

St. Mark's School

Annual School Plan 2025-2026

A. School Vision & Mission

We aspire to be an outstanding Christian school. Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture individuals by offering a caring environment for academic endeavour, active exploration, cultural development, social interaction, and physical activity.

To achieve the School's vision, we are committed to:

1. offering chances for developing students' good character based on Christian principles;
2. preparing students to be civic-minded and responsible citizens in the local and global communities;
3. fostering a spirit of cooperation among teachers, students, parents and the larger community;
4. offering various forms of recognition, initiative to succeed, and opportunities to build self-esteem and leadership;
5. helping students develop a sense of pride in themselves and in the School;
6. providing and maintaining a pleasant and healthy environment in which students can learn and work together effectively;
7. implementing a strong, relevant curriculum upon which students can pursue academic excellence;
8. developing each student's ability to use the English and Chinese languages as effective tools of thought and communication;
9. incorporating appropriate resources and information technology, in all aspects of the curriculum;
10. developing individual students' physical capacity, general sporting skills and an appreciation of sportsmanship;
11. developing individual students' creative talents in arts and culture;
12. developing students' curiosity and critical thinking on which to base decision-making and problem solving; and
13. developing students' capacity for life-long education.

B. School Motto

Straightway

C. Major Concerns of the 2024/25 – 2026/27 School Development Cycle

Based on the above holistic review of school performance, the major concerns in order of priority are:

1. To elevate students' confidence and affection in life-long learning
2. To nurture students' positive values and promote healthy lifestyles

Major Concern 1 : To elevate students' confidence and affection in life-long learning

Target	Implementati on Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
1.1 Students are proactive in learning and equipped with effective study skills.	1.1.1 To equip students with mnemonic skills to facilitate learning and assimilation of new knowledge	<ul style="list-style-type: none">● Every student has learnt at least two mnemonic skills and applied them in their learning.● More than half of the students demonstrate enhanced ability to retain and recall information over an extended period of time by effectively applying mnemonic techniques.● Students actively employ mnemonic strategies across various subjects and learning contexts.	<ul style="list-style-type: none">● Scheme of work and evaluation in subject panel meeting● Performance in Assessments (Comparing the student performance in 'direct-recall' questions learnt in the first term)● Student survey / interview / teachers' observation (Use of mnemonic strategies in learning different subjects)	Whole Year	Subject teachers Subject Departments/ KLAs Academic Administration Committee Academic Development Committee

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
		<ul style="list-style-type: none"> Students demonstrate improved learning efficiency by utilizing mnemonic techniques to quickly grasp and assimilate new information. 	<ul style="list-style-type: none"> Student survey / interview / teachers' observation (Time taken to learn and understand new knowledge) 		
	1.1.2 To equip students with subject-specific practical study skills and encourage students to reflect on their study habits throughout their learning journey	<ul style="list-style-type: none"> Specific practical study skills are introduced during lessons and every student demonstrates the specific skills in at least two subjects. More than half of the students agree that they exhibit noticeable improvement in their study habits, such as effective time management, note-taking and organization skills. Students engage in regular reflection on their study habits and learning strategies, identifying areas of strength and areas for improvement. 	<ul style="list-style-type: none"> Student survey / interview / teachers' observation Scheme of work 		Subject teachers Form Teachers Subject Departments/ KLAs Form Coordinators Team Academic Development Committee
	1.1.3 To promote reading as a tool for supporting life-long learning	<ul style="list-style-type: none"> An increase in the number of reading promotion activities is observed. Students' performance in reading lessons has improved. 	<ul style="list-style-type: none"> Record of Activities in Subject Department, Library Management & RAC Team and ECA Committee. 		Form teachers Subject Departments/ KLAs

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
		<ul style="list-style-type: none"> ● Over 60% of the students agree that they enjoy reading more than before. ● Over 60% of the students agree that their reading materials have become more diversified than before. ● More than half of the students are inspired to read more extensively through book-sharing activities. ● Students are capable of providing additional information in presentations, discussions and projects. 	<ul style="list-style-type: none"> ● Feedback from Form Teachers ● Student survey ● Library Circulation Record (Monitoring the variety of books, articles, or other reading materials chosen by students, indicating their willingness to explore different topics) ● Teachers' observation of students' performance and projects. 		<p>Library Management & RaC Team</p> <p>Academic Development Committee</p> <p>ECA Committee</p>
1.2 Students develop a growth mindset and an enquiry mindset on their learning journey.	1.2.1 To cultivate students' enquiry mindset by broadening students' social exposure and by enhancing students'	<ul style="list-style-type: none"> ● One to two assessment items and learning activities with inquiry-based elements are incorporated into each department's curriculum ● Integration of growth mindset and inquiry-based learning approaches into the curriculum 	<ul style="list-style-type: none"> ● Number of assessment items and learning activities with inquiry elements planned among subject departments ● Evaluation by the Academic Development Committee, KLAs, and subject departments 		<p>Subject Departments/ KLAs</p> <p>ECA Committee</p> <p>Guidance & Counselling Committee</p>

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
	abilities in identifying and solving problems in academic and non-academic settings	<ul style="list-style-type: none"> ● Each department having one to two internal and external activities/competitions incorporated with inquiry elements ● Growth mindset and inquiry-based learning elements embedded into student activities and debriefing sessions ● Improved ratings among the corresponding items in related surveys and data 	<ul style="list-style-type: none"> ● Number of assessment items with inquiry-based elements ● Number of internal activities/competitions organized with inquiry elements ● Number of external activities/competitions participated with inquiry elements ● Evaluation by ECA Committee and Career and Life Planning Committee regarding the effectiveness of activities, quantity and quality of debriefing ● Feedback from teachers and students 		<p>Social Workers</p> <p>Career and Life Planning Committee</p>

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
	1.2.2. To cultivate students' growth mindset in appreciating self-development and progress	<ul style="list-style-type: none"> ● Increased exposure to the concept of the growth mindset among students ● Half of the activities/ competitions independently planned and led by students ● Establishment of advancement pathways within clubs, societies, and teams ● Generation and disclosure of statistics and indicators related to growth mindset to help students conduct self-review ● Students exhibiting growth mindset concepts during debriefing and review activities (Teacher observation) ● Improved ratings among the corresponding items in APASO and Stakeholder Survey ● Over 60% of students can differentiate between Growth and Fixed Mindsets ● Over 60% of students see mistakes as Opportunities and Embracing Challenges ● Over 60% of students understand that Intelligence is Malleable 	<ul style="list-style-type: none"> ● Number of activities/competitions planned with the elements of growth mindset and led by students independently ● Evaluation by ECA Committee regarding the establishment of advancement pathways (from junior to senior positions) ● Number of new statistics/indicators designed, generated, and released for students' review ● Number of progress review activities planned and carried out in different subject departments ● Evaluation by Academic Development Committee, KLAs, and subject departments ● Feedback from students and teachers 		<p>Form Teachers</p> <p>Subject Departments/ KLAs</p> <p>Library Management & RaC Team</p> <p>Form Coordinators Team</p> <p>MEPC Committee</p> <p>Student Performance Committee</p> <p>ECA Committee</p> <p>Guidance & Counselling Committee</p> <p>Social Workers</p> <p>Assembly Management Committee</p>

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
1.3 Students assume ownership of their learning to boost self-confidence.	1.3.1 To encourage and empower students to initiate learning events in order to promote a sense of ownership over their learning process	<ul style="list-style-type: none"> ● Increased choices and autonomy given to students within learning activities ● An increase in the number or improvement in the quality of workshops on leadership and teamwork 	<ul style="list-style-type: none"> ● Student surveys ● Evaluation by Academic Development Committee, KLAs, subject departments and ECAs 		Form Teachers Form Coordinators Team MEPC Committee

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person/ Team /Committee
	1.3.2 To boost students' sense of pride in their learning and accomplishments by providing them with positive feedback	<ul style="list-style-type: none"> ● More opportunities provided to showcase/share students' accomplishments/stories ● More opportunities identified and implemented to provide positive feedback to students 	<ul style="list-style-type: none"> ● Student surveys ● Observation from teachers 		Subject Departments/ KLAs Student Performance Committee ECA Committee Guidance & Counselling Committee Social Workers Library Management & RaC Team Assembly Management Committee

Major Concern 2: To nurture students' positive values and promote healthy lifestyles

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person
2.1 Students assimilate essential values and attitudes.	2.1.1 To incorporate essential values and attitudes in subject curriculums	<ul style="list-style-type: none"> ● More than 80% of students agree that more elements of essential values and attitudes have been incorporated in different subjects / KLAS ● More than 80% of students agree that essential values and attitudes have been strengthened through different subjects / KLAS ● A 3% increase in the values of the related questions in APASO 	<ul style="list-style-type: none"> ● Survey of students ● Observation by teachers ● Feedback from students ● APASO & Stakeholders Survey ● Evaluation reports by subject departments and relevant committees 	Whole Year	MEPC Committee National Security Education Team Guidance & Counselling Committee Subject Departments / KLAS
	2.1.2 To accentuate and promote values and attitudes through themed, whole-school dissemination events	<ul style="list-style-type: none"> ● 80% of students agree that essential values and attitudes have been strengthened through themed, whole-school dissemination events / programmes ● A 3% increase in the values of the related questions in APASO 	<ul style="list-style-type: none"> ● Survey of students ● Observation by Teachers ● Feedback from students ● APASO & Stakeholders Survey ● Evaluation reports by relevant committees 		MEPC Committee National Security Education Team Guidance & Counselling Committee Social Workers ECA Committee

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible Person
2.2 Students adopt a healthy lifestyle.	2.2.1 To improve students' physical health by encouraging them to adopt healthy lifestyle choices and habits	<ul style="list-style-type: none"> ● A 3% improvement in the score achieved in the stakeholder survey question concerning parents' views on support for student development ● An uplift in the KPM (e.g. KPM24, KPM25) data concerning "percentage of students within the acceptable weight range" and "physical fitness performance" ● More than 50% of students agree that they have more physical exercise than last year ● More than 80% of students agree that the programmes and activities help them acquire the necessary knowledge, skills and attitudes to develop a healthy lifestyle 	<ul style="list-style-type: none"> ● APASO & Stakeholder Survey ● Evaluation reports by committees, ECA clubs and societies 		MEPC Committee Guidance & Counselling Committee Social Workers ECA Committee PTA Liaison Team Subject Departments Curriculum Team Form Coordinators Team Health Management Committee
	2.2.2 To enhance students' mental health by reinforcing their stress management skills and cultivating their resilience				
	2.2.3 To promote students' social well-being by strengthening their interpersonal skills and promoting their active engagement in school activities				