

**St. Mark's School**  
**Evaluation on Annual School Plan (2021-2022)**

**Major Concern 1: To enhance learning and teaching effectiveness for academic excellence**

Strategies/ Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1. To improve students' learning initiative and strengthen their confidence in learning				
1.1 To develop students' learning habits and equip them with appropriate learning skills	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Students demonstrate a reading habit</li> <li>● Reading activities are organized to promote a reading culture</li> <li>● Students acquire learning skills in different subjects</li> </ul>	<ul style="list-style-type: none"> <li>● Plan of KLAs and evaluation in KLA coordinators meetings</li> <li>● Evaluation by RAC Team</li> <li>● Subject Department plans and evaluation</li> <li>● Evaluation by Form Teachers of different levels</li> <li>● Student survey</li> </ul>	<ul style="list-style-type: none"> <li>● Reading lessons in the timetable, together with other outside classroom activities, were conducted to cultivate a reading habit. Different KLA book displays were arranged periodically to raise students' interest. To further boost students' interest in reading, activities, such as mini-book design competition, book club, poster design and reading report programme were organised.</li> <li>● To facilitate students' reading, the Online Book Borrowing Programme was set up during class suspension for students to borrow library books. The eBook Programme allowed students to easily borrow and read eBooks at home.</li> <li>● Strategies on teaching learning skills were shared in action learning cycles among different subject departments. Different learning skills were incorporated in the lessons and assignments of different subjects.</li> </ul>

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1.2 To raise students' learning initiative through promoting students' ownership in learning	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● A positive learning atmosphere for academic excellence observed in school</li> <li>● Students join different activities, courses, programmes and/or competitions</li> </ul>	<ul style="list-style-type: none"> <li>● Participation records of students</li> <li>● Evaluation by Academic Development Committee, Pedagogy Team, Subject Departments, ECA Committee, Careers Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Participation of students was yet to be improved due to the cancellation of different competitions and programmes during the pandemic.</li> <li>● Students were encouraged to join various activities or competitions possible, such as Hong Kong Schools Speech Festival, debate competitions, book report competitions, writing competitions, writer training programmes, etc.</li> </ul>
1.3 To boost students' confidence in learning by guiding students to be proactive learners	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Various learning experiences provided to students during lessons</li> <li>● Students plan and reflect on their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation by Academic Development Committee, Pedagogy Team and Subject Departments</li> <li>● Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● Students set their goals during Form Teacher Periods in September and evaluated the progress at the end of school year.</li> <li>● In lessons, students had the experience of searching for information on the internet with tablets and preparing their own notes. Students could also brainstorm and discuss new ideas, make proposals, co-construct and reinforce knowledge with their peers. Group projects across different subjects were adopted for students to learn beyond the set curriculum.</li> <li>● Teachers' experience and successful strategies were shared via action learning cycles.</li> </ul>
<b>2. To fully develop students' academic potential through adjustments in curricula</b>				
2.1 To enhance learning and teaching through adjustments in curricula	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● A better horizontal planning of subject curricula is established to cater for learner diversity.</li> </ul>	<ul style="list-style-type: none"> <li>● Subject department handbook</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated assignments, tasks and projects, and blended learning were adopted in different subjects to cater for learner diversity.</li> <li>● A higher standard was set for elite</li> </ul>

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		<ul style="list-style-type: none"> <li>● Vertical planning of subject curricula is intensified for scaffolding learning of students</li> <li>● Curricula of core subjects are optimized.</li> <li>● Policy for selecting and dropping electives in senior forms is reviewed and modified to suit the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> <li>● Meeting of Subject Panel Heads</li> <li>● Meeting of School Development Board</li> </ul>	<p>students to be achieved in some of the subjects to further stretch the potential of the students.</p> <ul style="list-style-type: none"> <li>● A variety of inputs, like visual aids, flow charts, group activities, etc, were included to stimulate students' learning during lessons. Grouping of students was exploited to facilitate collaborative learning where stronger students had the opportunity to lead, and weaker students could also contribute and support.</li> <li>● Curricula of different subjects were adjusted to facilitate a better transition between junior and senior secondary curriculum. The foci of the curricula were reviewed and adjusted based on the guidelines from the EDB. The learning foci were designed to achieve spiral learning across different forms with progressive expected learning outcomes for scaffolding learning of students.</li> <li>● The curriculum content of some subjects might have to be further trimmed down or extended to cater for the learners' needs.</li> <li>● Structure of the core subjects in F.4 was optimized. Students were streamed into 6 groups (English, Chinese and Mathematics Extended Modules) to attend enrichment lessons. Additional learning activities were designed to help students tackle their weaknesses in core subjects.</li> </ul>

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2.2 To elevate assessment literacy through aligning teaching and assessment	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● The assessment is highly aligned with the content taught.</li> <li>● The portion of questions with different levels of difficulty is adjusted.</li> <li>● Assessment caters for students of different abilities.</li> <li>● Assessment data are analysed to inform teaching focus and strategy</li> <li>● Workshops and/or training on the use of assessment data and information are held.</li> </ul>	<ul style="list-style-type: none"> <li>● Subject department handbook</li> <li>● Minutes of subject panel evaluation meetings</li> <li>● Record and evaluation of staff development workshops</li> </ul>	<ul style="list-style-type: none"> <li>● The alignment between teaching and assessment was reviewed and closely monitored in every subject department. The assessment was found closely aligned with the content taught in many subjects. Most of the assessments in senior forms were also in line with the content and format with the public examination.</li> <li>● The portion of questions with different levels of difficulty and different question types was decided according to the students’ needs before the setting of the examination paper. The portion was set based on the competency of different abilities. Clear guidelines were set up in most subject departments.</li> <li>● Assessments were designed to test for different abilities of students. Options were always provided to allow students to show their individual strengths. More inputs, such as pictures, passages, cartoons etc. were included in the assessments to stimulate students to present what they have learnt. The mode of assessments was found to be very similar to that in the public examination, especially in senior forms.</li> <li>● Subject departments devoted much effort in entering the marks of individual sub-question in the assessment for data analysis. The analysis of the assessment data allowed teachers to understand the</li> </ul>

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				<p>strengths and weaknesses of the students in particular topics and question types, which informed the future planning of the teaching foci and strategies.</p> <ul style="list-style-type: none"><li>● Two workshops on the use of assessment data and information, including public examination reports, were held. Teachers found the item analysis valuable as it provided feedback on teaching. Topic analysis for internal assessment was introduced in the workshops. Positive comments were received from panel heads.</li></ul>

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2.3 To stretch students' academic potential through gifted and remedial curricula	Sep 2022 – Aug 2023	<ul style="list-style-type: none"> <li>● High and low achievers are identified and intervened with suitable measures outside classrooms in junior forms.</li> <li>● Learning tasks are adjusted to cater for learner diversity</li> <li>● Learning activities catering to the needs, abilities and learning styles of students are incorporated in the subject curricula.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>● High and low achievers were successfully identified through continuous assessments and teachers' observations before the First Term Test. Attainment Tests results of new F.1 students were analysed to identify students with different abilities. Remedial bridging courses were provided to the students who are weak in English, Chinese or Mathematics before the start of school. High achievers were also assigned with challenging tasks to stretch their potential.</li> <li>● Mixed ability grouping strategy was commonly adopted to cater for learner diversity during lesson time. Weaker students could learn from more able students. More challenging tasks involving high order thinking were usually given to stronger students.</li> <li>● After-school enhancement programmes were held for weaker students to consolidate their foundation. However, online or dual mode (online and face-to-face) sessions were found ineffective and difficult in operation. In stretching the more able students, they were encouraged to join different activities and competitions. Due to the pandemic, the opportunities were lacking.</li> </ul>
3. To enhance learning and teaching effectiveness through action learning cycles				

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3.1 To refine pedagogy through building a sharing culture among teachers	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Action learning cycles are set up in different subjects.</li> <li>● Teachers participate in action learning cycles.</li> <li>● Focused lesson observations, peer learning and professional dialogue among teachers are held.</li> <li>● Findings in action learning cycles are shared in subject panel meetings and staff meeting or Staff Development Day</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> <li>● Teachers’ self-appraisal</li> <li>● Records of staff meeting or Staff Development Day</li> </ul>	<ul style="list-style-type: none"> <li>● Action learning cycles were set up in different subjects including Chinese, Mathematics, English, History, Chemistry, Biology and Geography.</li> <li>● Teachers participated in action learning cycles. Focused lesson observations, peer learning, and evaluations were conducted.</li> <li>● Findings and good practices were shared among teachers in sharing sessions at staff meetings and on Staff Development Day.</li> </ul>
3.2 To fine tune teaching strategies and materials based on feedback from assessment data	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Teaching strategies are adjusted based on the feedback from the assessment data in action learning cycles.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment data were prepared and evaluations carried out to provide feedback to teachers.</li> <li>● Suggestions on teaching strategies were made for the next learning cycle.</li> </ul>
3.3 To enhance effectiveness of lesson through pre- and/or post-lesson tasks	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Systematic pre- and/or post-lesson tasks are set with the aid of e-learning platforms.</li> <li>● The effectiveness of learning with the aid of pre- and/or post-lesson tasks is studied in action learning cycles.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject panel meetings</li> <li>● Feedback from students</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Various forms of pre-lesson tasks were set with the aid of e-learning platforms, e.g. Video, Google Forms, Google Classroom and iPad Apps. Teachers and students found that pre-lesson tasks helped to enhance students’ understanding and focus on learning more challenging ideas.</li> <li>● Taking workload and time limits into account, frequency of pre-lesson tasks would have to be adjusted.</li> <li>● Post-lesson tasks were set as follow-up of the lessons.</li> </ul>



## Major Concern 2: To strengthen core values in St. Markans to cultivate future leaders

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Evaluation
1. To strengthen core values in students				
1.1 to integrate core values into the curriculum of different subjects 1.1.1 to collate core values in different subjects/different levels 1.1.2 to instil core values during lessons and outside classroom activities 1.1.3 To strengthen collaboration among committees and departments in providing activities and opportunities to cultivate the core values in students	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Core values in relation to different subjects are shortlisted.</li> <li>● The shortlisted core values are incorporated in lessons of different subject departments.</li> <li>● Cross-committee or cross-department activities to instil core values are organised.</li> </ul>	<ul style="list-style-type: none"> <li>● Scheme of work of different subject departments</li> <li>● Activity records of committees and subject departments</li> <li>● Teachers' evaluation</li> <li>● Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>● Core values were incorporated in the scheme of work of different subject departments smoothly.</li> <li>● Activities and opportunities were provided to students in order to cultivate their core values.</li> <li>● Themes for different levels were set: Transition to New Life; Appreciation and Responsibility; Planning for Future; Resilience and Stress Management; Team Spirit to Strive for Excellence; Multiple Pathways and Thanksgiving.</li> <li>● Regular meetings of different forms were held to coordinate collaboration across different classes in whole form activities.</li> </ul>
1.2 To enhance students' growth mindset through goal-setting-actualisation-reflection cycle 1.2.1 To introduce the concept of growth mindset to students during lessons and outside classroom activities 1.2.2 To facilitate students in setting their own short-term and long-term goals and striving to achieve the goals 1.2.3 To provide platforms for students to organise regular and period pre- and post-briefings for activities 1.2.4 To facilitate meaningful reflection between teachers and students	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Students experience the goal-setting-actualisation-reflection cycle.</li> <li>● Feedback from teachers is given to encourage students to adjust their goals for the next cycle.</li> </ul>	<ul style="list-style-type: none"> <li>● Debriefing of students</li> <li>● Teachers' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● The concept of growth mindset through goal-setting-actualisation-reflection cycle was introduced to teachers on Staff Development Day. Teachers found it useful and practical and would like to explore further.</li> <li>● Students were able to briefly experience the goal-setting-actualisation-reflection cycle.</li> <li>● Platforms were provided for students to organise pre-activity briefings and post-activity debriefings.</li> <li>● ECA mid-year review meeting and</li> </ul>

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				House activities evaluation meetings were held to facilitate meaningful reflection between teachers and students.
<p>1.3 To foster the culture of love and support at school</p> <p>1.3.1 To promote love and support among students and teachers using a whole school approach</p> <p>1.3.2 To encourage students to participate in service opportunities to spread love and support at school and in the community</p>	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Form Teacher Periods are conducted to promote care and moral support for peers.</li> <li>● Ample service opportunities are provided for students and post-activity debriefing of students are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of Form Teacher Periods</li> <li>● Records of participation in service opportunities</li> <li>● Debriefing of students</li> </ul>	<ul style="list-style-type: none"> <li>● The culture of love and support were emphasised in F.1 and F.6 Form Teacher Periods.</li> <li>● Activities such as inter-class competitions and F.6 Fun Day were held to foster the culture at school and participation rate of students was high.</li> <li>● Student leaders, e.g. House Captains, Chairpersons of Clubs and Societies, Peer Counsellors participated in training camps and/or workshops to learn organisation skills and communication techniques. They were prepared and ready to serve their schoolmates. However, such opportunities were very limited due to the pandemic situation.</li> <li>● Various kinds of service activities were held to serve our community, such as writing life stories of elderly, F.3 experiential learning day.</li> <li>● Quite a lot of community service activities, e.g. visit to non-governmental organisation for stray animals and Food Angel were cancelled due to the pandemic.</li> </ul>
<p>1.4 whole-person development</p> <p>1.4.1 To hold meetings across classes</p>	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Form meetings were held to coordinate and</li> </ul>	<ul style="list-style-type: none"> <li>● Records of meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Form meetings were held to coordinate and fine tune activities</li> </ul>

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of different forms to discuss issues related to fine tuning of the activities and/or programmes to promote whole-person development		fine tune activities related to whole-person development	<ul style="list-style-type: none"> <li>● Teachers' evaluation</li> <li>● Feedback from students</li> </ul>	related to whole-person development. <ul style="list-style-type: none"> <li>● Useful resources were shared by different committee coordinators.</li> <li>● Form Teachers' feedback on the activities including Activity Day, Inter-Class Competitions, F.6 Fun Day and Mindfulness Workshop, were collected for future reference.</li> </ul>
<b>2 To nurture future leaders in society</b>				
2.1 To fortify students' identity as St. Markans to strive to develop their potential to the full 2.1.1 To nourish a strong sense of belonging through student-initiated activities 2.1.2 To strengthen team spirit and sense of togetherness through moral support in external competitions and activities	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Senior form students initiate activities to promote a sense of belonging among junior form students.</li> <li>● Students coordinate and organise support for school representatives at external competitions or events.</li> </ul>	<ul style="list-style-type: none"> <li>● ECA Records</li> <li>● Evaluation of activities</li> <li>● Debriefing of students</li> </ul>	<ul style="list-style-type: none"> <li>● Online and in-person activities were organised by student leaders in different capacities, Peer Counsellors, House Organisation, Student Union, etc, to foster a stronger bond among the students and to cultivate a caring culture in school.</li> <li>● A large number of external competitions were cancelled due to the pandemic. Limited students were able to lend support to their schoolmates in competition because of the social distancing measures.</li> <li>● Support teams could be further developed when the pandemic subsides.</li> </ul>
2.2 To widen students' exposure and exploration to equip them to be future-ready 2.2.1 To provide life-wide learning experience for students with different abilities 2.2.2 To make opportunities available for students to participate in	Sep 2021 – Aug 2022	<ul style="list-style-type: none"> <li>● Exposure opportunities are made available and recommended for students with different abilities.</li> <li>● Students participate in external or international competitions or events.</li> </ul>	<ul style="list-style-type: none"> <li>● Records of participation</li> <li>● Debriefing of students</li> <li>● Teachers' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Exposure opportunities were provided at different levels and in various aspects, e.g. subject departments (e.g. STEM, Music, Chinese Literature) and ECA (e.g. LEAP, Adventure-Ship).</li> <li>● A majority of competitions and career-related activities were</li> </ul>

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<p>international events or competitions so as to interact with people from different cultures or countries</p>		<ul style="list-style-type: none"> <li>Debriefing of students is conducted to consolidate their experience and insights.</li> </ul>		<p>cancelled because of the pandemic, which seriously affected the participation rate of students. The strategy should extend to the next academic year for further development.</p> <ul style="list-style-type: none"> <li>A culture of evaluation was observed in some student organisations. The skills required for debriefing were yet to be further polished.</li> <li>Some students, particularly in junior forms, were found too pre-occupied by academic work, possibly due to the suspension of in-person classes, to participate in activities.</li> <li>A talent pool could be established to identify students with talents in different areas.</li> </ul>
<p>2.3 To cultivate servant leadership through experience and service</p> <p>2.3.1 To advocate the notion of servant leadership among students</p> <p>2.3.2 To encourage students to serve their fellow students at school</p> <p>2.3.3 To strengthen among students the readiness to serve the community</p>	<p>Sep 2021 – Aug 2022</p>	<ul style="list-style-type: none"> <li>Senior form students demonstrate by serving others at school</li> <li>Students of different forms participate in community service</li> </ul>	<ul style="list-style-type: none"> <li>Records of participation</li> <li>Debriefing of students</li> <li>Teachers' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Various student leaders were able and willing to serve at school. Yet, opportunities were limited by the suspension of in-person classes.</li> <li>More experiential learning opportunities could be arranged as only a limited number of these activities could proceed under the pandemic.</li> <li>The strategy should extend to the next academic year to reap the benefits to students.</li> </ul>