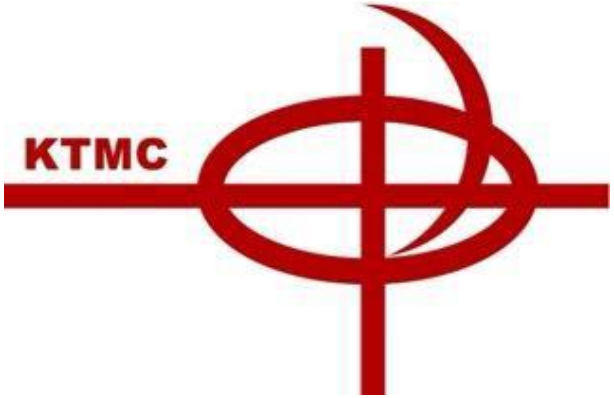


Kwun Tong Maryknoll College
Annual School Plan
2026/27

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 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	Ms. Chau Suk Man Eva
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 73.3% of managers fulfilling the training targets

Teaching Staff Information (including School Head) in the 2026/2027 School Year

Number of teaching posts in the approved establishment		53
Total number of teachers in the school		59
Qualifications and professional training (% of teaching staff)		
Teacher's certificate / diploma in education		94.9%
Bachelor degree		98.3%
Master/ Doctorate degree or above		57.6%
Special education training (2025/2026)		Basic: 68.6% Advanced: 11.8% Thematic: 17.6% Completing 30 hours or more in SEN training: 76.5%
Years of experience (% of teaching staff)		
0-4 years	5-9 years	> = 10 years
16.9%	8.5%	74.6%

School Development Plan 2024 - 2027

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 enhance student learning outcomes through purposeful AI-enhanced strategies

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To enhance student learning through purposeful AI-enhanced pedagogy and assessment	• Subject Panels will identify learning needs and apply suitable AI-enhanced strategies for areas such as differentiated learning, feedback, assessment, revision and self-directed learning. • Teachers will review and moderate AI-generated materials and feedback, and evaluate their impact on student learning. • Effective subject-based practices will be shared within and across panels.	• Positive trends in relevant Stakeholder Survey, KPM and APASO indicators on learning effectiveness and school support. • All applicable Subject Panels implement and evaluate at least one purposeful AI-enhanced strategy. • Student work, assessment data or panel evidence indicates positive impact on targeted learning needs.	• 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 effective, critical and responsible use of AI among teachers and students	• Professional development and collegial sharing will strengthen teachers' capacity to select, apply and evaluate AI tools appropriately. • Students will be guided to use AI as a learning assistant, verify AI-generated information, exercise independent judgement and observe academic integrity, privacy and copyright requirements.	• Positive trends in relevant Stakeholder Survey, KPM and APASO indicators on self-directed learning, information literacy and responsible use of technology. • At least 80% of teaching staff participate in AI-related professional development, sharing or collaborative practice. • Student work and teacher observation show more critical and responsible use of AI.	• Stakeholder Survey • KPM • APASO • Lesson plans and feedback of Collegial Sharing • Staff development and collegial sharing records • Student work and projects	Whole year	• Academic Section • All Subject Panels • Staff and Student Affairs Section • IT Section	Budget requested in all related units.

Major Concern 2: To further strengthen 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 consistent practice of the 4Rs in everyday school life	• The 4Rs will be reinforced through classroom routines, assemblies, homeroom periods, subject learning and school activities. • Greater emphasis will be placed on punctuality, timely completion of responsibilities, respectful conduct, appropriate use of electronic devices and responsible daily choices. • Positive examples of students demonstrating the 4Rs will be recognised.	• Positive trends in Stakeholder Survey, KPM and APASO indicators related to student behaviour, responsibility and school climate. • Attendance, punctuality, homework and discipline records show improvement in relevant areas. • Teachers observe more consistent respectful and responsible behaviour.	• Stakeholder Survey • KPM • APASO • Attendance / punctuality / homework / discipline records • Teachers' observation • Commendation records	Whole year	• Discipline Committee • Student Guidance Committee • Student Support Team • All relevant units and 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 deepen students' ownership of the 4Rs through leadership, peer support and service	• Students will practise the 4Rs through leadership roles, peer support, class responsibilities, school service, community service and experiential learning. • Reflection will be incorporated, where appropriate, to help students connect their actions and decisions with the 4Rs. • A broader range of students, including junior-form students, will be encouraged to take responsibility and contribute to others.	• Positive trends in relevant Stakeholder Survey, KPM and APASO indicators on responsibility, relationships and participation. • A broad range of students participate meaningfully in leadership, peer-support or service opportunities. • Student reflection and teacher observation indicate stronger responsibility, respect and initiative.	• Stakeholder Survey • KPM • APASO • Review of participation rates & feedback in related activities • Leadership / service records • Students' reflection • Teachers' observation	Whole year	• Activity Section • Civic Education Section • National Education Committee • RME Section • Student Support Section • TICs of all related student activities & projects • All Subject Panels	Budget requested in all related units.

Major Concern 3: To cultivate a positive school spirit

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 To strengthen students' sense of belonging and pride in being Maryknollers	• School traditions, the school motto, school song, Catholic identity and Maryknoll spirit of faith, service and resilience will continue to be incorporated into school life and major events. • Class, House and whole-school activities will provide opportunities for students to participate, connect with others and develop pride in the school. • Students will be encouraged to appreciate the achievements and contributions of fellow Maryknollers.	• Positive trends in Stakeholder Survey, KPM and APASO indicators related to sense of belonging and school climate. • Students demonstrate positive attitudes towards the school and participate positively in school traditions and activities. • Student feedback reflects stronger identification with and pride in the school.	• Stakeholder Survey • KPM • APASO • Participation and activity evaluation records • Student feedback • Teachers' observation	Whole year	• RME Section • ERE Panel • Value Education KLA • Activity Section • Civic Education Section • TICs of all related student activities & projects • Homeroom Teachers	Budget requested in all related units.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.2 To foster a caring, appreciative, supportive and participatory school culture	• School programmes and daily practices will promote positive relationships, mutual appreciation, encouragement and support among students and staff. • Peer-support, student leadership and recognition of effort, improvement, service and positive contribution will be strengthened. • Students will be encouraged to contribute actively to class and school life through organising, serving, performing and supporting school activities.	• Positive trends in Stakeholder Survey, KPM and APASO indicators related to relationships, support, participation and school climate. • Peer-support and caring programmes receive positive feedback, and teachers observe positive interaction and mutual support. • A broad range of students participate in and contribute to school life.	• Stakeholder Survey • KPM • APASO • Programme / peer-support / participation records • Student feedback • Teachers' observation • Commendation records	Whole year	• Student Guidance Committee • Student Support Team • Activity Section • All relevant units	Budget requested in all related units.