



瑪利曼中學

Marymount Secondary School

123 Blue Pool Road Happy Valley

25728221

25729371

office@mss.edu.hk

http://www.mss.edu.hk

School Mission

Respect for the dignity and value of each person being inherent in the philosophy of education of our sponsoring body, the school aims at developing students into independent and intelligent learners in pursuit of excellence as well as integrated persons of wisdom, care, love and compassion.

School Information

Supervisor / Chairman of School Management Committee	Dr. Hui Kam Ping, Edith Eadaoin		
Principal (with Qualifications / Experiences)	Mr. Chan Wing Keung (B.Sc., P.C.Ed., M.Phil., M.Ed., M.A., M.Sc.)		
School Type	Aided	Student Gende	Girls
School Motto	The Lord is My Light		
Name of Sponsoring Body	HKCLC Education Institute Co. Ltd.		
Area Occupied by the School	About 9385 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment	52	
Total Number of Teachers in the School	58	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	88%	
Bachelor Degree	38%	
Master / Doctorate Degree or above	62%	
Special Education Training	12%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
21%	12%	67%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese Language (NCSS), Chinese History, Putonghua
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Religious Education, Science (S.1 & S.2), Science (Biology) (S.3), Science (Chemistry) (S.3), Science (Physics) (S.3), Citizenship, Economics and Society (S.1), Life and Society (S.2 & S.3), Geography, History, Computer Literacy, Music, Physical Education, Technology and Living (S.1 & S.2), Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	One group per level with Putonghua as the medium of instruction for Chinese Language
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Language (NCSS), Chinese Literature, Chinese History
	English as the medium of instruction	English Language, Mathematics, Citizenship and Social Development, Literature in English, Economics, Ethics and Religious Studies, Geography, History, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Visual Arts, Music, Physical Education, Religious Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese Language (NCSS), Chinese History, Putonghua
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Religious Education, Science (S.1 & S.2), Science (Biology) (S.3), Science (Chemistry) (S.3), Science (Physics) (S.3), Citizenship, Economics and Society (S.1 & S.2), Life and Society (S.3), Geography, History, Computer Literacy, Music, Physical Education, Technology and Living (S.1 & S.2), Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	One group per level with Putonghua as the medium of instruction for Chinese Language
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Language (NCSS), Chinese Literature, Chinese History
	English as the Medium of Instruction	English Language, Mathematics, Citizenship and Social Development, Literature in English, Economics, Ethics and Religious Studies, Geography, History, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Visual Arts, Music, Physical Education, Religious Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	\$320	\$320	\$320	\$1,000	\$1,000	\$1,000
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	\$245					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

Students in S.1-S.3 are streamed according to their ability in English, Chinese and Mathematics. Small class teaching is offered to cater for diverse ability.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025). Criteria and Weighting for Discretionary Places: Student Portfolio (Academic Performance, Conduct, Extra-curricular Activities & Awards): 50% Interview (Communication Skills in both Chinese & English, Logical thinking & Comprehension Ability, Attitude): 50%
Orientation Activities and Healthy Life
A Pre-S1 Summer Adjustment Workshop for all students successfully enrolled in S.1 will be held in August. Lessons in English, Chinese and Maths as well as orientation and formation programmes will be held to prepare students for school life at MSS. Students are provided with the opportunities to develop a healthy lifestyle as well as positive values and attitudes through physical education and programmes such as talks, visits and Homeroom sessions organised by the Pastoral Care Committee. Students are encouraged to maintain good personal hygiene, develop healthy habits and maintain a balance between work, play and rest. The school Tuckshop and Lunch Box suppliers are required to guarantee quality lunchboxes and snacks in terms of hygiene, freshness of ingredients and balanced nutritional value.

School Characteristics
School Management
<b>School's Major Concerns:</b> Together We Grow & Glow Major Concern 1: To enhance students' well-being through building a greater sense of purpose in life. Major Concern 2: To cultivate students' ownership for them to be future-ready learners.
<b>School Management Organisation:</b> The school sets specific goals in its five-year development and annual plans. Departments and committees plan and manage curriculum development, information technology, student affairs, civic and moral education, extra-curricular activities and staff development. To ensure quality education, stakeholders are encouraged to participate in policy-making and management.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated School Management Committee comprises the Principal, representatives of the school sponsoring body, alumnae, parents, teachers and independent manager.
<b>School Green Policy:</b> School Sustainable Green Policy To create and sustain an eco-friendly environment, the school and Sustainability Education Team works towards: 1. developing and enhancing the sustainable development and environmental responsibility of our school community; 2. upholding the principle of "4R: reduce, reuse, recycle and replace" in managing the waste from school; 3. minimizing the consumption of water and energy in school; 4. integrating sustainability and environmental education into the formal and informal curricula; 5. following the green purchase principle.
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> While English has always been the medium of instruction, we provide the learning environment and exposure necessary for the mastery of English, Chinese and Putonghua. Ample opportunities are provided for students to enhance linguistic and communication skills through the formal and informal curricula.
<b>Learning and Teaching Strategies:</b> Our well qualified teachers work assiduously towards refining teaching strategies to cater for learner diversity. Learning outcomes are enhanced through interactive teaching and learning, project learning, IT, knowledge forum and peer lesson observations.
<b>School-based Curriculum:</b> 1. Electives: 2X and 3X. The Block System in S.4-S.6 facilitates a flexible combinations of subjects from both the Arts and Science streams. Students may take up to 3 Elective subjects. 2. Curriculum highlights: In S.1 & S.2, a Modular System helps students concentrate on the subjects they are taking each term so that they can achieve better results. Project learning, STEM across the curriculum, S.1 JUMP and S.2 LEAD, are offered to challenge students' critical thinking and creativity. English Literature, Religious Education, Computer Literacy, Technology & Living and Visual Arts are offered in the junior levels. In S.4, a specially-designed GROW! programme in which students work collaborating with various NGOs in Hong Kong in service learning projects. In addition, the English Panel participates in a Collaborative Research and Development ( "SEED" ) Project titled 'Developing Students' Creativity, Collaboration and Problem Solving Skills through Creating the Makerspace in the Secondary English Language Classroom.
<b>Major Renewed Emphases in the School Curriculum:</b> Reading across the Curriculum: A 20-minute Reading across the Curriculum Time is built into the timetable of every Wednesday morning, featuring diverse reading materials and tasks prepared by subject panels and pastoral care teams. Book sharing and book fairs are organized. The PTA Reading Scheme provides incentive for students to read a range of books. Moral and Civic Education: It is well integrated into the formal curriculum while pastoral care programmes focusing on religious and moral education, civic education, environmental education, health education, discipline, guidance, career guidance as well as extra-curricular activities and service enable students to learn and apply the values through school-wide, life-wide and authentic experiences. Project Learning: Project learning programmes at the junior levels nurture students into intelligent and independent learners, enable them to construct knowledge as well as develop their generic and interpersonal skills. S.1 students participate in the Junior One Understanding and Managing Project Learning (JUMP) Programme, a cross-curriculum project through which students learn inquiry-based project learning skills. S.2 students further develop their skills through participating in the Learning through Engineering, Art & Design (LEAD) Programme. The LEAD programme enhances students' technological and creative skills, collaboration skills and problem-solving skills as well as enable them to become digitally fluent. IT Education: Students learn to be ethical users of IT and develop the skills for self-directed learning through eLearning. The wifi infrastructure in the school allows students to acquire knowledge anywhere and anytime. Students in all levels participate in the BYOD scheme.
<b>Life Planning Education:</b> Please refer to the "Others" field.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Streaming and small class teaching cater for learner diversity in English, Chinese and Mathematics in S.1 and S.2. To stretch the potential of students, the school provides them training in speech, debate, drama, art, music, dance, athletics and swimming. In addition, students are encouraged to participate in inter-school and international competitions, enhancement programmes for the exceptionally gifted and leadership training camp outside school. NCS students are offered an adapted Chinese Language Curriculum. Student diversity is further taken care of by teachers who make referral to the Special Educational Needs Support Team through an Early Identification System. The EDB School-based Educational Psychology Service has been in place since September 2012.
<b>Whole School Approach to Integrated Education:</b> 1. A Special Educational Needs Support Team (SENGT) comprising the Principal, Vice Principal (Pastoral Care), Head of Guidance Team and the School Social Worker caters for the needs of SEN students. 2. A SEN Teaching Assistant provides support for SEN students. 3. An Early Identification Mechanism is set up. 4. Observation Reports of SEN students’ learning in classroom, emotion and behavior are prepared twice a year. 5. SEN Conferences for discussing SEN students’ progress are held twice a year. 6. Individual Educational Plan (IEP) are offered to SEN students. 7. The following strategies and support for teaching, learning and assessment are adopted. (a) Make flexible seating arrangements; (b) Provide appropriate learning materials/ aids; (c) Give appropriate instructions or exemplars; (d) Revise part of the content of learning tasks; (e) In project learning or group work, help other classmates understand the needs of students with SEN; (f) Deviate the content of the summative assessment; (g) Make flexible/ special assessment arrangement (e.g. time, layout of paper, instructions); (h) Allow extra time to finish learning / assessment tasks; (i) Provide remedial teaching and train up students’ test-taking skills; (j) Conduct after-school supports to SEN students. 8. Executive function groups, speech therapy and language enhancement groups are organised for SEN students. 9. Visits/service projects are organised to SEN students. 10. Conduct relevant SEN workshops for teachers. 11. Close communication with parents to discuss students' learning and emotional progress.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising activities to create an inclusive learning environment in the school. Based on the EDB Chinese Language Curriculum Second Language Learning Framework, the school provides NCS students with school-based curriculum according to their ability. In addition, rich language and cultural activities create a multicultural community for all students such that they merge as 1 entity.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> The school places equal emphasis on formative and summative assessments. In addition, in S.1 and S.2, academic performance is assessed entirely on a continuous basis. Moreover, in S.3-S.6, examinations complement continuous assessment to prepare students for public exams.

Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Established since 1998, the PTA continues to play a vital role in enhancing communication and understanding between parents and the school, promoting values education for parents, enhancing parents' and students' sense of belonging to the school as well as generously contributing towards the general welfare of students.
<b>School Ethos:</b> The formal and informal curricula provide students with an all-round education. In addition, the six MSS core values namely Reverence, Gratitude, Compassion, Integrity, Perseverance & Wisdom, are instilled in students through a whole-school approach. Pastoral care programmes such as those of civic and moral education enable students to develop confidence, a sense of responsibility, independent thinking as well as respect for themselves and others. Furthermore, students in the senior levels are provided the opportunity for leadership training through organizing Student Council functions and extra-curricular activities. The liberal atmosphere in the school is also conducive to training students to exercise self-discipline.
Future Development
<b>School Development Plan:</b> Together We Grow & Glow Major Concern 1: To enhance students' well-being through building a greater sense of purpose in life. Major Concern 2: To cultivate students' ownership for them to be future-ready learners.
<b>Teacher Professional Training and Development:</b> To keep abreast of educational reforms. The Staff Development and Appraisal Committee organize 3 Staff Development Programmes each year. Teachers are encouraged to participate actively in staff development programmes through which teaching strategies are consolidated and refined.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
1. To cater for diversified interests and developmental needs, there are over 50 extra-curricular clubs and groups, nearly 20 of which are groups that offer service to the community. 2. To discover and develop talents, students are encouraged to pursue for excellence by taking part in various competitions such as those of music, dance, speech and drama etc. 3. To extend and enrich students' learning experience, co-curricular activities complementing most of the academic subjects have been organized. The activities range from the English Festival to inter-class Chinese choral competitions, appreciation of music, film and drama, visits to science and cultural museums, critical thinking skills workshops as well as various kinds of sports and ball games.
School Facilities
Number of Classroom(s): 27
<b>School Facilities:</b> The Main Building houses the IT Lab, Computer Room, Music Room, Technology and Living Rooms, digitized Library, and Prayer Room. The New Annex houses 5 Science Labs, a Visual Arts Room, a Multi-media Learning Centre, a multi-purpose Gym and a Ball Court. All rooms are equipped with multi-media facilities for interactive learning.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift and Accessible toilet.
Others
Life Planning Education Whole School Approach is adopted: The Career and Life Planning Team identifies the developmental needs of the students at distinctive phases of their growth and designs a wide range of programmes to empower students to make informed and responsible choices for their learning and career. Three core components based on Gysbers (2008) are incorporated into the programmes: (i) Self-understanding and Development: To help students develop a progressive awareness of their personal qualities, strengths, weaknesses, values, interests, aspirations and skills through cultivating a habit of reflection and implementation of goal-setting with the use of Brief Learning Summary (S.1-S.2) and Student Learning Profile (S.3-S.6). Group and individual counseling sessions are arranged in OLE periods. (ii) Career Exploration: To assist students to understand various learning and training opportunities through disseminating the information relating to further studies and career on e-Class, notice boards and career resource corner. To prepare students for transition from school to work by broadening S.4-S.6 students' knowledge of different professions. Mentorship Programme, business-school partnership programmes and visit to workplace are organized to enable them to gain some insights into the world of work. (iii) Career Planning and Management: To prepare students for life-long learning by equipping them with knowledge, skills and attitudes to make informed decisions, formulate and act out plans to manage changes.
Direct Public Transportation to School
Bus Routes: 1, 1M, 8X, 19P, 41A, 63; Public Light Bus Routes: 5