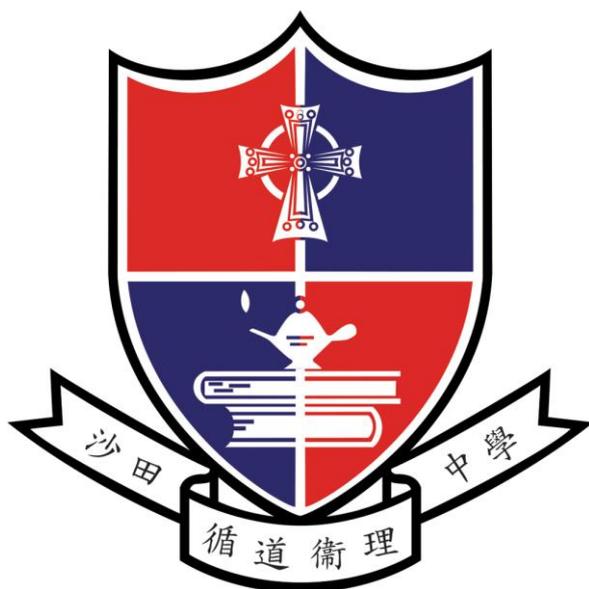


Sha Tin Methodist College

沙田循道衛理中學



2015-2018

School Development Plan
Evaluation

Sha Tin Methodist College
Evaluation of School Development Plan 2015-2018
Theme: Learn wisely, Live amply

I. 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

II. Major Concerns:

1. Ignite a passion for knowledge; embrace the essence of learning 燃點學習熱情，掌握學習之道
2. Strengthen students’ resilience to adversity; Promote a positive life 提升抗逆能力，實踐正向人生
3. Develop the school annex (Ample Campus) as an after-school learning and activity centre 發展延伸校舍(豐盛校園) 為本校課後學習及活動中心

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

Objectives	Strategies	Evaluation (*Evidences seen in the 3 Evaluation reports 15-16, 16-17, 17-18)
<p>1. Ignite a passion for knowledge</p>	<p>1.1 Create more invitational learning atmosphere, organize more interesting and meaningful learning activities</p>	<p>1. All the suggested implementation plans were carried out as scheduled, smoothly and successfully. KLA-based and many subject-based inter-class competitions were organized with great participation and engagement of students. Academic weeks were held as seen in the following. Both teachers and students found the activities interesting and meaningful.</p> <ul style="list-style-type: none"> ➤ 2015-16: Science and Mathematics Week ➤ 2016-2017: Chinese and PTH Week; STEM Week ➤ 2017-2018: PSHE Week and STEM Week <p>2. A lot more external activities such as conferences/ museum visits/ overseas and mainland trips/ concerts/ exhibitions/ drama or film watching /local, regional and international academic competitions were arranged by different subjects during the three years*. All students joined the activities with enthusiasm and found the academic assemblies, forums and talks inspiring and able to increase their critical thinking and wisdom towards the community and life.</p> <p>3. Principals’ talks, lunch talks on current social and science issues, cyclic assemblies for each form, various forums enriched students’ scientific and humanistic knowledge and developed their independent thinking.</p> <p>4. The Academic Award for Junior Forms was established to encourage a sense of competition among classes and the continued pursuit of knowledge. Being an extrinsic motivation, the Award has served its purpose satisfactorily.</p>
	<p>1.2 Improve teaching to facilitate enquiry learning and curiosity for knowledge</p>	<p>1. All subject panels were devoted to organize and design creative, experiential and meaningful tasks and activities to increase students’ curiosity towards learning.</p> <p>2. All subject panels adopted multi teaching strategies to facilitate enquiry learning. All implementation plans were carried out as scheduled systematically.</p> <ul style="list-style-type: none"> a. All subject panels promoted the practices of pre-study and encouraged students’ presentation of learning outcomes b. The project Wifi 900 was achieved successfully. All panels have utilized IT technology and eLearning resources in more strategic ways such as flipped classrooms, power-lessons and various educational apps to facilitate a more interactive classroom, greater learning effectiveness, quicker feedback and self-learning habits. Students’ feedback towards IT learning was increasingly positive

		<p>from the first year to the third year, extending from junior to senior forms as seen from the ASP surveys. Successful IT teaching practices were always shared in the staff development days and colleagues were inspired to a great extent.</p> <p>c. A lot more chances were created to recognize student' progress, not only in the classrooms but also through morning, and cyclic assemblies. The feedback for these platforms was very positive.</p> <p>3. All subject panels promoted collaborative lesson study. Most teachers gave positive feedback to the practices and agree that it could create a sense of learning community at school. Besides, class visits, in particular, inter-subject or KLA-based class visits were arranged regularly and the number of class visits also increased year by year. Through formal post-observation meetings, pedagogical reflection on the practices was conducted among colleagues.</p>
	<p>1.3 Create a more invitational learning place to stimulate and facilitate discussion and learning</p>	<p>1. A new practice to facilitate all students to use and stay in their home-room for study without the need of booking was set up. Positive feedback was received from students.</p> <p>2. The School Renovation Projects during the 3 years were carried out successfully in the campus. The projects being renovated were more than that were planned three years ago. A more neat and tidy school campus was created. For example,</p> <ul style="list-style-type: none"> ➤ the school entrance wall, the lobby, the display boards on the ground floor, the garden yard, the SU office and the staircases of each floor were beautified ➤ the library was enlarged and redesigned to facilitate discussion and self-study ➤ the display boards of subjects and the special rooms were designed to make it more stimulating ➤ a book shelf was installed with reference books in each classroom for students to read and share <p>The school has become a more pleasant and invitational venue for study.</p>
<p>2. Embrace the essence of learning</p>	<p>2.1 Facilitate students to grasp the key points, skills and strategies of learning and attain progress</p>	<p>1. Most subject panels reviewed and revised the schemes of work so that the linkage of curriculum between junior and senior form Curriculum was greatly strengthened.</p> <p>2. From both the teachers' and students' surveys, it was found that most teachers have shared the learning objectives clearly with the students in each lesson.</p> <p>3. As seen from the book inspection, most subject teachers gave constructive and encouraging feedback to students' homework. The majority of students found the feedback useful for their learning because they realized their strengths and weaknesses. Some subjects especially Maths and Science set different levels e.g. basic, advanced, challenging in designing the learning tasks so as to stretch the smarter</p>

		<p>student and consolidate the average.</p> <ol style="list-style-type: none"> 4. All panels provided systematic piles of notes which the majority of students found useful because they knew the main points and got more authentic practices to apply the knowledge and the skills. 5. In summative assessments, most panels 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. The passing % was satisfactory in general in the junior forms. But it was in general more difficult for students to achieve a high passing % in the science subjects as the subjects were a bit more abstract and required better numerical and logical sense in which some of the students were quite weak. Nonetheless, the awareness was raised among the panels and more thoughtful design of test and examination papers with sufficient revision before the examination is recommended for the future. 6. A majority of the subject panels used various data of students' academic performance, such as Attainment tests results, Value added data, TSA item analysis, and DSE item analysis to assess students' learning effectiveness. These data are important and useful feedback for teaching effectiveness and provided references for the implementation of curriculum change or academic grouping policy. 7. 3 books about study and life wisdom were selected for the whole form of students to read in depth on Day 3 and Day 6 Reading Time. Most students and teachers thought that the books were inspiring, in particular '活在當下'. <ul style="list-style-type: none"> ➤ 猶太人的智慧 (F.3: 1516) ➤ 活在當下 (F.1 1617, 1718) ➤ Dr. Owl and Forest Friends (F.2 1718)
	<p>2.2 Increase measures to stretch potential and consolidate foundation</p>	<ol style="list-style-type: none"> 1. A new enhancement program to support weak students in the 3 core subjects was implemented in F.4 during these 3 years. It was to consolidate the academic foundation of weaker students by making use of the free lessons. Most students found the core subjects' additional teaching materials useful. The 3 subject panels were in general satisfied with the students' performance in the free lessons. The teacher-student ratio was ideal as the number of the 3 core remedial groups was reduced to about 10. Subject teachers could better cater for the needs of this target group, consolidate their foundation and boost their confidence. 2. Subject panels implemented plans for the 'Stars-Reaching Scheme' to stretch targeted students' examination results in the public examination. The scheme aimed not only at 5** but also from Level 4 to Level 5 and usually started from the 2nd term of

		<p>F.5. Most panel heads were more aware of this smarter group and had a clear objective to achieve.</p> <p>3. To improve adjustment to EMI for F.1 students, the English Panel redesigned the F.1 bridging program to which most students give positive feedback. As well, over the years, various measures and programs have been put in place to consolidate the foundation of weaker students. To support those students in need, after-school tutorial lessons were organized once a week between March and May. They found the lessons practical and effective as they could clarify the questions they had in a small group setting.</p>
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Major Concern 2: Strengthen students' resilience to adversity; promote a positive life

Objectives	Strategies	Evaluation (*Evidences seen in the 3 Evaluation reports 15-16, 16-17, 17-18)
3. Strengthen resilience to adversities	3.1 Increase students' sense of belonging	<ol style="list-style-type: none"> 1. Students had a strong sense of belonging to their own class as different class-based activities such as BBQ, lunch gathering were organised. Student Union organized different activities and ball games such as Charity show, teachers and students football matches to enhanced teacher-student relationship. Teacher-student relationship was strengthened. 2. The sharing atmosphere was cultivated among the Form teachers. There was an exchange of views in every form teacher meeting on how to strengthen the connection between teachers and students, e.g. how to make full use of class meetings, effective class management. The culture of mutual encouragement and idea exchanges among form teachers was nurtured. 3. All classes completed the theme-based class bulletin board display tasks on time. The theme of the display board was as followed: <ul style="list-style-type: none"> ➤ “Setting goal “, “Appreciation of others” and “Be thankful” (1516) ➤ The unique me” and “Enjoying life, Enjoying process” (1617) ➤ “Every cloud has a silver lining “ and “Embrace Optimism” (1718) The theme of bulletin board display was not only in line with the positive value but also facilitated students to share their experiences. Students were proud of their own bulletin board and believed that the board effectively highlighted their class spirit and shared experiences. Displaying photos of up-to-date activities on the board could strengthen their class spirit. 4. F.1-F.4 students welcomed the Priority Scheme for Use of Form Rooms. It allowed students convenient use of their own form room and such a grant of priority to them gave them a sense of belonging to the class and the school.

	<p>3.2 Build resilience through personal reflections on empowering religious experience</p>	<ol style="list-style-type: none"> 1. Religious sharing was organized in morning and cyclic assemblies, Christian Union, Gospel week or services. Teachers and students shared their experience on the theme ‘Developing a positive life and overcoming adversities by the Christian faith’. Junior Form students agreed that they recognized the power of the (Christian) in building their resilience to adversity through their own religious sharing or those of others’.
	<p>3.3 Recognize students’ performance</p>	<ol style="list-style-type: none"> 1. Displays on bulletin boards outside the classrooms gave more students the feeling of being recognized. 2. Students were equitably given the opportunities to participate in activities or to make contributions. They felt sufficient support and acceptance during the process of participating activities. An ECA record system was utilized to provide constant updates of students’ information in participating activities. A higher percentage of students are given the chances to join activities and competitions to develop their talents. 3. Teachers provided more detailed guidance and debriefing for students who took up any posts or participate in events/competitions in order to facilitate students’ personal growth and gain recognition even from mistakes. Debriefing to students stressing on the gains in the process instead of the result, appreciation of the effort and how to face failures is needed in the future. 4. 20% of the committee members of clubs and SU were junior form students. Junior form students could learn how to organise activities. 5. Offer a ‘post’ for each student in all classes was carried out in 16-17 and 17-18. Everyone would have the chance to serve the class.

	<p>3.4 Nurture the quality of perseverance</p>	<p>All the suggested implementation plans were carried out smoothly and successfully. Nurturing the quality of perseverance is worth keeping in the future.</p> <ol style="list-style-type: none"> 1. More extra-curricular activities, experiential learning or adventure-based activities were organized, such as camping, hiking, experiential projects in the past three years. <ul style="list-style-type: none"> ✧ Adventure day camp for F.1 (15-16, 16-17, 17-18) ✧ Resilience training for F.1 students. (17-18) ✧ The Enhanced Smart Teen Project by EDB for F.2 and F.3 students. (15-16, 17-18) ✧ Hiking activities for F.3 (17-18) ✧ Resilience training for F.4 students. (17-18) 2. Participants became more persistent in achieving their goals and were able to exercise positive influence on others. 3. More Alumnus and influential speakers were invited to cyclic assembly to share their life experiences about perseverance in this academic year. Students found that the life experiences of speakers inspiring, enabling them to face difficulties with determination and perseverance. 4. Junior Form students found that the examples of people and characters in the subject-based curriculum inspire them to face difficulties with determination and perseverance.
<p>4. Promote a positive life</p>	<p>4.1 Foster self-understanding and setting personal goals</p>	<ol style="list-style-type: none"> 1. Future planning of F.3 students was facilitated through aptitude tests, students or alumni sharing on F.4 subject selection, Taster Programs and career talks. F.3 students had a better understanding of their own ability, personality and aptitudes and could make a preliminary plan for their future study or career path. 2. Senior form students (F.4-6) were motivated to set life goals through career guidance on tertiary studies, aptitude tests, life planning workshops, JUPAS talks, interview workshops and individual guidance for students in their choice of faculties. Students found the activities of the Careers Committee helpful in enhancing their self-understanding and helpful in their future planning. 3. Leaders in junior forms were trained to fulfil their goals of personal development through the Junior Leadership Scheme. The junior form leaders were recommended to different post after training in order to develop their leadership and talents.

	4.2 Promote a balanced and vibrant life	<ol style="list-style-type: none"> 1. More multifarious and interesting extra-curricular activities were provided during past three years especially for junior form students in order to develop students' personal interest and help them experience a balanced life-style. 2. Form Teacher Lessons and different activities were organized by GC to inculcate in students the concept, needs and ways to develop a balanced life-style, positive thinking and a happy life. Students found the GC activities promoting positive thinking and a happy life helpful in their learning of how to live a balanced life and think positively. <ul style="list-style-type: none"> ➤ 熾·熱舞台(15-16) Promoting happy life by actualize yourself and help others ➤ Life·墟 (16-17) Enjoying life, enjoying process, promoting balanced life-style ➤ Life 我不倒 (17-18) Promoting positive thinking
	4.3 Nurture integrity	<ol style="list-style-type: none"> 1. This strategy was combined and implemented in 3.4 Nurture the quality of perseverance.
	4.4 Set personal goals and aspirations	<ol style="list-style-type: none"> 1. This strategy was combined and implemented in 4.1 Foster self-understanding and setting personal goals.
	4.5 Cultivate readiness to serve	<ol style="list-style-type: none"> 1. A subject-based service curriculum was designed to help all F.1 students practise service-learning. Voluntary work was organized for F.1 students in the past three years. Positive feedback was gained from teachers, students and organization. 2. Service-learning activities were organized for some F.3 and F.4 students. 3. Students found that they developed a deeper understanding of the serving spirit through service learning.

Major Concern 3: Develop the school annex (Ample Campus) as an after-school learning and activity centre

Objectives	Strategies	Evaluation (*Evidences seen in the 3 Evaluation reports 15-16, 16-17, 17-18)
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	<ol style="list-style-type: none"> 1. Conversion works have been completed for G02, Study Room on 1/F and rooms on 3/F and 4/F as planned. 2. Low usage was recorded for the use of Study Room, which was then closed in 2017-18. Students preferred to study in Main Campus. Library was improved to accommodate higher usage. 3. More afterschool activities were held in Ample Campus, including club activities, competitions, talks, quizzes and workshops. The use of Ample Campus allowed 2 large-scale activities to be held simultaneously.
	5.2 Make good use of church resources to promote students' spiritual growth	<ol style="list-style-type: none"> 1. The prayer room and religious room were set up and the purposes are achieved. 2. More student fellowship gatherings were organized in the Ample Campus. 3. The "Life Mentor Scheme" had not been launched yet. Shatin Methodist Church continued to support our fellowship activities and co-organize religious camps for junior and senior form students, aiming to develop the spiritual life of students.
	5.3 Strengthen collaboration with community institutions to develop service learning and other learning experiences	<ol style="list-style-type: none"> 1. The NGOs, including Methodist Evangelistic Ministry (MEM) and Yang Memorial Methodist Social Service, continued to be our good working partner. They made use of Ample Campus to provide their services to the community. Activities for our students had been explored but not many were materialized. The school would continue to work with the NGOs to identify suitable activities for students.

Conclusion:

As a conclusion, the implementation plans were completed smoothly and successfully to a large extent.

The objectives of Concerns One to Three were achieved to a great extent. The theme of the SDP: 'Learn wisely, Live amply' 學得有智慧，活得更豐盛 has reverberated in the minds of the students and teachers alike. Students benefitted by participating in various learning activities and found their school life more interesting and enjoyable. Students also benefitted by teachers' commitment to teach more effectively and cordial teacher-students, and student-students relationships. The positive feedback as seen in this year's teachers' and students' surveys 1718, the positive feedback of F.6 students as seen in the APASO 2017-2018 and the outstanding academic results of DSE and high % (>90%) of students' further studies in these past 3 years showed clearly that the SDP (2015-2018) was achieved with success.