

St. Mark's School
Annual School Report (2016-2017)

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 individual goals and pursue with self-discipline	Sep 16 – Aug 17	Students displaying self-discipline in the pursuit of individual goals	Committee reports Feedback from students and teachers	<ul style="list-style-type: none"> - Activities and worksheets on goal-setting were conducted in Form Teacher Periods. Additional Form Teacher Periods were scheduled to facilitate proper conduct of the activities. - More focused activities were conducted to encourage students to set goals in academic and leadership development, e.g. Parents' Night and LEAP. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Senior form students were not serious enough in their evaluation on goal-setting. - Quantitative analysis was found inappropriate due to the nature of the qualitative response in the worksheets. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Evaluation and reflections could be done in post-exam period in July. - Further guidelines were needed.

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	1.1.2 Initiating students' reflection on self-discipline	Sep 16 – Aug 17	Students able to reflect on self-discipline and improvement observed	Committee reports Feedback from students and teachers	- Students were encouraged to reflect on self-discipline in the goal-setting worksheets. Student reflections would be analysed for future planning.
	1.1.3 Providing opportunities for students to take part in relevant programmes to strengthen their perseverance and sense of responsibility	Sep 16 – Aug 17	Perseverance and sense of responsibility observed in students' participation in different programmes	Committee reports Feedback from students and teachers	- Slight improvement was observed. - Students demonstrated a sense of responsibility in different ECA and leadership training activities. Recommendation(s) - Students in Christian Fellowship should take the lead in prayers at Morning Assembly. - Fewer assembly duty reminders should be given to cultivate students' sense of responsibility.
1.2 To foster students' empathy & initiative to serve others	1.2.1 Making service opportunities in school available to students	Sep 16 – Aug 17	More students serving others in school	Committee reports	- Ample service opportunities were provided in ECA and student participation was satisfactory. - Additional clubs and societies were established so that more students were able to serve others in school.
	1.2.2 Involving students in community service for empathy development	Sep 16 – Aug 17	More students serving others in the community	Committee reports	- Students' attitude and manners were the emphases in their carrying out of the services. - Students were showing more willingness and commitment. Over 200 senior form students

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					<p>participated in services outside school. Over 70% of students were involved in at least one service activity.</p> <p>Challenge(s)</p> <ul style="list-style-type: none"> - Exposure was still limited for junior form students, due to considerations of age and maturity, to develop empathy.
	1.2.3 Encouraging students to initiate activities to promote positive attitude	Sep 16 – Aug 17	Students able to sustain the initiative in organising activities to raise awareness of the needs of others	Committee reports	<ul style="list-style-type: none"> - More activities were organized by student leaders, showing more awareness to the needs of others. - A whole-form service day was organised. Details in preparation and operation were to be improved.
	1.2.4 Guiding students to reflect in writing or in sharing on their learning experience in serving others	Sep 16 – Aug 17	Students able to reflect on their serving experience in an attempt to motivate their peers to serve others	Committee reports	<ul style="list-style-type: none"> - Students were guided to reflect on what they had achieved in serving others and aspects for further improvement. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Different forms of response and feedback, e.g. writing and drawing, should be encouraged. - Evaluation or debriefing should be done after service activities.
1.3 To cultivate students' courtesy &	1.3.1 Promoting courtesy and respect through different campaign	Sep 16 – Aug 17	Objectives of activities and	Committee reports	<ul style="list-style-type: none"> - A campaign to promote courtesy and respect was launched by student leaders.

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respect	activities and programmes		programmes achieved	Feedback from teachers and staff	<p>Improvements in planning, promotion and conduct of the activities were needed for sustainability of the campaign.</p> <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Teacher-student and student-student communication could be improved.
	1.3.2 Raising among student leaders the awareness of being role models for fellow students	Sep 16 – Aug 17	Student leaders more aware of their behaviour and manners	<p>Committee reports</p> <p>Feedback from teachers</p>	<ul style="list-style-type: none"> - More focused training was provided to student leaders. Past student leaders were invited to share their experience in being role models. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Some student leaders had low awareness of themselves being role models in academic studies and behaviour. - Some more capable students did not regard the posts of student leaders as valuable opportunities.
	1.3.3 Collaborating with parents to cultivate courtesy and respect in students	Sep16 – Aug 17	Activities on courtesy and respect organised in collaboration with parents	<p>Committee reports</p> <p>Feedback from parents</p>	<ul style="list-style-type: none"> - Parents were involved by organising activities to respect teachers. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Invitations should be extended to more parents through PTA to collaborate with the school in cultivating courtesy and respect. - More communication channels among Form Teachers, parents and students might 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	Sep16 – Aug 17	Teachers competent to adopt the strategies acquired	Committee reports Departmental reports Feedback from teachers	<ul style="list-style-type: none"> - Training on various levels and aspects was provided. Teachers attended courses on handling students' emotional problems, catering for learner diversity and specialised courses provided by EDB. - Different subject panels encouraged and provided opportunities for members to share experience. - Catering for learner diversity was made one of the main focuses in lesson observation.
	2.1.2 Inviting specialists to share on strategies to facilitate learning of students with special educational needs	Sep16 – Aug 17	Teachers more aware of special educational needs of students	Feedback from teachers	<ul style="list-style-type: none"> - Educational Psychologist was invited to share teaching strategies catering for students with SpLD with Chinese teachers. - Specialists were invited to conduct a workshop on teaching strategies catering for students with ADHD and ASD on Staff Development Day. The workshop was well-received as concrete examples were provided in sharing. Teachers became more aware of the special educational needs

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					of students and were more ready to adjust their teaching strategies accordingly.
2.2 To better facilitate learning for students with different abilities	2.2.1 Adopting different teaching strategies to cater for learner diversity in lessons	Sep16 – Aug 17	Appropriate teaching strategies adopted by teachers to cater for learner diversity	Departmental reports	<ul style="list-style-type: none"> - Different strategies were observed, including adopting e-learning elements to arouse students’ interest, mixed ability grouping in lessons, etc. - Extra help was provided to the weaker group and the more capable group by teachers. - More capable students were further stretched in various ways, e.g. more challenging assignments, helping other less-capable classmates, etc.
	2.2.2 Catering for gifted students through identification and providing more structured training	Sep16 – Aug 17	Specialised programmes available to match the learning needs of gifted students Identification procedure in operation	Committee reports	<ul style="list-style-type: none"> - Elite students were encouraged and chosen to participate in competitions and training in and outside school. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - More structured training for gifted students should be provided.
	2.2.3 Refining learning support programmes to cater for students with	Sep16 – Aug 17	Students’ learning attitude improved	Committee reports	<ul style="list-style-type: none"> - ASHS, EP and self-directed learning programmes were refined and

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	different abilities			Feedback from students and teachers	<p>implemented.</p> <ul style="list-style-type: none"> - Attendance rates and effectiveness varied due to different methods of recruitment, frequency of sessions, the programmes being extra sessions after school, clash with other activities, tutor reliability, etc.

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	Sep16 – Aug 17	Operating system and software upgraded	Committee reports Feedback from teachers and students	<ul style="list-style-type: none"> - Due to the centralized mobile device management, it was necessary to contact IT Technicians to install apps on tablet PCs so that teachers could try out different apps. The procedure could be further streamlined. <p>Challenge(s)</p> <ul style="list-style-type: none"> - It was necessary to strike a balance between convenience and security issues.
	3.1.2 Enhancing the e-learning platform to facilitate teacher-student communication	Sep16 – Aug 17	Launch of different e-learning platforms in school to enhance teacher-student communication	Committee reports Feedback from teachers and students	<ul style="list-style-type: none"> - Teachers preferred e-learning portals with better sustainability. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Electronic circulars and reply slips were suggested so as to enhance school-parent communication.
	3.1.3 Enhancing the IT facilities in school	Sep16 – Aug 17	IT facilities upgraded	Committee reports Feedback from teachers	<ul style="list-style-type: none"> - Tablet PCs were found to be insufficient for students or classes - Some projectors in classrooms were too old and images were blurry. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - There should be better communication between IT Technicians and teachers regarding the reservation of mobile

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					devices for lessons.
3.2 To enhance e-learning in learning and teaching	3.2.1 Implementing Wi-Fi 900 project	Sep16 – Aug 17	<p>Mobile device management customized for e-learning</p> <p>More mobile devices deployed for learning and teaching</p>	<p>Committee reports</p> <p>Feedback from teachers</p>	<p>- Wi-Fi concurrent connection in some classrooms was found to be unsatisfactory.</p> <p>Recommendation(s)</p> <p>- It was suggested that teachers’ devices should be able to connect to Wi-Fi in Staff Room.</p>
	3.2.2 Encouraging teachers to adopt innovative teaching strategies	Sep16 – Aug 17	Cross-disciplinary collaboration in adopting innovative teaching strategies	Committee reports	<p>- Teachers were trying out numerous online learning platforms. Some lessons were conducted using tablet PCs.</p> <p>- Feedback from students, particularly junior form students, was positive.</p>
	3.2.3 Providing training and guidelines to teachers and students	Sep16 – Aug 17	<p>Student training incorporated in curriculum</p> <p>School-based teacher training provided</p>	Committee reports	<p>- Teachers of various subjects received training on e-learning.</p> <p>- Mobile device literacy rates of teachers and students varied, affecting the effectiveness of lessons.</p> <p>Recommendation(s)</p> <p>- Basic training for students should be provided.</p> <p>- Teacher training should be organized in small groups or subject-based.</p>

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	3.2.4 Tapping resources for e-Learning	Sep16 – Aug 17	Appropriate e-learning resources adopted for learning and teaching	Committee reports	<ul style="list-style-type: none"> - Various subject panels used resources online <p>Recommendation(s)</p> <ul style="list-style-type: none"> - Issues on paid apps had to be sorted.