

St. Mark's School
Annual School Plan (2019-2020)

Annex 3

Major Concern 1 To nurture students to be confident and self-directed learners

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
1. To nurture students to be confident learners					
1.1 To help students recognise their own potential 1.1.1 To encourage students to reflect on positive experiences in studies and activities so as to explore their own potential	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Suggestions of activities could be provided to Form Teachers to facilitate the conduct of goal setting and evaluation activities. • Regular and periodic debriefing sessions are held. • Reflections on quality of work and students' attitude are done to keep track of their own progress. • Students set and adjust their own goals before the activities and after the debriefing sessions based on the reflections done. 	<ul style="list-style-type: none"> • Records of debriefing sessions held • Students' records of their goals and reflections • Teachers' feedback on student's progress of work done • Teachers' records on the progress of work done by individual students 	<ul style="list-style-type: none"> • Subject Department Heads • Awards Committee • ECA Committee • All teachers 	
1.2 To adopt teaching strategies to build students' confidence in learning 1.2.1 To provide learning tasks of suitable level of challenge which stimulates students' motivation to learn 1.2.2 To adopt learning tasks of progressive level of difficulty in teaching.	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Class-based learning materials and assignments allowing students to choose the tasks that suit their needs are provided to stimulate students' motivation to learn. 	<ul style="list-style-type: none"> • Revised subject department manuals • Scheme of work of individual subject teachers 	<ul style="list-style-type: none"> • Subject Department Heads, • All Teachers 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>1.3 To enhance students' study atmosphere through school environment improvement</p> <p>1.3.1 To enhance facilities for self-learning</p> <p>1.3.2 To provide space on campus to facilitate students' cooperative learning</p> <p>1.3.3 To enhance library setting to encourage students to build a reading habit</p>	<p>Sep 2019 – Aug 2020</p>	<ul style="list-style-type: none"> • Plans drawn up on enhancement of school environment to provide space for students' self-directed learning and cooperative learning in or outside school. • Feasibility of setting partitioned self-study areas in library is studied. • Learning resources are provided in the self-study rooms. • More self-study areas should be explored to enhance study atmosphere on school campus. • Discussion rooms for cooperative learning and self-study rooms are separated. 	<ul style="list-style-type: none"> • Records of usage of self-study rooms • Teachers' observations • Students' feedback 	<ul style="list-style-type: none"> • Academic Development Committee • RAC Team • Campus Management Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
2. To develop students' self-learning skills and habit					
2.1 To encourage students to set individual goals and pursue with self-discipline 2.1.1 To encourage students to set short-term and long-term goals.	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Teachers provide sufficient input to stimulate students to realise their own ability and set suitable learning targets. • Students can set short-term and long-term goals for the learning progress in different subjects. • Teachers monitor students' progress in pursuing their targets and provide suitable advice and support when necessary. 	<ul style="list-style-type: none"> • Sharing of strategies and observations in department meeting and/or staff meeting • Feedback from teachers and students 	<ul style="list-style-type: none"> • All Teachers • Academic Development Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>2.2 To equip students with learning skills</p> <p>2.2.1 To train students on different skills for self-learning like summarising, presenting ideas and concepts through graphic organisers and note taking.</p>	<p>Sep 2019 – Aug 2020</p>	<ul style="list-style-type: none"> • KLAs collaboration on equipping students with learning skills is enhanced. • Subject Departments discuss and plan how different learning skills are incorporated in different topics and learning activities. • Different learning skills are applied in the learning activities during lessons. • More guidance is given to students to help them acquire useful skills for revision. • Seminars and workshops for improving students' learning skills are organised. 	<ul style="list-style-type: none"> • Plan of KLAs and evaluation in KLA coordinators meeting • Subject Department plans and evaluation in department meeting • Pre- and post-lesson observation discussion for enhancing students' learning • Student survey (Stakeholders' survey) 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • KLA Coordinators • All teachers 	

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<p>2.3 To help students apply appropriate generic skills for life-long learning</p> <p>2.3.1 To apply and incorporate the 9 Generic skills (collaboration, communication, creativity, critical thinking, information technology, numeracy, problem-solving, self-management and study) in different learning tasks</p>	<p>Sep 2019 – Aug 2020</p>	<ul style="list-style-type: none"> • Development and application of generic skills and subject-specific skills are planned and evaluated by KLAs and Subject Departments. • Opportunities for students to practise different generic skills are provided through learning strategies and activities. • Cross-curricular activities are organised for students to clarify the focus and assessment requirements of the same topic in different subjects. • Students agree that their generic skills have been enhanced. 	<ul style="list-style-type: none"> • Plan of KLAs and evaluation in KLA coordinators meeting • Subject Department plans and evaluation in department meeting • Pre- and post-lesson observation discussion for enhancing students' learning • Student survey (Stakeholder survey) 	<ul style="list-style-type: none"> • Academic Development Committee • Subject Department Heads • KLA Coordinators • All teachers 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
3. To cater for diversified needs of students					
<p>3.1 To review the existing curriculum for vertical and horizontal coordination</p> <p>3.1.1 To help students to adapt to secondary school life through programmes provided to new F.1 students</p> <p>3.1.2 To refine the Junior Form curriculum to further facilitate in-depth discussion and high-order thinking skills training.</p> <p>3.1.3 To enhance various learning support programmes for students.</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> ● Students agree that smooth transition between primary and secondary schools is achieved. ● Learning support programmes for students with lower abilities in both junior and senior forms are refined. ● Potential of students with higher abilities is stretched through different learning activities outside normal lesson time. ● In-depth discussion and high-order thinking skills training are incorporated into the reviewed curriculum. 	<ul style="list-style-type: none"> ● Statistics of exam results ● Records of pull-out programmes ● Survey of Summer Bridging Course ● Students’ feedback ● Department documents 	<ul style="list-style-type: none"> ● Academic Development Committee ● Academic Administration Committee ● Subject Department Heads ● All teachers 	
<p>3.2 To encourage collaboration among KLAs for more effective learning</p> <p>3.2.1 To coordinate in formulating aims and context of KLAs to facilitate scaffolding learning</p> <p>3.2.2 To collaborate among KLAs in learning activities to lessen students’ redundant workload</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> ● Different KLAs have refined plans to facilitate scaffolding learning. ● Students’ workload is reduced by collaboration of KLAs in learning activities. 	<ul style="list-style-type: none"> ● Reports of Subject Departments ● Reports of different KLAs ● Feedback from students and teachers 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject Department Heads ● KLA Coordinators 	
<p>3.3 To refine assessment policy and enhance assessment literacy to cater for the needs of different students</p> <p>3.3.1 To adjust formative assessments to</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> ● Good practices of formative assessment are shared. ● The data from 	<ul style="list-style-type: none"> ● Assessment analyses ● Records of sharing 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject 	

<p>cater for different students' needs and to promote good practices through sharing on different occasions</p> <p>3.3.2 To exploit assessment data to understand students' abilities, and to adjust the alignment of teaching and assessment</p>		<p>assessments are analysed to provide holistic feedback to the learning effectiveness of students.</p>		<p>Department Heads</p> <ul style="list-style-type: none"> ● Student Performance Committee 	
<p>3.4 To utilise information technology to enhance learning</p> <p>3.4.1 To strengthen students' ability in learning beyond classroom activities and facilitated through e-learning strategies</p> <p>3.4.2 To upgrade and enhance the IT learning environment to meet the requirement in classroom learning</p>	<p>Sep 2019 – Aug 2020</p>	<ul style="list-style-type: none"> ● More lessons and different pedagogies with the use of IT and e-learning elements are recorded. ● Students utilise different IT skills for pre- and post-lesson learning. ● Students use different e-learning platforms to enhance learning on their own. 	<ul style="list-style-type: none"> ● Feedback from students and teachers ● Stakeholder survey 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject Department Heads ● IT Administration Committee 	

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4. To promote extensive learning					
<p>4.1.To promote reading across the curriculum</p> <p>4.1.1 To recommend reading materials to students to encourage extensive reading, to broaden their scope of reading and to raise their interest in reading</p> <p>4.1.2 To cultivate a reading culture and encourage sharing of reading experiences</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> ● Different themes are set regularly to promote reading. ● Different reading materials or books are recommended by subject departments. ● Different reading activities are arranged. 	<ul style="list-style-type: none"> ● Reports of subject departments and committees ● Reports of gifted education programmes ● Report of RAC Team 	<ul style="list-style-type: none"> ● ECA Committee ● Academic Development Committee ● Subject Department Heads ● RAC Team 	
<p>4.2.To enhance exposure of students with different abilities through various competitions and activities</p> <p>4.2.1To classify competitions into different categories and introduce different opportunities to suitable students</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> ● Opportunities are provided to students with different talents. 	<ul style="list-style-type: none"> ● Reports of subject departments and committees ● Reports of gifted education programmes 	<ul style="list-style-type: none"> ● Awards Committee ● ECA Committee ● Academic Development Committee ● Subject Department Heads 	

Major Concern 2: To nurture positive values in students to face challenges

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resource Required
1. To devise and implement a development path for students					
1.1 To implement the roadmap for whole person development plan for the 6-year secondary school life in different forms 1.1.1 To coordinate the timing of Form Teacher Periods to facilitate implementation 1.1.2 To evaluate and fine-tune activities to better suit the needs of students	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> Overall schedule of Form Teacher Periods announced in early 1st Term Activities to promote whole person development are conducted in Form Teacher Periods in all forms. 	<ul style="list-style-type: none"> Records of Form Teacher Periods Debriefing of students Teachers' evaluation 	<ul style="list-style-type: none"> All Form Teachers Board of School Ethos and Student Support 	
1.2 To provide students with different abilities with suitable learning experiences and exposure opportunities 1.2.1 To coordinate the offer of learning opportunities to suitable students so as not to overload students 1.2.2 To provide further support and assistance to students to maximise the effectiveness of different opportunities	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> Students' participation in special training teams Students with different abilities participate in suitable learning experiences and exposure opportunities 	<ul style="list-style-type: none"> Debriefing of students Activity and participant records 	<ul style="list-style-type: none"> All Teachers Subject Department Heads ECA Committee 	
2. To foster positive values in students					
2.1 To incorporate positive values into curriculum 2.1.1 To instil Christian values and positive values during lessons and outside classroom 2.1.2 To further encourage collaboration among committees and departments in promoting positive values	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> Positive values are incorporated into the curriculum of different subjects. Christian values are delivered to students through various platforms. Cross-committee and cross-subject department collaboration are developed. 	<ul style="list-style-type: none"> Evaluation reports of committees and subject departments Activity report of Christian Fellowship Observations and feedback from teachers 	<ul style="list-style-type: none"> MEPC Committee Academic Development Committee Board of School Ethos and Student Support RE Department Christian Fellowship 	
2.2 To encourage students to stretch their potential by building a positive school atmosphere	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> Student leaders motivate other students and organise activities to give moral 	<ul style="list-style-type: none"> Activity records Debriefing of student leaders 	<ul style="list-style-type: none"> ECA Committee School Functions 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resource Required
2.2.1 To foster a supportive atmosphere by encouraging students to give moral support in major external competitions 2.2.2 To encourage students' participation in the 70 th Anniversary Celebrations to boost their sense of belonging and embrace their identity as St. Markans		support. <ul style="list-style-type: none"> High participation rates in the celebration events. 	<ul style="list-style-type: none"> Participation rate of the 70th Anniversary Celebration events 	Working Group	
2.3 To equip students the essential skills to face challenges and enhance resilience 2.3.1 To promote a mindful school culture through improvement in facilities and training of teachers and students 2.3.2 To identify student leaders in need of skills to cope with stress and provide timely assistance	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> School facilities are improved to promote a mindful culture. Students and teachers attend training sessions on mindfulness. Teacher Advisors have a better understanding of student leaders' ability to cope with stress. 	<ul style="list-style-type: none"> Records of training sessions Survey of students and teachers Feedback from Teacher Advisors 	<ul style="list-style-type: none"> MEPC Guidance & Counselling Committee ECA Committee Staff Development Committee 	
2.4 To cooperate with parents to instil a positive mind set 2.4.1 To emphasise positive ideas and mind set to parents at PTA activities 2.4.2 To co-organise parents education activities with PTA 2.4.3 To strengthen the communication between the school and parents	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> Parents agree that they can acquire useful parenting ideas. Parents education activities are co-organised with PTA. Various opportunities and channels are provided to facilitate communication between the school and parents. 	<ul style="list-style-type: none"> Feedback from parents Records of activities 	<ul style="list-style-type: none"> External Affiliation Committee School Functions Working Group Guidance & Counselling Committee 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
3. To strengthen the role of Form Teachers to nourish a positive learning environment					
<p>3.1 To enhance class atmosphere</p> <p>3.1.1 To modify the class allocation policy</p> <p>3.1.2 To exploit Form Teacher Periods in promoting class atmosphere</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Negative effect from previous class allocation method is diminished. • Students’ sense of belonging is enhanced. • Revision in Form Teacher Period materials is carried out. • Teachers and students agree that the contents of Form Teacher Period suit the needs of students. • Increased class-based recognition and constructive feedback on students’ achievements and commitment. • More class-based activities are organised to enhance the relationship between teachers and students. 	<ul style="list-style-type: none"> • Form Teacher Period records • Observations and feedback from teachers and students • Minutes from Form Teacher meetings • Observation of students’ sense of belonging to their own class • Record of class-based activities between teachers and students 	<ul style="list-style-type: none"> • All Teachers • MEPC Committee • Careers Committee • Guidance and Counselling Committee • Discipline Committee • ECA Committee • Academic Development Committee • Board of School Ethos and Student Support 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>3.2 To provide teachers with integrated professional guidance and support from education experts on effective ways in class building</p> <p>3.2.1 To launch support projects on class building</p> <p>3.2.2 To enhance the effectiveness of class management by regular sharing among Form Teachers</p>	<p>Sep 2019 – Aug 2020</p>	<ul style="list-style-type: none"> • Teachers find support projects useful and are equipped with the essential skills and information on class building. • Sharing in Form Teacher meetings is arranged to exchange ideas on the use of Form Teacher Periods and experiences in class management and class building. • A caring atmosphere is established through teacher training in understanding the emotional needs of teenagers and enhancing counselling skills of teachers. 	<ul style="list-style-type: none"> • Minutes from Form Teacher meetings • Observations and feedback from teachers 	<ul style="list-style-type: none"> • MEPC Committee • Guidance and Counselling Committee • Board of School Ethos and Student Support • Form Teachers 	