



Sha Tin Methodist College

Annual School Plan

2025/26

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

- 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 for the future.**
- 3. Strengthening our teachers through professional learning communities to meet the future educational needs for 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, a broad and balanced curriculum was provided for our students together with well-structured cross-curricular activities.
- Besides, 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 enhance the effective use of English in all teaching and learning activities in EMI lessons b. To enhance the effective use of English in most of the learning platforms, e.g. assemblies and ceremonies c. Create a Language-rich environment around the school campus, e.g. signs, posters, banners, boards, promotions, etc. are displayed in English (except for CMI subjects)	1.1 Most of the teachers and students agreed that more English contexts are provided. a. Principal, vice-principal and EMI panel heads observe that EMI subjects have used English for teaching and learning activities b. Most of the learning platforms have used English as MOI	SHS APASO Evaluation meetings of subjects Interviews with students Lesson observation Observation	Whole year	All EMI subjects All committees, teams and groups	Various grants available

	d. Provide experiential and immersive-English learning opportunities for students, e.g. English day, LaC week and English exchange program, etc.	c. A strong English environment is displayed in the school campus				
	<p>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</p> <p>a. Initiate more LaC collaborations between LAC, English Panel and EMI panels based on common language elements, e.g. vocabulary in data analysis, argumentative writing and report writing, etc.</p> <p>b. Organize LaC professional sharing sessions among subject panels and/or provided by tertiary institutes</p>	<p>a. Most of the students and teachers agreed that students are more confident in mastering English and more interested in reading as seen by observations and school data.</p> <p>b. Teachers found that the LaC collaborations and professional sharing are useful for enhancing teaching and learning</p>		Whole year	LACC, EMI subject panels English Panel Library	

	c. Promote Reading across the Curriculum: arouse students' reading interest by creating a whole-school reading culture within and beyond the classroom under central coordination, e.g. good use of reading periods, reading schemes and interactive reading activities, etc.			r		
	1.1.3 Provide more opportunities for students to use and practice Putonghua (PTH), e.g. invite PTH speakers, organize PTH movie-watching, Chinese Culture Day, mainland study tour, etc.	1.3 More PTH activities are organized in this school year		Trial in 2 nd term	Subject panels, Committees, groups and teams	

1.2 Science and Digital literacy ready: Students are confident in mastering science and digital literacy	<p>1.2.1 Optimize the junior forms' TE KLA and Science KLA curricula to enhance students' Science literacy and Digital literacy</p> <p>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</p> <p>b. Organize enrichment learning activities that align with the Science and TE KLA curricula to help students unleash their full potential, e.g. innovative tasks in daily lessons, competitions, study tours and STEAM week, etc.</p>	<p>a. F.1 and F.2 STEAM and CL curricula are revised according to the current education needs with enriched elements of innovation and technology</p> <p>b. Related subject Panels and Committees have provided opportunities for students to understand and experience modern science and technology in this school term</p> <p>c. All subject Panels make good use of suitable e-learning tools and find that useful in improving their teaching pedagogy.</p>	<p>SHS</p> <p>APASO</p> <p>Evaluation meetings of subjects</p> <p>Interviews with students</p> <p>Lesson observation</p> <p>Observation</p>	Whole year	Science KLA, TE KLA ADC Gifted Ed.	Various grants available
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	<p>1.2.2 Provide more opportunities for students to understand and experience modern science and technology within and beyond the classroom</p> <p>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, etc. in regular lessons and other learning platforms such as LWL period</p> <p>b. Provide opportunities for students to understand the future labour market especially new jobs in digital and green sector in regular lessons and other learning platforms</p> <p>c. Provide opportunities for students to understand how to be a responsible digital citizen, e.g. how to use AI responsibly and ethically</p>	<p>d. All subjects have provided useful e-learning tools to facilitate and enhance interactive lessons and/or personalized learning</p>		Whole year	<p>Science KLA TE KLA ADC ECAC LWL Committee LACC CC Library ITC Gifted Ed.</p>	
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	<p>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</p> <p>a. Make good use of AI Chatbots for repetitive practices, e.g. grammar practice, oral practice and Maths practice, etc. to facilitate self-directed and personalized learning.</p> <p>b. Make good use of interactive e-learning tools to facilitate interactive and collaborative lesson design.</p>			Whole year	All subject Panels	
1.3. Knowledge and Skills Ready: Equip our students with	1.3.1. Design interactive, collaborative, and knowledge co-constructed lessons that engage students in scaffolding and taking	a. All subjects have designed self-regulated learning tasks,	SHS APASO	Whole year	All subject Panels SDC	Various grants available

<p>a solid foundation of knowledge and 21st-century skills to become agile problem-solvers for the future.</p>	<p>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”*</p> <ul style="list-style-type: none"> 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 hand-on activities, etc. c. Questions at different levels are asked, with constructive feedback, to scaffold students' understanding and provoke their higher-order thinking during the lesson. 	<p>interactive, collaborative and knowledge co-constructed lessons in each form (core subjects: at least twice per term; other subjects: at least once per term)</p> <ul style="list-style-type: none"> b. Questions at different levels are asked, with constructive feedback during the lesson. 	<p>Evaluation meetings of subjects</p> <p>Interviews with students</p> <p>Lesson observation</p> <p>Observation</p>			
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	<p>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)</p> <p>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 at least once in each form.</p> <p>b. Provide opportunities for students to “Think Global, Act Local”, take action on local issues with an understanding of global implication</p>	<p>c. All subjects have incorporated Inquiry-based learning into lesson design and/or assessment design naturally at least once in each form.</p>				
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	<p>1.3.3 Provide diverse learning content and diverse assessments to engage students, address their educational needs and further stretch student's potential</p> <p>a. Promote the design of diversified lessons and assessments with diverse learning content, e.g. videos, audio, pictures and passage, etc.</p> <p>b. Promote the design of diverse assessments, including Assessment for Learning, Assessment as Learning and Assessment of Learning based on EDB curriculum guideline</p>	<p>a. Diversified lessons and assessments with diverse learning content were promoted and tried in different subjects.</p> <p>b. Diverse assessments (for learning, as learning, of learning) were promoted and tried in different subjects.</p>		Trial year		
1.4.Citizenship ready: Cultivate students' national and global identities	<p>1.4.1. Embedded national and global citizenship education into formal and informal learning platforms</p> <p>a. Embedded national security, 12 priority values and global issues naturally into the subject curriculum</p>	<p>a. Subject panels and Committees have embedded National Education into the learning activities</p>	<p>SHS</p> <p>APASO</p> <p>Evaluation meetings of subjects</p> <p>Interviews with students</p> <p>Lesson observation</p>	Whole year	All subject panels and Committees	Various grants available

	b. Provide various Life-wide learning and experiential learning activities to cultivate students' patriotism and global vision	b. Subject Panels and Committees have addressed sustainable and climate education in the learning activities aiming to arouse students' global citizenship	Observation			
	1.4.2. Integrate sustainable and climate education inside and outside the classroom to arouse students' global citizenship					
	a. Towards a green school with whole-school green measures	c. Green measures are designed and implemented in the school campus				
	b. Organize learning activities for students to understand and act on sustainability and Climate Action	d. Achieve "Carbon Net-Zero School" verification				
		e. same as 3.3.c				

* "Four Learning Structure" refers to self-regulated learning, collaborative learning, peer-learning and facilitating, 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. **Through Social-Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip for the future.**

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

- In last year's school development plan, positive education was promoted, establishing students' positive health with the "Seven Wellness." Students have enhanced their awareness of a balanced lifestyle, but practical application still requires reinforcement.
- By continuing positive education through Social-Emotional Learning (SEL), students' self-awareness and self-management abilities are strengthened, which enhances their self-esteem and self-efficacy.

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 for the future. 2.1Cultivate students' self-awareness: Enhance students' self-awareness; strengthen their understanding and expression of emotions, recognition of	2.1.1 In teaching, cultivate students' self-awareness, enhance their ability to understand and express emotions, and promote their understanding of character strengths. For example: recognizing and using emotional vocabulary, applying character strengths in role-playing or character analysis, and utilizing character strengths in different tasks. 2.1.2 Strengthen students' self-awareness and character strengths through extracurricular activities, career and life planning, and classroom management, enhancing their self-acceptance and self-worth. For example, strengthening the application of character strengths in activity debriefing.	<ul style="list-style-type: none"> • SEL elements are evident in the classroom, and students demonstrate increased understanding of emotions and the application of character strengths. • Students demonstrate increased awareness of their character strengths. • 70% of students can apply their character strengths in extracurricular 	<ul style="list-style-type: none"> • Observation of lessons and student workbooks, the evaluation item focuses on promoting peers' application of Social-Emotional Learning. • Teacher observations • Surveys • Form teachers meeting discussion and minutes • Extracurricular activity surveys 		Principal, Vice-principals, Subject panel heads, Subject teachers Student growth board, activity planning teachers, class teacher affairs committee,	Training on SEL application in class management, classroom teaching, and extracurricular activities.

character strengths, and ability to apply them to promote greater self-acceptance and self-worth.		activities and life and career planning.				
	2.1.3 Promote home-school collaboration to help parents understand school policies, their children's performance, and character strengths. Educate parents on SEL.	<ul style="list-style-type: none"> • Through questionnaires, parents show awareness of their children's character strengths and SEL. • Parents, through surveys, report an understanding of their children's character strengths and SEL principles. 	<ul style="list-style-type: none"> • Student interviews or questionnaires • APASO and SHS questionnaires 		Class teachers Student Growth and Life Education Committee, Parent-Teacher Association, Guidance Committee	

<p>2.2 Fostering students' self-management</p> <p>Support students in setting goals and enhancing their executive functioning and self-management skills.</p>	<p>2.2.1 Set challenging yet achievable learning goals in teaching. Assist students in mastering learning methods and strategies to achieve these goals, while enhancing their self-management skills in learning.</p> <p>2.2.2 Strengthen students' planning, organizational, execution abilities, emotional management, self-management, and resilience abilities through extracurricular activities, class management, and leadership training. Examples include time management tools, goal-setting strategies, activity organization, coping with setbacks, emotional management, self-motivation, stress management methods, and mindfulness, etc.</p> <p>2.2.3 Enhance students' self-discipline and character development in student development.</p>	<ul style="list-style-type: none"> • 70% of students agree that clear and achievable learning goals are set in the lesson. • 70% of students agree they have mastered learning methods and strategies for their subjects. • Teachers observe an improvement in students' self-management abilities. • APASO results indicate improved student emotional stability. • Students perceive an enhancement in their emotional and self-management abilities. 	<ul style="list-style-type: none"> • Observation of lessons and exercise books to evaluate peer application of SEL, diverse teaching practices, fostering a growth mindset, and addressing learning diversity. • APASO and SHS questionnaires. • Student conduct records. • Form teachers meeting discussions and minutes. • Extracurricular activity surveys. 		<p>Principal, Vice-principals, Subject panel heads, Subject teachers</p> <p>Student growth board, activity planning teachers, class teacher affairs committee, Class teachers</p>	
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		<ul style="list-style-type: none"> Teachers observe positive character traits in students. 				
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3. **Major Concern : Strengthening our teachers through professional learning communities to meet the future educational needs for 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 highly 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, and reputable educational institutions to deliver professional development programs for teachers.	<ul style="list-style-type: none"> • Organize high-quality professional development activities annually. At least 70% of teachers, as reflected in post-event surveys and verbal feedback, 	<ul style="list-style-type: none"> • 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.

	<p>3.1.2 Develop A.I.-assisted teaching to prepare teachers for the future. For example, introduce appropriate A.I. 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.</p> <p>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.</p>	<p>agree that the activities help them grasp new teaching concepts and skills, including A.I. applications and social-emotional learning.</p> <ul style="list-style-type: none"> Stakeholder surveys indicate an improvement in students' perception of teachers' teaching effectiveness, achieving a level of excellence or above. 			Subject panels heads	Resources to subsidize teachers attending advanced courses
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<p>3.2 Foster professional collaboration to advance the growth and innovation of Professional Learning Communities to meet new educational challenges.</p>	<p>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.</p> <p>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 20 lesson study cases annually. Focus on developing high-quality teaching materials while fostering the innovation and continuity of teaching experiences.</p> <p>3.2.3 Expand cross-subject lesson observations to foster a culture of</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Stakeholder surveys Activity questionnaires Lesson observation 	<p>Whole year</p>	<p>Principal and Vice Principals</p> <p>Staff Development Committee</p> <p>Subject panels heads</p>	<p>Utilize school resources to engage external professional education institutions for school-based support services.</p> <p>Additional meeting rooms for teacher meetings.</p> <p>Resources to subsidize teachers attending advanced courses</p>
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	professional dialogue. For example, the Staff Development Committee 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.	<p>3.3.1 Introduce external professional support to continually broaden teachers' teaching perspectives. For instance, encourage participation in the Chinese University's Quality School Improvement Project (QSIP).</p> <p>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).</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Stakeholder surveys • Activity questionnaires • Lesson observation 	Whole year	Principal and Vice Principals Staff Development Committee Subject panels heads	<p>Utilize school resources to engage external professional education institutions for school-based support services.</p> <p>Additional meeting rooms for teacher meetings.</p> <p>Resources to subsidize teachers attending advanced pcourses</p>

	<p>3.3.3 Actively participate in and host open classrooms to establish professional exchange networks. Encourage teachers to participate in open lessons during the Self-Directed Learning Festival, join various open lesson activities under the Quality Education Fund learning circles, participate in inter-school open lessons, or open classrooms within the school for all teachers to observe.</p>	<ul style="list-style-type: none"> 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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