St. Margaret's Girls' College, Hong Kong

School Report 2017 / 2018

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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

This year we have continued to consolidate students' problem-solving skills built on the foundation laid down previously by assigning students specifically designed subject-based tasks and cross-curricular projects. In order to make the adoption of Inquiry Approach in everyday classroom teaching successful, collaborative lesson preparation, professional sharing and peer lesson observation have been arranged among teachers on a regular basis. 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, a wide range of subject-related activities were organized like Penmanship Competition and Movie Review Writing Competition. Moreover, the assignments we gave 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. Case studies and small-scale projects were carried out to enhance students' problem-solving skills in a structured manner. Effective collaboration with other subject panels was exhibited to facilitate co-curricular projects.

☞ For the Chinese Department, other than providing online self-learning platform, challenging questions were included in worksheets and 80% of the students took the initiatives to challenge themselves. Students were also arranged to do group activities that offered them chances to apply problem-solving skills. For the non-Chinese-speaking students, teaching and learning scenario remained largely interactive and students did role play to solve problems posed to them.

☞ In the Mathematics Department, exercises with problem-solving questions were assigned. Students were also asked to do pre-lesson notes whereby they were given chances to solve problems by themselves. Like last year, sudoku exercises of different levels of difficulty were given to train up their mind.

☞ In the Liberal Studies Department, S5 students were required to complete the IES projects that showed vividly their application of problem-solving skills. Under the guidance of the teachers, they had to solve all problems encountered from deciding the topics, selecting useful materials, to compiling the reports. Also, 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. To further enhance their skills,

there were more advanced trainings on mind mappings, conceptualization skills and note-taking skills. Concepts quizzes and pre-lesson preparation were assigned as well.

☞ The panel head of BAFS remarked that one of the aims of the co-curricular project on purchasing stocks assigned to the students was to enable students to apply the problem-solving skills learnt before. 59% of the students achieved 70 marks or above out of 100.

☞ The panel head of Economics remarked that school-based teaching materials were designed collaboratively with the Librarian to strengthen the learning and teaching of problem-solving skills. Students' strength and weakness were identified for enhancement. 80% of the students found the strategies helpful and they were able to apply the skills in the subject.

☞ The panel head of ICT remarked that problem-solving skills were enhanced through learning programming. Students were taught different programming languages and created website design and documentation. More programming activities were organized than before.

☞ In science subjects, teachers devoted much effort in fostering STEM Education among the students. Students were asked to complete various kinds of projects like making model of the Structure of Human Skeleton System and a biosphere to discuss how a mini-ecosystem can be maintained for Biology students; poster design and conducting a Storm Glass Activity for Chemistry students; and building a Rubber Band Car and designing Hologram for Physics students.

☞ 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.

☞ 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 eight S6 students and thirteen S5 and S6 students joining the "Mission Possible" Programmes in January whereby they were given some challenging tasks and had to solve the problems with their teammates on Lantau Island and in Yuen Long. Prefect training workshops were held to prepare the prefects well for the challenges they would probably encounter when administering their duties. 90% of the prefects found the workshops very useful.

☞ The OLE Committee organized multifarious activities offering students with different opportunities to apply problem-solving skills and 80% of the students showed positive responses to the activities held and, not only students, but also teachers found them very helpful to the learning and teaching of the skills.

Reflections

☞ Smaller class size in English classes will be more suitable to lessen the burden of the English teachers so that they can spare more efforts in making the learning and teaching of problem-solving skills more effective.

☞ More varieties of teaching methods should be adopted in Chinese classes to enable students to explore more in the subject and enhance their problem-

solving skills.

☞ The curriculum of the Abridged Chinese allows the teachers to have greater flexibility in arranging different class activities for students with different abilities to apply problem-solving skills than the DSE Chinese classes.

☞ The discipline problems and the weak Mathematics foundation of the M and N classes' students made it difficult to arrange more activities to enhance students' problem-solving skills.

☞ The Liberal Studies panel found the strategies adopted in the past year effective and suggested to have them continued in the coming year.

☞ The BAFS students should adopt a more serious attitude in handling the co-curricular projects.

☞ The panel head of ICT remarked that problem-solving skills can be enhanced through learning programming through visual tools (SCRATCH) and more programming activities such as Micro:Bit coding, drone piloting from STEM resources can be conducted next year.

☞ In the Economics classes, the teacher found the forming of peer groups according to students' ability has enabled students to improve collaborations and problem-solving skills.

☞ The panel head of Sciences commented that drawing a concept map after each unit in the notebooks and setting guiding questions are two of the best ways to enhance problem-solving skills. They should be continued in the coming year.

☞ Since there are only two S6 classes in the coming year, less activities would be organized by the D&G Committee and the OLE Committee to allow students to focus more on their studies.

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

Besides structured reading lessons in the library, news quizzes and sharing sessions on social and global issues have been conducted constantly 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) Students 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. (iii) Social issues and popular culture were selected as the non-language and language arts modules from S5 to S6 throughout.

- ☞ Various strategies were adopted in the Chinese Department to encourage students to learn the necessary vocabulary of hot issues and do discussions. As assignments, students were asked to write news commentary and participated in related writing contests and visits.

- ☞ Students were asked to do Math Reading Reports to enhance their 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. In the IES projects, students were required to choose current issues as their titles and to investigate the issues in a deep manner by analyzing the problems critically and making constructive suggestions.

- ☞ 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. 75% of the students obtained more than 75 marks out of 100.

- ☞ 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.

- ☞ Students were asked to attend seminars or workshops on the Science curriculum to enrich their scientific knowledge and there was peer sharing on current issues in the Science Department. A STEM education tour to Singapore was organized for all S5 students to equip them with the necessary knowledge to meet the development and challenges of our society.

- ☞ 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.

- ☞ The D&G Committee and the OLE Committee organized various talks and activities related to current issues like drugs, cyber bulling, job scam and sustainable development.

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.
- ☞ If time allows, more opportunities and encouragement should be given to students to share their insights and concerns on world issues during all classes.

☞ In the English Department, the teachers reflect that the news commentary for English should not be alike with the ones done for Liberal Studies. They should instruct and inform the students of the language focus in this type of assignment.

☞ 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.

☞ In the Science Department, it is suggested to give students more guidelines and encouragement to prepare printed and non-printed materials as records of their self-learning.

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

Grants of $550,000 from the EDB under the schemes 'Wi-Fi 900' and 'Promotion of STEM Education' were received. The money was spent on the completion of Wi-Fi infrastructure in school campus and the purchase of additional mobile computing devices, like 3D-printers, Yogabooks and iPads, to further facilitate students to practise e-learning and to access to digital resources wherever they are in campus. Referring to online materials, individual databases of e-learning tools for all subjects were set up to create a culture of interactive learning which has evolved into a prevailing trend of studying mode at School. 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 meetings. In this way, we had been actively fostering an I.T.-affinitive atmosphere within our internal teaching community.

☞ Handy e-learning tools were utilized during everyday lessons and so the practice of e-learning was developed in a more organized manner and the teaching efficacy was elevated.

☞ 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. Over 80% of the students completed the online exercises at their own pace. Students' engagement level was high and that the aid on students' Chinese learning was satisfactorily obvious.

☞ In the Mathematics Department, iPads were frequently adopted in learning and teaching. Teachers and students made use of eClass to send out worksheets or solutions and to submit exercises. The app, Kahoot, was used to design quizzes and Google Form to do evaluation.

☞ 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 the science subjects, students were required to finish a substantial amount of preClass 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 eClass 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 e-learning 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 e-learning 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 eClassroom by the subject teachers. Students were given the links of some useful websites and answered questions regarding the information they had found from the websites. About 75% of the students obtained good marks for their answers to the websites given.

☞ 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 the 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 designing web sites or manipulating Micro:Bit and car. 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, and explore new e-learning resources. Moreover, WIFI900 project was completed in December 2018. Tablet computers such as iPads and Yogabooks were used more frequently and more e-learning tools are deployed in tablets. Also, computers in the computer room and classrooms were upgraded to allow more flexibility in adopting e-learning strategies.

☞ In the French and THS Departments, 90% of the students preferred interactive and networked activities rather than independent and individual study.

☞ The D&G Committee and the OLE Committee organized various activities and competitions to foster the culture of e-learning among students like

Board Decoration, TED Talks etc.

Reflections:

☞ The completion of Wifi 900 Project has significantly contributed to the popular use of e-learning tools during lessons.

☞ Computers in the Computer Room and the classrooms have been upgraded to allow more flexibility in adopting e-learning 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 eClass 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.

☞ To arouse Science students' interest in e-learning, more science related softwares should be introduced to students and more learning materials should be uploaded onto the eClass system. Also, the practice of using e-platform or iPad for lesson preparation should be continued to broaden students' knowledge.

Other: Diversity Learning Grant

☞ Twelve S5 and eighteen S6 students were subsidized to take Applied Learning Courses.

☞ Two S5 and eight S6 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.

St. Margaret's Girls' College, Hong Kong
Financial Summary for the 2016 – 2017 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)	81.11%	*N.A.*
School Fees	*N.A.*	15.91%
Donations, if any	*N.A.*	0.00%
Other Income, if any	*N.A.*	2.98%
Total	81.11%	18.89%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Teaching Staff Remuneration	62.09%	
Non-teaching Staff Remuneration	10.51%	
Operational Expenses (including those for Learning and Teaching)	10.86%	
Fee Remission / Scholarship[1]	4.76% *(Represent 36.16% of the total school fee income)*	
Repairs and Maintenance	1.05%	
Depreciation	2.79%	
Miscellaneous	7.94%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	-0.90 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.76 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).*