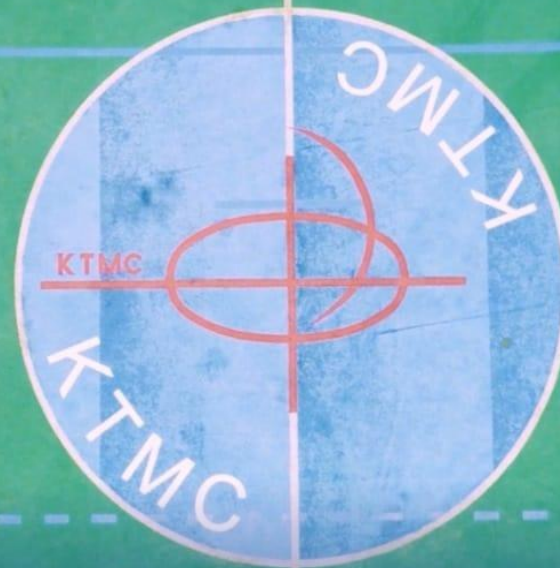


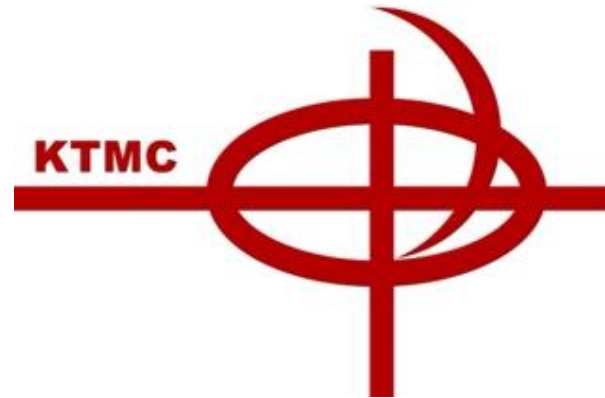
Kwun Tong Maryknoll College



School Development Plan 2024-2027

1. 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.

2. 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.

3. 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.

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021-2024

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
<p>1. To develop students into self-directed learners so that they can stretch their learning potential to the fullest</p> <ul style="list-style-type: none"> • To enhance the interaction in classrooms • To cultivate e-learning habits • To develop good learning habits • To motivate students to strive for continuous self-improvement through goal-setting • To promote reading outside classrooms 	<p>Partially achieved</p> <ul style="list-style-type: none"> • The interactive panels and e-learning tools were more extensively used. A higher degree of classroom interaction was observed. • Structured online learning materials disseminated through the Google Classroom were more robustly utilized, with specific mentions for pre-lesson and post-lesson activities by a number of panels. • A considerable number of panels incorporated such strategies as providing more qualitative feedback on assignments and promoting reflective activities to promote good learning habits. • After-school support programmes for both underachievers and elite students were well-received. 	<ul style="list-style-type: none"> • The persistent use of IT facilities and e-learning tools for aiding teaching and learning will be incorporated as routine work. • The use of e-learning platforms and online learning materials for self-directed learning and catering learner diversities will be continued and further optimized across all panels. • The promotion of good learning habits will be continued, with strategies more clearly defined. The scope and targets will be expanded to consistently include students of all levels and abilities. • Diversified and customized learning and teaching strategies can be adopted to cater learning diversities. 	<ul style="list-style-type: none"> • In-house staff development workshops on the use of ‘Artificial Intelligence’ and ‘Design Thinking’ in teaching and learning were conducted in 2023-2024. • The Seeds Programme was trial-run in 2023-2024.

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
	<ul style="list-style-type: none"> • Good attempts were made by a number of panels to link up students' daily observations and learning experience to extend their learning outside classroom. • Few details were provided on the explicit implementation of goal-setting schemes across panels. • Reading materials and resources were used by a number of panels to supplement learning, though the reading habits of students could be strengthened. 	<ul style="list-style-type: none"> • The linkage of students' learning in and outside classroom will be enhanced, with highlights on interdisciplinary learning in authentic setting. • The goal-setting schemes need more focused attention and detailed implementation plans and reports. • More structured reading schemes should be promoted across panels to enhance the reading habits of students. 	
<p>2. To cultivate in students the five core values of Catholic education, aligned with the school spirits and Chinese virtues, so that they can have a positive attitude towards life</p> <ul style="list-style-type: none"> • To deepen the 	<p>Partly achieved</p> <ul style="list-style-type: none"> • Most panels achieved effective curriculum integration of the core values of Catholic education into both formal and informal curricula. Several panels and sections launched activities that promoted school spirits through teamwork, school-wide competitions and collective 	<ul style="list-style-type: none"> • Initiatives that deepen and expand understanding of the five core values of Catholic education, school spirits and Chinese virtues in and outside classroom will be incorporated into routine work. • A stronger school ambience promoting the core values, school 	<ul style="list-style-type: none"> • The Experiential Learning Week was first launched in 2022-2023, and continued in 2023-2024. • A form-based

Major Concern and Targets	Extent of the Targets Achieved	Follow-up Actions	Remarks
<p>students' understanding of the 5 core values of Catholic education, school spirits and Chinese virtues</p> <ul style="list-style-type: none"> • To build a caring, healthy and safe school based on the 5 core values of Catholic education, school spirits and Chinese virtues • To help students develop a positive attitude towards life. • To enhance students' national identity and their sense of law-abidingness 	<p>projects successfully. Chinese virtues were systematically incorporated into the curriculum and school activities.</p> <ul style="list-style-type: none"> • School-wide initiatives such as community service projects, activity days, thematic school events and cultural activities were successfully organized to foster a caring and inclusive environment aligned with the school's values and Chinese virtues, as well as enriching students' life experiences and promoting positive attitudes. • Students' national identity and their sense of law-abidingness was steadily strengthened through systematic and structured national education. 	<p>spirits and Chinese virtues will be fostered through school assemblies, flag-raising ceremonies and showcasing of their works.</p> <ul style="list-style-type: none"> • The scope of community service projects and school-wide activities will be maintained and sustained. Opportunities for widening students' exposure and enhancing their leadership skills can be explored. • Initiatives promoting students' mental well-being, discipline and responsibility can be explored. • National Education can be further strengthened and integrated across panels and sections. More engagements can be made with the sister schools to enhance students' learning experience. 	<p>community service project was trial-run in 2023-2024.</p> <ul style="list-style-type: none"> • The school started to join the Sister School Scheme in 2023-2024.

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students

- ◆ How good is my students' performance in achieving the seven learning goals?
- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- ◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

The school effectively integrates various educational strategies to achieve the Seven Learning Goals, fostering an environment conducive to both academic and personal development. The curriculum is robust, offering a broad range of subjects that prepare students for both local and global challenges. Initiatives aimed at promoting national and global identity are well-implemented alongside language proficiency programmes, ensuring students are biliterate and trilingual. The school excels in applying information literacy and supports students in ethical technology use, while physical education and wellness programmes actively promote healthy lifestyles, though these could be diversified to engage a broader student base.

The school enriches students' learning experiences through a comprehensive and balanced curriculum complemented by extensive life-wide learning activities. These programmes are designed to expand students' horizons and enhance their lifelong learning capabilities, evident in the variety of academic and non-academic activities that include community service and cultural exchanges. Support for student development is robust, characterized by strong academic resources, emotional and psychological support systems, and career guidance, which together foster a supportive learning environment that encourages independent and continuous learning.

The school demonstrates strong leadership in driving continuous improvement and development towards whole-person development and lifelong learning. The school's leadership effectively communicates and aligns the school community around clear educational objectives, facilitating professional development that enhances teaching efficacy. Strategic resource management ensures that both human and financial resources are optimized to support educational priorities, with a focus on collaborative practices that strengthen the school's capacity to adapt to educational trends and community needs, fostering an environment that supports comprehensive student development.

c. How Can My School Be Better

- ◆ What are my students' needs?
- ◆ What is my school's capacity for continuous improvement and development?
- ◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Reflecting on students' performance in achieving the seven learning goals, it is clear that while the school has strong programmes in place, there are opportunities to further personalize learning experiences to better align with students' interests, abilities, and developmental stages. The school could enhance its life planning services to provide more tailored advice, helping students align their educational paths with their career aspirations and personal strengths. Additionally, expanding exposure in physical education and extracurricular activities to include a wider range of interests could help engage students more fully, catering to diverse needs and promoting inclusivity.

The school demonstrates robust leadership and resource management, which are crucial for its continuous improvement. To build on these strengths, the school could focus on enhancing its professional capacity through targeted development programmes that equip teachers with the skills to implement innovative and adaptive teaching strategies. Strengthening the consensus among teaching staff and fostering a culture of open communication and collaboration could further enhance the school's capacity for change. Additionally, leveraging parent support and involvement can provide a more supportive learning environment and reinforce the school's community ties.

Based on the assessment of students' needs and the school's capacity for improvement, development priorities could include the integration of more global perspectives into the curriculum to prepare students for a connected world. This might involve creating partnerships with external bodies or incorporating international issues into existing subjects. Another priority could be the adoption of technology-enhanced learning tools to personalize education further and make learning more accessible and engaging. Finally, promoting interdisciplinary learning experiences that tie together different subject areas could enhance students' ability to apply knowledge in varied contexts, encouraging deeper understanding and retention.

5. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

- 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**

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1. Customize learning experiences: To enhance learning outcomes through diversified and personalized educational practices	1.1 To integrate technology and personalized learning to create tailored learning environments and support individual learning paths	✓	✓	✓	<ul style="list-style-type: none"> Explore and adopt AI technologies and e-learning tools to enhance adaptive learning environments and facilitate personalized learning 	<ul style="list-style-type: none"> Information literacy Generic skills Breadth of knowledge Life planning
	1.2 To equip students with the skills to adapt to changing educational demands and to direct their own learning experiences effectively	✓	✓	✓	<ul style="list-style-type: none"> Develop and implement regular self-assessment tasks to allow students to track their own progress and set personal goals 	<ul style="list-style-type: none"> Language proficiency Generic skills Breadth of knowledge Life planning
	1.3 To promote interdisciplinary and cross-curricular learning that spans multiple disciplines and integrates varied perspectives	✓	✓	✓	<ul style="list-style-type: none"> Introduce cross-subject reading lists and projects that include Chinese culture and global issues to encourage broader understanding and application 	<ul style="list-style-type: none"> Language proficiency Generic skills Breadth of knowledge National and global identity
	1.4 To strengthen the evaluation culture to make self-assessment and qualitative feedback regular parts of the learning process	✓	✓	✓	<ul style="list-style-type: none"> Organize professional development workshops that focus on qualitative feedback methods and interdisciplinary teaching strategies Establish collaborative learning groups for teachers to share commendable practices and innovations 	<ul style="list-style-type: none"> Generic skills Breadth of knowledge Information literacy

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2. Live up to the core values of Catholic Education: To strengthen individual and community responsibility and foster active citizenship	2.1 To deepen national and global identity and cultivate a profound sense of belonging and responsibility both inside and outside school	✓	✓	✓	<ul style="list-style-type: none"> Strengthen elements of national education and global identity in curriculum planning and student learning experiences Formulate a school-level framework that intertwines core values and school spirits into students' school life systematically 	<ul style="list-style-type: none"> National and global identity Breadth of knowledge Generic skills Life planning
	2.2 To enhance civic aware-ness and equip students with knowledge and skills necessary to uphold their roles in society, and to foster active citizenship & community engagement	✓	✓	✓	<ul style="list-style-type: none"> Provide contextual learning experiences that reinforce civic responsibilities Encourage meaningful contribution and active participation in civic activities and regular community services 	<ul style="list-style-type: none"> National and global identity Generic skills Life planning
	2.3 To support character development and establish personal ethic through structured religious and educational programmes and extra-curricular activities	✓	✓	✓	<ul style="list-style-type: none"> Embed core values of Catholic education, school spirits & Priority Values and Attitudes in student life Implement discipline training programmes and utilize practical activities to shape their character Formulate a school-level goal-setting framework to foster personal development and provide tools and support for monitoring progress and refining goals based on self-evaluation and feedback 	<ul style="list-style-type: none"> National and global identity Generic skills Life planning

Major Concerns	Targets	Time Scale			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
3. Promote whole-person wellness: To advocate for holistic health and lifelong well-being	3.1 To foster a supportive environment that addresses and encourages physical health, fitness and a balanced lifestyle	✓	✓	✓	<ul style="list-style-type: none"> Broaden physical education activities to include modern fitness trends and mental wellness practices 	<ul style="list-style-type: none"> Healthy lifestyle Generic skills Breath of knowledge
	3.2 To create a positive and caring school culture that prioritizes mental health and well-being	✓	✓	✓	<ul style="list-style-type: none"> Develop and promote a comprehensive mental health framework that includes (i) awareness and prevention, (ii) identification and (iii) intervention measures Launch mental health awareness and support programmes for students and training for teachers. Promote parental involvement in health and well-being programmes to reinforce learning from home 	<ul style="list-style-type: none"> Healthy lifestyle Life planning Generic skills Breath of knowledge