



**Sha Tin Methodist
College
School Development Plan
2025/26 - 2027/28**

Sha Tin Methodist College

1. School Vision & Mission

(i) 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.

(ii) 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.

2. School Goals

(i) Our school

- (a) A place to learn faith, hope and love and to live up to the spirit of Jesus Christ.
- (b) Provides a happy, active, progressive and innovative learning environment.
- (c) Forms a community in which students, teachers and parents are respectful, help to build each other, and engage in life-long learning.

(ii) Our students

- (a) On the basis of biblical teaching, learn the Christian faith, adopt a positive attitude and have an abundant life.
- (b) Achieve balanced development in moral, intellectual, physical, social, aesthetic and spiritual aspects.
- (c) Be self-acceptive, build up confidence, be respectful and responsible.
- (d) Be independent-minded, develop their own potential, be earnest truth-seekers who possess the ability to reflect and self-improve.
- (e) Love their family and school, care for the community and environment, understand and adapt to the changes in the world, and actively contribute to society and the country.

(iii) Our teachers

- (a) Know the Christian faith and work with God on education.
- (b) Identify with our educational principles and put them into practice, set a personal example, and help students develop a healthy personality with love and care.
- (c) Sustain professionalism, take students as the focus, keep on learning and growing on education.
- (d) Foster team spirit, encourage one another in a happy working environment, so as to achieve the school's objectives.

3. School Motto

The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight. (Proverbs 9:10)

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25¹

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
Major Concern 1: Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy Target(s): A. Brush up English proficiency and capability to enhance students' learning potential B. Conduct 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 C. Optimize blended learning and increase sharing and presentation platforms so that	Fully achieved	Major Concern 1: Equip our students to master 21st-century global competencies and transform them into future-ready individuals.	/

¹ At the end of a school development cycle, schools should conduct a holistic review of the overall performance in implementing the SDP. The following points should be considered when conducting the review: (1) The effectiveness of the SDP should be evaluated with reference to the targets and the corresponding success criteria set; (2) Schools should report on the extent of achievement against the targets and deliberate on the reasons for the level of achievement; and (3) Schools should decide how individual major concerns are to be followed up if the targets are not fully achieved. They should consider revising the major concerns with enhanced implementation strategies. For major concerns with targets fully achieved, schools may incorporate them in their routine work or think of further development for the next school development cycle. For details, please refer to paragraph 3.3.1(a) of the related compilation guidelines.

students would break through the learning walls and become confident, self-directed and active learners			
Major Concern 2: Open up global perspectives; Deepen learning's meaning by reimagining the curriculum Target(s): A. Inspire students to explore community and global issues, commit to the identity of global citizenship, and reflect the meaning and importance of their studies. 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.	Fully achieved	Major Concern 2: Through Social-Emotional Learning, cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip for the future.	/
Major Concern 3: Nurture positive attitudes and let students live a flourishing life through positive education Target(s): 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. B. Create a positive learning environment, establish a safe and trusting relationship between teachers and students, develop a growth mindset, enhance students learning	Fully achieved	Major Concern 3: Strengthening our teachers through professional learning communities to meet the future educational needs for our students.	/

<p>conference and self-efficacy, enhance positive accomplishment</p> <p>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> <p>D. Create a positive culture and environment on the campus. Promote positive emotion, positive relationship and positive health.</p>			
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b. Based on the reflection against the seven learning goals^{2II}, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

- 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.
- 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.
- 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 threeyear 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.

^{2II} The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyles. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyles.

c. How Can My School Be Better

Under the leadership of the missionary school management, the school has been successful in sustaining a caring culture and providing a conducive learning environment. In the school self-evaluation (SSE) process, the school upholds the student-centred principle and formulates development priorities according to the students' needs that are appropriately identified. A splendid array of cross-curricular learning activities, including projects and field trips, are systematically organised to develop students' generic skills in authentic settings. With the significant support from stakeholders, including alumni and parents, the school offers rich learning experiences within and beyond the classroom to widen students' exposure. Building on the Christian values, the school is dedicated to nurturing students' whole-person development through comprehensive values education, particularly in nurturing them to be servant leaders to contribute to society. Students are self-disciplined, humble and respectful to others. They possess a serious learning attitude, and are enthusiastic about serving the community. Student leaders are competent in planning and organising activities by themselves. A strong sense of belonging to the school has been maintained among teachers and students. Students enjoy the harmonious and diversified school life.

Looking ahead, the school needs to make reference to the following suggestions to facilitate self-improvement and enhance continuous development.

- There is room for improvement in catering for learner diversity. The school should pay more attention to extending the learning of the more able students in class. In view of students' positive learning attitudes, peer learning within and beyond the classroom, as well as reading, should be further promoted so as to develop them into self-directed learners. To enhance learning and teaching effectiveness, more focused teacher professional development activities, such as on the promotion of peer learning, could be organised.
- The depth of reflection on the effectiveness of the work done towards student performance could be enhanced. Building on the established SSE mechanism at different levels, the school could further improve the use of the SSE data and information in an integrative manner to better understand the impact of school work on student learning.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

◆ Based on the above holistic review of school performance, the major concerns in order of priority are:

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.

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *) ^{3III}
		Year 1	Year 2	Year 3		
1. Equip our students to master 21st-century global competencies and transform them into future-ready individuals.	1. Language Literacy ready: Students are confident in mastering “Biliteracy and Trilingualism”	✓ ✓	✓ ✓ ✓	✓ ✓ ✓	1.1 Provide an English context for students to master English inside and outside the classroom 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 1.3 Provide more opportunities for students to use and practice Putonghua (PTH)	Language Proficiency Generic skills

^{3III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyles. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyles.

	2. Science and Digital literacy ready: Students are confident in mastering science and digital literacy	✓	✓	✓	2.1. Optimize the junior forms' TE KLA and Science KLA curricula to enhance students' Science Literacy and Digital literacy 2.2. Provide more opportunities for students to understand and experience modern science and technology within and beyond the classroom 2.3 Include different e-learning tools into the everyday teaching and learning routine to facilitate and enhance interactive lessons and/or personalized learning	Information Literacy Generic skills
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	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.	✓	✓	✓	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”.	Breadth of knowledge Generic Skills
		✓	✓	✓		
		✓	✓	✓		
					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 4. Citizenship ready)	
					3.3 Provide diverse content and diverse assessments to	

					engage students, address their educational needs and further stretch student's potential	
	4.Citizenship ready: Cultivate students' national and global identities	✓ ✓	✓ ✓	✓ ✓	4.1 Embedded national and global citizenship education into formal and informal learning platforms 4.2 Integrate sustainable and climate education inside and outside the classroom to arouse students' global citizenship	National and Global Identity

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *) ^{4III}
		Year 1	Year 2	Year 3		
2. Through Social-Emotional Learning (SEL), cultivate students' intrapersonal and interpersonal competencies, enhance well-being, and equip for the future	1. Cultivate students' self-awareness and self-management	✓	✓	✓	1.1 Incorporate elements of Social-Emotional Learning into teaching to enhance students' understanding and expression of emotions, recognition of character strengths, assist students in setting learning goals, and strengthen self-management.	National and global identity Generic skills Life planning Information literacy Healthy lifestyles
		✓	✓	✓		
		✓	✓	✓		

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					<p>1.2 In terms of student development, utilize departmental plans, extracurricular activities, career and life planning, and class management to reinforce students' self-awareness, application of character strengths, character building, self-management abilities, and resilience.</p> <p>1.3 Promote home-school collaboration, enabling parents to understand school policies, their children's performance at school, and their character strengths. Help parents gain knowledge of Social-Emotional Learning.</p>	
	2. Cultivate students' social awareness and interpersonal skills		✓ ✓	✓ ✓	2.1 Establish positive interpersonal relationships through classroom activities, extracurricular activities, and class	

			✓	✓	management. 2.2 Develop students' information literacy. 2.3 Foster students' empathy and sense of responsibility through service learning.	
	3. Cultivate students' responsible decision-making			✓	3.1 Develop students' sense of responsibility, problem analysis skills, problem-solving abilities, self-reflection capabilities, and altruistic spirit.	

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education / Secondary Education *) ^{5III}
		Year 1	Year 2	Year 3		
3. Strengthening our teachers through Professional Learning Communities to target the future educational needs of our students	1. Continuously enhance teachers' professional competence to embrace new horizons in future education	✓	✓		1.1 Organize high-quality professional development activities to respond to future education trends 1.2 Develop A.I.-assisted teaching to equip teachers for the future 1.3 Implement Social-Emotional Learning programs to foster good character in students	National and global identity Breadth of knowledge Language proficiency Generic skills Information literacy Life planning Healthy lifestyles.

^{5III} All along, school work has always been related to the seven learning goals. Schools could consider how the major concerns relate to the seven learning goals and list the related learning goal(s) in this column when setting major concerns. Apart from the major concerns, schools should help students achieve the seven learning goals to foster their whole-person development and lifelong learning through routine work, which does not need to be recorded in the SDP. The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyles. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyles.

	2. Foster professional collaboration to advance the growth and innovation of Professional Learning Communities to meet new educational challenges.	✓	✓	✓	<p>2.1 Optimize collaborative lesson planning for each subject to promote sustained professional collaboration among teachers</p> <p>2.2 Deepen Lesson Studies Scheme to encourage teachers' research and innovation abilities</p> <p>2.3 Promote cross-subject lesson observation and exchanges to facilitate professional dialogue and communication</p>	
	3. Enhance educational support and strengthen professional networks to expand the horizons of both teachers and students.		✓	✓	<p>3.1 Introduce external professional support to provide teachers with a broad teaching perspective</p> <p>3.2 Organize teachers to participate in educational training programs to meet new educational needs</p> <p>3.3 Actively participate in and organize open classrooms to establish professional networks</p>	