# Sha Tin Methodist College
## Annual School Plan

## 2022-23

# School Vision & 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:

That 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 full.

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

That 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 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.

# Sha Tin Methodist College

# Annual School Plan

# 2022-23

## Major Concerns for 2022-2023 (in order of priority):

1. **Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy**

2. **Open up global perspectives and deepen learning's meaning by reimagining the curriculum**

3. **Nurture positive attitudes and let students live a flourishing life through positive education**

**Theme:**
**Learning without Walls; Learning beyond Tomorrow; Living a Flourishing Life**

**1. Major Concern: Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy**

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|---|---|---|---|---|---|---|
| 1. Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy<br><br>A. Brush up English proficiency and capability to enhance students' self-directed learning<br><br>B. Conduct collaborative peer learning and experiential learning so that students have a greater sense of ownership in | 1.1 Brush up and improve students' English language proficiency and capability through EMI teaching & learning:<br><br>a. EMI teachers understand clearly students' learning obstacles and provide effective practices of reading, writing, speaking and listening through F.1 LAC Bridging course, in the lessons of English Language subject and EMI subjects so that students can clearly grasp the content knowledge and facilitate their self-learning<br><br>b. Increase the use and application of English in daily and authentic contexts through Day 5 morning assemblies, Day 6 LAC broadcasts, visual | 1.1 At least 60% students and teachers agree with the achievements of the strategies.<br><br>a. Students' performance and confidence in studying EMI subjects are boosted and their English language proficiency and capability are improved. Frequent reading, writing, speaking and listening practices in EMI subjects are envisaged. Both students and EMI teachers give positive feedback to F.1 EMI bridging course (1$^{st}$ cycle of September) and agree that F.1 LAC booklet is a useful tool for self-directed learning of the EMI subjects.<br><br>b. A proactive and richer English environment and | ➢ ASP Survey<br>➢ SHS<br>➢ APASO<br>➢ Evaluation meetings of subjects<br>➢ Interviews with students<br>➢ Observation | Whole year | English subject panel, EMI Subject Panels, SDC, LAC group | Various grant available |

| | | | | | |
|---|---|---|---|---|---|
| learning and their talent and potential can be stretched<br>C. Optimize blended learning and increase sharing and presentation platforms so that students would break through the learning walls and become confident, self-directed and active learners | English banners & boards, and Language across Curriculum collaboration between English and EMI subjects and LAC activities such as Global Culture Week/Fridays, sharing by English native speakers and regular dialogues between students and native English speakers etc. so as to enhance their speaking skills and confidence.<br>c. Arrange professional development time and dialogues in the panel and among the EMI teachers to improve teaching pedagogy and increase LAC collaboration | atmosphere are created in the campus. Students find the language across curriculum activities, Day 6 LAC broadcasts, Day 5 morning assemblies authentic and interesting and they engage in the activities.<br>c. At least 60% EMI teachers participated and agree that the LAC collaboration and professional development and dialogues are useful to improve EMI teaching. | | | |
| | 1.2 Design scaffolding and interactive learning activities to enhance students' sense of ownership and facilitate knowledge co-construction among students: | 1.2 At least 60% students and teachers agree with the achievements of the strategies.<br>a. Students agree that they are provided with many chances to learn interactively and | Whole year | ADC,<br>KLA & Subjects,<br>SDC | Various grant available |

| | | |
|---|---|---|
| a. Avoid direct teaching solely and passive learning in the whole lesson. Allocate time for interactive learning and teaching. Provide clear guidelines and scaffolding questions to facilitate peer-to-peer interactive activities and 'Show and Tell', 'Think, Pair and Share', group presentation or discussion activities in daily lessons and Friday extended learning zones<br>b. Create positive classroom setting, groupings and class atmosphere to let students dare to ask questions, express opinions, give constructive peer feedback, and show appreciation etc.<br>c. Subjects set up buddy system and after-school study groups to facilitate peer learning and support<br>d. Arrange collaborative | agree that clear guidelines and scaffolding questions to participate and co-construct the learning with peers in daily lessons and Friday Extended learning zones.<br>b. Students agree that the classroom setting, groupings and atmosphere facilitate communication and collaboration among students. Students are confident and engaged to share, present before the others and get positive feedback and appreciation.<br>c. Students find the buddy system and study groups supportive and facilitate their learning and agree that the Friday Extended learning zone provides a good opportunity for active learning.<br>d. Subject panels carry out lesson study and peer observation and find such collaboration to prepare | |

5

| | | | | | |
|---|---|---|---|---|---|
| | lesson study on difficult topic or ASP focus targets to improve micro-teaching in the panel or KLA | lessons and peer observation practice useful and helpful for professional development and optimize teaching and learning. | | | |
| | 1.3 Organize a lot of authentic, meaningful and reflective learning activities to unleash students' potential and talent and learning motivation<br><br>a. Subjects or KLAs deliberately arrange experiential and extended-learning activities which are closely aligned with the scheme of work in the lessons and after lessons, such as projects, hands-on experiments, interschool competitions, workshops, fieldtrips, visits, concerts, conferences, debates, forums, interviews, shadowing, community services etc. | 1.3 At least 70% students and teachers agree with the achievements of the strategies.<br><br>a. More experiential activities are embedded in the scheme of work. Students find the activities enrich their knowledge, facilitate them to apply the concepts they learnt in the textbooks and relate closely with daily life and issues.<br><br>b. Friday Extended Learning zone has received positive feedback from both teachers and students. All parties find the Friday time-zone a good coordinated effort and a valuable time-zone to facilitate self-directed learning, collaborative learning, stretching and | Whole year | ADC, LWLC, KLA & Subjects | Various grant available |

| | | | | | |
|---|---|---|---|---|---|
| | b. LWLC arrange and coordinate extended learning activities on Fridays and let students participate actively in the process of knowledge construction and learning ownership | extending students' learning potential and talent. Students find great satisfaction in participating and feel great sense of ownership in the learning outcome. Their creativity and critical thinking skills are also enhanced. | | | |
| | 1.4 Maximize the benefits of blended learning of both eLearning and conventional learning inside and outside the classroom:<br><br>a. Engage students' learning by developing various pedagogies about electronic teaching<br><br>b. Enhance students' learning by reinforcing STMC's IT infrastructure, implementing BYOD from F.1 to F.6 and installation of interactive TVs in all classrooms.<br><br>c. Extend students' learning by exploring various tools or Apps (e.g., use of VR in | 1.4 At least 70% students and teachers agree with the achievements of the strategies.<br><br>a. Teachers find satisfaction and are familiar to use various pedagogies about electronic teaching in lessons.; students find themselves more engaged in the lessons by blended teaching mode and it can enhance students' learning effectiveness<br><br>b. Teachers are familiar with using interactive TVs to teach and are satisfied with the BYOD policy in which students' behavior and attitude in using iPads at school are appropriate. | Whole year | ITC, KLA & Subjects | Various grant available |

7

| | | | | | |
|---|---|---|---|---|---|
| | Chinese composition project, AR, MOOC) in different eLearning platforms | c. Subject Panels are conscious to extend students' horizons and connection with peers locally or even abroad by adopting advanced IT technology and students find such connection positive. | | | |
| | 1.5 Schedule, coordinate and increase time-slots and platforms to facilitate students to share their learning outcomes publicly, deliberately and continuously<br>a. Subjects or committees make use of Day 2 & 5 morning assemblies, cyclic assemblies, Friday Extended Learning zone, Project Day, Life-wide learning Day; P6 Guidance Day, students' Day 6 lunch talks, subject websites etc. to display and let students share their learning outcome and | 1.5 At least 60% of students and teachers agree with the achievements of the strategies.<br>a. Subjects and committees have made good use of the time slots and platforms. All platforms and timeslots for students to share are coordinated and completed smoothly as scheduled throughout the year. There's great sense of achievement to see students share confidently and celebrate what they have learnt. | Whole year | Assembly Group, KLA & Subjects, LWLC & Committees & Groups | Various grant available |

8

| | | | reflection | | | | |
|---|---|---|---|---|---|---|---|

## 2. Major Concern: Open up global perspectives; Deepen learning's meaning by reimagining curriculum

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|---|---|---|---|---|---|---|
| 2. Open up global perspectives; Deepen learning's meaning by reimagining curriculum.<br>A. Inspire students to explore community and global issues, commit to the identity of global citizenship, and reflect the meaning and importance of their study.<br>B. Develop and equip the students with 6 Global Competencies* to embrace challenges of today and tomorrow, and act as change agents of the | 2.1 Open up students' global perspectives in formal curriculum:<br>a. Subjects embed global issues/concerns/ UN Sustainable Development Goals (SDGs) if appropriate into the formal curriculum and scheme of work, especially for Junior Forms.<br>b. Organize relevant assemblies, activities, assignments or action plans to equip students with 6C and to be a change agent (Topics such as future world in an age of AI, global warming, pollution, environment protection, | 2.1 At least 60% students and teachers agree with the achievements of the strategies<br>a. Most subjects have connected and embedded global issues/concerns/ UN Sustainable Development Goals (SDGs) into the formal curriculum naturally. Students find the topics have close relationships with the contemporary world. They agree that they have greater sense and awareness of global citizenship and can play an important role in changing and improving | ➢ ASP Survey<br>➢ SHS<br>➢ APASO<br>➢ Evaluation meetings of subjects<br>➢ Interviews with students<br>➢ Observation | Whole year | KLA & Subjects, Assembly Group, Committees / Groups | Various grant available |

9

| community and the world.

(*6C refers to Creativity, Critical thinking, Collaboration, Communication, Global Citizenship, Characters such as life-long learning, responsible, inclusive and compassionate etc.) | trade war, fair trade, human trafficking, refugees, war and peace, racism, equality, liberty and democracy, sustainable society, sustainable environment and sustainable economy and culture, healthy lifestyles/ well-being etc.) ; (learning activities such as individual presentation topic, compositions or assignments topics, real or virtual tours to the local community or the world to explore global problems and issues of humanity, fundraising, visits to the poor, social services, letters to the government etc.)

c.  Create a 'global-friendly' and 'eco-friendly' environment in the classroom and school campus, such as SDG banners and posters are raised up and cyclic assemblies with global | the community and world being a global and responsible citizen in the community.

b.  Cyclic assemblies with themes on global concerns are well received by students.

c.  Visual banners/posters of SDGs and international and global issues/news are displayed on boards and broadcasted on TVs regularly throughout the year. Students agree that they should and can create an eco-friendly environment in the classroom. | | | | |
|---|---|---|---|---|---|---|

10

| | | | | | |
|---|---|---|---|---|---|
| | themes are organized, current news displayed on boards or broadcasted on school TV by different subjects | | | | |
| | 2.2 Promote Interdisciplinary learning designs:<br>a. Organize and launch learning activities and projects which are not only problem-based or issue-based but also integrated and transdisciplinary to understand and tackle contemporary problems in a complex and fast-changing world, such as inter-disciplinary/ inter-KLA projects or learning activities in F.1-3, Fair trade Sales, STEM initiatives to improve people's lives or community etc. | 2.2 At least 60% students and teachers agree with the achievements of the strategies<br>a. Teachers and students agree that interdisciplinary learning designs enhance students' 6 global competencies. Students of junior forms agree that the projects can increase their awareness, knowledge and values of being a global citizen and engage them to learn and think critically and holistically about the global citizenship and sustainability of society and humanity. From the APASO, in particular, students have a positive | | Whole year | T & L Project Team | Various grant available |

1

| | | | | | | |
|---|---|---|---|---|---|---|
| | | response to the items of global citizenship. | | | | |
| | 2.3 Promote Reading Across Curriculum (RaC): a. Organize various reading across curriculum activities to widen students' understanding of community and global issues from different disciplinary perspectives and deepen their identity of a global citizenship, such as Reading Week or Reading Day with themes on global concerns/UN SDGs, Book exhibitions with global themes, English RaC reading materials F.4-5, Reading ambassadors book reviews with global | 2.3 At least 60% students and teachers agree with the achievements of the strategies a. It's agreed that students are offered more time and reading materials to read at school. Students find the RaC materials and activities enjoyable and agree that they open up their global perspectives. KLA and panel heads agree that they collaborate well with the Librarian to launch RaC exhibitions with themes on global concerns or SDGs. The RAC activities in the morning sessions, Reading Week and Friday Extended learning | | Whole year | RAC group, KLA & Subjects | Various grant available |

12

| | concerns, Reading sharing with peers outside school locally or internationally, Reading and writing competitions with global concerns etc. | zone all received positive feedback. The response of students' reading habits reflected in the SHS is improved. | | | | |
|---|---|---|---|---|---|---|

**3. Major Concern: Nurture positive attitudes and let students live a flourishing life through positive education**

| Targets | Strategies | Success Criteria | Methods of Evaluation | Time Scale | People in charge | Resources Required |
|---|---|---|---|---|---|---|
| 3. Nurture positive attitudes and let students live a flourishing life through positive education<br><br>A. Create positive classroom atmosphere assisting students to establish positive relationships and enhance students' sense of belonging towards their classes.<br><br>B. Incorporate the elements of Positive Relationships and Positive Health through the planning and | 3.1 Create positive class culture and boost students' sense of belonging towards their classes.<br><br>a. Through class meetings, students can discuss the class-based activities, such as birthday parties, class lunch, class T-shirts, class pledges, things that can symbolize classes, class activities, inter-class competitions and individual sharing. They can also talk about ways of practicing class rules to enhance their | a. At least one class-based activity is organized in the first term and second term in order to boost students' sense of belonging towards their class.<br>- 70% of students can establish positive relationship through class activities.<br>b. 100% of students have a greater understanding of the '7-well approaches.'<br>- 70 % of students can stay aware of developing a balanced living style, so they are likely to recognize the | ➢ ASP Survey<br>➢ SHS<br>➢ APASO<br>➢ Evaluation meetings of subjects<br>➢ Interviews with students<br>➢ Observation | Whole year | Form Teachers, Form Teachers Affairs Group, Student Growth and Life Education Committee | Various grant available |

13

| | | | | | | |
|---|---|---|---|---|---|---|
| design of the extra-curricular activities to maximize students' positive experiences. Strengthen positive relationship and promote positive health<br><br>C. Create a positive culture and environment in the campus. Promote positive health. | class recognition as well as strengthen positive engagement and positive relationships.<br><br>b. Promote the '7 well-approaches' through class activities in an attempt to help students develop balanced living styles and arose the 'self-care' awareness, so students are likely to foster positive health.<br><br>c. Encourage students to unleash their potentials and cultivate a sense of responsibility through devoting themselves to class activities, services and individuals' class duties. Hence, they are committed to making contributions to their classes. | importance of positive health.<br><br>c. Each student has duty in class. They are committed to making contributions to their classes.<br><br>- Teachers observe that students are highly responsible for their duties.<br><br>d. All classes complete the display board on time.<br><br>- 70% of students agree that the decoration in classroom can foster positive environment. | | | | |

14

| | | | | | | |
|---|---|---|---|---|---|---|
| | d. Students can create a positive environment and strengthen their sense of belonging towards their classes by incorporating positive elements into the classroom setting, such as sticking quotes, positive messages, 7 well-approaches, class rules, class photos and class pledge. | | | | | |
| | 3.2 Create a positive learning environment through setting up class rules and routine<br>a. Cultivate positive learning environment through class collaboration and implementation of class rules and routine.<br>b. In the classroom, establish a safe and trusting relationship between teachers and students<br>- Students are guided to develop growth mindset, | a. All Subject teachers set positive classroom routines and rules to promote student learning.<br>b. In the classroom, a safe and trusting relationship between teachers and students was established.<br>- Teachers cultivate students' growth mindset in the classroom, and teach students learning skills, problem-solving methods, life skills, and social skills when appropriate, so as to | ➢ ASP Survey<br>➢ SHS<br>➢ APASO<br>➢ Evaluation meetings of subjects<br>➢ Interviews with students<br>➢ Observation | Whole year | Form Teachers and Subject Teachers | Various grant available |

1 5

| | | | | | | |
|---|---|---|---|---|---|---|
| | learning skills, life skills, social skills and problem-solving skills; to establish positive relationships and enhance self-efficacy.<br>- Teachers accept and contribute to students' emotional needs, encouraging students to do more reflections and apply their emotional management skills.<br>c. A positive learning atmosphere within the class can be strengthened through organize study groups and the demonstration of students' good works | enhance students' learning confidence and self-efficacy.<br>- Teacher observes that students can apply emotion management skills.<br>c. Study groups are formed by class committees.<br>- Students' good works are demonstrated by subject teachers within classrooms.<br>- 70% of students agree that the motivating learning attitude is created within the class. | | | | |
| | 3.3 Incorporate the elements of Positive Relationships and Positive Health through the planning and design of the extra-curricular activities to maximize students' positive experiences. | a. While organizing activities, teachers can showcase the immersion of elements of Positive Relationships and Positive Health on a checklist. Hence, they are likely to share their positive experiences of using the | ➤ ASP Survey<br>➤ SHS<br>➤ APASO<br>➤ Evaluation meetings of subjects<br>➤ Interviews with | Whole year | Subject Panels, Committee, Club advisors, School team advisors, Persons-in-c | Various grant available |

16

| | | | | | |
|---|---|---|---|---|---|
| | Strengthen positive relationships and promote positive health<br><br>a. Responsible teachers who are in-charge of organizing extra-curricular activities, clubs and groups for their committees should intentionally and systematically incorporate the elements of Positive Relationships and Positive Health into the overall planning, design and debriefing of the extra-curricular activities. Enhance students to develop growth mindset, positive relationships and practice the '7 well-approaches'.<br><br>b. Positive elements are added to leadership training to nourish students' leadership skills and sense of achievements. | elements of Positive Relationships and Positive Health during the debriefing session.<br><br>- 100% of students recognize the concept of Positive Health.<br>- The positive values are strengthened and the objectives of activities are achieved, according to students' activity reflection and record.<br>- 70% of students can nurture positive relationships through participating in school activities.<br>- 70% of students can arouse their awareness of self-care and enhance positive health through taking part in '7 well-approaches' activities.<br><br>b. 70% of students agree that the leadership training session can enhance their leadership skills. | students<br><br>➢ Observation | | harge of student activities | |

17

Annual School Plan (ASP)_ENG_20220908 version

| | | | | | | |
|---|---|---|---|---|---|---|
| | 3.4 Create a positive culture and environment in the campus. Promote positive health. | a. Teacher observe that students enjoy staying in school. | ➢ ASP Survey<br>➢ SHS<br>➢ APASO<br>➢ Evaluation meetings of subjects<br>➢ Interviews with students<br>➢ Observation | Whole year | | Various grant available |
| | a. Create a comfortable environment for students to rest, gather and promote the '7 well-approaches' activities; students are attracted to stay in the school in order to facilitate the development of positive relationships and positive health. | b. 70% of students agree that the F.1 Bridging Programme can help them establish interpersonal relationships and better understand the requirements of the school and daily lessons.<br>- 70% of students can manage the study skills of different subjects. | | | Resources Committee Student Growth and Life Education Committee | |
| | b. Optimize Form 1 Bridging Programme and offer school tour to Form 1 students. Hence, they can better understand how the campus is decorated distinctively in different areas in connection with the school culture. They can also build up positive relationships, manage learning skills, recognize the school rules and class | c. Teachers observe that students could highly engage the Day 1 Mindfulness practice.<br>- 70% of students who participated in the Mindfulness course agree that mindfulness can help them manage emotion, arose self- awareness and nurture positive emotion. | | | Guidance Committee, Academic Development Committee, Discipline Committee, Information, Communication and Technology | |

18

| | | | | | |
|---|---|---|---|---|---|
| | rules as well as develop a sense of security. c. Cultivate students' positive emotions, self- awareness and self- acceptance through the implementation of mindfulness d. Strengthen positive parenting styles and parental relationships through launching workshops on Positive Education for parents. | d. 70 % of parents who attended the talk agreed that the contents of the talk can facilitate them to develop positive parenting styles and foster the parent-child relationship. | | | Committee, F.1 Form Teachers and Subject Teachers Mindfulness Group Parent-Teac her Association Guidance Committee | |

**Remarks: Positive Relationship and Positive Health can be achieved by '7 well-approaches' i.e., Exercise well, Eat well, Sleep well, Love well, Play well, Mind well, Work well**

19