

St. Mark's School
Annual School Report (2017-2018)

Major Concern 1 Building Students' Character

Intended Outcomes/ Targets	Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1.3 To cultivate students' courtesy & respect	1.3.1 Promoting courtesy and respect through different campaign activities and programmes	Sep 17 – Aug 18	Objectives of activities and programmes achieved	Evaluation of activities and programmes concerned	<ul style="list-style-type: none"> - A campaign to promote courtesy and respect was launched by student leaders again in this academic year. - Preparation and coordination started early in an attempt to support the smooth running of the campaign. - Planning, promotion and conduct of the activities by student leaders did not show much improvement. - Sustainability of the campaign was affected negatively. <p>Recommendations:</p> <ul style="list-style-type: none"> - Teacher-student and student-student communication could be further improved. - More detailed guidance might be necessary for student leaders.
	1.3.2 Raising among student leaders the awareness of being role models for fellow students	Sep 17 – Aug 18	Student leaders display proper behaviour and manners	Feedback from teachers and student leaders	<ul style="list-style-type: none"> - Different kinds of structured training were provided to student leaders.

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					<ul style="list-style-type: none"> - Special guests were also invited to share their experience in being role models. - Prefects had taken an important role during the Morning Assembly and Hall Assembly. - Senior House Captain and House Captains had taken up more responsibility in organising the Athletics Meet and Swimming Gala. - Student leaders were invited to participate in various school functions, e.g. St. Mark's Day Luncheon, publicity activities at primary schools, etc. - Student leaders were invited to voice opinions and make suggestions to the Principal. - Student leaders felt proud of being representatives when they were involved in important occasions. - F.6 students show gratitude and respect to the teachers during the Farewell Assembly. <p>Challenge(s)</p> <ul style="list-style-type: none"> - Some student leaders were a bit hesitant and showed room for improvement in initiative and sense of responsibility. - Some potential student leaders were yet to treasure and take advantage of the

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					<p>opportunities.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> - Former student leaders could be invited to different occasions, e.g. ECA Interviews, Hall Assembly or Careers Day, to share their experience as role models. - 2nd tier students could be selected as student leaders to further raise the awareness of students to be role models for fellow students.
	1.3.3 Collaborating with parents to cultivate courtesy and respect in students	Sep17 – Aug 18	Students exhibit courtesy and respect at home	Feedback from parents	<ul style="list-style-type: none"> - Parents took the initiative to organise activities to show respect to teachers. - More communication channels among Form Teachers, parents and students were developed. <p>Recommendation(s)</p> <ul style="list-style-type: none"> - PTA might play a more significant role in collaborating with the school in promoting courtesy and respect. - The theme of the Parents’ Night could be further improved to enhance the collaboration between teachers and parents.
1.4 To develop students’ resilience	1.4.1 Collaborating with NGO to organise a series of programmes to develop resilience in students	Sep 17 – Aug 18	Students’ resilience strengthened	Student survey Feedback from teachers	<ul style="list-style-type: none"> - The Enhanced Smart Teen Project was adopted in order to strengthen the resilience of the junior form students.

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					<ul style="list-style-type: none"> - Activities on building resilience were incorporated in Leadership Camp for student leaders. - Adventure Ship Programme was organised to further build the self-reliance of students. Survey of the students revealed positivity when facing difficulties during the programme. - Positive feedback received from both teachers and parents. - Students' resilience was strengthened in general. <p>Recommendations:</p> <ul style="list-style-type: none"> - The Enhanced Smart Teen Project was recommended for 2018 -2019 to further enhance and sustain the impact. - More opportunities could be explored to further strengthen students' resilience. - Preventive measures and tests should be introduced to analyse the needs of students of different calibre.

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 17 – Aug 18	Teachers more confident to adopt the strategies acquired	Lesson observations Feedback from teachers	<ul style="list-style-type: none"> - Training of various levels and aspects was provided. Teachers attended courses on handling students' emotional problems, catering for learner diversity and specialised courses provided by the EDB. - Different subject departments encouraged and provided opportunities for members to share experience. - Catering for learner diversity was made one of the main focuses in lesson observation. - Teachers' feedback was positive as different strategies were tried out in lessons to help students with different abilities.
	2.1.2 Inviting specialists to share on strategies to facilitate learning of students with special educational needs	Sep 17 – Aug 18	Teachers more aware of special educational needs of students	Feedback from teachers	<ul style="list-style-type: none"> - Specialists were invited to conduct workshops on teaching strategies to cater for students with ADHD and ASD on Staff Development Day. The workshop was well-received as practical tips and examples were highlighted and shared. - Educational Psychologist was invited to

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					<p>share teaching strategies for catering for students with SpLD with Chinese teachers. Feedback from teachers was positive.</p> <ul style="list-style-type: none"> - Teachers became more aware of the special educational needs 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	Sep 17 – Aug 18	Different teaching strategies adopted by teachers to cater for learner diversity	Departmental reports	<ul style="list-style-type: none"> - Different strategies were observed, which include adopting e-learning elements to arouse students' interest, mixed ability grouping in lessons, etc. - Extra help was provided to the weaker groups and the more capable groups by teachers. - More capable students were further stretched in various ways, e.g. more challenging assignments, helping less-capable classmates, etc.
	2.2.2 Catering for gifted students through identification and providing more structured training	Sep 17 – Aug 18	More structured programmes to match the learning needs of gifted students	Committee reports	<ul style="list-style-type: none"> - Elite students were encouraged and nominated to participate in competitions and training in and outside school. <p>Recommendation</p> <ul style="list-style-type: none"> - More structured training for gifted students could be provided.

Major Concern 3 Promoting e-Learning

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3.2 To enhance e-learning in learning and teaching	3.2.2 Encouraging teachers to adopt innovative teaching strategies	Sep 17 – Aug 18	A variety of innovative teaching strategies adopted	Departmental reports	<ul style="list-style-type: none"> - Teachers were trying out numerous tools and mobile apps. Some lessons were conducted using tablet PCs. - Feedback from students, particularly junior form students, was positive. Students were generally motivated.
	3.2.3 Providing training and guidelines to teachers and students	Sep 17 – Aug 18	Teachers and students more competent in e-learning	Feedback from teachers and students Departmental reports Committee reports	<ul style="list-style-type: none"> - User guide and manual for e-learning platforms and mobile devices were provided. - Small-group teacher training workshops were organised to keep abreast of the latest strategies and development. - Subject-based teacher workshops were organised in different subject departments. <p>Challenges</p> <ul style="list-style-type: none"> - Teachers became more competent in using e-learning tools in classes. However, they found it not easy to reserve iPads as the number and availability of iPads was limited and sometimes late delivery of iPads was due to insufficient technical supporting staff.

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					<ul style="list-style-type: none"> - Students demonstrated competence in using e-learning tools but some students were not willing to use the e-learning platforms and they might submit substandard work in electronic form. <p>Recommendations:</p> <ul style="list-style-type: none"> - An online booking system could be deployed for teachers to book the iPads and to check the booking status. - Information literacy including some positive values like the ethical use of I.T., should be promoted to students - Students should be alert to copyright and plagiarism issues.
	3.2.4 Tapping resources for e-learning	Sep 17 – Aug 18	Different kinds of e-learning resources introduced for learning and teaching	Departmental reports	<ul style="list-style-type: none"> - Various subject departments made use of different online resources and mobile apps so teachers could try out the ones best suit the needs in learning and teaching. - Paid apps were purchased by prepaid cards with prior approval of subject

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					<p>department heads or committee coordinators.</p> <ul style="list-style-type: none"> - Some apps, in particular, as formative assessment tool might not be suitable for some subjects. <p>Recommendations:</p> <ul style="list-style-type: none"> - eLearning materials could be categorised and stored in a centralized database or system. - Lists of recommended apps could be compiled for different subjects