



Maryknoll Fathers' School

Annual School Report

2022-2023

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1. Report on Major Concerns of Annual School Plan 2022-2023:

The major concerns of the school's 3-year development cycle (2021-2024) are:

1. Equip students to be proactive and self-reflective learners to cope with the needs required of the society's changing learning mode.
2. Strengthen students' sense of responsibility and abilities with building a healthy and peaceful family and society in accordance with Catholic values.

1. A. Major Concern 1: Equip students to be proactive and self-reflective learners to cope with the needs required of the society's changing learning mode.				
Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
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.				
1.1.1 Integrate real-life issues in the curriculum for students to apply their knowledge and encourage self-directed learning through online resources.	(1) Emphasize the use of real-life issues in the curriculum of junior and senior forms for all subjects. (2) Extend learning beyond the classroom by enriching students' learning experiences in real-life settings. (3) Integrate thematic learning elements through collaborative lesson plan among subject. (4) Students are guided to use online self-practice platform.	<ul style="list-style-type: none"> • More than 11 subjects have integrated at least two topics of real-life issues of each form. • Thematic learning has been used by different subjects. • More 60% of subject departments have used online self-practice platform for more than 30% of assignments. 	<ul style="list-style-type: none"> • Using real-life issues aroused interest of students in lessons. • Teachers benefited from the convenience of online platform. 	<ul style="list-style-type: none"> • Real-life issues and thematic learning should continue to be used next year. • Online question banks should continue used to promote self-reflection to enhance learning in students.

Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
1.2 Students make good use of self-regulated learning skills, especially self-reflection and awareness, to improve their academic performance.				
1.2.1 Further enhance teachers' capability in promoting self-regulated learning, especially in students' self-reflection	<ol style="list-style-type: none"> (1) Organise training for teachers to sharpen their skills on enhancing students' self-reflection abilities for academic improvement. (2) Boost teachers' assessment literacy by further use of student performance data to evaluate the effectiveness of learning and teaching. (3) Arrange for collaborative lesson planning and peer observation to further enhance teachers' professionalism. 	<ul style="list-style-type: none"> • Members of academic board attended training for assessment literacy from HKEAA. • Procedure of examination analysis has been established to facilitate teachers' evaluation. • Collaborative lesson planning carried out in core subjects. • Lesson observation arranged most subjects. Teachers and observers participated in the post observation sharing meetings. 	<ul style="list-style-type: none"> • Evaluation of students' performance data in examinations provided useful feedback to students and teachers. • Lesson observation and post observation sharing helped to review teachers' teaching effectiveness and improve their teaching skills. 	<ul style="list-style-type: none"> • Arrange more teachers to attend training for assessment literacy from HKEAA. • Arrange collaborative lesson planning period in teachers' timetable for all subjects.
1.2.2 Enhance the use of self-reflection tools to guide students' learning.	<ol style="list-style-type: none"> (1) Students complete note-taking and reflective journals after exercises, quizzes or exams to reflect on their learning difficulties. (2) Introduce self-reflection tools to guide students to set appropriate goal for lessons and reflect appropriately afterwards. (3) Introduce to students measures to follow up for improvement through self-reflection on regular descriptive feedback given by teachers. 	<ul style="list-style-type: none"> • F.1 and F.2 had learning skills and learning style workshops and they learned more about learning and note-taking skills. F2 students understood their own learning styles and made use of different tools in learning. • Regular descriptive feedback to students has been given by teachers in all subjects. • Learning logs or reflective journals were introduced to students in all subjects in different formats, e.g. log book, Google Form, Google Site, etc. Around 50% of students completed learning logs or reflective journals. 	<ul style="list-style-type: none"> • 70% or more of the students in different completed note-taking, reflective journals before and after exercises, quizzes or exams. 	<ul style="list-style-type: none"> • Learning skills and learning style workshops should be organized for new F1 students in the coming school year.

Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
1.3 Broaden students' learning exposure through extended reading.				
1.3.1 Enhance electronic reading platforms.	(1) Enhance electronic platforms for different book types.	<ul style="list-style-type: none"> • 7 subject departments have used electronic reading platform. Students can read books from the platform. 	<ul style="list-style-type: none"> • Reading materials related to the subjects have been assigned to enable students to learn deeper on subjects. 	<ul style="list-style-type: none"> • Reading platform should be extended to other departments
1.3.2 Foster reading culture through promotion of reading activities across subjects.	(1) Reading activities provided by or recommended by subject departments. (2) Library lessons provided for F.1 and F.2 students.	<ul style="list-style-type: none"> • A subject group is responsible for sharing a book once a month during morning assembly. • Nine subject departments provided at least one reading activity for their curricula. 	<ul style="list-style-type: none"> • Students are able to learn more subject knowledge besides from textbooks through reading activities. 	<ul style="list-style-type: none"> • More reading activities should be provided by each subject department.

Major Concern 2: Strengthen students' sense of responsibility and abilities with building a healthy and peaceful family and society in accordance with Catholic values.

Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
2.1 Continue to nurture students' appreciation towards Catholic values.				
2.1.1 Inculcate Catholic values through experiential learning activities, focusing on developing in each student a sense of responsibility, mutual understanding and appreciation.	(1) Inculcate the meaning of family and foster the building of an empathetic relationship through reflective activities including goal setting, writing action plan and evaluation. (2) To instil Catholic values related to family including unity, fidelity and respect through sharing in morning assemblies, prayers and religious lessons. (3) Identify issues related to positive values in subject teaching materials, set relevant expected learning outcomes, and design learning activities correspondingly.	<ul style="list-style-type: none"> • Many experiential learning activities were organized, such as school anniversary mass, Maryknoll Day, My Pledge to Act (QEF scheme), positive student ambassador training program and workshops to explore character strengths. • At least, 1 topic in each form in 11 subject introduced positive values was given to students during lesson and on assignment. 	<ul style="list-style-type: none"> • 75% of participants can build positive relationships with others. They showed they have learnt the skills of getting along with people and apply the skills in daily life. 	<ul style="list-style-type: none"> • Conduct trainings early in the term so students can get to know each other and develop better team spirit in subsequent events.

	(4) Create encouraging learning atmosphere with positive verbal and non-verbal feedback, as well as timely and constructive feedback.			
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Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
2.2 Foster students' leadership and readiness to serve family and society.				
2.2.1 Build up students' leadership and readiness to serve family and society through the joint-department programmes.	(1) Organise leadership training, services and volunteer work.	<ul style="list-style-type: none"> • Volunteer work had been organized by Counselling team and Catholic Society Students within or outside school. • Growth Groups for F.1 -F.2, Students had learned social skills, ways to strengthen their self-confidence. They also built peer network and relationship. • Training camp for student leaders was done to equip them with skills and knowledge to take up posts as house captains, prefects, activity club chairpersons. 	<ul style="list-style-type: none"> • Students built peer relationships and learned positive communications. • Student leaders were strengthened with interpersonal skills and basic skills in organizing activities. 	<ul style="list-style-type: none"> • Leadership training to be organized maybe regularly.

Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
2.3 Inculcate students' positive values towards life, school and community by creating a supportive and caring school environment.				
2.3.1 Develop students' positive self-image on themselves.	(1) Identify and develop students' character strengths.	<ul style="list-style-type: none"> • Life planning workshops were given to students of different forms through talks, individual consultation, printed and electronic material dissemination. 	Students understood more about their own personality, character strengths and personal development plans.	<ul style="list-style-type: none"> • Similar activities should be organized in the coming school year.

	(2) Implement the "One Student One Post" Programme.	<ul style="list-style-type: none"> All F.1 students assigned to at least one post in class, subjects, house and service group affairs. 	<ul style="list-style-type: none"> Students had opportunities to serve the school in different events such as F1 Information Day, F1 Induction Programme. 	<ul style="list-style-type: none"> Continue the programme next year.
2.3.2. Praise and recognise students' achievements.	(1) Provide opportunities for students to share their achievements with peers or parents.	<ul style="list-style-type: none"> F1 to F5 students completed their Gratitude Journal according to schedule and grew their positive mindset. 	<ul style="list-style-type: none"> Students learned how to practice gratitude. Some of them experienced an increase in positive emotions and decrease in anxiety. 	<ul style="list-style-type: none"> Need to have more teachers monitor the progress and provide sufficient guidelines to students on the process and to track their progress.
2.3.3. Encourage students to be positive and respectful persons.	(1) Establish a positive, caring and supportive culture among students through peer-to-peer support programmes and service teams.	<ul style="list-style-type: none"> F.1 Induction Programme held in the summer holiday to provide information for new students to get familiar with school. F.1 and F.2 Growth Groups organized to cultivate a caring culture and foster positive students' relationships. 	<ul style="list-style-type: none"> More than 90% of F.1 students acknowledged that the activities helped them adapt to new school life. Students in the Growth Groups were able to learn teamwork and team-building. They learned social skills, ways to strengthen self-confidence. They have also built peer network and relationship. 	<ul style="list-style-type: none"> The Programmes to be arranged again in the coming year.
	(2) Strengthen students' understanding of the country's development and national security.	<ul style="list-style-type: none"> National education was implemented through sharing in morning assembly, updates during lessons, talk, quiz competition, trip to mainland China. All F5 students visited to mainland China in June. 	<ul style="list-style-type: none"> Student awareness on national security, sense of national identity and sense of social and environmental responsibility were enhanced. 	<ul style="list-style-type: none"> Topics concerning national education will continue be included in the curricula of different subjects. Life-wide learning activities such as exhibitions, visits, debating competitions, quiz competitions and talks concerning national education will be continued. Visit to mainland China will be organized for understanding of the recent development of our country.

2. CEG and DLG Evaluation 2022-23

The Capacity Enhancement Grant for 2022-23 was to support learning and teaching. Teaching assistants were employed to provide assistance to students during their free periods. An IT technician was employed to provide technical support for online teaching and learning. The Diversity Learning Grant was used to fund teaching of other language subjects: French, Japanese and Korean. Applied Learning and gifted education programmes were offered to those who were interested.

3. Teachers' Professional Development 2022-23

Five Professional Development Days for teachers on team building, religious, learning and teaching, counselling skills, Chinese heritage and national security were organized.

All new teachers completed training organized by the Catholic Education Office.

Thanks to the help of IMC manager Mrs. Stella Chiu, Professional Development for Middle Managers was successfully organized. Staff members participated in the design of a new school organisation structure to enhance administrative efficiency.

The following table shows the details of continuing professional development for the school's teachers this year.

Year	Number of staff	Total TCPD Hour	Average TCPD Hour
2020-2021	55	2,768	50.3
2021-2022	55	2,986	54.3
2022-2023	55	1,967	35.7

4. School Development Plan 2021-2024

Objective	Strategies	Time Scale		
		21-22	22-23	23-24
Major Concern 1. Equip students to be proactive and self-reflective learners to cope with the needs required of the society's changing learning mode.				
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.	1.1.1 Integrate real-life issues in the curriculum for students to apply their knowledge and encourage self-directed learning through online resources.	✓	✓	✓
1.2 Students make good use of self-regulated learning skills, especially self-reflection and awareness, to improve their academic performance.	1.2.1 Further enhance teachers' capability in promoting self-regulated learning, especially in students' self-reflection.	✓	✓	✓
	1.2.2 Introduce self-reflection tools to students to guide their learning.	✓	✓	✓
1.3 Broaden students' learning exposure through extended reading.	1.3.1 Enhance electronic reading platforms.	✓	✓	✓
	1.3.2 Foster reading culture through promotion of reading activities across subjects.	✓	✓	✓
Major Concern 2. Strengthen students' sense of responsibility and abilities with building a healthy and peaceful family and society in accordance with Catholic values.				
2.1 Continue to nurture students' appreciation towards Catholic values.	2.1.1 Inculcate Catholic values through experiential learning activities, focusing on developing in each student sense of responsibility, mutual understanding and appreciation.	✓	✓	✓
2.2 Foster students' leadership and readiness to serve family and society.	2.2.1 Build up students' leadership and readiness to serve family and society through the joint-department programmes.	✓	✓	✓
2.3 Inculcate students' positive values towards life, school and community by creating a supportive and caring school environment.	2.3.1 Develop students' positive self-image on themselves.	✓	✓	✓
	2.3.2. Praise and recognise students' achievements.	✓	✓	✓
	2.3.3. Encourage students to be positive and respectful persons.	✓	✓	✓