Kwun Tong Maryknoll College
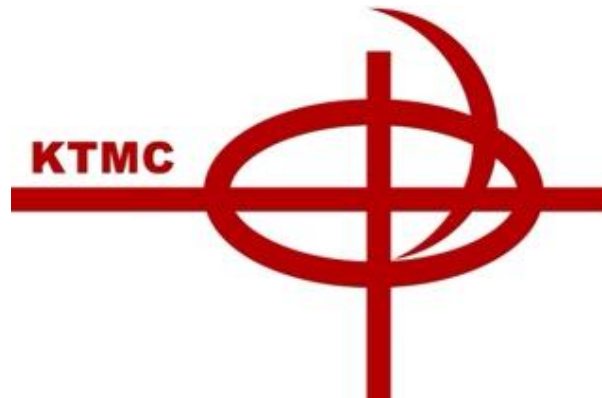# Annual School Plan
2024/25

School Vision and Mission

A. Emblem

The symbol, or emblem of Kwun Tong Maryknoll College was designed by our first Supervisor, Rev. John Cioppa, M.M. using the symbol of the Maryknoll Father Society- the "Chi-Rho". These are two Greek letters: Chi written as "X" and Rho written as "P". These two letters are the first letters of the Greek work for Christ. The round figure, or oval, represents the globe or world for whom Christ came as Saviour.

Thus, the school's symbol shows its unity with the work of the Maryknoll Fathers in many countries throughout the world, the work of bringing Christ's love to all people and races.

The Maryknoll Fathers hope that each student will honour the school emblem by leading a good, upright life and by being an instrument of God's love in a world that needs truth and love.

B. School Goals

1. To provide students whole-person education;
2. To deepen students' knowledge of the Chinese culture;
3. To enable students to have reverence of God and love people through knowing Christ our Lord.

C. School Educational Aims

Virtue

1. To encourage students to admire the truthfulness, goodness and beauty of God's creation.
2. To cultivate their moral conscience and personality, enabling them to be self-disciplined, right-minded, and to foster a positive outlook on life.

Intellect

1. To develop the ability to think and learn independently.
2. To increase the interest in learning through acquiring effective learning methods.
3. To implement adaptive learning strategies that adjust to student feedback and performance, ensuring personalized education paths that support continuous improvement ang mastery of subjects.

Health

1. To cultivate an enthusiasm for sports. fostering positive sportsmanship, teamwork, and consistent adherence to rules, which are integral to character development and personal growth.
2. To enhance both physical and mental well-being, promoting a holistic approach to health that contributes to a positive and resilient self-image.

Community Spirit

1. To encourage active participation in and organization of extra-curricular activities, enhancing the sense of responsibility, the sense of belonging, and leadership training.
2. To cultivate a strong sense of national identity and global citizenship, enabling students to respect and admire both themselves and others while enriching their team spirit, thus making them socially moral, responsible, and civic-minded citizens who are committed to serving the community.

Aesthetics

1. To broaden their ways of thinking and of expression in order to solve problems, to enhance self-awareness, and to inspire imagination and creativity through participation in art activities.
2. To nurture the capacity for aesthetic judgement through learning the language, history and culture of art, to enable students to show concern for life and appreciate nature through aesthetic education.

School Information

Supervisor	Rev. Fung Che Ho
Principal	Ms. Sin Nga Lam, Caroline (B.A., P.C.Ed., M.A. (Applied Linguistics), M.A. (Sociology)
School Type	Aided boys' school
School Motto	Kindness, Trust, Modesty, Courtesy, Loyalty, Endurance
Sponsoring Body	Hong Kong Catholic Diocese
Religion	Catholicism
Year of commencement	1971
Area	About 8500 sq. metre
Related associations	Parent-Teacher Association, School Alumni Association, Student Association
Incorporated Management	Established with 64% of managers fulfilling the training targets

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

Number of teaching posts in the approved establishment	53
Total number of teachers in the school	57
Qualifications and professional training (% of teaching staff)	
Teacher's certificate/ diploma in education	98%
Bachelor degree	98%
Master/ Doctorate degree or above	58%
Special education training	48.1%

Years of experience (% of teaching staff)		
0-4 years	5-9 years	> = 10 years
15.8%	8.8%	75.4%

School Development Plan 2024 - 2025

1. **Customize learning experiences: To enhance learning outcomes through diversified and personalized educational practices**

2. **Live up to the core values of Catholic Education: To strengthen individual and community responsibility and foster active citizenship**

3. **Promote whole-person wellness: To advocate for holistic health and lifelong well-being**

Major Concern 1：Customize learning experiences: To enhance learning outcomes through diversified and personalized educational practices

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To integrate technology and personalized learning to create tailored learning environments and support individual learning paths	• Adequate staff development programmes will be organized to explore emerging AI and e-learning technologies continuously. • Teachers are encouraged to integrate more digital tools into daily teaching practices, ensuring that technology effectively caters individual learning styles and enhances student learning outcomes.	• Positive feedback in Stakeholder Survey & KPM results regarding the effectiveness of the use of technology in personalizing learning experiences. • Positive feedback in APASO results related to student satisfaction with school support and learning resources to manage their studies effectively. • Attempts in adoption of AI technologies and e-learning tools, as evidenced in lesson plans & Collegial Sharing.	• Stakeholder Survey • KPM • APASO • Lesson plans and feedback of Collegial Sharing	Whole year	• Staff Affairs Section • IT Section • Academic Section • All Subject Panels	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To equip students with the skills to adapt to changing educational demands and to direct their own learning experiences effectively	• Teachers are encouraged to incorporate such future-ready skills as design-thinking, collaboration and problem-solving skills into lesson design, preparing students with abilities to handle diverse and changing academic challenges while fostering self-directed learning capabilities.	• Positive feedback in Stakeholder Survey & KPM results indicating that adequate skills are incorporated into students' learning experiences and students feel more equipped to direct their own learning and meet new academic demands. • Positive feedback in APASO results related to students' self-efficacy, particularly in managing learning progress and meeting academic demands. • Attempts in adoption of relevant skills, as evidenced in lesson plans, Collegial Sharing and design of worksheets and learning materials.	• Stakeholder Survey • KPM • APASO • Lesson plans and feedback of Collegial Sharing • Design of worksheets and learning materials	Whole year	• Academic Section • All subject panels	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3 To promote interdisciplinary and cross-curricular learning that spans multiple disciplines and integrates varied perspectives	• Subject panels are encouraged to collaborate in integrated projects that combine elements from different disciplines, including National Education, Values Education & STEAM, to provide a holistic learning experience and encourage students to apply knowledge from multiple subject areas to solve real-world problems.	• Positive feedback in Stakeholder Survey and KPM results reflecting different parties' appreciation for the depth and breadth of learning achieved through interdisciplinary projects. • Positive feedback in APASO results related to student satisfaction with the ability to integrate knowledge from various disciplines. • Increased student engagement and collaboration across different subject areas, as measured by participation rates and qualitative feedback in interdisciplinary projects.	• Stakeholder Survey • KPM • APASO • Year-start Section, Panel and Committee Plans • Review of interdisciplinary project outcomes in interim & year-end section, panel and committee reports	Whole year	• All Subject Panels • All Sections and Committees	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.4 To strengthen the evaluation culture to make self-assessment and qualitative feedback regular parts of the learning process	• Teachers are encouraged to use qualitative feedback methods such as detailed comments, rubrics, and focus-group discussions to provide students with clear and actionable insights to enhance personalized learning. • Teachers are encouraged to pilot self-assessment and reflective practices among students, enabling them to independently evaluate academic progress.	• Positive feedback in Stakeholder Survey and KPM results regarding the helpfulness and constructiveness of the feedback received. • Positive feedback in APASO results reflecting students' enhanced understanding of their own learning processes and ability to apply feedback constructively. • Personalized feedback on student assignments is seen. • Signs of adoption of self-assessment and reflective practices in worksheets and student works are seen.	• Stakeholder Survey • KPM • APASO • Design of worksheets and learning materials • Review of student works and assignments	Whole year	• Academic Section • All subject panels	Budget requested in all related units.

Major Concern 2：Live up to the core values of Catholic Education: To strengthen individual and community responsibility and foster active citizenship

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To deepen national and global identity and cultivate a profound sense of belonging and responsibility both inside and outside school	• Units concerned are encouraged to engage students in initiatives that foster a sense of national and global identity and responsibility. • Subject panels are encouraged to integrate themes of national and global identity into curricula, ensuring that students understand their roles within these contexts. • Teachers are encouraged to facilitate discussions on global issues and civic responsibility, arousing students' awareness of the connections between studies and real-world applications.	• Positive feedback in Stakeholder Survey, KPM and APASO results indicating that students feel a strong sense of belonging and responsibility to their nation and the wider world. • Enhanced understanding of national and global issues among students, as evidenced by their participation rates and feedback in related discussions and projects.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in related projects in interim & year-end section, panel and committee reports	Whole year	• National Education Committee • Civic Education Section • School Interflows, Study Tours & Leadership Training • Student Support Section • TICs of all related student activities & projects • All subject panels	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 To enhance civic awareness and equip students with knowledge and skills necessary to uphold their roles in society, and to foster active citizenship & community engagement	• Subject panels are encouraged to incorporate civic education into lessons, teaching the rights & responsibilities of citizens and the importance of civic involvement. • Students are encouraged to participate in such civic engagement activities as community service or local government meetings, to apply their learning in real-world contexts. • Teachers are encouraged to organize guest lectures and field trips to expose students to civic leaders and community initiatives, enhancing their understanding of active citizenship.	• Positive feedback in Stakeholder Survey & KPM results indicating that students feel better equipped to engage in civic duties and understand their societal roles. • Positive feedback in APASO results showing awareness of civic responsibilities and more frequent engagement in community service activities. • Increased participation in civic activities among students, as evidenced by school records and activity reports.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in related activities in interim & year-end section, panel and committee reports	Whole year	• All subject panels • Civic Education Section • Activity Section • Student Support Section • TICs of all related student activities & projects	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.3 To support character development and establish personal ethic through structured religious and educational programmes and extra-curricular activities	• Units concerned are encouraged to engage students in values-based programmes and activities such as religious groups, discipline camps and leadership training, to enhance character development and ethical behavior. • Subject panels are encouraged to integrate character education into curricula, embedding core values in everyday lessons. • Teachers are encouraged to organize mentoring sessions, focusing on personal guidance and ethical discussions that foster the school's core values and support students' moral development.	• Positive feedback in Stakeholder Survey, KPM and APASO results indicating that all parties value the impact of character education on students' behavior and ethical standards. • Enhanced personal development and ethical behavior among students, as observed through their daily interactions and decision-making processes.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in related activities in interim & year-end section, panel and committee reports	Whole year	• RME Section • E&RE Panel • Discipline Committee & Prefect Team • Activity Section • Student Support Section • Civic Education Section • TICs of all related student activities • All subject panels	Budget requested in all related units.

Major Concern 3：Promote whole-person wellness: To advocate for holistic health and lifelong well-being

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 To foster a supportive environment that addresses and encourages physical health, fitness and a balanced lifestyle	• Units concerned are encouraged to engage students to participate in regular physical activities and wellness programmes, such as sports teams, mindfulness classes, and health awareness workshops, which promote physical health and stress management.	• Positive feedback in Stakeholder Survey, KPM & APASO results reflecting all parties' satisfaction with the school's efforts to promote physical health and well-being. • Increased participation in physical and wellness activities, as demonstrated by student enrollment and attendance in sports and health programmes.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in related activities in interim & year-end section, panel and committee reports	Whole year	• Physical Education Panel • Student Activities Section • Guidance Team • Student Support Team • TICs of all related student activities	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 To create a positive and caring school culture that prioritizes mental health and well-being	• Units concerned are encouraged to engage students to participate in mental health workshops and support groups, which provide tools for self-care and strategies for managing emotional stress. • Teachers are encouraged to create a supportive classroom environment that fosters open communication about mental health and encourages students to seek help when needed.	• Positive feedback in Stakeholder Survey, KPM and APASO results indicating that students feel supported and have a positive perception of the school's mental health initiatives. • Increased awareness and understanding of mental health issues among students, as evidenced by their participation in educational sessions and activities.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in mental health programmes in interim & year-end section, panel and committee reports	Whole year	• Student Support Team • Guidance Committee • Student Support Section	Budget requested in all related units.