St. Margaret's Girls' College, Hong Kong

School Report 2015 - 2016

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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, we devised a series of workshops for each class of students which came in two levels of difficulties: an easier one for S2-S3 and a more advanced one for S4-S6. In each section of the workshops, students were put in certain situations to discuss and solve problems of diverse natures. In doing so, students were allowed the simulated experience of real life encounters, and were encouraged to think out of the box for practical way-outs.

☞ Besides the problem-solving skills workshops, we also incorporated problem-solving skills training in everyday classroom teaching. Teachers adopted the "Inquiry Approach" to teach. Students were given specifically designed subject based tasks for their general practice of the application of problem-solving skills in daily school life. Some co-curricular projects were also arranged especially to cater to this purpose in subjects such as Liberal Studies and IES.

Below is a summary of some of students' achievements over the past year and subject teachers' reflection on the results.

Achievements:

☞ Attention was especially paid to nourishing students' problem-solving skills by all subject teachers.

☞ The English Department gave out assignments of great variety to students. 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.

☞ The panel head of the Chinese Department made the following remarks: (i) Group learning has been found to be useful in enhancing students' learning interest and honing their problem-solving skills. (ii) Over 80% students actually took the initiative to finish the "challenging questions" on worksheets. (iii) Students learnt how to better use dictionaries as their self-learning tool to find words they had interests to learn. (iv) Students also learnt from their own writing mistakes by critically comparing different writing structures. (v) Peer evaluation was adopted to enhance critical thinking skills.

☞ Teachers of the Mathematics Department asked students to do more application questions in their homework assignments. Reports, talks, projects and club activities were arranged throughout the year to arouse students' interests in learning Mathematics and also to enhance their problem-solving skills.

☞ In the Liberal Studies Department, higher form students (S5-S6) identified social problems, figured out the impacts of certain human behaviours, did researches on relevant stakeholders and made suggestions to solve different social problems. Lower form students (S3) completed the self-directed e-learning projects whereby they had to the problems of the issues and fix IT matters. Also, students learned examples of problem-solving from news articles sharing / discussions. Their performance showed that their ability of solving problems had been enhanced.

- ☞ The panel head of the BAFS Department reported that (i) About 60% of the S4 to S6 students had improved in their answering skills as compared to the beginning of the school year. (ii) about 82 % of the S5 BAFS students obtained more than 70% of the total marks for the co-curricular projects that trained their problem-solving and critical thinking skills.
- ☞ Students learnt problem-solving skills through a PE board exhibition with fun Q & A games.
- ☞ 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. For example, in Chemistry classes, students were encouraged to ask "why" so as to think critically what they had learnt. Also, daily-life application type questions were given to students as exercises. In Physics classes, students were also asked to evaluate multiple solutions to a given problem.
- ☞ The panel head of the Computer Literacy and the ICT Departments mentioned that students were taught different programming language so as to develop different games and debugs.
- ☞ Group work, team work and project work were assigned to students of the French and the Tourism and Hospitality Studies Departments to enhance their problem-solving skills.
- ☞ The panel head of the Economics Department remarked that S4 students were given a daily life example to discuss the change in demand and supply, and the corresponding change in price and quantity. The case was about organic food. In this class activity, teacher observed that students were able to apply the theory to the case study and give logical reasons.
- ☞ Various activities were conducted by the D&G Committee to enable students to acquire a problem-solving mindset. For example, game booths of Positive Psychology workshops were arranged twice in September whereby the students acquired more positive thinking skills in handling stress and life challenges. 10 S4-6 students designed Children's Right game booths, and they showed good team work in discussing and making the game booths. An Inter-class board decoration competition with the theme of "Problem-solving Skills" was conducted in October. The winner-classes are as follows: Champion: 6Q,   1st Runner-up: 5Q,   2nd Runner-up: 5P

Reflections:
- ☞ Co-curricular projects should be launched continuously in the coming year to help develop students' generic skills in various subjects.
- ☞ Students should adopt the strategies they came up with in their discussion before the sports game matches to train up problem-solving skills.
- ☞ Students' scientific knowledge can be broadened through different types of visits. This strategy should be continued next year so as to motivate students to take the initiative to acquire scientific knowledge through daily life science.
- ☞ Teachers should adopt different pedagogies to lift up students' enthusiasm in learning. Their problem-solving skills should be nurtured through daily exploration and knowledge acquisition.

☞ Teachers should adjust the level of difficulties for different assignments according to students' capabilities and insert problem-solving oriented questions into assignments appropriately. Examination revision helps students organize their learning more effectively, the focus on skills rather than knowledge is better in promoting deep learning and critical understanding.

☞ Role of class teachers can help to enhance students' problem-solving skills. When students encounter problems, they should not be given straight away the way how to go about it. They should be asked what options would be available as this helps them to make well-thought decisions and be responsible for what they have opted for.

☞ Coding should be introduced to the ICT curriculum and more hands-on workshops should be arranged.

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

☞ For the second area of concern, "to inculcate students' critical awareness on social and global issues", we have, in this year, managed to accomplish the following.

☞ We provided students with structured reading lessons in the library to allow sufficient, good quality input being first fed into students' learning appetite. Also, we arranged news quizzes and sharing sessions on social and global issues for students.

☞ In addition, as part of the arrangement to help honing students' visions and perspectives, we required students to do a moderate amount of news commentaries as assignments throughout the two terms, in addition to their routine homework. We believe the constant intertwining of knowledge input feed and quizzical output gush, plus the drilling of writing commentaries, are best to keep students in continual contact with the bigger world and sharpening of their critical thinking mindsets.

☞ As a wrap up for this scope, we did a thorough review on our existing practice of learning and teaching of critical thinking skills and we concluded that we would be integrating more of such in the classroom in the days to come.

Achievements:

☞ News commentaries / discussions / presentations were assigned as compulsory tasks in all subjects.

☞ Resource bank has 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.

☞ Video sharing and movie appreciation were organized to enhance students' awareness on social and globalization issues within the Mathematics Department.

☞ Various strategies were adopted in the Chinese Department to encourage discussion on hot issues.

☞ The panel head of the Chinese History Department reported that current issues were embedded in lessons and there were discussions on controversial issues.

☞ 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.

☞ The panel head of the Liberal Studies Department remarked that students were given various current issues and did analysis to show their critical understanding of what was happening in the society and the world. Experiential learning activities like study tours to overseas countries were arranged to broaden students' horizon. News quiz, news sharing and discussion were frequently conducted.

☞ In Tourism and Hospitality Studies Department, 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.

☞ Some students were given chances to share their insights and concerns on world issues during Science classes.

☞ An Inter-class board decoration competition with the theme of "Enhancing Global Vision" was conducted in November. The winner-classes are as follows: Champion: 5P,   1st Runner-up: 5Q,   2nd Runner-up: 3P

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.

☞ Seminars or workshops on Science curriculum can enrich students' scientific knowledge, all students are encouraged to attend them.

☞ Students should be given more chances to share their insights and concerns on world issues during Science classes.

☞ The board decoration of "Enhancing Global Vision" can provide a platform for students to understand more about the meaning of the theme and the uses of it in our daily life.

3. To promote e-learning culture

☞ For our third main area of concern, "to promote e-learning culture", we actually did quite a lot to meet up with the demand of us and of our students by the society.

☞ First, we requested teachers to get professionally trained in a profusion of e-learning platforms, such as the e-class and e-calendar. Some of these trainings were already available from our I.T. Department. For things further and beyond, we requested our teachers to attend 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.

☞ Secondly, 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.

☞ To match our students' increased needs on I.T. ware usage, we extended the opening hours of the Computer Room during lunch and after school, where they could maximize their access to all I.T. facilities.

☞ Last year, our school purchased i-Pads for students' trial use in the classroom. Several subjects, including English Language, Sciences and Liberal Studies, used them in the class to demonstrate students useful e-learning materials, engage them in e-learning with web resources as well as applications for self-learn.

Achievements:

☞ Teachers attended EDB courses and workshops with the theme of e-learning and good practices were always shared during meetings.

☞ 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 IT 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.

☞ Teachers of the Mathematics Department also kept updating new information related to mathematics teaching, such as new skills, new techniques in teaching and new IT technology. They applied the newly acquired skills when appropriate. Moreover, each member was qrequested to choose at least one topic to apply IT teaching in each form. It was reported that they all completed and found it effective in enhancing students' learning in the class.

- ☞ About 93% and 85% of the S4 and S5 BAFS students respectively finished 80% or more of the multiple-choice questions on the Online Teaching Resources platform.
- ☞ In the Liberal Studies Department, e-learning software and platform were applied to doing projects in classrooms and at home in higher forms (S5 and S6) and lower form (S3).
- ☞ The PE teacher assigned tasks for students to learn different sports skills or strategies through online resources.
- ☞ The panel head of the Science Department reported that (i) students had made use of the e-class system to download e-learning materials. (ii) students had also made use of the IT software to complete their assessments. (iii) Students were asked to use e-class for evaluating their projects. (iv) All science teachers had used the e-platform to monitor students' work.
- ☞ An Inter-class board decoration competition with the theme of "Internet security" was organized by the D&G Committee in April. The winner-classes are as follows: Champion: 5P, 1st Runner-up: 3P, 2nd Runner-up: 3Q. A talk on shop-lifting, sexual offence and school bullying was conducted on 2 October. It covered proper use of the Internet and cyber bullying. In addition, a questionnaire on "habit of using the computer" was incorporated in the Questionnaire of Students' Life. This questionnaire, completed by the parents and class teachers, could discuss students' habit of using the computer on Parents' Day.

Reflections:
- ☞ 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.
- ☞ 100 pieces of iPad mini tablets will be purchased in the next academic year. Such handy e-learning tools can be utilized during everyday lessons and this practice will be developed in a more organized manner.
- ☞ It is agreed that e-learning could help lift students' interest in learning and boost the atmosphere for study.
- ☞ Teachers should attend more workshops to improve their own e-learning competencies and hence provide students with more diverse e-learning opportunities.
- ☞ 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.
- ☞ Students could develop a good habit of e-learning through the use of e-class system. Therefore, more learning materials should be uploaded to e-class so as to encourage e-learning in school in the next school year.

- ☞ More science related software should be introduced to students for completing their homework or projects so as to arouse students' interest in e-learning.
- ☞ Students could use e-evaluation forms to do reflection on their work. Therefore, it should be continued in the next school year.
- ☞ Teachers could provide timely feedback to students on their projects. In this way, the e-platform can be used as a tool to monitor students' work.
- ☞ The board decoration themed Internet Security provides a platform for students to understand more about the meaning of the theme and the uses of it in our daily life.
- ☞ Both parents and teachers could make use of the questionnaire on students' school life to understand more about students' habit of using the computer and henceforth proper guidelines and supervision could be provided to students.
- ☞ There is still room for improvement on the e-evaluation form as it could not provide any spaces for students to write comments on form. It only accepts numerical data at the moment.

Others:

I.   **School-Based Support Scheme Grant: Newly Arrived Children**

- A Chinese Language Course was held on Saturdays to help NAC learn Chinese Language to prepare them for GCSE Chinese Examination.

- The eligible students are to be subsidized to join various Other Learning Experiences activities.

II.   **Diversity Learning Grant**

- Forty-two S5 and nineteen S6 students were subsidized to take Applied Learning Courses.

- Nine S4 and five S6 students were subsidized to learn French at school.

- Drama Classes were organized for gifted students after school. Students accumulated more 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.

St. Margaret's Girls' College, Hong Kong
Financial Summary for the 2014 – 2015 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)	83.73%	*N.A.*
School Fees	*N.A.*	14.45%
Donations, if any	*N.A.*	*N.A.*
Other Income, if any	*N.A.*	1.82%
Total	83.73%	16.27%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Teaching Staff Remuneration	71.12%	
Non-teaching Staff Remuneration	10.87%	
Operational Expenses (including those for Learning and Teaching)	12.47%	
Fee Remission / Scholarship[1]	1.73% *(Represent 10.72% of the total school fee income)*	
Repairs and Maintenance	1.30%	
Depreciation	2.51%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	0.64 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.41 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

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[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the <u>annual overall expenditure</u> of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the <u>school fee income</u> 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).*