



**South Tuen Mun  
Government Secondary School**

**School Development Plan**

**2018/19 - 2020/21**

# South Tuen Mun Government Secondary School

## 1. School Vision & Mission

### Vision:

We are committed to the development of independent, critical and compassionate students who are capable of realizing their full potential and rising to the challenges of the future.

### Mission Statement:

It is our mission to guide our students in their moral, academic, physical, social and aesthetic growth by providing an environment which is conducive to learning and supportive of their needs so that they can develop into confident, responsible and considerate citizens capable of unleashing their potential.

## 2. School Goals

1. To develop the school campus as an environment which is conducive to learning and teaching.
2. To develop the students' ability to think independently.
3. To provide a range of opportunities to enable students to communicate effectively.
4. To offer programmes to unleash students' creativity.
5. To nurture the physical capabilities of the students.
6. To provide (rewarding and appropriate) learning experiences outside the classroom to support the (academic) aspirations of students.
7. To inculcate in students the qualities of self-respect, self-discipline and consideration for others.
8. To establish a comprehensive reward system which acknowledges and encourages both progress and excellence in academic and non-academic achievements.
9. To provide programmes to enhance the professional development of teachers.
10. To encourage staff participation in decision-making.
11. To provide means for efficient and regular communication between school and parents on matters of common interest.
12. To provide opportunities for parents and alumni to be involved in activities which support the school.

### 3. Holistic Review

#### Effectiveness of the previous School Development Plan (2015-2018)

<b>Major Concerns</b>	<b>Extent of targets achieved, e.g.:</b> <b>Fully Achieved;</b> <b>Partly achieved;</b> <b>Not achieved</b>	<b>Follow-up action, e.g.:</b> <b>Incorporated as routine work;</b> <b>Continue to be major concerns in the next SDP;</b> <b>Others</b>	<b>Remarks</b>
<b>1. Major Concern 1 : Character Building</b>	<b>Please refer to Appendix MJ1 on Page 15 ~ 20.</b>		
<b>2. Major Concern 2 : Learning &amp; Teaching</b>	<b>Please refer to Appendix MJ2 on Page 21 ~ 29.</b>		
<b>3. Major Concern 3 : Career &amp; Life Planning</b>	<b>Please refer to Appendix MJ3 on Page 30 ~ 31.</b>		

## 4. Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> <li>• School vision, mission and core values are discussed and shared among all school stakeholders.</li> <li>• The school policies are in line with those guidelines laid down by EDB.</li> <li>• The school has a comprehensive overall planning and an organization chart with clear job description of different parties which can facilitate the daily operation of school in a systemic and efficient way, yet with flexibility in handling urgent issues and crises at school.</li> <li>• The decision-making process is transparent as teachers' comments are always invited and SMC's endorsement is always sought in major school policies.</li> </ul>	<ul style="list-style-type: none"> <li>• A more stable school management team is highly expected to ensure a smooth transition of the implementation of the school development plan as well as the programme plans of subject departments and functional committees.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The School Management Committee is committed and always renders full support to the school.</li> <li>• The school management is open-minded and has a clear vision on the development of school which always demonstrates a clear strategy in leading the school forward.</li> <li>• The middle managers, such as the KLA coordinators, the HODs and functional team i/cs are responsible and demonstrate a high level of subject knowledge and competence in performing their leading and monitoring roles for further capacity building and leading of their departments.</li> </ul>	<ul style="list-style-type: none"> <li>• The collaboration and effectiveness of all subject departments can further be enhanced by focusing more on data analysis from tests, examinations and the SVAIS.</li> </ul>
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• The school offers NSS subject combinations as well as cluster school programmes which cater for students' needs and interests.</li> <li>• A series of well-developed school-based curricula, split-class in language subjects and cross-curricula were launched to supplement the formal curricula as well as support students' whole-person development.</li> <li>• Various modes of assessments are adopted and the assessment results are used for reviewing current curriculum and fine-tuning the curriculum in the coming school cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• More effort is required to nurture the culture of cross-subject and cross-curricular collaboration in curriculum design and mode of assessment.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Academic Board is established to review, discuss and coordinate the programmes to facilitate L&amp;T activities in school.</li> <li>• Teachers are committed and the teaching strategies employed in class are appropriate and in line with their planned teaching objectives.</li> <li>• Teachers help students monitor their learning by encouraging teacher-student and student-student interaction in class.</li> <li>• Graded exercises in certain subjects are designed as an appropriate measure to address learners' diversities.</li> <li>• Bridging and enrichment programmes are launched throughout the school years to support the high-flyers and slow learners both in junior forms and senior forms.</li> <li>• School assemblies, class periods, special school functions, social service programmes, cultural exchange programmes as well as attachment programmes in other schools and workplace are tailor-made for students to enrich their other learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• More effective teaching strategies, including the use of e-learning materials and mobile computing devices which can further enhance students' learning motivation, should be widely adopted in all subject departments.</li> <li>• Appropriate measures to let students assume more responsibilities for their learning should be employed in departmental and school level.</li> <li>• Ensure the facilities in all classrooms and special rooms are in good condition to facilitate effective learning and teaching process.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• Student Support Board is established as a mastermind to coordinate and implement all the programmes to nurture students' whole-person development, including students with special educational needs.</li> <li>• The discipline, counselling, career &amp; life planning and ECA team collaborate well and coordinate closely to support the students in learning as well as personal and social development.</li> <li>• To tap outside resources, school-based education psychology services is provided and special student support programmes are continually launched with different student support teams so as to enhance our capacities to address the mental wellness of students.</li> </ul>	<ul style="list-style-type: none"> <li>• The concept of "a sense of responsibility" and "career and life planning" as well as time management skills should still be nurtured so as to enhance students' understanding of their roles as an effective learner as well as a good citizen in the community in the future.</li> </ul>

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> <li>• The school's vision and mission are embraced by the PTA and the alumni association. Parents and alumni, especially the committee members, are supportive in almost every aspect and appreciate the school culture.</li> <li>• The school endeavors to build up and extends links with the community and external organizations to cater for students' diversified learning needs, such as the "cluster schools programme" and inauguration of the "STMGSS Elder Academy".</li> </ul>	<ul style="list-style-type: none"> <li>• The communication networks in e-format with different partners can be further expanded.</li> </ul>
7. Attitude and Behaviour	<ul style="list-style-type: none"> <li>• Students are in general warm and receptive to advice and guidance.</li> <li>• Most of the students enjoy their school life and mix well with their schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen students' and parents' awareness of nurturing positive attitude, such as "a sense of responsibility" and "enjoying the process rather than the results of learning" in school education.</li> <li>• Students' time management skills, examination skills and leadership skills still need to be further developed. More positive messages can be conveyed to students by different means in school.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• Students' performances in internal assessments are satisfactory and their performances in external examinations, such as HKDSE examination and TSA, are better than other Hong Kong schools on average.</li> <li>• Students actively participated in inter-school events and generally performed well in drama competitions, speech festivals, music festivals and sports competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students' participation in voluntary services and workplace attachment should further be enhanced so as to raise their social awareness as well as cultivate a correct mindset in career and life planning.</li> </ul>

## 5. SWOT Analysis

### Our Strengths

- The staff have a shared vision and they are committed in education.
- The school management team is experienced and wins the full support of staff.
- The school has a very strong team of support staff.
- The student support board is proactive and students in general enjoy their school life and mix well with their schoolmates.
- In addition to the CLP activities provided by the school CLP team, the alumni provide valuable support for school during CLP sharing sessions.

### Our Weaknesses

- Students have relatively low motivation and limited exposure to English, and they are not aware of the needs to enhance their global competence by upgrading their English in the 21st century.
- Students' attention span in some classes is not long enough, mainly those of average and low learning ability.
- Students who come from less well-off families may cast undesirable effects on their studies.
- Some students who have rather low self-efficacy to pursue their individual multiple pathways under the NSS structure still stay in their comfort zones with low incentive to activate their potential.

### Our Opportunities

- A good team spirit and a harmonious relationship among school stakeholders.
- A close link and strong support from external organizations, such as the cluster schools and the rotary club, which can definitely widen students' horizons as well as offer more choices of NSS subjects to our students.
- The CLP Team can provide staunch career-oriented assistance for students.
- Arrange more visits to primary schools with higher banding.

### Our Threats

- The number of students, especially Band 1 students, in Tuen Mun, is falling.
- There is a widening diversity of students' learning abilities and interests.
- Reviewing and fine-tuning of NSS curriculum and education policies may pose adaption problems to students and teachers.

## **6. Major Concerns for a period of 3 school years (in order of priority)**

### 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 unleashing 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 curriculum 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.



## School Development Plan ( 2018 -2021)

Major Concern 1	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1. Character Building	<p>(a) To develop a keen sense of duty and strong moral values, such as gratefulness, perseverance, endurance, and caring to serve among students.</p> <p>(b) To nurture students to pursue their individual multiple pathways in health, mental wellness and financial planning, and unleashing their potential in their southerners education experience.</p>	✓	✓	✓	<ul style="list-style-type: none"> <li>• Fostering a sense of belonging to class, school, and family by class management program and parent workshops</li> <li>• Joyful@School Campaign: promoting mental health and stress management, building a harmonious parent-child relationship</li> <li>• Social Service Group: promoting a caring heart to the needy</li> <li>• Uniform groups and nurturing classes: promoting a disciplined lifestyle with various talent potentials</li> <li>• Elder Academy: promoting respect to senior generations</li> <li>• Moral &amp; Civic Education: cultivating national consciousness</li> <li>• Sister School Program: building partnership with students' counterparts in their motherland</li> </ul>

Major Concern 1	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
		✓	✓	✓	<ul style="list-style-type: none"> <li>• Study tours outside Hong Kong: deepening students' understanding of their neighbouring regions</li> <li>• Environmental Education: promoting a sense of global citizenship and protecting the physical environment we live in</li> <li>• Aesthetics appreciation</li> <li>• Health &amp; Sex Education: setting appropriate guidelines in interpersonal relationship</li> <li>• Healthy School Program: promoting anti-drug message</li> <li>• Health &amp; Sex Education: promoting a healthy life in terms of diet and exercise</li> <li>• Anti-gambling activity</li> <li>• Financial planning workshop (錢家有道), etc.</li> <li>• Morning Assembly: directing students' achievement in school to their future development</li> </ul>

Major Concern 1	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
		✓	✓	✓	<ul style="list-style-type: none"> <li>Equip students with self-directed life planning skills</li> </ul>

Major Concern 2	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. Learning & Teaching	<ul style="list-style-type: none"> <li>To enhance students' exposure to English by nurturing the culture of cross-subject and cross-curricular collaboration</li> </ul>	✓	✓	✓	<p>A. Language Across Curriculum (LAC)</p> <ol style="list-style-type: none"> <li>Using Classroom Language (CL) to facilitate daily teacher/student-student interaction.</li> <li>Teaching Phonics to raise students' phonemic and phonological awareness.</li> <li>Teaching sentence-level writing and conducting task analysis.</li> </ol> <p>B. Inter-government school drama competition</p> <ol style="list-style-type: none"> <li>Explicit teaching of drama elements to help students understand, appreciate and develop the interests of drama.</li> <li>Recommending potential students to participate in drama events.</li> <li>Equip students with better communication skills</li> </ol> <p>C. Exchange Programme</p> <ol style="list-style-type: none"> <li>Encouraging students to participate in inter-school exchange programmes.</li> <li>Conducting sharing sessions to consolidate their understanding of the subjects concerned as well as promote learning outside school.</li> </ol>

Major Concern 2	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>Enhancing students' learning attitude</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Enrolling S.1 students in exchange programmes inside or outside Hong Kong with a view to widening their visions and writing styles.</li> <li>Further promoting the reading culture in school and developing online reading platforms in line with STEM education, especially the science magazines and articles. For CCA, using cross-curriculum to widen the knowledge base and learning experience of students.</li> </ul> <p>S1: Time Management &amp; Understanding Basic Law  S2: Life Education &amp; Understanding Intellectual Property  S3: Understanding Productions and Marketing Strategies</p>

Major Concern 2	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
	<ul style="list-style-type: none"> <li>To review and fine-tune the curriculum to cater for students' diverse learning needs</li> </ul>	✓	✓	✓	<p>A. School/KLA/Departmental Level</p> <p>(1) <u>CIT &amp; ICT Department</u></p> <ul style="list-style-type: none"> <li>For S.1: To introduce mBot in Computer Literacy curriculum to facilitate students to integrate and apply STEAM-related knowledge and skills</li> <li>Using mBot as a tool to learn Robotics, programming, and Arduino</li> <li>For S.2: To introduce the use of laser cutting and engraving machine to create models, graphics design and print image on new materials, which S2 students prepare during Visual Arts lessons</li> </ul> <p>(2) <u>IS Department</u></p> <ul style="list-style-type: none"> <li>For S.1, To use iSolution app to perform assessments and conduct STEM activities like AR /VR learning experience</li> <li>For S.2: To use decibel meter to conduct scientific investigations on noise pollution in Integrated Science curriculum</li> <li>To take a team-based approach to tackle real world problems and challenges</li> </ul> <p>(3) <u>PSHE (LS)</u></p> <ul style="list-style-type: none"> <li>For S.1: To implement e-learning through Internet research and report on current issues</li> </ul>
	<ul style="list-style-type: none"> <li>To promote e-learning programmes/ STEAM education in class/school so as to enhance students' engagement in learning</li> </ul>				<p><u>Reading Periods</u></p> <p><u>(S.1-6):</u></p> <ul style="list-style-type: none"> <li>To use Apabi Reader in Reading Periods to read electronic books available on the electronic library</li> </ul> <p>Teacher-level: Teachers are required to attend at least 1 e-learning training course and share the materials with the panel members.</p> <p>Student-level: To enrol students in hands-on workshops in post-exam activities to arouse their interest in STEAM-related areas and enhance their creativity.</p>

**Appendix MJ1:**

**South Tuen Mun Government Secondary School**  
**Holistic Review on Major Concern 1 (2015-18)**

**Character Building - To experience personal growth and complete the mission of an upright youth**

Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
<p>A. Holistic Development</p> <p><u>"My Profile" Scheme</u></p> <p>1. All S.1 &amp; S.4 students should prepare their Portfolio (My Profile) about character building.</p> <p>2. Class teachers serve as mentors, give advice and monitor students' progress and performance throughout the year. As the newcomers as well as the students of senior secondary one, all S.1 &amp; S.4 students are required to plan their</p> <p>(i) whole-person development / achievements in their secondary school life</p> <p>(ii) extra-curricular activities / OLE</p> <p>(iii) personal images and core values in life</p> <p>3. Group interviews with students will be conducted for sharing of experiences/good learning practices/ ideas.</p>	<p>◇ The target was mostly achieved.</p> <p>◇ The "My Profile" booklet was used for S.2 and S.4 students in 2016-17 and S.2 students in 2017-18 to set their goals under the guidance of class teacher during the class period with the following items</p> <p>i. Student's Self-account and Personal Attributes,</p> <p>ii. Learning Targets and Academic Performance,</p> <p>iii. Generic Skills to be improved,</p> <p>iv. Year-end Review on rewarding assignments and projects done, rewarding ECA and experiential learning,</p> <p>v. Year-end Self-review and Reflection.</p> <p>◇ Class teachers have conducted individual / group interview with student(s). The report of interview was submitted half-yearly.</p> <p>◇ A year-end self-reflection was done by students. Students reflected on their most rewarding assignments, ECA/life-wide learning experiences, learning targets, and subjects improved. Such valuable reflections gave students themselves a remarkable review on the academic year.</p>	<p>◇ The importance of setting learning goals would continue to be emphasized among students.</p> <p>◇ Different opportunities would be given to students in realizing their goals.</p> <p>◇ Students would be encouraged to reflect on their performances regularly.</p>	

Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
<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"> <li>1. to raise students' up in positively facing the challenges in secondary school years;</li> <li>2. to raise students' up in dealing with adversities and equip them with the factors contributing to their mental health;</li> <li>3. to strengthen the positive mind of students who find difficulties in dealing with adversities;</li> <li>4. to polish students' communication skills and encourage them to share their feelings with others.</li> </ol>	<p>◇ Activities for students:</p> <ul style="list-style-type: none"> <li>● S.3 and S.5 students were recruited as “Sunshine Ambassadors 陽光大使”. Two training camps for Sunshine Ambassadors were held. They promoted school-based activities, including songs dedication, wish tree, and wish board production, which focused on caring and love, and developing a mutual support network among fellow students.</li> <li>● A talk and follow-up workshops about stressing the importance of positive life attitude were organized for S.1 students.</li> <li>● Two “I am in Senior Secondary” cell groups (A, B) which focused on experiential activities were held for S.4 students.</li> <li>● A self-understanding workshop was held for S.3 students.</li> </ul> <p>◇ Activities for parents:</p> <ul style="list-style-type: none"> <li>● A talk was conducted for parents on the theme of “Promoting the Mental Health of Teenagers”. Two talks on adversity and character building were held for parents on Parents’ Day.</li> <li>● Parents learned a lot from the experience sharing on promoting the mental health, adversity handling and character building of their children. The talks raised their awareness of the sources of pressure of their children and how to manage their stress.</li> </ul> <p>◇ Activities for teachers:</p> <ul style="list-style-type: none"> <li>● A workshop was held for all teachers to raise their awareness of students’ suicide and related behavior on the Staff Development Day.</li> </ul>	<p>◇ The importance of positive life attitude would continue to be emphasized among students.</p> <p>◇ The importance of a mutual support network would continue to be emphasized among students.</p> <p>◇ Different opportunities would be given to students and their parents to achieve better parent-child relationship.</p> <p>◇ Students would be encouraged to have active and positive attitude towards their challenges in life.</p>	



Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
	<ul style="list-style-type: none"> <li>● Teachers and parents were inspired by the guest speaker in the workshop. They found the materials helpful in increasing their understanding of the underlying causes of students' suicide.</li> <li>● An "Appreciation to Teachers" activity was held.</li> </ul>		
<p>B. Cultivating the attributes of Self-discipline and Responsibility</p> <p>1. <u>Class Management Program</u></p> <p>-- "Stars of the Month" and "Excellence in Punctuality Award" will be organized.</p> <p>-- A self-management session will be arranged for students to hand in their assignments between 8:20 a.m. and 8:30 a.m. each school day.</p> <p>2. <u>Uniform Groups and Talent-nurturing Courses</u></p> <p>-- All S.1 and S.2 students can choose to join either Civil Aid Service Cadet, character building training workshop, drama training course, musical instrument class, or mountaineering training in school.</p> <p>3. <u>Leadership Training Program</u></p> <p>-- Various leadership training programs will be organized for S.2 to S.5 student leaders of different committees.</p>	<p>◇ The target was mostly achieved.</p> <p>◇ From September to May, two "Stars of the Month" were elected in each class to recognize that they have no lateness record, no late submission of homework, and no disciplinary record in that month. The winners' lists of those months were announced in the morning assemblies. A specially designed clear folder was awarded to each 'Star' student. Through participating in the "Stars of the Month" program, students recognized the importance of self-discipline and they were motivated to behave well.</p> <p>◇ An Excellence in Punctuality Award Scheme was organized to promote the importance of being punctual. Book coupons would be awarded to the classes with excellent performance. 'Model Classes' were awarded for their remarkable performance in punctuality, reading session, homework submission, and attendance from September to May. Improvements were shown in students' performance in punctuality. Numerous classes have no lateness record. The total number of lateness record and the number of students with lateness record both had a falling trend. Both types of the figures showed improvement compared with the previous school year.</p> <p>◇ Teachers also found that more and more students were aware of the importance of submitting homework on time. They found it more convenient to spot out which students had handed in homework late, followed by taking remedial actions. They believe that as the scheme goes on,</p>	<p>◇ Students' self-management skills will further be nurtured.</p> <p>◇ Students' leadership skills will further be developed.</p> <p>◇ The school-based Leadership Training Programs would continue to be carried out to enhance students' leadership skills.</p> <p>◇ Junior form students would be encouraged to be student leaders and participate in the relevant training programs.</p> <p>◇ Support to Discipline Prefects would further be strengthened.</p> <p>◇ Class management would further be strengthened.</p>	

Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
<p>4. <u>Team Building Workshops</u>  -- One-day in-school team-building workshops will be organized for S.2 and S.4 students by service providers.</p> <p>5. <u>"Pupil Ambassador: Positive Life" Project</u>  -- Students would be nominated to participate in the Project organized by the Guidance and Discipline Section of the EDB.</p>	<p>students' performance in handing in homework will further be improved.</p> <p>✧ There were five sessions of mountaineering training every year for S.1 students. Students broadened their horizons in mountaineering, enriched their knowledge in outdoor adventure activities, and gained valuable experience through mutual cooperation tasks.</p> <p>✧ Various Leadership Training Camps were co-organized by the service provider in August for the Discipline Prefects, Student Counselors, Chairpersons and Vice-chairpersons of the ECA Clubs/Groups/Houses, ECA and Career Ambassadors. The leadership training camps were found effective in cultivating a sense of mission among the prefects and counselors. Student leaders participated found themselves more able to demonstrate a motivated and disciplined role and act as models among schoolmates. They had the confidence to work in a team and to take a leading role among fellow students.</p> <p>✧ Two one-day in-school team-building workshops were organized by service provider for S.2 and S.4 students every year. Such workshops enhanced the class spirit and strengthened the friendship among fellow students.</p> <p>✧ S.4 and S.5 students nominated participated in the "Pupil Ambassador: Positive Life" Project organized by the EDB. They gained valuable experience in organizing programmes to lead their fellow students to have a positive life attitude.</p>		

Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
<p>C. To broaden students' perspectives and raise their social awareness</p> <p>1. Hot issues with students' reflection will be discussed and displayed in the school lobby.</p> <p>2. Senior form students will be invited to share their views concerning the current issues from different perspectives during the morning assemblies.</p> <p>3. <u>Class posts</u> -- S.1 to S.3 students are encouraged to take up various posts in their classes and be student helpers in school functions.</p> <p>4. <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>5. Experiential activities to mainland China or other countries will be launched for both senior &amp; junior form students.</p>	<p>✧ The target was mostly achieved.</p> <p>✧ S.4 to S6 students were divided into groups during Liberal Studies lessons. They were asked to take turns to find some news they were interested in to discuss, comment and reflect in their classes each week. Group sharing of news was found effective in broadening students' perspectives of viewing current issues. They were more critical in thinking. Students found themselves more confident in sharing ideas with others and their social awareness was raised.</p> <p>✧ The newspaper extracts, commentaries, reflections and PowerPoint slides were displayed and revised regularly on two boards placed at the Covered Playground starting from October. The social awareness of the students responsible for the board display was raised. They reflected that the sorting process of their schoolmates' work was useful to them.</p> <p>✧ All junior form students have conducted discussions on current issues during Liberal Studies lessons. Their sharings were also displayed for other students' reference and were renewed monthly. Students were also invited to share their views on current issues in both Chinese and English during morning assemblies.</p> <p>✧ Various class posts were assigned to S.1 to S.3 students by class teachers. Examples are monitor, monitress, Class Association (Chairperson, Vice-chairperson, Secretary, Treasurer, General Affairs Coordinator, Recreation), Green Warden, ERS Ambassador, IT monitor, and Subject Representatives of different subjects. Through fulfilling their responsibilities, students recognized the importance of empathy and they were able to understand or feel other people's emotions, needs and concerns.</p> <p>✧ Three flag-selling activities were organized for all S.4 to S5</p>	<p>✧ Students' sense of responsibility would further be fostered.</p> <p>✧ An enthusiastic serving culture among students would be enhanced.</p> <p>✧ Students' community awareness would be enhanced.</p> <p>✧ Students' care and respect to their senior generations would be enhanced.</p>	

Targets & Implementation	Extent of Target Achieved	Follow-up Actions	Remarks
<p>6. Inauguration of STMGSS Elder Academy to encourage students to help the elderly lead an active and a flourishing life, and achieve inter-generational harmony.</p>	<p>students in September and March. With different experiences in contributing to society, students were able to understand and respond to the needs of others.</p> <p>✧ The programmes of STMGSS Elder Academy commenced from late November 2017. The aim is to encourage students to help the elderly lead an active and a flourishing life, and achieve inter-generational harmony. A talk on diabetes, a cooking workshop and a singing class were held in November 2017, February and April 2018 respectively. Students took an active role in running the STMGSS Elder Academy. They taught the elderly suitable exercise during the diabetes talk. In 健康美食曲奇製作, they made and enjoyed cookies with the elderly. Some A Cappella students taught them to sing. A harmonic atmosphere was cultivated through the communication between the students and the elderly.</p>		

**Appendix MJ2:**

**South Tuen Mun Government Secondary School  
Holistic Review on Major Concern 2 (2015-2018)**

**To enhance the effectiveness of learning and teaching**

<b>Task &amp; Implementation</b>	<b>Extent of Target Achieved</b>	<b>Follow-up Actions</b>	<b>Remarks</b>
<p>A.School / KLA / Departmental level The School provided support to refine the junior form curricula of different KLAs by:</p> <p>(i) increasing manpower to develop new curriculum: Language Arts.</p> <p>(ii) joining the school-based support programmes of EDB and/or CUHK.</p>	<p>The targets were fully achieved as follows:</p> <p>(i) The Language Arts Programme (LAP) for S.1-S.3 was launched.</p> <ul style="list-style-type: none"><li>● One additional Language Arts teacher (LAT) was employed to implement the program. LAP was incorporated in the junior form English Scheme of Work.</li><li>● Monthly activities related to English were arranged so as to provide more enriching learning experience for students.</li><li>● ‘Drama’ and ‘poem’ were introduced to S.1 and S.2 students and they enjoyed the new curriculum.</li></ul> <p>(ii) The Chinese Department worked with the Language Learning Support Section of EDB collaboratively. Opinions were given for improvement on the Junior Form curriculum design and helped design two teaching units on S.1 Chinese Classical teaching and Appreciation of Chinese Poems and Songs.</p>	<p>(i) Incorporated as routine work</p> <p>(ii) Incorporated as routine work</p>	

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<p>(iii) arranging split classes in S.1 &amp; S.3 English lessons to provide sufficient language support for students &amp; special program to support the high-fliers in S.2 &amp; S.5.</p>	<p>In addition, Chinese Language and Putonghua monthly activities were successfully organized to enhance students' interest in learning Chinese Language, including Poem and traditional Chinese folk songs appreciation, Couplets writing to celebrate Chinese New Year, Chinese Cultural knowledge Quiz Competition, Chinese Language Carnival, and seminar on writing by a young author.</p> <p>(iii) 2 weaker S.1 classes were split into 3 groups. The smaller class setting could provide a rich and stimulating English learning environment for students. S.3 splitting aimed at elite enhancement.</p> <p>In some writing lessons, the stronger students were grouped together to finish more challenging tasks while others were closely monitored by teachers to cater for learners' diversity.</p> <p>Although the 3 groups were still relatively weaker than elite classes, the students had made progress in English usage.</p> <p>Two outsourced enhancement classes were organized, including 'Writing for Fun' and 'Film Review'. All students successfully completed the workshops and finished their assignments.</p>	<p>(iii) Incorporated as routine work</p>	

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(iv) Language Across Curriculum (LAC)	(iv) The English Department was working with IS & Maths Department collaboratively by designing worksheets for teaching classroom language, phonics, vocabulary and sentence structures. It showed that students in weaker classes got considerable improvement.	(iv) Continue to be major concern in the next SDP	
(v) adding one more period to enrich the syllabus of S.1 Chi. History / CCA.	(v) One more period was added to S.1 Chi. History / CCA. Topics on 'Basic Law' and 'Personal Identity' were added to enrich the curriculum.	(v) Incorporated as routine work	
(vi) inviting KLAs/subject departments to identify an area of weakness of each subject and refine the pedagogy / curriculum design to improve the effectiveness of L&T.	(vi) Teachers of Liberal Studies (LS) joined the collaborative learning programme organized by EDB. Lesson observations and professional sharing sessions among LS teachers of different schools were arranged.	(vi) Incorporated as routine work	
(vii) Other departments employed appropriate measures to improve students' answering and presentation skills in doing assignments so as to	(vii) All subject departments identified areas of weaknesses in their subject areas which were written into program plans.	(vii) Incorporated as routine work	
(a) demonstrate their sound understanding of the key ideas of the subject content	<ul style="list-style-type: none"> <li>● Teachers, in different subject departments, designed different assignments, including oral presentation and project work as well as written reports in order to train students' writing and speaking skills.</li> </ul>		
(b) better equip students in analyzing and answering essay questions in English.	<ul style="list-style-type: none"> <li>● Some departments taught students subject-based vocabulary so that students were able to use the right vocabulary to write or present their reports orally precisely and accurately. They also used worksheets to teach students</li> </ul>		
Questions on improving students' answering skills were incorporated in the design of			

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<p>assignments. Students' presentation skills were assessed through oral presentations, project work and written reports.</p> <p>(viii) To promote STEM education related activities (KLAs of Science, Technology and Mathematics) through CCA in S.3 classes.</p>	<p>to tackle the problems with different question types. Video clips were also used to enhance students' subject knowledge.</p> <p>(viii) (1) <u>CIT &amp; ICT Department (S.1)</u>:</p> <ul style="list-style-type: none"> <li>● Students have well-acquired the knowledge of Robotics and programming using mBot as an interface.</li> <li>● A traffic light system was designed and operated using Arduino.</li> <li>● Students' interest in programming has been aroused.</li> </ul> <p>(2) <u>IS Department (S.2)</u>:</p> <ul style="list-style-type: none"> <li>● Through the project, students have learnt how to present the data collected and solve problems in daily life. In addition, students show more concern about noise pollution.</li> <li>● Reflections were also shared on the display board and school news.</li> <li>● Students acquire more scientific knowledge, their interest in science was inspired, their creativity was cultivated, and their collaboration and problem-solving skills were polished.</li> <li>● Students who participated in the Australia Big Science Competition 2018 received their own certificates that recognized their achievement and an individual report detailing their performances.</li> </ul> <p>(3) For CCA in S.3, students who had completed their product design had set up a trade fair to showcase their products on Parents' Day. At the end of the year, a</p>	<p>(viii) Continue to be major concern in the next SDP</p>	



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(ix) To create an e-learning environment to enhance learning effectiveness	<p>team of S.3 students was awarded the ‘Best Design Award’ and ‘Best Promotion Award’ while the other two teams were awarded ‘Environmentally Friendly Award’ and ‘Best Return Award’ respectively. Students acquired practical knowledge about creating and designing a product of their own choice.</p> <p>(ix) Installation of Wifi network was completed and 55 iPads were purchased so that students could enjoy e-learning in lessons and they used the Apabi Reader to read e-books in school.</p>	(ix) Continue to be major concern in the next SDP	
<p>B. Teacher-level</p> <p>To promote cooperative teaching among teachers by:</p> <p>(i) identifying the core parts of the syllabus of each level, refining the pedagogy to ensure students are taught the core parts of different subjects, and refining the modes of assessment to enhance the effectiveness of L&amp;T</p>	<p>The targets were fully achieved as follows:</p> <p>(i) All subject departments identified the core parts of the syllabus of each level in the junior forms which were stated in the Scheme of Work.</p> <p>To refine the modes of assessment in S.1 and S.2 Integrated Science and Liberal Studies, in addition to written examinations, students' performances in oral presentation, skills in practical tests and project learning were included in the assessment.</p> <p>To review the curriculum design in S.3 curriculum, students had completed the syllabus of Liberal Studies in the first term while Geography was taught in the second term.</p>	(i) Incorporated as routine work	

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<p>(ii) forming learning circles to conduct peer lesson observations and refining the curriculum design to improve L&amp;T</p> <p>(iii) attending at least one course related to curriculum design to enrich knowledge on curriculum design/review of the HKDSE academic structure to enrich knowledge on language support.</p>	<p>(ii) Teachers of Liberal Studies and Health Management and Social Care (HMSC) joined the learning circles with other schools. Regular professional sharing sessions were conducted throughout the year.</p> <p>Teacher of HMSC joined the North-West Learning Circle for lesson preparation.</p> <p>(iii) Most teachers completed at least 2 training courses organized by the EDB or other educational institutions.</p> <ul style="list-style-type: none"> <li>● For Chinese, English and L.S. Departments, there was a Common Lesson Preparation period every week for teachers to discuss, prepare and share teaching materials and teaching strategies with each other.</li> <li>● The Chinese Department had worked with the Language Learning Support Section of EDB to design Classical Chinese teaching units. With the teaching support offered by the Language Learning Support Section, the teachers were able to improve teaching strategies and cater for the needs of students.</li> <li>● The school arranged a visit for teachers to the Hong Kong Institute of Vocational Education (Tuen Mun Campus) on the first Staff Development Day.</li> <li>● Each teacher attended at least one relevant training course/peer lesson observation related to language learning and the enhancement of students' language proficiency.</li> </ul>	<p>(ii) Incorporated as routine work</p> <p>(iii) Incorporated as routine work</p>	

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	<ul style="list-style-type: none"> <li>Teachers joined the Joint Government Secondary School Development Day. They took that precious opportunity to share their views on learning and teaching strategies with teachers from other Government Schools.</li> </ul>		
<p>C. Student-level</p> <p>(i) S.1 students formed study groups for cooperative learning.</p> <p>(ii) 'My Personal Development Profile in Learning' was launched for students with greater learning diversity to keep track with their pace and performance in learning.</p> <p>(iii) Special programs / assistance were provided for students to cater for their diversified study habits to prepare them for DSE.</p>	<p>The targets were mostly achieved as follows:</p> <p>(i) Study groups were formed in S.1 for students to participate in the 'After School Support Programme'. They were engaged in cooperative learning activities which aimed at improving their language skills, study skills, time &amp; stress management skills, conduct, concentration and attentiveness. Moreover, school-based Careers &amp; Life Planning worksheets were designed for students to set their goals and plan their lives.</p> <p>(ii) "My Personal Learning Profile" was distributed to students to record and evaluate their studies.</p> <p>(iii) The Chinese Department had held a seminar on Exam Skills of DSE so that students were able to grasp more exam skills and the most updated information of DSE. After the mock exam, the school had arranged a timetable for exam paper evaluation for the students. Students benefited from teachers who evaluated the mock papers as</p>	<p>(i) Incorporated as routine work</p> <p>(ii) Continue to be major concern in the next SDP</p> <p>(iii) Continue to be major concern in the next SDP</p>	

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<p>(iv) To broaden students' horizons by introducing them to learn the language/culture of countries related to 'Belt and Road Initiative'.</p>	<p>well as their strengths and weaknesses in the mock exam. During the Post Yearly Examination Period, the school arranged supplementary lessons to discuss S.5 students' strengths and weaknesses in the yearly examination to prepare them for the DSE.</p> <p>(iv) A teacher speaker conducted 2 identical sharing sessions of travelling experience of countries along the Belt and Road. A film on the Belt and Road initiative was shown. Students wrote their evaluations after watching the film. The sister school from Shenzhen visited our school. Among different events, our teachers organized an activity called 'The Cultures of Countries along the Belt and Road'. Display boards featuring the Belt and Road Initiative and national costumes were on display. Our ethnic minority students wore their national costumes which won the admiration of teachers and students from the sister school.</p>	<p>(iv) Well-received by students</p>	
<p>(v) a. To engage students in hands-on activities and competitions that offer opportunities to promote STEAM education. b. To introduce solar cars or boats in Science Club activities to arouse students' interest in STEAM-related areas, enhance their creativity, and polish their collaboration and problem-solving</p>	<p>(v) Board for STEM-related programs had been displayed near the school entrance to report S.1 Science Museum visit and HK Technology &amp; Renewable Energy Events 2017. Students also joined different competitions as follows:</p> <ul style="list-style-type: none"> <li>✦ HK Technology &amp; Renewable Energy Events 2017: The team had won 3rd Place in the solar car race and Second Prize for Best Design of the solar car.</li> <li>✦ Smart City Project Programme 2017/18: Three teams out of four had been selected for the second-round.</li> </ul>	<p>(v) Continue to be major concern in the next SDP</p>	

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skills.	<p>They joined a 2-day-1-night Smart City Induction Trip, a STEM Education Day Camp, and other training programmes. Each selected team had submitted a detailed report of the project study in mid-April 2018.</p> <p>✦ High-fliers in Science and Maths of S.1, S.3 and S.4 were selected to participate in the Australia Big Science Competition 2018 during the post-exam period. Students were tested critical thinking skills, problem-solving skills and science knowledge in the competition.</p> <p>STEM workshops on Glider and Hovercraft for S.1 and S.2 students, and visit to STEAM VR Center for S.3 students, were organized as post-exam activities.</p>		

**Appendix MJ3:**

**South Tuen Mun Government Secondary School**  
**Holistic Review on Major Concern 3 (2015-18)**

**Effectiveness of the previous School Development Plan**

<b>Major Concerns</b>	<b>Extent of targets achieved, e.g.:</b> <b>Fully Achieved;</b> <b>Partly achieved;</b> <b>Not achieved</b>	<b>Follow-up action, e.g.:</b> <b>Incorporated as routine work;</b> <b>Continue to be major concerns in the next SDP;</b> <b>Others</b>	<b>Remarks</b>
<b>3. Career &amp; Life Planning Education - Whole School Approach</b>	<ul style="list-style-type: none"><li>•The whole school approach in promoting Career &amp; Life Planning Education was fully achieved.</li><li>•CLP Committee further enhanced the collaboration with functional teams (such as Discipline Team, Counselling Team, OLE Team and Sister School Team), subject departments (such as Chinese Department, English Department, LS Department, Music Department, ICT Department, Chemistry Department, Curriculum and Streaming Committee) and other stakeholders (such as alumni, Parent-Teacher Association and school social worker) to<ul style="list-style-type: none"><li>(i) foster students' self-understanding, personal planning and goal setting;</li><li>(ii) equip students with the knowledge, skills and attitude to make wise choices of subjects and career in accordance with their interests, abilities and orientations.</li></ul></li></ul>	(1) CLP activities would be incorporated into routine work in the coming SDP.	

Major Concerns	Extent of targets achieved, e.g.: Fully Achieved; Partly achieved; Not achieved	Follow-up action, e.g.: Incorporated as routine work; Continue to be major concerns in the next SDP; Others	Remarks
<b>3. Career &amp; Life Planning Education - Whole School Approach</b>	<ul style="list-style-type: none"> <li>•With more CLP information provided for parents, the number of telephone calls consulting JUPAS application procedures from parents lowered.</li> <li>•From the survey of career interviews, S.3 and S.6 students reflected that the advice provided by the CLP teachers could help them choose NSS subjects and JUPAS programme choices wisely respectively.</li> </ul>		