



MARYMOUNT
PRIMARY SCHOOL



Annual School Report
2021-2022



1. School Vision and Mission

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

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

1. their acquisition of knowledge and skills is joined to Christian values;
2. they will become reflective and will accept 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 continuous support from their Parents, students of Marymount will grow into

Integrated Persons with **W**isdom as they learn lifelong and
work for the Greater Glory of God.

2. Features of MPS

2.1 History & Recent Updates

Marymount, originally known as Holy Spirit School for girls, was founded by the Maryknoll Sisters. The school opened on 10th January 1927 at Robinson Road with only 8 classes of students sharing 4 tiny classrooms. In 1930, the school moved to the building at 140 Caine Road which provided 7 classrooms. By 1941, it had offered a complete course of studies leading to matriculation. The school was closed during war. It re-opened as Maryknoll School in 1948.

As the school continued to expand, a school building with improved facilities became necessary. In October 1957, the school moved to its present location in Happy Valley and was renamed Maryknoll Sisters' School. Initially, the building housed both Secondary and Primary Sections. It was not until 1961 that the Primary School occupied the premises at Tai Hang Road. During the school year 1978-79, after 52 years of devoted service, the Maryknoll Sisters handed over the sponsorship of the school to the Columban Sisters.

As of September 1983, the name of the school was changed to Marymount Secondary School and Marymount Primary School respectively. By 1993, to meet the needs of increasing student population in the Secondary School, the Columban Sisters had turned over the use of the school the remaining convent area on the fourth floor.

Marymount has then been sponsored by the Christian Life Community (CLC) since 1997 when the Columban Sisters initiated the transfer of sponsorship of the school. The CLC is an international Catholic lay community with a keen interest in education and commitment to the service of youth. The CLC has pledged to preserve the same school spirit, foster the traditions, and continue to provide quality education at Marymount.

Marymount Primary School started whole-day school operation at the temporary school premise at 22 Cloud View Road, North Point, in September 2002. With support from the government, the M.S.S. Alumnae Association, parents and friends, the old school building at 336 Tai Hang Road was demolished and redevelopment project began thereafter to accommodate 24 classes from P.1 to P.6, with 4 classes in each level. In addition to 24 classrooms, there are Small Group Teaching Rooms, Music Room, General Studies Room, Library, Visual Arts Room, Computer Room, Language & Music Activity Room, Student Activity Centre, PTA Room, a basketball court, a covered playground and an assembly hall at the new campus.

With support from members of our Sponsoring Body, our teachers, parents and generous donors, the *Mural of Annunciation* was constructed, which gave focus to the purpose of

education at MPS. The school began operation at the current campus in September 2006. In the school year 2007-2008, the Parent-Teacher Association further raised funds to give a facelift to the Language & Music Activity Room in response to parent-teachers' shared goal to raise students' global awareness through language, music and cultural activities. In the school year 2008-09, construction of the Chapel was completed. It was named Chapel of the Annunciation. Thanks should also be given to "Green Power" for their sponsorship and expert advice for the maintenance of our plants on G/F and LG1/F since 2008. The Roof Gardens, sponsored by the University of Hong Kong and the HSBC, were ready for appreciation and use in the school year 2010-11. The Roof Gardens were named "Haven of Harmony" and "Haven of Peace".

Our Incorporated Management Committee was established on 31st August 2015. This provides us with greater autonomy and flexibility in our daily operations, resources management and planning for school development. All members actively participate in school activities and support the direction of school.

To enhance our capacity for STEAM education development, a fund-raising campaign "BRICK it your way" was organised in 2016. With this fund, our WiseLab, Visual Arts Room and General Studies Room were renovated to align with the current and even future education development. Besides, a Start-up Lab (sponsored by Jockey Club) was also renovated and Language & Music Activity Room was given a facelift to facilitate students' learning as well as to enrich their learning experiences. In 2019, a new set of Light and Audio system (sponsored by Quality Education Fund) and LED wall were installed in the School Hall. In 2021, to align with the development of Positive Education in our School, our School joined a project organised by Jockey Club Creative Arts Centre and invited two artists from 2B Studio to lead our MPS girls to complete a wall painting project. Located outside 1B classroom, the painting is a 3D illusion wall painting related to the 24 Character Strengths, serving as a visual reminder to our girls to make good use of their gifts given by God. In 2022, with the sponsorship from the Parent Teacher Association, the worn-out curtains in the School Hall were replaced and a new set was installed. We remain grateful for the concerted efforts of all stakeholders and benefactors of our school.

2.2 School Culture

We provide students and teachers with a learning environment conducive to the pursuit of quality and whole-person development. Teachers support students to apply the knowledge and skills they have learnt to serve the Christian values of care, love, compassion and wisdom. The word 'magis'—Latin for 'more', is central to students' and teachers' work as we search for excellence. Ample learning opportunities are created and developed for both students and teachers to explore and excel through the Learning and Teaching Processes of various platforms. Teachers are encouraged to work collaboratively with each other and with the

administration to teach students in ways that enable them to learn more. In-house sharing, celebration of students' achievements and the publication of good practices unify teachers, students and parents around the School Vision and Mission and commitment to quality.

Based on the educational philosophy of our sponsoring body, we foster a culture of reflection and undertake the mission to serve. Reflection leads to the awareness of our strengths and weaknesses and, by offering services, we work for the 'magis' in our personal, social and spiritual development. The Spiritual Exercises of St. Ignatius provide a sound and solid foundation on which we have built our school culture. Ignatius' favourite phrase, 'our way of proceeding', captures succinctly the culture emerging in our school – as we work and learn together, we internalize our own norms and values, the Christian values of care, love and compassion. We form ourselves as we teach, and form our students to be 'Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve'.

The harmonious and collaborative school culture was moulded and established to embody the accumulated Values and Purpose of the School Vision and Mission over the past years, and the Vitality and Goals are continually renewed and recreated to stimulate ongoing progress. With the shared beliefs, values and school expectations, teachers, students and parents have been working hand in hand to foster an effective and collaborative school culture through every phase of school life which, in turn, supports the formation of MPS Graduates.

The school culture reflects the values, aspirations, needs and experiences of our stakeholders. The following summarizes our stakeholders' ratings of our school climate on a 5-point scale:

Stakeholders	2019-2020	2020-2021	2021-2022
Students	4.3	4.3	4.2
Teachers	4.4	4.3	4.3
Parents	4.6	4.6	4.6

2.3 Class Structure

There are four classes in each level from Primary 1 to 6. Under a symmetrical structure, all students admitted are able to enjoy schooling until Primary 6. An average of about three quarters of the entire Primary 6 students continues their education in Marymount Secondary School after Secondary School Places Allocation (SSPA).

**No. of students (2021-2022)
as of 2.08.2022 (last day of School)**

P.6	97
P.5	110
P.4	115
P.3	117
P.2	123
P.1	127
Total	689

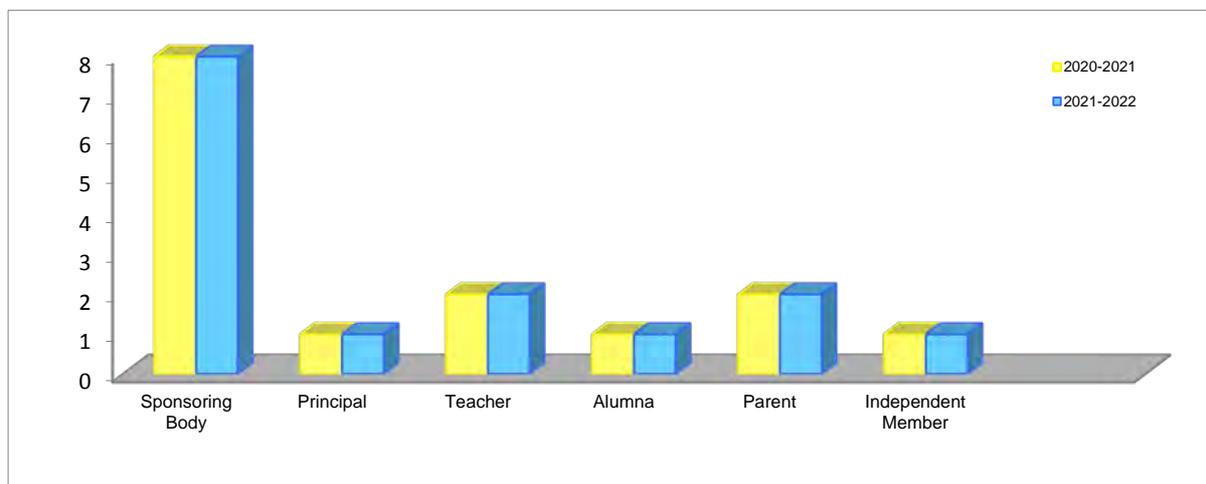
Class Structure

	A	B	C	D
P.6				
P.5		KEY	STAGE 2	
P.4				
P.3				
P.2		KEY	STAGE 1	
P.1				

2.4 Incorporated Management Committee

Our Incorporated Management Committee (IMC) comprises members from our sponsoring body and stakeholders including teachers, parents and independent member.

Composition of the Incorporated Management Committee



Members of the IMC 2021-2022

Members

Dr. Éadaoin K.P. Hui
 Fr. Seán Ó Cearbhalláin, S.J.
 Ms. Barbara Chan
 Mrs. Jennie Chor
 Ms. Jasmine Hui
 Ms. Veronica Ma
 Prof. Alice Wong
 Ms. Monica Ip
 Ms. Brenda Lo
 Ms. Claudia Tsang
 Ms. Jovy Leung
 Ms. Cheryl Chui
 Mr. Dominic Siu
 Ms. Michele Liu
 Mr. Paul Leung
 Dr. Daphne Ho
 Ms. Asha Sharma

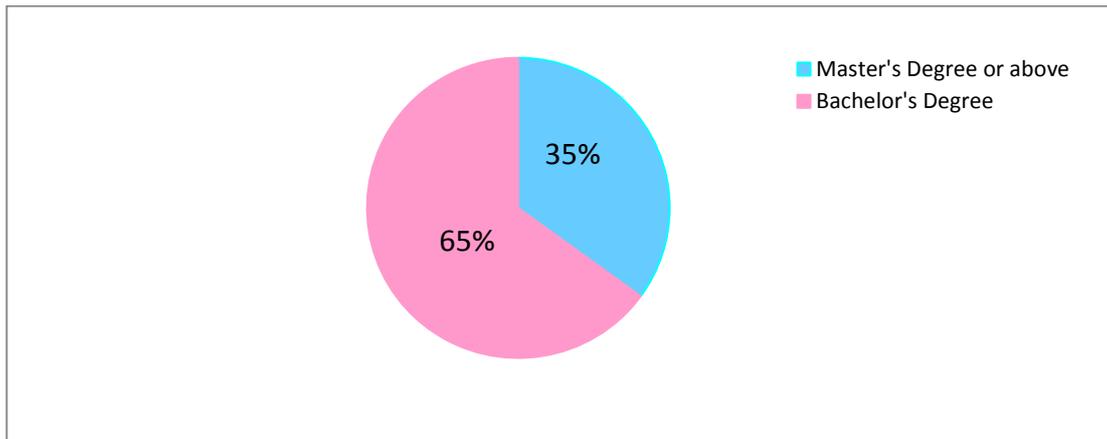
Capacity

School Sponsoring Body
 Alternate School Sponsoring Body Manager
 School Principal (MPS)
 Teacher Manager
 Alternate Teacher Manger
 Alumna Manager
 Parent Manager
 Alternate Parent Manger
 Independent Member
 Appointed Non-Voting Member (MSS) (In attendance)
 Honorary Legal Advisor (In attendance)

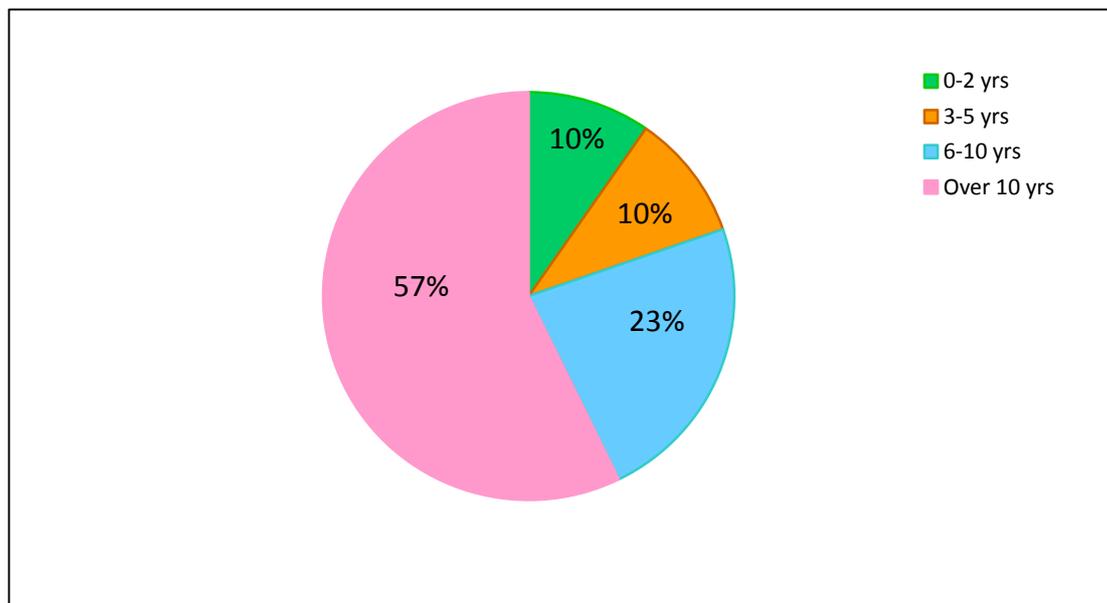
2.5 Our Teachers and Principal

Our team of teachers comprised 52 staff members in the past year. Among them, 44 are in the establishment, 1 teacher was funded by the Capacity Enhancement Grant, 1 teacher by Non-Chinese Speaking Student Grant, 5 teachers by the Teachers' Relief Grant, 1 by the Teachers' Relief Grant and Non-Chinese Speaking Student Grant, and 1 teacher by the Student Guidance Grant.

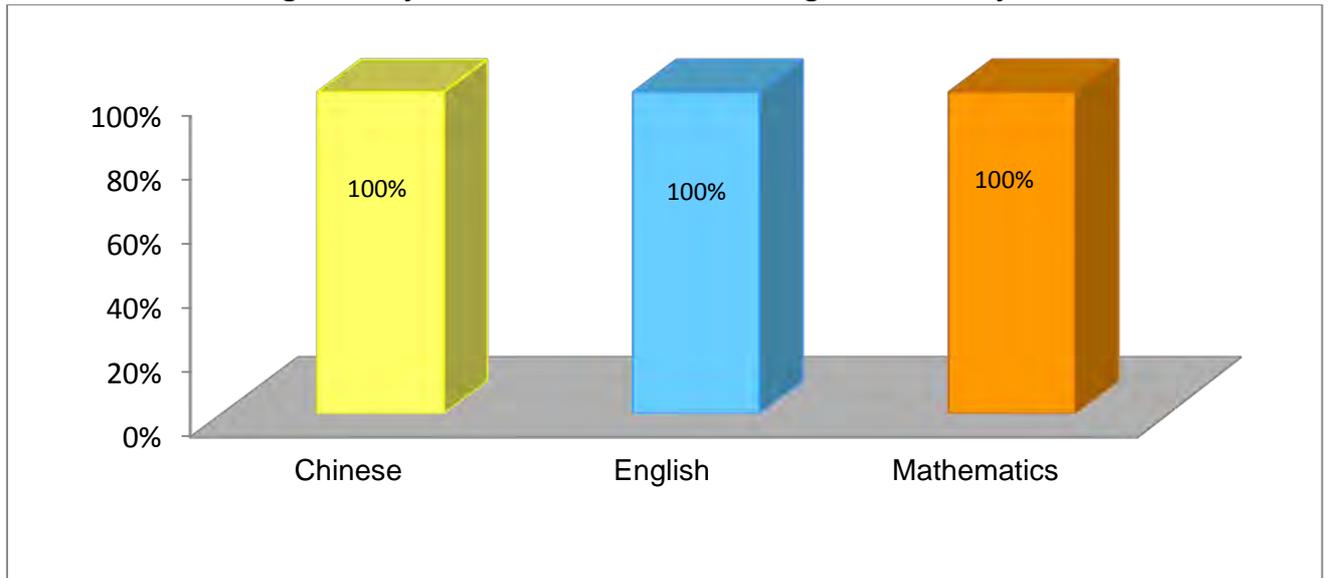
Highest Academic Qualifications Attained by Teachers and Principal



Percentage of Teachers with the Stated Years of Teaching Experience



Percentage of Subject-Trained Teachers Teaching the Core Subjects



2.6 Our Partners in Education

Parents and MPS Parent-Teacher Association (PTA)

Our School highly values home-school partnership. Parents' views have been taken into great consideration in the formulation, planning and implementation of school policies and activities for the benefit of students in the areas of academic achievement and personal development. There are two Parent Managers in the Incorporated School Management Committee. They expressed their views and shared their aspirations. Open and close communication between parents and School has been maintained through the School Website and Parent App, with parents being well informed of the school policies, events and recent development. Activities including Orientation Day, Parents' Meetings, Parents' Days, Parent-Teacher Interviews and SSPA Briefing Sessions were arranged to enhance mutual understanding and strengthen home-school co-operation.

Apart from enhancing home-school partnership, our PTA works for the well-being of the students and the School. On Sports Day and Games Day which parents have co-organized with the School, members of PTA have volunteered to give great support to the School. They also give help in different school activities, such as School lunch (Lunch Helpers), Christmas Celebration (Santa Mama and Papa) and Students' outings. Also, PTA Website is regularly updated with photos and information and newsletters are published every year.

Due to school suspension and restrictions in organising activities during the COVID-19 outbreak, only the following activities co-organized by PTA and the School could be conducted in 2021-2022:

- Christmas Celebration
- P.6 Graduation Gathering
- Second-hand Uniform Charity Sale
- Values Education Workshop (co-organised with MSSPTA)
- Publication (P.6 Graduation Yearbook and PTA Newsletters)

Home-school partnership reflects shared values, aspirations and mutual trust of our parents and teachers. The following summarizes our stakeholders' rating of our home-school co-operation on a 5-point scale:

Stakeholders	2019 - 2020	2020-2021	2021-2022
Parents	4.2	4.2	4.2

MSS Alumnae and the MSS Alumnae Association

There are strong ties between the alumnae and the School. A number of our school managers are alumnae, serving the school with their expertise, advice and support. Some serve in the school as teaching staff. The MSS Alumnae Association has generously supported the school. They help in the school development through their involvement in fund-raising activities and organizing special school functions. Since the school year 2005-06, alumnae with distinguished achievements have been invited to address our graduates on Graduation Day. The MSSAA Ex-co has also been invited to join various school activities such as Sports Day and Christmas Celebration.

2.7 Learning and Teaching

MPS provides students with a broad and balanced curriculum for the acquisition of knowledge, skills and attitudes. The contents of the 10 curriculum subjects are developed in a spiral manner, which allows students to revisit the subject matters with increasing complexity at different developmental levels. With reference to the curriculum framework recommended by the Education Bureau (EDB), subject panels formulated their school-based initiatives in accordance with students' strengths and needs, to enrich their learning experiences and develop their full potential.

Teachers make good use of the learning and teaching materials and e-resources in organizing various learning and teaching activities, such as group work and pair work, so that students' learning skills and generic skills can be fostered and exercised. Students are also encouraged to present their work and share their ideas in the lessons in order to reinforce their motivation and confidence to excel for 'magis'. The educational philosophy of our sponsoring body, the Ignatius Pedagogical Paradigm (IPP)*, has inspired our teachers to put their continuing reflection and evaluation of teaching experience in context, prompting their actions to form part of the school's improvement process.

Teachers display good communication skills and make flexible use of learning activities, questioning skills and Information Technology to engage the minds, hearts and wills of the students in learning. Such learning experiences enable the students to organize facts, concepts and principles into deeply acquired knowledge. Students' learning effectiveness can then be undertaken in the form of assignments and applications which indicate their growth

and depth in knowledge, skills and values. Summative and formative assessments are used to assess the degree of mastery of knowledge and the skills achieved.

With the guidance of Dr. K. C. Pang, an external consultant, all teachers constructed the MPS Teaching Philosophy in June 2012: we believe that a Motivating, Interactive, Inspiring, Effective and Reflective lesson enriches student learning. The following summarizes our stakeholders' ratings of our teaching on a 5-point scale:

Stakeholders	2019-2020	2020-2021	2021-2022
Students	4.1	4.0	3.9
Teachers	4.2	4.4	4.3

* '**Ignatius Pedagogical Paradigm**' – It is the substantial and appealing model that speaks directly to the teaching-learning process. The continual interplay of CONTEXT, EXPERIENCE, REFLECTION, ACTION and EVALUATION become an effective ongoing pattern for learning as well as a stimulus to remain open to growth to a lifetime. (*The Characteristics of Jesuit Education and Ignatian Pedagogy, A Practical Approach*. Martin Scoope. 2002)

Teaching strategies to cater for students' learning diversity were evaluated, refreshed and renewed where appropriate, through staff development activities (Appendix A), including school visits, overseas learning trips, seminars, Collaborative Lesson Planning (CLP) and Lesson Observation (LO). Panels were also invited to work with the EDB or other educational institutions on specific programmes and schemes to cater for high-achieving students. Based on students' multiple intelligences and teachers' observations, students with specific talents were selected and nominated to join special courses, competitions and School Teams, or apply for scholarships and territory-wide awards, so as to broaden their exposure and develop their abilities and potential. Appropriate measures were also formulated for students with special educational needs (SEN). The provision of different therapeutic services, small group teaching, after-school homework classes and curriculum and assessment adaptations were in place to support students with different abilities in learning.

The following summarizes our stakeholders' ratings of student learning on a 5-point scale:

Stakeholders	2019-2020	2020-2021	2021-2022
Students	4.0	3.9	3.9
Teachers	4.4	4.2	4.2
Parents	4.1	4.0	4.1

2.8 Support for Student Development

We put stresses on the nurturing of students' whole-person development. The Learning and Teaching Division works closely with Pastoral Care Division to support students in values

education, moral education, spiritual education, gifted education, guidance and counselling, after school teams and activities (ASTA) and catering for special educational needs (SEN).

Apart from Code of Respect, the MPS core values which comprise CLC (Care, Love and Compassion) and Six Attributes (Responsibility, Gratitude, Care, Integrity, Perseverance and Wisdom) are disseminated through our formal curriculum, Religious and Values Education lessons, Assemblies and various religious activities such as Confession and Thanksgiving Mass.

The Guidance and Formation (GF) Committee organized a series of comprehensive developmental guidance and counselling programmes that meet the students' personal and social needs at their different stages of development. Assembly serves as a time to promote positive values and good behaviour, to share learning experience, and to celebrate students' achievements. The GF Committee imparted clearly to students during assemblies the School's expectations regarding student behaviour by referring to the MPS Core Values, by which students abide under constant guidance.

To reinforce students' positive values and attitudes, level-based programmes such as interactive talks and positive reinforcement activities were organized to meet the needs of students of different developmental stages. Most of them enjoyed the programmes and agreed that they had learnt more about the needs of others. These activities sowed the seeds that cultivate students' grateful hearts, integrity and enhanced their awareness of caring for the needy around them. The Understanding Adolescent Project (UAP), which aimed at enhancing students' resilience in coping with the challenges they have to face as they grow up, was conducted for P.4 to P.6 target students. The effectiveness of the programme was affirmed by teachers, parents and participating students. It was also indicated that the participating students made progress in emotion management, conflict resolution and interpersonal skills. At the beginning of the school year, the P.1 and Newcomers Adaptation programme was conducted to enable P.1 students and newcomers to adapt themselves to the new school environment. Additionally, for the senior students, the School Prefect Team allowed the team members to learn and practise techniques in critical and creative thinking, problem solving and leadership. Their training sessions guided them to reflect not only on their responsibility, but also on their leadership role, especially in serving others and the School.

Apart from maintaining a mechanism of early identification of students with special educational needs at Primary 1, small group teaching was arranged for Primary 2 to Primary 4 and Primary 6 to assist less able students in Chinese Language. Since the students involved enjoyed both the cooperative learning activities and the closer relationship developed with their teachers, their learning motivation and abilities were enhanced. Learning support was arranged for SEN students by our Learning Support Teaching Assistant. Besides in-class support and after-school online learning class, home assignment and assessment

accommodation were also provided to cater for the needs of these students. Besides the support given to SEN students, students with difficulties in learning or who require social skills enhancement were also invited to join the Happy Learning Groups organized by experienced service providers, with a teacher-to-student ratio of 1:4.

In order to enhance our school's capacity to cater for students' diverse educational needs, we joined the 'School-Based Educational Psychology Service' which was supported by Education Bureau. Through regular school visits, the Educational Psychologist (EP) supported and advised us in the areas of Student Learning Support, Gifted Education, Crisis Management and Developmental Guidance and Student Development. With the Educational Psychologist's support and advice, our school's capacity to cater for students' diverse educational needs were enhanced. This year, the HK Federation of Youth Groups provided the Comprehensive Student Guidance Service for our school. Apart from assisting us in drawing up the school-based student guidance policy, Student Guidance Personnel (SGP) also rendered assistance in implementing the student guidance service in the areas of Personal Growth Education, support service for parents and teachers, as well as responsive service for students.

This year, for students with Speech Impairment, individual and group training sessions were conducted by a speech therapist from Hong Kong Speech and Swallowing Therapy Company Limited throughout the school year in both face-to-face mode and zoom mode. Students were engaged in activities to improve their speech, voice, language and communication abilities.

Besides the support given to students, some online resources to parents were given by Education Bureau to share methods and strategies on facing challenges in parenting via School App.

In order to facilitate students' whole-person development and person growth, the school made use of the School-based After-school Learning and Support Grant from the Education Bureau to subsidize financially needy students to participate in After-school Learning and Support Programmes or Life-wide Learning activities. This year, two students were subsidized to participate in school-based after-school activities, such as instrumental classes and fee-charging interest classes like French classes, Chinese Ink Drawing classes and Athletics classes. The school will continue to make every effort to support and cater for the diverse needs of different students.

Close communication with parents was maintained throughout the year. Different communication channels like Parents' Meetings, Parent-Teacher Interviews, Parent Workshop and Parents' Newsletter from SGP were available to facilitate communication between the School and the parents. With the support of the Class Teacher Group that

comprised 24 class teachers and all the other teachers, a caring and supportive learning environment was created for our students.

With various learning platforms and experiences, students are groomed to be ‘Caring, Loving and Compassionate Global Citizens who love to Learn, Lead and Serve’. It has been reflected that students were able to demonstrate respectful behaviour in different areas, show concern for others and are pleased to accept responsibilities. According to the results of Stakeholder Survey (SHS), about 76% of students and 87% of parents agreed that the teachers were able to help them / their children solve problems they encounter in their growing process; about 84% of students and over 96% of parents agreed that the teachers cared about them / their children, and over 94% of parents agreed that the school could foster in their children good virtues. It is also very encouraging to see that over 98% of teachers agreed that the school’s discipline and guidance work was geared to students’ development needs; and 100% of teachers agreed that the school actively helped students develop correct values. The above positive data shows that the school provided successful and encouraging support for student development. The following summarizes our stakeholders’ ratings of support for student development on a 5-point scale:

Stakeholders	2019-2020	2020-2021	2021-2022
Students	4.1	4.1	4.0
Teachers	4.3	4.3	4.3
Parents	4.3	4.3	4.2

2.9 Student Performance

Students are intelligent, confident and passionate. The majority of students were aware that their learning capacity on academic performance had been strengthened through reading, self-learning and project learning. They demonstrated initiative in exploring diversified resources for learning and enjoyed the different learning experiences in Bloom Time, Assemblies and Post-assessment Learning Activities. The school’s effort in planning different modes of assessment contributed to stimulating and inspiring students to apply various skills in cross-subject learning activities. The implementation of challenging tasks in regular lessons, project learning and assessments has boosted students’ ability in synthesizing and evaluating the knowledge learnt to a higher level.

It was also observed that students showed their caring and compassionate attitude. They participated in different voluntary services or programmes such as Flag selling and Community Youth Club. Their good virtues were acknowledged by both parents and the community.

In order to enhance students’ Multiple Intelligences, support their learning in the formal curriculum and enrich their learning experiences, 17 School teams and 18 interest classes

have been arranged. Furthermore, the school also nominated gifted students and high-achievers to several gifted programmes such as Gifted Student Members of The Hong Kong Academy for Gifted Education, Program for the Gifted and Talented by the Chinese University of Hong Kong.

In 2021-2022, owing to the *Special Vacation arrangement, only Semester 1 and 3 assessments were conducted for all levels. Though assessments were not formally conducted in Semester 2, Learning Progress Tasks were arranged to keep track of students' learning progress in the semester. Based on the internal assessments results, students generally achieved good results in English, Mathematics and General Studies. Despite the outbreak of the COVID-19 in which a lot of competitions were cancelled, students' performances in other learning experiences were equally impressive. They took part enthusiastically in a wide range of languages, mathematics, arts, and coding competitions, such as Hong Kong Schools Speech Festival, Hong Kong Budding Poets (English) Award and Coolthink@JC Competition. A full summary of all the external awards is presented in Appendix B.

**Due to the outbreak of the COVID-19 Pandemic, the HKSAR Government decided to move forward the summer holiday of all schools in Hong Kong from July to March. No online classes were arranged from 17 March 2022 to 20 April 2022 and the summer holiday was shortened to around 4 weeks in August (i.e. 3 August to 31 August).*

2.10 School Self Evaluation

The School Self Evaluation (SSE) Team works towards integrating expectations regarding the School Development & Accountability Framework stipulated by the EDB with our school culture – one characterized by a learning/teaching environment conducive to the quality pursuit and whole-person development for both teachers and students.

With the ultimate aim of enhancing students' academic and non-academic performances through continuous school self-evaluation and improvement, the SSE Team encourages all the panels/teams/teachers to apply the planning, implementation and evaluation (PIE) cycle in different aspects of school operation. Support measures are implemented through meetings and conversations to give feedback at all levels on the PIE cycle, in the aspects of quality assurance and attaining the magis. Using the Stakeholder Survey (SHS), Assessment Programme for Affective and Social Outcomes (APASO), Key Performance Measures (KPM) supported by the EDB and the school-based evaluation methods, such as school-based questionnaires and reflection sheets, the SSE Team is better able to evaluate school performance in a more comprehensive manner. These facilitate the evaluation of our overall school performance against the targets set for the stated Major Concerns in our School Development Plan (SDP) and Annual School Plan (ASP).

After evaluating the effectiveness of our previous SDP (2016-2019) and the school's overall performance based on the Performance Indicators provided by the EDB, all teachers proceeded to contribute to the formulation of our 3-year SDP (2019-2022) with a discerning spirit. Teachers refocused on the school vision and mission, shared their views on educational trends and identified the strengths, weaknesses, opportunities and threats in the school context, for the further enhancement of student learning and student formation. Two Major Concerns, 'To develop young leaders with positive mindsets' and 'To develop young leaders with independent learning skills' were set, complemented with a list of explicit targets. Teachers, Panels and Teams worked on the general outlines of strategies and planned their yearly schoolwork to address the Major Concerns. Staff development activities, formal meetings and staff sharing were conducted strategically to ensure the spirit and expectations of SSE, SDP and ASP were conveyed and implemented at the planning level and classroom level.

3. Achievements and Reflections on Major Concerns

3.1 COVID-19 Pandemic

While the COVID-19 Pandemic continued to impact people across the globe for the third year, the cumulative effects of the Pandemic has definitely affected educational systems worldwide. Under the Pandemic situation, all primary schools in Hong Kong were only allowed to conduct face-to-face classes on a half-day basis and a lot of proposed activities, for example School Picnic, Sports Day and outings, were forced to put on hold due to the pandemic measures.

With the COVID-19 cases recording high in January 2022, the government announced the suspension of face-to-face classes for all kindergartens and primary schools and online classes were arranged from 14 January 2022 to 16 March 2022. It was further announced by the government that all schools would adjust the summer holiday arrangements and bring it forward to *March and no online classes were conducted during the Special Vacation. It was only until 21 April 2022 that our school was able to resume face-to-face classes for the whole school.

Not only did the suspension disrupt the usual learning and teaching momentum in which both teachers and students were compelled to switch to the online teaching and learning mode, the planned tasks to be conducted under the Annual School Plan were also either put on hold or adjusted accordingly so as to make the implementation of the proposed tasks feasible despite the limitations the school faced. As a result, the following report on achievements and reflection was written mainly based on the completed tasks in the last academic year.

**Special Vacation was arranged from 17 March 2022 to 20 April 2022 for MPS, while the summer holiday was rescheduled to 3 August 2022 to 31 August 2022.*

3.2 Major Concern A

To develop young leaders with positive mindsets

Targets

1. Develop students' abilities in handling all kinds of feedback with positive emotion through whole-school approach
2. Foster students' awareness of "Peer Learning" through whole-school approach

3.2.1 Achievements

Unlike the previous two years in which the targets focused more on “Self”, the two proposed targets this school year expected students to further extend and develop positive mindsets through “Others”. Due to the ongoing COVID-19 pandemic, the school had to restrict and limit the variety and scope of learning activities. The sudden suspension (Special Vacation) during the school year also altered some of the planned tasks. However different Panels and Teams remained flexible in adapting and fine-tuning their tasks and activities to contribute to the two proposed targets, creating meaningful learning opportunities for students to develop positive mindsets through self-reflection, emotional awareness and by learning with and from others.

Target 1

In order to help our students develop positive mindsets to enhance their overall wellbeing, it was important for our students to handle feedback with positive emotions. Not only does such a practice help develop a habit of reflection and improvement, but it also helps develop emotional resilience. Emotional resilience is a form of intrinsic motivation, allowing oneself to calm down and even grow from a negative experience. People with emotional resilience use positive emotions to rebound from, and are able to find positive meaning even in stressful situations. To possess a positive mindset, one must then build upon their emotional resilience. This then involves the development of emotional awareness, optimism, support, internal locus of control and spirituality. To develop these characteristics in our students, the Values Education Committee, Guidance and Formation Committee and the Religious and Moral Education Panel implemented elements of Positive Education (24 Character Strengths and Check-in), Compassionate Systems Framework (The Iceberg and The Ladder Thinking Tools) and certain Religious and Moral Development Activities (W.W.J.D) during the 2021-2022 school year.

The development of optimism and internal locus of control are key factors in building emotional resilience and positive mindsets. Resilient people are optimistic and feel that they are in control even in negative situations. They see positives in most situations and believe in their strengths. This sense of empowerment in turn helps them tackle difficult situations. Hence it was important for our students to be aware of their strengths. Under the collaboration with Bei Shan Tang Foundation, the Guidance and Formation Committee and the Values Education Committee introduced the 24 Character Strengths from Positive Education to our students. They completed the student-version of the VIA Character Strengths questionnaire to find out what their top strengths were. Then in a series of lessons co-planned with practitioners from Bei Shan Tang Foundation, our teachers taught our students on how to make good use of their strengths. Not only did the lessons and activities allow students to gain a better understanding towards themselves, but along the process, students got to learn about and appreciate other people’s strengths too. The Character Strengths related activities received positive feedback from different stakeholders, and their achievements have been summarised in the following results taken from our School-based Questionnaires:

**the data collected involved all P.3-6 students in 2021-2022*

School-based Questionnaire results (Students)

	Strong Agree & Agree July 2022
Through the “Character Strengths” activities, I understand more about my own strengths.	75%
Through the “Character Strengths” activities, I learn to appreciate my own strengths.	74%
Through the “Character Strengths” activities, I understand more about others’ strengths.	75%
Through the “Character Strengths” activities, I learn to appreciate the strengths of others.	75%

School-based Questionnaire results (Teachers)

	Strong Agree & Agree July 2022
Students are able to recognise and appreciate their own character strengths through the lessons/activities.	86%
Students are able to recognise and appreciate the character strengths of others through the lessons/activities.	84%
Students are able to make good use of their character strengths.	77%

School-based Questionnaire results (Parents)

	Strong Agree & Agree July 2022
My daughter understands more about her own strengths through the “Character Strengths” activities.	99%
My daughter learns to appreciate more about her own strengths through the “Character Strengths” activities.	99%
I understand more about my daughter’s strengths through the “Character Strengths” activities.	99%
I learn to appreciate my daughter’s strengths through the “Character Strengths” activities.	99%

Two other key factors that develop emotional resilience and positive mindsets are emotional awareness and support. People with emotional awareness not only understand their own feelings, but also the feelings of others too. This awareness also helps them better regulate and cope with difficult emotions. In addition, if people perceive that they have the necessary support needed, they are more determined and optimistic in dealing with setbacks. Therefore, to cultivate a supportive environment where our students are given a platform to increase their emotional awareness, the activity of ‘Check-in’ was introduced to P.6 students. Students were put into groups with one of their teachers and were invited to take turns and share their experiences or feelings in response to given prompts. It was a valuable platform in which students got to share and express their feelings in a safe environment. By providing students with an open and non-judgemental space for self-expression and reflection, students’ voices were heard and their emotions were validated. Through ‘Check-in’, students’ awareness of their emotions increased, and teacher-student relationships have also improved. Below is the summary of the results related to ‘Check-in’ collected from our School-based Questionnaires:

School-based Questionnaire results (Students)

	Strong Agree & Agree July 2022
Through the "Check-in" activities, I am more aware of my own emotions.	54%
Through the "Check-in" activities, I am more aware of others' emotions.	58%
Through the "Check-in" activities, I am more able to handle feedback from others with positive emotion in my day-to-day life because I will be more aware of how others feel.	54%
I enjoy having "Check-in" with my classmates and teachers.	61%

School-based Questionnaire results (Teachers involved in Check-in)

	Strong Agree & Agree July 2022
The "Check-in" activities provide chances for students to be aware of their own emotions.	86%
Students are more aware of their own emotions through the "Check-in" activities.	81%
The "Check-in" activities provide chances for students to be aware of others' emotions.	86%
Students are more aware of others' emotions through the "Check-in" activities.	81%
The "Check-in" activities provide me chances to understand more about my students' emotions and inner thoughts.	95%
I am more aware of my students' emotions through the "Check-in" activities.	95%
I can understand more about my students through the "Check-in" activities.	90%
I feel at ease in conducting Check-in with my students.	76%

School-based Questionnaire results (Teachers not involved in Check-in)

	Strong Agree & Agree July 2022
The "Check-in" activity allows me to be more aware of my own emotions.	61%
The "Check-in" activity allows me to be more aware of others' emotions.	65%
The "Check-in" activities can allow me to understand more about my students' emotions and inner thoughts.	64%
I feel comfortable to conduct Check-in with my students.	64%

To further facilitate our students' internal locus of control and emotional awareness so that they could build emotional resilience and have positive mindsets, thinking models (The Iceberg and the Ladder) based on Compassionate Systems Framework* were introduced to our students in their school-based journal (Light Up Journal). Through guidance from their class teachers and discussions based on situations related to students' daily lives, students learnt that they could apply these thinking tools for decision-making processes and reflection. Each step of these thinking tools guided our students to dig deeper, leading them to become more aware of emotions and actions whether of themselves or of others. This in turn allowed our students to gain a better control on any given situation, especially ones that were seen as problematic or negative.

In addition, the RME Panel also further made use of these thinking models and incorporate them into the school-based RME curriculum “WWJD-What Would Jesus Do”. Students learnt to base these decision-making tools through a spiritual level. When trying to become more aware of underlying emotions and intentions behind different actions, they were encouraged to ask themselves ‘What Would Jesus Do?’ to guide them in their decision-making. This connection to their spiritual side also helped our students build stronger emotional resilience, hence further providing them with the means to develop positive mindsets. Once again, the results collected from our School-based Questionnaires have been summarised as below:

**Compassionate Systems Framework, Co-developed by Peter Senge (renown MIT professor on organisational learning) and Mette Boell (specialist in evolution of social systems), offers models of thinking and teaching that combine contemplative social and emotional learning, systems thinking and compassion, and establishes a set of practices that help teachers and students to apply these skills to important issues both inside and beyond the classroom.*

School-based Questionnaire results (Students)

	Strong Agree & Agree July 2022
WWJD (What Would Jesus Do) and ‘The Iceberg’ & ‘The Ladder’ help me reflect on my experiences for improvement.	63%
WWJD (What Would Jesus Do) and ‘The Iceberg’ & ‘The Ladder’ help me in decision- making.	62%

School-based Questionnaire results (For Class Teachers)

	Strong Agree & Agree July 2022
The Light Up Journal is a useful tool to introduce the mental models “The Iceberg” and “The Ladder” to my class.	90%
I make use of “The Iceberg” and “The Ladder” in my teaching.	71%
“The Iceberg” and “The Ladder” are useful to guide students to reflect and make wise decisions.	90%
Students are able to apply “The Iceberg” and “The Ladder” in their reflection and decision-making.	81%

School-based Questionnaire results (For Subject Teachers)

	Strong Agree & Agree July 2022
I make use of “The Iceberg” and “The Ladder” in my teaching.	57%
“The Iceberg” and “The Ladder” are useful to guide students to reflect and make wise decisions.	57%
Students are able to apply “The Iceberg” and “The Ladder” in their reflection and decision-making.	48%

School-based Questionnaire results (Parents)

	Strong Agree & Agree July 2022
The Light Up Journal is helpful for me to understand more about WWJD (What Would Jesus Do) and 'The Iceberg' & 'The Ladder' so that I know how to guide my daughter in a better way.	99%
WWJD (What Would Jesus Do) and 'The Iceberg' & 'The Ladder' help my daughter to reflect on her experiences for improvement.	99%
WWJD (What Would Jesus Do) and 'The Iceberg' & 'The Ladder' help my daughter in decision-making.	99%

Target 2

Peer learning and positive role-modelling from others are important ways for students to feel positive in their surroundings, hence increasing their well-being. In order to foster students' awareness in peer learning, different experiences were created both through Formal and Informal Curriculum so that students were given ample opportunities to learn from their peers. Given the fact that the pandemic had greatly restricted the variety of activities that the school could organise, instead of having activities that required students to physically work together with their peers, the planned tasks focused more on how students learn from others through observations and reflections.

Different panels, including Chinese, English, IT, PE, Music and PTH, all included tasks to create room and space for students to appreciate each other's work and offer feedback or comments to others, either verbally or through written feedback. Owing to the pandemic situation throughout the school year, panels adapted these particularly tasks accordingly. The Values Education Committee and Guidance and Formative Committee also encouraged our students to learn positive behaviour from each other through the activity 'Caught You Being Good'. During face-to-face school time, students were given stickers by following our school's Code of Respect and by acting on our school's six core values. It was hoped that through this activity, students would become more aware of proper behaviour at school based on the good role-modelling from their peers. By maintaining proper behaviour at school, students helped build a positive and harmonious learning environment.

As it can be seen, it was still very encouraging that all stakeholders (students, teachers and parents) agreed that the tasks conducted by various committees and panels were able to facilitate students' learning from their peers. The relevant results taken from our School-based Questionnaires have been summarised as below:

School-based Questionnaire results (Students)

	Strong Agree & Agree July 2022
My teachers provide chances for me to give feedback to others.	75%
My teachers provide chances for me to learn from my peers.	76%
I am able to give positive feedback with suggestions to others.	72%
I am able to make improvement based on teachers' feedback.	79%
I am able to make improvement based on my classmates' feedback.	72%
I understand the importance and the beauty of learning from my peers.	71%

School-based Questionnaire results (Teachers)

	Strong Agree & Agree July 2022
I provide opportunities for students to give constructive feedback to each other.	98%
Students are able to provide positive feedback with concrete suggestions to others.	93%
Students receive feedback from teachers positively.	100%
Students receive feedback from peers positively.	95%

School-based Questionnaire results (Parents)

	Strong Agree & Agree July 2022
My daughter is more able to provide positive feedback with concrete suggestions to others.	99%
My daughter is more able to receive others' feedback positively for improvement.	99%
My daughter is more aware of the idea of learning from each other.	99%
My daughter is more willing to learn from her peers.	99%

3.2.2 Reflections

Due to the ongoing Covid-19 pandemic, the 2021-2022 school year was interrupted by home-learning and a 'Special Vacation'. However, under these unprecedented circumstances, different panels and committees continued to work towards our major concerns. Having a positive mindset helps increase well-being, and the well-being of our students has always been a key factor in fostering a whole-person education.

During the 'Special Vacation', the 'Keep On Keepin' On' Campaign was held so that during one of the lowest points of the Covid-19 pandemic in Hong Kong, our students had a platform to stay positive and to put their values in action. During the campaign, students had the chance to share their feelings and emotions, and found positivity in showing their gratitude and care. They submitted videos of acts of kindness, messages of well wishes to support one another and were involved in a song where they could express their thoughts and feelings. Through this campaign, students continued to learn from each other, and learnt that having a positive mindset was even more important during stressful and difficult times.

Looking forward, it can be seen (based on the questionnaire results from students) that certain activities can be further extended and developed in the 2022-2023 school year for our students to master different skills in developing positive mindsets.

One of the main initiatives that will be extended is Positive Education: 24 Character Strengths. As this concept was introduced in 2021-2022, students will be given opportunities to use these strengths in the 2022-2023 school year. By fostering these strengths, students become more aware of their gifts and talents. This awareness and mastery of strengths increase our students' internal locus of control and optimism, which further develop their emotional resilience in fostering positive mindsets.

In addition, 'Check-in' will continue in the next school year, and be extended towards other levels as well. 'Check-in' is a valuable platform for teachers and students to share and express their feelings in a safe environment, while encouraging participants to reflect and become more aware of their emotions and support around them. To further improve on the effectiveness of this activity, class teachers will lead these 'Check-in' sessions as students would feel more comfortable opening up their true thoughts and feelings with their class teachers. These genuine conversations will then lead to better relationships and a positive environment.

Furthermore, different teams and panels will also continue to create opportunities for students to work together. Through various activities in their lessons, students will continue to learn from others, and to practise giving and receiving constructive feedback. Different panels, especially the RME panel, may continue to apply the thinking models from the Compassionate Systems Framework to guide students in decision-making.

It is hoped that through new initiatives and practices, our students will be equipped with the necessary skills to become leaders with positive mindsets.

3.3 Major Concern B

To develop young leaders with independent learning skills

Targets

1. Provide student-centred opportunities to foster students' CC skills (Creativity & Collaboration)
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*
2. Equip students with solid literacy, numeracy and digital literacy aiming at fluency and accuracy

3.3.1 Achievements

Along the development of the COVID-19 situation, teaching time at school is hugely affected. As stated earlier, students had online learning and the Special Vacation, resulting challenges for students and teachers to cope with the change of modes and schedule. Plans drafted by different teams and panels were suspended and adjusted, which had a direct impact on the expected outcome. However, the challenges gave teachers a golden opportunity to reflect upon the habitual practices.

Target 1

Space and opportunities, which require time and modelling, are much needed in the development of students' creativity and collaboration. Although the school timetable is shortened since the start of the COVID-19, teachers have been dedicating time and effort in adjusting the curriculum and reflecting upon usual practices. Students, especially KS1, have lacked opportunities in developing skills through experiential learning and interactions with peers. The impact at the beginning might not be as significant as the impact after years of development.

Planned activities and tasks were conducted in a limited scope or suspended because of the situation. The production of the school musical, Horizon Week and Fair originally planned and the newly developed iMaster curriculum were suspended or put on hold. Priority was given the wellbeing of students and the formal curriculum under COVID. Activities and tasks planned by subject panel were conducted, but in within a limited period of time and contact with students, resulting in a limited impact on students.

Instead of producing the entire school musical, smaller projects were conducted. Students were still able to participate, yet the participation was not as wide as stated in the annual school plan 2021-22. The curriculum of iMaster was adjusted due to the availability of service providers and the year-end project that connect learning was cancelled. With the limitation stated, students were still able to experience knowledge and skills out of textbooks, yet the outcome was not as expected.

School-based Questionnaire results

		Strongly Agree & Agree July 2022		
		Students	Teachers	Parents
Creativity	Being able to come up with ideas from different perspectives.	74%	98%	100%
	Using brainstorming tools to come up with ideas from different angles	61%	93%	100%
Collaboration	Chances for giving feedback to others at school	75%	97%	
	Chances for learning from peers at school	76%	96%	
	Being able to give positive feedback	72%	100%	99%
	Being able to receive feedback positively	79%	95%	99%

Students' Questionnaire (APASO) results: Creativity

	Strongly Agree & Agree July 2020	Strongly Agree & Agree July 2021	Strongly Agree & Agree July 2022
I have the urge to do the most common things in new ways.	85%	86%	77%
I always have a flow of new ideas.	87%	85%	85%
I can easily think of different solutions to the same problem.	86%	81%	83%
I consider the problem from multiple perspectives.	89%	84%	86%

According to the data from the school-based questionnaire, there was a discrepancy between the views from students and adults. In general, all teachers and parents agreed that students had been able to be creative and collaborative, however, less than 80% of the students agreed with that. It may signal us that the students expect themselves to be more capable than what teachers and parents expected, meaning a higher potential in the student. Such a gap enables us to reflect upon our designed activities, from which the reflection would be stated in the latter part.

Target 2

With the continuous shortened lesson time in the past few years, teachers endeavoured to enable students to acquire necessary knowledge and skills in different subjects. However, in a 25-min lesson and zoom lessons, design tasks and activities would be challenging for teachers.

<u>School-based Questionnaire results</u>	Strongly Agree & Agree July 2022		
	Students	Teachers	Parents
Designing tasks/activities to help student with her spelling/word recognition/writing/calculation/solving Math problems/ability in using e-devices for learning	76%	88%	100%
An improvement in student's literacy/numeracy/digital literacy	70%	84%	100%

According to the data listed above, students expected more tasks and activities in acquiring basic literacy while over 80% of teachers agreed that they have designed tasks and activities. The gap between the data sparked reflection of teachers on the effectiveness of the activities and tasks designed and the motivation of students in completing the designed activities and tasks.

3.3.2 Reflections

Drawing a conclusion from the data, students in general expected more space and activities to acquire skills and knowledge. Students' response has demonstrated a declined trend in the motivation at school, while teachers continuously provide students with opportunities. The discrepancy between the mentioned signifies the need of experiential learning at school, including hands-on tasks, group work, visits, and excursions. Because of the COVID situation and social distancing, opportunities for the mentioned learning activities are limited.

With the easing of the COVID measures, interactive tasks and experiential learning activities have become more feasible. On top of that, since students and teachers have been more capable in and ready for blended learning, learning time out of school hours can be more effectively planned and implemented in 2022-23.

In the school-based questionnaire, students, teachers and parents were also asked to express opinions on the newly implemented iMaster curriculum. With the limitation stated in the previous sections, teachers and students had expressed the effectiveness of the curriculum provided by the service providers. Less than 70% of teachers agreed that the lessons by service providers were not able to create linkage with daily lives nor interesting to students.

Evaluating from the opinions, in school year 2022-23, teachers are going to take up the role of designing curriculum and activities and contact relevant service providers so to create a curriculum that suits the needs of students. Teachers will be given a framework for the design the curriculum based on the school values, hoping to create a more comprehensive approach in the school-based curriculum and values education.

3.4 Overall Reflection

With the hit of the COVID-19 Pandemic worldwide since late 2019 (which is also the beginning year of our School's current 3-Year Plan), the implementation of the proposed tasks in the current cycle of School Development Plan (2019 – 2022) has been adversely affected. Many of the planned tasks were either cancelled or put on hold owing to reasons like sudden school suspension or restrictions posed on organising activities under the pandemic, causing difficulties in fully achieving the Major Concerns. After evaluation and discussion among different stakeholders of the School, together with the endorsement from the School's Incorporated Management Committee (IMC), it is agreed that the current 3-Year Plan will be consolidated and extended for one more year (i.e. 2022 – 2023).

Staff Development Report

Purpose of Staff Development Activities:

- To provide school leadership and support for Teachers' CPD (to address our Major Concerns, continue with professional development and achieve personal growth as teachers)
- To respect Teachers' professional autonomy by providing a school-based reference for them to facilitate their own planning for CPD for choices

A. Staff Wellness / Addressing Major Concerns A and B			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
11 Jul 2021	Training Workshop on Spiritual Conversation	Ms. B. Lo Ms. W. Tse	Wah Yan (HK) College Ms Sally Law, Xavier House
23 Aug 2021	New Life 330 -- Mindfulness	All Teachers	Jockey Club & New Life Psychiatric Rehabilitation Association
25 Aug 2021	Compassionate Systems Framework – Thinking Tools	All Teachers	Catalyst Education Lab – Mr. Jacob Martin and Ms. Angele Law
3 Nov 2021	Onsite Teacher Workshop on National Security Education	All Teachers	Education Bureau
28 Jan 2022	Positive Education – Character Strengths	All Teachers	Positive Education Hong Kong (Bei Shang Tang Foundation)
29 Apr 2022	Online Seminar 「常懷信心 重拾希望」	All Teachers	Catholic Education Office
12 May 2022	Compassionate Systems Framework – Student Check-in	All Teachers	Catalyst Education Lab – Ms. Angele Law
10 Jun 2022	EP Talk - 生命守門人 (支援學生的行為情緒及精神健康需要)	All Teachers	EDB Education Psychologist – Ms. Alice Yan
4 Aug 2022	School Visits-Baptist Liu Ming Choi (Sha Tin Wai) Primary School	Ms. C. Tsang (D2) Ms. J. Leung (D2) Ms. J. Chow (D3) Ms. K. To (D3) Mr. F. Cheng (D3) Ms. B. Leung (D3) Ms. C. Lau (SI) Mr. S. Li (ICD) Mr. G. Chan (IT) Mr. I. Law (GS) Ms. S. Lui (PE)	Ms. B. Lo Mr. W. Chau Ms. W. Tse
B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
19 Aug 2021	New Teachers' Induction	New Teachers: Ms. S. Lui Ms. N. Tsui Mr. I. Law	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Leung Ms. K. To Mentors: Ms. R. Li Mr. T. Lam Ms. V. Lui

B. Support for New Teachers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
1 Dec 2021- 23 Feb 2022	New Teachers' Sharing	New Teachers: Ms. S. Lui Ms. N. Tsui Mr. I. Law	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Mentors: Ms. R. Li Mr. T. Lam Ms. V. Lui
C. Empowerment of Senior Teachers/Middle Managers			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
28 Aug 2021	P.1 Orientation	All Teachers P.1 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. J. Chow
23 Oct 2021	P.1-6 Student-Parent Day and P.5 SSPA Briefing	All Teachers P.1-6 Parents	Ms. B. Lo, Mr. W. Chau, Ms. W. Tse Ms. A. Lam Ms. J. Leung Ms. C. Tsang Ms. A. Ng Ms. V. Lui Mr. T. Lam Class Teachers
23 Oct 2021	Exploring Compassionate Systems in Schools	Hong Kong Principals and Teachers	Ms. J. Leung
27 Oct 2021	Sharing on Coding Education	Teachers of Po Leung Kuk Dr. Jimmy Wong Chi Ho Primary School	Mr. T. Lam
24 Nov 2021	PEEGS School Visit	EDB Representatives	Ms. C. Tsang Ms. J. Leung
7 Dec 2021	Sharing on English Curriculum and Blended Learning	Teachers of Diocesan Boys' School Primary Division	Ms. C. Tsang Ms. J. Leung Ms. J. Chow
17 Dec 2021	Sharing on Compassionate Systems Framework	Hong Kong Educators	Ms. B. Lo Ms. J. Leung
13 Apr 2022	Cultivating Catholic School Ethos— A Whole-school Approach to Values Education at MPS	Students of Religious and Moral Education Diploma Course for Teachers, Caritas	Ms. B. Lo Ms. W. Tse Ms. J. Leung Ms. J. Chow
16 Jun 2022	English Curriculum Development Visit to Marymount Primary School	EDB Representatives	Ms. B. Lo Ms. C. Tsang Ms. J. Leung Ms. J. Chow
D. Preparing for School Development Plan 2022-2025			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
6 Dec 2021	Reflection and Envisioning with Panel Heads	All Subject Panel Heads and Panel Buddies	B. Lo, J. Leung, C. Tsang
29 Jul 2022	Reflection and Envisioning with ALL Teachers	All Teachers	B. Lo, W. Chau, W. Tse, EC

E. Teacher Capacity Building			
Date	Topic/Goal	Participants	Speaker(s)/ Facilitator(s)
Oct 2021- Jun 2022	Professional Development Programme for the Special Educational Needs Coordinators (SENCO)	Ms. B. Leung	Education Bureau
11 Oct- 13 Nov 2021	Certificate in Professional Development Programme for Middle Management	Ms. C. Tsang	The Education University of Hong Kong
Nov 2021	The Use of Artificial Intelligence in App Inventor	All IT Teachers	Mr. G. Chan Mr. T. Lam
9, 10, 11 Dec 2021	HKERA- APERA International Conference	Ms. B. Lo Ms. W. Tse	The Chinese University of Hong Kong
15 Dec 2021	「天主教學校領導」簡介會	Ms. W. Tse Ms. I. Yau	Catholic Education Office
Dec 2021- Jun 2022	Musical theatre trainings (10 sessions, 2 hours each) (Vocal, Performance, Dancing)	All Music Teachers	Ms. R. Li
14 Jan 2021	Workshop on the Implementation of the Vision and Mission of Religious Schools	Ms. B. Lo Ms. W. Tse Ms. I. Yau Ms. J. Chow	Catholic Religious Schools Council Rev. Stephen Chow Rev. Antonio Leung
19 Mar 2022	Retreat for RME Teachers	All RME Teachers	Catholic Religious Schools Council Rev. Joseph Chan
24 Mar 2022	學校公教老師及牧民工作者專業發展日 網上「啟發少青系列 ACTS」影片推介與 導師培訓 及 網上「靈修交談」體驗暨回應 世界主教代表會議「共議同行」問卷	Ms. B. Lo Ms. W. Tse Ms. I. Yau	Catholic Diocese of Hong Kong
Mar 2022	MicroBits Fundamentals	All IT and GS Teachers	Mr. G. Chan
Sep 2021 – July 2022	Incorporating Drama Elements in Developing Students' Reading and Writing Skills	P.1, 5, 6 English Teachers	Ms. J. Leung Ms. C. Tsang
26 Jul 2022	Implementation Experience Sharing in PEEGS	All English Teachers	Ms. J. Leung Ms. C. Tsang P.1, 5, 6 Teachers
1 Aug 2022	eClass e-enrolment and e-attendance Training Workshop	Mr. W. Chau (DP) Ms. W. Tse (VP) Mr. G. Chan (IT) Ms. C. Tsang (D2) Ms. J. Chow (D3) Ms. R. Li (ICD) Mr. S. Li (ICD) Ms. T. Chan (CICM) All Office Staff	eClass
11 Aug 2022	Sister School Scheme Sharing Session	Ms. B. Lo Ms. W. Tse Ms. V. Lui Ms. C. Tsang	Hong Kong Federation of Education Workers

External Awards 2021-2022

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Languages	73 rd Hong Kong Schools Speech Festival (English Solo)	1 st	16
		2 nd	17
		3 rd	18
	73 rd Hong Kong Schools Speech Festival (Cantonese Solo)	1 st	2
		2 nd	1
		3 rd	3
	73 rd Hong Kong Schools Speech Festival (Putonghua Solo)	1 st	1
		2 nd	2
		3 rd	3
	Hong Kong Budding Poets (English) Award	Bronze	1
		Honorable Mention	1
		The poet of the school	1
	Canadian English Writing Competition 2021 (Arch Cup)	Bronze (Preliminary)	8
		Silver (Preliminary)	2
		Gold (Preliminary)	11
		Champion (Preliminary)	1
		Bronze (Semi-final)	6
		Silver (Semi-final)	8
		Gold (Semi-final)	4
	2022 Asian English Usage Contest	Silver (Heat Event)	2
Hong Kong Young Writers Awards 2022	Honourable Mention	4	
TWGHs Good People, Good Deeds: English Writing Competition 2021-22	Bronze	1	
May Scholastic Chess Tournament	Silver	1	
LOL 2021 Competition	Best Read Aloud Award	1	
第二十四屆全港中小學普通話演講比賽 2022	高小組良好獎	1	
非華語學生中文才藝比賽 --- 詩歌朗誦	優異	1	
	季軍	1	
非華語學生中文才藝比賽 --- 詩歌朗誦 + 分享感想	優異	1	
非華語學生中文才藝比賽 --- 詩歌朗誦	參與證書	1	

Nature	Name of Competition / Organization	Award details	
		Award / Prize details	Number of prizes received
Mathematics	Hong Kong Primary Mathematics Challenge Final (Primary 5 Category)	Bronze	1
	華夏盃晉級賽	二等獎 (Second Class Award)	5
		三等獎 (Third Class Award)	7
		特等獎 (Distinction Award)	1
	AIMO Open 晉級賽	金獎	1
		銀獎	1
銅獎		4	
Visual Arts	The Arts Ambassadors-in- School Scheme	Arts Ambassador	2
	Excursion with Paintbrush - Country Park Drawing Competition	Most Creative Award (Senior Primary Group)	1
		Most Potential Award (Senior Primary Group)	1
Science and Technology	Coolthink @ JC Competition 2021	Merit	3
		The Best Use of Technology for Subject Learning Award	3
		Second Runner Up	3
	Hong Kong Science Fair	Merit	3
Others	灣仔區學校模範生獎勵計劃 2021- 模範生 (Model Student Award in Wan Chai)	Model Student Award	4
	Sir Robert Black Trust Fund Committee (柏立基爵士信託基金)	Grants for Talented Students in Non- academic Fields	2
	Project Morals & Money (Project M ²): Money Bootcamp in Spring	Completion Award	2

Financial Summary

Government Fund

Balance b/f (2020-2021)	Name of Grant	Income	Actual Expenditure	Balance c/f
	Baseline Reference			
\$0.00	School & Class Grant	\$458,816.03	\$553,124.94	(\$94,308.91)
\$4,704.01	Putonghua Grant	\$1,781.57	\$1,888.81	\$4,596.77
\$22,753.57	Prog. funds for Whole-school Approach to Guidance and Discipline	\$6,571.00	\$17,994.08	\$11,330.49
\$44,024.52	Composite F & E Grant	\$236,856.00	\$167,321.17	\$113,559.35
\$78,210.29	Grant for Moral and Civic Education	\$14,808.00	\$37,011.12	\$56,007.17
\$13,436.00	Enhancement Grant for Staff Development	\$6,840.00	\$20,276.00	\$0.00
\$0.00	Lift Maintenance Grant	\$102,828.00	\$135,082.00	(\$32,254.00)
\$75,939.92	Supplementary Grant for School-based management	\$166,314.00	\$186,876.25	\$55,377.67
\$1,463.00	Training & Development Grant	\$9,404.00	\$9,043.00	\$1,824.00
\$71,453.96	School Curriculum Development Grant	\$50,232.00	\$49,630.24	\$72,055.72
\$0.00	Admin Grant for Additional CA	\$202,680.00	\$202,680.00	\$0.00
<u>\$311,985.27</u>	Sub-total (A)	<u>\$1,257,130.60</u>	<u>\$1,380,927.61</u>	<u>\$188,188.26</u>
	School Specific Grant			
\$1,719,764.51	Admin/Revised Admin. Grant	\$1,570,320.00	\$1,680,599.38	\$1,609,485.13
\$299,340.19	Capacity Enhancement Grant	\$785,878.00	\$639,991.25	\$445,226.94
\$157,459.97	Composite IT Grant	\$472,027.00	\$435,899.37	\$193,587.60
\$95,972.00	Enhanced Speech Therapy Grant	\$109,278.00	\$102,375.00	\$102,875.00
\$0.00	Air-Conditioning Grant	\$417,632.00	\$417,632.00	\$0.00
\$993,772.79	Top-Up Student Guidance Service Grant	\$242,671.00	\$826,859.00	\$409,584.79
\$44,965.00	Understanding Adolescent Project	\$143,356.00	\$90,450.00	\$97,871.00
<u>\$92,450.00</u>	SB Management Top Up Grant	<u>\$50,702.00</u>	<u>\$0.00</u>	<u>\$143,152.00</u>
<u>\$3,403,724.46</u>	Sub-Total (B)	<u>\$3,791,864.00</u>	<u>\$4,193,806.00</u>	<u>\$3,001,782.46</u>
<u>\$3,715,709.73</u>	Total (A) + (B)	<u>\$5,048,994.60</u>	<u>\$5,574,733.61</u>	<u>\$3,189,970.72</u>

Outside EOEBG

Balance b/f (2020-2021)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$0.00	Committee on Home-School PTA (Recurrent)	\$5,780.00	\$5,780.00	\$0.00
\$0.00	Committee on Home-School PTA (Activity)	\$10,000.00	\$10,000.00	\$0.00
\$92,319.00	Learning Support Grant	\$380,275.00	\$410,645.75	\$61,948.25
\$11,499.00	Substitute Teacher Grant	\$0.00	\$0.00	\$11,499.00
\$9,184.00	External School Review	\$0.00	\$0.00	\$9,184.00
\$0.00	CCFAP School Lunch Subsidy	\$8,320.00	\$0.00	\$8,320.00
\$7,851.50	SB After School Learning	\$6,000.00	\$8,010.00	\$5,841.50
\$93,284.30	Grant for SB support for Non Chinese Speaking Students	\$800,000.00	\$892,284.30	\$0.00
\$0.00	Grant for Support NCS with SEN	\$101,405.00	\$101,405.00	\$0.00
\$13,340.61	Moral & National Education Grant	\$0.00	\$11,800.00	\$1,540.61
\$0.00	Promotion of Reading Grant	\$31,425.00	\$31,425.00	\$0.00
\$57,034.26	IT Staffing Support Grant	\$321,796.00	\$378,830.26	\$0.00
\$0.00	Grant Account for Fringe Benefits under the NET Scheme	\$114,057.00	\$114,057.00	\$0.00
\$403,660.37	Life-Wide Learning Grant	\$760,531.00	\$910,816.47	\$253,374.90
\$214,000.00	School Social Work Service Grant	\$642,000.00	\$580,000.00	\$276,000.00
\$53,630.00	Consultation Service Grant	\$129,315.00	\$110,000.00	\$72,945.00
\$0.00	Special Anti-Epidemic Grant	\$37,500.00	\$37,500.00	\$0.00
Balance b/f (2020-2021)	Capacity Staff/Consultant/Programme	Income	Actual Expenditure	Balance c/f
\$299,340.19	Salaries for 1 contract teacher & 1 Teaching Assistant (Sept 21 to Aug 22)	\$785,878.00	\$520,163.75	
	MPF Contribution for 1 contract teacher & 1 Teaching Assistant (Sept 21 to Aug 22)		\$46,827.50	
	Fee for 1 orchestra coach		\$35,200.00	
	Fee for 1 Wind Ensemble Coach		\$37,800.00	
<u>\$299,340.19</u>	Total	<u>\$785,878.00</u>	<u>\$639,991.25</u>	<u>\$445,226.94</u>

School Fund

Balance b/f (2020-2021)	Name of Grant	Income	Actual Expenditure	Balance c/f
\$0.00	Charges for Specific Purposes	\$505,180.00	\$320,255.00	\$184,925.00