

St. Mark's School

School Development Plan 2024/25 - 2026/27

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. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Evaluation & Reflection
<p>Major Concern 1: To enhance learning and teaching effectiveness for academic excellence</p> <p>Targets:</p> <p>1.1 To improve students' learning initiative and strengthen their confidence in learning</p> <p>1.2 To fully develop students' academic potential through adjustments in curricula</p> <p>1.3 To enhance learning and teaching effectiveness through action learning cycles</p>	Partly achieved	Some of the strategies are to be blended as daily routine work in the coming school years. Other strategies which echo with students' needs will be incorporated in the next development cycle.	<ul style="list-style-type: none"> ● Observation revealed that students were reading more extensively across different KLAs. More variety of activities could be organised to further develop the reading culture. ● Junior form students seemed to find it challenging and might need more time to master the skills like note taking and mind mapping, study strategies, presentation and summarizing. ● Development in students' sense of responsibility and confidence in learning was observed. ● Students were encouraged and guided in planning and reflecting on their learning. Pre- and post-activity sessions were arranged to help students consolidate their learning. ● Different strategies such as tiered worksheets, bonus questions, extra support with guidance and scaffolding were adopted by different subject departments. ● To further cater for students of different abilities, subject departments might need to map out different strategies in assessments.

<p>Major Concern 2: To strengthen core values in St. Markans to cultivate future leaders</p> <p>Targets:</p> <p>2.1 To strengthen core values in students</p> <p>2.2 To nurture future leaders in society</p>	<p>Fully achieved</p>	<p>All initiatives concerned to be incorporated in future years' routine work</p>	<ul style="list-style-type: none"> ● Students displayed perseverance in attitude. APASO statistics showed that about 75% of students derived a sense of satisfaction from work, about the same percentage of students exercised perseverance in the face of difficulties, and while close to 90% of students appreciated the improvements and breakthroughs they had made. ● The feasibility of organising different service opportunities were explored. Positive feedback was received from students and teachers on F.4 service activity. The activity could continue in the future to promote love and care to the community. ● Student leaders motivated other students to attend external competitions as audience to provide moral support for their school representatives. ● Exposure opportunities were provided for students with different abilities. Higher participation rate in career-related programmes was yet to be seen. Nevertheless, feedback from participating students was positive. More promotion of the benefits and dissemination of good experiences could be arranged. ● Student leaders were able and eager to serve at school. Student leaders were invited to participate in different promotional events. Teachers offered constructive advice and guidance on how to improve their presentation skills and held debriefing sessions to help them reflect on their strengths and weaknesses. ● More experiential learning opportunities could be arranged for different forms.
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b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

Well behaved and academically capable, students are motivated to learn. With a broad knowledge base, students are able to understand and discuss various issues and engage actively in learning activities both in and out of the classroom. Possessing sufficient language skills, students demonstrate ability to communicate competently in their studies and daily life. Students are equipped with information technology manipulation skills and ethics to facilitate learning and communication. In career development, students are aware of further education pathways and opportunities for career exploration, allowing them to refine their goals and discuss future plans with form teachers and career counsellors. Students increasingly display awareness of national and global identity in whole-school programmes and events. The introduction of mindfulness techniques and activities in recent years have given rise to students' understanding of mental health. Increased focus or attention to other aspects of healthy lifestyle could be further explored.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

Our school provides our students with rich and diversified learning experiences, motivating them to work hard towards high-quality academic pursuits. With plentiful and diversified learning experiences on offer, the school encourages students to take advantage of various experience opportunities to broaden their exposure and scale new heights in academic pursuits. The goal of life-wide and life-long learning has received more prominence in promoting whole-person development at school. A wide variety of opportunities targeting various aspects of student development have been made available to cultivate students' sense of belonging and responsibility as members of their community, their country and the world at large. Programmes and activities have been organized to cultivate students' leadership and positive values. Positive values have also been introduced and incorporated in lessons by subject departments. Data generated from APASO have informed the direction of timely counselling activities to cater to the developmental, preventive and remedial needs of the students. Support networks for students and among students are fostered. With a dedicated and professional team of teaching and non-teaching staff, the school presses ahead in its endeavours to nurture future leaders.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Guided by the school motto, vision and mission, our school makes special efforts to integrate the seven learning goals, positive values and the latest requirements and objectives in education in the school development plan and annual school plan. Committed to enhancing students' development in academic aspect and well-being, different KLAs and committees toil tirelessly to devise myriads of relevant and targeted programmes in line with the school development plan. Continuous improvement has always been the focus of the PIE cycle with the support from qualitative and quantitative evaluation by various stakeholders. Teamwork and collaboration in the committed and zealous team of staff will propel the school further in achieving the goals set forth in the school development plan.

c. How Can My School Be Better

◆ What are my students' needs?

The pandemic has dealt a severe blow to students' development, particularly in adopting healthy lifestyles. Having endured through the pandemic with online lessons in primary schools, junior form students display deficiency in appropriate social skills and self-confidence. It is deemed necessary for the school to deploy strategies to equip students with positive attitudes in boosting self-confidence and the necessary skills in promoting physical health, mental health and social well-being. When facing future challenges in academic, social and family aspects, students require support and advice, and the school will make a continued effort to cater for such needs.

◆ What is my school's capacity for continuous improvement and development?

A consensus among staff members has been reached and the determination to effect changes is consensual. Concerned about student development and the advancement of the school, all staff members are prepared to work with concerted effort to support the students. With the necessary resources from IMC and the support from alumni and parents, the school is capable of improving further.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Priority should be given to developing students' self-confidence and helping them adopt healthy lifestyles. Internalisation of positive values and attitudes is to be further deepened in order to enhance students' confidence in academic and non-academic areas. Students should realise the importance of and adopt healthy lifestyles to become responsible individuals and contribute to their future success.

D. 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

School Development Plan (2024/25 – 2026/27)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Specific Learning Goals to be addressed
		Yr1	Yr2	Yr3		
1. To elevate students' confidence and affection in life-long learning	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	Breadth of knowledge Language proficiency Generic skills
		✓	✓	✓	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	
		✓	✓	✓	1.1.3 To promote reading as a tool for supporting life-long learning	
	1.2 Students develop a growth mindset and an enquiry mindset on their learning journey.	✓	✓	✓	1.2.1 To cultivate students' enquiry mindset by enhancing students' abilities in identifying and solving problems in academic and non-academic settings	Breadth of knowledge Language proficiency Generic skills Information literacy Life planning
		✓	✓	✓	1.2.2. To cultivate students' growth mindset in appreciating self-development and progress	
	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	Breadth of knowledge Language proficiency

		✓	✓	✓	1.3.2 To boost students' sense of pride in their learning and accomplishments by providing them with positive feedback	Generic Skills Life Planning Healthy Lifestyle
2. To nurture students' positive values and promote healthy lifestyles	2.1 Students assimilate essential values and attitudes.	✓	✓	✓	2.1.1 To incorporate essential values and attitudes in subject curriculums	National and Global Identity
		✓	✓	✓	2.1.2 To accentuate and promote values and attitudes through themed, whole-school dissemination events	Generic Skills Life Planning Healthy Lifestyle
	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	Healthy Lifestyle Breadth of Knowledge
		✓	✓	✓	2.2.2 To enhance students' mental health by reinforcing their stress management skills and cultivating their resilience	Generic Skills
		✓	✓	✓	2.2.3 To promote students' social well-being by strengthening their interpersonal skills and promoting their active engagement in school activities	