

Maryknoll Fathers' School Annual School Plan 2024/2025

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
Major Concern 1: Cater for learners' diversity – the entire school works together to enable students of all abilities to learn with enhanced motivation and confidence, so as to achieve academic growth						
1. Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in the classrooms to address students' diverse learning needs	1.1 Organize professional staff development workshops, focusing on theories accounting for LD, related effective teaching strategies and design of tiered assignments	<ul style="list-style-type: none"> 90% of teachers find the workshops useful, and are willing to try out the suggested strategies as far as possible 	Surveys. Observation.	PD on 8/2024 Obs. whole yr	PD	Internal Human Resources
	1.2 Subject panels discuss and specify clearly the schemes of work for each unit the different expected learning outcomes for the more advanced, average and less able students	<ul style="list-style-type: none"> Different expected learning outcomes for students with different abilities are listed in the schemes of work. 	Minutes and SOW of subject panels.	8/2024 – 10/ 2024	All subject heads (SHs)	Internal Human Resources
	1.3 Subject panels work collaboratively on lesson planning with differentiated instruction and tiered assignments, and upload the products onto the school drive for internal professional sharing	<ul style="list-style-type: none"> Lesson plans with differentiated instruction and tiered assignments are submitted to L&T Department by each subject panel - at least 2 for Ch., Eng., & Maths., 1 for the rest. 	Scrutiny of documents (Lesson plans with teaching materials & assignments.)	9/2024 – 5/2025	All SHs	Internal & External Human Resources (Professional support to be solicited)
	1.4 Design specific lesson observation form to help identify good practices to cater for learners' diversity	<ul style="list-style-type: none"> Specific lesson observation form designed and used in lesson observation 	Scrutiny of documents.	9/2024	L&T	
	1.5 Open classrooms for peer lesson observation	<ul style="list-style-type: none"> Measures for addressing learners' diversity is observed in lesson observation Ss show improvement in learning attitude as well as academic achievements 	Record of lesson observation. Assessment data analyses. SVAIS reports.	10/2024 – 5/2025	L&T all SHs	
2. Students are well-equipped with relevant learning and thinking skills and nurtured with proper learning habits & attitude, so that they take part in learning with greater readiness and higher motivation	2.1 Devise framework of required learning skills and attitude, including note-taking, mastery goal setting, thinking tools, and relevant SRL skills such as rehearsal and attribution	<ul style="list-style-type: none"> Framework of required learning skills is prepared by each subject department & Study Skills & Gifted Education Term. 	Scrutiny of documents of subject panels & relevant functional groups.	9/2024	Study Skill, all SHs	Internal & external Human resources, Financial resources for outsourcing services
	2.2 Relevant functional groups conduct workshops or organize relevant activities on relevant learning skills for students	<ul style="list-style-type: none"> 75% of students find the workshops or activities useful 	Questionnaire. Observation.	9/2024 – 5/2025	PD, Study skills & SWDPS	
	2.3 Conduct workshops for teachers & students on relevant IT skills to equip student with relevant learning & thinking skills	<ul style="list-style-type: none"> 90% of teachers and 75% of students find the workshops or activities useful. 	Report on usage of IT skills. Surveys.	9/2024– 5/2025		
3. Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement	3.1 Assessment Data Analysis Team (ADAT) tries out relevant tool, e.g. PowerBI to analyze assessment data to suggest remedial measures	<ul style="list-style-type: none"> Appropriate Platform purchased and relevant training for the ADAT team conducted 	Scrutiny of documents	9/2024– 11/2024	L&T ADAT	Internal Human resources; Financial resources for school based program.
		<ul style="list-style-type: none"> Analyses and feedback for at least 2 subjects done 75% of teachers find the analyses and feedback from ADAT team useful 	Data analysis report. Surveys.	12/2024– 5/2025	L&T ADAT PD & SHs	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
Major Concern II: With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join forces to nurture students to be all-round individuals with appropriate values, attributes and skills, with special focuses on resilience, perseverance, emotional stability & leadership						
1. Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values	1.1 Fine-tune the school-based Whole-Person Development (WPD) Framework through which the spiritual, intellectual, physical, psychological, social and life-planning capacities of MFS students can be holistically enhanced in a well-planned progressive process with collaborative efforts of all staff	<ul style="list-style-type: none"> WPD Framework revised with joint efforts of all functional groups of Student Whole Person Development & Support. 	<ul style="list-style-type: none"> Scrutiny of documents (Minutes of Meetings) 	9/2024 – 5/2025	All functional heads of SWPD (FHs)	Internal Human resources
	1.2 Arrange staff development program/sharing sessions to familiarize teachers with the Whole-Person Development Framework and relevant activities	<ul style="list-style-type: none"> Sharing sessions are conducted in staff meetings 90% of teachers & students express that they have a good understanding of the Framework 90% of functional group heads agree that they have increased confidence in designing & conducting meaningful programs/ activities to enhance students' whole person development with reference to the WPD Framework 	<ul style="list-style-type: none"> Scrutiny of documents & Feedback from teachers & students (Staff meeting minutes, surveys) 	9/2024– 5/2025	All FHs	Internal Human resources
	1.3 Promote/explain to students the WPD Framework through various means in the beginning of the school year	Class and individual goals are set, implementation plans devised & progress well monitored	<ul style="list-style-type: none"> Feedback Observation from class teachers Students' goal setting WS Minutes of Form Meetings 		Student Support & Ethos	Internal Human resources
	1.4 Class teachers guide students to set class as well as individual goals, and make plans to achieve the goals	<ul style="list-style-type: none"> 80% class teachers find the goal-setting workshops useful Students set feasible and meaningful goals related to their respective form's theme and individual student profile, and corroborate with the school's theme for the year. 			All Class teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
<p>2. Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership</p>	<p>2.1 Develop students' relevant values, attitudes and skills through class-based, form-based and school-based co-curricular activities</p>	<ul style="list-style-type: none"> • Two highlighted form-based co-curricular activities are conducted • At least two class-based/ form-based/school-based co-curricular activities are conducted respectively by relevant functional groups • All core subjects and at least 5 elective subjects incorporated core values into their curricular • 90% teachers and students have a more positive perception on school's support for student development • Students show improvement in the following areas: <ul style="list-style-type: none"> - Resilience - Perseverance - Emotional stability - Leadership 	<ul style="list-style-type: none"> • Scrutiny of documents (Minutes of Meetings). • Gps./Records of activities. • Ts' feedback • SHS. • ASPSO 7.4. • KPM no.21, 63. • School-based Questionnaire. • Scheme of works. 	<p>9/2024–5/2025</p>	<p>All FHs</p>	<p>Internal Human resources & LWL Grant</p>
	<p>2.2 Class teachers play active roles in strengthening students' relevant values, attributes and skills</p>					
	<p>2.3 All relevant functional groups design and organise activities, e.g. competition, pilgrimage, experiential learning etc., to nurture students with the values and equip them with skills stated in the framework</p>					
	<p>2.4 All subject panels incorporate core values into their curricular as far as possible</p>					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
Major Concern III: Foster a more positive school culture with focuses on work relationship among staff and relationship with parents and alumni						
1. Develop cohesive team spirit among staff through enhancement of mutual trust, respect, appreciation, collaboration and increased transparency in school policy making	1.1 Decorate workplace with friendly reminders of the importance of mutual trust, respect and appreciation	<ul style="list-style-type: none"> • Decoration done. • Stakeholders including teachers, office staff and manual staff find the decoration pleasing and motivating 	Observation & feedback.	9/2024–7/2025	Whole School	Internal Human resources
	1.2 Provide training/coaching/mentorship/social events and opportunities for formal/informal exchanges between the faculty and administration staff	<ul style="list-style-type: none"> • Training/sharing sessions conducted • Stakeholders involved have a more positive perception of school inter-personal relationship and climate 	KPM no.68. KPM no.67, 70, 72.	9/2024–7/2025	All subject panels & functional heads	Internal & external human resources (Professional support to be solicited)
	1.3 Involve more staff in the decision-making process. Explain decisions as much as possible	<ul style="list-style-type: none"> • Teachers have a more positive perception of school management. They agree that they are consulted/empowered/ have thorough discussion on school policy making 	Observation & feedback. KPM no.71	9/2024–7/2025	Whole School	Internal Human resources
2. Strengthen partnership with parents	2.1 Keep parents well informed of the school’s major events/activities and encourage their active involvements.	<ul style="list-style-type: none"> • Parents recognizes the school’s earnestness on dialogues to help student growth. 	Observation & feedback. Attendance record. KPM no.24	9/2024–7/2025	PTA	One-off Grant for Mental
	2.2 Organize talks/ workshops/ informal discussions for parents. Share with them the school’s major concerns on T&L and WPD. Explain major strategies and solicit their support to achieve mutual goals.	<ul style="list-style-type: none"> • At least 2 sharing sessions/workshops organized • 80% of parents who attended the sharing sessions/ workshops find the activities informative and meaningful. • Parents have a more positive perception of home-school cooperation 		10/2024–7/2025	PTA	Health of Parents and Students & Parent Education (Secondary)
3. Strengthen bondage with alumni	3.1 Organize homecoming events or other activities for congenial communications	<ul style="list-style-type: none"> • Alumni find the school more communicative on its developments • Alumni show greater support to the school 	Feedback from alumni	10/2024–7/2025	AA	Internal Financial Resources