



Maryknoll Fathers' School

Annual School Report

2023-2024

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1. Report on Major Concerns of Annual School Plan 2023-2024:

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 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.

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

Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections, Feedback & Follow-up
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) Extend students' learning by arranging interdisciplinary approach learning activities within or beyond the classroom. (2) Enrich students' learning experience and enhance their exposures by organizing an overseas study tour for one class level. (3) make use of e-learning tools to encourage student involvement and autonomy in learning. (e.g. Light Snail ENG, EdCity Past Paper Platform, STAR Online TSA)	<ul style="list-style-type: none"> • Interdisciplinary approach learning activities were conducted by different subject departments. The activities included STREAM activities, field trips, music and visual arts. • More than 50% of the subject departments used e-learning tools. More than 50% of students agreed that e-learning tools were comprehensively utilized to encourage student involvement. • A variety of visits, field trips and study tours on different subjects were organized in Hong Kong or mainland China to enhance student exposures. • Special overseas study tours were made available to a selected number of students. 	<ul style="list-style-type: none"> • Interdisciplinary approach learning activities helped students to integrate different generic skills. • The visits, field trips and study tours enriched students' learning experience and enhanced their exposures. 	<ul style="list-style-type: none"> • Organize overseas study tour for students of more than one class level so all students will have equal opportunity to enrich their experience.

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	(1) Adopt assessment strategies to enhance learning motivation with self-reflection. <ul style="list-style-type: none"> • The design of the exam paper meets the objective of “Easy to pass, Hard to excel”; • Comprehensive data analysis after assessment – enter different parts of scores and conduct item analysis. (2) Guide students to develop their own revision strategies with effective time management and meaningful self-reflection.	<ul style="list-style-type: none"> • More than 50 % of students agreed that data analyses provided after assessments enhanced their motivation and self-reflection. 	<ul style="list-style-type: none"> • Exam paper design of all subjects met the objective of “Easy to pass, Hard to excel”. • Comprehensive data analysis done on all written assessments. The analyses helped teachers to identify student weaknesses for better followup. 	<ul style="list-style-type: none"> • Data analysis of assessment results to be continued.
1.2.2 Nurture students to be self-regulated learners with good learning habits and skills.	(1) Strengthen students' learning skills and habits, e.g. time management, self-reflection, problem solving skills. (2) Guide students to prepare their personalized notes, develop their own revision strategies with effective time management and meaningful self-reflection. <ul style="list-style-type: none"> • Subject departments choose at least one form as a pilot and study how to guide students to do effective reflection after assessment. • Invite graduates to share revision strategies to prepare S6 students for DSE. 	<ul style="list-style-type: none"> • More than 50 % of students agreed that subject teachers can guide them to do self-reflection and how to improve. 	<ul style="list-style-type: none"> • Most subject departments were able to strengthen student learning skills and habits, guide them to prepare personalized notes and develop their own revision strategies. 	<ul style="list-style-type: none"> • More training to be given to teachers to enhance effectiveness in guiding students to do self-reflection and improvement.

	<ul style="list-style-type: none"> • Introduce good learning habits and skills (notetaking & self-reflection) to S1 students through workshops. • Provide opportunities for S1 students to practice self-reflection through learning different subjects. 			
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Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
1.3 Broaden students' learning exposure through extended reading.				
1.3.1 Enhance use of electronic reading platforms.	(1) Enhance use of electronic platforms for different genres with the implementation of Jockey Club E-reading scheme.	• 7 subject departments used electronic reading platforms.	• Subject departments effectively enriched students' reading habit.	• All subject departments should be encouraged to use electronic reading platforms.
1.3.2 Foster reading culture through promotion of reading activities across subjects.	(1) Improve reading literacy with: <ul style="list-style-type: none"> • Excerpt Reading Program • Book sharing by teachers in morning assemblies 	• Students shared reading assignments during morning assemblies with materials prepared by different subject departments.	<ul style="list-style-type: none"> • Book sharing by teachers in the morning assemblies helped students to choose suitable books to read. • Subject reading materials broadened student knowledge. • A book fair was organized in Jan 2024 to encourage students to buy books of their interest. 	• In addition to having subject departments organize book sharing and reading materials, different functional groups, e.g. counselling, discipline, can also join the initiative.

B. 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) Develop a school-based Personal Growth curriculum with Catholic values. - Refine school-based materials for S1-S6. - Arrange timeslots for class teachers to conduct class-based activities.	<ul style="list-style-type: none"> • A variety of experiential learning activities were organized, such as the school anniversary mass, Maryknoll Day, My Pledge to Act (QEF scheme), positive student ambassador training program, and exploration of character strengths. • Students prepared and offered artworks to represent their gratitude to the school in the Memorial Mass for School Founders. • A series of workshops was organized to help new students adjust to the new school environment. 	<ul style="list-style-type: none"> • Students learned stress management, time management and study skills. Class spirit building was also developed. 	<ul style="list-style-type: none"> • Class spirit can be further enhanced to improve students' resilience, perseverance, and emotion stability.
Strategies	Tasks / Events	Achievements	Outcomes Attained	Reflections
2.2 Foster students' leadership and readiness to serve family and society.				
2.2.1 Build students' leadership and readiness to serve family and society through the joint-department programs.	(1) Implement a mentorship program for students - Organize leadership program for chairpersons of houses and clubs	<ul style="list-style-type: none"> • In the peer counsellor program, senior students mentor and support younger or new students. Peer counsellors received training to develop empathy and skills such as active listening. 	<ul style="list-style-type: none"> • Students shared experiences and support each other's personal development. 	<ul style="list-style-type: none"> • Regular training on organization, presentation and communication skills to be given to students.

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 of themselves.	(1) Develop a school-based elite pool.	<ul style="list-style-type: none"> • Student helpers were recruited to organize school events such as F.1 Information Day, Life-wide Learning day and Fun Fair Day to enhance their leadership and self-confidence, encourage social interaction and widen horizons. • Students from S3 and S4 were chosen as positive student ambassadors. 	<ul style="list-style-type: none"> • Student helpers and ambassadors gained confidence in expressing themselves, understanding others, and working together. The program empowered them to be role models and make positive impact to the school and community. 	<ul style="list-style-type: none"> • Regular training to be given to students on organization, presentation and communication skills.
2.3.2. Recognise and praise students for achievements.	(1) Recognize students' effort and celebrate success with optimizing the school award and recognition system.	<ul style="list-style-type: none"> • Prizes, certificates, awards and scholarships were presented to students in morning assemblies and various ceremonies. 	<ul style="list-style-type: none"> • Students felt being appreciated for their effort. 	<ul style="list-style-type: none"> • More prizes or awards can be given to students for good performance in various aspects including academic, extra-curricular activities, services, competitions, and conduct.
2.3.3. Encourage students to be positive and respectful persons.	(1) Help parents and teachers to understand how a growth mindset promotes well-being.	<ul style="list-style-type: none"> • A parent's talk on mindful parenting and parent-child communication was organized to help parents to be more responsive and effective in communicating with their children. 	<ul style="list-style-type: none"> • By adopting mindful parenting practices, parents can establish effective communication channels and engage in positive parenting behaviours. 	<ul style="list-style-type: none"> • More talks or lessons can be organized for parents.
	(2) Strengthen students' understanding of the country's development and national identity.	<ul style="list-style-type: none"> • National education was implemented through sharing in morning assembly, briefing during lessons, talks, quizzes, competitions, trips to mainland China, etc. • All S5 students joined a study tour to Shenzhen in February 2024. • All S2 students visited our sister school in Guangzhou in March 2024. • 30 students attended a career tour in July 2024 to Guangdong and Fushan to explore career opportunities in the Greater Bay Area. 	<ul style="list-style-type: none"> • Student awareness of national security, sense of national identity and sense of social and environmental responsibility were enhanced. 	<ul style="list-style-type: none"> • Continue to include national education topics in the curricula of different subjects. • Continue to organize Lifewide learning activities such as exhibitions, visits, competitions and talks related to national education. • Continue to organize visits to mainland China for students to learn our country's latest developments.

2. Evaluation on the use of Capacity Enhancement Grant (CEG) and Diversity Learning Grant (DLG) for 2023-24

The CEG was spent on academic development in support of learning and teaching. A contract Putonghua teacher was employed to teach Putonghua and promote reading for junior classes. Teaching Assistants were employed to help students during their free periods. An IT technician was employed to provide the technical support for e-Learning. The DLG was used to support other language subjects that include French, Japanese, Korean and Spanish. The DLG was also used for Applied Learning and gifted education programs.

3. Teachers' Professional Development 2023-24

Three Professional Development Days with themes on student development, teaching and learning and Catholic education were arranged. All teachers attended the National Security Education Seminar organized by EDB on 27/2/2024.

Continued Professional Development for the school's teachers:

Year	Number of staff	Total TCPD Hour	Average TCPD Hour
2021-2022	55	2,986	54.3
2022-2023	55	1,967	35.7
2023-2024	55	2,504	45.5

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 programs.	✓	✓	✓
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.	✓	✓	✓