

St. Mark's School
Annual School Plan (2020-2021)

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 2020 – Aug 2021	<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. • Debriefing sessions are held after uniform test and examinations. • 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 	

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	People / Parties Responsible	Resources Required
<p>1.2 To adopt teaching strategies to build students' confidence in learning</p> <p>1.2.1 To provide learning tasks of suitable level of challenge which stimulates students' motivation to learn</p> <p>1.2.2 To adopt learning tasks of progressive level of difficulty in teaching.</p>	<p>Sep 2020 – Aug 2021</p>	<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 motivate students to learn. • Teaching strategies to build students' confidence in learning are shared in the Staff Development Day programme or Staff Meeting. • The knowledge content and skills assessed should show a high correlation with teaching in lessons. 	<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 2020 – Aug 2021</p>	<ul style="list-style-type: none"> • Enhancement of school environment to provide space for students' self-directed learning and cooperative learning in school is carried out. • Learning resources are provided in the self-study rooms. • More self-study areas should be explored to enhance study atmosphere on school campus. • Rooms for cooperative learning and self-study rooms are separated. • IT facilities provided in self-study room are enhanced. 	<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					
<p>2.1 To encourage students to set individual goals and pursue with self-discipline</p> <p>2.1.1 To encourage students to set short-term and long-term goals.</p>	Sep 2020 – Aug 2021	<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. • Opportunities for students to share their goals and learning habits with their peers are provided 	<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 2020 – Aug 2021</p>	<ul style="list-style-type: none"> • KLAs collaboration on equipping students with learning skills is enhanced. • Subject Departments evaluate and plan how different learning skills could be better incorporated in different topics and learning activities. • Different learning skills are applied in the learning activities during lessons. • A progressive approach is adopted to help students 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 2020 – Aug 2021</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					
3.2 To encourage collaboration among KLA's for more effective learning 3.2.1 To coordinate in formulating aims and context of KLA's to facilitate scaffolding learning 3.2.2 To collaborate among KLA's in learning activities to enhance students' learning skills	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Different KLA's have refined plans to facilitate scaffolding learning. ● Students are able to apply the skills of different KLA's in learning activities. 	<ul style="list-style-type: none"> ● Reports of Subject Departments ● Reports of different KLA's ● Feedback from students and teachers 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject Department Heads ● KLA Coordinators 	
3.3 To refine assessment policy and enhance assessment literacy to cater for the needs of different students 3.3.1 To evaluate the adjustments in formative assessments to cater for different students' needs and to promote good practices through sharing on different occasions 3.3.2 To exploit assessment data to understand students' abilities and to adjust the alignment of teaching and assessment	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Good practices of the revised formative assessment are shared. ● The data from assessments are analysed to provide holistic feedback to the learning effectiveness of students. 	<ul style="list-style-type: none"> ● Assessment analyses ● Records of sharing 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject Department Heads ● Student Performance Committee 	
3.4 To utilise information technology to enhance learning 3.4.1 To strengthen students' ability in learning beyond classroom activities and facilitated through e-learning strategies 3.4.2 To upgrade and enhance the IT learning environment to meet the requirement in classroom learning	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● More lessons and different pedagogies with the use of IT and e-learning elements are shared among teachers. ● 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 ● Records of sharing by Pedagogy Team 	<ul style="list-style-type: none"> ● Academic Development Committee ● Subject Department Heads ● IT Administration Committee 	

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4. To promote extensive learning					
4.1.To promote reading across the curriculum 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 4.1.2 To cultivate a reading culture and encourage sharing of reading experiences	Sep 2020 – Aug 2021	<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 	
4.2.To enhance exposure of students with different abilities through various competitions and activities 4.2.1To encourage students to participate in the competitions or activities in different categories.	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Students participate in different competitions and activities more actively. ● 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 introduce various topics in whole person development in Form Teacher Periods 1.1.2 To evaluate and fine-tune activities to better suit the needs of students	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Overall coordination to adopt different topics in Form Teacher Periods for different forms to promote whole person development ● 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 students' participation in school teams and the offer of learning opportunities to suitable students 1.2.2 To provide further support and assistance to high achievers so as to benefit from different experiences and opportunities	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Students' participation in school teams ● High achieving students 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					
<p>2.1 To encourage students to stretch their potential by building a positive school atmosphere</p> <p>2.1.1 To foster a supportive atmosphere by encouraging students to give moral support in major external competitions</p>	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Student leaders motivate other students and organise activities to give moral support. 	<ul style="list-style-type: none"> ● Activity records ● Debriefing of student leaders 	<ul style="list-style-type: none"> ● ECA Committee ● School Functions Working Group 	
<p>2.2 To equip students the essential skills to face challenges and enhance resilience</p> <p>2.2.1 To promote a mindful school culture through improvement in facilities and training of teachers and students</p> <p>2.2.2 To identify student leaders in need of skills to cope with stress and provide timely assistance</p>	Sep 2020 – Aug 2021	<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 	
<p>2.3 To cooperate with parents to instil a positive mind set</p> <p>2.3.1 To emphasise positive ideas and mind set to parents at PTA activities</p> <p>2.3.2 To co-organise parents education activities with PTA</p> <p>2.3.3 To strengthen the communication between the school and parents</p>	Sep 2020 – Aug 2021	<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 exploit Form Teacher Periods in promoting class atmosphere</p> <p>3.1.2 To hold class-based activities in enhancing class atmosphere</p>	Sep 2020 – Aug 2021	<ul style="list-style-type: none"> ● Revision in Form Teacher Period materials is carried out. ● A wide variety of class-based activities are organised to enhance the relationship between teachers and students. ● Teachers and students agree that the contents of Form Teacher Periods suit the needs of students. ● Students’ sense of belonging is enhanced. 	<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 ● Guidance and Counselling Committee ● Discipline Committee ● ECA Committee ● Board of School Ethos and Student Support 	