



Sha Tin Methodist College

Annual School Plan

2026/27

School Vision and Mission

1. Vision

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the gospel.

2. Mission and beliefs

Provide whole-person education according to the spirit of Jesus Christ; nurture abundant lives by teaching the gospel.

We believe:

Each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the fullest.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model themselves after Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

The meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for the development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

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Major Concerns

- 1. Equip our students to master 21st-century global competencies and transform them into future-ready individuals.**
- 2. Through Social-Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip them for the future.**
- 3. Strengthen our teachers through professional learning communities to meet the future educational needs of our students.**

THEME

**Nurture Future Talents,
Cultivate Abundant Lives.**

1. **Major Concern : Equip our students to master 21st-century global competencies and transform them into future-ready individuals.**

Briefly list the feedback and follow-up actions from the previous school year: - According to ESR and recent surveys, a broad and balanced curriculum was provided for our students together with well-structured cross-curricular activities. - Additionally, diversified learning experiences (e.g. Friday LWL periods and gifted education) were provided. - However, there is still room for improvement in areas like reading, STEAM and collaborative learning design.						
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Equip our students to master 21st-century global competencies and transform them into future-ready individuals. 1.1 Language Literacy ready: Students are confident in mastering “Biliteracy and Trilingualism.”	1.1.1 Provide an English context for students to master English inside and outside the classroom. a. To connect classroom learning with practical English language use by designing interactive activities in lessons, such as debates, presentations, and role-plays. b. To build students' confidence in public speaking by giving them opportunities to lead and present in English across most learning platforms, e.g., assemblies and ceremonies. c. To create a language-rich environment around the school campus, e.g., by displaying signs, posters, banners, and boards in English (except for CMI subjects). d. Provide experiential and immersive English learning opportunities for students, e.g., English day, LaC week and English exchange program, etc.	a. Principal, vice-principal and subject panel heads observe that interactive activities are provided to enhance students' English communication and presentation skills. b. 80% of the learning platforms have used English as MOI. c. A strong English environment is displayed on the school campus.	SHS APASO Evaluation meetings of subjects Interviews with students Lesson observation Observation Student Feedback Form	Whole year	All EMI subjects All committees, teams and groups	Various grants available

	1.1.2 Promote Language across the Curriculum (LaC) and Reading across the Curriculum (RaC) so as to strengthen students' language literacy and equip them as self-directed learners. a. Initiate more collaborations between the LaC Committee and EMI subject panels based on common language elements. These include aligned reading materials (e.g., texts that match students' subject learning), collaborative learning activities (e.g., "Read-to-Draw"), and EMI language support (e.g., argumentative and report writing). b. Organize LaC professional sharing sessions for subject panels, including workshops facilitated by tertiary institutions. c. Strengthen efforts to promote Reading across the Curriculum (RaC) by comprehensively reviewing and renewing all reading-related learning platforms (e.g., restructuring reading periods, updating reading schemes, and redesigning Reading Day).	d. Students and teachers agreed that students are more confident in mastering English and more interested in reading, as seen from observations and school data. e. Teachers found that the LaC collaborations and professional sharing are useful for enhancing teaching and learning.		Whole year	LaC EMI subject panels Library	
	1.1.3 Provide more opportunities for students to use and practice Putonghua (PTH), e.g., invite PTH speakers, Chinese Culture Day, mainland study tour, etc.	f. More PTH activities are organized in this school year.			Subject panels, committees, groups and teams	

1.2 Science and Digital literacy ready: Students are confident in mastering science and digital literacy.	1.2.1 Optimize the junior forms' TE KLA and Science KLA curricula to enhance students' Science literacy and Digital literacy. a. Promote science and digital literacy through renewal of F.1 and F.2 STEAM and CL curriculum with enriched elements of innovation and technology. b. Organize enrichment in-class learning activities that align with the Science and TE KLA curricula to help students unleash their full potential, e.g., innovative tasks, competitions and hands-on experiments, etc.	a. F.1 and F.2 STEAM and CL curricula are continuously updated according to the current education needs with enriched elements of innovation and technology. b. Related subject panels and committees have provided opportunities for students to understand and experience modern science and technology in this school term. c. All subject panels make good use of suitable e-learning tools and find them useful in improving their teaching pedagogy.	SHS APASO Evaluation meetings of subjects Interviews with students Lesson observation Observation Student Feedback Form	Whole year	Science KLA, TE KLA ADC Gifted Ed.	Various grants available
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	1.2.2 Provide more opportunities for students to understand and experience modern science and technology within and beyond the classroom. a. Provide more opportunities for students to understand and experience modern science and technology, e.g., Robotics, AI, IoT and cutting-edge science and technology in regular lessons and other learning platforms such as LWL period. b. Provide opportunities for students to understand the future labour market, especially new jobs in digital and green sectors, in regular lessons and other learning platforms. c. Nurture students to be responsible and ethical digital citizens in formal and informal curricula, e.g., F.1-6 cyclic assemblies, F.1-2 Computer, STEAM, CES, and FT lessons.	d. All subjects have provided useful e-learning tools to facilitate and enhance interactive lessons and/or personalized learning.		Whole year	Science KLA TE KLA ADC LWL Committee LACC CC Library ITC Gifted Ed.	
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	1.2.3 Incorporate different e-learning tools into the everyday teaching and learning routine to facilitate and enhance interactive lessons and/or personalized learning. a. Make good use of AI tools to enhance teaching and learning, e.g., AI Chatbot, NotebookLM, Gemini, etc., to facilitate self-directed and personalized learning. b. Make good use of interactive e-learning tools to facilitate interactive and collaborative lesson design.			Whole year	All subject panels ADC	
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1.3 Knowledge and Skills Ready: Equip our students with a solid foundation of knowledge and 21st-century skills to become agile problem-solvers for the future.	1.3.1 Design interactive, collaborative, and knowledge co-constructed lessons that engage students in scaffolding and taking ownership of their learning. These lessons should guide students from basic understanding to higher-order thinking, based on “Bloom's Taxonomy” and the “Four Learning Structure”*. a. Self-regulated learning tasks are designed for lesson preparation and extended learning. b. Interactive and collaborative lesson design with meaningful and purposeful tasks become part of the regular teaching routine, for example: group tasks, experiments, debate, role-play, group discussion and hands-on activities. c. Questions at different levels are asked, with constructive feedback, to scaffold students' understanding and provoke their higher-order thinking during the lesson.	a. All subjects have designed self-regulated learning tasks, interactive, collaborative and knowledge co-constructed lessons in each form (at least once per chapter). b. Questions at different levels are asked, with constructive feedback during the lesson.	SHS APASO Evaluation meetings of subjects Interviews with students Lesson observation Assignment Inspection Lesson Study Student Feedback	Whole year	All subject panels SDC	Various grants available
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	1.3.2 Incorporate Inquiry-based learning into lesson designs and/or assessments, aiming to cultivate students' national and global citizenship, develop students' 21st-century skills, problem-solving skills and the ability to apply interdisciplinary knowledge through tackling real-world problems (e.g., UNESCO 17 SDGs) (align with 1.4 Citizenship ready). a. Incorporate Inquiry-based learning, e.g., Problem-Based Learning (PBL)**, Project-based learning and Design thinking, into lesson design and/or assessment design naturally. b. Provide opportunities for students to “Think Global, Act Local” and take action on local issues with an understanding of global implications.	c. All subjects have incorporated Inquiry-based learning into lesson design and/or assessment design naturally, as seen in lesson study, lesson observation and assignment inspection.	Form Observation			
	1.3.3 Provide diverse learning content and diverse assessments to engage students, address their educational needs and further stretch students' potential. a. Incorporate diverse learning content into daily classroom instruction to cater to students' learning diversity (e.g., visual, auditory, kinesthetic, and reading/writing modalities). b. Design diverse forms of assessments—including Assessment for Learning, Assessment as Learning, and Assessment of Learning—based on EDB curriculum guidelines.	d. Diverse learning content was incorporated into different subjects, as seen in lesson study and lesson observation. e. Diverse forms of assessments (for learning, as learning, of learning) were designed in different subjects, as seen in assignment inspection.		Whole year		

1.4 Citizenship ready: Cultivate students' national and global identities.	1.4.1 Embedded national and global citizenship education into formal and informal learning platforms. a. Embedded national security, 12 priority values and global issues naturally into the subject curriculum. b. Provide various Life-wide learning and experiential learning activities to cultivate students' patriotism and global perspectives.	a. Subject panels and committees have embedded National Education into the learning activities. b. Subject panels and committees have addressed sustainable and climate education in the learning activities, aiming to arouse students' national and global citizenship.	SHS APASO Evaluation meetings of subjects Interviews with students Lesson observation Observation Student Feedback Form	Whole year	All subject panels and committees	Various grants available
	1.4.2 Integrate sustainable and climate education inside and outside the classroom to arouse students' national and global citizenship. a. Towards a green school with whole-school green measures. b. Organize learning activities for students to understand and act on sustainability and climate action.	c. Green measures are designed and implemented on the school campus. d. Achieve "Carbon Net-Zero School" verification.				

* "Four Learning Structure" refers to self-regulated learning, collaborative learning, peer learning and facilitation, a theory introduced by Dr Ho Sai-mun.

**Problem-Based Learning (PBL) is a student-centered teaching approach where learners are presented with real-world, complex problems that do not have straightforward solutions. Students work collaboratively to analyze the problem, identify what they need to learn, and develop solutions. PBL encourages critical thinking, creativity, teamwork, and self-directed learning.

In PBL, the teacher acts as a facilitator or guide, while students actively engage in the learning process by exploring, researching, and applying knowledge to solve the problem, e.g., climate change, urban development, world issues, social problems, etc.

2. Major Concern : Through Social-Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip them for the future.

Briefly list the feedback and follow-up actions from the previous school year:

- The school development plan of the previous year initiated the promotion of Social-Emotional Learning, strengthening students' self-awareness and self-management skills, and introducing them to character strengths to enhance their self-efficacy and well-being. Through seminars, Form teacher lessons, and activities last year, the understanding of SEL was enhanced for teachers, parents, and students. The direction aligns with student needs; however, moving from awareness to practice still requires effort.
- This year, the practice of character strengths will be deepened, and the focus of SEL will extend from 'self' to 'others and society,' promoting interpersonal relationships and social awareness.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Through Social-Emotional Learning, cultivate students' intrapersonal competencies, enhance well-being, and equip them for the future. 2.1 Deepen students' self-awareness through the practice of character strengths, and cultivate positive interpersonal relationships and social awareness: Strengthen the practice of character strengths to enhance self-acceptance and self-worth. Foster mutual appreciation and	2.1 Through the design of lessons, assist students in practicing character strengths and enhance empathy and cooperation skills during the learning process: a. Implement cooperative learning: In regular group activities, in addition to academic roles, add "SEL/Character Strength Observation Roles," for example, the group leader demonstrates "Fairness/Leadership" to facilitate students practicing interpersonal skills and character strengths in interaction. b. Link subject content with "Social Awareness": Guide students to empathize with characters (in literature, history, etc.), analyze their challenges and demonstrated character strengths, and explore the needs of different social groups (cultivating empathy). c. Strengths-based Feedback: When grading or giving verbal feedback, teachers	- High performance was recorded in the data for the learning climate (cooperation) in the APASO questionnaire. - Teachers agreed that students demonstrated mutual respect and effective communication in group discussions. - Teachers observed that students were able to understand and accept different opinions from group members. - Subject Panel meeting minutes showed a lesson plan or classroom activity incorporating elements of	"Peer Interaction and Collaboration" as an observation item during lesson observations. - APASO and SHS questionnaires were utilized to gather data. - Peer evaluation followed group collaborations, where students used "Character Strengths" vocabulary to assess each other (e.g., "I appreciate that he demonstrated 'Teamwork' during the discussion"). - Review student assignments to check whether students demonstrate empathy and		Principal, Vice-principals, Subject panel heads, Subject teachers	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
gratitude to build positive interpersonal relationships. Strengthen students' social awareness and empathy.	should point out which character strengths the student has used (e.g., "This article demonstrates your excellent 'Creativity'").	"Social Awareness / Character Strengths," where students demonstrated multi-perspective analysis in their assignments. Students perceived that teacher feedback helped enhance their learning motivation and self-confidence.	multi-perspective thinking in reflection questions or project reports. Book inspection: review the language used in teacher feedback to strengthen positive feedback.			

	2.2 Through Extra-Curricular Activities (ECA) & Experiential Learning facilitate students to practice character strengths, build interpersonal connections, and develop an awareness of serving the community: a. Teamwork in Groups: Strengthen teamwork and communication skills in leadership training, school teams, and interest groups. b. Strength-Spotting in Training: Leadership training, school teams, and ECAs will add a 5-minute "strength-spotting" session after training/activities, where coaches or team members point out who demonstrated "Perseverance," "Teamwork," or "Zest" etc., on that day. c. Service Learning: Plan "Service Learning" or "Care for the Needs of Different People in Society" to enhance students' empathy and social awareness.	• Participating students reported an enhancement in their communication and leadership skills. • SHS questionnaire results indicated an improvement in students' skills in getting along with others. • Team collaboration was strengthened, successfully reducing interpersonal conflicts among school team members. • All school teams, clubs, and extracurricular activities will include "strength-spotting" as a regular review session in their training. • Participating students expressed an increased understanding of and empathy toward their service targets.	• Post-activity questionnaires. • Tutor/ Coach observations. • Student attendance and drop-out rate statistics. • Post-activity reflections where students write down the social needs discovered during the activity and which strengths they used to respond. • APASO and Stakeholder Survey (SHS) questionnaires.		Student growth and Life Education Board, Teacher in-charge of school teams, Activity planning teachers	
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	2.3 Class Building & Pastoral Care Create a classroom atmosphere that values interpersonal relationships, provides a sense of security, and fosters a culture of gratitude, while offering proper demonstrations for conflict resolution. a. Class Atmosphere: Create an environment of mutual appreciation (interpersonal relationships) by students that demonstrate mutual respect and effective communication. Set up a "Class Gratitude & Strengths Mailbox" to encourage students to write thank-you notes, specifically praising classmates for the character strengths they have shown. b. Teacher-Student & Student-Student Bonds: Build a sense of belonging in the class. For example, have a class meal once per term, and use class gatherings to hold challenging mini-games. c. Conflict Resolution in Class Meetings: Use class meetings to discuss situational questions related to daily conflicts (e.g., online bullying	• APASO questionnaire data indicated progress in the "School Climate (Not Feeling Lonely and Sense of Belonging)" sub-scales. • SHS questionnaire results reflected an enhanced perception of the overall school climate. • Hold one class meal/gathering/activity per term; students agree they have a sense of belonging to the class. • A reduction in minor peer conflict cases referred to the Discipline Committee.	• APASO and SHS questionnaires were utilized for data analysis. • Discipline Committee case records were analyzed, showing a decrease in the number of peer conflict cases.		Form teacher affairs, Form teachers and Assistant Form Teachers	
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	or group disputes). Teach "restorative dialogue" skills, allowing students to learn perspective-taking (social awareness) and use "I feel... because..." to express emotions instead of placing blame.					
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3. **Major Concern : Strengthen our teachers through professional learning communities to meet the future educational needs of our students.**

Briefly list the feedback and follow-up actions from the previous school year:

- The school completed the ESR in 2024, achieving overall excellence in teaching. The team demonstrates a high level of professionalism, which can be further consolidated and enhanced through a culture of professional dialogue.
- Teachers have a positive perception of the school's professional development policy and system, with strong self-efficacy, conducive to advancing teacher professional development further.
- The school has established a lesson study cycle, receiving positive feedback from participating teachers. This initiative should continue to develop in the coming year.
- The teaching team is undergoing a phase of transition. Further guidance for new teachers and training for middle-level leaders are required.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3.1 Continuously enhance teachers' professional competence to embrace new horizons in future education.	3.1.1 Organize high-quality professional development activities to address emerging trends in education. For example, invite experts in the application of artificial intelligence in education, scholars specializing in Social-Emotional Learning, addressing learner diversity, and reputable educational institutions to deliver professional development programs for teachers.	• Organize high-quality professional development activities annually. At least 70% of teachers, as reflected in post-event surveys and verbal feedback,	• Stakeholder surveys • Activity questionnaires	Four times annually: October, December, June, August	Principal and Vice-principals Staff Development Committee	Utilize school resources to engage external professional education institutions for school-based support services. Additional meeting rooms for teacher meetings

	3.1.2 Develop AI-assisted teaching to prepare teachers for the future. For example, introduce appropriate AI platforms and tools to support teachers in delivering personalized feedback to students and enhancing teaching effectiveness. Furthermore, enhance subject areas by upgrading teaching equipment, providing more options for course design to better benefit students. 3.1.3 Launch Social-Emotional Learning (SEL) projects to cultivate positive character development in students. Collaborate with scholars and institutions specializing in SEL to organize professional development activities for teachers. Conduct workshops to equip teachers with skills in emotional awareness and communication techniques, enhancing their ability and confidence in supporting and caring for students.	agree that the activities help them grasp new teaching concepts and skills, including AI applications and social-emotional learning. Stakeholder surveys indicate an improvement in students' perception of teachers' teaching effectiveness, achieving a level of excellence or above.			Subject panel heads	Resources to subsidize teachers attending advanced courses.
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3.2 Foster professional collaboration to advance the growth and innovation of Professional Learning Communities to meet new educational challenges.	3.2.1 Optimize collaborative lesson planning for each subject to foster professional collaboration among teachers. Schedule at least one collaborative lesson planning session per cycle for each subject, creating a platform for professional communication. Teaching materials and outcomes should be stored to enhance the knowledge management system and establish a sustainable collaborative lesson planning cycle. Subject convenors should recognize and share the outcomes during subject meetings to facilitate knowledge sharing. 3.2.2 Deepen the Lesson Study Scheme to enhance teachers' research and innovation capabilities. For example, ensure that all teachers participate in at least one lesson study during the school's development phase, aiming to achieve approximately 15 lesson study cases annually. Focus on developing high-quality teaching materials while fostering the innovation and continuity of teaching experiences. 3.2.3 Expand cross-subject lesson observations to foster a culture of professional dialogue. For example, the Staff Development Committee	- Teachers acknowledge the initiative in expert reports and self-evaluations. Departmental meeting records reflect progress and effectiveness in collaborative lesson planning and lesson studies. - Approximately 20 teachers participate in lesson studies annually. - Participating teachers agree that lesson studies have identified teaching challenges and improved lesson design and implementation effectiveness. Teachers share outcomes on professional development days, receiving positive feedback. - Stakeholder surveys indicate improved ratings from teachers for professional development.	- Stakeholder surveys - APASO - Activity questionnaires - Post-lesson observation report - Panel heads review	Whole year	Principal and Vice-principals Staff Development Committee Subject panel heads	Utilize school resources to engage external professional education institutions for school-based support services. Additional meeting rooms for teacher meetings Resources to subsidize teachers attending advanced courses.
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	can invite teachers from all subjects to open their classrooms, aiming to complete two cross-subject lesson observations annually. Following these observations, arrange for teachers to share their insights on professional development, thereby promoting the exchange of teaching experiences.					
3.3 Enhance educational support and strengthen professional networks to expand the horizons of both teachers and students.	3.3.1 Introduce external professional support to continually broaden teachers' teaching perspectives, such as enhancing diversified assessment strategies to cater for learner diversity. For instance, encourage participation in the Chinese University's Quality School Improvement Project (QSIP). 3.3.2 Facilitate teacher participation in educational advancement courses to address emerging educational needs. Include courses on learning diversity (basic, advanced, and specialized levels) and training related to teaching strategies or Social-Emotional Learning (SEL).	- Collaborate with at least one professional educational institution annually. - Teacher satisfaction rates are high in surveys, and stakeholder surveys reflect improved ratings for professional development. - At least 10 teachers participate in educational advancement courses or open lessons annually.	- Stakeholder surveys - Activity questionnaires - Lesson observation	Whole year	Principal and Vice-principals Staff Development Committee Subject panel heads	Utilize school resources to engage external professional education institutions for school-based support services.

	3.3.3 Actively participate in and host open classrooms to establish professional exchange networks. Encourage teachers to participate in open lessons or professional development programs during the Self-Directed Learning Festival, join various open lesson activities under the Quality Education Fund learning circles, participate in inter-school open lessons, educational expos, or open classrooms within the school for all teachers to observe.	• After completion, they share outcomes on professional development days or in staff meetings. The quality of sharing and teacher recognition determine the effectiveness.				
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