

St. Margaret's Girls' College, Hong Kong

School Report 2014 - 2015

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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.

School Theme for 2014 / 2015

“Be a Pro- Active Learner” (echoing with one of our main areas of concern)

Students are expected to

- develop the following personality traits: self-disciplined, mature, graceful, considerate, helpful and knowledgeable;
- think positively and critically;
- further develop their interests / potential and achieve self-learning;
- participate actively inside and outside classroom;
- fully apply various study skills like note-taking and pre-lesson preparation one to their learning;
- take up responsibility in their learning process by monitoring, evaluating and regulating their learning strategies;
- strive for all-round excellence.

Three Main Areas of Concern

1. To promote active learning among students

Achievements:

- ☞ To summarize, most of our students demonstrated the qualities of pro-active learners, willing to take up responsibility in their learning process by monitoring, evaluating and regulating their learning strategies. With subject teachers assuming the role of facilitators in the lessons, students participated actively in all tailor-made student-centred activities. Also, our school-based self-directed learning programmes of English Language, Chinese Language and Mathematics had been put into force to enhance active learning and address the needs of learners' diversity. One encouraging sign was the steady rise in students' academic standards.
- ☞ All teachers put focus on promoting active learning inside and outside the classroom and reflected on their peer lesson observation forms, reflection folders and evaluation reports.
- ☞ Class proposal on developing qualities of a pro-active learner was submitted under the guidance of class teachers. Appropriate strategies were adopted and carefully evaluated at the end of the school year.
- ☞ Asking quality questions was promoted in all subjects. It was reported that on average 50% of the students received bonus marks for asking quality questions. For example, in BAFS lessons, teachers spared some time for students to ask questions. Marks would be given according to the quality of the questions being asked. Around 70% of the S4 and S6 students obtained 6 out of 10 marks for asking quality questions. 4P and 6P students were active in raising questions.
- ☞ Sharing by the IDEA Power did raise students' awareness of the need of active learning as shown by the reflections of the students. Leaflet on Study Skills was distributed to all students to remind them of the key points shared by the members of the IDEA Power. Learning Log with the focus on reading was implemented by integrating it with the summer assignments.
- ☞ To equip students with the necessary study skills and prepare them for university studies, workshops on Critical Thinking Skills: Bridge Model (S2), Critical Thinking Skills: Car Model, Creative Thinking and Science Explorer (S3), Careers Education – Bringing Future into focus (S4), Applied Strategic Thinking (S5) and Interview Preparation (S6) offered by the Edvenue Limited were conducted. 98 - 100% of the students showed positive response to the workshops.
- ☞ Note-taking skills were further strengthened. It was reported that over 80% of them could follow teachers' guidelines of making notes and get a pass in their daily performance. Focus inspection on note-taking skills was conducted by the department heads and the teacher-in-charge of the Academic Affairs Committee. Many panel heads reported that the practice of note-taking was well-established among students. For the Mathematics

Department, it was reported that pre-lesson note-taking habit had been built up among students.

- ☞ Award systems were established to encourage students who do well in their studies. For example, certificates of commendation and St. Margaret's coupons were issued to students recommended by subject teachers. Over 82% of S2-5 students were nominated by teachers and there were 194 nominations. Moreover, academic awards were given to students who ranked first, second and third in each form and those came first in each subject in the final examinations. Students making outstanding progress during the school year were awarded the Most Progressive Award. 29.2% of the student population (S2-6) received the awards. In addition, 954 pieces of St. Margaret's Coupons were issued to award students who did well in subject activities.
- ☞ Student-centred activities were tailor-made for students in over 90% of the filmed lessons and observed lessons by peers.
- ☞ Visits and cross-border trips, except the Korean Study Tour, were completed on schedule. All participants showed positive responses to the activities through their reflections and questionnaires.
- ☞ Self-learning / On-line Programmes were offered to students of different levels. For Chinese Language, on-line reading platform was subscribed and 70% of the students met the basic requirement while 10% of them got outstanding performance. For English Language, it was reported that 100% of S2 – 6 students completed the Self-directed Learning Programme, which was evident by exercise books and notebooks checked during the Exercise Books Inspection. It was reported by the Liberal Studies Department that all S2-3 students paid effort on completing the DSS On-line Writing Project. More than 70% of the students completed the tasks on time and got a passing mark.
- ☞ Learning log was practised in some subjects like Tourism and Hospitality Studies. Teachers reported that students included evidences of active learning, like research, reflection on local and global issues relating to the subject in their notes and learning logs.
- ☞ Various activities had been organized by the Discipline & Guidance Committee and the Other Learning Experiences Committee to encourage active learning. Students showed positive responses to all the activities held.
- ☞ Over 90% of the teachers shared effective and practical ideas of promoting active learning in teachers' meetings, panel heads' meetings and subject meetings.
- ☞ Over 80% of the teachers and students participated actively in collecting opinions and commented on all strategies adopted through lesson observation and evaluation meetings.
- ☞ Other remarks:
 - (1) The panel head of the Chinese Language Department reported that (i) To cater for learners' diversity, challenging questions making up 30% of the total marks of worksheets were included in daily assignments and tests. Over 90% of the students attempted those questions voluntarily. (ii) The promotion of reading was successful. Around 70% of the students displayed interest in reading. (iii) After-school oral practice was arranged. More than 70% of the students participated in the practice.

- (2) The panel head of the English Language Department made the following remarks: (i) A range of subject-related activities this year, namely Penmanship Competition, Inter-class English Drama Competition and Jubilee Writing Competition. Our students also participated in a number of outside school competitions such as the Hong Kong Schools Speech Festivals and frequent writing to SCMP. They achieved outstanding results and most of their works were published to earn public recognition and reputation.. In this year's Hong Kong Schools Speech Festival, 73, entries were found in solo speaking events. With the effort and dedication made by the students and teachers, the result was satisfactory. 13.7% of the participants attained Proficiency while 83.6% attained Merit and 2.7% of the students were rewarded Certificate of Honours. The result was heightened by the students who were awarded as the third place, second place and champions. (ii) The English Department organized the Inter-class English Drama Competition for S2-4 to give students more of a chance to learn the language in an interactive way as well as help develop their generic skills such as cooperation skills and communication skills. The competition was a great success, in terms of both showing students' creativity and helping them gain a meaningful life experience that cannot be learnt anywhere else. The overall champion is 3Q Façade. The event was published in Young Post of South China Morning Post on 4 May 2015. (iii) The assignments given to the students were of great variety. Apart from the usual textbook-based exercises, students were also assigned 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.
- (3) The panel head of the Mathematics Department reported that (i) Only 2L shared the project work because of the tight schedule and, for other classes, common students' mistakes found in the projects were discussed in class. (ii) 16 Math Drillings conducted on Mondays were completed in 2 terms. 16 helpers from S4-S6 and 4 teachers were involved in this activity. Their performances were satisfactory, though only S2 could achieve 80% of students completed the set goal of 40 pages. (iii) 8 Sudoku were completed successfully. Results showed that higher form students did better than lower form students. (iv) 5 Game practices were held for S2-3 students. The attendance rates were satisfactory with 85% of students attended one out of two sessions and 2L had the highest attendance rate. (v) Teachers reported that 80% students of all the classes could submit their Mathematic Reading Report on time and 70% got a pass. (v) Math teachers gave out more commendation exercise books than last year. It showed that students had made some improvement in achieving their daily assessment and participating in subject activities.
- (4) The panel head of the Liberal Studies Department reported that (i) For I.E.S., more than 90% of S6 and 100% of S5 students got at least 3 marks out of 9 in the assessments of the 'Process' and 'Task'. (ii) A new tailor-made worksheets had been used to cater students' diversities and abilities and thus most of the students could fulfill the basic requirements of SBA. (iii) More than 70% of students completed the work on time and satisfactorily and teachers responded that some students were able to apply skills learnt in tests and examinations. S4 to 6 students did quite well in concept quizzes.

- (5) The panel head of BAFS reported that JA Company Programme was organized from October 2014 to May 2015 to provide students with opportunities to learn actively. Moreover, more than 80% of the S4 students did prepare pre-lesson notes and all forms got satisfactory daily marks for note-taking. Teachers' teaching had been reduced by about 10% for the S5 and S6 classes to make the lessons more student-centred.
- (6) The panel head of the Chinese History Department made the remarks that various subject-related activities like study tours, visits and talks were held to promote national education.
- (7) The panel head of the Economics Department remarked that feedbacks and comments were collected through students' questionnaire on teaching and lesson observation. 80% of the students gave positive feedback to teacher's performance and the use of various classroom activities. 80% of the students participated actively during lesson observation and 70% of the students found the strategies enhanced their learning outcomes.
- (8) The panel head of the French Department made the following remarks: (i) All students participated in class discussions and shared their point of view with classmates. (ii) Students participated actively during the learning process. (iii) At least two activities were organized in each form.
- (9) The panel head of the Information & Computer Technology Department reported that (i) over 70% of students taking notes which were well organized and 85% of the students scored more than 50% of the marks allocated in daily performance. (ii) 60% of students actively involved in the eLearning platform. (iii) 90% of students submitted their projects. (iv) 70% of students submitted their SBA project on time. Over 80% of students well used the technique which we taught to seek the information via internet individually to complete their School Based Assessment (SBA) project.
- (10) The panel head of the Music Department reported that (i) Students did do pre-lesson preparation. (ii) 2 students participated in 7 entries in Hong Kong Music Festival this year. They all attended and got satisfactory results (4 Merit and 3 Proficiency). (iii) A music activity called "Lunch Time Music Appreciation" was held successfully on 14 April. (iv) The choir participated in two school functions, "The Power of Love" Christmas Charity Show and the Annual Prize-giving Ceremony cum Variety Show.
- (11) The panel head of the PE department reported that (i) Around 60% of the students participating in different competitions. (ii) Different sports demonstrations sessions were arranged.
- (12) The teacher-in-charge of the Discipline & Guidance Committee reported that (i) Up to 43 students in this academic year joined the rehabilitation scheme and participated in different school services as suggested by different teachers or TIC of school clubs and library. The misbehaved students' improvement was recognized. However, different types of services were done by the students and only 46.5% of the punishment records were successfully deleted by the School Authority. (ii) As reflected from student's evaluation form, over 90% students enjoyed the Adventure Camp as it allowed students to build up confidence, team spirit and to train up their leadership skills, to foster a culture

of respect, acceptance and care through the activities. (iii) Over 90% of the students did follow the school rules and behaved well in school. (iv) Various talks and activities were successfully held and most of the students found them useful.

- (13) The teacher-in-charge of the Other Learning Experiences Committee made the following remarks: (i) 60% of the students completed the Service Record Sheet and 10 students were granted the awards. (ii) OLE lessons were planned and included in the lesson time table. Various OLE were organized to students of all forms inside or outside OLE lessons. (iii) The use and design of SLP were taught in S4 – S6 OLE lessons. 80% of the S6 students were able to tailor-make their SLP and ready to present it to the JUPAS and in interview. 60% of the S5 students were able to complete their SLP through eClass ePortfolio system. (iv) Regular class representative meetings and I.D.E.A. Power meeting were conducted to collect views from students. 80% of the students attending the meetings gave encouraging comments on the activities organized and strategies adopted by the OLE committee. (v) 30% of the senior form students joined the House election. 95% of the House members casted their votes. (vi) The Careers Team, the School social worker and outside organizations offer various career-related experiences are offered to both junior and senior form students, namely job and admission interview skill workshop, alumni sharing on career path and study skill, agency visit, job shadowing and career day camp.

Reflections:

- ☞ 30% of the students are still passive in setting questions for further exploration. Enhanced note-taking skills should be promoted in senior forms.
- ☞ 50% of the students in S2 and S4 should be learnt to be active listeners.
- ☞ The tight teaching schedule limited the variety of teaching methodologies. Pre-S5 and S6 summer class will be conducted so that students can have more time to learn through exploration and inquiry learning approach.
- ☞ The discrepancy among students and the large group size of some classes made ‘active learning’ an uphill task, especially in English and Liberal Studies lessons. New grouping and streaming criteria will be implemented in 2015-2016.
- ☞ Some new teachers should be equipped with better classroom management skills. Mentoring system should be improved to help them in managing the students.
- ☞ For the Chinese Language Department, evaluation and reflection on teaching strategies should be conducted among teachers so as to cater for the needs of the students. To help students cultivate the habits of self-learning, teachers must devise ways to motivate students to learn. Joint-school activities can be arranged to make use of outside resources. For teachers teaching Abridged Chinese Classes, students should enhance their time management skills so that they can complete the on-line reading tasks at their own pace instead of being pushed by teachers.
- ☞ For the English Language Department, it is observed that even teachers are the person-in-charge of activities, students can now play a vital role in planning and implementation. Students can shoulder more duties in the next academic year to foster their sense of responsibility and cultivate the

sense of independence and collaboration in order to be a pro-active learners. It is suggested that self-directed learning will continue to cultivate students' self-learning habit and co-curricular projects should be launched continuously to help develop students' generic skills in various subjects.

- ☞ For the Mathematics Department, it is remarked that class streaming gives room to students to improve and strive for their best. 3 groups were divided in S2 – S4 and teachers agreed it could better cater for learners' diversity. Lower form N class students could always catch up with M Class. They also showed quite a lot of improvement in the tests. The feedback of Math Drilling was positive. It will be continued in the next academic year. Students participated more in the subject activities and two competitions, Chinese Checker and Rummiku, were held successfully since more space was available in the present campus.
- ☞ For the Liberal Studies Department, current measures will be continued according to the instructions of EDB and DSS On-line Writing Project will be implemented for S3 students in the next school year.
- ☞ For the BAFS Department, it is remarked that more effort should be put to encourage students in all forms to ask quality questions and S3, 5-6 students to do pre-lesson notes preparation.
- ☞ For the Tourism & Hospitality Department, it was reported that (i) 90% of the students reflected that they could contribute to group learning and collaborate well with their members in their group work / project work. (ii) 91% of the students passed in news commentary. (iii) For peer /self assessment, 70% of them could give constructive comments / advice for improvement.
- ☞ For the Chinese History Department, it is necessary to enhance the abilities of the junior form students to find out the main ideas from the texts and the senior form students to think critically.
- ☞ For the Economics, French and THS Departments, since the students gave positive responses to the strategies adopted, the same strategies will be applied in the coming school year.
- ☞ For the Music Department, it is remarked that students showed satisfactory results but they are talkative. All the forms finished the proposed syllabus on schedule but S4 syllabus was very tight. Moreover, it is difficult to organize performances or activities to students (choir) because of the limited space and also the reason of using part-time music teacher.
- ☞ For the PE Department, students gained sense of belonging when they joined the sport teams and competitions. They also learnt to accept other's ideas during their discussion on strategies to be adopted in competitions and built up their confidence and self-esteem.
- ☞ For the Putonghua Department, teachers arranged pre-lesson preparation tasks to encourage self-learning. In the coming school year, students will be encouraged to pay more attention to local culture and current affairs for self-learning. More demonstrations and instructions on question answering skills will be done. Since more and more non-Chinese-speaking students are attending the lessons, emphasis will be put on drillings of answering questions and integrating more daily life related materials into the curriculum to arouse their interest in learning.

- ☞ For the Science Department, it is suggested that (i) To consolidate a framework or draw a concept map after a module/unit in students' notebooks (S4 –S6) is one of the best ways to promote active learning. Therefore, it should be continued throughout the year. (ii) Setting guiding questions for revision at the end of each chapter can consolidate students' scientific knowledge and arouse students' interests in learning science, therefore it should be adopted by the department.. (iii) Students can obtain scientific knowledge actively through the process of making simple models or projects. Therefore, it was conducted once for each term for all S2 to S4 students. (iv) Sharing sessions on the pre-lesson information can arouse students' interest in learning science and should be conducted in the next year. However, more guidelines on using different websites on setting pre-lesson questions should be given to the students so as to enrich their pre-lesson notes. (v) Students' scientific knowledge can be broadened through different types of visits, it should be continued in the next year and students should have an initiative to explore the scientific knowledge through daily life science. (vi) The workshops organized by Edvenue, Science Alive by British Council and Orbis Eyecare Workshop enabled students to learn science from our daily life. All these should be adopted again.
- ☞ For the Discipline & Guidance Committee, it is remarked that it is worthwhile to implement the Rehabilitation Scheme and arrange various talks and activities for the students. Yet, students taking school bus are not able to perform social services after school, thus limiting the chance for offsetting their demerit records. Moreover, Star of the Term should be kept as to promote self-discipline and awareness. Furthermore, the 'Happy Angels' Volunteer Training Programme should be kept to further develop the caring and considerate attitude among students, and to broaden the students' vision and exposure by providing a wider range of serving targets.
- ☞ For the OLE Committee, collecting feedbacks from students through class representative meetings and I.D.E.A. Power meetings are effective.

2. To enhance efficacy of teaching

Achievements:

- ☞ As a continuation of last two year's efforts, we stepped up to implement Language Across the Curriculum. Related staff development sessions had been held to prepare teachers for its implementation. Teachers had shown greater progress in terms of self-efficacy in everyday lessons by accurately assessing students' developmental state to direct their planning and impel their teaching. In addition, a sharing culture had been established among teachers. There were ongoing professional exchanges among teachers to address issues of concern. To better teaching strategies, peer lesson observation with focus on "active learning" and student-centred activity was carried out among colleagues and in-class video-recording was practised for improvement and professional exchange.
- ☞ Focus inspection on active learning of students, learning outcomes and questioning techniques of teachers was implemented and all teachers were

aware of the importance of student-centred lessons and questioning techniques. In general, learning atmosphere has been improved as revealed in observed lessons.

- ☞ All teachers tried to conduct lessons in a more lively way with student-centred activities. Questions were raised for students to discuss and students were also encouraged to ask quality questions in class.
- ☞ Workshops and seminars were attended by teachers for keeping abreast of the latest development in education and sharing professional knowledge with other teachers. Most of them spent at least 50 hours on seminars/ workshops on enhancing efficacy of teaching. For example, there were frequent exchange of ideas among teachers teaching Abridged Chinese inside and outside school.
- ☞ Over 90% of the teachers shared effective and practical ideas of enhancing teaching efficacy in different meetings.
- ☞ Subject-based resource banks were set up and teachers were able to make good use of all available materials to enhance teaching efficacy.
- ☞ All Chinese teachers were involved in the school-based support programmes and the Applied Learning Chinese programme.
- ☞ Lesson study through collaboration of lesson planning, microtried-out and lesson observation was conducted. Over 70% of the teachers got positive comments from their peers and / or observers.
- ☞ Collaboration was established among subject teachers in implementing Language Across the Curriculum.
- ☞ All teachers teaching senior form used the answer script from graduates as a tool for teaching. For example, the video of Speaking Paper was purchased by the English Department and it is an effective tool to explain the procedures and analyse the marking rubric of HKDSE.
- ☞ The syllabuses were reviewed from time to time and necessary changes were made to ensure that they suited the specific needs and interests of the students. Informal and formal meetings and discussions were held to ensure that continuity in the school curriculum could be achieved.
- ☞ Tailor-made assignments were shared among members and resource bank has been created for saving up quality assignments and lesson plans.
- ☞ Teachers reviewed the feedback collected from student questionnaire on teaching.
- ☞ Supplementary lessons, remedial and enhancement classes were arranged for students by various subjects.
- ☞ Some teachers served as markers and oral examiners in the HKDSE.
- ☞ For the Chinese Department, it was found that the Applied Learning (Chinese) Course could raise the standard of the capable students. 100% of the participants passed the examination. More students are aware of the importance of learning Chinese Language and are willing to take the challenges of a more difficult syllabus, GCE.
- ☞ For the English Department, the following achievements were reported: (i) The overall passing rate in HKDSE is 100%, while that of students attaining the basic requirement for degree programme is 88.5%. Except Paper 1 Reading and Paper 4 Speaking, it is impressive that Paper 2 Writing and Paper 3 Listening recorded a complete pass. 2 students attained the highest level 5**, 2 attained Level 5*, 7 Level 5 and 23 Level 4. (ii) Introductory seminar of NSS was carried out to S3 students in January 2015.

- ☞ For the Mathematics Department, 17 peer lesson preparation meetings were conducted on Fridays. Teachers reported schedule and student performances. They also exchanged ideas and discuss teaching plans.
- ☞ For the Liberal Studies Department, it was reported that (i) most of the senior students got at least B- in News Commentary. Students showed steady improvement in analyzing the issues. All students, including the Chinese- and non-Chinese-speaking students, felt more comfortable in studying news about the Mainland. Their awareness of current and global issues had been aroused. Some could even gave constructive suggestions to the social problem studied. (ii) Higher form students got better results in news quiz. Ambassadors from the senior forms set questions, conducted quizzes and marked the papers. (iii) News Sharing Sessions were also successfully conducted. Student leaders were able to design and manage the sharing fluently. Under the supervision and guidance of the class teachers, the audience discussed actively in class and were bold enough to express their own viewpoints in front of others. (iv) Peer learning with evaluation was enhanced. Higher academic achievers could help low achievers in learning. Motivation and sense of security could be found. Tailor-made worksheets were carefully designed to direct student learning step by step and LAC worksheets were used to cater for learners' diversity.
- ☞ For the Tourism & Hospitality Studies Department, 72.4% of the students attained Level 2 or above in HKDSE which is 11% higher than that of last year.
- ☞ For the PE Department, students' knowledge of the PE domain was enhanced through board exhibitions and students were assigned to complete co-curricular projects. Students of each form at least tried one new sport in this academic year. Moreover, senior form students were arranged to demonstrate different kinds of sports.

Reflections:

- ☞ The improvement of the environment in Tai Wai campus, including the physical size, class size, facilities and special rooms, is effective in enhancing teaching efficacy as evidenced in Physical Education, Mathematics and Science subjects.
- ☞ Teachers have to spend more time in planning the details in each lesson, e.g. questions to be asked for different response of students, designing learning materials of different level of learning difficulties.
- ☞ Through collaboration, the strategies adopted in Mathematics and Liberal Studies Departments have been found effective in enhancing teaching efficacy and students' results.
- ☞ School-based support programme and Applied Learning (Chinese) bring new ideas to teachers and enriches the department resources. The programme will be continued in 2015-16.

- ☞ Mobile learning is still at exploring stage. To go with the trend of IT in education, promoting e-learning culture will be one of the main areas of concern in the coming 4 years.
- ☞ Exchange of ideas, especially among teachers teaching Abridged Chinese, has helped to devise appropriate strategies in teaching Chinese as a second language. It was evident in the GCSE results of Chinese Language.
- ☞ Each teacher shares his/her own insights and teaching strategies on student-centered activities during regular panel meeting which is a golden learning opportunity for all members. Standardizations of SBA should be held right after each assessment so as to offer timely feedback to students concerning their weaknesses and strengths for further betterment.
- ☞ Answer script should be purchased every year as a teaching tool since it provides a real picture of level attainment in HKDSE.
- ☞ For the English Department, it is remarked that (i) The passing rate of Literature in English in junior forms is extremely low. It may be due to their weak foundation, poor learning attitude and lack of interest in reading and appreciating poems and books. Only a handful of students who bury their noses in books are devoted into learning the subject. (ii) Students in S4 were all exposed to the new era of Senior Secondary (SS) and they were provided with various new information. To design related programmes and introduce the format of HKDSE are never in doubt to guarantee familiarization for students of the SS curriculum.
- ☞ For the Mathematics Department, it is remarked that it is quite difficult to introduce student-centred activities in lessons due to the weak foundation of the students. However, teachers will try to include activities and the suggestions made by the EDB before to motivate students to learn actively.
- ☞ For the Liberal Studies Department, new strategy on news commentaries will be discussed to help junior form students to be more aware of current affairs.
- ☞ For the Tourism & Hospitality Studies Department, limited teaching and learning materials in English are available. Exercises in Chinese version will be translated to English to enrich the question bank of the department. Moreover, drilling of papers, both data-based and essay-type questions, should start in S4.
- ☞ More teachers should be encouraged to serve as markers and oral examiners in the HKDSE.

3. To further enhance school self-evaluation

Achievements:

- ☞ To summarize, new and updated evaluation methods were put into practice this year. “Focus Walk” and “Focus Meeting” were adopted by the Discipline and Guidance Committee (D&G) and the Department of Liberal Studies this year respectively. "Focus Walk" was the patrol work

conducted by members of the D&G committee and the school prefects during breaks in different areas of the school campus to monitor students' behaviour, hygiene conditions of the campus and attire of the students. For "Focus Meeting", the teachers of Liberal Studies conducted meetings with their students, encouraging them to talk freely anything related to the learning and teaching of the subject. The main purpose is to assess the learning and teaching outcomes qualitatively and quantitatively. Not only teachers were involved in the self-evaluation process, parents and students were encouraged to make suggestions for school improvement. There were regular meetings for the Administrative Staff to meet the Class Representatives and the IDEA Power members (our student think tank) to collect their views. Moreover, data derived from assessment of students' performance were used to inform curriculum planning and to enhance teachers' reflection on the most appropriate teaching strategies and styles to be adopted.

- ☞ Learning and teaching strategies were reviewed thoroughly at relevant meetings of different levels. They are administrative meetings, department heads' meeting, panel heads' meetings, subject meetings, class representative meetings and IDEA Power meetings.
- ☞ Self-reflection folder has been used for reflection and collecting data for improvement in Learning and Teaching Domain. All teachers completed their self-reflection folders and rated their performance in different areas.
- ☞ Peer lesson observation and lesson observation were conducted. There were discussions between the observer and the teacher after observation. Teachers were encouraged to advance the teaching pedagogy on promoting active learning among students through peer lesson observation and self-reflection.
- ☞ Questionnaires were used to collect students' feedback and evaluate the teaching effectiveness. Over 70% of students satisfied with the teaching skills of teachers and gave constructive comments to teachers.
- ☞ All teachers reflected their teaching performance based on the stakeholders comments and suggestions. Self-exploration of one's own strengths and weaknesses could be achieved through the appraisal system.
- ☞ Making use of answer scripts and level descriptors (HKDSE) in Liberal Studies, English, THS and Economics, students could easily understand the assessment and grading system of HKDSE and they then set realistic learning goals for themselves.
- ☞ In the class representatives meeting and the IDEA Power meetings, students learned to voice out their opinions to their representatives and teachers in a positive manner and try to explain the school policies to their classmates.
- ☞ A self-evaluation form was included in the Student Handbook. Students were requested to set goals in September and evaluate their achievements throughout the year. Students' learning could be improved through regular reflection.
- ☞ Self-evaluation, peer assessment and parent assessment had been introduced in various subjects.
- ☞ Records of learning were implemented in subjects like Chinese Language and Science whereby students were required to set measurable, achievable and quantitative learning goals so that students could reflect on their learning after each assessment.

- ☞ For the English Language Department, all teachers prepared and tailor-made a variety of assignments and tests to students with different discrepancy. They also designed interesting teaching materials, valid tasks and meaningful activities to arouse students' interest in learning English. Timely and immediate feedback was given to students during the course of study in this year throughout. Students were informed of their strengths and weaknesses in a bid to ever-better themselves.
- ☞ Peer lesson preparation meetings were held among teachers of the Mathematics and Science Departments to prepare lessons together and evaluate the teaching strategies adopted in the class.
- ☞ For the Liberal Studies Department, L&T materials had been evaluated and adjusted to cater for students' diversity. New teaching pedagogies were observed and recorded.
- ☞ The Discipline & Guidance Committee held their meetings bi-weekly to follow up students' behaviour in school and some prompt meetings were held for emergency cases so that some discipline matters could be tackled instantly. Also, 10 team meetings with the social worker were held throughout the year. Students' mental health, discipline matters and activities such as Adventure Camp and crisis drill had been evaluated in these meetings. In addition, APASO II Questionnaire was conducted online in December 2014 and the report of the analysis was completed in March 2015. Furthermore, through the implementation of "Students' Daily Performance" files to record students' behaviour in school. 70% of the students had improvement in their daily performance. By means of the focus walk conducted, students' social behaviours and manners were monitored by prefects and D&G teachers.
- ☞ The Other Learning Experiences Committee devised a checklist for TIC of OLE groups to monitor their work progress. Moreover, items related to implementation of OLE were put in the self-evaluation form. In addition, parents' views were collected at the Parents' Day and Nights and newsletters.

Reflections:

- ☞ The effectiveness of self-evaluation tools depends heavily on the mind-set and attitudes of teachers.
- ☞ Most teachers are positive towards all assessment tools.
- ☞ The self-evaluation acts as an evidence of teachers' teaching performance. Teachers should regularly modify their teaching strategies according to the comments made by the students.
- ☞ Regular panel meetings were held in the course of teaching. Professional exchange was demonstrated during sharing and discussion. A mutual-supportive working team is developed for the sake of students' good and teachers were all willing to share their successful teaching activities to panel members to achieve professional development and sustainability of education.
- ☞ Lesson filming / lesson observation and discussion with Department Heads afterwards facilitates teacher's self-evaluation.

- ☞ Student Referral Forms, Reflection on Students' Learning Performance and Focus Walk Checklist designed by the Discipline and Guidance Committee should be continued in the next school year to monitor students' performance comprehensively.
- ☞ The panel head of the Liberal Studies Department remarked that (i) To further enhance a professional sharing/evaluation culture, the role of form coordinators will be strengthened. (ii) To further enhance the effectiveness on learning and teaching, focus groups would be held at the end of the school year to deeply investigate the learning efficacy of senior form students.
- ☞ It is agreed that the focus on sharing will be placed on e-learning in the next academic year so as to go congruent with one of the main areas of concern in 2015-16 and to achieve up-to-date professional development and sustainability of education.

Others

1. School-Based Support Scheme Grant: Newly Arrived Children

- ☞ Saturday Chinese classes were organized.
- ☞ Simple Chinese books were purchased for self-learning.
- ☞ Eligible students were subsidized to join various activities of Other Learning Experiences like visiting the scenic spots in Hong Kong and attending concerts and drama shows.

2. Diversified Learning Grant

- ☞ Realizing the growing interest of the students in learning French, we have applied for the Diversity Learning Grant to expand the French courses at our School. There are seven S6 and three S5 students taking French.
- ☞ Nine S6 and twenty-one S5 students were subsidized to study Applied Learning Courses at different institutions.
- ☞ For the gifted programme, students joined the Hong Kong School Drama Festival and the Inter-class English Drama Competitions.

3. NCSS Grant

- ☞ The grant was spent on employing teachers and teaching assistants, organizing S2-5 Chinese tutorial classes and cultural activities, purchasing teachers' references and materials, and also, library books for students.

St. Margaret's Girls' College, Hong Kong
Financial Summary for the 2013-2014 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	81.91%	N.A.
School Fees	N.A.	16.09%
Donations, if any	N.A.	0.03%
Other Income, if any	N.A.	1.97%
Total	81.91%	18.09%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Teaching Staff Remuneration	61.85%	
Non-teaching Staff Remuneration	9.94%	
Operational Expenses (including those for Learning and Teaching)	22.36%	
Fee Remission / Scholarship ¹	1.85%	
Repairs and Maintenance	1.84%	
Depreciation	2.16%	
Miscellaneous	0.00%	
Total	100%	
Surplus/Deficit for the School Year [#]		
	0.55 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]		
	9.61 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

¹ 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).