

**Maryknoll Fathers' School**  
**Annual School Plan, 2023-2024**

**I. Situational Analysis**

<b>Strengths – Internal Factors</b>	<b>Weaknesses – Internal Factors</b>
<ol style="list-style-type: none"> <li>1. The IMC is highly supportive. Experienced IMC managers are contributing to the development of school strategies and policies.</li> <li>2. Alumni and parent stakeholders are supportive of the development of the school.</li> <li>3. Staff shared common vision and mission.</li> <li>4. Students are respectful and receptive to counsel and advice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students need improvements in leadership skills, independent planning, goal setting and execution abilities.</li> <li>2. Students' self-management ability need enhancement.</li> <li>3. Learning diversity has widened, especially after a long period of learning at home via on online lessons. Self-esteem of low achievers on continued decline, leading to worsening learning attitude.</li> </ol>
<b>Opportunities – External Factors</b>	<b>Threats – External Factors</b>
<ol style="list-style-type: none"> <li>1. Optimizing the curriculum of Senior Secondary Core Subjects can create room to enhance students' other learning experiences.</li> <li>2. Many resources and funding, such as CLP grant, Life-wide Learning grant, funding to develop innovative laboratories, are available to unleash students' potential and support teachers' professional development.</li> </ol>	<ol style="list-style-type: none"> <li>1. The pandemic-induced disruption to normal education practices and economic recession continue to pose challenges to different stakeholders.</li> <li>2. Misuse of the social media and the general deterioration of mental health among students have been aggravated by the pandemic-induced lockdown and social distancing.</li> </ol>

## II. Implementation Strategies

**Major Concern 1: Equip students to be proactive and self-reflective learners to cope with the needs required of society's changing learning mode.**

**The feedback and follow-up actions from the previous school year:**

1. Using real-life issues can arouse the interest of students in lessons. Use of real-life examples should be continued next year.
2. Online question banks are convenient sources to prepare assignments. Online question banks should continue be used next year.
3. Learning skills and learning style workshops for F1 and F2 enabled students to know more about learning skills, note-taking skills and different learning styles. Learning skills and learning style workshops should be organized for new F1 students in the coming school year.
4. Students can learn more subject knowledge through reading activities in addition to textbooks. More reading activities should be provided by each subject department.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<b>1.1 Students understand the characteristics of the changing mode of learning, set goals and make plans for themselves with specific reference to the self-regulated learning skills they have learnt.</b>					
<b>1.1.1 Integrate real-life issues in the curriculum for students to apply their knowledge and motivate them to do self-directed learning through online resources.</b>					
(1) Extend students' learning by arranging interdisciplinary approach learning activities within and beyond the classroom.  (2) Enrich students' learning experience and enhance their exposures by organizing an overseas study tour for one form level.	Sep 2023 – Jun 2024	<ul style="list-style-type: none"> <li>• Teachers affirm the efficacy of vertical planning in F1-F6 OLE day.</li> <li>• Arrange for at least 2 interdisciplinary learning activities.</li> <li>• 70% of students agree that learning atmosphere is enriched by the learning activity week organized by different KLAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys.</li> <li>• Feedback from teachers.</li> <li>• Records of Co-curricular Activities.</li> </ul>	All subject heads	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Life-wide learning grant.</li> </ul>

		<ul style="list-style-type: none"> <li>• 70% of students agree that study within or beyond HK can enhance their exposures.</li> </ul>			
<p>(3) make use of e-learning tools to encourage students' involvement and autonomy in learning. (e.g. Light Snail ENG, EdCity Past Paper Platform, STAR Online TSA)</p>	Sep 2023 – Jun 2024	<ul style="list-style-type: none"> <li>• 75% of students agree that e-learning tools are comprehensively utilized to encourage student involvement.</li> <li>• At least TWO e-learning tasks created on e-learning platforms are submitted by each department to L&amp;T Development.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from teachers.</li> <li>• Feedback from Students.</li> <li>• Records of Homework inspection.</li> <li>• Records of Lesson Observations.</li> </ul>	All subject heads.	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Online resources.</li> </ul>
<b>1.2 Students make good use of self-regulated learning skills, especially on self-reflection and awareness, to improve their academic performance.</b>					
<b>1.2.1 Further enhance teachers' capability in promoting self-regulated learning, especially in students' self-reflection.</b>					
<p>Adopt assessment strategies to enhance learning motivation in self-reflection:</p> <ul style="list-style-type: none"> <li>• The design of exam papers meets the “Easy to pass, Hard to excel” criterion.</li> <li>• Comprehensive data analysis after assessment – record and categorize scores and conduct item analysis.</li> </ul>	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>• 75% of students agree that data provided in assessment can enhance their motivation to do self-reflection better than before.</li> <li>• 70% of the students attain a basic level in each examination.</li> <li>• Positive teacher feedback on the “Easy to pass, Hard to excel” criterion for paper setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Results of tests and exams.</li> <li>• Student interviews.</li> <li>• Teachers' feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development.</li> <li>• All subject heads.</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources.</li> </ul>

		<ul style="list-style-type: none"> <li>• Teachers agree that item analysis is useful for feedback on teaching &amp; learning.</li> </ul>			
<b>1.2.2</b> Nurture students to be self-regulated learners with good learning habits and skills.					
<p>(1) Strengthen students' learning skills and habits on time management, self-reflection, problem solving skills.</p> <p>(2) Guide students to prepare their personalized notes, develop their own revision strategies with effective time management and meaningful self-reflection.</p> <ul style="list-style-type: none"> <li>● Subject departments choose at least one form level as pilot and study how to guide students to do effective reflection after assessment.</li> <li>● Invite graduates to share lesson revision strategies to prepare F6 students for DSE.</li> <li>● Introduce learning habits and skills (notetaking &amp; self-reflection) to F1 students through workshops. Provide opportunities for F1 students to practice self-reflection through learning of different subjects.</li> </ul>	Sep 2023 – Jun 2024	<ul style="list-style-type: none"> <li>• 75% of students agree that subject teachers can guide them to do self-reflection and enable them to know how to improve.</li> <li>• 70% of teachers agree that students can effectively grasp subject specific study skills under guidance.</li> <li>• 70% of students agree that experience sharing by their seniors can inspire them to be better prepared for DSE.</li> <li>• At least one learning task with the use of self-reflection &amp; subject specific study skill is submitted by each department to L&amp;T Development Committee.</li> <li>• Sharing quality self-reflection &amp; subject specific note-taking skills on SD day/ Staff Meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Student surveys.</li> <li>• Feedback from teachers.</li> <li>• Lesson observation (Students' initiatives and abilities in applying subject specific note-taking skills)</li> <li>• Record of learning task.</li> </ul>	All subject heads	Human resources.

<b>1.3 Broaden students' learning exposure through extended reading.</b>					
<b>1.3.1 Enhance the use of electronic reading platforms.</b>					
Enhance the use of electronic platforms for different genres.	Sep 2023 – Jun 2024	<ul style="list-style-type: none"> <li>• 75% of students use e-reading platforms for at least 5 times in one academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reading records that indicate the use of electronic platforms.</li> </ul>	Reading to Learn and Library.	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Financial resources.</li> </ul>
<b>1.3.2 Foster reading culture through the promotion of reading activities across subjects.</b>					
Improve reading literacy with: <ul style="list-style-type: none"> <li>• Excerpt Reading Programme</li> <li>• Book review sharing by teachers in morning assemblies</li> </ul>	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>• 75% of teachers agree that students' reading literacy improved.</li> <li>• 75% of students give positive feedback on the enriched reading atmosphere.</li> <li>• Majority of students like the excerpt reading programme and sharing by teachers in morning assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey.</li> <li>• Library record.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to Learn and Library.</li> <li>• All subject heads.</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources.</li> </ul>

**Major Concern 2: Strengthen students’ sense of responsibility and abilities to build a healthy and peaceful family and society in accordance with Catholic values.**

**The feedback and follow-up actions from the previous school year:**

1. Students can build positive relationships with others. They learnt the skills to get along with people and applied the skills in daily life through many experiential learning activities [e.g., school anniversary mass, Maryknoll Day, My Pledge to Act (QEF scheme), positive student ambassador training program, exploring character strengths activities].
2. F1 and F2 students learned social skills, ways to strengthen self-confidence and build peer network and relationship in Growth Groups.
3. Having understood more about their individual personality, character strengths and life orientations in last year’s activities, students can set their plans in this year’s life planning workshops.
4. Student awareness of national security, sense of national identity and sense of social and environmental responsibility were enhanced through sharing in morning assembly, briefing during lessons, talk, quiz competition, trip to mainland China.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
------------------	------------	------------------	-----------------------	--------------------	--------------------

**2.1 Continue to nurture students’ appreciation towards Catholic values.**

**2.1.1 Inculcate Catholic values through learning activities, focusing on developing in each student a sense of responsibility, mutual understanding, and appreciation.**

Develop a school-based Personal Growth curriculum with Catholic values: <ul style="list-style-type: none"> <li>– Refine school-based teaching materials for F1-F6.</li> <li>– Allocate timeslots for class teachers to conduct class-based activities.</li> </ul>	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>• 70% of class teachers agree that the school-based materials are useful to enhance students’ personal growth.</li> <li>• Teachers agree on the objectives of the school-based Personal Growth curriculum in F1-F6.</li> <li>• Class teachers agree on the development of class-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey.</li> <li>• Feedback from teachers.</li> </ul>	Counselling and Religious Education	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Financial resources.</li> </ul>
---	---------------------	---	--	-------------------------------------	--

<b>2.2 Foster students' leadership and readiness to serve family and society.</b>					
<b>2.2.1 Buildup students' leadership and readiness to serve family and society through the joint-department programmes.</b>					
Implement a mentorship program for students: – Set up leadership training programmes for chairpersons of houses and clubs.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>Leaders of houses and clubs are satisfied with the mentorship programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey.</li> <li>Feedback from teachers.</li> </ul>	EAU, Values Education, Discipline, Counselling and Religious Education	<ul style="list-style-type: none"> <li>Human resources.</li> <li>Financial resources.</li> </ul>
<b>2.3 Inculcate students' positive values towards life, school and community by creating a supportive and caring school environment.</b>					
<b>2.3.1 Develop students' positive self-image on themselves.</b>					
Develop a school-based elite pool.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>70% of students in the elite pool agree that more opportunities are made available to them to enhance their exposures and stretch their potentials through competitions or university programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Student profile records.</li> <li>Student feedback.</li> </ul>	EAU	Human resources.
<b>2.3.2. Recognize and commend students on their achievements.</b>					
Recognize students' effort and celebrate success through optimizing the school's award and recognition system.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>Students' sense of achievement and confidence enhanced with display of positive attitudes.</li> <li>75% of students agree that the renewed award and recognition system is uplifting.</li> </ul>	<ul style="list-style-type: none"> <li>APSAO</li> <li>Student surveys.</li> <li>Teachers' observations.</li> </ul>	Student Affairs	Human resources.

<b>2.3.3. Encourage students to be positive and respectful persons.</b>					
(1) Enable parents and teachers to understand how a growth mindset promotes students' well-being.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>• 70% of parents understand how growth mindset relates to nurturing students.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records.</li> <li>• Parents' feedback.</li> </ul>	PTA	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Financial resources.</li> </ul>
(2) Enhance students' understanding of the country's development and national identity.	Sep 2023 – Aug 2024	<ul style="list-style-type: none"> <li>• Organize visits to mainland China.</li> <li>• 70% of students demonstrate adept knowledge of national security.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities record.</li> <li>• Internal assessment results.</li> </ul>	Values Education	<ul style="list-style-type: none"> <li>• Human resources.</li> <li>• Financial resources.</li> </ul>