



Maryknoll Fathers' School

Annual School Report

2024-2025

Content

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(1) Achievements and Reflection on Major Concerns; Feedback and Follow-up

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

Targets	Success Criteria	Review on Implementation		Follow-up Measures
1.1 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				
1.1.1 Organize professional staff development workshops, focusing on theories accounting for LD, related effective teaching strategies & design of tiered assignments	● 90% of teachers find the workshops useful, and are willing to try out the suggested strategies as far as possible	Overall Evaluation : <u>Completely achieved</u> / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ Significant achievements were made in enhancing teaching practices to cater for learning diversity. Key initiatives included professional development workshops (e.g., LD strategies, DSE data use, SRL, AI feedback), successful implementation of tiered assignments across multiple subjects, and cross-departmental sharing of best practices. Staff actively engaged in PD and applied strategies effectively in classrooms. ◇ In the beginning of school year, IMC manager Stella Chiu has conducted a whole-day workshop focusing on theories accounting for LD, related effective teaching strategies and design of tiered assignments. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ◇ Identified areas for development include expanding tiered assignment implementation beyond S3/S6 across more year levels and topics, enhancing teacher capacity in LD strategies (particularly reducing textbook dependency), and ensuring strategies translate effectively to assessments. Close monitoring of panel heads' follow-up initiatives and increased engagement in internal training sessions are required for sustainable implementation ◇ There were a few good practices of design of tiered assignments in S6 assignment inspections. Individual feedback for each panel head by Principal should be arranged before the end of February. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ◇ Key follow-up actions include structured support for panel heads through PIE cycles and expert guidance to enhance academic outcomes. Tiered assignments will be expanded school-wide, supported by L&T core members sharing exemplars and leading assignment inspections. Departments will focus on subject-specific training, in-school workshops, and consolidating assessment skills to ensure systematic implementation. ◇ Professional development in a wider range of differentiation strategies, including curriculum modification, questioning techniques, grouping and collaborative learning, and tiered assignments or tasks can further help subject departments develop subject-based strategies for catering to learners’ diversity.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Chinese Language and Mathematics have shared their experiences in the staff meetings on the striving for better SVAIS and cater for learning diversity through lesson observations. ✧ Workshop on using DSE data feedback to learning & teaching has been arranged for Science KLA. 	<ul style="list-style-type: none"> ✧ The awareness of cater for LD is enhanced. But the initiative of follow up by panel heads in some of the subjects should be closely monitored. 	<ul style="list-style-type: none"> ✧ Arrange individual talks with some panel heads and members and formulate a concrete plan to make a significant change on enhancing academic results. The expected outcomes are completing need analysis, finding out the development plan, and trying one to two focus points to improve. It's a PIE cycle to run closely with those panel heads. It's good to invite some experts for guiding such panel heads to improve. ✧ The performance of S6 assignment inspection and reported on 13 January 2025 staff meeting. More tired assignments should be introduced, and more sharing should be arranged in the staff meeting.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>1.1.2 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</p>	<p>● Different expected learning outcomes for students with different abilities are listed in the schemes of work.</p>	<p>Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved</p>		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Comprehensive curriculum adaptation: Schemes of Work and teaching programmes across departments explicitly integrate differentiated learning outcomes tailored to diverse abilities. Structured tiered frameworks (e.g., benchmarked objectives, core/extended tasks) are now operational, supporting targeted skill development. Enhanced assessment scaffolding is evident through standardized answer plans, marking rubrics, and reflective post-exam materials. Departments have successfully adapted curricula to span universal and specialized learner needs, while cross-disciplinary projects demonstrate collaborative commitment to LD. This establishes a foundational strategic framework for consistent, outcome-driven LD provision. ✧ Schemes of work have been listed with clear learning outcomes of students 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Curriculum & Planning: Differentiation strategies require extension beyond initial/pilot stages (e.g., single chapters/terms) to encompass broader topics and year levels. Schemes of Work need enhanced specificity in scaffolding for intra-class diversity, moving beyond whole-class or year-group approaches to address individual learning gaps and challenge levels more precisely. ✧ Pedagogical Execution: Active learning modes (discussions, presentations, hands-on activities) and diversified study skills must be systematically integrated to increase engagement and address varied learning needs. ✧ Impact Evaluation: The effectiveness of extended/challenging components for elite learners and the clarity of expected outcomes for students require closer monitoring and adjustment to ensure optimal challenge and support. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Curriculum Enhancement: All departments will review and update Schemes of Work by end-of-year deadlines to embed granular differentiation (e.g., tiered outcomes, bonus challenges, and intra-class adaptations). ✧ Clear learning outcomes should be set for students with diverse learning styles, needs, and language proficiencies to enhance students’ engagement and confidence in learning. ✧ Subject departments should provide extra support to specific groups of students, particularly high achievers and low achievers, to effectively cater to students’ diverse capabilities through structured follow-up by panel heads and the provision of expert guidance. ✧ Pedagogical Development: Cross-departmental collaboration—including peer observations, CLP meetings, and best-practice guidelines—will standardize differentiation strategies.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
				<ul style="list-style-type: none"> ❖ Resource Optimization: Digital platforms (e.g., Google Classroom) will be leveraged for self-directed extension materials, while targeted resources (study notes, diversified art forms, holiday packages) will address specific learning gaps. ❖ Systematic Monitoring: Form coordinators and panels will conduct regular assignment audits and follow-up meetings to ensure sustained implementation and impact evaluation. ❖ Invite more subject departments to have sharing either on assignment design and lesson design.
<p>1.1.3 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</p>	<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 Chin., Eng., & Maths., 1 for the rest. 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ❖ Structured Pedagogical Frameworks: Departments have formalized LD strategies through peer-observed tiered assignments, differentiated lesson plans (uploaded to shared repositories), and standardized assessment rubrics. ❖ Cross-disciplinary Collaboration: Productive co-planning sessions and open classrooms demonstrate effective sharing of LD methodologies, while integrated projects exemplify holistic approaches. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ❖ Student Engagement & Confidence: Active participation requires strengthening across cohorts, particularly through more dynamic instructional methods. ❖ Assessment Evolution: Traditional written exams need complementary formats to better capture diverse competencies, alongside refined self-assessment tools to clarify expectations. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ❖ Structured Implementation: Departments will submit validated tiered lesson plans and assignments for administrative review, while expanding differentiated resource development across year levels. ❖ Pedagogical Calibration: Focused lesson observations (targeting LD strategies) and mandatory peer collaboration will standardize effective practices.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ❖ Resource Development: Departments have created and implemented validated tiered resources (worksheets, core/advanced tasks, alternative assessment formats), with systematic documentation submitted for review. This reflects a deliberate shift toward embedded, evidence-informed LD practices school-wide. ❖ Most subjects have used tiered assignments, CLP to increase the learning effectiveness of students. 	<ul style="list-style-type: none"> ❖ Strategy Implementation: LD techniques require deeper calibration—some tiered resources lack optimal effectiveness, while intra-departmental collaboration needs reinforcement to ensure uniform adoption. ❖ Targeted Planning: Focused topic delivery and expanded promotion of specialized curricula would strengthen impact. Systematic CLP expansion and student self-assessment rubrics will drive these improvements. ❖ From the SHS, students are barely confident and their active participation in the lessons should be enhanced. 	<ul style="list-style-type: none"> ❖ Assessment Evolution: Alternative evaluation formats (presentations, digital projects) and self-assessment tools will complement traditional assessments to better capture diverse competencies. ❖ Accountability Frameworks: Centralized digital archiving of all materials and scheduled progress reviews will ensure systematic execution and sustainable enhancement of LD initiatives.
1.1.4 Design specific lesson observation form to help identify good practices to cater for learners’ diversity	● Specific lesson observation form designed and used in lesson observation	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<u>Achievements</u>	<u>Improvements</u>	<u>Follow-up Measures</u>
		<ul style="list-style-type: none"> ❖ Standardized Observation Protocols: Departments have implemented focused lesson observations with explicit evaluation criteria for learning diversity (LD) strategies, ensuring consistent pedagogical review and feedback. 	<ul style="list-style-type: none"> ❖ Pedagogical Calibration: While LD implementation frameworks exist, certain departments require further optimization of strategy application to ensure consistent intra-class differentiation. 	<ul style="list-style-type: none"> ❖ Pedagogical Calibration: Departments will intensify peer sharing sessions to optimize LD strategy application, ensuring consistent implementation across classrooms. ❖ Curriculum Development: Tiered syllabus frameworks will be expanded to additional foundational topics, with structured resource development scheduled for Term 2.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Validated Resource Development: Tiered syllabi and assignments are now formally integrated into curriculum planning across multiple year levels, supported by peer observation reports confirming effective implementation. ✧ Pedagogical Innovation: Teachers successfully employ flexible assessment formats (AI projects, comics, files) and culturally responsive content to engage diverse learners. ✧ Collaborative Refinement: Departments actively review and share exemplary tiered materials, fostering a culture of continuous improvement in LD practices. ✧ Peer lesson observation has been implemented in most subjects. 	<ul style="list-style-type: none"> ✧ Assessment Evolution: Persistent gaps exist in translating differentiated instruction to examination performance, necessitating targeted reinforcement of subject-specific writing skills and response frameworks. ✧ Systematic Implementation: Timely execution of planned initiatives (e.g., specialized lessons) requires closer monitoring to maximize impact. These developments will ensure LD principles are fully operationalized across instructional and evaluative practices. 	<ul style="list-style-type: none"> ✧ Professional Accountability: Mandatory lesson observations targeting LD implementation will be conducted by March, complemented by dual-track assessment models balancing project-based learning and examination preparedness. ✧ Feedback Integration: Structured collection of teacher/student input will refine observation tools, ensuring iterative improvement of all initiatives.
1.1.5 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 both learning attitude & academic achievements 	Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Validated Teaching Strategies: Structured approaches (e.g., tiered assignments, adaptive learning tools, and targeted group discussions) demonstrated measurable impact, with one initiative achieving >90% student engagement and >70% proficiency. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Pedagogical Calibration: Faculty require further intra-departmental development to ensure uniform mastery and application of LD strategies. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Scheduled Pedagogical Reviews: Mandatory peer observations and open classrooms targeting LD strategies will be conducted by March, with cross-departmental sharing sessions to optimize implementation.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ◇ Professional Collaboration: School-wide peer observation cycles and cross-departmental open classrooms fostered reflective practice, while standardized feedback mechanisms refined LD implementation. ◇ Student Outcomes: Positive engagement metrics and proficiency gains confirm effective translation of LD frameworks into classroom impact, particularly in self-regulated learning models. These achievements establish a foundation for sustained pedagogical excellence. ◇ Teaching and learning strategies formulated in CLP, then implemented in lessons, following by discussion allowing panel members to learn teaching skills from one another. Students showed positive feedback. 	<ul style="list-style-type: none"> ◇ Engagement Enhancement: Lesson observations must prioritize active student participation metrics over procedural compliance, with targeted frameworks for low-motivation learners. ◇ Operational Alignment: Scheduling of open classrooms necessitates strategic adjustment to avoid peak assessment periods, ensuring optimal faculty capacity. ◇ Implementation Scope: Systematic expansion of peer observations is required to validate LD efficacy across all units. These refinements will standardize high-impact practices school-wide. ◇ Sharing students' work to spot out strengths and weakness. 	<ul style="list-style-type: none"> ◇ Resource Standardization: Tiered frameworks will be expanded through collaborative development of validated lesson plans, game-based engagement tools, and dual-track assessments balancing projects and exam preparation. ◇ Accountability Frameworks: Standardized documentation (e.g., Appendix 07 submissions) and feedback-driven tool refinement will ensure systematic execution. Faculty will intensify CLP meetings to ensure sustained, school-wide adherence to LD benchmarks.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
1.2 Students are well-equipped with relevant learning and thinking skills and fostered with proper learning habits & attitude, so that they take part in learning with greater readiness and higher motivation				
1.2.1 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. 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ Structured Skill Frameworks: Departments have developed and implemented vertical progression models for subject-specific competencies (e.g., note-taking, mastery goal setting, and thinking tools), with clear benchmarks across year levels. ◇ Validated Implementation: Evidence shows successful translation to practice – 75% of junior students demonstrate foundational skills like mind-mapping, while senior cohorts apply advanced analytical frameworks (cause-effect, comparative evaluation). ◇ Holistic Development: SRL materials, reflection mechanisms, and portfolio systems foster metacognitive awareness, supported by cross-curricular initiatives (e.g., career workshops aligning skills with personal growth). This represents a cohesive institutional approach to building academic readiness and lifelong learning habits. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ◇ Implementation Rigor: While foundational frameworks exist, their application remains partial. Departments must strengthen execution mechanisms to ensure uniform adoption of note-taking systems, SRL strategies, and thinking tools school-wide. ◇ Student Ownership: Significant gaps persist in students' independent application of skills, particularly among low achievers. ◇ Proactive monitoring mechanisms (e.g., note audits, self-assessment rubrics) and explicit connections between skill mastery and academic outcomes require development. ◇ Vertical Articulation: Thinking skills in senior forms need strategic sequencing through dedicated practice opportunities embedded in assignments. ◇ Motivation Barriers: Tailored interventions for disengaged learners—including scaffolded note templates and progress tracking—are essential to bridge participation gaps. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ◇ Framework Consolidation: Departments will conduct formal audits to ensure comprehensive skill coverage (e.g., thinking tools, SRL strategies) and refine vertical progression models, particularly for senior-level competencies. ◇ Resource Integration: Step-by-step exemplars and subject-specific applications will be developed to bridge theory and practice, while Schemes of Work will explicitly align homework and projects with skill development milestones. ◇ Habit Institutionalization: Structured systems—including guided note organization, progress tracking templates, and mandatory reflection protocols—will standardize metacognitive practice across cohorts. ◇ Environmental Scaffolding: Digital platforms and library resources will be expanded to support autonomous skill application, complemented by pre/post-workshop activities to reinforce transfer.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ◇ Integrated SRL strategies into certain subjects to promote active learning and cognitive engagement. 	<ul style="list-style-type: none"> ◇ Resource Alignment: Skills frameworks must be systematically integrated into daily resources (worksheets, projects) rather than operating in isolation. Addressing these areas will transform frameworks from theoretical documents into lived student competencies. ◇ Strengthen staff capacity in note-taking techniques and the use of thinking and learning tools to enhance lesson effectiveness. 	<ul style="list-style-type: none"> ◇ Targeted Intervention: Dedicated support mechanisms for low-motivation learners will systematize skill internalization through monitored practice cycles.
<p>1.2.2 Relevant functional groups conduct workshops or organize relevant activities on relevant learning skills for students</p>	<ul style="list-style-type: none"> ● 75% of students find the workshops or activities useful 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ Collaborative Skill-Building: Interdepartmental initiatives—including fieldwork integrating research and writing (75%+ positive feedback), project-based historical analysis (80% student engagement), and arts-technical collaborations—demonstrate effective integration of thinking skills and real-world application. ◇ Validated Impact: Satisfaction surveys confirm workshops exceed the 75% usefulness benchmark, with students reporting enhanced critical thinking and practical skill transfer. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ◇ Interdisciplinary Depth: Collaborative activities currently operate in parallel rather than through authentically integrated frameworks, limiting knowledge synthesis. Experiential programs (e.g., field studies) require redesigned curricula that transcend subject boundaries to foster holistic skill transfer. ◇ Engagement Sustainability: Workshops are perceived as isolated events rather than developmental sequences, necessitating structured follow-up cycles (e.g., application tasks, reflection journals) to reinforce skill internalization. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ◇ Holistic Program Design: A multi-disciplinary Culture Week ("Traditional Chinese Lifestyle") will integrate humanities, STEM, and language disciplines to model authentic knowledge synthesis. ◇ Skill Consolidation Frameworks: Departments will embed post-activity reflection protocols and student-led application tasks (e.g., invention projects for social good) to transform workshops into sustained learning cycles.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Holistic Development: Service-learning fostered empathy and civic responsibility, while speech competitions and creative redesign initiatives cultivated communication competencies. These outcomes reflect systemic institutionalization of experiential learning aligned with objectives. ✧ From the SHS, majority of students agreed that teachers organize different learning activities both inside and outside the classroom and inspire them to think inside and outside the classroom. 	<ul style="list-style-type: none"> ✧ Quality Assurance: Externally facilitated programs demand rigorous vetting for pedagogical alignment, with mandatory pre-activity briefings and dynamic delivery methods to maintain engagement. ✧ Impact Optimization: All initiatives must systematically demonstrate relevance to students' academic trajectories to achieve the institutional 75% usefulness benchmark consistently. Addressing these areas will transform activities from supplemental events into transformative learning pathways. 	<ul style="list-style-type: none"> ✧ Community Alignment: Service-learning initiatives (May Social Service Day) and co-curricular exercise programs will connect skill development to real-world contexts. ✧ Quality Assurance: Collaborative evaluations between departments will redesign field studies into unified learning experiences, while teacher-facilitated workshops replace external providers to ensure pedagogical coherence. These actions systematically address prior gaps in engagement depth and interdisciplinary transfer.
1.2.3 Conduct workshops for teachers & students on relevant IT skills to equip student with relevant learning & thinking skills	● 90% of teachers and 75% of students find the workshops or activities useful.	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<u>Achievements</u>	<u>Improvements</u>	<u>Follow-up Measures</u>
		<ul style="list-style-type: none"> ✧ Systematic Capacity Building: Whole-school workshops on AI applications (e.g., formative assessment tools, Goodnotes) established foundational digital competencies. These achieved 100% teacher satisfaction, exceeding the 90% success benchmark. 	<ul style="list-style-type: none"> ✧ Teacher Capacity Building: Varied levels of digital literacy among educators necessitate differentiated professional development to ensure consistent adoption of emerging technologies. ✧ Student Skill Development: Structured scaffolding is required to bridge competency gaps, particularly for learners struggling with technical application. 	<ul style="list-style-type: none"> ✧ Policy Development: A comprehensive school-based AI policy will be established to address security concerns while facilitating responsible use of emerging technologies. ✧ Implementation Review: Systematic monitoring of technology application will be conducted to evaluate post-workshop adoption rates and identify areas requiring additional support.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Student Skill Application: Departments implemented targeted IT skill development—including AI-assisted writing refinement, financial modeling platforms, and music production software—with 75% of participating students reporting usefulness, meeting institutional targets. ✧ Authentic Integration: Learners applied digital skills through diverse outputs (AI projects, comics, e-orchestras), while fitness-tracking technologies fostered metacognitive health awareness. This demonstrates effective translation of technological tools into pedagogical enhancement aligned with objectives. ✧ Workshop on using AI in L&T has been conducted in the first form test. ✧ Formative & Goodnotes have been further prepared for colleagues to use which has been introduced in 13 Jan 2025 staff meeting and workshops has been further arranged afterwards. 	<ul style="list-style-type: none"> ✧ Systematic Implementation: Current IT integration remains inconsistent, requiring clearer pedagogical frameworks to align tools with curriculum objectives. ✧ Support Structures: Additional coaching and resource sharing are essential to help teachers seamlessly incorporate technology into lesson design. Addressing these areas will ensure both 90% teacher satisfaction and 75% student usefulness benchmarks are met sustainably. 	<ul style="list-style-type: none"> ✧ Professional Continuum: Ongoing training cycles will be implemented to address varying educator competency levels, ensuring all staff reach proficiency in integrating digital tools. ✧ Student Support Frameworks: Scaffolded skill-building sessions will be introduced to assist learners in transitioning from basic tool operation to meaningful academic application. These measures collectively aim to achieve 90% teacher satisfaction and 75% student usefulness through institutionalized, secure, and pedagogically sound technology integration. ✧ School based AI policy to ensure the security should be further developed for teachers and students.

1.3 Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.

<p>Assessment Data Analysis Team (ADAT) tries out relevant tool, e.g. PowerBI to analyze assessment data that helps to suggest remedial measures</p>	<ul style="list-style-type: none"> ● Appropriate Platform purchased and relevant training for the ADAT team conducted. ● Analyses and feedback for at least 2 subjects done ● 75% of teachers find the analyses and feedback from ADAT team useful 	<p>Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved</p>		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ❖ Technology Infrastructure: ADAT has successfully initiated collaboration with an external provider to develop a school-based performance tracking platform, fulfilling the first success criterion. ❖ ADAT has studied and started to discuss with a company to establish a school-based platform to keep track on students' academic performance. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ❖ Professional Capacity Building: While analytical tools are operational, teachers require additional training in translating data insights into actionable pedagogical strategies, particularly for designing targeted remedial measures. ❖ Impact Optimization: To achieve the 75% teacher usefulness benchmark, the ADAT team must develop more intuitive reporting formats and practical examples demonstrating the connection between data patterns and instructional adjustments. These refinements will transform assessment analytics from an informational exercise into a systematic driver of teaching improvement. ❖ Teachers need more training on how to interpret and apply data insights effectively. Need a more systematic approach for using data to design targeted remedial actions. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ❖ Capacity Development: Structured teacher workshops will be conducted to enhance data literacy, focusing on interpreting analytics and translating findings into targeted pedagogical adjustments. ❖ Quality Assurance: The ADAT team will develop user-friendly reporting templates and practical examples to demonstrate the application of data insights, ensuring the 75% teacher usefulness benchmark is met. These measures will transform data analysis from a diagnostic tool into an integrated driver of continuous teaching improvement. ❖ Develop teacher workshops on data interpretation to enhance its practical application.

Major Concern 2: With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join together to nurture students to be all-round individuals with appropriate values, attributes and skills, with special focuses on resilience, perseverance, emotional stability & leadership

Targets	Success Criteria	Review on Implementation		Follow-up Measures
2.1 Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values				
<p>2.1.1 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</p>	<p>● WPD Framework revised with joint efforts of all functional groups of Student Whole Person Development & Support.</p>	Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Framework Establishment: A comprehensive WPD Framework integrating core values, skills and educational principles was successfully launched, providing a structured approach to holistic education. Functional groups in the SWDP Team have actively participated in the evaluation process by conducting a trial using the performance indicators outlined in the revised Framework and assessed their activities against the established criteria. Their participation demonstrated the successful implementation of the approach, validating its relevance and applicability to their operations. ✧ Student Engagement: Initiatives achieved strong participation, including 84% satisfaction in exploratory OLE courses, 92% engagement in heritage tours, and 75% student reflection depth in cultural activities. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Framework Completion: The development of comprehensive performance indicators requires acceleration to ensure all functional groups can participate fully in the evaluation process. ✧ Collaborative Implementation: Currently, only 60% of teachers perceive effective cross-departmental collaboration for values education, indicating need for stronger coordination mechanisms. ✧ Program Design: Activity durations frequently prove insufficient for proper debriefing and reflection, while one-off events lack sustained impact on student values internalization. ✧ Vertical Integration: Greater alignment is needed between WPD activities and formal curricula across year levels, with core values explicitly embedded in schemes of work. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Framework Finalization: Key meetings have been convened with core group representatives, all functional heads and colleagues to finalize performance indicators and conclude the revised WPD Framework. As part of the follow-up measures for the next year, the framework will be continuously revised to address the evolving needs of students across different forms, ensuring its relevance and effectiveness. Adjustments will be made as necessary to align with student requirements and improve overall outcomes. ✧ Refinement of performance indicators: All functional heads of the WPDS are to incorporate the performance indicators into their respective evaluation processes. This will allow them to assess their effectiveness in practical application and identify any areas where the framework may require further

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Cross-Curricular Integration: Various programs effectively aligned with WPD objectives—from academic competitions fostering critical thinking to arts programs enhancing creative expression. ✧ Preliminary Outcomes: 66% of students recognize the school's role in character development, validating the framework's initial effectiveness. These achievements establish a strong foundation for continued WPD enhancement through collaborative staff efforts. ✧ From the SHS, nearly 66% of students thought that the school helps us develop good moral character inside and outside of the classroom. ✧ To integrate the school mission, core values of Catholic Education and 12 EDB values, the school-based Whole-Person Development (WPD) Framework is well established in the beginning of this school year. 	<ul style="list-style-type: none"> ✧ Student Engagement: Enhanced promotion and follow-up structures will improve participation rates and long-term value reinforcement beyond single events. ✧ From SHS, only 60% of teachers thought that school leads collaboration among subject panels and committees to actively implement values education. 	<p>refinement. Feedback from this process will be instrumental in ensuring the framework's continuous improvement and alignment with organizational goals.</p> <ul style="list-style-type: none"> ✧ Program Development with collaborative planning: New interdisciplinary initiatives including debate competitions, cultural weeks, and educational dramas will be implemented with explicit value-based objectives. To support this, joint planning sessions will be arranged to co-develop activities and initiatives that integrate values education into cross-disciplinary projects. ✧ Monitoring Systems: A comprehensive tracking mechanism will be introduced to assess student development across WPD domains, complemented by interdisciplinary collaborations to embed values in daily instruction.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>✧ IMC Manager Ms. Stella Chiu has conducted two preliminary evaluation meetings in February, engaging the Principal, Vice Principal of WPD, and two representatives of the functional heads. A draft of the revised evaluation framework and performance indicators was thoroughly discussed. Additionally, the revised themes for all six forms were developed, with the integration of Catholic faith and the Maryknoll charism. After extensive discussions within the core group, a finalized version of the framework and indicators was developed. This finalized framework was introduced during the Staff Development Day in June, where teachers participated in group mapping activities. Functional groups and subject teams successfully aligned their activities with the framework, demonstrating its practical integration into their operations.</p>		<p>✧ Experiential Learning: Service-learning projects and local/overseas tours will foster social responsibility, while structured sharing sessions will reinforce learning. These measures will ensure systematic implementation of the WPD Framework across all levels.</p>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>2.1.2 Arrange staff development program/sharing sessions to familiarize teachers with the Whole-Person Development Framework and relevant activities</p>	<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 	Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Staff Development: Comprehensive orientation sessions were conducted during the term-opening staff meeting, ensuring all teaching staff understand the Framework's goals and principles. The finalized framework was introduced during the Staff Development Day in June, where all teachers were divided into groups for participating in group mapping activities. Functional groups and subject teams successfully aligned their activities with the framework. ✧ Term-end sharing session was organized for all staff during the Staff Development Day in June. The session provided an opportunity for the responsible heads to present the outcomes of the highlighted F2 and F5 programs to all teachers respectively. They shared insights into how students learned and reflected during these programs, as well as how they developed their values as a result. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Assessment & Feedback: Systematic measurement tools need development to quantitatively evaluate students' understanding of the Framework and its impact on their development. ✧ Pedagogical Integration: Many teachers require clearer guidance and practical exemplars for seamlessly incorporating WPD principles into subject-specific lesson planning. ✧ Student profile list: To optimize students' abilities and participation in various activities, a student profile list will be added to the CCA platform. This enhancement will provide better alignment with the needs and abilities of students while improving teachers' understanding of students' individual needs. It will also support the effective implementation of the Framework and further deepen its integration into interdisciplinary practices. ✧ Quantitative approach and feedback mechanisms could be conducted to assess students' grasp of the framework and the effectiveness. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Resource Development: To develop a checklist for evaluation. This tool assists functional and subject heads in effectively designing activities, conducting post-activity debriefs, and consolidating student learning. ✧ Technology Integration: The IT team will evaluate digital platforms to optimize Framework delivery. ✧ Assessment & Feedback: Design and pilot systematic measurement tools, such as surveys, rubrics, and progress tracking systems, to quantitatively evaluate students' understanding of the Framework and its impact on their development. ✧ Teachers' training: Staff meetings can be used to provide teachers with clear examples of applying performance indicators to effectively guide their lesson or activity planning. Functional heads may share best practices and present model lesson plans, offering practical insights and strategies. This ensures alignment with Whole-Person

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Student Engagement: The Framework's purpose and student-centered design were effectively communicated to all students during the opening ceremony. Moreover, the outcomes of the F2 and F5 highlighted programs were evaluated, revealing positive feedback from students. They expressed their understanding of the values it encompasses, demonstrating the effectiveness of these initiatives in fostering awareness and alignment with the framework's objectives. ✧ Professional Collaboration: Functional groups demonstrated Framework awareness through thematic activities, while specialized training equipped teachers with practical tools for student profile development. ✧ Initial Implementation: Department-based workshops successfully introduced whole-person development principles, establishing a foundation for deeper integration. These efforts demonstrate effective institutionalization of the WPD Framework's foundational elements. 	<ul style="list-style-type: none"> ✧ Since two highlighted programmes were specifically assigned to F2 and F5 students to provide them with a more comprehensive experience of the framework, arranging a sharing session for all teachers at the end of the school term would allow teachers to reflect on the outcomes, share insights and best practices, and discuss how the framework has supported students' development. 	<p>Development (WPD) principles within specific disciplines, fostering collaboration and a focused approach to planning.</p> <ul style="list-style-type: none"> ✧ Data Input and Maintenance: Establish a process for regularly updating and maintaining accurate student profiles, including academic performance, interests, and participation in activities.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ In the first staff meeting of the term, sharing sessions were conducted to clearly explain the goals and underlying principles of the WPD Framework to all teaching staff. Additionally, during the term opening ceremony, the same was communicated to all students, with an emphasis on how the framework is designed to address and respond to students' needs. ✧ All functional groups have conducted different activities related to the theme of each form, showing their awareness towards the WPD Framework. ✧ A sharing session was successfully organized for all staff during the Staff Development Day in June. This session served as a valuable platform for all functional heads to present the details and outcomes of the programs and activities they had arranged. These initiatives were thoughtfully designed to align with the themes and values of the framework, fostering a deeper understanding among staff of how these efforts contribute to the organization's overarching goals. 		

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ All Functional group heads in the SWDP Team have actively participated in the evaluation process by conducting a trial using the performance indicators outlined in the revised Framework and assessed their activities against the established criteria. All functional group heads agreed that they have increased confidence in designing & conducting meaningful programs/ activities to enhance students' whole person development with reference to the performance indicators of the WPD Framework. 		
<p>2.1.3 Promote/explain to students the WPD Framework through various means in the beginning of the school year</p>	<ul style="list-style-type: none"> ● 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 	<p>Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved</p>		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Framework Launch: Multi-channel promotion at the start of the academic year successfully introduced the WPD Framework, this was achieved through various platforms, including morning assemblies, dynamic displays on the LED wall at the main gate, and the themes shown on all classroom computer screens. Additionally, class teachers played a key role by guiding students in setting personal goals aligned with the form themes, ensuring a clear connection between the framework's principles and individual aspirations. ✧ Creative Engagement: Bulletin board competitions and assembly talks reinforced key messages, while 90% of functional heads reported increased confidence in designing WPD-aligned programs. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Impact Measurement: Systematic feedback mechanisms and quantitative assessments need development to accurately evaluate students' comprehension of the Framework and its effectiveness in their development. ✧ Program Design: Time constraints in OLE periods limit content depth, necessitating either extended sessions or follow-up activities to ensure thorough understanding. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Assessment & Tracking: Structured checklist or questionnaires will be administered to evaluate students' understanding of the Framework and monitor their participation in related activities. ✧ Program Enhancement: Additional talks and workshops will be organized, including National Security Education Day activities and sessions on healthy sexual attitudes, to broaden students' perspectives.

Targets	Success Criteria	Review on Implementation	Follow-up Measures
		<ul style="list-style-type: none"> ✧ Experiential Learning: Student-led sharing sessions - including polar expedition reflections and legal literacy lectures - demonstrated effective peer-to-peer value transmission. ✧ Real-World Application: Department initiatives like economic competitions and gender awareness programs translated framework principles into practical learning experiences. These efforts have established a strong foundation for values internalization, with most students showing improved understanding of WPD dimensions through participatory activities. ✧ At the beginning of the school year, the WPD Framework was successfully promoted and explained to students through a variety of engaging channels. Class teachers guided students in setting personal goals related to their form's theme. ✧ Key messages were further reinforced through sharing sessions in morning assemblies, while bulletin board decoration competitions provided a creative platform for students to express their understanding of the framework. Additionally, a range of activities organized by different functional groups further deepened students' awareness of the WPD Framework. 	<ul style="list-style-type: none"> ✧ Student Engagement: More interactive workshops and explicit connections between WPD activities and long-term growth goals are required to shift student perception from viewing these as isolated events to part of an integrated development journey. These refinements will ensure the Framework's principles are fully internalized and consistently applied. ✧ Quantitative approach and feedback mechanisms could be conducted to assess students' grasp of the framework and the effectiveness. <ul style="list-style-type: none"> ✧ Student Engagement: Term-opening briefing sessions will reinforce the Framework's purpose, utilizing real-life examples and peer testimonials to demonstrate its relevance. ✧ Long-term Development: Student contributions will be increasingly incorporated to showcase personal growth and national development perspectives. These measures will ensure consistent reinforcement of WPD principles throughout the academic year. ✧ Questionnaires will be arranged to systematically assess students' understanding of the framework and track their participation in related activities.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>2.1.4 Class teachers guide students to set class as well as individual goals, and make plans to achieve the goals</p>	<ul style="list-style-type: none"> ● Class and individual goals are set, implementation plans devised & progress well monitored ● 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. 	Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<u>Achievements</u>	<u>Improvements</u>	<u>Follow-up Measures</u>
		<ul style="list-style-type: none"> ✧ Structured Implementation: Class teachers successfully guided all students in setting individual and class goals during September OLE sessions, with clear alignment to form themes and school objectives. ✧ Continuous Improvement: Mid-year reviews enabled students to refine measurable academic targets (e.g., specific subject improvements) and develop concrete action plans, fostering accountability. ✧ Professional Support: Comprehensive August training equipped teachers with goal-setting strategies, while SSE-developed materials standardized the process across forms. ✧ Holistic Integration: Reflection activities were embedded in subject teaching, and student profiles served as effective reference tools for personalized goal development. These efforts demonstrate effective institutionalization of goal-setting culture, with students demonstrating increased ownership of their learning journeys. ✧ At the start of the school year, class teachers guided students in setting individual goals during the first OLE session in September, ensuring that each student began the year with clear objectives aligned with the theme of the form. 	<ul style="list-style-type: none"> ✧ Process Optimization: While 75% of teachers found value in goal-setting, time constraints hindered consistent progress monitoring. Dedicated time slots before/after assessments will be allocated to make the process more relevant and manageable. ✧ Student Engagement: Addressing motivation gaps requires clearer demonstrations of the personal benefits of goal-setting, particularly for students who perceive it as disconnected from their growth. ✧ Quality of Goals: To enhance the quality of goal-setting among students, structured templates and teacher guidance will be introduced to help students develop balanced and achievable goals. Strategies for guiding students can be discussed in Form Meetings. During the meeting, class teachers will be provided with practical tools and examples to guide students in setting both class and individual goals. Teachers will also be encouraged to facilitate discussions with students, helping them break down their goals into actionable steps and create realistic plans for achieving these goals. 	<ul style="list-style-type: none"> ✧ Time Allocation: Additional dedicated slots will be incorporated into class teachers' schedules to facilitate consistent progress monitoring and student guidance. ✧ Professional Development: Targeted workshops will equip teachers with evidence-based strategies to boost student motivation and engagement in the goal-setting process.

Targets	Success Criteria	Review on Implementation	Follow-up Measures	
		<ul style="list-style-type: none"> ✧ Class teachers supported students in reviewing and reflecting on their implementation plans after HYE. This promoted a continuous cycle of planning, action, and reflection throughout the school year. 	<ul style="list-style-type: none"> ✧ Digital Enhancement: The CCA platform requires content and interface refinements to better support the goal-setting process. These refinements will ensure goals translate into meaningful student development. ✧ While 75% of class teachers found the goal-setting practice useful, feedback also highlighted areas for further development. Some teachers noted a lack of time to thoroughly monitor students' progress, which limited the overall effectiveness of the process. ✧ In addition, a number of students lacked motivation and did not perceive the goal-setting activities as beneficial to their own growth. 	<ul style="list-style-type: none"> ✧ Arrangement of Form Meetings: Form meetings for all forms will be conducted monthly or on an alternate-month basis. These meetings will provide a platform for class teachers to discuss goal-setting progress, share updates, and address concerns collaboratively. Class teachers can exchange strategies, review student achievements, and identify areas requiring additional support with functional heads. Additionally, these meetings will serve as checkpoints to monitor the implementation of structured templates and plans. Feedback gathered during the meetings will help refine the process and address challenges promptly. ✧ Resource Enhancement: The IT team will evaluate digital platforms to optimize the goal-tracking process. These measures will ensure effective translation of goals into measurable student growth. ✧ Additional time will be planned to allocate in the class teachers' time to monitor and discuss students' progress on their goals.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
				<ul style="list-style-type: none"> ◇ Professional development workshops will be planned to be arranged to equip teachers with effective strategies for fostering student motivation and engagement in the goal-setting process.
<p>2.2 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 	<p>Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved</p>		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ All core subjects and more than five elective subjects actively incorporated core values into their curricula. The Chinese Language Department successfully coordinated the Chinese Cultural Week, featuring various activities that fostered perseverance and traditional Chinese values. The Mathematics Department emphasized problem-solving skills, promoting students' resilience, while the English Department organized spelling bees and drama activities that enhanced students' confidence and leadership abilities. Additionally, the CS Department and other elective subjects conducted a range of diversified activities that strengthened students' sense of national security, belonging to the country, and other key values outlined in the WPD framework. These initiatives collectively enriched students' holistic development and aligned with the school's educational goals. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ◇ Program Design: The F2 program's initial NGO sessions require more experiential learning approaches to effectively build empathy, while additional STEM time allocation is needed for proper skill application. ◇ Leadership Clarity: For the F5 program, clearer role definitions and preparatory support for teacher-advisors will ensure better guidance during student presentations. ◇ Engagement Strategies: CCA activities need diversified formats beyond games (e.g., hands-on workshops) and stronger student involvement in planning processes. ◇ Time Allocation: Extended OLE sessions with dedicated post-activity reflection time will deepen learning outcomes. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ◇ Program Optimization: Clearer expectations will be established with NGO partners for the F2 program to ensure experiential empathy-building activities, while F5 teacher-advisors will receive comprehensive role briefings by September. ◇ Engagement Strategies: CCA will conduct joint evaluations with LWLD, while lunchtime activities will receive enhanced promotion. ◇ Scheduling Adjustments: Flag-selling and other events will avoid assessment periods to maximize participation.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Two highlighted form-based co-curricular activities are conducted: The F2 service-learning project (October-May) successfully cultivated empathy and social responsibility through 3 experiential sessions with disadvantaged groups, design thinking workshops, and practical service projects. The F5 career program (October-May) provided university visits, alumni networking, and career research opportunities, preparing students for future pathways. ✧ School-Wide Engagement: 20 clubs/societies hosted a successful Fun Fair (340+ attendees) demonstrating student leadership (92% positive feedback) and community belonging. Cross-curricular activities like hydroponics competitions, green initiatives, and historical research projects further developed resilience, environmental stewardship, and cultural awareness. These initiatives show measurable progress in building the targeted values, attitudes, and skills across all student cohorts. 	<ul style="list-style-type: none"> ✧ Explicit Value Integration: Activities across departments must strengthen visible connections to WPD objectives, particularly in developing leadership and resilience. These refinements will enhance measurable growth in targeted student competencies. ✧ Evaluation: To strengthen the evaluation process, a more explicit and systematic approach should be established to assess the perceptions of teachers and students regarding the school's support for student development. While observations this year reflect a generally positive sentiment from both groups, the absence of concrete data limits the ability to analyze and address specific needs effectively. Additionally, although students have shown noticeable improvements in resilience, perseverance, emotional stability, and leadership, these observations remain anecdotal. ✧ For the F2 highlighted programme, the first three sessions conducted by the NGO lacked an experiential approach and were primarily "chalk and talk," which limited their effectiveness in fostering empathy among the students early on. Additionally, in the STEM component of the program, the allocated time was insufficient for students to fully grasp how to integrate STEM elements into their designs, which hindered their ability to apply these concepts effectively. 	<ul style="list-style-type: none"> ✧ Values Integration: All departments will explicitly align activities with WPD domains, emphasizing student leadership through mentorship programs and appreciation initiatives (teacher/parent thanks). These measures ensure systematic enhancement of student development outcomes. ✧ Evaluation: The school will design and implement targeted surveys or feedback mechanisms to gather detailed data on teachers' and students' perceptions of the school's support for student development. These tools will also include specific metrics to assess students' progress in key areas such as resilience, perseverance, emotional stability, and leadership. The collected data will be analyzed to identify strengths and areas for growth, enabling the school to refine its support strategies and ensure continuous improvement in fostering holistic student development.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ The Form 2 highlight programme was a comprehensive service-learning initiative, collaboratively organized by various SWPD functional groups and the STREAM team. Beginning in mid-October, all Form 2 students participated in three experiential learning sessions focused on understanding the needs and situations of different disadvantaged groups, including the visually impaired, the physically disabled, and racial minorities. From October to December, students engaged in activities simulating the experiences of these groups and later applied their understanding by planning and executing practical service projects. For example, students designed accessible routes to guide these individuals in visiting local attractions or enjoying meals in the school district. Throughout the year, students conducted research and took part in school-based design thinking workshops, as well as a Human Library event where they interacted with guests from the disabled community. Through interviews and collaborative discussions during these sessions, students identified key challenges faced by the disabled and planned to design innovative products to address their needs. The STREAM team and VA teachers provided ongoing support and expertise during the design process. In the showcase in May, students demonstrated their designed products to 10 guests, 	<ul style="list-style-type: none"> ✧ For the F5 highlighted programme, teachers-in-charge of group presentations found the instructions provided to them to be unclear, which led to confusion about their roles. Furthermore, they were not given adequate time or sufficient information regarding their duties, making it challenging for them to provide effective guidance and support to the students during the presentations. 	<ul style="list-style-type: none"> ✧ To address the identified weaknesses in the F2 highlighted program, follow-up measures will include earlier and more effective communication with the NGO to clearly convey our expectations. This will ensure the sessions are tailored to include more experiential activities that actively engage the students and help foster empathy before they undertake the service components. By prioritizing hands-on and immersive experiences, the program can better prepare students for meaningful participation. ✧ To enhance the effectiveness of the F5 highlighted program, a follow-up measure will involve organizing a meeting by late September. During this meeting, teachers will be informed about the program's expectations, as well as detailed information regarding their roles and responsibilities. This proactive approach will ensure clarity, improve preparation, and enable teachers to better support the students throughout the program.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>including individuals who are blind, physically disabled, and from ethnic minorities. Over 90% of feedback from the guests agreed that students' designs addressed their needs, and more than 90% expressed appreciation for the designs and efforts made by our students. This programme offered students valuable, hands-on experience in empathy, problem-solving, and social responsibility strongly aligned with the theme of F.2 of the SWPD Framework.</p> <p>✧ The Form 5 highlight programme was designed to broaden students' horizons in career and life planning aligned with the theme of F5. Running from October to May and coordinated by the SWPD teams, the programme provided all F.5 students with a variety of enriching experiences. Students visited different universities and career-related organizations, attended workshops and seminars on diverse professions, and participated in the Life-wide Learning Day, where they explored career pathways of their own choosing. A major highlight was the Career Day, during which over 20 alumni from various industries conducted sharing with students, offering practical insights and guidance. Starting from the second term, with the support of functional group members and F.5 class teachers, students were grouped to conduct in-depth research into specific university programmes. They investigated admission requirements, university curricula, and the career prospects for</p>		

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>their chosen fields both in Hong Kong, the Greater Bay Area, and globally. The programme will culminate with a mini career expo in late May, where F.5 students will present their findings and share experiences with their Form 4 peers, fostering a culture of aspiration and informed planning throughout the senior forms. Over 80% of F.4 and F.5 students agreed that the expo enhanced their understanding of career choices, providing them with valuable insights into different career paths and opportunities.</p>		
<p>2.2 Class teachers play active roles in strengthening students' relevant values, attributes and skills</p>		<p>Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved</p>		
	<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Teacher-Led Programming: Class teachers successfully facilitated OLE lessons and camps (F1-F2), conducting personalized goal-setting sessions and follow-up mentoring. ✧ Environmental Leadership: Green Week activities achieved 100% participation, with student-designed hydroponics projects and conservation campaigns demonstrating growing environmental stewardship. ✧ Community Engagement: Outreach programs including workshops and inter-class competitions fostered teamwork while addressing real-world sustainability challenges. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Program Engagement: The limited participation in sustainability initiatives (clothes recycling, Eat Fair Campaign) indicates need for better promotion and logistical planning. ✧ Pedagogical Consistency: While some teachers effectively connect lessons to WPD objectives, school-wide coordination is required to ensure uniform values reinforcement across all subjects. ✧ Activity Quality: Community outreach events require content redesign to maintain student engagement, particularly for younger cohorts. These refinements will address current gaps in participation rates, instructional alignment, and program effectiveness to better 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Sustainability Initiatives: A series of environmental programs will be launched, including an inter-class hydroponics competition (F3), food waste planting project (April), and expanded recycling campaigns (cans/bottles). ✧ Experiential Learning: Off-campus activities like the mountain cleaning campaign (April) and Ocean Park ecosystem study (June) will reinforce conservation values. ✧ Teacher Capacity Building: Specialized training and lesson plan resources will equip educators to 	

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Curriculum Integration: Multiple departments effectively connected academic content with whole-person development objectives, particularly in developing resilience and social responsibility. These outcomes reflect measurable progress in institutionalizing the school's values framework. 	<p>develop the targeted student competencies.</p>	<p>consistently integrate WPD principles across subjects.</p> <ul style="list-style-type: none"> ✧ Community Engagement: The Food Angel Scheme (May) will develop social responsibility through hands-on service. These measures ensure comprehensive development of targeted values through academic, ecological and civic experiences. ✧ Arrangement of Form Meetings: Form meetings for all forms will be conducted monthly or on an alternate-month basis. These meetings will provide a platform for class teachers to discuss goal-setting progress, share updates, and address concerns collaboratively. Class teachers can exchange strategies, review student achievements, and identify areas requiring additional support with functional heads. Additionally, these meetings will serve as checkpoints to monitor the implementation of structured templates and plans. Feedback gathered during the meetings will help refine the process and address challenges promptly.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<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>		Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Comprehensive Programming: Two form-based highlights were successfully executed—F2's cross-curricular LWLD activities (table manners, STREAM, career guidance) and F3-F5's discipline programs (anti-crime talks, flag ceremony training). ✧ Measurable Impact: 88% of S2 students reported enhanced teamwork through United programs, while 90% valued instructor interactions. ✧ Leadership Development: Peer counseling schemes and 13 NMCE Ambassadors demonstrated growing student leadership. ✧ Values Integration: Core Subjects also embedded values in curricula, evidenced by economics competitions, science collaborations, and cultural weeks. ✧ Holistic Growth: Adventure camps, cheering activities, and career workshops (90% satisfaction) cultivated resilience, perseverance, and emotional stability. These outcomes reflect effective institutionalization of the WPD Framework. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Assessment & Evaluation: Structured measurement tools are needed to quantify the impact of activities on student development, particularly in values and skill acquisition. ✧ Scheduling Optimization: Activity timing requires adjustment to avoid clashes with academic commitments and ensure equitable participation across all levels. ✧ Student Engagement: Enhanced pre-activity communication is necessary to clarify learning objectives and increase motivation for university tours and workshops. ✧ Resource Enhancement: Instructor quality and technical support for alumni speakers need upgrading to maximize delivery effectiveness. ✧ Program Refinement: Activity durations should be extended to allow proper setup and transition time, while peer counselor and green ambassador roles require clearer operational guidelines. These refinements will ensure more impactful and equitable student development outcomes. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Assessment & Evaluation: Impact measurement tools (student surveys, reflection logs) will be developed to quantify program effectiveness, particularly for values-based activities. ✧ Program Coordination: Cross-departmental collaboration will be strengthened through joint planning meetings (e.g., Cultural Week kite-making with Chinese History/Maths). ✧ Student Support Systems: Peer counseling schemes will expand with F3-F5 mentors supporting F1-F2 students, while discipline briefings and gratitude programs reinforce school values. ✧ Engagement Optimization: Activity promotion will intensify through pre-event preparation guides and extended OLE sessions.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ In early July, a pilgrimage to Macau was co-organized by the CS, CHist and the RE Departments for 18 students to nurture their values and equip them with essential skills as outlined in the framework. During the trip, students were inspired by the Maryknoll spirit of perseverance and innovation, which encouraged them to embrace challenges. They also explored the development of the Greater Bay Area, gaining valuable insights into regional growth and opportunities. 		<ul style="list-style-type: none"> ✧ Quality Assurance: Instructor capacity building and role clarification (e.g., flag-raising team recruitment) will ensure consistent program delivery. These measures aim to achieve systematic, data-informed student development aligned with WPD objectives.
<p>2.4 All subject panels incorporate core values into their curricular as far as possible</p>		Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Curriculum Integration: All core subjects and electives successfully incorporated values education, with 90% of students demonstrating mastery in national security concepts and historical reflection. ✧ Student Leadership Development: Student committees led major events, enhancing teamwork and communication skills through hands-on event management. ✧ Cultural Appreciation: Programs deepened national/cultural identity through arts training and traditional festival activities. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Pedagogical Refinement: Reflection worksheets require customization to better capture students' internalization of values, while program formats need diversification to increase engagement. ✧ Digital Enhancement: Interactive e-learning resources and self-regulated learning materials should be developed for flexible access during breaks and holidays. ✧ Assessment Clarity: Judging criteria for values-based projects need standardization to ensure consistent evaluation. Although all subject panels have incorporated core values into their curricula, there is room for improvement in clearly articulating the specific skills and values nurtured in alignment with each subject's content area. Additionally, it is not always evident what types of 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Curriculum Enhancement: Collaborative lesson planning will be conducted to update schemes of work for the new term, ensuring core values are systematically embedded. ✧ Experiential Learning: Study tours and museum visits will be organized to complement classroom teaching with real-world applications. ✧ Student Engagement: Activity designs will incorporate student interest surveys to boost participation in values-based programs.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>✧ Innovative Learning: Sustainability projects using recycled materials and critical thinking modules on civic responsibility were implemented school-wide. These achievements demonstrate effective institutionalization of values education aligned with whole-person development objectives.</p>	<p>activities or coursework are being assigned to consolidate values-building in parallel with subject learning. Greater clarity and documentation in these areas would allow for a more comprehensive understanding of how core values are being integrated and reinforced across subjects.</p>	<p>✧ Cross-Disciplinary Collaboration: Departments will co-host events like Citizenship Education Week, utilizing multimedia displays and interactive formats to reinforce national security concepts. These measures will strengthen vertical alignment of values education across all year levels and subject areas.</p> <p>✧ Assessment Clarity: A school-based form will be designed to collect more detailed and accurate information about how each subject panel is implementing core values in their curricula. This form will include sections to specify the relevant skills and values targeted, the alignment with subject content, and the activities or coursework assigned to support values-building. The data gathered will be used to assess the effectiveness of these efforts and identify areas for further refinement, ensuring a more systematic approach to fostering core values in all subjects.</p>

Major Concern 3: Foster a more positive school culture with focuses on work relationship among staff and relationship with parents and alumni

Targets	Success Criteria	Review on Implementation		Follow-up Measures
3.1 Develop cohesive team spirit among staff through enhancement of mutual trust, respect, appreciation, collaboration and increased transparency in school policy making				
3.1.1 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 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<u>Achievements</u>	<u>Improvements</u>	<u>Follow-up Measures</u>
		<ul style="list-style-type: none"> ◇ Staff Appreciation: Regular acknowledgment from leadership, including personalized messages after school events, has reinforced mutual respect among all staff levels. ◇ Peer Support Systems: Effective mentoring programs have facilitated smooth transitions for new team members, while colleagues consistently demonstrate teamwork by voluntarily covering duties during absences. ◇ Student Engagement: Values of respect and appreciation have been successfully modeled through sports events and academic initiatives, with structured debrief sessions emphasizing these principles. ◇ Positive Atmosphere: Deliberate efforts to maintain a warm, collegial environment have contributed to stronger interpersonal relationships across departments. These outcomes demonstrate measurable progress toward building a cohesive, values-driven school community. 	<ul style="list-style-type: none"> ◇ Formal Recognition Systems: While appreciation messages exist, structured appreciation sessions during staff meetings should be implemented to systematically acknowledge contributions across all departments and roles. ◇ Pedagogical Collaboration: Teaching teams require more structured platforms for sharing effective instructional strategies, particularly in specialized subject areas. ◇ Student Guidance: Analysis projects need enhanced scaffolding to help students better connect theoretical concepts with real-world applications. These refinements will strengthen visible appreciation practices, cross-departmental cooperation, and student learning outcomes - creating a more cohesive and motivated school community. ◇ Appreciation session in the staff meeting should be added. 	<ul style="list-style-type: none"> ◇ Visual Reinforcement: Friendly reminder displays about mutual trust, respect and appreciation will be installed in common areas to maintain awareness of core values. ◇ Professional Collaboration: Departments will strengthen peer support systems through structured mentoring programs and shared improvement goals, particularly focusing on cross-department cooperation.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Appreciation messages have been sent by Principal or the teacher-in-charge after each function. 		
<p>3.1.2 Provide training/coaching/mentorship/social events and opportunities for formal/informal exchanges between the faculty and administration staff</p>	<ul style="list-style-type: none"> ● Training/sharing sessions conducted ● Stakeholders involved have a more positive perception of school interpersonal relationship and climate 	Overall Evaluation : Completely achieved / Partially achieved / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Leadership Development: Structured coaching programs for new panel heads were successfully implemented, including subject-specific learning circles that enhanced pedagogical collaboration. ✧ Professional Engagement: Departments demonstrated active participation in meetings, with new members taking leadership roles in various initiatives. ✧ Cross-Institutional Exchange: Valuable informal dialogues were established with counterpart departments from other schools, enriching professional perspectives. ✧ Community Building: Parent workshops on wellness activities like Tai Chi extended the culture of appreciation beyond staff to the wider school community. These initiatives have created measurable improvements in workplace climate and interdepartmental cooperation. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Leadership Engagement: While discussions with senior management have been initiated, structured sharing sessions between middle managers need implementation to promote cross-departmental understanding and introduce the PIE (Plan-Implement-Evaluate) model for student-centered approaches. ✧ Staff Morale: Survey data indicates the need to enhance overall job satisfaction and workplace morale through more targeted recognition programs. ✧ Participation Balance: Engagement in professional development activities has been inconsistent, requiring both formal training and informal relationship-building opportunities to ensure inclusive participation. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Personalized Engagement: Small-group mentorship sessions will be organized to foster deeper professional connections among staff, complemented by impact assessment surveys to refine future programming. ✧ Program Integrity Protection: Clear guidelines will be established to safeguard the objectives of specialized training courses, ensuring all stakeholders understand their purpose and value. These measures will strengthen interpersonal bonds through meaningful interactions while maintaining program quality through transparent communication and continuous evaluation.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> ✧ Professional development with other schools or expertise on Biology, Chemistry, Economics, History have been arranged to providing coaching for new Panel heads. Economics has created a learning circle to further discuss how to organize activates effectively and the pedagogies. 	<ul style="list-style-type: none"> ✧ Activity Coordination: Scheduling conflicts between various student programs need resolution to honor prior commitments and maintain integrity of extracurricular offerings. These refinements will strengthen visible leadership, staff satisfaction, and program effectiveness across the school community. ✧ Formal and informal talk with VPs, AP and functional heads have been arranged. But the sharing of working experiences with different middle managers should be arranged and PIE model with students' center should be introduced. 	
<p>3.1.3 Involve more staff in the decision-making process. Explain decisions as much as possible</p>	<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 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Representative Task Forces: Cross-departmental teams have been successfully established for key initiatives (curriculum development, AI integration, WPD implementation), ensuring diverse perspectives inform strategic decisions. ✧ Empowered Participation: Structured meeting protocols now allocate dedicated time for teacher-led discussions, significantly enhancing engagement in policy dialogues. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Policy Clarity: While maintaining regular leadership meetings (SAB, staff meetings), deeper verification of policy rationales is required before middle managers facilitate departmental discussions. ✧ Digital Engagement: Existing e-platforms (Padlet) and collaborative meeting techniques will be enhanced with trust-building protocols to ensure authentic participation. These refinements address current gaps in policy comprehension, inclusive representation, and deliberative quality, while leveraging technology to support transparent 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Trust-Building Initiatives: Structured programs will be developed to foster stronger interpersonal connections among staff across all levels. ✧ Transparency Framework: A comprehensive decision-making dashboard will be introduced for middle managers, tracking: staff consultation breadth (number/departments), project objectives, implemented ideas, timelines, and budget

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		✧ Positive Feedback: Departmental surveys indicate strong staff satisfaction with collaborative working environments and decision-making processes. These developments demonstrate effective institutionalization of participatory leadership and shared governance principles.	decision-making processes.	allocations. This data-driven approach ensures measurable inclusion in policy formation while maintaining accountability in resource management. The dashboard will serve as both a participation metric and planning tool to institutionalize collaborative practices.
3.2 Strengthen partnership with parents				
3.2.1 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. ● 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 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Effective Communication Systems: Immediate notification protocols for critical situations (crises, emotional/disciplinary concerns) have been successfully implemented, ensuring timely home-school collaboration. ✧ Structured Leadership Communication: The Supervisor's and Principal's messages has been systematically delivered two times annually to maintain consistent dialogue. ✧ Verified Impact: The majority of parents acknowledge the school's efforts in providing diverse developmental opportunities beyond classroom learning. ✧ Special Needs Collaboration: Parents of SEN students report improved understanding of their role in shared 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ✧ Specialized Support Enhancement: For SEN partnerships, educational psychologists have increased direct parent communication (phone/face-to-face), while specialist teachers have expanded group training sessions in Term 2. These refinements address current needs for predictable information flow and targeted support, ensuring all families receive appropriate engagement opportunities. But the enhancement should be further kept. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ✧ Communication Enhancement: Teacher-parent communication channels will be systematically strengthened through regular updates, dedicated consultation hours, and streamlined digital interfaces. These measures aim to achieve consistent information sharing and sustained parental involvement, ensuring at least 80% satisfaction in workshop evaluations while fostering mutual understanding of student development goals.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		educational goals and express greater satisfaction with partnership quality. These outcomes demonstrate measurable progress in building trust and mutual understanding between school and families.		
3.2.2 Organize talks/ workshops/ informal discussions for parents. Share with them the school's major concerns on L&T and WPD. Explain major strategies and solicit their support to achieve mutual goals.		Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ❖ Interactive Platforms: Successful parent-teacher discussions (including F1-F2 Tea Time with 25 attendees) enabled direct dialogue about school policies, complemented by follow-up circulars to sustain communication. ❖ Convenient Accessibility: Online briefings for the S2 study tour were well-received for their practicality and clarity. ❖ Holistic Programming: The PTA organized impactful relationship-building workshops, while career talks garnered parental appreciation for their relevance. ❖ Digital Outreach: Sports departments effectively utilized eClass and Google Classroom to share student achievements and event information. These efforts demonstrate effective implementation of the school's commitment to transparent communication and mutual understanding with families. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ❖ Program Expansion: The positive reception of career talks indicates opportunities to develop similar subject-specific workshops addressing Learning & Teaching (L&T) and Whole-Person Development (WPD) priorities. ❖ Quality Assurance: Participant feedback systems will be enhanced to ensure 80% satisfaction benchmarks are consistently met across all sessions. ❖ Communication Depth: Explanations of school strategies will incorporate more concrete examples of how parental support directly contributes to student success. These refinements will create more impactful engagement opportunities that translate awareness into active collaboration toward shared educational goals. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ❖ Accessible Programming: Selected parent seminars will adopt hybrid (online/in-person) formats to improve participation convenience while maintaining engagement quality. ❖ Successful Model Expansion: The well-received career talk framework will be replicated for other key areas (L&T, WPD) with enhanced content demonstrating clear links between school strategies and home support. These measures will ensure consistent achievement of the 80% satisfaction benchmark while addressing diverse family needs through flexible participation options.

Targets	Success Criteria	Review on Implementation		Follow-up Measures
				<ul style="list-style-type: none"> ◇ The online format could be considered for selected parent seminars to enhance accessibility and convenience.
3.3 Strengthen bondage with alumni				
3.3.1 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 	Overall Evaluation : Completely achieved / <u>Partially achieved</u> / Not achieved		
		<p style="text-align: center;"><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ Strategic Alumni Engagement: Sustained alumni engagement was evidenced by campus event participation and organized visits from multiple cohort groups, reflecting a committed network of institutional advocates. ◇ Professional Knowledge Transfer: Alumni provided targeted leadership training for student leaders and delivered study skill seminars impacting senior-year cohorts. ◇ Career Development Support: The Career Day initiative and provision of 10+ summer job placements through alumni networks directly enhanced student exposure to professional pathways. These outcomes reflect effective institutionalization of graduate relationships for holistic student growth. 	<p style="text-align: center;"><u>Improvements</u></p> <ul style="list-style-type: none"> ◇ Expanded Faculty Involvement: Current alumni interactions are limited - broader teacher participation is needed to deepen connections. ◇ Student-Alumni Engagement: Students require preparation to actively participate in sharing sessions, while technical support systems must be implemented to facilitate seamless alumni communications. These refinements will address current gaps in relationship breadth and interaction quality, ensuring more meaningful, school-wide alumni engagement. 	<p style="text-align: center;"><u>Follow-up Measures</u></p> <ul style="list-style-type: none"> ◇ Faculty Engagement Expansion: Teachers will be systematically involved in interactions with appropriate alumni next term to build organic relationships beyond current limited contacts. ◇ Activity Programming: An intergenerational sports competition or other kinds of activities will be organized within the academic year to foster informal bonding between current students and graduates. ◇ Preparation Protocols: Structured pre-event briefings will be developed to help students maximize learning from alumni interactions, including goal-setting guidance and discussion frameworks. These measures aim to create sustainable connection points that transition alumni from passive observers to active school supporters.

2. Evaluation on the use of Capacity Enhancement Grant (CEG) and Diversity Learning Grant (DLG) for 2024-25

The CEG was spent on academic development in support of learning and teaching. A contract Putonghua teacher was employed to teach Putonghua and support learning activities for junior classes. Part of salary of IT technician was paid through CEG 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 2024-25

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 31/8/2025.

Continued Professional Development for the school's teachers:

Year	Number of staff	Total TCPD Hour	Average TCPD Hour
2022-2023	55	1,967	35.7
2023-2024	55	2,504	45.5
2024-2025	53	3,013	56.8

4. Major Concerns for 2024/25 – 2026/27

Targets	Outline of Strategies	Time Scale Year 1/2/3			Seven Learning Goals
		1	2	3	
Major Concern I: Cater for learners' diversity – the whole 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 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 workshop, focusing on theories accounting for LD, related effective teaching strategies & design of tiered assignments	✓			2. Breadth of Knowledge 3. Language Proficiency 4. Generic Skills 5. Information Literacy 6. Life Planning 7. Healthy Lifestyle
	1.2 Subject panels discuss and specify clearly on schemes of work for each unit the different expected learning outcomes for the more advanced, average and less able students	✓	✓	✓	
	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	✓	✓	✓	
	1.4 Open classrooms for peer lesson observation	✓	✓	✓	
	1.5 Use specific lesson observation form to help identify good practices to cater for learners' diversity	✓	✓	✓	
2. Students are well-equipped with relevant learning and thinking skills and fostered 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	✓	✓	✓	
	2.2 Conduct workshops or organize relevant activities on relevant learning skills for students	✓	✓	✓	
	2.3 Conduct workshops for teachers & students on relevant IT skills to enhance students' engagement	✓	✓		
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 that helps to suggest remedial measures	✓			
	3.2 ADAT analyzes assessment data and feedbacks the findings to each subject panel for further improvement		✓	✓	

Targets	Outline of Strategies	Time Scale Year 1/2/3			Seven Learning Goals
		1	2	3	
Major Concern II: With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join together 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 familiarized with the framework. They understand the rationale behind and promise to try their best to live out the values	1.1 Fine tune the school-based Whole-Person Development Framework	✓			1. National and Global Identity 2. Breadth of Knowledge 3. Language Proficiency 4. Generic Skills 5. Information Literacy 6. Life Planning 7. Healthy Lifestyle
	1.2 Arrange staff development program/sharing sessions to familiarize teachers with the Whole-Person Development Framework and relevant activities	✓			
	1.3 Set annual themes to promote/explain to students the Whole-Person Development Framework through various means	✓	✓	✓	
	1.4 All class teachers guide students to set goals and make plans to achieve the targets	✓	✓	✓	
2. Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership	2.1 Develop students relevant values, attitudes and skills through class-based, form-based and school-based co-curricular activities	✓	✓	✓	
	2.2 All class teachers play an active role in strengthening students relevant values, attributes and skills	✓	✓	✓	
	2.3 All relevant functional groups design and organise activities, e.g. competition, pilgrimage, experiential learning etc., to foster students with the values and equip them with skills stated in the framework	✓	✓	✓	
	2.3 All subject panels incorporate core values into different curricular as far as possible	✓	✓	✓	
Major Concern III: Foster a more positive school culture with focuses on work relationship among staff and relationship with parents and alumni					
1. More cohesive team spirit among staff is enhanced with mutual trust, respect, appreciation, collaboration and increased transparency of school policies	1.1 Decorate workplace with friendly reminders of the importance of mutual trust, respect and appreciation	✓	✓	✓	
	1.2 Provide training/coaching/mentorship and opportunities for informal exchanges among faculty and administration staff	✓	✓	✓	
	1.3 Involve more staff in decision-making process. Explain decision as far as possible	✓	✓	✓	
2. Partnership with parents is strengthened	2.1 Encourage parents to get more actively involved in school events.	✓	✓	✓	
	2.2 Organize workshops for/arrange informal discussions with parents to develop shared goals for students' learning and development	✓	✓	✓	
3. Bondage with alumni is strengthened	3.1 Organize homecoming events or other activities for congenial communications	✓	✓	✓	