

**St. Mark's School**  
**Annual School Report (2014-2015)**

**Major Concern 1 : EXCELLENCE (Learning and Teaching)**

<i>Intended Outcomes / Targets</i>	<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>Evaluation</i>
1.1 To improve students' attitude towards learning	1.1.1 Further enhancing positive learning atmosphere among students	High utilization of study rooms  Increased number of activities to motivate students' learning attitude	Record of students using study rooms  Teachers' feedback on the usage of study rooms  Record of activities	<ul style="list-style-type: none"> <li>● Both study rooms were fully utilised for self-study and teachers' small group coaching. Noisy environment was observed in Room 110. Clear signage was posted outside Room 206 to avoid unnecessary disturbance.</li> <li>● Number of activities to motivate students' learning attitude had been maintained at a high level.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● Room 206 should be designated as self-study room</li> <li>● More study rooms could be open to students, especially before examinations.</li> </ul>
	1.1.2 Assisting students to set higher goals	Improved students' academic performance  Provision of goal-setting activities	Students' performance in tests and examinations  Record of activities  Feedback from teachers	<ul style="list-style-type: none"> <li>● Some junior form students generally had low motivation with poor academic performance.</li> <li>● Goal-setting activities had been provided by various committees, e.g. ECA Committee, Careers Committee, Academic Committee, etc. These activities served students of different levels and of different needs.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Some students held unrealistic self-expectations of their academic performance.</li> </ul>

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	<p>1.1.3 Further enhancing students with different abilities to reach their maximum</p>	<p>Improved academic results in internal tests and examinations, and public examinations</p> <p>Different teaching strategies adopted for students of different abilities</p> <p>High success rates of senior secondary subject allocation</p>	<p>Mark analysis of tests and examinations</p> <p>Analysis of public examination results</p> <p>Feedback from teachers</p> <p>Record of senior secondary subject allocation</p>	<ul style="list-style-type: none"> <li>● The attendance rates of the EP and ASHS were yet to be improved. Various class organisations and strategies, e.g. small groups, extra coaching by teachers, intensive drilling, etc. had been adopted to address the needs of the students. The effectiveness of the programmes was in question judging from students' overall performance. (data?)</li> <li>● High success rates of senior secondary subject allocation exercise were recorded. Over 90% of students had been allocated to their top three subject choices.</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>● While sometimes a challenge, cultivating learning motivation and attitude was indispensable to improving learning outcome.</li> <li>● Subject combination and allocation might lead to students not being able to study subjects of their choice and therefore contribute to low motivation. More diverse learner abilities within classes was observed.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● There should be a greater variety of innovative learning and teaching strategies, e.g. mind-mapping, flipped classroom, e-learning utilising mobile devices, etc.</li> <li>● Participation in funding projects was recommended so that teachers could keep abreast with the latest teaching strategies.</li> </ul>

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1.2 To boost students' confidence and determination to strive for excellence in learning	1.2.1 Providing opportunities to maximize students' potentials	Variety of activities organized	Record of activities	<ul style="list-style-type: none"> <li>● A wide variety of opportunities were provided to suit students of different talents and abilities. More recognition, e.g. prize presentation, was offered to celebrate students' effort.</li> </ul>
	1.2.2 Boosting students' confidence through recognition of their effort	Increased number of opportunities for recognizing students' effort	Record of prizes or certificates received in competitions  Record of student sharing in different occasions  Record of students' work displayed	<ul style="list-style-type: none"> <li>● Recognition of students' effort had seen an increase while student sharing could be further encouraged and made available.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● More platforms to recognise students' effort should be explored, e.g. Morning Assembly, Form Teacher Periods, display boards, online platform – videos, publication, etc.</li> </ul>
1.3 To equip students for academic excellence	1.3.1 Reviewing the senior secondary curriculum in order to maximize students' opportunities for further education	Evaluation of the revised senior form curriculum	Report of Academic Committee	<ul style="list-style-type: none"> <li>● Senior form curriculum review had concluded and the reviewed curriculum was underway. Further review might be carried out if necessary.</li> </ul>

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1.4 To further enhance staff development to improve teaching effectiveness	1.4.1 Adopting innovative pedagogies in order to arouse students' interest in learning	Greater variety in teaching strategies adopted  Inter-departmental peer observations arranged	Report from subject panels  Staff appraisals	<ul style="list-style-type: none"> <li>● Different teaching strategies were adopted by different subject departments while there still remained room for innovativeness and variety.</li> <li>● Inter-departmental peer observations were arranged to enable better interflow of teaching ideas and strategies.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● There should be a specific focus for lesson observations.</li> </ul>
	1.4.2 Enhancing effective teaching through peer observation and post-lesson sharing	Lesson observations and post-lesson sharing conducted by all teachers  School visits to exchange professional practices	Record of subject panels	<ul style="list-style-type: none"> <li>● Lesson observations and post-lesson observation sharing were conducted. Teachers also participated in lesson observations outside school to widen their exposure.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● The feasibility of teacher exchange and open classroom could be explored.</li> </ul>

**Major Concern 2 : EXPOSURE (Student Development)**

<i>Intended Outcomes / Targets</i>	<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>Evaluation</i>
2.1 To extend students' learning beyond classroom walls	2.1.1 Enriching students' learning experiences outside the classroom	<p>Variety of activities organized</p> <p>Balanced number of activities offered in each domain in OLE</p>	<p>Record of SLP</p> <p>Reports of departments and committees</p> <p>Feedback from students / teachers</p>	<ul style="list-style-type: none"> <li>● A variety of activities were organized and balance in domains of OLE was maintained. A slight increase in overall number of activities was recorded.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● There remained some students who were inactive in activities. The reasons were yet to be investigated.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● More activities on moral education were suggested.</li> </ul>
	2.1.2 Providing students with eye-opening experiences to understand the community and the world outside school	Maintained students' participation in external events and competitions	<p>Record of SLP</p> <p>Reports of departments and committees</p> <p>Feedback from students and teachers</p>	<ul style="list-style-type: none"> <li>● Student participation in external events and competitions was maintained. Participation was not limited to top-tier students and second-tier students participated with enthusiasm.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● Suggested activities included visits to 'underprivileged' areas in Hong Kong and opportunity to social service activities in exchange programs/overseas trips.</li> <li>● More co-ordination required to resolve clashes.</li> <li>● Student initiative was to be further encouraged.</li> </ul>

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	2.1.3 Cultivating a serving atmosphere to allow students to be aware of the needy in our community	Variety of community service opportunities  High student participation in community service	Record of SLP  Reports of clubs / societies	<ul style="list-style-type: none"> <li>● A good variety of community service opportunities were offered inside and outside school. Participation rates of uniformed groups and senior form students were comparatively high.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Students prioritised studies over serving the community, resulting in lack of enthusiasm.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● Feasibility of regular community service activities, e.g. through partnership with external organisations, could be explored.</li> </ul>
2.2 To enable students to reflect on their experiences so as to strive for further improvement / enhancement	2.2.1 Facilitating quality learning from experiences through post-activity review / debriefing sessions	Improved quality of debriefing	Feedback from students and teachers  Annual report of student bodies	<ul style="list-style-type: none"> <li>● Debriefing was carried out on a regular basis, especially after certain large-scale activities, competitions, exchange tours, or at term end.</li> </ul>
	2.2.2 Encouraging and facilitating more student sharing in different formats	Increased sharing opportunities in different formats	Feedback from teachers and students	<ul style="list-style-type: none"> <li>● Sharing opportunities were offered on various occasions, e.g. assemblies, small groups, etc. Students became more aware of the value of experience sharing while the formats of sharing remained rather limited.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● Different forms of sharing should be further utilized by students.</li> </ul>

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	2.2.3 Equipping students with self-reflection skills and developing the habit of self-reflection	Increased opportunities of self-reflection  Improved quality of self-reflection  Incorporation of self-reflection skills into curriculum	Record of students' reflection in SLP  Feedback from teachers and students	<ul style="list-style-type: none"> <li>● Self-reflection by students was encouraged, especially after activities. Structured guidelines on self-reflection were provided for some of the activities. Students reflected on their experiences in assignments (junior forms) and in SLP self-account (senior forms).</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>● All students should be encouraged to carry out self-reflection at the end of the academic year.</li> </ul>
2.3 To foster leadership among students	2.3.1 Providing quality leadership training programmes to nurture future student leaders	Increased number of students undergone leadership training taking the leading role in student bodies  Improved performance of student leaders	Feedback from students and teachers  Record of SLP  Reports of clubs and societies	<ul style="list-style-type: none"> <li>● There was sufficient training but more guidance was needed on monitoring students' progress/organisation.</li> <li>● All student leaders in different student bodies underwent training before taking up leadership roles. Student leaders showed improvement in sense of responsibility while better time management was expected.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Limited resources affected the number of students who could receive training.</li> </ul>
	2.3.2 Empowering student leaders to organize various activities	More autonomy given to student leaders for organizing activities	Feedback from teachers and students	<ul style="list-style-type: none"> <li>● Some students showed passion, but lacked experience and needed more guidance from teachers.</li> </ul>

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2.4 To realize the need to plan for their life goal and future career	2.4.1 Providing structured activities to enrich students' exposure on career-related knowledge and facilitate future planning	<p>Increased number of students participating in career-related activities</p> <p>Personalized career planning by students</p>	Feedback from teachers and students	<ul style="list-style-type: none"> <li>● Over 80% of F.6 students believed that careers talks were useful. Most activities catered for senior form students.</li> <li>● Individual career counselling was offered so as to provide guidance on personalized planning. Better awareness was observed among students.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Places in business-school partnership programmes (EDB) were very competitive.</li> </ul> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>● Alumni resources could be tapped to provide more opportunities for students</li> <li>● Career planning should start earlier in the academic year.</li> </ul>
	2.4.2 Organising careers-specific exploration programmes to equip the targeted groups of students with necessary knowledge and attitude	<p>Maintained number of students and alumni joining Careers Day</p> <p>Continuous training for Careers Prefects</p>	<p>Report of Careers Committee</p> <p>Feedback from teachers and students</p>	<ul style="list-style-type: none"> <li>● Participation by current students and alumni in Careers Day was maintained at satisfactory levels.</li> <li>● Training for Careers Prefects included organizing school-based activities and participation in external competition (Dreamcrafter Competition organized by HKACMGM).</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Hectic schedules of alumni hindered their further participation.</li> </ul>



### Major Concern 3 : CONTINUITY (Sense of Belonging)

<i>Intended Outcomes / Targets</i>	<i>Strategies / Tasks</i>	<i>Success Criteria</i>	<i>Methods of Evaluation</i>	<i>Evaluation</i>
3.1 To cultivate and strengthen the sense of belonging to the school among students and teachers	3.1.1 Empowering students to organize different school events and activities	Increased student awareness of leadership succession	Feedback from teacher advisors of clubs and societies	<ul style="list-style-type: none"> <li>● LEAP participants were involved in the planning under the guidance of teachers. Senior form students and alumni were willing to lead junior form students in activities. Student leaders are aware of the potential of the successors and leadership succession. Committee members provided training for potential student leaders.</li> </ul>
	3.1.2 Providing students with opportunities to serve others at school	Variety of service opportunities at school	Records of ECA Committee  Feedback from teachers	<ul style="list-style-type: none"> <li>● Sufficient opportunities inside school were provided, examples include: Open Day, School Service Day, etc. There existed a wide range of opportunities to serve, e.g. exchange buddies, Peer Counsellors, Librarians, Class Librarians, Day Stewards, etc.</li> </ul>
	3.1.3 Building team spirit and strengthening communication among teachers	Enhanced communication among teachers	Report of Staff Development Committee  Feedback from Teacher Representatives	<ul style="list-style-type: none"> <li>● The topic for the first Staff Development Day was team-building. The programme was well received with positive feedback.</li> <li>● The current seating arrangements in staff room were appropriate to facilitate communications among teachers of different subjects.</li> <li>● Clashes of activities occurred at times. Communication among different departments could be further enhanced.</li> <li>● Sense of belonging among teachers as a team was yet to be enhanced. Limitations in time and occasions were observed and experienced.</li> </ul>

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	3.1.4 Strengthening support for new teachers	Continued mentoring for new teachers	Report of Staff Development Committee  Report of Subject Panels	<ul style="list-style-type: none"> <li>The general environment within departments has been supportive (e.g. advice, feedback, clear instructions, established guidelines have been provided). Mentors were willing to provide help.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>The extent of support could go beyond departmental requirements.</li> </ul>
	3.1.5 Enhancing the rapport between students and teachers	Sustained teacher participation in student activities	Report of related clubs and societies, P.E. Department, ECA Committee, House Organization and Student Union	<ul style="list-style-type: none"> <li>A wider variety of activities were available to encourage the participation of teachers. Teachers were eager to participate in activities such as Student-Teacher Sports Friendly Matches, Inter-house Cooking Competition, class activities, etc.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>Teachers might not be free to join the activities.</li> </ul> <p><b>Recommendation</b></p> <ul style="list-style-type: none"> <li>DEAP (Drop Everything And Play) Day for teachers was suggested.</li> </ul>
	3.1.6 Improving campus facilities for students and teacher	Increased number of items / facilities installed / repaired / upgraded to improve comfort and convenience	Report of Building Management Committee	<ul style="list-style-type: none"> <li>Classroom facilities and campus facilities required constant maintenance and upgrade. Further improvements were expected.</li> </ul>
3.2 To maintain and enhance the sense of	3.2.1 Inviting alumni to participate in school activities	Sustained participation of alumni in school activities	Feedback from teachers	<ul style="list-style-type: none"> <li>Alumni participation was recorded in school activities, e.g. Christmas Service, Open Day, St. Mark's Day, Careers Day, etc.</li> </ul>

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belonging and contribution to the school among alumni and parents	3.2.2 Mobilizing alumni to serve the school by means of talks, service and job shadowing	Sustained participation of alumni to serve or to participate in school activities	Report of Careers Committee  Report of Student Support Committee  Report of External Communication Committee	<ul style="list-style-type: none"> <li>● Alumni participated in various career-related activities and offered sharing sessions and visits to the mainland.</li> <li>● Alumni served as tutors for ASHS and provided help to current students.</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>● Hectic schedules of alumni made it difficult to maintain the stable participation of alumni although willingness was appreciated.</li> </ul>
	3.2.3 Encouraging parents to participate in the activities organized by the School and the Parent-Teacher Association	Increased participation of parents in school activities	Report of PTA	<ul style="list-style-type: none"> <li>● An overwhelming response from parents in PTA activities was recorded.</li> </ul>
	3.2.4 Inviting parents to serve in school activities	Increased service opportunities for parents	Report of External Communication Committee	<ul style="list-style-type: none"> <li>● Early Bird Reading received limited participation from parents.</li> </ul>