

St. Mark's School
Annual School Report (2015-2016)

Major Concern 1 Building Students' Character

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1.1 To build up students' self-discipline & sense of responsibility	1.1.1 Encouraging students to set and pursue individual goals with self-discipline	Sep 15 – Aug 16	Individual goals set and reviewed when necessary	Students' journals Form Teachers' feedback	<ul style="list-style-type: none"> - Goal-setting activities were conducted in Form Teacher Periods. - Goals set by students were specific enough but not focused on character building. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Fewer Form Teacher Periods were arranged due to limited time, allowing less time for character-building activities. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - More structured Form Teacher Periods and materials should be provided. - The schedule of Form Teacher Periods / Hall Assemblies should be given to teachers at the beginning of the school year for better planning. - A briefing session to explain the goals and focus of the activities should be conducted beforehand.

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	1.1.2 Initiating students' reflection on self-discipline	Sep 15 – Aug 16	Positive comments	Survey on teachers' comments Feedback from students	<ul style="list-style-type: none"> - Survey on Form Teachers' comments was conducted and positive comments were received. - Students' comments on their performance in extra-curricular activities were collected and the comments were positive. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Some students taking the leadership role were less aware of role-modelling. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Students should be encouraged to do more in-depth reflections specifically on self-discipline.
	1.1.3 Providing opportunities for students to take part in relevant programmes to strengthen their perseverance and sense of responsibility	Sep 15 – Aug 16	Students take part in different programmes	Records of student participation Feedback from students	<ul style="list-style-type: none"> - Activities to strengthen students' perseverance and sense of responsibility, such as Streetathon and Enhanced Smart Teen Project, were provided. - Opportunity for teacher-student interactions in different activities were provided to promote character building of students. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Students' participation in relevant programmes was limited due to the quota set by organisers. - The quality of programmes offered by different service providers varied.

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1.2 To foster students' empathy & initiative to serve others	1.2.1 Making service opportunities in school available to students	Sep 15 – Aug 16	Students become more willing to serve others in school	Survey on students' participation and attitude towards service	<ul style="list-style-type: none"> - Whole-school service events, such as School Service Day, Information Day, etc., were held to encourage student participation. - Feedback from teachers and response from student leaders showed the students were generally willing to serve others in school.
	1.2.2 Involving students in community service for empathy development	Sep 15 – Aug 16	Students become more willing to serve others in the community	Survey on students' participation and attitude towards service	<ul style="list-style-type: none"> - Large scale events, such as Dress Casual Day, Operation Santa Claus, etc., were held to promote students' participation in community service. - Activities organised by Social Service Club targeted different beneficiaries to foster students' empathy towards different social minorities. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Students' participation was limited due to the quota set by organisers. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Students should realise the purpose of community service at the pre-activity briefing and post-activity debriefing should be further encouraged to strengthen character building of students. - Service sessions during school days could be set aside for community service to cultivate students' willingness to serve others.

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	1.2.3 Encouraging students to initiate activities to promote positive attitude	Sep 15 – Aug 16	Students take initiative in organizing activities to raise awareness of the needs of others	Feedback from student leaders Feedback from teacher advisors	- Students demonstrated initiative to organize activities to cater for the needs of others in school and in the community.
	1.2.4 Guiding students to reflect on their serving experience through writing and sharing	Sep 15 – Aug 16	Students are able to reflect on their experience in serving others	Journal kept by students and/or sharing in various forms, e.g. during Form Teacher Periods, Assemblies, etc.	<ul style="list-style-type: none"> - Opportunities were provided for students to share experience in serving others but the reflections lacked sophistication. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Despite guidelines on reflection being provided, some students were yet to reflect with all sincerity during Form Teacher Periods for their lack of involvement in serving others. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Different formats of reflection / sharing could be explored.

Major Concern 2 Addressing Learner Diversity

Intended Outcomes / Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
2.1 To better equip teachers to cater for learner diversity	2.1.1 Providing more teacher training to equip teachers with strategies to cater for learner diversity	Sep 15 – Aug 16	Teachers become more confident to adopt the strategies acquired	Lesson observation Feedback from teachers	<ul style="list-style-type: none"> - More teacher training was provided through QSIP, focusing on strategies to cater for low achievers. - Teachers’ awareness of learner diversity and confidence in adopting appropriate strategies to cater for the needs of low achievers were raised. - Teachers were able to apply teaching strategies like grouping, chunking of tasks, etc. - Inter-departmental sharing on teaching strategies was achieved on the Staff Development Day. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Strategies to cater for learner diversity within class required further training. - Staff development training was mostly theoretical while more practical ideas were to be explored. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Successful practices in schools of similar background should be studied.

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	2.1.2 Inviting specialists to share on strategies to facilitate learning of students with special educational needs	Sep 15 – Aug 16	Teachers more aware of special educational needs of students	Feedback from teachers	<ul style="list-style-type: none"> - Teachers were more aware of the students with special education needs through case conferences with and seminars by specialists like educational psychologist and school social worker. - Teachers attended courses outside school on SEN. <p>Challenge(s)</p> <ul style="list-style-type: none"> - The quota for SEN courses limited the involvement of teachers. - Specialist sharing did not cater for teachers' practical needs in handling mixed SEN classes.
2.2 To better facilitate learning for students with different abilities	2.2.1 Adopting different teaching strategies to cater for learner diversity in class	Sep 15 – Aug 16	Different teaching strategies adopted by teachers in an attempt to cater for learner diversity	Lesson observations	<ul style="list-style-type: none"> - Teachers were able to apply what they acquired in staff development programmes on learner diversity, such as graded assignment design, mixed ability grouping, co-planning, etc. - In collaboration with QSIP, innovative teaching strategies and practices were devised to cater for learner diversity in some subjects. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Applying strategies to cater for learner diversity took up more lesson time, resulting in disruption to teaching schedule and progress. - Co-planning was found challenging due to timetabling issues.

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	2.2.2 Catering for gifted students through identification and providing more structured training	Sep 15 – Aug 16	Specialized programmes match the learning needs of gifted students Identification procedure in place	Evaluation by Curriculum Development Committee	<ul style="list-style-type: none"> - Subject-based enhancement programmes were provided in school to stretch the ability of gifted students. - More capable and motivated students were selected for structured pull-out gifted programmes and competitions provided by external organisations. - Identification procedure was developed for selected subjects.
	2.2.3 Refining learning support programmes to cater for students with different abilities	Sep 15 – Aug 16	Students' learning attitude and academic performance improved	Feedback from students and teachers Assessment results	<ul style="list-style-type: none"> - Individual subject departments refined the support programmes targeting student groups with different abilities. - Improvement in students' learning attitude was not significant enough to be observed or gauged. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Low student attendance rates dampened the effectiveness of after-school support programmes. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Further refining of support programmes was deemed necessary to motivate students.

Major Concern 3 Promoting e-Learning

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3.1 To fully utilize the existing school resources / to enhance the use of devices	3.1.1 Enhancing software	Sep 15 – Aug 16	Installed programmes updated Compatibility of software improved	Committee Reports Feedback from teachers and students	<ul style="list-style-type: none"> - Software was enhanced to facilitate learning and teaching. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Certain function keys, e.g. right-click, should be enabled. - Software programmes suggested by teachers could be installed to enhance learning and teaching.
	3.1.2 Enhancing the e-learning platform to facilitate teacher-student communication	Sep 15 – Aug 16	Teacher-student communication better facilitated	Committee Reports Feedback from teachers and students.	<ul style="list-style-type: none"> - Teachers made use of various platforms, e.g. Office 365, My IT School, etc. to enhance communication with students.
	3.1.3 Enhancing the IT facilities in school	Sep 15 – Aug 16	IT facilities upgraded	Reports of IT Administration Committee	<ul style="list-style-type: none"> - IT facility enhancement was in progress. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Various new problems were yet to be addressed.

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3.2 To enhance e-learning in learning and teaching	3.2.1 Implementing Wi-Fi 900 project	Sep 15 – Aug 16	Required infrastructure installed	Reports of IT Administration Committee	<ul style="list-style-type: none"> - The installation would be completed by the end of August as scheduled.
	3.2.2 Encouraging teachers to adopt innovative teaching strategies	Sep 15 – Aug 16	A variety of innovative teaching strategies adopted	Reports of Subject Departments	<ul style="list-style-type: none"> - Different strategies were adopted by various subject teachers to better cater for learner diversity. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - STEM Project-based learning across disciplines for junior form students could be explored. - Cross-departmental collaboration on developing innovative teaching strategies could be encouraged. - Teachers could be encouraged to receive training from the EDB.

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	3.2.3 Providing training and guidelines to teachers and students	Sep 15 – Aug 16	Teachers and students attended training Guidelines for teachers and students issued	Records of training Reports of Subject Departments Report of IT Administration Committee	<ul style="list-style-type: none"> - Guidelines for teachers and students were to be provided upon completion of e-learning infrastructure. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Teachers experienced difficulty in enrolling in training courses provided by the EDB. - Lesson swaps and substitutions might cause disruption to teaching progress. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - School-based training for teachers and students could be provided.
	3.2.4 Tapping resources for e-Learning	Sep 15 – Aug 16	Different kinds of e-learning resources introduced for learning and teaching	Reports of Subject Departments	<ul style="list-style-type: none"> - Some teachers adopted free e-learning software or apps online. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Adoption of suitable e-learning resources across different subjects should be encouraged.