



School Development Plan (2019-2022)



1. School Vision and Mission

Marymount Primary School aims to provide quality education. According to our Catholic and cultural traditions, we aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects.

Through care and concern for each individual person, we seek to form our students in such a way that

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

To achieve our Vision and Mission, Our Team of Teachers and Support Staff are

M-iracle Workers who work with
P-assion and
S-erve with Smiles.

With teachers as their role models, students of Marymount will learn to be

C-aring
L-oving and
C-ompassionate.

With continued support from their Parents, students of Marymount will grow into Integrated Persons of

Wisdom as they learn life-long
and work for the Greater Glory of God.

2. Profile of the MPS Graduate

MPS Graduates are



Caring,

Loving

and



Compassionate

Global Citizens



who love to

Learn,



Lead and

Serve



3. Holistic Review

Effectiveness of the previous School Development Plan (2016-2019)

Major Concerns	Extent of Targets Achieved	Follow-up Actions
<p>MC A</p> <p>To enhance the framework for the Whole-school Approach to Values Education</p>	<p>Target 1: Develop a School-based Values Education Curriculum to deepen our students’ understanding to the Core Values of the school</p> <p>➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will continue fine-tuning the curriculum to respond to the changing needs of students • Will further develop Class-based pastoral care strategies
	<p>Target 2: Adopt a Whole-school Approach to promote the Values of the Year Theme (Responsible, Grateful and Caring)</p> <p>➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will adopt creative strategies to promote the values of Integrity, Perseverance & Wisdom in the coming three years • Will further explore different ways to engage students in living out the core values in actions
<p>MC B</p> <p>Unleash our students’ potential to become MPS Thinkers, MPS Makers and MPS Presenters</p>	<p>Target 1: To develop school-based curriculum --- MPS Specials</p> <p>➤ Mostly Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will further develop our school-based curriculum to ensure learning effectiveness
	<p>Target 2: To provide diversified learning experiences to students</p> <p>➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will develop “Afternoon Modules”, “Lunch Break Activities” to equip students with 21st century generic skills • Will extend school hours for 30 minutes
	<p>Target 3: To provide opportunities for sharing good teaching practices and collaborating with different panels</p> <p>➤ Fully Achieved</p>	<ul style="list-style-type: none"> • Incorporated into regular work plan • Will further build up the team spirit among teachers for better collaboration

4. Evaluation of the School's Overall Performance

The following evaluation data is based on the updated version of the areas in Performance Indicators (PI) provided by Quality Assurance & School-based Support Division, Education Bureau (EDB) (2017).

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • With a professional and supportive Incorporated Management Committee, the school has been striving for excellence • Effort has been made to enhance the collective decision-making process with a discern and MAGIS spirit, consensus and accountability when formulating school policies and strategies • The school conducts systematic and comprehensive review of its strengths and weaknesses through regular communication among various stakeholders • Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment 	<ul style="list-style-type: none"> • Communication among teachers and supporting staff should be strengthened • The staff appraisal system should be further enhanced for identifying the strengths, areas for MAGIS and training needs of all staff for continuous improvement of the school <p>*MAGIS—a Latin word that means 'for more', 'for better' and 'for the common good'</p>
2. Professional Leadership	<ul style="list-style-type: none"> • Executive Committee has developed a strong sense of team spirit with the readiness for collective decision-making and accountability • Our team of teachers embraces a shared vision for school development • The innovative ideas and meaningful changes are effectively introduced based on our students' needs and interests • School resources are deployed flexibly and external expertise are tapped to enhance school development • The school has built up a culture of sharing among our teachers and with other external organisations • Professional Learning Communities have been set up to support the enhancement of school work in different aspects 	<ul style="list-style-type: none"> • There is a need to groom more potential middle managers for the sustainability of the school management

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Our school-based curriculum has been gradually developed based on our students' needs and interests as well as the societal needs and trends • Effort has been made to effectively evaluate students' learning process through various modes of continuous assessments • Effort has been made to enrich the students' learning process through diverse learning experiences • Teachers have developed a culture of peer learning through a systematic peer lesson observation and post-lesson conferencing 	<ul style="list-style-type: none"> • Guidelines and policy documents should be refined in order to enhance the effectiveness of implementation of policies and strategies in learning and teaching • More collaboration among teachers in curriculum planning should be strengthened, in particular the interdisciplinary learning
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students are highly motivated in learning and actively participate in school and class activities • Students are keen on reading and have developed a strong reading habit • Students participate enthusiastically in a wide range of co-curricular activities and competitions with pleasing results • Teachers are experienced, responsible and well equipped with subject knowledge and able to create an encouraging and effective learning environment • Teachers are able to make better use of e-devices to enhance the effectiveness of the learning process and the stimulation of students' motivation in learning 	<ul style="list-style-type: none"> • More effort should be made in developing differentiated learning materials and strategies to cater for students' diversity in abilities in literacy, numeracy and IT literacy • More teacher development should be provided for teachers who have not yet adapted to the innovative teaching pedagogies and skills in planning and conducting lessons which enhance students' collaboration and creativity

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • The School-based Values Education Programme (Shining Gems Programme) is able to provide a systematic and stimulating learning experience to enhance students' core values • The whole-school approach to Values Education engages all teachers to work collaboratively on the whole-person development of students • Class Teachers are caring and responsible and are able to maintain a close relationship with students and parents • The provision of Comprehensive Student Guidance Service and Understanding Adolescent Project (UAP) as well as other formation activities effectively support students at different developmental stages to tackle emotional and interpersonal challenges • Small Group Teaching and SEN support measures are well established to support students with special learning needs • A wide range of on-stage performance opportunities are provided for students to develop and showcase their talents and potential • School Prefects, Student Librarians, Student Ambassadors and School Campus TV provide students with training to enhance their leadership skills 	<ul style="list-style-type: none"> • More communication and collaboration among primary and secondary sections should be made to bridge the primary school students for a better transition to the secondary section • More efforts should be made in developing a class-based approach to support the preventive measures on students' emotional and behavioural issues
6. Partnership	<ul style="list-style-type: none"> • The school management has been strengthening the roles of parents to be our Companion, Collaborator and Co-planner. • The school enjoys a close partnership with PTA, alumni and the wider community • The members of PTA are proactive and they provide enthusiastic support to school • More effort has been made for enhancing communication and connection with Catholic parents for faith formation of the Catholic students 	<ul style="list-style-type: none"> • Stronger partnership with our secondary section should be strengthened for the better alignment of school development

PI Areas	Major Strengths	Areas for Improvement
6. Partnership (Cont'd)	<ul style="list-style-type: none"> The school has developed a strong partnership with various local and overseas educational organisations which provide the school with extra resources and expertise in curriculum development and students' development 	
7. Attitude and Behaviour	<ul style="list-style-type: none"> Students have a very strong sense of belonging to the school and take pride in being a member of the Marymount community Students enjoy the learning opportunities at school and often show confidence in their learning and have pleasing achievement in both academic and different areas Students enjoys challenging tasks and they have high aspirations in their work 	<ul style="list-style-type: none"> More effort should be made to enhance students' independent skills and interpersonal skills through the promotion of positive mindsets and action-oriented curriculum More effort should be made to help students in handling stress through regular reflection and the promotion of mindfulness
8. Participation and Achievement	<ul style="list-style-type: none"> Through various training platforms such as School Campus TV, School Magazine, Morning Prayers, Assembly MCs and so forth, students are able to express their ideas and views fluently in both languages, particularly in English with excellent articulation Students actively participate in both internal and external educational activities and competitions and achieve very pleasing results Student enthusiastically participate in various overseas exchange programmes to broaden their horizons 	<ul style="list-style-type: none"> More should be done to educate the parents who might be too result-oriented so that we can focus more on the true meaning of education and the values of students' learning processes

4. Where we are now ... (SWOT Analysis)

September 2019

The following SWOT analysis is conducted and made close reference to the 8 areas of Performance Indicators (PI) Framework provided by the EDB. This review helps us prioritise and set targets in the years ahead for school improvement and development.

Our Strengths

-The school has a clear direction of development, made clear by the Principal, shared with and supported by various stakeholders which include IMC, teachers, parents and students. **A1 & A2**

-With the inspiration of Ignatius Spirituality, positive student-centred culture has been maintained in both our policy decision making process as well as our day-to-day administration, professional learning as well as teaching processes. **A1 & A2**

-Together with the professional partnership and leadership of our Principal, the collaborative team of middle management which includes the Vice Principals, members of Executive Committee and Teams and Subject Panel Heads are able to put heads together in fostering creative, transparent and effective decisions. **A1 & A2**

-Our passionate and experienced teachers are able to promote a positive learning environment that enhances effective learning. **A4 & A5**

-Students are well-groomed with good family background and they are highly motivated in learning and reading. **A6 & A7**

-Students have outstanding performances in external competitions in wide range of areas which include debates, Maths competitions, coding, music and sports. **A8**

-Supportive IMC and parents are able to foster a trusting and respectful learning environment. **A1 & A6**

-Engines of school-based curriculum development have been started and the readiness for change and new educational development has been well developed among teachers and parents. **A3**

-Student support measures are effectively promoting positive students' behaviour. **A5**

The 8 areas of Performance Indicators (PI) Framework refer to:

A1 – School Management

A5 Student Support

A2 – Professional Leadership

A6 – Partnership

A3 – Curriculum & Assessment

A7 – Attitude & Behaviour

A4 – Student Learning & Teaching

A8 – Participation & Achievement

Our Weaknesses

- There is a great learning diversity among students. There is room for effective strategies to cater for a wide range of learning diversity and students' needs, especially in gifted education for all. **A4 & A5**
- Students are weak in collaboration and dependent in learning. More strategies need to be adopted to equip our students with independent learning skills and interpersonal skills. **A4 & A7**
- Some teachers have limited experiences in conducting interdisciplinary learning activities. **A1 & A4**

Our Opportunities

- A number of dedicated and talented teachers with passion and creative ideas have joined the MPS community. **A1**
- Better professional networks within and outside the Education field, which provide the school with plenty of possibilities in different areas of development, have been built up these years. **A6**
- New government funding makes the development of creative and comprehensive life-wide learning programmes for school-based curriculum development possible. **A6**
- The use of e-approach in learning and teaching provides opportunities for students to have an alternative means to achieve effective learning processes. **A4**

Our Threats

- Parents in Hong Kong have an increasing preference on International or DSS schools to subsidised schools and that might affect our Primary One Admission. **A6**
- In the age of twisted values, the works on Values Formation is getting more and more challenging. **A5 & A7**
- Some parents focus too much on academic achievement and that gives the school greater pressure on supporting the development of students' positive mindset. **A6 & A7**
- Retirement of middle managers may bring challenges to school in the monitoring work at Subject Panel Level and Team Level. **A1**

The 8 areas of Performance Indicators (PI) Framework refer to:

A1 – School Management

A5 Student Support

A2 – Professional Leadership

A6 – Partnership

A3 – Curriculum & Assessment

A7 – Attitude & Behaviour

A4 – Student Learning & Teaching

A8 – Participation & Achievement

6. School Development Plan

2019-2022

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2019-2020	2020-2021	2021-2022	
Major Concern A Develop Young Leaders with Positive Mindsets	Target 1	Foster students' awareness of "Process over Product" through whole-school approach	Foster students' awareness of "The Power of Yet" through whole-school approach	Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach	Strategy A: Through class-based pastoral care, provide students with action-oriented experience Strategy B: Through formal and informal curriculum, provide students with action-oriented experience
	Target 2	Develop students' abilities in recognizing their own growth in times of challenging moments through whole-school approach	Develop "grit" in our students through whole-school approach	Foster students' awareness of "Peer Learning" through whole-school approach	Strategy A: Through class-based pastoral care, provide students with action-oriented experience Strategy B: Through formal and informal curriculum, provide students with action-oriented experience

Major Concerns	Targets	Time Scale			A General Outline of Strategies
		2019-2020	2020-2021	2021-2022	
Major Concern B Develop young leaders with independent learning skills	Target 1 Provide student-centred opportunities to foster students' CC skills (Creativity, Collaboration)	Creators -- able to make good use of tools and generate original ideas fluently by using brainstorming techniques Collaborators -- able to share one's ideas and products and support team members willingly	Creators -- able to take risk, investigate problems and generate original ideas fluently from different perspectives Collaborators -- able to give constructive feedback and receive feedback positively	Creators -- able to learn from trial and error, make connection, tolerate uncertainty and generate original ideas fluently from different perspectives with interesting details Collaborators -- able to give constructive feedback and receive feedback positively	Strategy: Develop action-oriented experience (through formal/informal curriculum) in which students play the roles as creators and/or collaborators
	Target 2 Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy	✓	✓	✓	Strategy A: Design action-oriented experience which involves meaningful reflection based on relevant context Strategy B: Develop school-based curriculum by cross-subject collaboration and integration Strategy C: Develop school-based learning progression framework based on relevant context in the collaboration of relevant teachers

- **Action-oriented experience** is related to students' daily life experience so as to stimulate students' hands, mind, heart and will
- **Meaningful reflection** involves self-questioning and self-evaluation by students based on specific learning expectation
- **Relevant contexts** include students' abilities and interest based on daily observation and assessment data
- **Creators** are expected to be able to make good use of tools and generate original ideas fluently by using brainstorming techniques
- **Collaborators** are expected to be able to share one's ideas and products as well as supporting team members willingly

References:

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2. Lucas, B., G. Claxton and E. Spencer (2013). *Progression in Student Creativity in School: First Steps Towards New Forms of Formative Assessments*. OECD Education Working Papers, No. 86, OECD Publishing. (The Tallis Habits)
3. Torrance, E. P. (1998). *The Torrance tests of creative thinking norms—technical manual figural (streamlined) forms A & B*. Bensenville, IL: Scholastic Testing Service, Inc. (Elements of Creativity)
4. Kim Y. J. (2018). *MIT Playful Journey Lab (Maker Elements)*