

Sha Tin Methodist College
School Development Plan 2015-2018

I. SWOT Analysis

Strengths

1. The sponsoring body, MCHK, has a clear vision and gives strong support to the school.
2. The school enjoys good reputation and is popular among parents.
3. The school has established good working relationship with Sha Tin Parish, which effectively facilitates its development of spiritual education.
4. Teachers are passionate, responsible, caring and willing to devote themselves to education.
5. A sense of belonging runs among its teachers, who form a stable team and are willing to support one another.
6. Students are simple and good-natured, receptive and enthusiastic.
7. Teachers enjoy good relationship with and earn the trust of students.
8. Mutual trust has been established between teachers and parents. The PTA operates effectively and parents are ready to volunteer and actively participate in school activities.

Weaknesses

1. There is a diversity in the learning abilities and motivation of students. There is room for improvement in their learning habits and attitudes.)
2. Some students lack clear objectives and directions. They need improvement in self-management abilities.
3. Some students lack perseverance in face of pressure. They lack resilience to adversities and tend to evade difficulties.
4. The existing school premises (in Sun Tin Wai) suffers space constraints to the running of after-school activities.

Opportunities

1. EDB allocation of a vacant school premises for physical extension has alleviated the current shortage of space for afterschool activities, which is conducive to future development
2. With the decline in student population for the relevant age group and the resulting shrinking of class sizes in junior forms, teachers are in a better position to cater for students' individual needs.
3. Our restructuring of form teacher periods in recent years helps establish class ethos and strengthen moral education.

4. EDB's increased funding earmarked for various uses (e.g. career and life planning and national education) in recent years enables the school to enlist external bodies to provide professional services that cater to students' needs.

Threats

1. The sharp decline in student population in Sha Tin District results in the excessive supply of secondary school places. Students with relatively lower abilities are now admitted to the school and thus increase the learning diversity.
2. The number of permanent teachers has decreased, hence greater work pressure for our teachers.
3. Under the education reform, teachers have to face the challenges of insufficient teaching hours and increasing learner diversity.
4. The workload of teachers is heavy, hence little room for professional development.
5. The general moral devaluation of society has affected students' development of positive values.

II. Theme:

'Learn wisely, Live amply' 學得有智慧，活得更豐盛

A Wise Learner:

Knowledgeable, curious and passionate about learning, able to solve problems, think critically and respect others' opinions

智慧的學習者：

有學識、願求知、能解難、慎思明辨、包容尊重

An Ample Life:

To know God, be thankful, joyful, confident, optimistic, and proactive; to make life plans, be humble, helpful, to serve and contribute

豐盛人生：

認識神、知感恩、存喜樂、具自信；樂觀積極，規劃人生；謙卑助人，貢獻社群

III. Major Concerns

1. Ignite the passion for knowledge; Embrace the essence of learning
2. Strengthen students' resilience to adversity; Promote a positive life
3. Develop the school annex (Ample Campus) as a centre for after-school learning and activities

Major Concern 1: Ignite the passion for knowledge; Embrace the essence of learning

Objectives	Strategies	Implementation Plans & Parties concerned (*chief)
1. Ignite the passion for knowledge	1.1 Create more invitational learning atmosphere, organize more interesting and meaningful learning activities	<ol style="list-style-type: none"> 1. Organize more subject-based inter-class competitions during lunch time or after school and academic weeks (*ADC, all panels) 2. Organize and join more interesting and meaningful inter-school activities to broaden horizons and ignite passion for knowledge (*ADC, all panels) 3. Coordinate Principals' talks, Lunch talks on current social and science issues, Cyclic assemblies for each form, forums to nurture scientific mind and develop independent learning (*VP, ADC, AG, LS, Science KLA subjects) 4. Set up the Grand Academic Award in junior Forms (ADC)
	1.2 Improve teaching to facilitate enquiry learning and curiosity for knowledge	<ol style="list-style-type: none"> 1. Tasks: Design creative and meaningful tasks to increase learning curiosity (*ADC, all panels) 2. Multi teaching strategies: <ol style="list-style-type: none"> a. Promote the practices of pre-study and encourage students' presentation of learning outcome b. Implement the project Wifi 900: All panels make good use of IT technology and eLearning resources such as ipad-learning, flipped classroom and power-lessons to facilitate a more interactive classroom, greater effectiveness, quicker feedback and self-learning c. Create more chances to recognize student' progress during the learning process (*VP, SDC, IT, ADC, all panels) 3. Promote collaborative lesson study and class visits (*SDC, ADC, all panels)
	1.3 Create a more invitational learning place to stimulate and facilitate discussion and learning	<ol style="list-style-type: none"> 1. Facilitate F.5-6 students to use and stay in their home-room for study without the need of booking (*RC, Timetabling group) 2. Implement School Renovation for learning Project: <ol style="list-style-type: none"> a. Plan and fix facilities in the campus to promote a conducive learning atmosphere (*Task group, RC, ADC) b. Install a book shelf with reference books in each classroom for students to read and share (*RC, Reading Group) c. Explore the possibility of enlarging the library in the main campus (*Task group, Library, RC)

		d. Decorate and design the display boards of subjects and the special rooms to make it more stimulating (*Task Group, OLC, RC, all panels)
2. Embrace the essence of learning	2.1 Facilitate students to grasp the key points, skills and strategies of learning and attain progress	<ol style="list-style-type: none"> 1. Curriculum: strengthen the linkage of curriculum between junior and senior form (*ADC, all panels) 2. Teaching strategy: share the learning objectives clearly with the students in each lesson (*ADC, all panels) 3. Homework: <ol style="list-style-type: none"> a. Improve the guidelines and instructions of homework and feedback to students' work b. Set different levels according to the skills or standards, e.g. basic, advanced, challenging for the learning tasks and notes so as to stretch and consolidate students' learning (*ADC, all panels) 4. Assessment: <ol style="list-style-type: none"> a. Set the test and examination papers in accordance with Bloom's taxonomy and students' ability so as to build up confidence and facilitate teaching and learning b. Analyze students' learning effectiveness by using more the data of students' academic performance, such as Attainment tests, TSA, DSE item analysis (*ADC, all panels) 5. Select one book about the learning and wisdom of learning for F.3 students to read and apply in Day 3 Reading Time (*Reading Group)
	2.2 Increase measures to stretch and consolidate learning potential	<ol style="list-style-type: none"> 1. Facilitate students to make good use of free lessons (*ADC, 3 core panels) 2. Implement the 'Stars-Reaching Scheme' to increase targeted students' (top students) confidence in facing the public examination, starting from the 2nd term of F.5 (*ADC, subject panels) 3. Improve adaptation of EMI for F.1 students, such as F.1-2 English Word Attack program, F.1-2 Language Arts program, F.1 LAC measures to increase students English competency (*ADC, Eng. , related EMI subjects)

Major Concern 2: Strengthen students’ resilience to adversity; Promote a positive life

Objectives	Strategies	Implementation Plans & Parties concerned (*chief)
3. Strengthen resilience to adversities	3.1 Increase students’ sense of belonging	<ol style="list-style-type: none"> 1. Strengthen teacher-student relationship: <ol style="list-style-type: none"> a. Allow more time and provide more chances for teachers to have communication, dialogues and sharing with students; b. Promote sharing in form teacher meetings to exchange ideas on the effective use of form teacher periods and experiences in class management. (Form teachers affairs) 2. Promote visual displays of shared life episodes in class: Introduce the class-based Classroom Board Display Award Scheme to show episodes of class life with the themes of gratitude, appreciation and sense of pride, covering shared student experiences and participation in class activities. (*Form teachers affairs, VA Panel) 3. Priority use of form rooms: Subject to the room reservation status of the day, F.1-F.4 students may stay in their own form room after school for class activities so that they may develop a stronger sense of belonging and sense of responsibility towards the school and their own class. Every class is required to abide by a class charter on concerns like order in the classroom, resource management and environmental friendliness. (RC)
	3.2 Build resilience through personal reflections on empowering religious experience	<ol style="list-style-type: none"> 1. Encourage sharing on empowering religious experience : Arrange class meetings or other occasions for students to share their experience of overcoming adversities with the help of their faith (the Christian faith). (REC)
	3.3 Recognize students’ performance	<ol style="list-style-type: none"> 1. Recognize students’ performance through board displays on their participation in various activities: Different units of the school, including committees and groups, subject panels, the Students’ Union and clubs, are provided with designated display boards to show episodes of their activities, highlighting students’ participation and achievements. (*OLC, ECAC) 2. Provide equal opportunities for all students to shine : Students are given equal chances to join activities and exhibit their talents so that more students will be given recognition. A system will be put in place (and implemented) to give every student a chance to shine. (ECAC)

	3.4 Nurture the quality of perseverance	<ol style="list-style-type: none"> 1. Develop students' multiple intelligences to train up persevering leaders: <ol style="list-style-type: none"> a. Nurture the quality of perseverance through camping activities and related preparation and post-activity work. b. Students will be invited and encouraged to join suitable camps such as the Enhanced Smart Teen Project organised by EDB to nurture students' perseverance and leadership. c. With the help of appropriate supportive arrangements, participants of such camping activities will be given chances to deepen their reflections on what they have learnt and take actions to organize activities accordingly to build an ambience of perseverance in which other students will also treasure and pursue the quality under their influence, learning to plan before acting, to resist distractions and to be persistent. (*DC, ECAC) 2. Inculcate perseverance through examples of persevering people and characters in famous writings: <ol style="list-style-type: none"> a. Under the 'Read their Lives' curriculum in the Chinese subject area, students study, reflect upon and learn from examples of perseverance in different people and characters in famous writings. (Chinese Panel) b. Through the English Language Arts curriculum, students study, reflect upon and learn from examples of perseverance in different people and characters in famous writings. (English Panel) 3. Provide opportunities for students to learn from alumni stories of perseverance: Through different forms of sharing, students learn from the experience of their seniors (alumni) how to strive on unremittingly in adversities. (*Alumni Association, AG)
4. Promote a positive life	4.1 Foster self-understanding	<ol style="list-style-type: none"> 1. Facilitate the future planning of F.3 students: <ol style="list-style-type: none"> a. Introduce the scheme 'Explore your Life, Paint your Rainbow' (尋找生命·畫出彩虹) for the junior forms to foster their self-understanding and facilitate exploration of their future paths; b. Arrange aptitude tests and quizzes for F.3 students to foster their self-understanding; c. Invite senior form students or alumni to share their subject selection experience with F.3 students; d. Organize the Careers Week and career talks and discuss with parents on Parents' Days issues concerning students' further studies. (CC)

4.2 Promote a balanced and vibrant life	<ol style="list-style-type: none"> 1. Enrich the extracurricular life of junior form students : Provide multifarious and interesting extra-curricular activities during the terms and after examinations. (ECAC) 2. Help junior form students to pave their path of growth and encourage the development of a balanced life: Promote balanced lifestyle, positive thinking and a happy life through the activities organized by the Guidance Committee. (GC) 3. Instil in students the concept of a balanced life and promote its application: <ol style="list-style-type: none"> a. Step up the teaching of the balanced-life concept and its application in form teacher periods (*AP, form teacher coordinators) b. Step up the teaching of the balanced-life concept and its application in assemblies (AG) (1617&1718)
4.3 Nurture integrity	<ol style="list-style-type: none"> 1. Encourage manifestation of integrity to foster positive growth: <ol style="list-style-type: none"> a. Recommend students for participation in camps such as the Enhanced Smart Teen Project organised by EDB. Upon completion of the training, participants will serve their fellow students by sharing and promoting the experience. (*DC, ECAC) (1516&1718) b. Introduce the elements of integrity clearly through an award scheme. Students will share their experience of applying integrity in daily life, based on their understanding of the concept advocated in famous inspirational sayings and quotes. Students publicly receive commendations for their integrity in morning assemblies and through board displays. (DC) (1617&1718) 2. Promote learning of integrity from exemplary stories of people or characters in famous writings : <ol style="list-style-type: none"> a. Under the ‘Read their Lives’ curriculum, students study, reflect upon and learn from examples of integrity they find in different people and characters in famous writings. b. Through the language arts curriculum, students study, reflect upon and learn from examples of integrity in different people and characters in famous writings. (See 3.4 for details) (Chinese Panel, English Panel)

4.4 Set personal goals and aspirations	<ol style="list-style-type: none"> 1. Encourage senior form students to set their life goals: <ol style="list-style-type: none"> a. provide guidance on subject selection and arrange career exploration talks and workshops, visits to universities and workplaces and job shadowing programmes for senior form students to broaden their horizons; b. Provide assessment services for F.5 students to test their own personality and aptitudes, explore suitable courses for their further studies and target their future career; arrange life planning workshops; c. Arrange JUPAS talks on and individual guidance for students in their choice of faculties; organize talks and workshops on interview techniques and provide guidance on drafting and preparing of JUPAS-related statements and accounts/ documents so as to facilitate their pursuit of higher education; d. Provide junior form students with chances for preparatory studies of senior form subjects (CC) 2. Encourage students to learn from great souls about how to set goals and aspirations and actualize a meaningful life: Students will experience the influence of great souls through systematic reading in association with the life education curriculum developed by the church, and subsequently develop the readiness to live a meaningful life and learn how to make it materialize. (RME) 3. Train up leaders in junior forms to fulfil their goals of personal development: Through the Junior Leader Scheme, junior form students are encouraged to target posts for their future service and equip themselves for assuming leadership in future. (ECAC)
4.5 Cultivate readiness to serve	<ol style="list-style-type: none"> 1. Implement service-learning to actualize a meaningful life : <ol style="list-style-type: none"> a. Introduce a school-based language arts curriculum in coordination with service providers to help all F.1 and F.2 students to turn touching calls for human kindness and beauty they receive from examples of people and characters in famous writings into concrete actions of service-learning; b. Arrange, in coordination with service providers, full-scale participation of all F.3 and F.4 students in service-learning in association with the RME curriculum. (English panel, RME)

Major Concern 3: Develop the school annex (Ample Campus) as a centre for after-school learning and activities

Objective	Strategies	Implementation Plans
5. Fully utilize the school annex to foster whole-person development of students	5.1 Install equipment and facilities and plan for the usage of the annex premises to foster student learning and develop their potentials	<u>Plan the use of different rooms and carry out related works</u> 1. Allocate Rm G02 on G/F to be a ‘multi-purpose activity centre’ to promote self-learning and career exploration a. students can run a range of activities e.g. relationship building activities, competitions and joint-school activities; and b. stock up public examination papers and career information for students’ reference, to help them with public examination preparation and career planning. 2. Locate a study room on 1/F to provide a quiet and comfortable study environment for students. 3. Improve the facilities in the Hall on 1/F and in respective rooms to provide venues for talks, activities, after-school learning as well as tests and examinations. 4. Convert the rooms on 3/F into an extra-curricular activities centre to develop students’ interests and potentials. 5. Furnish the classrooms on 4/F for small group teaching after school. (*RC, School Annex Affairs Group, ECAC, AC, CC)
	5.2 Make good use of church resources to promote students’ spiritual growth	<u>Enrich students’ spiritual life and actualize religious teachings</u> 1. Set up a prayer room and a religious activities room for regular religious activities for students such as faith exploration groups and day camps to foster their understanding of the essence of the Christian faith in relation to their daily life. 2. Organize student fellowship gatherings to strengthen exchanges on spiritual life and life application of faith. 3. Launch a “Life Mentor Scheme”, inviting young Christians from Sha Tin Methodist Church to take up the role of life mentors to facilitate and support student growth, helping students to understand themselves better, explore life and stand firm in their faith. (*REC)
	5.3 Strengthen collaboration with community institutions to develop service learning and other learning experiences	<u>Make good use of community resources to broaden students’ horizons</u> 1. Work with Methodist Evangelistic Ministry (MEM) to cultivate students’ interests in drama. 2. Work with Yang Memorial Methodist Social Service to give students an understanding of students with special educational needs (SEN), teaching them how to serve this group of students. 3. Leasing classrooms to Salvation Lutheran Church for running after-school homework tutorial classes to serve primary school students in the district. (*REC, RME, ECAC)

Methods of Evaluation:

1. School-based Questionnaires (teachers & students)
2. APASO
3. SHS
4. Evaluation reports of Panels and Committees