

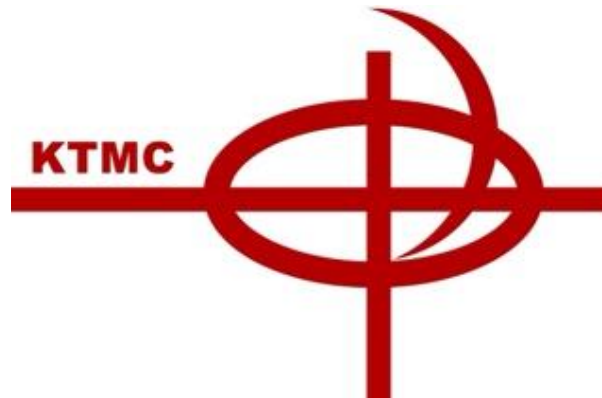


Kwun Tong Maryknoll College
Annual School Plan
2025/26



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 word 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 and 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, KTMC Old Students Association, Student Council
Incorporated Management	Established with 93.3% 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		58
Qualifications and professional training (% of teaching staff)		
Teacher's certificate / diploma in education		94.8%
Bachelor degree		98.3%
Master/ Doctorate degree or above		58.6%
Special education training		53.8%
Years of experience (% of teaching staff)		
0-4 years	5-9 years	> = 10 years
13.8%	8.6%	77.6%

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 : To leverage AI to customize student learning experience

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To enhance subject-based AI integration in lesson delivery and student projects	AI tools will be introduced for formative assessment, personalised feedback, and adaptive learning tasks.	- Positive trends in Stakeholder Survey and KPM indicators on the effectiveness of AI tools in supporting personalised learning and adaptive feedback. - Positive feedback in APASO results reflecting student satisfaction with school support, learning resources, and the ability to manage studies effectively with AI-enhanced assistance. - Demonstrated integration of AI technologies and advanced e-learning strategies in lesson plans, project designs, and assessment tasks, as documented in panel reports and collegial sharing sessions. - Evidence of teacher engagement in structured AI-focused professional development, with at least 80% of participating staff trialling and refining AI-enhanced pedagogies in their subject contexts.	- Stakeholder Survey - KPM - APASO - Annual plans and reports of Subject Panels - Scheme of work of Subject Panels - Lesson plans and feedback of Collegial Sharing - Design of worksheets and learning materials - Student work and projects	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
1.2 To strengthen teacher capacity in ethical and effective AI use	Structured, progressive staff development programmes will be implemented, including advanced workshops, peer-led innovation initiatives, and hands-on AI pilot projects, enabling teachers to design, trial, and refine AI-enhanced pedagogies and assessment strategies that maximise student engagement, deepen understanding, and improve learning outcomes across diverse subject contexts.	- Positive feedback in Stakeholder Survey and KPM results indicating that AI-enhanced teaching strategies have improved lesson engagement, clarity of instruction, and student readiness to take ownership of their learning. - Positive feedback in APASO results related to students' self-efficacy, particularly in managing their own learning progress and meeting academic challenges with confidence. - Documented adoption of AI-supported pedagogies and assessment approaches, as evidenced in lesson plans, collegial sharing sessions, and the creation of targeted, high-quality learning and assessment materials.	- Stakeholder Survey - KPM - APASO - Lesson plans and feedback of Collegial Sharing - Design of worksheets and learning materials - Student work and projects	Whole year	- Academic Section - All Subject Panels - Staff and Student Affairs Section - IT Section	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.3 To promote responsible and critical AI use among students	Guided prompts or reminders will be incorporated in worksheets, project works and class activities to prompt students to check the accuracy, relevance, and appropriateness of AI-generated content, helping them develop a sustained habit of critical evaluation as part of their everyday learning.	- Positive feedback in Stakeholder Survey and KPM results reflecting different parties' recognition of students' ability to critically evaluate AI-generated content as part of their learning process. - Positive feedback in APASO results related to students' confidence in verifying information accuracy, relevance, and appropriateness in their schoolwork. - Observable and documented incorporation of AI-checking habits in student work, as evidenced in lesson plans, project submissions, and Collegial Sharing records.	- Stakeholder Survey - KPM - APASO - Lesson plans and feedback of Collegial Sharing - Design of worksheets and learning materials - Student work and projects	Whole year	All Subject Panels	Budget requested in all related units.

Major Concern 2 : To live up to the characteristics of excellent Maryknollers: 4Rs (Respect; Be Responsible; and Do the Right Thing at the Right Time)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To reinforce the 4Rs through classroom practice, assemblies and co-curricular activities	- Units concerned are encouraged to integrate the 4Rs into lesson content, classroom routines, assemblies and co-curricular events, ensuring students recognise and apply these values in varied contexts, fostering shared understanding and practice across the school community. - Teachers are encouraged to draw links between the 4Rs and students' daily choices, prompting reflection on how these values guide behaviour and decision-making. - Students who model the 4Rs are recognise and their achievements celebrated.	- Positive feedback in Stakeholder Survey, KPM and APASO results showing that students understand, value and confidently apply the 4Rs in their daily school life. - Strong participation and positive student responses in assemblies, classroom activities and co-curricular events that emphasise the 4Rs. - Clear evidence of improved respectful conduct and responsible behaviour, reflected in teacher observations and related records.	- Stakeholder Survey - KPM - APASO - Teachers' observation - DC records - Commendation records	Whole year	- Student Support Section - Activity Section - Civic Education Section - National Education Committee - RME 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 promote responsible citizenship through outreach and community partnerships	- Teachers and activity organisers are encouraged to involve students in outreach and service projects that address local, national or global needs, fostering empathy and civic awareness. - Units concerned are encouraged to partner with community organisations, NGOs, and professional bodies to provide authentic opportunities for meaningful contribution beyond the school. - Subject Panels and co-curricular teams are encouraged to embed service-learning elements that connect academic learning with real-world applications promoting social responsibility.	- Positive feedback in Stakeholder Survey, KPM and APASO results indicating that students value opportunities for civic engagement and feel more aware of their roles in the community. - Increased student participation in outreach initiatives, service projects, and service-learning programmes, as reflected in attendance records and qualitative feedback. - Observable growth in students' empathy, responsibility, and understanding of social issues, as reported in teacher observations, student reflections, or project evaluations.	- Stakeholder Survey - KPM - APASO - Review of participation rates & feedback in related activities - Teachers' observation	Whole year	- Civic Education Section - National Education Committee - RME Section - Activity Section - Student Support Section - TICs of all related student activities & projects - All Subject Panels	Budget requested in all related units.

Major concern 3: To celebrate the school's 55th anniversary by promoting the spirit of the Maryknoll Fathers: faith, service and resilience

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 To deepen students' understanding of the Maryknoll Fathers' legacy and Catholic values, through shared celebrations, service, and collaboration	- Units concerned are encouraged to organise programmes that highlight key moments in Maryknoll history and their relevance to contemporary faith and service. - Teachers and activity organisers are encouraged to facilitate student participation in religious celebrations, service opportunities, and reflective practices that foster a deeper appreciation of Catholic values and traditions.	- Increased student participation in religious celebrations, service opportunities, and reflective practices, as evidenced by attendance records and qualitative feedback. - Observable growth in students' understanding of Catholic values and the Maryknoll mission, reflected in their contributions to discussions, projects, and school activities.	- Teacher observation - Review of qualitative feedback from students, teachers, and organisers on the impact of related programmes - Examination of student work, reflections, and contributions in discussions or projects for evidence of deeper understanding of the Maryknoll legacy and Catholic values	Whole year	- RME Section - ERE Panel - Value Education KLC - Student Support Section - Civic Education Section - TICs of all related student activities & projects	Budget requested in all related units.