

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

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

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1. To nurture students to be confident learners				
1.1 o 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"> • Goal setting activities were done in Form Teacher Periods and in subject lessons with students' reflections based on their experience and/or understanding. • Reflections may not be done at regular scheduled sessions depending on situations in different classes. • Different issues or events may stimulate reflections. Students showed changes after these issues or events and reflections. • Regular debriefing and reflection sessions were impossible because of class suspension. • Limited Form Teacher Periods were reserved for debriefing due to other activities e.g. career planning, mindfulness, etc. adding on to the very few Form Teacher Periods in the 1st Term. • Students were encouraged to express their own feelings and insights, but they were guessing what teachers expect in their reflections.

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				<ul style="list-style-type: none"> It is suggested that teachers are not to set limits or values on students' goals and avoid judgement. Use of set forms for goal setting or reflection should also be avoided as they restrict expression.
<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 2019 – Aug 2020</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 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"> Suitable learning materials were given to students and students were allowed to choose questions with different levels of difficulty to build students' confidence in learning. Staff adopted different approaches and methods in building students' confidence in learning, e.g. bonus marks, graded tests, class-based quizzes, better design in learning materials and assessments, etc. Overall progressive improvement in results was observed in Form 1. Fairness could be a concern if students were allowed to choose the questions in assignments. There was a lack of platform/ means/culture for sharing among colleagues e.g. teaching pack sharing, showcasing students' work. It was found difficult to include sharing sessions in Staff Meetings and Panel Meetings due to time constraints. It is suggested

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				to hold sharing sessions on Staff Development Day or in Staff Meetings. Sharing can be arranged for theme-based, intra-departmental or inter-departmental sharing. Google Classroom on teaching strategies may also be used to facilitate sharing.
<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>	Sep 2019 – Aug 2020	<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"> • New bookshelves were installed at Room 110 (Study Room) and materials on various subjects were provided. • Reserving Form 1 home classrooms after school encouraged students to study. Considering other student activities, reserving 1 to 2 days per week might be suitable. • New furniture in the Library may enhance the reading atmosphere. • Reserving iPads for Form 6 students in Study Room during free lessons was found beneficial. • The feasibility of self-study area in Room 108 might be investigated.

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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>	<p>Sep 2019 – Aug 2020</p>	<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"> • Lesson videos allow students to learn at their own pace. • During class suspension period, students had more time for self-study. Some benefited from more flexible studies and more resources (e.g. IT materials for self-learning, using iPads for more exercises of different levels). • Students shared their goals and learning habits during Form Teacher Periods. Structured progress monitoring for every student was not feasible due to limited time. Instead, regular small group meetings with students could be held to discuss learning habits.

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<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"> • Students were trained in self-learning skills like taking notes with different colours, sharing thinking progress and steps for solving problems, presentation skills, question analysis. • There were alumni sharing for junior form students in Hall Assembly and lesson time. Further follow-up workshops might be needed. • Language barrier proved to be a problem for weaker students. • It is suggested to adopt a progressive approach i.e. teacher demonstration followed by guided exercise and then student trial.

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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"> • Different KLAs collaborated to help students apply different generic skills. • Cross subject field trips were held to provide students opportunities to practise different generic skills as well as to understand the focus and assessment requirements of the same topic in different subjects. • Students were still confused about the assessment requirements of the same topic in different subject but were able to practise generic skills through applying subject knowledge. Therefore, it was suggested that more cross-curricular activities could be held.

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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>	<p>Sep 2019 – Aug 2020</p>	<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"> • Reading activities for Form 1 students were based on the theme on school life. Students were to learn different learning skills, for example, using mind map, time management skills, from the reading. • Speaking activities were geared towards building students’ confidence in learning. • Learning took place beyond lesson time through online platforms. Teachers and students were more ready to embrace the new way of learning and teaching. • Tutors in ASHS programme assisted Form 1 to Form 3 students to complete their homework, revision & doing supplementary exercises in the 1st Term. Form 3 students focused on revision in the 2nd Term. • Programmes for SEN students aimed at enhancing communication skills. • EP for Form 4 was disrupted due to class suspension. Attendance of Form 5 students was fair due to time clashes with outside school activities. Confirming the time for EP

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				earlier might improve the situation.
<p>3.2 To encourage collaboration among KLA's for more effective learning</p> <p>3.2.1 To coordinate in formulating aims and context of KLA's to facilitate scaffolding learning</p> <p>3.2.2 To collaborate among KLA's in learning activities to lessen students' redundant workload</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Different KLA's have refined plans to facilitate scaffolding learning. • Students' workload is reduced by collaboration of 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"> • Collaboration among KLA's were established to facilitate more effective learning, e.g. flow chart creation, building 3D models, environmental awareness topics, etc. • Further collaboration was seriously disrupted by class suspension.
<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 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>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Good practices of 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"> • Vertical planning for assessment in different subjects was carried out. • Weighting of assessment criteria was revised for class suspension and resumption. • Support was provided for Subject Panel Heads to review school report of public exam analysis and revise the teaching strategies. • Student Performance Committee provided analysis of students' academic performance for award nomination and study programmes.
<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</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • More lessons and different pedagogies with the use of IT and e-learning elements are recorded. 	<ul style="list-style-type: none"> • Feedback from students and teachers • Stakeholder survey 	<ul style="list-style-type: none"> • Students were more active in learning using online platforms. • Senior form students are more willing to ask questions or discuss online. • Provision of hardware and use of online resources were

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learning environment to meet the requirement in classroom learning		<ul style="list-style-type: none"> Students utilise different IT skills for pre- and post-lesson learning. Students use different e-learning platforms to enhance learning on their own. 		beneficial to both teachers and students, especially during class suspension. Students could keep on learning outside school hours. Teachers can share materials with students more easily through Google Classroom that facilitates learning and teaching.
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"> Good responses were received in Reading Circle activities and students were engaged. Early Bird Reading Scheme was arranged for Forms 1 and 2 students to encourage reading. Students could read non-fiction in reading lessons to encourage extensive reading and to broaden their scope of reading. SBA of languages subjects provides opportunities for students to read extensively. Through the free online reading programme by HKEdCity, students had read ebooks and finished book reports. Gift Book Pilot Scheme (2020) was launched to give free books to students.
<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</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 	<ul style="list-style-type: none"> Students were encouraged to enter various external competitions like book report competitions, 4·23 World Book

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categories and introduce different opportunities to suitable students			<ul style="list-style-type: none"> • Reports of gifted education programmes 	<p>Day Creative Competition, online debate competitions, AI competition.</p> <ul style="list-style-type: none"> • Gifted education programmes on astronomy, economics, geography and mathematics were provided.

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

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
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"> With coordination among different committees and departments, an overall schedule of Form Teacher Periods was announced in September. Activities were conducted by Form Teachers to facilitate whole person development. Progress was however seriously disrupted by the class suspension due to protests in the first term and due to the coronavirus outbreak in the second term.
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"> Students displayed enthusiasm in active participation in special training teams. A large number of activities and learning opportunities were cancelled due to protests in the first term and due to the coronavirus outbreak in the second term. Better coordination had yet to be achieved so that clashes in time and participants could be kept to the minimum. Recruitment had to be more targeted so that students, especially high achievers, could participate more in activities and/or community service.
2. To foster positive values in students				

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<p>2.1 To incorporate positive values into curriculum</p> <p>2.1.1 To instil Christian values and positive values during lessons and outside classroom</p> <p>2.1.2 To further encourage collaboration among committees and departments in promoting positive values</p>	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"> • Positive values related to teaching topics were considered and included in the design of lessons where possible. • Christian values were introduced in student activities like board decoration competition and other platforms like morning assemblies. • A wider variety of topics could be set for morning assembly sharing.
<p>2.2 To encourage students to stretch their potential by building a positive school atmosphere</p> <p>2.2.1 To foster a supportive atmosphere by encouraging students to give moral support in major external competitions</p> <p>2.2.2 To encourage students' participation in the 70th Anniversary Celebrations to boost their sense of belonging and embrace their identity as St. Markans</p>	Sep 2019 – Aug 2020	<ul style="list-style-type: none"> • Student leaders motivate other students and organise activities to give moral support. • High participation rates in the celebration events. 	<ul style="list-style-type: none"> • Activity records • Debriefing of student leaders • Participation rate of the 70th Anniversary Celebration events 	<ul style="list-style-type: none"> • Students were still too shy to show their support for schoolmates. • Student Union could play a more prominent role in leading fellow students in providing moral support. • Initiative and enthusiasm of students could be further cultivated. • Most 70th Anniversary Celebrations were cancelled due to protests in the first term and due to the coronavirus outbreak in the second term..
<p>2.3 To equip students the essential skills to face challenges and enhance resilience</p> <p>2.3.1 To promote a mindful school culture through improvement in facilities and training of teachers and students</p> <p>2.3.2 To identify student leaders in need of skills to cope with stress and provide timely assistance</p>	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"> • Remodelling of existing facilities were underway to promote a mindful culture. • Teachers attended further training courses on mindfulness and sessions on mindfulness for students were incorporated in Form Teacher Periods in Form 4. • Interactions between Teacher Advisors and student leaders were seriously affected by

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				suspension and cancellation of activities due to the coronavirus outbreak in the second term.
<p>2.4 To cooperate with parents to instil a positive mind set</p> <p>2.4.1 To emphasise positive ideas and mind set to parents at PTA activities</p> <p>2.4.2 To co-organise parents education activities with PTA</p> <p>2.4.3 To strengthen the communication between the school and parents</p>	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"> • Most PTA activities were cancelled due to protests in the first term and due to the coronavirus outbreak in the second term. • Communication between the school and parents was maintained despite the disruption from the class suspension.

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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"> • Negative effect from previous class allocation method was diminished. • Students’ sense of belonging was slightly enhanced. • Revision and review of Form Teacher Period materials was carried out. Most of the contents of Form Teacher Periods suit the needs of students. It was suggested that Form Teacher Period materials could be shared on network drive or Google Drive and to be organized by topics so that Form Teachers could select appropriate materials to meet the needs of their classes. • Form Teachers had difficulties in providing recognition and feedback on students’ achievements due to class suspension. • Dodgeball competitions were organised for Form 1 and Form 2 to foster the better relationship between teachers and students.

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				<p>It was advisable to continue organising ball games for junior forms. A wider variety of class-based activities could be explored to cater the interests and characteristics of students. More cooperation and coordination with SU and House Organization were suggested to avoid clashes of activities.</p>

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<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"> • Only a few meetings were held due to class suspension. Form teachers exchanged experiences in class management and class building. • Home classrooms were reserved after school to cultivate learning atmosphere. For Forms 1 and 2, effectiveness could be enhanced with more coordination among different parties in student support. For Forms 3 to 6, very low feasibility of implementing such practice as students and teachers were fully occupied by different academic and extra-curricular activities.