

KWUN TONG MARYKNOLL COLLEGE

School Development Plan

2012- 2015

School Goals:

- To provide students whole-person education.
- To deepen students' knowledge of the Chinese culture.
- To enable students to have reverence for God and love people through knowing Christ our Lord.
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Educational Aims:**Virtue**

1. To encourage students to admire the truthfulness, goodness and beauty of God's creation.
2. To cultivate their moral conscience and personality, enabling them to be self-disciplined, right-minded, and to foster a positive outlook on life.

Intellect

1. To develop the ability to think and learn independently.
2. To increase the interest in learning through acquiring effective learning methods.

Health

1. To develop an interest in sports, to form good sports habits and adherence to rules.
2. To raise the quality of the physique and the mind, so as to build a positive healthy image.

Community Spirit

1. To encourage active participation in and organisation of extra-curricular activities, enhancing the sense of responsibility, the sense of belonging, and leadership training.
2. To foster the spirit of democracy, rule of law, human rights and freedom, enabling students to respect and admire both themselves and others while enriching their team spirit, thus making them socially moral, responsible and civic-minded citizens who are committed to serving the community.

Aesthetics

1. To broaden their ways of thinking and of expression in order to solve problems, to

enhance self-awareness, and to inspire imagination and creativity through participation in art activities.

2. To nurture the capacity for aesthetic judgement through learning the language, history and culture of art; to enable students to show concern for life and appreciate nature through aesthetic education.

The Major Concerns of School Development Plan (2012-2015):

- (1) To cultivate the school spirits in our students.
- (2) To enhance the effectiveness of teaching and learning through the implementation of assessment for learning.
- (3) To cater for student diversity with emphasis on gifted education.
- (4) To strengthen the language performance of students so that they can become tri-lingual and bi-literate.
- (5) To enhance the global awareness of students.

School Development Plan (2012-2015)

Intended Outcomes / Targets	Strategies	Time Scale		
		12	13	14
1. Students will be able to be aware of the school spirits and be able to live up to them.	1. Through hidden curricular and House activities, students will have a better understanding of the School Spirits: Kindness, Trust, Modesty, Courtesy, Loyalty and Endurance.	✓	✓	✓
2. Teaching and learning will be more effective. Teachers will be able to evaluate their lessons and make adjustments so as to ensure students can achieve the learning objectives.	2.1 More workshops on Assessment for learning will be organized for teachers. 2.2. Teachers are encouraged to give specific feedback to students. 2.3 Collaborative lesson planning is to be carried out among teachers.	✓	✓	✓
3. Students with special needs will be taken care of and gifted students will be given opportunities to extend their potentials.	3.1 SEN Committee is to plan and to co-ordinate all SEN measures. 3.2 Teaching on Gifted Education 3.3 Leadership training and elite classes will be conducted. 3.4. Gifted students are encouraged to take part in territory-wide competitions.	✓	✓	✓
4. Most students can become tri-lingual and bi-literate.	4.1 Relevant panels are to make plans to strengthen teaching and learning of the languages. 4.2 To create a language rich environment, English and PTH teachers are to communicate with students in English and PTH inside and outside classrooms.	✓	✓	✓
5. Students' horizon will be broadened.	5.1 To organize more trips outside Hong Kong. 5.2 To encourage students to care about current affairs.	✓	✓	✓

Strengths

1. Our school was founded in 1971 by the American Missionary — the Maryknoll Father Society with mission to bring Christ's love to all people & races in serving the community. The spirit has been motivating us throughout the development of the school despite the handover of sponsorship to the Hong Kong Catholic Diocese (HKCD) in 1982 and HKCD has been taking care of our school with its centralized professional & financial supports.
2. The school management is democratic and consultative with the establishment of the School Executive Council, eight administrative sections and the Student Council which enable a comprehensive and effective consultation in initiating and making policies.
3. The Student Council, organized in 1973, with four independent bodies — Student Representatives Council, Student Executive Council, Judiciary Council and Student Newspaper Editorial Committee, is not only monitoring activities and services, serving as a bridge between students and the school for their fellow-schoolmates to exchange views and making suggestions, but also promoting democracy and sense of belonging in the school.
4. Parent-Teacher Association (PTA) established in 1994, serves effectively as a co-worker and partner in the implementation of school plans to achieve the school goals. They take care of students' welfare with their expertise and resources, care and concern.
5. Alumni Association provides no direct service to school affairs, but instead, a significant network of resources of expertise and professionalism for the school and fellow-schoolmates, and a prominent means to enhance our Maryknollers' spirit outside the school. Donations from alumni help sponsoring scholarships and the development of co-curricula activities.
6. The outstanding well-rounded achievements of the school, for example, 10As in HKCEE, serve as inspiring momentum of the school pursuing excellence.
7. Our teachers and staff are competent, experienced and dedicated. They are the core force leading students to remarkable academic success and well-rounded growth.
8. The new annex with 15 special rooms has improved the school facilities and provides more space for school development. With additional IT facilities and CAL Room in the New Annex, the e-Class learning platform, interactive learning and teaching is enhanced.

Weaknesses

1. The social background of students, most of them are from low-income families, hinders their development in an all-round direction, for example, in the programme, "A Talent for Life" which, to a certain extent, requires constant financial support.
2. As an EMI school, most of our students do not have adequate support from their families in extending their language ability.
3. Students' differences under 3-Band in-taking system have been significantly widened in all aspects. Academic and behavioral problems of students are being intensified.

Opportunities

1. Civic Education, a school-based and formal curriculum, conducted in Junior Forms, serves as a favourable foundation for the development of Liberal Studies in NSS.
2. Life Education, high-lighting “A Talent for Life”, is a well-rounded education policy, and students’ active involvement in social services lay a good foundation for the development of Other Learning Experiences (OLE).
3. Cross-curricular project learning implemented in F.2 provides students learning skills and prepares them for the NSS curricula.
4. With Teacher Assistants helping the English, Chinese and L.S. Panels in all aspects and a Pastoral Worker helping in the cultivation of religious and spiritual atmosphere, teachers may have more time to focus on students’ needs.
5. “Big Brothers’ Scheme”, “Good Deed System”, Peer Mediation Programme and “I have a Date with Teachers” etc have been running in these years, help promote a harmonious school.
6. Student self-renewal Scheme is advocated in line with the endeavour to counter-balance students’ disciplinary demerits with commendable deeds and services. It is a process of reconciliation in which students could reflect and make-up for their mistakes, and moreover, could enhance their self-confidence, self-esteem and sense of belonging to the school.
7. Increasing offer of scholarships sponsored by alumni and “Excellent Maryknoller Award Scheme” are not only a great encouragement for students, but also a profound inspiration for their well-rounded excellence.

Threats

1. Kwun Tong, one of the lowest family income regions in Hong Kong, is also becoming a localization of newly arrived people from the mainland. Family problems, for example, single-parent, broken families, domestic brutality and abuse etc are looming and causing more behavioral and emotional problems among students.
2. The growing number of SEN students is another strike which pushes the already overloaded teachers and staff to the extreme.
3. Having participated in the Voluntary Optimization of Class Structure Scheme, our staff establishment and government grants would be affected, and that will directly affect school development.