



**Sha Tin Methodist
College
Annual School Plan**

2024-25

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 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

(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

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

- **The 3 targets in Major Concern 1 were achieved to a great extent. Positive response was received as seen in various surveys throughout the year. It is gratifying to see that all teachers have done their best and contributed greatly to organizing numerous learning activities both inside and outside the classrooms, through formal and informal curricula, to unleash students’ potential and talent, strengthen their sense of ownership, and help students break through the learning walls to become confident and proactive learners.**
- **This was the second year of implementing the School Development Plan (2022-25). As Concern 1 was on smooth progress, most strategies will continue in the coming year 2024-25 as the final year of implementation.**

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>1. Strengthen students’ learning ownership and unleash learning potential by optimizing teaching and learning pedagogy</p> <p>A. Brush up English proficiency and capability to enhance students’ learning potential</p>	<p>1.1 Brush up and improve students’ English language proficiency and capability through EMI teaching & learning:</p> <p>a. EMI teachers continue to understand clearly students’ learning obstacles and provide effective practice in reading, writing, speaking and listening through the 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</p> <p>b. Increase the use and application of English in</p>	<p>1.1 Positive feedback about students’ own perception of their English capability and students’ performance can be seen in surveys and by observation.</p> <p>a. Teachers observe that 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 and learning materials in EMI subjects are provided. Both students and EMI teachers give positive feedback to EMI subjects teaching pedagogy and students’ learning attitude.</p>	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	<p>Whole year</p>	<p>English Subject Panel, EMI Subject Panels, SDC, LAC Committee, Library</p>	<p>Various grants available</p>

	<p>daily and authentic contexts through Day 5 morning assemblies, Day 6 LAC broadcasts, visual English banners & boards, and Language across Curriculum collaboration between English and EMI subjects and LAC activities such as Global Culture Week/Fridays, sharing by native English speakers and regular dialogues between students and native English speakers etc. so as to enhance their speaking skills and confidence.</p> <p>c. EMI subjects can arrange lesson study and/or peer observation within the panel or across panels to improve EMI teaching pedagogy and professional sharing can be conducted in the panel meetings.</p>	<p>b. A proactive and richer English environment and atmosphere continue to be created on the campus. Students give positive feedback to the language across curriculum activities, Day 6 LAC broadcasts, Day 5 morning assemblies and students' learning outcome sharing, etc.</p> <p>c. EMI subjects have implemented professional practices and subject teachers agree that the professional development in EMI lesson study and peer observation and sharing within the panel or KLA is useful in improving their EMI teaching pedagogy.</p>				
<p>B1. Conduct interactive and collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their</p>	<p>1.2 Optimize teaching and learning in lessons to enhance students' sense of ownership and facilitate co-construction of knowledge among students:</p> <p>a. Avoid solely relying on</p>	<p>1.2 Positive feedback from students and teachers with the achievements of the target 1B and strategies can be seen in class visits and surveys.</p> <p>a. Students agree that they are provided with many chances to learn interactively and</p>		<p>Whole year</p>	<p>ADC, KLA & Subjects, SDC</p>	<p>Various grants available</p>

<p>talent and potential can be stretched</p>	<p>direct teaching and passive learning in the whole lesson. Allocate time for interactive teaching and learning. Provide clear guidelines and scaffolding questions to facilitate peer-to-peer interactive activities such as ‘Show and Tell’, ‘Think, Pair and Share’, group presentation or discussion activities in daily lessons and Friday’s extended learning zones.</p> <p>b. Create positive classroom settings, groupings and class atmosphere that encourage students to feel comfortable asking questions, expressing opinions, providing constructive peer feedback, showing appreciation, etc.</p> <p>c. Form teachers and subject teachers set up study groups to facilitate peer learning and support.</p> <p>d. Subject panels can arrange lesson study and/or peer observation on difficult topics within or across panels to improve teaching pedagogy and professional</p>	<p>agree that clear guidelines and scaffolding questions to participate and co-construct learning with peers are provided in daily lessons and Friday’s LWL zones.</p> <p>b. Students agree that the classroom setting, groupings and atmosphere facilitate communication and collaboration among students. Teachers observe that Students are confident and engaged to share, present in front of others and gain positive feedback and appreciation.</p> <p>c. Students find study groups effective in supporting and facilitating their learning.</p> <p>d. Subject panels have implemented professional practices, and subject teachers acknowledge that professional development through lesson studies, peer observation and collaborative lesson study timeslots are useful in improving their teaching pedagogy.</p>
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	sharing can be conducted in the panel meetings. Subject panels can also apply for specific collaborative lesson studies in the formal timetable.	
B2. Conduct interactive, collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their talent and potential can be stretched	1.3 Organize authentic, meaningful and reflective learning activities to unleash students' potential, talent and learning motivation: a. Subjects or KLAs deliberately arrange experiential and extended-learning activities that are closely aligned with the scheme of work in lessons and after lessons, such as projects, hands-on experiments, inter-school competitions, workshops, field trips, visits, concerts, conferences, debates, forums, interviews, shadowing, community services, etc. b. LWLC arranges and coordinates extended learning activities on Fridays, allowing students to participate actively in the process of knowledge	1.3 Positive feedback from students and teachers with the achievements of the target 1B and strategies can be seen in class visits and surveys. a. More experiential activities are embedded in the scheme of work. Students find the activities enrich their knowledge, facilitate their application of concepts learned in textbooks, and relate closely to daily life and current issues. b. Friday's Extended Learning zone has received positive feedback. Teachers observe that all parties consider the Friday time-zone a well-coordinated effort and valuable for facilitating self-directed and collaborative learning, stretching and extending students' learning potential and talent. Students find great satisfaction in participating and feel a strong

Whole year	ADC, LWLC, KLA & Subjects	Various grants available

	construction and taking ownership of their learning.	sense of ownership over the learning outcomes. Their creativity and critical thinking skills are also enhanced.
B. Conduct interactive and collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their talent and potential can be stretched	1.4 Maximize the benefits of blended learning, combining eLearning and conventional learning inside and outside the classroom: a. Engage students' learning by developing various pedagogies for electronic teaching. 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.	1.4 Most of students and teachers agree with the achievements of the target 1B and strategies. a. Teachers find satisfaction and familiarity in using various pedagogies for electronic teaching in lessons, while teachers observe that students are more engaged in blended learning modes, resulting in enhanced learning effectiveness. b. Teachers are familiar with using interactive TVs to teach and are satisfied with the BYOD policy in which students' behavior and attitude toward using iPads at school are appropriate.
C. Optimize blended learning and Increase sharing and presentation platforms so that students would break through the learning obstacles (walls) and become confident,	1.5 Schedule, coordinate and increase timeslots and platforms to facilitate students in sharing their learning outcomes publicly, deliberately and continuously: a. Subjects and committees make use of Day 2 & 5	1.5 Most of students and teachers agree with the achievements of the target 1C and strategies. a. Subjects and committees have made good use of the timeslots and platforms. All platforms and timeslots, for students to share were

Whole year	ITC, KLA & Subjects	Various grants available
Whole year	Assembly Group, KLA & Subjects, LWLC & Committees & Groups	Various grants available

<p>self-directed and active learners</p>	<p>morning assemblies, cyclic assemblies, Friday's LWL zone, Project Day, Life-wide learning outcome Day, P6 Guidance Day, students' Day 6 lunch talks, subject websites, etc., to display and allow students to share their learning outcomes and reflections.</p>	<p>coordinated and completed smoothly as scheduled throughout the year, resulting in a great sense of achievement when seeing students confidently sharing and celebrating what they have learned. Teachers observe that students can break through the learning obstacles/walls and become confident, self-directed and active learners</p>				
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2. Major Concern: Open up global perspectives; Deepen learning’s meaning by reimagining the curriculum

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

- **The 2 targets in Concern 2 were achieved to a great extent. Positive response was received as seen in various surveys throughout the year. Students were more inclined to the identities of global and national citizenship. When they were exposed to various SDG goals and global issues, the identity of global citizenship was raised. Speakers in assemblies and seminars showing the determination and actions to face global challenges enhanced understanding and reflection. It’s believed that small steps in the right direction can lead to successful changes. The mission of the school has always been to enable students to embrace diversity, understand the challenges of today and tomorrow, and empower them to act as change agents in their community and the world. As Concern 2 was carried out smoothly, most strategies will continue in the 3rd year of the school plan in 2024-25.**

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>2. Open-up global perspectives and deepen learning’s meaning by reimagining the curriculum.</p> <p>A. Inspire students to explore community and global issues, commit to the identities of national and global citizenship, and reflect the meaning and importance of their studies.</p>	<p>2.1 Inspire students to explore community, national and global issues and commit to the identity of global citizenship:</p> <p>a. Subjects embed global issues / concerns / UN Sustainable Development Goals (SDGs) into the formal curriculum and scheme of work.</p> <p>b. Subjects, committees and groups organize relevant assemblies, forums and debates, LWL activities, assignments or action plans to let students explore SDGs, develop 6C and prepare the students to be change agents (topics include future world in an</p>	<p>2.1 At least 75% of students and teachers agree with the achievements of the target 2A and strategies.</p> <p>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. Teachers observe that and students agree that they have a greater sense and awareness of global citizenship and can play an important role in changing and</p>	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	Whole year	KLA & Subjects, Assembly Group, ADC, RAC, LAC, RC, Gifted Education Groups	Various grants available

	<p>age of AI, global warming, pollution, environment protection, 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, compositions or assignment, real or virtual tours of 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.)</p> <p>c. Raise awareness and facilitate an ‘eco-friendly’ environment on the school campus, such as making good use of ePlatforms to upload and save learning materials and mark assignments, reducing the excessive use of paper, minimizing unnecessary printing of administrative and learning materials,</p>	<p>improving the community and the world by being a responsible global citizen.</p> <p>b. Cyclic assemblies with themes on global and national concerns and SDGs were well received by students.</p> <p>c. The RC committee has provided clear guidelines for each class and facilitated an eco-friendly environment at school. Teachers observe that and 70% students agree that their ‘eco-friendly’ awareness was raised, leading them to make deliberate efforts and take actions to create an eco-friendly environment, such as reducing the use of printing, electricity, and plastics.</p>				
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	<p>minimizing the use of air-conditioners, always switching off power (plugs) to save electricity, using personal food utensils instead of plastics, organizing themed assemblies or forums, and provision of guidelines, reminders and promotion in the classroom and on the campus by the RC, etc.</p>					
<p>A. Inspire students to explore community, national and global issues, commit to the identity of global citizenship, and reflect the meaning and importance of their studies.</p>	<p>2.2 Promote reading and Reading Across Curriculum (RaC):</p> <p>a. Subject panels promote reading and make reading reviews as daily assessments</p> <p>b. The librarian and LAC committee organize various reading across curriculum activities, such as book reviews, book sharing, reading, and writing competitions, Reading Week, Reading Day, and book exhibitions with global and SDGs themes. These activities help students understand community, national and world issues better and</p>	<p>2.2 Positive feedback from teachers, students about students’ reading habits is received as seen in surveys. At least 75% of students and teachers agree with the achievements of the target 2A and the strategies</p> <p>a. Reading reviews were seen as a method for daily assessments.</p> <p>b. Teachers observe and students agree that the various reading promotion activities organized by the subjects, librarian, and LAC are interesting and meaningful. These activities allow them to understand community, national and world issues better and</p>		Whole year	Library, LAC committee, KLA & Subjects	Various grants available

	deepen their understanding of their studies.	deepen their understanding of their studies.				
<p>B. Develop and equip the students with 6 Global Competencies* to embrace challenges of today and tomorrow, and empower them to act as change agents for their community and the world.</p> <p><i>(*6C refers to Creativity, Critical thinking, Collaboration, Communication, Global Citizenship, Characters such as life-long learning, responsible, inclusive and compassionate etc.)</i></p>	<p>2.3 Promote Interdisciplinary learning designs:</p> <p>a. Organize and launch learning activities and projects that are not only problem-based or issue-based but also integrated and transdisciplinary, allowing students to understand and tackle contemporary problems in a complex and fast-changing world. Examples include interdisciplinary / inter-KLA projects or learning activities in F.1-3, Fair Trade sales, STEM initiatives to improve people’s lives or the community, etc.</p>	<p>2.3 Positive feedback about strategies in IIB was well-received as seen in various Surveys.</p> <p>a. Teachers observe and students agree that interdisciplinary learning designs enhance students’ 6 global competencies. Junior form students 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 global citizenship and sustainability of society and humanity. Specifically, students have responded positively to the items related to global citizenship in the APASO.</p>		Whole year	ADC Project Team, related subject panels	Various grants available

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

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

- **Based on the large-scale surveys conducted from December 2023, the 2023-24 reports (APASO, SHS) indicate that the feedback from students and teachers is very positive. The four major objectives of Concern Area Three have been largely achieved. All teachers have made efforts in classroom management to foster a positive classroom atmosphere, enhance students' sense of belonging to their classes, establish classroom norms, create a positive learning environment, and build a safe and trusting relationship between teachers and students. Students' awareness of "7 Wellness" for a balanced lifestyle has increased. Students also enjoy staying on campus and participating in various activities. As this is the second year of the three-year school development plan, Concern Area Three is heading in the right direction and meets the students' needs, so most of the implemented strategies will continue to be carried out in the coming year 2024-25.**

Targets	Implementation Strategy	Success Criteria	Methods of Evaluation	Time Scale	Responsible person	Resources Required
<p>3. Nurture positive attitudes and let students live a flourishing life through positive education</p> <p>A. Create a positive classroom atmosphere and promote positive engagement that assists students in establishing positive relationships and enhances students' sense of belonging towards their classes, promote positive health (seven wellness: balanced life), and establish a positive environment.</p>	<p>3.1 Create a positive class culture and boost students' sense of belonging towards their classes.</p> <p>a. Enhance students class recognition, strengthen positive engagement, build positive relationship and establish a sense of belonging to the class by setting class goals, positive class rules and brainstorm ways to practice class rules, design class T-shirts/class badges/items that symbolize the class, etc.</p> <p>b. At least one class-based activity is organized in the first term and second term to boost students' sense of</p>	<ul style="list-style-type: none"> - Form teacher observes the students' compliance with the class rules, establishes positive interpersonal relationships and a positive class atmosphere. - From observations and various surveys, most students can establish positive relationships through class activities. - Most of students have demonstrated a better understanding of the '7 wellness' principles and have taken action to incorporate them into their lives. - Teachers have observed that students take their 	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	<p>Whole year</p>	<p>Form Teachers, Form Teachers Affairs Group, Student Growth and Life Education Committee</p>	<p>Various grants available</p>

	<p>belonging towards their class.</p> <p>c. Promote ‘7 wellness’ through class activities or discussions during class meetings to help students develop balanced lifestyles and raise awareness about ‘self-care’. Encourage students to prioritize positive health practices through reflection in their Form Teacher’s lesson booklets and sharing during class meetings.</p> <p>d. Encourage students to unleash their potential and cultivate a sense of responsibility by actively participating in class activities, services and fulfilling individual class duties. Hence, they are committed to making contributions to their classes.</p> <p>e. Students can create a positive classroom environment and strengthen their sense of belonging to their class by incorporating positive elements into the classroom setting, such as quotes, positive messages, ways to practice the ‘7 wellness’ principles, class rules, class</p>	<p>duties seriously and are highly responsible in fulfilling them.</p> <p>- Most of students agree that the classroom decorations can foster a positive environment.</p>				
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	photos and a class pledge.					
B. Create a positive learning environment, establish a safe and trusting relationship between teachers and students, develop a growth mindset, enhance students learning conference and self-efficacy, enhance positive accomplishment	<p>3.2 Create a positive learning environment and setting class rules and routines.</p> <p>a. Cultivate a positive learning environment through class collaboration and implementation of class rules and routines.</p> <p>b. In the classroom, establish a safe and trusting relationship between teachers and students.</p> <ul style="list-style-type: none"> - Cultivate a growth mindset that students can improve mistakes with appropriate strategies. - Students are guided to develop essential learning and life skills, social skills, and problem-solving skills. This helps them establish positive relationships and enhance their self-efficacy. - Teachers accept and support students' emotional needs, encouraging them to do more reflections and apply their emotional management skills. <p>c. A positive learning atmosphere in the classroom</p>	<ul style="list-style-type: none"> - From observations and various surveys, most students agree that positive classroom routines and rules could promote student learning. - From observations and various surveys, most students students agree that a safe and trusting relationship between teachers and students was established. - Teachers observe that students have a growth mindset that improves from mistakes with appropriate strategies. - From observations and various surveys, most students acquire learning skills of each subject to enhance students' learning confidence and self-efficacy. - Most students agree that a motivating learning attitude is created within the class. 	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	Whole year	Form Teachers and Subject Teachers	Various grants available

	can be strengthened by organizing study groups and showcasing students' good works.					
C. Incorporate the elements of Positive Relationships and Positive Health (7 wellness: a balanced lifestyle) into the planning and design of extra-curricular activities to maximize students' positive experiences. This will help strengthen positive relationships, promote positive engagement and improve overall positive health.	<p>3.3 Incorporate the elements of Positive Relationships, Positive Engagement and Positive Health through the planning and design of extra-curricular activities to maximize students' positive experiences. Strengthen positive relationships and promote positive health:</p> <p>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, Positive Health and Positive Engagement into the overall planning, design and debriefing of the extra-curricular activities. Strengthen students' interest and sense of ownership in the activities. Encourage students to develop a growth mindset, positive relationships and incorporate</p>	<ul style="list-style-type: none"> - From observations and various surveys, most students can nurture positive relationships through participating in school activities. - Most students are interested in and engaged in extracurricular activities. - From the students' reflections or records on the activities, they reflect that they strengthen positive values and achieve the goals of the activities. - Most students agree that the leadership training session can enhance their leadership skills and strengthen team spirit. 	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	Whole year	Subject Panels, Committee, Club advisors, School team advisors, Persons-in-charge of student activities	Various grants available

	<p>the '7 wellness' principles into their lives.</p> <p>b. Positive elements are added to leadership training sessions to nourish students' leadership skills, strengthen team spirit and sense of achievements.</p>					
<p>D. Create a positive culture and environment on the campus. Promote positive emotion, positive relationship and positive health.</p>	<p>3.4 Create a positive culture and environment on the campus. Promote positive health:</p> <p>a. Optimizing the use of the Student Activity Room to provide students with a space to rest, socialize, and participate in "7 Wellness" activities, thereby attracting students to stay on campus, engage in conversations, and participate in activities. This will strengthen positive relationships and promote positive health.</p> <p>b. Optimize Form 1 Bridging Programme and offer school tours to Form 1 students. Hence, they can better understand how the campus is decorated distinctively in different areas in connection with the school culture. This can help students to build up positive relationships, manage learning skills,</p>	<p>a. Teachers observe that students enjoy staying in school.</p> <p>b. Most 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.</p> <p>c. Most of students can manage the study skills of different subjects.</p> <p>d. Teachers observe that students could highly engage the Day 1 Mindfulness practice.</p> <p>- Most students can feel calm and have self-awareness through the Day 1 Mindfulness broadcast.</p> <p>- Most students who participated in the Mindfulness course agree that mindfulness can help</p>	<ul style="list-style-type: none"> ➤ SHS ➤ APASO ➤ Evaluation meetings of subjects ➤ Interviews with students ➤ Observation 	<p>Whole year</p>	<p>Resources Committee, Student Growth and Life Education Committee</p> <p>Guidance Committee, Academic Development Committee, Discipline Committee, Information, Communication and Technology Committee, F.1 Form Teachers and Subject</p>	<p>Various grants available</p>

	<p>recognize the school rules, and class rules as well as develop a sense of security.</p> <p>c. Cultivate students' positive emotions, self-awareness, and self-acceptance through the implementation of mindfulness.</p>	<p>them manage their emotions, increase self-awareness, and nurture positive emotions.</p>			<p>Teachers</p> <p>Mindfulness Group,</p>	
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Remarks: Positive Relationships and Positive Health can be achieved by '7 wellness' i.e. Exercise well, Eat well, Sleep well, Love well, Play well, Mind well, Work/ Study well