

St. Mark's School

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 | People / Parties Responsible | Resources Required |
|--|---------------------|---|--|--|---------------------------|
| 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"> ● Students demonstrate a reading habit ● Reading activities are organized to promote a reading culture ● Students acquire learning skills in different subjects | <ul style="list-style-type: none"> ● Plan of KLAs and evaluation in KLA coordinators meetings ● Evaluation by RAC Team ● Subject Department plans and evaluation ● Evaluation by Form Teachers of different levels ● Student survey | <ul style="list-style-type: none"> ● KLA Coordinators ● RAC Team ● Subject Heads ● MEPC Committee ● Student Development Steering Committee ● Form Teachers | |
| 1.2 To raise students' learning initiative through promoting students' ownership in learning | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● A positive learning atmosphere for academic excellence observed in school ● Students join different activities, courses, programmes and / or competitions | <ul style="list-style-type: none"> ● Participation records of students ● Evaluation by Academic Development Committee, Pedagogy Team, Subject Departments, ECA Committee, Careers Committee | <ul style="list-style-type: none"> ● Academic Development Committee ● Pedagogy Team ● Subject Departments ● ECA Committee ● Careers Committee ● Student Development Steering Committee | |
| 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"> ● Various learning experiences provided to students during at lessons ● Students plan and reflect on their learning | <ul style="list-style-type: none"> ● Evaluation by Academic Development Committee, Pedagogy Team and Subject Departments ● Feedback from students | <ul style="list-style-type: none"> ● Academic Development Committee ● Pedagogy Team ● Subject Departments | |

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|---|---------------------|---|---|---|--------------------|
| 2. To fully develop students' academic potential through adjustments in curricula | | | | | |
| 2.1 To enhance learning and teaching through adjustments in curricula | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● A better horizontal planning of subject curricula is established to cater for learner diversity. ● Vertical planning of subject curricula is intensified for scaffolding learning of students ● Curricula of core subjects are optimized. ● Policy for selecting and dropping electives in senior forms is reviewed and modified to suit the needs of students. | <ul style="list-style-type: none"> ● Subject department handbook ● Minutes of subject panel meetings ● Meeting of Subject Panel Heads ● Meeting of School Development Board | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee ● School Development Board | |
| 2.2 To elevate assessment literacy through aligning teaching and assessment | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● The assessment is highly aligned with the content taught. ● The portion of questions with different levels of difficulty is adjusted. ● Assessment caters for students of different abilities. ● Assessment data are analysed to inform teaching focus and strategy ● Workshops and/or training on the use of assessment data and information are held. | <ul style="list-style-type: none"> ● Subject department handbook ● Minutes of subject panel evaluation meetings ● Record and evaluation of staff development workshops | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee ● Staff Development Committee ● Student Performance Committee | |
| 2.3 To stretch students' academic potential through gifted and remedial curricula | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● High and low achievers are identified and intervened with suitable measures outside classrooms in junior forms. ● Learning tasks are adjusted to cater for learner diversity ● Learning activities catering to the needs, abilities and learning styles of students are incorporated in the subject curricula. | <ul style="list-style-type: none"> ● Minutes of subject panel meetings | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee ● Student Performance Committee | |

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| 3. To enhance learning and teaching effectiveness through action learning cycles | | | | | |
| 3.1 To refine pedagogy through building a sharing culture among teachers | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● Action learning cycles are set up in different subjects. ● Teachers participate in action learning cycles. ● Focused lesson observations, peer learning and professional dialogue among teachers are held. ● Findings in action learning cycles are shared in subject panel meetings and staff meeting or Staff Development Day | <ul style="list-style-type: none"> ● Minutes of subject panel meetings ● Teachers' self-appraisal ● Records of staff meeting or Staff Development Day | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee ● Staff Development Committee | |
| 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"> ● Teaching strategies are adjusted based on the feedback from the assessment data in action learning cycles. | <ul style="list-style-type: none"> ● Minutes of subject panel meetings ● Feedback from teachers | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee | |
| 3.3 To enhance effectiveness of lesson through pre- and/or post-lesson tasks | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> ● Systematic pre- and/or post-lesson tasks are set with the aid of e-learning platforms. ● The effectiveness of learning with the aid of pre- and/or post-lesson tasks is studied in action learning cycles. | <ul style="list-style-type: none"> ● Minutes of subject panel meetings ● Feedback from students ● Feedback from teachers | <ul style="list-style-type: none"> ● Subject Departments ● Academic Development Committee | |

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

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People / Parties Responsible | Resource Required |
|--|----------------------------|--|---|--|-------------------|
| 1. To strengthen core values in students | | | | | |
| <p>1.1 To integrate core values into the curriculum of different subjects</p> <p>1.1.1 To collate core values in different subjects / different levels</p> <p>1.1.2 To instil core values during lessons and outside classroom activities</p> <p>1.1.3 To strengthen collaboration among committees and departments in providing activities and opportunities to cultivate the core values in students</p> | <p>Sep 2021 – Aug 2022</p> | <ul style="list-style-type: none"> ● Core values in relation to different subjects are shortlisted. ● The shortlisted core values are incorporated in lessons of different subject departments. ● Cross-committee or cross-department activities to instil core values are organised. | <ul style="list-style-type: none"> ● Scheme of work of different subject departments ● Activity records of committees and subject departments ● Teachers' evaluation ● Feedback from students | <ul style="list-style-type: none"> ● Subject departments ● Board of School Ethos and Student Support ● Student Development Steering Committee | |
| <p>1.2 To enhance students' growth mindset through goal-setting-actualisation-reflection cycle</p> <p>1.2.1 To introduce the concept of growth mindset to students during lessons and outside classroom activities</p> <p>1.2.2 To facilitate students in setting their own short-term and long-term goals and striving to achieve the goals</p> <p>1.2.3 To provide platforms for students to organise regular and periodic pre- and post-briefings for activities</p> <p>1.2.4 To facilitate meaningful reflection between teachers and students</p> | <p>Sep 2021 – Aug 2022</p> | <ul style="list-style-type: none"> ● Students experience the goal-setting-actualization-reflection cycle ● Feedback from teachers is given to encourage students to adjust their goals for the next cycle | <ul style="list-style-type: none"> ● Debriefing of students ● Teachers' evaluation | <ul style="list-style-type: none"> ● Subject departments ● Board of School Ethos and Student Support ● Student Development Steering Committee | |

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| <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"> Form Teacher Periods are conducted to promote care and moral support for peers. Ample service opportunities are provided for students and post-activity debriefing of students are conducted | <ul style="list-style-type: none"> Records of Form Teacher Periods Records of participation in service opportunities Debriefing of students Teachers' evaluation | <ul style="list-style-type: none"> Form Teachers Moral Education and Pastoral Care Committee Extra-Curricular Activities Committee Student Development Steering Committee | |
| <p>1.4 To promote communication and sharing among teachers on students' whole-person development</p> <p>1.4.1 To hold meetings across classes of different forms to discuss issues relating to fine tune the activities and/or programmes to promote whole-person development</p> | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> Form meetings are held to coordinate and fine tune activities related to whole-person development | <ul style="list-style-type: none"> Records of meetings Teachers' evaluation Feedback from students | <ul style="list-style-type: none"> Form Teachers Student Development Steering Committee | |
| 2. To nurture future leaders in society | | | | | |
| <p>2.1 To fortify students' identity as St. Markans to strive to develop their potential to the full</p> <p>2.1.1 To nourish a strong sense of belonging through student-initiated activities</p> <p>2.1.2 To strengthen team spirit and sense of togetherness through moral support in external competitions and activities</p> | Sep 2021 – Aug 2022 | <ul style="list-style-type: none"> Senior form students initiate activities to promote sense of belonging among junior form students Students coordinate and organise support for school representatives at external competitions or events | <ul style="list-style-type: none"> ECA Records Evaluation of activities Debriefing of students | <ul style="list-style-type: none"> Extra-Curricular Activities Committee Moral Education and Pastoral Care Committee Form Teachers Student Development Steering Committee | |

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| <p>2.2 To widen students' exposure and exploration to equip them to be future-ready</p> <p>2.2.1 To provide life-wide learning experience for students with different abilities</p> <p>2.2.2 To make opportunities available for students to participate in international events or competitions so as to interact with people from different cultures or countries</p> | <p>Sep 2021 – Aug 2022</p> | <ul style="list-style-type: none"> ● Exposure opportunities are made available and recommended for students with different abilities. ● Students participate in external or international competitions or events. ● Debriefing of students is conducted to consolidate their experience and insights. | <ul style="list-style-type: none"> ● Records of participation ● Debriefing of students ● Teachers' evaluation | <ul style="list-style-type: none"> ● Extra-Curricular Activities Committee ● Careers Committee ● Student Development Steering Committee | |
| <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 strength among students the readiness to serve the community</p> | <p>Sep 2021 – Aug 2022</p> | <ul style="list-style-type: none"> ● Senior form students demonstrate by serving others at school ● Students of different forms participate in community service | <ul style="list-style-type: none"> ● Records of participation ● Debriefing of students ● Teachers' evaluation | <ul style="list-style-type: none"> ● Extra-Curricular Activities Committee ● Moral Education and Pastoral Care Committee ● Student Development Steering Committee | |

**Proposal on One-off Grant for
Supporting the Implementation of the Senior Secondary Subject
Citizenship and Social Development (2021-2022)**

| School Year | Items | Budget HK\$ |
|--------------------|--|------------------------|
| 2021-2022 | Procure learning and teaching resources (E.g. Reference books, learning and teaching materials from publishers, magazines, etc.) | 5,000 |
| | Form 4 CS Learning activity in Hong Kong | 10,000 |
| | Total | 15,000 |