

South Tuen Mun Government Secondary School

Annual School Plan

2019/20

School Major Concerns

1. Character Building

- (a) To learn a series of strong moral values such as perseverance and caring to serve among students.
- (b) To nurture students to pursue their individual multiple pathways in health in which mind, body and spirit are integrated so as to unleash their potential in their southerners education experience.

2. Learning & Teaching

- (a) To review and fine-tune the curriculum to cater for students' diverse learning needs.
- (b) To nurture the culture of cross-subject and cross-curricular collaboration.
- (c) To cater for student diversity and develop the potentials of SEN by providing appropriate support according to their diverse needs

Major Concern 1: Character Building

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
(a) To learn a series of strong moral values such as perseverance and caring to serve among students.	<p>1. To learn perseverance by develop students' MVPA60 plan* as well as to write his/her perseverance quote for life. *(At least 60 minutes of moderate-to-vigorous physical activity everyday)</p> <p>Programmes include :</p> <ul style="list-style-type: none"> -Whole school approach to develop a MVPA60 school campus -Inter-class video clips production workshops and competition on perseverance 	<p>-80% students could develop an active and healthy lifestyle by employing the MVPA60 every day</p> <p>-80% students could work out their own perseverance quote and share their experience among their fellow schoolmates</p>	Students' survey on : video clips produced by students	2019 to 2020	<p>PE Department Guidance Committee</p> <p>Team Leader of Moral & Civic Education Team</p> <p>Team Leader Campus TV Team</p>	\$5,000 for equipment and publish of related handbook of MVPA60 project
	<p>2. To learn moral values by organizing activities such as seminar, writing thanksgiving card to parent to help build better parent-child relationship</p>	<p>-at least 80% students participated activities</p>	Students' and teachers' feedback in related activities	2019 to 2020	Team Leader of Moral & Civic Education Team Counseling Team	
	<p>3. To foster the values of "care to serve" by encouraging students to help the elderly and actively engage in activities organized by STMGSS Elder Academy.</p>	<p>At least three learning courses are organized for the elders in a year</p>	The attendance of students who are voluntarily join the services in STMGSS Elder Academy		Team leader of Elder Academy	
	<p>4. To promote the awareness of Environmental Protection amongst students by nurturing them a sense of care and to protect the physical environment they live such as flower-planting project in school, the</p>	<p>-The declining trend of students using plastic bottles</p> <p>-less paper use and less electricity fee paid were recorded</p>	<p>1. Teachers' observation</p> <p>2. Students' performance</p> <p>3. Students' survey</p>	2019 to 2020	Team leader of Environmental Education	\$10,000 Grant from the Council of Sustainable Development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
(b) To nurture students to pursue their individual multiple pathways in health in which mind, body and spirit are integrated so as to unleash their potential in their southerners education experience.	energy saving, use less plastic bottles, etc. to save the earth	-80% participants develop the sense of care and to protect the physical environment				
	<p>1. To launch a series of experiential learning programme which is diverse enough to promote health, happiness and fulfillment across a large spectrum of southerners in all areas of life.</p> <p>E.g.</p> <ul style="list-style-type: none"> - Team building workshop for each level, -A campaign on maintaining a positive mental attitude for whole school in the 1st term, -An exhibition on "Proactive Instead of Reactive" (PIR) in the 2nd term, -A day camp on "How can I choose the best path for myself?" for S3 students, -3 to 4 cultural visits both in and outside HK to broaden students' horizon, -Workplace attachments for S4 and S5 students to nurture work ethic. <p>2. to raise students' communication skills and learning to share their feelings with others.</p>	<p>All programmes in the campaign can be completed in time with positive feedback.</p> <p>70% of the programmes are well received by students and teachers.</p>	<p>1. Teachers' observation</p> <p>2. Students' survey</p> <p>3. Students' and parents' feedback</p>	<p>200,000</p> <p>From LWL Grant</p>	<p>Teams related</p> <p>e.g.</p> <p>ECA Team</p> <p>CLP Team</p> <p>Counseling Team</p>	
	<p>3. <u>Healthy School Program</u></p> <p>To organize activities to promote a healthy lifestyle and an anti-drug message, and drug testing programme will be organized by</p>	All programmes are completed and well received	<p>1. Students' participation rate in anti-drug activities and drug-testing programme</p> <p>2. Results of drug testing</p>	2019 to 2020	<p>Counseling Team</p> <p>Related HODs</p>	Funding from Beat Drugs Fund (\$90,000 per year)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>service provider.</p> <p>4. Anti-gambling activity Application for the Ping Wo Fund of \$3500 was approved. Anti-gambling activities will be organized by service provider in May 2020.</p>		<p>1. Students' participation rate in the anti-gambling activities</p> <p>2. Students' survey</p>	<p>May 2020</p>	<p>Discipline Team</p>	<p>Funding from the Ping Wo Fund (\$3,500)</p>

- Major Concern 2:** (1) To review and fine-tune the curriculum to cater for students' diverse learning needs.
 (2) To nurture the culture of cross-subject and cross-curricular collaboration.
 (3) To cater for student diversity and develop the potentials of SEN by providing appropriate support according to their diverse needs

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources required
(1) To fine-tune the existing Academic Structure	<ol style="list-style-type: none"> 1. Junior Secondary Curriculum of Liberal Studies is to be fine-tuned in line with the CDI requirements. <ul style="list-style-type: none"> • To revise the L.S. syllabus to include Geography, History and Life & Society in the curricula. (a) Geography <ul style="list-style-type: none"> • To facilitate our students to gain a better understanding of different places in the world, including our home city Hong Kong, our home country China, as well as other places beyond students' direct own experience. (b) Life & Society <ul style="list-style-type: none"> • enriching the students' understanding about the personal, socio-economic and political development of Hong Kong and China. (c) Integrated Science <ul style="list-style-type: none"> • Implement the S.3 I.S. curriculum in line with the CDI requirements. 	<ol style="list-style-type: none"> 1. Students performance in tests and examinations 2. A clear focus for pedagogical studies set out and achieved. 3. A range of teaching methods tried out to cater for learner diversity at each level which helps raise students' learning effectiveness 4. All teachers to take part in the pedagogical studies and provide feedback 	<ul style="list-style-type: none"> - Feedback from HODs and subject teachers of those subjects - Students' performance in their studies - Teachers' observation - Teachers' feedback and evaluation 	Throughout the year	<ul style="list-style-type: none"> - Related subject departments - Curriculum Planning and Development Committee - PSHE KLA - Science KLA - KLA coordinators / HODs concerned - Subject teachers concerned 	<ul style="list-style-type: none"> - School resources & self-prepared worksheets

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources required
	<p>(d) Computer Information Technology</p> <ul style="list-style-type: none"> Extend the curriculum from S.2 to S.3 to strengthen the STEAM Education <p>2. Senior form Curriculum</p> <p>Refine the teaching assignments to ensure more efficient use of the existing human resources</p>					
(2) To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration	<p>A. Language-across-the-Curriculum (LAC) classes in S.3 and S.4</p> <p><u>S.3:</u></p> <ol style="list-style-type: none"> To be conducted during weekly Language Arts lessons To collaborate with PSHE Department and Maths Department in the first term and second term Revise commonly confused vocabulary and expressions using school-based teaching materials from Mathematics and Life and Society. <p><u>S.4:</u></p> <ol style="list-style-type: none"> To be conducted once a week To collaborate with Science subjects (i.e. Physics, Chemistry and Biology) and PSHE subjects (i.e. Geography and Economics) in the first term and second term Revise target vocabulary and expressions commonly used in the electives 	<ol style="list-style-type: none"> 70% of the students get a pass in the monthly quiz about LAC 70% of the students are able to use the target vocabulary and phrases, and write grammatically correct long sentences in the reading and writing paper 	Questionnaire to be completed by the end of each term	Throughout the year	<p>HODs and teachers-in-charge of the corresponding KLAs</p> <p>Core members: CHL, CLY</p> <p>Other members: Subject teachers concerned</p>	Publish school-based worksheets

Target	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources required
	<p>B. Read Life in Drama</p> <ol style="list-style-type: none"> 1. join the Programme 'Read Life in Drama' mentored by teachers of TMGSS. 2. Explicit teaching of drama elements in S.2 to help students understand, appreciate and develop the interests of drama. 3. Recommending potential students to participate in drama activities in school. 	<ol style="list-style-type: none"> 1. Students can understand the features of drama and be able to understand the value education in drama. 2. Potential students can take part in any drama related activities in school. 	Questionnaire to be completed by the end of each term	Throughout the year	HODs and subject teachers	School resources
<p>(3) To cater for student diversity and develop the potentials of SEN by providing appropriate support according to their diverse needs.</p>	<ol style="list-style-type: none"> 1. To adopt the whole school approach to cater for the diverse needs of SEN under the coordination of the SENCO, a new post in 2019-20. 2. To provide appropriate courses / services for SEN of different needs in Chinese Writing classes, Autism Support Network and individual speech therapy. In the meantime, to provide assessment accommodations by allowing extra time for tests and examinations. 3. To launch a series of CLP programmes for SEN to unleash their potential as well as life planning. 	<ol style="list-style-type: none"> 1. Teachers: Teachers' concerns to cater for the needs of SEN are raised in general. 2. SEN: <ol style="list-style-type: none"> a) SEN have achieved 80% or more attendance of a course and 70% of the SEN get a pass in assessments. b) 3-4 individual interviews will be scheduled for each SEN to provide guidance in making subject or career choice as well as development of effective learning skills. 	<ol style="list-style-type: none"> 1. Teachers' survey 2. Student attendance records 3. Students' scores in both internal and external assessments 	Throughout the year	<ol style="list-style-type: none"> 1. Integrated Education Team (YL, LML, TA-Counselling) 2. HODs concerned 	<p>Student Learning Support Grant and school resources</p>

