

# **St. Margaret's Girls' College, Hong Kong**

## **School Report 2016-2017**

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## **School Mission**

The School aims at providing an all-round education based on the excellent traditions of Catholic schools in Hong Kong, which leads to students' moral, cognitive, physical, social, aesthetic and spiritual growth.

## **School Vision**

Our School is committed to nurturing students to learn with initiative and joy, equipping them with the essential knowledge and skills to meet the challenges of life in the 21st century and developing their potential, commitment to society and international outlook.

## **School Culture**

Our School has established a “positive-thinking” school culture, believing that a positive-thinking learning environment will lead to a positive-thinking life for students.

## **School Motto:** “Pursuit of virtues to perfection with self-renewal spirit”

*“Pursuit of virtues to perfection with self-renewal spirit”* is meant to inspire students, to enable them to develop their inborn integrity, to renovate their rectitude, to rectify their conduct and act vigorously as well as to increase their knowledge as treasure. With all these virtues in mind, students can contribute a lot to the continuous advancement of the world so that many things can come to the realm of greatest excellence and perfection.

## Three Main Areas of Concern

### 1. To enhance students' problem-solving skills

For enhancing students' problem-solving skills, following the series of foundational workshops arranged for all students last year, we have focused more on application this year. Apart from incorporating problem-solving skills training in everyday classroom teaching, students have been given specifically designed subject-based tasks and co-curricular projects for general practice of the skills learnt. Interactive and experiential learning activities have also been organized by various departments in which students were instructed to identify and solve the problems and difficulties encountered through discussions and writings. Below are some of the achievements reported on students' progress from various subjects.

#### *Achievements:*

- ☞ With the implementation of the Student Learning Support Programme, students could make good use of their free lessons to meet with subject teachers to discuss subject matters and solve the problems they encountered in their learning process.
- ☞ Same as last year, in the English Department, the assignments given to students were of great variety. Apart from the usual textbook-based exercises, students were also encouraged to work on online and practical tasks which could help develop their creativity and critical thinking and could provide them with authentic situations and environments to use the language and apply the skills learnt. For example, teenage problems were given to students who then offered practical advice. Moreover, through examining problems of the characters in short stories, students discussed how such problems could be solved.
- ☞ Other than providing online self-learning platform, the Chinese Department had organized more subject-related activities that required cooperation among students like Inter-class Poetry Reading Competition and students reflected that problem-solving skills were applied as they encountered various kinds of problems when preparing for the competition. Moreover, challenging questions were included in worksheets and 80% of the students took the initiatives to challenge themselves. For the non-Chinese-speaking students, they got familiar with the arrangements of the regular reading lessons where they had to read Chinese books for self-learn. Such practice was gradually taking effect to enhance students' Chinese reading ability. Besides this, the remaining teaching and learning scenario remained largely interactive and students did role play to solve problems posed to them.
- ☞ In the Mathematics Department, revision worksheets related to problem-solving skills after each chapter were given by each teacher. It was found helpful in consolidating the materials and preparing students for the tests. Sudoku exercises of different levels of difficulty were also assigned to students regularly to train up their mind.
- ☞ In the Liberal Studies Department, it was a usual practice to ask students to identify social problems, figure out the impacts, do researches on relevant stakeholders and state suggested solutions. Also, students learned examples of problem-solving from the news articles/sharing/discussions. Their performance showed that their ability in solving problems had been enhanced. The IES project of each S5 student showed vividly their application of

problem-solving skills. They had to complete their own IES projects under the guidance of the teachers. From deciding the topics, selecting useful materials, to compiling the report, they had to solve all problems encountered.

- ☞ The panel head of the Chinese History Department remarked that in face of the large amount of historical facts to be memorized, students suggested preparing a summary of chapter gist. This proved to be effective in making teaching and learning easier. Moreover, students demonstrated their problem-solving skills in various subject-related activities.
- ☞ The panel head of BAFS remarked that the training on problem-solving skills helped the students in enhancing their thinking skills. Thus about 40% of the S4-6 students had improved in the assessments as compared to the beginning of the school year. The students' feedback forms showed that their knowledge on financial management had slightly improved though it was still inadequate.
- ☞ The panel head of Economics remarked that school-designed materials (prepared by the Librarian) were used. Students were arranged to join subject-based activities like financial planning workshop and money management workshop whereby they applied the skills learnt to play games and solve dilemmas. Subject teachers identified students' strength and weakness and formed peer groups according to students' ability. Relatively more able students were the group leaders.
- ☞ The panel head of ICT remarked that problem-solving skills could be enhanced through learning programming. Students were taught different programming languages and developed various games and debugs. More programming activities were organized than before.
- ☞ In science subjects, 50% of the students showed problem-solving mind set. They set their learning goals and achieved them finally in spite of the problems encountered. The projects they did also evidenced that they could apply the problem-solving skills learnt before. In Physics classes, students were also asked to evaluate multiple solutions to a given problem.
- ☞ Group work, team work and project work were assigned to students of the French and the Tourism & Hospitality Studies Departments to enhance their problem-solving skills.
- ☞ In the PE Department, students learnt problem-solving skills through participating in different sports competitions and trainings. They also learnt from a PE board exhibition with fun Q & A games.
- ☞ Various activities were conducted by the D&G Committee to enable students to acquire problem-solving mind set. For example, there was a total of fourteen S6 students joining the "Mission Possible" Programme in mid-November whereby they were given some challenging tasks and had to solve the problems with their teammates in Sai Kung.

### *Reflections*

- ☞ The curriculum of the Abridged Chinese allows the teachers to have greater flexibility in arranging class activities for students to apply problem-solving skills than the DSE Chinese classes.
- ☞ The tight schedule and the weak foundation of the M and N classes' students made it difficult to arrange more activities to enhance students' problem-solving skills. In order to prepare them well for the HKDSE, less activities will be organized in the coming year
- ☞ The panel head of ICT remarked that problem-solving skills can be enhanced through learning programming and more programming activities and STEM projects can be conducted next year.
- ☞ The panel head of Sciences remarked that it is hoped that all the activities arranged can give students more successful learning experiences and hence enhance their problem-solving skills. With the limitation of time and human resources, students are encouraged to take part in some off-campus activities and some science exhibitions in small groups by their own after getting permission from their parents.
- ☞ It is understood that students can gain sense of belonging and problem-solving skills by joining sports competitions and training. However, there are only S5-6 students in the coming school year, they should be encouraged to focus more on their studies instead.
- ☞ The problem-solving workshops are suggested to be held outside school, so that the students would find it more attractive and fun, and their actual problem-solving skills can be further enhanced.

### **2. To inculcate students' critical awareness on social and global issues**

The world is ever increasingly confronted with issues that require a global mindset for recognition and response, therefore, "to develop students' critical awareness on social and global issues" remains our second main area of concern. Besides structured reading lessons in the library, news quizzes and sharing sessions on social and global issues have been conducted regularly for all students during class periods. In most subjects, news commentary has been included as a form of assignment and discussion on current issues has now become a routine for our students. Below are some of the achievements reported on students' progress from various subjects.

### *Achievements:*

- ☞ News commentaries / discussions / presentations were assigned as compulsory tasks in all subjects.
- ☞ Resource bank had long been set up and teachers were able to make good use of all materials relating to social and global issues for stimulating students' creative thinking and awareness of world issues.

- ☞ In the English Department, (i) daily reading of SCMP was formed as a habit for senior form students. (ii) Daily presentation was done for two consecutive terms and the presentation scripts which were of high quality were included in students' corner in every issue of School Newsletter. (iii) Students in 5R were encouraged to submit writing to Young post every week and the published pieces were uploaded to school's website as a compliment of their contribution. (iv) Social issues and popular culture were selected as the non-language and language arts modules for S4 to S6 students throughout. (v) "Guardian" (a UK newspaper) and SCMP were frequently used to enrich students' arguments when it came to some contentious topics like refugee issues in Syria and political future in Hong Kong. (vi) Small scale projects on social issues were given for students to find the cause-effect relationships.
- ☞ Various strategies were adopted in the Chinese Department to encourage discussion on hot issues. As assignments, students were asked to write news commentary and participated in related writing contests and visits.
- ☞ Video sharing and movie appreciation were organized to enhance students' awareness on social and global issues within the Mathematics Department.
- ☞ The panel head of the Liberal Studies Department remarked that news activities like News Commentary, News Quiz and News Sharing Session were organized. Most of students got at least B for their works and they showed steady improvement in analyzing hot issues. A group of Liberal Studies ambassadors selected from higher forms was formed to set questions, conduct quizzes and mark papers. Besides, they also influenced other classmates to read news. The activity enhanced higher forms students' motivation in keeping track of global contemporary issues. A study tour to Korea was conducted in November 2016. It was an eye-opening tour for students to deepen their understanding of issues related to the historical sites that they visited.
- ☞ The panel head of Chinese History remarked that three student ambassadors were selected to promote national education. They did sharing each month on the flag-raising days. The themes included the introduction of the National Day, National Flag, One Country Two Systems and May Fourth Movements, etc.
- ☞ Students of BAFS were asked to read newspaper articles throughout the year. They were also asked to search online for some business issues and then answer questions. 38% of the students submitted quality works.
- ☞ In the Economics Department, students were often required to look for local and overseas examples in applying the knowledge learnt. This helped to raise their awareness on important social and global issues indirectly.
- ☞ The panel head of ICT reported that teaching materials of the school-based curriculum concerning social and global issues were designed. Since most students were interested in the materials and thus they tended to relate the ICT knowledge to their daily life.
- ☞ 20% of the Science students were given chances to share their insights and concerns on world issues during Science classes. Also, 90% of them attended seminars or workshops on the Science curriculum to enrich their scientific knowledge.

- ☞ In French and Tourism & Hospitality Studies Departments, the habit of reading newspaper as lesson preparation was cultivated in students to learn more about global perspectives of the subject.
- ☞ Through sports demonstrations, exhibitions and talks, students could appreciate world sports events as reported by the panel head of the PE Department.
- ☞ To let students know more about social issues, police talks on shop lifting, sexual offence and school bullying were conducted. In addition, a visit to the underprivileged community was arranged. Green lunch on Mondays were organized to alert students the importance of practicing green lifestyle.

#### *Reflections:*

- ☞ Teachers should be alert to all local and world issues as the happenings in this ever-changing world would be hot topics for writing, speaking and reading papers. They are advised to make good use of all current news as useful teaching materials.
- ☞ It is advisable to work with NGOs and other social enterprises to hold learning activities pertinent to local and world issues.
- ☞ In the Chinese Department, it is suggested to make good use of more local and global issues when designing assessment tasks for extended learning.
- ☞ The teachers of the Liberal Studies Department found that the strategies adopted were very successful in enhancing students' awareness of the local and global issues and thus the strategies would be continued in the coming year.
- ☞ In the ICT Department, useful learning materials will be designed and uploaded to the department share folder.
- ☞ If time allows, more opportunities and encouragement should be given to students to share their insights and concerns on world issues during Science classes.

### **3. To promote e-learning culture**

For our third main area of concern, “to promote the e-learning culture”, we are ahead of our schedule to roll out the theme on students' learning cycle. All subject teachers used iPads in class to demonstrate to students useful e-learning materials. They also arranged students to use iPads with web resources and applications for self-learning. The use of I.T. for learning and assignments is evolving into a trend at School and we can see students are enjoying their steps in their e-learning path. Below are some of the achievements over the past year.

#### *Achievements:*

- ☞ Our teachers actively participating in external seminars to obtain additional I.T. knowledge. They were, then, in turn, to share their newly absorbed I.T. knowledge or skill-sets with all colleagues at the teachers' meetings. In this way, we had been actively fostering an I.T.-affinitive atmosphere within our internal teaching community.

- ☞ 20 Yoga Books were purchased. Such handy e-learning tools were utilized during everyday lessons and so the practice of e-learning was developed in a more organized manner.
- ☞ Pre- and post-tasks were accomplished by e-learning tools as observed from exercise books inspections and lesson observations.
- ☞ As reported by the panel head of the English Department, students' mastery of I.T. in learning amazed us during their project presentations or individual assignment. Teachers acted as a role model and a facilitator to encourage students to make good use of all handy e-tools for their own favorable learning outcomes.
- ☞ The panel head of Chinese remarked that the online reading scheme was in continuous and successful implementation over the past year. Students' engagement level was high and that the aid on students' Chinese learning was satisfactorily obvious.
- ☞ To expand the e-learning culture to our students, we tried to incorporate I.T. applications into students' daily school work. For example, especially in mathematics and science subjects, students were required to finish a substantial amount of pre-class or post-class I.T. related tasks. These tasks include doing online research, reading a prescribed e-book or excerpts of an e-book, reorganizing collected data using excel spreadsheets, logging in to e-class to complete self or peer evaluation forms, making presentations using PowerPoint, watching a preloaded online video to solve some math problems, as well as finishing some take-home exercises through a licensed online e-learning platform.
- ☞ The panel head of LS remarked that all subject teachers were capable to apply eLearning tools in their lessons. Software such as Nearpod, Google Doc, Google Form and Padlet were applied in classrooms and at home. Teachers also participated in networks of LS and shared latest eLearning tools and pedagogies in lessons. The e-learning culture was further promoted through attending seminars, co-teaching and peer lesson observation.
- ☞ In the BAFS Department, students exercised self-directed learning by answering the questions posted onto e-classroom by the subject teachers. S4 and S5 students were given the links of some useful websites and answered questions regarding the information they had found from the websites. About 70% of the students obtained 70% or more of the total marks for their answers to the websites given. For the S5 BAFS (A) students, about 66% of them finished 2 worksheets in the past academic year.
- ☞ The panel head of Economics remarked that (i) Visiting the T&L Expo was especially useful to enhancing the incorporation of I.T. in the classroom. There was regular use of I.T. tools in Econ lessons to aid student learn. (ii) Students' attention span could be lengthened as e-learning was more interactive. As their answers would be shown to the whole class, they became more careful and careless mistakes could be avoided.
- ☞ The panel head of ICT remarked that students enjoyed practical sessions in this subject. They got achievements when fulfilling teachers' expectations of mastering computer applications. Being the Teacher-in-charge of the I.T Team, the panel head also offered training and support to students and teachers in the use of various softwares and hardwares.

- ☞ In the French and THS Departments, 90% of the students preferred interactive and networked activities rather than independent and individual study.
- ☞ The PE teacher assigned tasks for students to learn different sports skills or strategies through online resources.

### *Reflections:*

- ☞ The limited provision of wifi hinders the progress of e-learning. The completion of Wifi 900 Project during the summer vacation 2017 will surely encourage more teachers to make use of elearning tools during lessons.
- ☞ Computers in the Computer Room and the classrooms need to be upgraded to allow more flexibility in adopting elearning strategies.
- ☞ Teachers should regularly modify their teaching strategies to keep up with this ever-changing world and educational trend. Teachers who have excellent e-learning teaching pedagogies should share their experience with other teachers.
- ☞ It is suggested that more meaningful and advanced e-assignments can be offered to students so they can cultivate a habit of using e-tools or e-class to enhance learning.
- ☞ The panel head of Economics remarked that the practice of utilizing IT in class also motivated students to be more attentive in class and work harder as they felt proud when teacher showed their work on screen.
- ☞ The panel head of ICT remarked that despite that students showed interest in participating in the practical section of ICT applications, some of the students have low self-learning and investigating abilities. Teachers have to guide steps-by-steps to maintain learners' motivation.
- ☞ More science related software should be introduced to students for completing their homework or projects so as to arouse students' interest in e-learning.
- ☞ For Physical Education, different websites and online videos could facilitate students' learning. Students could learn different sports skills and understand the basic concepts better through these resources.

### **Other: Diversity Learning Grant**

- ☞ Twenty-six S5 and twenty-one S6 students were subsidized to take Applied Learning Courses.
- ☞ Five S4 and eight S5 students were subsidized to learn French at school.
- ☞ Drama Classes were organized for gifted students after school. Students accumulated experiences in different forms of theatre, including forum theatre, puppetry and improvised drama. The exposure to the different forms as well as other schools' performance allowed students to develop a repertoire of skills that are required to produce an aesthetically sophisticated performance. Students' attitude and participation were great and they were all very enthusiastic.

## Financial Summary for the 2015/2016 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	84.75%	N.A.
School Fees	N.A.	14.43%
Donations, if any	N.A.	0.00%
Other Income, if any	N.A.	0.82%
<b>Total</b>	84.75%	15.25%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Teaching Staff Remuneration	68.67%	
Non-teaching Staff Remuneration	9.85%	
Operational Expenses (including those for Learning and Teaching)	9.32%	
Fee Remission / Scholarship <sup>1</sup>	1.68%	
	<i>(Represent 11.31% of the total school fee income)</i>	
Repairs and Maintenance	1.04%	
Depreciation	2.78%	
Miscellaneous	6.66%	
<b>Total</b>	100.00%	
<b>Surplus/Deficit for the School Year #</b>	0.25 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	11.97 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

### Details of expenditure for large-scale capital works, if any:

N/A

**END**

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).