award
 - Classical Genre
 - Silver Award
 - Pop Genre
 - Silver Award
- ✧ Piano Competition for Elite Performers 2024
 - Champion
- ✧ Hong Kong Piano Grand Prix Competition 2025
 - Gold Prize
- ✧ 2024 Asia Arts Elite Competition
 - 2nd Runner-up

Sports

- ✧ 全國自由式輪滑錦標賽女子青年組花式剎停距離賽項目
 - 季軍
- ✧ 2024年全國跆拳道俱樂部聯賽總決賽
- ✧ 女子青年組傳統品勢（團體）項目
 - 亞軍
- ✧ MGM Artistic Swimming Elite Extravaganza & Macao Open Artistic Swimming Competition
 - Free Combination
 - 2nd Place
- ✧ Inter-School Swimming Competition 2024
 - Grade B 4X100m Free Style Relay
 - 1st Place
- ✧ Grade A 50m Butterfly
 - 2nd Place
- ✧ Grade B 50m Butterfly
 - 3rd Place
- ✧ Inter-school Volleyball Competition 2024-2025
 - Division 2, Grade C
 - 1st Runner-up
- ✧ BOCHK Beach Volleyball Cup 2024/2025
 - Division 2, Overall
 - 2nd Runner-up
 - Division 2, Senior Grade
 - 2nd Runner-up
- ✧ Inter-School Basketball Competition 2024/2025
 - Division 3, Grade C
 - 3rd Place
- ✧ Inter-School Cross-Country Competition 2024/2025
 - Division 2, Grade C
 - Overall 3rd Place
- ✧ Inter-School Athletics Competition 2024/2025
 - Division 2
 - Grade B 4 x 100m Relay
 - 3rd Place
 - Grade C 4 x 100m Relay
 - 3rd Place
- ✧ Inter-School Tennis Competition (Girls) 2024/2025
 - Division 2
 - 3rd Place
- ✧ Lawn Bowls Under-25 Singles Championship 2024
 - 3rd Runner-up
- ✧ 恒基全港學界武術比賽2024
- ✧ 女子丙組自選劍術項目
 - 季軍
- ✧ St. Stephen's Girls' College Invitation Relay
- ✧ 4X50m Free Style Relay
 - 1st Runner-up

- ✧ St. Margaret's Co-educational English Secondary & Primary School Athletics Meet
- 4X100m Relay
- 1st Runner-up

Art

- ✧ The Wharf Hong Kong Secondary School Art Competition 2024-2025 - Painting Category
- 2nd Runner-up
- "City Vibrance: Art and Light" Special Award

Chinese/中文

- ✧ 跨課程網上廣泛閱讀計劃：篇篇流螢
- 金獎
- ✧ 第二屆「惠澤寰宇」聯校社群辯論大賽
- 亞軍
- 最佳辯論員
- ✧ 二零二四年教師節「全港初中生改寫劇本比賽」
- 季軍
- ✧ 「向老師致敬2024」全港中學中文標語創作比賽
- 季軍
- ✧ 全港中學「兩文三語」菁英大比拼 (第二十一屆)
- ✧ 高級組
- 最佳中文文章獎
- ✧ 第十三屆大學文學獎(2024-2025)
- 少年作家獎
- ✧ 第二屆惠澤寰宇社群辯論大賽
- 亞軍
- ✧ 星島第四十屆全港校際辯論比賽
- 最傑出表現獎
- 最佳辯論員
- 最佳交互答問辯論員
- ✧ 第六屆全港中學學界辯論比賽
- 最佳辯論員
- 最佳交互答問辯論員
- ✧ 第三屆「惠澤寰宇」聯校社群辯論大賽
- 最佳辯論員
- ✧ 庇理羅士女子中學135週年開放日友校辯論賽
- 優勝者
- 最佳辯論員

Scholarships & Awards

Internal Awards

Like previous years, the following awards were presented to students who performed exceptionally well in 2024-2025.

- ✧ Christian Life Community (CLC) Scholarship for the Most Outstanding Graduate
- ✧ Christian Life Community (CLC) Scholarship for the Most Outstanding Student
- ✧ Dr. Jessica Ho Memorial Scholarship for The Most Outstanding Student in Community Service
- ✧ Mr. Hui Kee Memorial Scholarship for the Most Outstanding Students in Religious Activities
- ✧ Mrs. Hui Yu Yuet Sin Memorial Scholarship for the Most Outstanding Students in Music
- ✧ Mrs. Chau Ho Dak Hing Memorial Scholarship for The Most Outstanding Student in Community Service
- ✧ Mr. Louis Lee Tat Ho Memorial Scholarship for The Most Outstanding Student in Visual Arts
- ✧ 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
- ✧ Mrs. Annie Frances Fu Award for The Sportsperson of the Year
- ✧ Fr. Seán Ó Cearbhalláin, SJ Education Scholarship for the Most Outstanding Student in Perseverance
- ✧ Mr. Chan Tong Memorial Scholarship for the Most Outstanding Students in STEAM (Science, Technology, Engineering, Arts and Mathematics) Activities
- ✧ The Maryknoll Sisters Education Grant
- ✧ The Columban Sisters Education Grant
- ✧ MSS Alumnae Association Award for The Most Outstanding Bilingual Student
 - ✧ English & Chinese
 - ✧ English & Chinese (NCSS)
- ✧ MSS Alumnae Association Scholarship for Students with the Most Outstanding Talents
 - ✧ Dance
 - ✧ Music
 - ✧ Speech and Drama (Chinese)
 - ✧ Speech and Drama (English)
 - ✧ Sports
 - ✧ Art & Design
- ✧ Principal's Award for Academic Excellence
- ✧ Tim Wing Hung Trust Memorial Scholarship for Overall Academic Excellence
- ✧ Tim Wing Hung Trust Memorial Scholarship for the Most Outstanding Role Models of MSS Qualities
- ✧ Tim Wing Hung Trust Fund Scholarship for Gifted Students 2024-2025
- ✧ MSS Alumnae Association Award for Outstanding Student Leaders
- ✧ Community Service Award
- ✧ MSS PTA Award for the Most Improved Students
- ✧ Fitness Award - Top 3 of the Gold Award
- ✧ English Reading Scheme 2024/2025
- ✧ Most Active Student Award
- ✧ 中文科閱讀計劃 2024/2025
- ✧ 最優秀閱讀報告大獎
- ✧ School Service Awards

E. Financial Report of Government Funds and School Funds 2024–2025

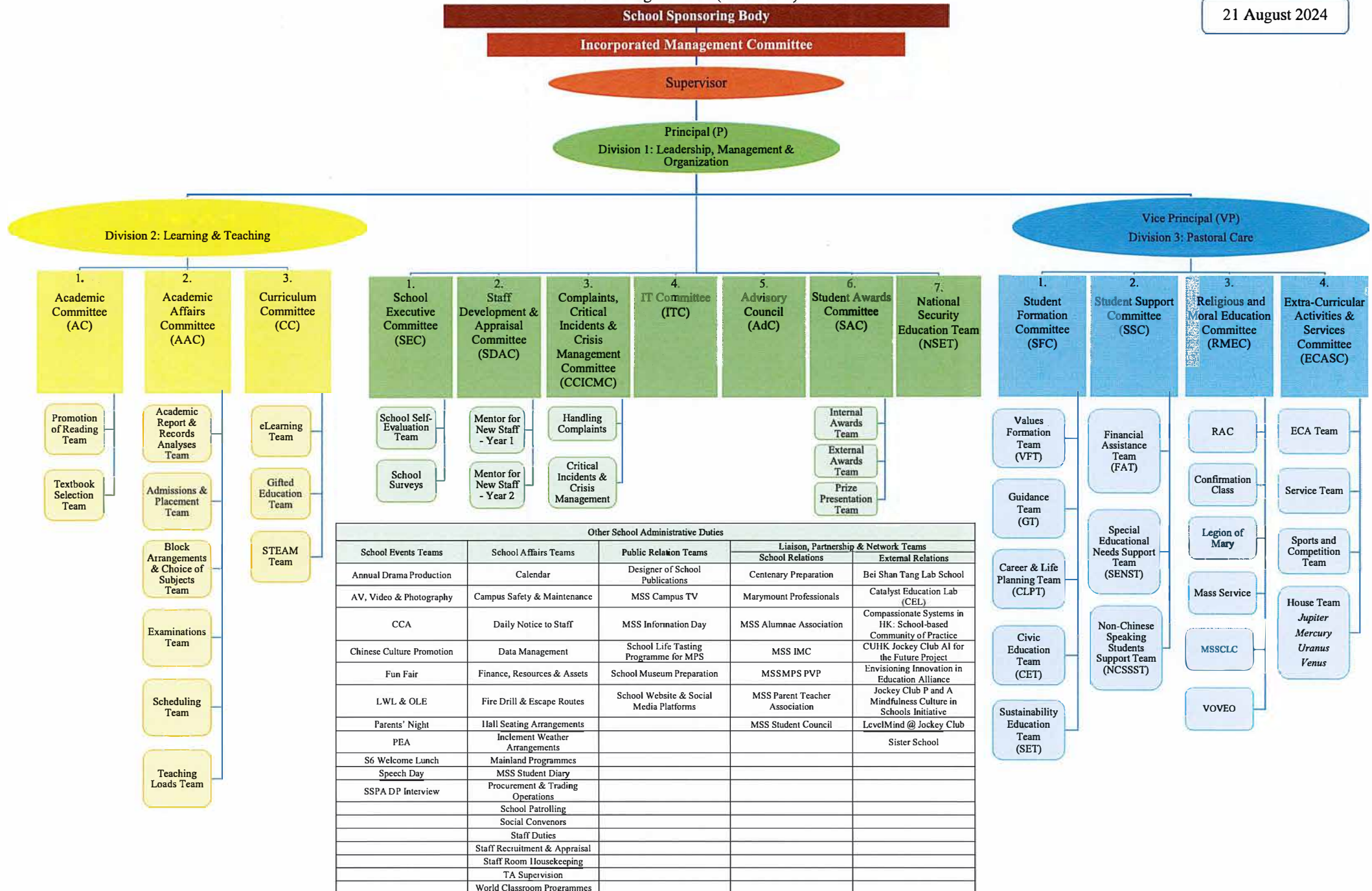
	Income(HK\$)	Expenditure(HK\$)	Balance(HK\$)
I. Government Funds			
(1) Recurrent Grant			
Expanded Operating Expenses Block Grant (EOEBG)			
Basic Baseline/Per Class and Fixed Deposit Interest Received	2,374,111.95	1,906,169.99	467,941.96
Administration Grant	4,471,668.00	4,719,545.17	(247,877.17)
(Salaries for Clerical & Janitor Staff, Security, Cleaning, Gardening)			
Composite Information Technology Grant	520,386.00	583,001.41	(62,615.41)
Capacity Enhancement Grant	676,944.00	577,680.00	99,264.00
Air-conditioning Grant	680,775.00	834,219.50	(153,444.50)
School-based Management Top-up Grant	53,385.00	16,516.55	36,868.45
School-based Speech Therapy Adm Grant	8,541.00	2,178.00	6,363.00
Sub Total :	8,785,810.95	8,639,310.62	146,500.33
(2) Non-recurrent Grant			
Other Recurrent Grant	641,500.00	626,500.00	15,000.00
Committee on Home-school Co-operation Project Grant PTA	46,044.00	46,044.00	0.00
School-based After-school Learning and Support Program	16,800.00	23,416.00	(6,616.00)
Teacher Relief Grant	4,623,379.50	4,719,566.57	-96,187.07
Learning Support Grant for Secondary School	576,576.00	540,154.00	36,422.00
Diversity Learning Grant (APL)	33,000.00	33,000.00	0.00
Diversity Learning Grant (OP)	93,600.00	54,047.50	39,552.50
Fractional Post Cash Grant	216,236.00	303,854.77	(87,618.77)
Moral & National Education Grant	0.00	250.00	(250.00)
Enhanced Additional Funding Support for NCS	1,215,327.00	1,309,239.90	(93,912.90)
Information Technology Staffing Support ITSS Grant	338,819.00	338,819.00	0.00
Grant for the Sister School Scheme	165,439.00	135,665.76	29,773.24
Promotion of Reading Grant	66,176.00	75,042.24	(8,866.24)
School Executive Officer Grant	590,760.00	661,560.00	(70,800.00)
Grants for Supporting NCS Students with SEN-S	106,769.00	66,800.00	39,969.00
Life-wide Learning Grant	1,236,410.00	1,077,976.07	158,433.93
Student Activities Support Grant	13,000.00	13,000.00	0.00
One-off School-based Speech Therapy Set-up Grant	0.00	9,737.75	(9,737.75)
One-off Citizenship & Social Development Grant	0.00	163,826.70	(163,826.70)
One-off Grant for Mental Health at School	0.00	9,200.00	(9,200.00)
One-off Grant for Mental Health of Parents & Students	0.00	11,700.00	(11,700.00)
One-off Grant on Parent Education	0.00	98,673.87	(98,673.87)
One-off Grant for Promotion of Chinese Culture Immersion Activities	0.00	69,473.00	(69,473.00)
One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	0.00	60,880.00	(60,880.00)

One-off Grant for Promotion of Self-directed Language Learning (English)	200,000.00	50,425.00	149,575.00
One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	200,000.00	51,172.00	148,828.00
HK School Drama Festival	3,950.00	5,064.44	(1,114.44)
Sub Total :	10,383,785.50	10,555,088.57	(171,303.07)
II. School Funds			
Subscriptions / Tong Fai / Tuckshop Rental / Others	1,106,036.71	508,463.50	597,573.21
Scholarship	152,000.00	82,300.00	69,700.00
Sub Total :	1,258,036.71	590,763.50	667,273.21
Total :	20,427,633.16	19,785,162.69	642,470.47
*The deficit items have been paid by surplus brought forward from previous year			

Marymount Secondary School
School Organization (2024-2025)

Appendix 1 B1

21 August 2024



Marymount Secondary Schools 2024-2025 OLE & ECA Composite Schedule

Revised on 2 Oct

School (Whole-day / Half-day)	OLE (Early/Late)	Schedule	Day	Time	Remark
Whole-day	Early	A	5 & 10	8:05-9:10 (65 minutes)	Internal whole-school assembly will be arranged as early OLE <i>(default setting but could be changed according to the nature and need of event)</i>
Whole-day	Late	A	5	1:40 – 2:45 (65 minutes)	Whole-school assembly / OLE involving external speaker/guest will be arranged as late OLE <i>(default setting but could be changed according to the nature and need of event)</i>
Whole-day	Late	A	10	2:45-3:30 (65 minutes)	

Date	Level	Time	Activities	Objectives / Values	Facilitator(s) / Venue(s) / Particulars	Org./ Team
2024						
Mon, 2 Sep 2024	Whole School	8:00 - 9:45	HR Period – Homeroom Affairs		V: Classrooms	School
	Whole School	11:00 - 12:00	Welcoming Assembly		V: Hall (WS)	School
	S3-S6	12:00 - 1:00	Nomination of SC & RAC		V: Hall	SC RAC
	S5	1:00 - 1:30	Tuck shop prefect training		V: Hall	Tuck shop prefect
Tue, 3 Sep 2024 C1D2 Special Schedule	Whole School	8:25 - 9:50	Student Council (SC) Election	Willingness to take up responsibility to serve the schoolmates	V: Hall (WS)	School
	S3-S6	12:30 - 1:00	Nomination of House Captains	Willingness to take up responsibility to serve the schoolmates	House Captains & House Moderators V: Hall, Library, Gym & Rm. 411	House
Thu, 5 Sep 2024 C1D4 Special Schedule	Whole School	11:40 - 1:00	House Captains Election	Willingness to take up responsibility to serve the schoolmates	House Captains & House Moderators V: Hall, Library, Gym & Rm. 411	House

Fri, 6 Sep 2024	LIFE-WIDE LEARNING DAY 1					
	S1	8:00 - 4:00	S1 Adventure based Programme	To arouse self-awareness, enhance communication skills, promote team spirit	F: Anchor House, The Boys' Brigade, Hong Kong V: Ma Wan Event Centre	ECAS
	S2	9:00 - 11:00	S2 Service Training Workshop	To provide service training	F: outside school service provider V: St. Ignatius Room, Library, Prayer Room, SAC HRs & AHRs	ECAS
		12:30-3:30	S2 Positive Education workshop	To understand more about character strengths	F: CDIA V: Rm. 411	VFT
	S3	9:00 - 12:00	S3 My Dream	To inspire students to pursue their dream and build a greater sense of purpose in life	F: HK Life Planning Association V: Rm. 411	CLPT
		1:30 - 3:00	S3 No Child for Sale Experiential Workshop	To understand more about sweatshop, fair trade and child labour. To know more about Sustainable Development Goals	F: World Vision HK V: Gym	SET
	S4	8:30 - 3:30	S4 Adventure based Leadership Training Programme	To provide leadership training, promote team spirit, enhance problem-solving skills, build sense of belonging	F: Hong Kong Youth Adventure Association V: Portico, Covered playground, Basketball court	ECAS
	S5	9:00 - 12:00	Life Education Attendance check: 8:45 a.m. (% HRs)	To nurture students to be reverent to and treasure lives	F: CMAC V: Hong Kong Catholic Diocese Centre HRs & AHRs	RMET
		1:30 - 3:30	Museum visit M+ 「貝聿銘：人生如建築」	To nurture students' National identity and understand the work of an architecture	V: M+ Museum	Guidance
	S6	9:00 - 12:00	Gratitude workshop	To cultivate a deeper appreciation and thankfulness for the	Bei Shan Tang V: Hall	RMET VFT

				positive aspects of their lives		
Fri, 13 Sep 2024 C1D10 Schedule B	S1 - S2	7:55 - 8:40	Level-based Discipline Talk	To enhance students' understanding and recognition of the importance of law-abidingness and mutual respect, enabling them to put into practice in their daily life and promote to others	V: Hall (WS)	GT
	S3 - S4				V: Rm. 411	
	S5 - S6				V: Library	
Fri, 20 Sep 2024 C2D5 Special Schedule	Whole School	1:10 - 3:30	School Opening Liturgy & Inauguration	Student leaders are sworn in as they pledge commitment to serving their schoolmates	RMET, Student Council, ECASC & House Team V: Hall (WS)	School
Fri & Sat, 20-21 Sep 2024	Student Leaders	Two-day-one night camp	Student Council, RAC, ECAS & Houses Orientation Day	Leadership Training	SC,RAC,ECAS & Houses Advisors V: Jockey Club HKFYG Sai Kung Outdoor campsite	SC, RAC, ECASC & House Team
Mon, 23 Sep 2024 C2D6 Special Schedule	S1	1:10 - 2:00	S1 House Orientation	Orientation for students regarding House matters, enhancement of House spirit and strengthen students' bonding with school	House Captains & House Moderators V: Hall	House
Fri, 30 Sep 2024 C2D10 Special Schedule	Whole School	8:05 - 9:15	Flag Raising Ceremony	Enhancement of National Identity	V: Driveway / Lawn / Hall (WS)	CET
	S1-S5	3:00 - 3:30	Club Fair for S1-S5 #S6 Dismissal at 2:55 p.m.		V: Hall	ECASC
Fri, 4 Oct 2024 C3D5	S1	1:40 - 2:45	Big Sisters Scheme Gathering 1	To facilitate a better adjustment for freshmen to secondary school life and promote social and behavioral competence	V: Hall (LB) HRs / AHRs	GT
	S2		Preparation for Caritas Charity Bazaar	To practise charity by raising fund for Caritas Hong Kong to support their services in HK	V: Classrooms (CB) HRs / AHRs	VFT
	S3		S3 Service Requirement	Cultivate students' spirit of serving others with care, love, compassion and respect	V:Library (LB) HRs / AHRs	ECAS

	S4		Big Sisters Scheme Gathering 1	To facilitate a better adjustment for freshmen to secondary school life and promote social and behavioral competence	V: Hall (LB) HRs / AHRs	GT
			School Ambassador Meeting 1	To cultivate leadership skills and provide opportunities for students to serve the school, fostering personal growth and strengthening their connection to the school	V: Rm. 410 & Rm. 214	SSW
	S5 - S6		Film Appreciation (Once upon a time in HKDSE)	To enhance students' well-being and promote self reflection	V: Cinema in CWB (TBC) (LB)	ECAS
	S1 - S2	2:45 -3:30	Board game competition	To encourage students to play a board game together, promoting social interaction, teamwork, strategic thinking, and problem-solving skills	HRs / AHRs V: Classrooms (CB) HRs / AHRs	ECAS
	S3		Homeroom Session	To prepare for student led activities on 15 Nov	V: Classrooms (CB) HRs / AHRs	ECAS
	S4		Homeroom Session	To prepare for student led activities on 25 Oct	V: Classrooms (CB) HRs / AHRs	ECAS
	S5 - S6		Film Appreciation (Once upon a time in HKDSE)	To enhance students' well-being and promote self reflection	V: Cinema in CWB (TBC) (LB)	ECAS
Thu, 10 Oct 2024 C3D10	Whole School Assembly	8:05 - 9:10	World Mental Health Day	To cultivate students about sleep hygiene, address sleeping problems, and alleviate anxiety, promoting healthy sleep habits and enhancing overall well-being.	St. James Settlement V: Hall	GT
Fri, 18 Oct 2024 C4D5	S1	8:05 - 9:10	Big Sisters Scheme Gathering 2	To facilitate a better adjustment for freshmen to secondary school life and promote social and behavioral competence	V: Hall (LB) HRs / AHRs	GT

	S2	8:05 - 9:10	Preparation for Caritas Charity Bazaar	To practise charity by raising fund for Caritas Hong Kong to support their services in HK	V: Classrooms (CB) HRs / AHRs	VFT
	S3	8:05 - 9:10	Life Skills Workshop - Communication	To learn effective communication with individuals who are different, fostering harmonious coexistence and understanding	DOH V: Classrooms HRs / AHRs	GT
	S4	8:05 - 9:10	Big Sisters Scheme Gathering 2	To facilitate a better adjustment for freshmen to secondary school life and promote social and behavioral competence	V: Hall (LB) HRs / AHRs	GT
			School Ambassador Meeting 2	to cultivate leadership skills and provide opportunities for students to serve the school, fostering personal growth and strengthening their connection to the school	V: Rm. 410 & Rm. 214	SSW
	S5	8:05 - 9:10	My Career (1)	To facilitate students to understand their career inclination and the importance of pursuing a career goal	F: HKFYG V: Classrooms (CB) HRs / AHRs	CLPT
	S6	8:05 - 9:10	Briefing on JUPAS: Introduction to web application and registration	To facilitate students to understand the JUPAS application system	V: Rm. 411	CLPT
	Whole School	ECA period	ECA 1	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 25 Oct 2024 C4D10	S1	8:05 - 9:10	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Classrooms HRs / AHRs	PCC
	S2	8:05 - 9:10	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and	V: 411 HRs / AHRs	PCC

				achieve personal growth		
	S3	8:05 - 9:10	Homeroom Session	To prepare for student led activities on 15 Nov	V: Classrooms (CB) HRs / AHRs	ECAS
	S4	8:05 - 9:10	S4 Student led Activities	To facilitate student-led level-based games to enhance skill development and foster healthy competition	V: Hall/Covered Playground (LB) HRs / AHRs	ECAS
	S5	8:05 - 9:10	My Career (2)	To facilitate students to understand their career inclination and the importance of pursuing a career goal	F: HKFYG V: Classrooms (CB) HRs / AHRs	CLPT
	S6	8:05 - 9:10	Inter-Class Dodgeball Competition	To foster class spirit, apply and practice core values as well as dodgeball knowledge & skills	V: Gym (LB) HRs / AHRs	PE Panel
	S3 Parents' Night				V: Hall	School
Tue, 29 Oct 2024 C5D2 Schedule B		P.M.	Staff Meeting 2		School	P.M.
Fri, 1 Nov 2024 C5D5	Whole School	8:05 - 9:10	VFT Assembly	To explore various facets of wisdom from diverse individuals	V: Hall (WS)	VFT
		ECA period	ECA 2	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Mon, 4 Nov 2024 C5D6 Special Schedule	Whole School	3:00 - 3:30	House Meeting 1	To foster House spirit, promote participation in House activities & Inter-House competitions and promote bonding with school	F: House Captains & House Moderators V: Library, Gym, Hall & Rm.411	House
Thu, 7 Nov 2024 C5D10	S1	2:25 - 3:30	Talk on Law-abiding awareness	To strengthen a student law-abiding awareness	V:Hall (LB) HRs / AHRs	CET

	S2	2:25 - 3:30	Shark Conservation in Hong Kong	To raise the awareness of shark and ocean conservation and the importance of shark in the ecosystem	V: Library (LB) HRs / AHRs	SET
	S3	2:25 - 3:30	'Law of the Forest' Board Game Activity	To understand the rich biodiversity and habitats and the fragility of the earth To have respect and gratitude towards nature	V: Classrooms (CB) HRs / AHRs	SET
	S4	2:25 - 3:30	Human Library	To facilitate students to understand the setting up different social enterprise and the career development through the sharing by the speakers	F: Social Enterprise Edu V: Classrooms (CB)	CLPT
	S5	2:25 - 3:30	Soul Collage workshop	to promote self-care, clear the mind, and identify personal goals through creative expression and introspection	V: classrooms (CB) HRs / AHRs	SSW
	S6	2:25 - 3:30	Follow up on Students' JUPAS Choices	To facilitate students to make informed study choices	V: Classrooms HRs & AHRs	HRs/ AHRs CLPT
Fri, 8 Nov 2024	Whole School	Whole Day	Picnic Day		V: TBC	School
Fri, 15 Nov 2024 C6D5	S1	8:05 - 9:10	Big Sisters Scheme Gathering 3	To facilitate a better adjustment for freshmen to secondary school life and promote social and behavioral competence	V: Hall (LB) HRs / AHRs	GT
	S2	8:05 - 9:10	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Rm. 411 HR/AHRs	PCC
	S3	8:05 - 9:10	S3 Student led Activities	To facilitate student-led level-based games to enhance skill development and foster healthy competition	V: Gym (LB) HRs / AHRs	ECAS
	S4	8:05 - 9:10	Big Sisters Scheme Gathering 3	To facilitate a better adjustment for freshmen to secondary school life and promote social	V: Hall (LB) HRs / AHRs	GT

				and behavioral competence.		
			School Ambassador Meeting 3	to cultivate leadership skills and provide opportunities for students to serve the school, fostering personal growth and strengthening their connection to the school.	V: Rm. 410 & Rm. 214	SSW
	S5	8:05 - 9:10	CSD China Trip (TBC)	To understand the development of China	V: China	CSD
	S6	8:05 - 9:10	Homeroom period	Preparation for the Graduation matters	V: Classrooms HRs / AHRs	HRs
	Whole School	ECA period	ECA 3	Cultivate students’ interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Thu, 21 Nov 2024 C6D10 Special Schedule	Whole School	2:00 - 3:30	Positive Youth Musical <i>Whole School Assembly</i>	to inspire young individuals with a passion for pursuing dreams, to help students discover and unleash their potential while fostering a positive mindset	V: Hall (WS)	GT & VFT & CLPT & SET
Fri, 22 Nov 2024	Staff Development Day 2				V: TBC	SDAC
Fri, 29 Nov 2024 C7D5 (P.M.)	S1	1:40 – 2:45	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Classrooms	PCC
	S2	1:40 – 2:45	Understanding Emotions	to foster emotional intelligence, enhance self-awareness, develop empathy skills, and promote healthy coping strategies	V: Rm. 411	SSW
	S3	1:40 – 2:45	Choose My Own Adventure	To inspire students to demonstrate their perseverance in pursuing their dream	V: Hall MPS	CLPT
	S4	1:40 – 2:45				
	S5	1:40 – 2:45				
	S6	12:30 – 3:30	S6 Welcome lunch		HRs V: Hall (TBC)	HRs

Mon, 20 Jan 2025 C10D1 Special Schedule	Teacher and Student Officials	3:00 - 3:30	Swimming Gala Briefing for Teachers and Student Officials	To learn the duties of officials and cultivate self-discipline & commitment	PE Teachers V: Respective venues to be announced	PE Panel
Wed, 22 Jan 2025 C10D3 Schedule B	Whole School	2:00 - 3:30	Schedule B For CNY Programme Rehearsal			
Thu, 23 Jan 2025	Whole School	A.M.	Chinese New Year Mass Chinese New Year Programme Whole School Assembly		RMET, & Chinese Panel V: Hall (WS) All teachers	School
Fri, 24 Jan 2025	Whole School	8:00 - 1:00	Swimming Gala		Promote sportsmanship, House spirit, perseverance & commitment	PE Teachers V: Victoria Park Swimming Pool
Mon, 27 Jan 2025 –Tue, 4 Feb 2025 Chinese New Year Holiday						
Fri, 7 Feb 2025 C10D10	S1	2:25 - 3:30	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Classrooms HRs	PCC
	S2	2:25 - 3:30	No waste not waste	To promote proper behavioral competence in conserving the natural resources in daily life to have a healthy lifestyle	Friend of the Earth V Gym HRs / AHRs	SET
	S3	2:25 - 3:30	Talk on “How to analyse daily information in the media”	To be aware that the information obtained from the media needs to be carefully analyzed	V:Hall HRs / AHRs	CET
	S4	2:25 - 3:30	Wise internet users	To be aware of the traps in the virtual world and be wise users of social media	V: 411 (LB) HRs / AHRs	RMET

	S5	2:25 - 3:30	Mid Year Review on Academic Performance	To provide students with the opportunity to reflect their academic performance in the 1st term and connect it to their study plan after graduation	V: Classroom HRs / AHRs	CLPT
Thu, 13 Feb 2025 C11D4 Special Schedule	Whole School	2:05 - 3:30	Graduation Mass		V: Hall (WS) All teachers	RMET
Fri, 14 Feb 2025 C11D5	S1	1:40 - 2:45	S1 Little Wildlife Director	To understand the rich biodiversity and habitats and the fragility of the earth To have respect and gratitude towards nature	V: Classrooms (CB) HRs / AHRs	SET
	S2	1:40 - 2:45	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Gym HRs	PCC
	S3	1:40 - 2:45	Love & Relationship	To cultivate students' proper values and attitudes in a positive relationship	V: Rm. 411 (LB) HRs / AHRs	SSW
	S4	1:40 - 2:45	Talk on Get Redressed	To raise the awareness of students about sustainable development and circular economies	V: Hall (LB) HRs / AHRs	SET
	S5	1:40 - 2:45	Homeroom Session	To prepare for student led activities on 27 Feb	V: Classrooms (CB) HRs / AHRs	ECAS
	Whole School	ECA period	ECA 6	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 21 Feb 2025 C11D10	S1	8:05 - 9:10	Puberty Challenges in Girls	To enhance the awareness of the changes in puberty and self-protection.	Bonlux V: Hall (LB) HRs / AHRs	GT
	S2	8:05 - 9:10				

	S3	8:05 - 9:10	ESG Sustainable Development : Building a Sustainable City	To enhance the understanding of ESG for developing a sustainable city	Housing Authority V: Gym (LB) HRs / AHRs	SET
	S4	8:05 - 9:10	S4 Voluntary Service 1	Cultivate students' spirit of serving others with care, love, compassion and respect	F: Outside school service provider V: Prayer Room, Library, St Ignatius Room, SAC (CB) HRs / AHRs	ECAS
	S5	8:05 - 9:10	Gatekeepers' Training 1	to cultivate students on the significance of peer support while establishing boundaries to prevent overwhelming situations, ensuring their well-being and promoting a healthy support network	V: Rm 411 (LB) HRs/ AHRs	SSW
Thu, 27 Feb 2025 C12D5	S1 - S2	8:05 - 9:10	Netiquette Talk	to foster wisdom by addressing cyberbullying and promoting responsible social media usage, empowering them to make wise decisions and cultivate a positive online presence.	HKFWS V: Hall HRs / AHRs	GT
	S3	8:05 - 9:10	Life Skills Workshop - Resilience	to learn effective communication with individuals who are different, fostering harmonious coexistence and understanding.	DOH V: Classrooms HRs / AHRs	GT
	S4	8:05 - 9:10	Tim Management	To address the importance of time management and cultivate students' skills and motivation in improving the self management	V: Library (LB) HRs / AHRs	SSW
	S5	8:05 - 9:10	S5 Student led Activities	To facilitate student-led level-based games to enhance skill development and	V: Gym (LB) HRs / AHRs	ECAS

				foster healthy competition		
	Whole School	ECA period	ECA 7	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 28 Feb 2025	Assessment Review Day				V: Respective Classrooms	School
Mon, 3 Mar 2025 C12D6	Whole School	8:05 - 8:35	Lent Prayer Service	Prepare for the Easter spirit	V: Hall (WS) All teachers	RMET
			Special Assembly for Prize Presentation 2 <i>Whole School Assembly</i>	Promoting High Aspirations & Magis		School
			Promotion of Good Samaritan Lunch			SC & RAC
	Teacher and Student Officials	2:30 - 3:30	Sports Day Briefing for Teacher & Student Officials	To learn the duties of officials and cultivate self-discipline & commitment	PE Teachers V: Respective venues to be announced	PE Panel
Wed, 5 Mar 2025	Whole School	Whole Day	Sports Day (Heats)	Promote sportsmanship, House spirit, perseverance & commitment	PE Teachers V: Wan Chai Sports Ground	School
Thu, 6 Mar 2025	Staff Development Day 3				V: TBC	SDAC
Wed, 12 Mar 2025 C13D4	Whole School	LUNCH	Good Samaritan Lunch	Promote love, care and compassion to the disadvantaged	SC & RAC V: Hall	SC & RAC
Thu, 13 Mar 2025 C13D5	S1	1:40 - 2:45	My Environmental Values	To raise students' awareness of their own values about the urban and natural environment in HK	V: Classrooms (CB) HRs / AHRs	SET
	S2	1:40 - 2:45	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Hall HRs	PCC
	S3	1:40 - 2:45	Talk by Society for Abandoned Animals Ltd	To raise awareness of the direct relationship between oneself with other living beings.	V: Gym HRs/AHRs	SET
	S4	1:40 - 2:45	S4 Voluntary Service 2	Cultivate students' spirit of serving others with care, love, compassion and respect	F: Outside school service provider V: Prayer Room, Library, St. Ignatius Room, SAC (CB) HRs / AHRs	ECAS

	S5	1:40 - 2:45	Gatekeepers' Training 2	to cultivate students on the significance of peer support while establishing boundaries to prevent overwhelming situations, ensuring their well-being and promoting a healthy support network	V: 411 (LB) HRs/AHRs	SSW
	Whole School	ECA period	ECA 8	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Fri, 14 Mar 2025	Whole School	8:00 am - 1:00 pm	Sports Day (Final)	Promote sportsmanship, House spirit, perseverance & commitment	PE Teachers V: Wan Chai Sports Ground	School
Wed, 19 Mar 2025 C13D8 Schedule B		P.M.	Staff Meeting 3		School	
Fri, 21 Mar 2025 C13D10	S1	2:25 - 3:30	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Hall HRs	PCC
	S2	2:25 - 3:30	Sports Demonstration	To enrich students' learning experience	V: Gym (LB) HRs / AHRs	PE Panel
	S3	2:25 - 3:30	Life skills workshop Study Skills	to reflect on personal motivation for learning and understand techniques to improve learning effectiveness	DOH V: Classrooms HRs / AHRs	GT
	S4	2:25 - 3:30	S4 Voluntary Service 3	Cultivate students' spirit of serving others with care, love, compassion and respect	F: Outside school service provider V: Prayer Room, Library, St. Ignatius Room, SAC (CB) HRs / AHRs	ECAS
	S5	2:25 - 3:30	Wise internet users	To be aware of the traps in the virtual world and be wise users of social media	V: Rm 411 (LB) HRs / AHRs	RMET
	Evening		S4 Parents' Night		V: Hall	School

Tue, 25 Mar 2025 C14D2 Special Schedule	S1-S5	11:50 - 1:10	Special Assembly for World CLC Day <i>Whole School Assembly</i>		RMET V: Hall (WS)	RMET
Fri, 28 Mar 2025 C14D5	Whole School	8:05 - 9:10	English Speech Recital	To recognize students' achievements	V: Hall (WS) All teachers	English Panel
	Whole School	ECA period	ECA 9	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Mon, 31 Mar 2025 C14D8 Special Schedule	S1-S5	2:30 - 4:30	Catholic Students' Confession for S1 - S5	Reflection and Reconciliation	RMET V: Hall	RMET
Wed, 2 Apr 2025 C14D10	Whole school	8:05 - 9:10	VFT Assembly		V: Classroom (Level-based) HRs / AHRs	VFT
Thu 3 Apr 2025 Life-Wide Learning Day 2	S1	2 classes in the morning, 2 classes in the afternoon	S1 JUMP Field trip	To make learning more engaging, memorable, and relevant to real life	V: Western District	JUMP
	S2	1 group in the morning 2 groups in the afternoon	S2 Visit to Legislative Council	To raise student's awareness of law- abiding	V: Legislative Council	CET
	S3	Group 1: 10:00 - 12:00 Group 2: 1:00 - 3:00	S3 Empathy for Elderly	To nurture students' empathy through deepening their understanding of the needs of elderly through experiential learning	V: Rm. 411	RMET
	S4	A.M.	S4 Service Day	Cultivate students' spirit of serving others with care, love, compassion and respect	Respective venues (please refer to parent letter)	ECAS
		P.M.	S4 Film Appreciation	To cultivate positive values through understanding the minorities	V:TBC	ECAS
	S5	5A & 5B A.M. 5C & 5D P.M.	S5 Visit to Media Agencies	To be realized the importance of media literacy	V: HK News Expo	CET
		5C & 5D A.M. 5A & 5B P.M.	S5 Life Education	To nurture students to be reverent to and treasure lives	V: Hong Kong Catholic Diocese Centre HRs & AHRs	RMET

Sat 5 Apr 2025 Life-Wide Learning Day 3	S1	Whole Day	Adventure-based Programme	To cultivate positive values	V: Ma Wan	ECAS
	S2	TBC	Film Appreciation	To cultivate positive values and a sense of belongings within the MSS community.	V: TBC	GT
	S3	Group 3: 10:00 - 12:00	S3 Empathy for Elderly	To nurture students' empathy through deepening their understanding of the needs of elderly through experiential learning	V: Rm. 411	RMET
	S4	-	Study leave	To prepare for the Final exam	-	-
	S5	-	Study leave		-	-
Fri, 11 Apr 2025 C15D5	Whole School Assembly	8:05 - 9:10	Talk on Wisdom	cultivate students to make a wise choice	V: Hall (WS) All Teachers	CET
	ECA period		ECA 10	Cultivate students' interest, knowledge and skill in the arts, sports and culture	Club / Team / Group Advisors V: Respective venues	ECASC
Mon, 14 Apr 2025 – Sat, 26 Apr 2025			Easter Holiday			
Tue, 6 May 2025 C16D2	Whole School	8:05 - 8:25	S1-S5 Service Award Voting	To give recognition to outstanding service	ECASC & HRs / AHRs V: Classrooms (CB)	ECASC & HRs / AHRs
Wed, 7 May 2025 C16D3 Special Schedule	Whole School	1:55 - 3:30	Friendly Debate in English	Cultivate students' interest, appreciation for debating and argumentation	V: Hall (WS) All Teachers	English Debate
Fri, 9 May 2025 C16D5 Special Schedule	Whole School	11:00 - 12:50	Teacher Appreciation Assembly <i>Whole-school Assembly</i>	Appreciation, Gratitude, and Thanksgiving	SC & Teacher Advisors V: Hall (WS) All teachers	SC
	Evening		S5 Parents' Night		V: Hall	School
Fri, 16 May 2025 C16D10	S1	2:25 - 3:30	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Classrooms HRs	PCC

	S2	2:25 - 3:30	Life Education Programme (BST)	To cultivate a positive mindset, empowering them to overcome challenges and achieve personal growth	V: Gym HRs	PCC
	S3	2:25 - 3:30	S3 Choice of Subjects - Sharing by Alumnae	To foster class spirit, apply and practice core values as well as base-football knowledge & skills	V: Library, Rm. 309, 310 & 311 HRs / AHRs	CLPT
	S4	2:25 - 3:30	Etiquette Self Image	to build a positive self-image and facilitate the transition to the senior uniform, empowering students with social grace, wisdom and confidence for future endeavors	V: Hall HRs/AHRs	GT
	S5	2:25 - 3:30	Workshop on OEA Additional Information	To introduce the skills of writing OEA Additional Information for JUPAS application	V: Rm. 411 HRs/AHRs	CLPT
Fri, 23 May 2025 C17D5	Whole School	8:05 - 9:10	Special Assembly for Prize Presentation 3 <i>Whole School Assembly</i>	To give recognition to outstanding service and performance	V: Hall (WS) All teachers	School
	Whole School	2:55 - 3:30	House Meeting 3		To foster House spirit, promote participation in House activities & Inter-House competitions and promote bonding with school	House Captains & House Moderators V: Library, Gym, Hall & Rm. 411
Fri, 30 May 2025 C17D10	S1	2:25 - 3:30	Gratitude Journal	To celebrate the first year in MSS	V: Classrooms HRs / AHRs	GT VFT
	S2 - S3	2:25 - 3:30	Passion Project Exhibit	Provide a platform for students to showcase their unique passions, talents, and interests, and to learn from their peers' diverse projects and experiences.	V: Hall (S2 & S3) HRs / AHRs and S3 English Subject Teachers	English Panel
	S4 - S5	No OLE for S4 & S5, school dismiss at 2:45 p.m.				
Mon, 2 Jun 2025 C18D1	S4 - S5	Study Leave for S4 & S5				

	S1-S5	A.M. / P.M.	■ 6 Jun 25 – 18 Jun 2025: S3 Final Exam ■ 3 Jun 25 – 19 Jun 2025: S4 & S5 Final Exam ■ 6 Jun, 9 Jun & 10 Jun 2025: S1 - S2 CT4, CT5 & CT6		School
Post Exam Period (PEA)					
Mon, 23 Jun 2025	S5 BIO	A.M. & P.M.	DNA Fingerprinting Workshop	V: Biology Laboratory	Biology Panel
Tue, 24 Jun 2025	S3		S3 ECA Talk	ECASC V: TBC	ECASC
			S3 Introduction to Big Sisters Scheme and School Ambassador Scheme	GT & SSW V: TBC	GT
Wed, 25 Jun 2025	S4		S4 ECA Talk	ECASC V: TBC	ECASC
Thu, 26 Jun 2025	S3 - S4	A.M.	S4 Year-End GROW! Exhibition (S3 as audience)	V: Hall	School
Fri, 27 Jun 2025	S4	9:00 - 1:00	Science Workshop for Gifted Students <i>(Selected students)</i>	Dr. Valerie Yip (HKU) V: TBC	Gifted Education
Fri, 27 Jun 2025	S5	9:00 - 1:00	Gifted Education Workshop: The Case of Casey Anthony - An CSI Investigation Experience	Miss Winsome Lee V: Physics Laboratory	Gifted Education
Sat, 28 Jun 2025	SC, RAC, EACS & Houses Evaluation Day				
Mon 30 Jun 2025	Whole School	9:00 - 10:00	Flag Raising Ceremony	V:Hall (WS)	CET
Fri, 4 July 2025 – Sat, 5 July 2025	Fun Fair Annual Drama Production				
Mon, 7 July 2025			Dance Bazaar Rehearsal	Hall	Dance Team
Tue, 8 July 2025	Whole School		Dance Bazaar	Hall	Dance Team
Wed 9 July 2025	S4 selected students		Urban Plan Programme	Library	Geography
Wed 10 July 2025	S4 selected students		Urban Plan Programme	Library	Geography
Fri, 11 Jul 2025	Whole School	A.M.	Whole-school Assembly Rehearsal (8:00 - 10:30) Final Assembly (11:00 - 12:15) Report Card Distribution (12:15 - 1:00)	V: Hall (rehearsal & assembly); Classrooms (report card distribution & meeting with parents)	School

KEY:	CB – Class-based Activity; LB – Level-based Activity WS – Whole School V - Venue * Activities in bold-type: Whole-school programmes held in the Auditorium. All activities, both form-based or level-based, require the presence of HR / AHR teachers.
	• CLPT = Career & Life Planning Team (CLPT) • CET = Civic Education Team • ECASC = Extra -curricular Activities and Service Committee • SET = Sustainability Education Team • GT = Guidance Team • VFT = Values Formation Team • RMET = Religious and Moral Education Team • SC = Student Council

Marymount Secondary School Co-Curricular Activities (CCA) 2024-2025

- Co-curricular Activities are activities that supplement and enrich the formal curriculum. Implemented in various ways, they provide students with authentic and experiential learning that are essential to their acquisition of knowledge and skills for the different subjects.
- Co-curricular activities involving the whole school have been scheduled on different cycle days within the school year. On this day of a whole-day school, Schedule C, with lessons ending at 12:55 p.m., will be adopted so that students may take part in different activities organized for their level after lunch at 1:55 p.m. Dismissal time may be later than 3:30 p.m. (Normal Time).
- To accommodate a greater variety of learning experiences, co-curricular activities for individual subjects and individual levels have been scheduled at other times of the year.
- Attendance is compulsory for all participants involved. An excuse letter written by the parent will have to be submitted to the General Office on the day after the CCA if the student is absent.
- Students who are not required to attend the activities scheduled may leave school after lunch or stay in school to study and revise.
- Students are advised NOT to make appointments outside school on the pre-scheduled CCA afternoons since additional activities may be arranged at this time later in the year. Such arrangements will be confirmed and announced at a later stage. Students and parents will be notified of this.

Monthly Co-Curricular Activities for the whole school 2024-2025

Date	Cycle Day	Activities	Levels	PIC	Venue
CCA1 9 Oct Wednesday	3-9	S1 - S3 English Drama Appreciation	S1 - S3	Mrs. Kitty Leung	Auditorium
		S4 - S6 National Quiz Competition	S4 - S6	Mrs. Celia Ng	411 and classrooms
CCA2 26 Nov Tuesday	7-2	S1 - S6 Watoto "Better Days- There is Hope" Choir Tour	S1 - S6	Miss Rani Fong	Auditorium
CCA3 16 Dec Monday	8-6	S1 Chinese History Interclass Drama Competition	S1	Mrs. W.W. Fan	Hall
		S2 STEAM Programme (Part 1) (1:30 p.m. - 3:30 p.m.)	S2	Miss Victoria Wong	Gym
		S3 Mathematics Daily life questions Challenge	S3	Mr. Lawrence Lau	Classrooms
		S4 -S6 Sports Talk	S4 - S6	Mrs. Becky Yeung	MPS Hall (TBC)
CCA4 26 Feb Wednesday	12-4	S1 & S2 English Festival	S1 & S2	Mrs. Kitty Leung	Auditorium
		S3 & S4 STEAM Quest (1:45 p.m. - 3:30 p.m.) (and S.5 NCS students as student helpers - TBC)	S3 - S4 & S5 NCS students	Mr. Stanley Mak, Mr. Lawrence Lau & Mr. Eric Lau	Gym, 410, classrooms, IT labs, laboratories
		S5 Chinese Programme	S5	Mrs. Peggy Wong	411
CCA5 24 Mar Monday	14-1	S1 - S3 Chinese Choral Competition	S1-S3	Mrs. Peggy Wong	Auditorium
		S1 - S3 Field Trip for Chinese Culture (for NCS students) *	S1 - S3 NCS students	Mr. Ron Ho	Outside School (TBC)
		S4 Information Literacy Programme*	S4	Mr. Eric Lau	TBC
		S.5 Aesthetic Experience (1:30 p.m. - 3:30 p.m.) *	S5	Mrs. Iris Chau	Hong Kong Palace Museum
CCA6 30 Apr Wednesday	15-8	S1 STEAM Programme	S1	Miss Victoria Wong	411
		S2 STEAM Programme (Part 2) (1:30 p.m. - 3:30 p.m.)	S2	Miss Victoria Wong	Gym
		S3 Chinese History Visit*	S3	Mrs. WW Fan	TBC
		S.4 Aesthetic Experience (1:30 p.m. - 3:30 p.m.) *	S4	Ms. Rachel Chau	M+ Museum
		S.5 Financial management workshop	S5	Ms. Magdalene Sun & Mrs. Michelle Lok	IS Lab 1 and IS Lab 2
CCA7 20 May Tuesday	17-2	S1 - S5 Interclass Choral Singing Competition (1:30 p.m. - 3:30 p.m.)	S1 - S5	Miss Rani Fong	Auditorium

*For activities that take place outside school, Parents will be informed of details through a separate letter to parents.

Co-Curricular Activities held at other times of the year 2024-2025

Date	Cycle Day	Activities	Levels	Venue
Within first two weeks of Sept	TBC	S4 Literature in English	S4 ELIT	Rm 411
Within first two weeks of Sept	TBC	S5 Literature in English	S5 ELIT	Rm 411
TBC	TBC	S1 Writer's Talk (1 hour) (TBC)	S1	TBC
26 Oct (Sat)	/	S4 - S.6 Literature in English* (2:30 p.m. - 5:00 p.m.)	S4 - S6 ELIT	Academy of Performing Arts
24 Oct	4-9	S4 Biology Field Trip*	24 BIOL	Caritas Chan Chun Ha Field Studies Centre, Cheung Chau
4 March 2025	12-7	S4-S5 English Drama Appreciation (Periods 1- 5)*	S4 - S5	Outside school (TBC)
17 March 2025	13-6	S4 - S5 Geography Field Trip*	S4 - S5 GEOG	Caritas Chan Chun Ha Field Studies Centre, Cheung Chau
26 March 2025	14-3	S5 Biology Field Trip*	S5 BIOL	Hoi Ha Wan
23 June 2025	PEA	S5 Biology DNA Fingerprinting Workshop	S5 BIOL	Biology Laboratory
27 June 2025	PEA	S4 Science Workshop for Gifted Students - selected students	S4	TBC
27 June 2025	PEA	S.5 Gifted Education Workshop: The Case of Casey Anthony - selected students	S5	Physics Laboratory
TBC	/	S4 Urban Plan Programme - selected students (TBC)	S4	TBC

* For activities that take place outside school, Parents will be informed of details through a separate letter to parents.



Marymount Secondary School (Established since 1927)
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Marymount Secondary School
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