

Maryknoll Fathers' School
Annual School Plan 2025/2026

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

Feedback and follow-up actions from the previous school year:

1. Enhancing Consistency and Effectiveness in Differentiated Instruction for Catering to Learners' Diversity

While professional development activities on addressing learners' diversity have been conducted, subject departments require stronger collaboration and support in applying a wider range of differentiation strategies, including curriculum modification, questioning techniques, grouping and collaborative learning, and tiered assignments or tasks. Clear learning outcomes should be set for students with diverse learning styles, needs, and language proficiencies, supported by varied resources and assistance. Student engagement and confidence remain inconsistent across year levels and subjects, indicating room for improvement. To scale differentiated instruction school-wide, more structured planning, enhanced teacher collaboration, professional development, and lesson observation are necessary, with the use of exemplars, higher-quality observations, and expert coaching. Strengthening department-led training, regular evaluation, and sharing sessions is also essential to ensure systematic and consistent implementation.

2. Strengthening Targeted Interventions and Monitoring

It was observed that subject departments provide extra support to all students but lack targeted strategies for specific groups, particularly high achievers and low achievers, to effectively cater to students' diverse capabilities. To further support students of varying abilities, it is essential to expand targeted support measures. This should include structured follow-up by panel heads and the provision of expert guidance to ensure interventions translate into measurable academic progress. Establishing a systematic approach to targeted interventions will enable all students to achieve significant academic growth, making this a timely priority for the school.

3. Curriculum and Learning Skills Integration

Frameworks for learning and thinking skills (e.g., note-taking, self-regulated learning strategies) have been developed and partially implemented, but usage remains inconsistent across year levels. Not all students—especially lower achievers—have internalized or independently applied these skills. Departments should formally review and refine the frameworks, embed them in Schemes of Work, and develop practical exemplars. Targeted interventions will support less-motivated students, and structured routines for reflection, note-taking, and progress tracking will consolidate skills across cohorts.

4. Assessment Data Utilization and Staff Capacity

Data analytics platforms for tracking performance are a positive step, but teachers need further training to interpret data and translate insights into effective remediation. Structured workshops and user-friendly templates should be developed to build data literacy, emphasizing practical application for targeted pedagogy and ongoing monitoring of learning gaps.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
1. Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in classrooms to address students' diverse learning needs.	1.1 Subject panels review and adjust the schemes of work, including the method of evaluation, for each topic considering various expected learning outcomes to address students' diverse needs.	<ul style="list-style-type: none"> The expected learning outcomes & the evaluation methods tailored to cater for learner diversity within the same class are fine-tuned in the schemes of work. 	Minutes and SOW of subject panels	8/2025 - 10/2025	All subject heads (SHs)	Internal Human Resources
	1.2 Each subject panel conducts subject-based collaborative lesson planning for each form, with clear annotations on adjustments for diverse learners. At least 2 corresponding learning packages are developed by core subjects and at least one by other subjects. The learning packages have to be shared in common drive.	<ul style="list-style-type: none"> Learning packages are developed & uploaded to common drive through subject-based collaborative lesson planning. Ss participate actively in the lessons. 	Records of subject-based coll. lesson planning L. packages developed	9/2025 – 5/2026	All subject heads (SHs)	
	1.3 Teachers apply differentiated instruction strategies, including use of tiered assignments, flexible grouping, effective questioning (thought-provoking & scaffolding questions) timely and concrete feedback etc. in daily teaching as much as possible.	<ul style="list-style-type: none"> Diverse differentiated instruction strategies are observed in the lessons. Ss are confident in learning & participate actively in the lesson observed. 	Records of lesson observation SHS	9/2025 – 5/2026	All Ts	
	1.4 To enable teachers to have a better understanding of what elements make a good lesson focusing on CLD, a structured lesson observation form will be designed, highlighting relevant differentiated instruction strategies to cater for learners' diversity.	<ul style="list-style-type: none"> Specific lesson observation form is designed, applied and reviewed in lesson observation exercises. 80% of Ts have a better understanding of what elements make a good lesson focusing on CLD. 	Scrutiny of documents SHS Surveys	9/2025	L&T	
	1.5 Structured Peer Observations & Feedback sessions are to be arranged. Teachers observe peers to share best practices in each term and participate in the post-observation discussion.	<ul style="list-style-type: none"> Every teacher observes at least one lesson in each term that employed strategies to address learner diversity. 	Record of lesson observation	9/2025 – 5/2026	L&T All Ts	
	1.6 Teachers engage in ongoing training and reflection. In-house professional sharing sessions are conducted. Teachers are invited to share successful strategies at Staff Professional Development Day.	<ul style="list-style-type: none"> Good practices are shared during collaborative lesson planning or evaluation sessions. Ts shared successful strategies in Staff Professional Development (SPD) Day 	Records of subj.-based collaborative lesson planning & evaluation of SPD Day	9/2025 – 5/2026	PD, All SHs	
2. With target support measures, students across all ability levels achieve significant progress in their academic performance.	2.1 Implement an Academic Enhancement Project 'Reaching for Stars, Strengthening Foundations' 摘星強基 to enable students across all ability levels to make significant improvement in their academic performance.	<ul style="list-style-type: none"> Comprehensive action plans are developed in junior and senior forms to build a positive learning atmosphere. Students show significant improvement in their learning attitude. High-potential students are identified in F.4 and F.5 Support program is tailored to focus on the learning needs of the identified Ss. 	Data analysis report SHS	9/2025 – 10/2025	L&T All SHs	Internal Human Resources Financial resources for school-based program.
	2.2 Identify high-potential students capable of achieving top-tier results (5 or above) in DSE. Provide them with adequate support through a multi-pronged approach focusing on academic excellence, psychological resilience, and holistic development.					
	a. Subject departments implement tailored strategies, including advanced enrichment programs, intensive essay-writing, problem-solving for 5/5* questions, and individualized mentoring etc., to maximize students' academic performance.	<ul style="list-style-type: none"> 80% of Ss joining the program show significant improvement in academic results. They find the program helpful and have greater confidence in achieving level 5 and above in DSE. 	Scrutiny of documents. Data analysis report. SHS	9/2025 – 5/2026	L&T All SHs	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
	b. Functional groups provide adequate psychological and motivational support, e.g. stress management skills, high-ordered thinking skills, peer support, relevant SRL skills, growth mindset, etc.	<ul style="list-style-type: none"> 80% of Ss joining the program demonstrate application of advanced learning strategies in their coursework, improved coping mechanisms for academic pressure, increased motivation & self-efficacy, & reduced burnout. 				
	2.3 Render appropriate support for the less academically able students, enabling them to achieve their best possible academic results. a. Have a better understanding of the learning difficulties of each individual student. Subject departments arrange structured support classes (e.g. during GAP periods) with adapted teaching strategies to cater for their needs, e.g. providing detailed elaboration on foundation concepts, teaching question tackling techniques, etc.	<ul style="list-style-type: none"> Ts have a better understanding of the learning difficulties of each individual student. Extra Learning Support Class addressing individual learning difficulties are arranged to replace retention classes. 70% of less academically able Ss find the extra support classes helpful in solving their leaning problems. 70% of less academically able Ss demonstrate notable enhancements in academic performance. 	Scrutiny of documents Data analysis report. SHS	9/2025 – 5/2026	L&T All SHs	
	b. Functional groups provide adequate support to boost confidence and motivation, e.g. building self-worth, growth mindset, stress management skills, SRL skills, peer support, career and life planning, etc.	<ul style="list-style-type: none"> 70% of less academically able Ss are more confident in learning. 70% of less academically able Ss have higher motivation and take the initiative to learn. 				
3. Students are well-equipped with relevant learning & thinking skills and nurtured with positive learning habits & attitude, enabling them to engage in learning with greater readiness and higher motivation.	3.1 With reference to the newly refined WPD Framework, fine-tune the framework of required learning skills and attitude to include 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 aligned with each subject department & Study Skills & Gifted Education Term. 	Scrutiny of documents of subject panels & relevant functional groups	9/2025	Study Skill, all SHs	Internal & external Human resources. Financial Resources for outsourcing services.
	3.2 Relevant functional groups conduct workshops or organize relevant activities on relevant learning skills for students.	<ul style="list-style-type: none"> 80% of students find the skills acquired in workshops or activities are applicable to their learning. 	Questionnaire. Observation	9/2025 – 5/2026	PD, Study skills & SWDPS	
	3.3 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 Ts find the skills learnt in the workshops can be applied to their teaching. 80% of Ss find the skills learnt in can be applied to their learning. School-based AI Policy is implemented. 	Report on usage of IT skills. Surveys	9/2025 – 5/2026		
4. Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.	4.1 Assessment Data Analysis Team (ADAT) makes good use of relevant tools to analyze assessment data which supports the identification & recommendation of targeted remedial measures.	<ul style="list-style-type: none"> 90% of Ts find the findings and recommendations provided by the ADAT team inform their teaching strategies effectively. 90% of Ts made use of the data to refine their teaching strategies. 	Data analysis report. Surveys	9/2025 – 7/2026	L&T ADAT PD & SHs	Internal Human resources Financial resources for data analysis platform
	4.2 Data-Driven Follow-Up: Moving beyond mere data collection & analysis to continuous instructional improvement, the ADAT team makes constructive recommendations to subject departments.					
	4.3 Subject departments make good use of student performance data to refine teaching strategies.					

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

Feedback and follow-up actions from the previous school year:

1. Refining the SWPD Framework for Consistent Evaluation

Last year, the SWPD Framework was successfully revised. The process began with a thorough analysis of student needs at each level, leading to the clear definition of four core competency areas namely: Intrapersonal Skills, Health, and Values; Interpersonal Skills and Active Citizenship; Cognitive Skills; and Technical and Digital Literacy. Each area is detailed with specific content and clear performance indicators to guide instruction and assessment. This refined framework has been trialed and was well-received by teachers of both functional groups and subject panels, who found it highly practical for planning and evaluation. Building on this foundation, a Checklist for Planning & Evaluation was meticulously developed. This tool assists functional and subject heads in effectively designing activities, conducting post-activity debriefs, and consolidating student learning. It ensures the seamless integration of the framework's performance indicators into the evaluation process, thereby maximizing the framework's overall effectiveness. A continued priority is ensuring all developmental plans are aligned with the SWPD Framework to maintain consistency, coherence, and strategic alignment across all school initiatives.

2. Implementing Quantitative and Qualitative Assessment for Student Development

While numerous developmental activities were conducted last year, this year's focus is on enhancing their impact through more accurate and comprehensive assessment. Functional and subject heads are encouraged to use the new Checklist for Planning & Evaluation to strategically design both qualitative and quantitative assessments based on the framework's performance indicators. Key areas for improvement, such as perseverance, emotional stability, leadership, and resilience, will be evaluated using this dual approach. This ensures a holistic review of student progress, allowing each activity to contribute in a meaningful and measurable way to student development.

3. Strengthening Interdisciplinary Collaboration for Values Education

Feedback from last year indicated a need for more effective school-led collaboration to integrate values education across the curriculum. In response, new interdisciplinary initiatives will be introduced this year to foster active collaboration between functional groups and subject panels. The goal is to ensure values education is proactively designed and embedded into various aspects of learning, promoting a more holistic and unified educational experience for all students.

4. Empowering Class Teachers through Enhanced Collaboration

Last year's feedback revealed that class teachers did not find the existing goal-setting practices particularly valuable or effective for student growth. To address this, form meetings will be structured this year to encourage more proactive and meaningful contributions from class teachers. Furthermore, systematic measurement tools—such as questionnaires based on the performance indicators in the Checklist for Planning & Evaluation—will be provided. These tools will help teachers quantify and evaluate students' understanding and application of the SWPD competencies. This evidence-based approach will provide deeper insights into the effectiveness of pastoral care practices, ensuring they are aligned with the school's overarching development goals and fostering more targeted student growth.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
<p>1. Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values</p>	<p>1.1 Conduct sharing sessions in staff meeting or induction program to make sure that all teachers, especially the newly recruited ones, are familiarized with the newly refined SWPD Framework and form-based themes.</p> <p>1.2 With reference to the refined SWPD Framework and form-based themes, teachers i/c explain clearly to students the structure of the framework and the rationales behind, introduce to them the program of activities, as well as expectations for their proactive participation.</p>	<ul style="list-style-type: none"> • Sharing sessions are conducted in staff meetings. • 95% of Ts & Ss express that they have a good understanding of the Framework. • 95% 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. 	<p>Scrutiny of documents & Feedback from Ts & Ss (Staff meeting minutes, surveys)</p>	<p>9/2025–5/2026</p>	<p>All FHs</p>	<p>Internal Human Resources</p>
	<p>1.3 Through Form/class Meetings, class teachers guide students to set class and individual goals. Students pledge to achieve the goals.</p> <p>1.4 Class and individual pledges are posted up in the classrooms/corridors. Class and subject teachers review with students their progress regularly with relevant and timely feedback.</p>	<ul style="list-style-type: none"> • Class and individual goals are set, implementation plans devised & progress well monitored. • 85% of class Ts find form meetings useful. • 85% of Ss find digital platforms useful. • Pool of elite is established. • Ss set feasible and meaningful goals that align their respective form's theme and individual student profile, with the school's theme for the year. 	<p>Feedback Observation from class Ts. Ss' goal setting WS</p> <p>Minutes of Form Meetings</p>		<p>Student Support & Ethos</p> <p>All Class teachers</p>	<p>Internal Human Resources</p>

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 All functional heads align their annual plans with the Whole Person Development Framework to develop students' relevant values, attitudes and skills through class-based, form-based and school-based co-curricular activities.</p> <p>2.2 Using the <i>Checklist for Planning & Evaluation</i>, all relevant functional groups devise their yearly plans of the activities/tasks to be conducted, indicating clearly the values, attitudes, skills, and other competence to be targeted.</p> <p>2.3 All relevant functional groups design and organise activities accordingly, e.g. competition, pilgrimage, experiential learning activities, etc., to nurture students with the values and equip them with skills stated in the checklists.</p> <p>2.4 To enable students to get the most from the activities, all functional groups explain clearly the objectives and conduct comprehensive debriefing sessions to students both prior to and following the activities.</p> <p>2.5 Encourage cross-disciplinary collaboration and utilize measurement tools to effectively quantify the outcomes of values-based programs according to the <i>Checklist for Planning & Evaluation</i>.</p>	<ul style="list-style-type: none"> ● Two cross-disciplinary collaboration co-curricular activities are conducted ● Effective targeted surveys or feedback mechanisms are utilized. ● 90% teachers and students have a 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 ● Checklist for Planning & Evaluation submitted by all Functional Heads clearly indicate the values, attitudes, skills according to the WPD Framework. 	<p>Scrutiny of documents (Minutes of Meetings)</p> <p>Gps./Records of activities Ts' feedback SHS</p> <p>ASPSO 7.4. KPM no.21, 63. School-based Questionnaire</p>	<p>9/2025 – 7/2026</p>	<p>All FHs</p>	<p>Internal Human resources & Financial Resources</p>
	<p>2.6 Class teachers conduct Form Meetings, utilizing lesson plan resources to consistently integrate WPD principles across subjects, and fostering core values and skills through off-campus activities.</p> <p>2.7 All subject panels incorporate core values and skills into their curricular as much as possible by engaging in collaborative lesson planning to ensure these values are systematically embedded.</p>	<ul style="list-style-type: none"> ● Lesson plans with core values and skills incorporated in the lesson or assignments are submitted to WPD Department by each subject panel. 	<p>Scheme of work.</p> <p>Lesson Plan.</p>	<p>9/2025 – 7/2026</p>	<p>All subject heads</p>	<p>Internal Human Resources & LWL Grant</p>

Major Concern III: Foster a vibrant and supportive school culture by enhancing collaboration among staff and nurturing strong relationships with parents and alumni.

Feedback and follow-up actions from the previous school year:

1. Staff Relationships

The school has been successful in promoting a more positive culture through staff appreciation messages from leadership and a collegial atmosphere. Effective mentoring programs have also helped new team members transition smoothly. Moving forward, we will focus on building a culture of greater empowerment, accountability, as well as a more positive and conciliatory environment with constructive collaboration.

2. Parent Relationships

Last year, consistent positive communication, such as "sunshine calls," successfully built trust with parents. Interactive events like "Tea Time" boosted engagement, though workshops could be improved with a wider range of topics and more flexible scheduling. While the PTA Executive Committee became more involved, there is an opportunity for deeper collaboration. This year, we will enhance communication channels, tailor activities to parent interests, and further empower the PTA to lead outreach initiatives.

3. Alumni Relationships

The school has effectively engaged alumni through a variety of events, with many actively participating in school activities and sharing their professional expertise with students. Their contributions to career planning and mentoring programs have enriched student learning, while summer job placements provided invaluable real-world experience. Building on this success, we will expand outreach to alumni from all graduating years, strengthen ties with recent graduates, and introduce a wider array of engagement opportunities to deepen alumni connections and further enhance student development.

4. Primary Section Relationships

Although it was not listed as an explicit target in last year's plan, the school has identified a critical need to strengthen its strategic bond with the Primary Section. To ensure more effective student transitions and to provide continuous academic and spiritual formation support—consistent with our school's historical connection to the Primary Section—the current collaboration will be enhanced. Therefore, "Strengthening the Bond with the Primary Section" has been added as a key objective in this year's plan.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
1. Develop cohesive team spirit among staff through enhancement of mutual trust, respect, appreciation, collaboration and increased transparency in school policy making	1.1 Cultivate a culture of empowerment and accountability in the school <ol style="list-style-type: none"> Chairpersons use meetings effectively by managing time and discussions while actively seeking, encouraging, and valuing input from all members. Members of panels and functional groups are fully aware that they are accountable for their assigned tasks. While appreciating the trust placed in them, they are encouraged to take the initiative to seek clarification when needed, make comprehensive plans, provide regular progress updates, and complete the tasks on time. 	<ul style="list-style-type: none"> Meeting time effectively used, with sufficient time allotted for fruitful discussions. 80% of staff understand that they are held accountable for the assigned task. They take initiatives to seek clarification when needed, make plans, provide regular progress updates, and complete the tasks on time. 	Observation & Meeting Minutes. Appraisal report. SHS Teacher Q72, 73	9/2025–7/2026	Whole School	Internal Human Resources
	1.2 Cultivate a Positive and Conciliatory Culture – All staff should strive to <ol style="list-style-type: none"> Express appreciation and thankfulness to colleagues on well accomplished tasks. Publicly acknowledge their efforts. Promote active listening and empathy to prevent misunderstandings. Use mediation techniques to address grievances before they escalate. Lead by Examples: Leaders, including middle managers and General Office staff, model calmness, patience, fairness, and a solution-oriented attitude in problem solving. 	<ul style="list-style-type: none"> Public acknowledgements of colleagues' contributions appear frequently in staff meetings, newsletters, or bulletin boards Observable decrease in reported behavioral incidents (arguments, complaints, etc.) and increase in cooperative behaviors Positive feedback on leadership behavior and school culture, e.g. feeling fairness, respected and supported, etc. 	SHS Teacher Q32, 67, 68, 70, 72	9/2025–7/2026	All subject panels & functional heads	Internal & External Human Resources (Professional support to be solicited)
	1.3 Streamline administrative support procedure - Faculty and administrative staff work together to develop operational procedures that enable efficient school operations, support student development, and reduce Ts' administrative burdens. 1.4 Addressing students'/parents'/other stakeholders' enquiries/ requests for service <ol style="list-style-type: none"> Mandate Customer Service training for all frontline staff (e.g. handling queries politely). Ensure the General Office is staffed with adequate support to handle student inquiries during peak hours (e.g. recess). Set up a Student Help Desk staffed by rotating admin./faculty staff during peak hours (e.g. recess) 	<ul style="list-style-type: none"> Clear, efficient & practical operational procedures are worked out by joint-effort of faculty and administrative staff. Customer Service training for all frontline staff provided. Participants find the training useful and are willing to apply what they have learnt in their daily routines. Staffing of the G.O. reviewed, appropriate actions taken. Student Help Desk set up. Feedback collected for review. Positive feedback on school climate from SHS. 	Observation & feedback. SHS Teacher Q68, 70 ,73 SHS Student Q28, 29 SHS Parent Q13, 15, 17	9/2025–7/2026	Whole School	Internal Human Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
2. Strengthen partnership with parents	2.1 Maintain consistent communication with parents through "sunshine calls" and regular check-ins to keep them fully informed about the school's major events and activities. Actively encouraging their participation to foster a strong school-community connection..	<ul style="list-style-type: none"> • Sunshine calls made. Frequency recorded for review. • Parents recognize the school's earnestness on dialogues to help student growth. • At least 3 sharing sessions/workshops organized. • 85% of parents who attended the sharing sessions/ workshops find the activities informative and meaningful. • Parents have a more positive perception of home-school cooperation. 	Observation & feedback. Attendance record. SHS Parent Q18-24	9/2025–7/2026	Teacher responsible for PTA	Financial Resources
	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.			10/2025–7/2026		
	2.3 Strengthen the relationship and collaboration with the PTA Executive Committee by actively involving them in planning and decision-making processes. Empower the committee to take ownership of promoting the school's initiatives within the parent community.			10/2025–7/2026		
3. Strengthen bondage with alumni	<p>3.1 Actively expand the network to include alumni from all years using multiple outreach channels.</p> <p>3.2 Start early by connecting with recent graduates when they still feel closely connected to the school.</p> <p>3.3 Create meaningful engagement opportunities through events such as school celebrations, reunions, career panels, and mentoring programs.</p>	<ul style="list-style-type: none"> • Multiple outreach channels are used to expand the alumni network. • Recent graduates are connected. • Activities thoughtfully designed to reawaken cherished memories. 80% of participants find the activities able to rekindle memories and inspire greater support for their alma mater. • Alumni show greater support to the School. 	Feedback from alumni	10/2025–7/2026	Teacher responsible for AA	Financial Resources
4. Strengthen bondage with the Primary section	<p>4.1 Develop close working relationships with the primary school faculty through collaborative projects to build understanding and trust.</p> <p>4.2 Participate in the primary school's student events to strengthen relationships with parents.</p>	<ul style="list-style-type: none"> • Conduct at least 3 joint projects/functions per year. 80% of primary teachers report improved understanding and increased confidence in the secondary section. • School representative attend at least 3 major primary school events. 50% of surveyed parents from the primary school recognize our school's presence and value with increased positive perception. • Word-of-Mouth Growth: significant increase in referrals from primary teachers and parents. 	Feedback from primary school teachers and parents S1 intake statistics	10/2025–7/2026	Publicity & Publications	Internal Human Resources