

South Tuen Mun Government Secondary School

Annual School Plan

2018/19

School Major Concerns

1. Character Building

- (a) To develop a keen sense of duty and strong moral values such as gratefulness, perseverance, endurance and caring to serve among students.
- (b) To nurture students to pursue their individual multiple pathways in health, mental wellness and financial planning, and unleash their potential in their southerners education experience.

2. Learning & Teaching

- (a) To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration.
- (b) To review and fine-tune the school-based curricula to cater for students' diverse learning needs.
- (c) To promote e-learning programmes/STEAM education in class/school so as to enhance students' engagement in learning.

Major Concern 1: Character Building

- (a) To develop a keen sense of duty and strong moral values such as gratefulness, perseverance, endurance and caring to serve among students.
- (b) To nurture students to pursue their individual multiple pathways in health, mental wellness and financial planning, and unleash their potential in their southerners education experience.

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
(a) To develop a keen sense of duty and strong moral values such as gratefulness, perseverance, endurance, and caring to serve among students.	<p><u>Fostering a sense of duty among students and nurturing them to express their gratefulness to family:</u></p> <ol style="list-style-type: none"> Activities of showing appreciation and gratefulness to parents on Father's Day and Mother's Day would be arranged. Students are encouraged to have financial planning with their family members by joining activities in the 「錢家有道」 programme. Organize activities through participating in Joyful@School Campaign to help build better parent-child relationship. 	<p>Most students participate actively in the Family Program.</p>	<ol style="list-style-type: none"> Number of appreciation cards written by students. Students' survey 	<p>2018 to 2019</p>	<p>Guidance Committee</p>	
	<p><u>Social interaction</u></p> <p>Students are taught the proper behavior in interacting with different sexes in their teenage years during class teacher periods.</p>	<p>80% of the students show they understand the appropriate behavior when contacting with different sexes in their reflection.</p>	<p>By observation and reflection of students.</p>		<p>Team Leader of Joyful@School Campaign</p> <p>Team leader of Health & Sex Education</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p><u>STMGSS Elder Academy</u> Students are encouraged to help the elderly to foster a value of 'care to serve'.</p> <p><u>Social services</u> S.4 to S.6 students are encouraged to participate in various kinds of school/community services in order to enrich their Other Learning Experience (OLE) and prepare their own Student Learning Profiles (SLP).</p> <p><u>Environmental Protection Awareness</u> Through activities like tree-planting, energy-saving, or visiting Mai Po, to nurture a sense of care to serve among students and to protect the physical environment they live in.</p> <p><u>Moral and Civic Education</u> Through Basic Law education and Flag-hoisting Ceremony, to equip students with a sense of national identity.</p>	<p>At least three learning courses are organized for the elders.</p> <p>Participating students voluntarily present the services done by them in school or their family on Parents' Day.</p> <p>S.4 and S.5 students can fully fulfill the OLE requirement in social service.</p> <p>At least two environmental protection activities could be launched.</p> <p>Flag-hoisting Ceremony is to be held in the first morning assembly of each month.</p>	<p>Teachers' observation</p> <p>Students' OLE Record</p> <p>Students' performance</p> <p>Students' survey</p>	<p>2018 to 2019</p>	<p>Team leader of Elder Academy</p> <p>ECA Committee</p> <p>Teacher-in-charge of the OLE Team</p> <p>Student Support Board</p> <p>Team Leader of Major Concern 1</p> <p>Team leader of Environmental Education</p> <p>Team leader of Moral and Civic Education</p>	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p><u>Morning assembly</u></p> <p>Through experience-sharing and speeches, it is hoped to transform students' achievement in school to their future development.</p>	Each class can select some students to share their experience of achievement with the whole school.	Students' feedback	2018 to 2019	Discipline Committee	
(b) Nurture students to pursue their individual multiple pathways in health, mental wellness and financial planning and unleash their potential in their southerners education experience.	<p><u>Joyful@School Campaign</u></p> <p>Through experiential learning, fostering a caring atmosphere, and introducing a "Guardian" concept, it is hoped to achieve the following objectives:</p> <ol style="list-style-type: none"> 1. to prepare students for positively facing challenges in secondary school years; 2. to prepare students for dealing with adversity and equip them with the values of 'perseverance' and 'endurance' which are essential to mental health; 3. to raise students' communication skills and learning to share their feelings with others. 	<ol style="list-style-type: none"> 1. All programmes in the campaign can be completed in time 2. 70% of the programmes are well received by students and teachers. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Students' survey 3. Students' and Parents' feedback 	2018 to 2019	Team Leader of Joyful@School Campaign	Funding from Quality Education Fund

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p><u>Health & Sex Education</u> To organize a “Healthy Diet Week” with reference to the Food Pyramid and introduce theme-based morning exercise in the morning assembly with a view to nurturing a healthy lifestyle among students.</p> <p><u>Healthy School Program</u> To organize activities to promote a healthy lifestyle and an anti-drug message, and drug testing programme will be organized by service provider.</p> <p><u>Anti-gambling activity</u> Application for the Ping Wo Fund of \$3500 was approved. Anti-gambling activities will be organized by service provider in November 2018.</p> <p><u>Experiential Learning</u> Experiential activities to mainland or other countries and workplace attachment will be launched for both senior & junior form students to widen their horizons and insights.</p>	<p>All the programmes are completed and well received.</p> <p>All programmes are completed and students are able to draft plans for their weekly diet.</p> <p>At least two cultural exchange visits to mainland / other countries could be launched.</p>	<p>1. Teachers' observation 2. Students' survey</p> <p>1. Students' participation rate in anti-drug activities and drug-testing program 2. The results of drug testing</p> <p>1. Students' participation rate in the anti-gambling activities 2. Students' survey</p> <p>Team leader of Experiential Learning</p>	<p>2018 to 2019</p> <p>2018 to 2019</p> <p>November 2018</p> <p>2018 to 2019</p>	<p>Team leader of Health & Sex Education and PE Department</p> <p>Team leader of Healthy School Program</p> <p>Discipline Team</p> <p>Experiential Learning Team</p>	<p>Funding from Beat Drugs Fund (\$90,000 per year)</p> <p>Funding from the Ping Wo Fund (\$3,500)</p>

Major Concern 2: Learning & Teaching

- (a) To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration.
- (b) To review and fine-tune the curricula to cater for students' diverse learning needs.
- (c) To promote e-learning programmes/STEAM education in class/school so as to enhance students' engagement in learning.

Target	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources required
(a) To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration.	A. Language Across Curriculum (LAC) in junior forms 1. Using Classroom Language (CL) to facilitate daily teacher / student-student interaction. 2. Teaching Phonics to raise students' phonemic and phonological awareness. 3. Teaching sentence-level writing and conducting task analysis as a kind of mode of assessment in some science subjects as well as in Mathematics.	1. 70% students in junior forms can express themselves efficiently in individual / group presentation and follow instructions in doing their exercises. 2. A continuous improvement in passing rate in internal assessment throughout the school year as more and more students can write meaningful sentences and identify task requirement.	Teachers' observation in class	Throughout the year	HODs and subject teachers	School resources
(b) To review and fine-tune the school-based curriculum to cater for students' diverse learning needs.	A. Organizing the 2 nd Inter-government school drama festival 1. Explicit teaching of drama elements to help students understand, appreciate and develop the interests of drama.	1. S.1 and S.2 Students can understand the features of drama and be able to rewrite part of the scripts in Language Arts exercises. 2. Most of the junior form students can take part in any drama-related activities in school.	Teachers' observation	Throughout the year	HODs and subject teachers	School resources

Target	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources required
	2. Recommending potential students to participate in drama events. 3. Attending a training workshop for teachers to experience how drama can help in education.	3. Most teachers would agree with the usefulness of the drama workshop and apply the skills in lesson design during lesson observation.				
	B. Exchange Programmes 1. Encouraging students to participate in inter-school exchange programmes. 2. Conducting sharing sessions to consolidate their understanding of the subject concerned as well as promoting learning outside school. 3. Entering S.1 students into exchange programmes inside or outside Hong Kong with a view to widening their visions and writing styles.	1. 4 – 5 exchange programmes would be launched for S.2 – S.4 students throughout the school year. 2. 90% of S.1 students take part in exchange programmes. 3. Students share their writing in class.	Students' feedback Students' attendance record	Throughout the year Oct- Feb	HODs and subject teachers Chinese HOD and teachers	School resources School resources
	C. CCA Using cross-curriculum to extend the knowledge and widen learning experience of students. S.1: Time Management & Understanding Basic Law.	1. Students can complete all the worksheets.	Assessment records of students	Throughout the year	CCA teachers	School resources

Target	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources required
	S.2: Life Education & Understanding Intellectual Property S.3: Understanding Productions and Marketing Strategies					
	<p>D. STEAM Through organizing STEAM teaching activities to sharpen students' critical thinking, research and problem-solving skills</p> <p>(1) <u>IS Department (S.1):</u></p> <ul style="list-style-type: none"> ● Using iSolution app to conduct assessment and STEAM activities like AR / VR learning experience <p><u>(S.2):</u></p> <ul style="list-style-type: none"> ● Using decibel meter to conduct scientific investigation on noise pollution in Integrated Science curriculum ● To adopt a team-based approach to tackle real world problems and challenges <p>(2) <u>PSHE (LS) (S.1):</u></p> <ul style="list-style-type: none"> ● To implement e-learning through Internet research and report on current issues 	<ol style="list-style-type: none"> 1. Students show their interest in reading and learning, and equip skills to solve difficult problems. 2. Students' work will be submitted for inspection at the end of the school year. 	Reviewing students' performance in assignment / oral presentation / project work / written report	Throughout the year	KLA coordinators, HODs and subject teachers	EDB STEM one-off grant Library grant

Target	Strategies	Success Criteria	Method of Evaluation	Time Scale	People in charge	Resources required
(c) To promote e-learning programmes / STEAM education in class/school so as to engage students in learning.	<u>Reading Periods (S.1-6):</u> <ul style="list-style-type: none"> ● To use Apabi Reader in Reading Periods to read electronic books available on the electronic library ● To further promote the reading culture in school and develop reading online platform in line with STEM education, especially the science magazines and articles (3) <u>Teachers' Professional Development</u> <ul style="list-style-type: none"> ● Teaching staff attend at least 1 e-learning training course every year ● E-learning materials and mobile computing devices are widely adopted by teachers 	<ol style="list-style-type: none"> 1. 70% of students agree that it is an effective way to read e-book through apps. 2. 80% of students complete at least 3 readings a year. 3. 70% of teaching staff meet the requirement. 	Students' reading record CPD attendance record		Chinese & English HOD, Science KLA teachers and School Librarian	
	<u>Other Activities</u> <ul style="list-style-type: none"> ● To enrol students in hands-on workshops in post-exam activities to arouse students' interest in STEAM-related areas, enhance their creativity, and sharpen their collaboration and problem-solving skills ● To engage students in competitions offering opportunities to promote STEAM education ● To organize Sci-Maths-PSHE weeks 	<ol style="list-style-type: none"> 1. 70% of the students show their interest in acquiring STEAM-related knowledge, integrating and applying STEAM-related knowledge and skills through solving problems and designing innovative objects. 2. 70% of the students agree it helps them understand more about the subjects concerned. 	Reviewing students' performance in activities and competitions Feedback from Questionnaire	Throughout the year	Teachers related to STEAM education and Club i/c	School resources