

South Tuen Mun Government Secondary School

Annual School Plan

2024 – 2025

Major Concerns:

- 1. Promoting self-directed learning and enhancing learning efficiency**
- 2. Establishing healthy lifestyle for students and enhancing their resilience towards challenges**

South Tuen Mun Government Secondary School
Annual School Plan 2024 - 2025

Major Concern 1: Promoting self-directed learning and enhancing learning efficiency						
Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1 Through enhancing learning motivation to promote self-directed learning.	<p>1.1 Implement e-learning to enhance students' learning interest</p> <ul style="list-style-type: none"> - At least one teaching package with eLearning is provided at every level and every subject - Utilize learning platforms for lesson preparation and extended learning activities strategically 	Whole Year	<ul style="list-style-type: none"> • Teachers adopt e-learning to enhance students' learning motivation and promote self-directed learning. • Each subject provides questions and/or learning materials on selected platform(s) 	<ul style="list-style-type: none"> • APASO Survey • Evaluation reports from Subject departments 	<ul style="list-style-type: none"> • All teachers • Department Head of all subjects • IT Support Team 	<ul style="list-style-type: none"> • Funding for Teacher Professional Development Workshops • Common lessons for collaborative teaching preparation • OEP • CS Grant • LWL Grant • ECA Fund
	<p>1.2 Promote cross-KLA project-based learning activities to create a collaborative learning atmosphere</p> <ul style="list-style-type: none"> - S2 students complete a cross-KLA project in STEAM and PE - S1 students complete a cross-KLA project in STEAM and a language subject 		<ul style="list-style-type: none"> • Subject departments implement cross-KLA project-based learning activities • Students agree that their self-directed ability is enhanced by mastering the learning skills. 	<ul style="list-style-type: none"> • Evaluation reports from Subject departments • Students' feedback 	<ul style="list-style-type: none"> • Department head / Convener of STEAM 	
	<p>1.3 Cultivate the correct information literacy attitude towards self-directed learning</p> <ul style="list-style-type: none"> - Students have the ability and attitude that would lead to an effective and ethical use of information when locating, evaluating, extracting, organizing and presenting information - Information literacy is promoted to S1 students in CES, S1-S3 students in CIT, and S4-S5 students in ICT - Students apply information literacy in subjects 		<ul style="list-style-type: none"> • Students adopt the correct information literacy attitude towards self-directed learning. 	<ul style="list-style-type: none"> • APASO Survey • Teacher observation 	<ul style="list-style-type: none"> • All teachers • IT department 	

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2 Consolidate students' learning skills and enhance their self-learning ability	<p>2.1 Cultivate a culture of “reading to learn” to enhance students’ capacity for life-long learning</p> <ul style="list-style-type: none"> - Reading periods are conducted. Students record their reading in Reading Passports - Class readers are adopted in Chinese and English, and included in formal assessments - Co-curricular activities (e.g. Book Recommendation Competition) are organized with Reading to Learn Committee 	Whole Year	<ul style="list-style-type: none"> • Teachers design “reading to learn” materials. • Subject departments participate in Book Recommendation Competition-based learning • 70% of students agree that they have adopted the correct information • 70% teachers design “reading to learn” materials. 	<ul style="list-style-type: none"> • Students’ feedback • Teachers’ observation • APASO Survey 	<ul style="list-style-type: none"> • Reading to Learn Committee • Department head of Chinese Language and English Language 	<ul style="list-style-type: none"> • Funding for Teacher Professional Development Workshops • Common lessons for collaborative teaching preparation • OEP • CS Grant • LWL Grant • ECA Fund
	<p>2.2 Develop students’ learning and generic skills to enhance learning efficiency</p> <ul style="list-style-type: none"> - Note-taking workshop is provided to S1 students - Learning beyond the classroom activities are provided to students 		<ul style="list-style-type: none"> • 70% of students agree that their self-directed ability is enhanced by mastering the learning skills 	<ul style="list-style-type: none"> • Students’ feedback • Teachers’ observation • APASO Survey 	<ul style="list-style-type: none"> • Academic Enhancement and Curriculum Development Committee 	
	<p>2.3 Strengthen time management methods and techniques to enable students to set learning goals</p> <ul style="list-style-type: none"> - Workshops on goal-setting are provided to S1 students by Discipline Committee, S2 students by Counseling Committee and S3 students by CLP Committee during class periods 		<ul style="list-style-type: none"> • 70% of students agree that they have set learning goals 	<ul style="list-style-type: none"> • Students’ feedback • Teachers’ observation 	<ul style="list-style-type: none"> • Discipline & Values Education Committee • Guidance, Counselling & Life Education Committee • Career & Life Planning Education Committee 	

Major Concern 2: Establishing healthy lifestyle for students and enhancing their resilience towards challenges

Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. Cultivate students' physical fitness and good eating habits through</p>	<p>1.1 Implementation of the whole-school physical fitness program.</p> <ul style="list-style-type: none"> - In 2024/2025, enroll in physical activities to allow students to be aware and exercise their bodies through sports. 	<p>Whole Year</p>	<p>a. 70% students enrolled in the school sports teams or enrolled in physical activities.</p>	<ul style="list-style-type: none"> • Questionnaires • Interviews and discussions with students • Oral feedback from class teachers and other teachers concerned 	<p>Teachers and Student Leaders of Student Development Committee including:</p> <ul style="list-style-type: none"> • ECA Committee • Class Clubs • Functional Teams, Societies and Clubs 	<p>Human Resources:</p> <ul style="list-style-type: none"> • Teachers and Student Leaders of Student Development Committee • Functional Teams, Societies & Clubs.
	<p>1.2 Promotion of healthy eating habits and a balanced diet</p> <ul style="list-style-type: none"> - In 2024/2025, organize the 'Healthy School Program' together with fruit eating promotion activities to emphasize the importance of healthy eating and provide students with relevant knowledge and skills. - Design in-class activities in various subjects to consolidate the awareness of maintain a healthy eating habits and a balanced diet. 		<p>b. 70% students agree that they are developing healthy eating habits and a balanced diet</p>	<ul style="list-style-type: none"> • Observation of students' performance in class, workshops and activities • Observation of students' performance and participation in activities 	<ul style="list-style-type: none"> • Health & Sex Education • Healthy School Program • Related subjects e.g. HE, PTH, VA 	<ul style="list-style-type: none"> • Life-wide Learning Committee <p>Financial resources:</p> <ul style="list-style-type: none"> • ECA Fund/ Subject Grant/ LWL Fund • MVPA60 Grant • Mental Health Grant

Major Concern 2: Establishing healthy lifestyle for students and enhancing their resilience towards challenges

Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Cultivate students' physical fitness and good eating habits through	<p>1.3 Promote students' physical and mental health through "An Art and a Sport for Life Scheme"</p> <ul style="list-style-type: none"> - In 2024/25, encourage S1-3 students to be a member of one of the uniform groups. - In 2024/25, encourage S1 students to be a member of a club in Aesthetic Domain or Sport Domain. 	Whole Year	c. 70% S1-S3 students are enrolled in uniform groups, aesthetic or sports clubs/teams	<ul style="list-style-type: none"> • Questionnaires • Interviews and discussions with students 	<ul style="list-style-type: none"> • Uniform Groups • Aesthetics Sports, Clubs and Society 	<p>Human Resources:</p> <ul style="list-style-type: none"> • Teachers and Student Leaders of Student Development Committee • Functional Teams, Societies & Clubs. • Life-wide Learning Committee <p>Financial resources:</p> <ul style="list-style-type: none"> • ECA Fund/ Subject Grant/ LWL Fund • MVPA60 Grant • Mental Health Grant
2. Enhance students' immunity to cope with challenges with a positive mindset through	<p>2.1 School-based reading period, assembly speeches, homeroom .teacher sharing classes</p> <ul style="list-style-type: none"> - In 2024/2025, invite guest speakers, social workers, medical experts, psychologists, etc. to the school to give lectures to students on how to enhance their immunity and positive mindset. - In 2024/25, each functional team will take up at least one session of class Periods / assembly speeches to enhance students' self-worth and value/ - In 2024/25, organize the 'Good People Good Deeds Recognition Scheme' in the LWL period to promote caring and appreciation among students. 		d. 70% students agree that they are developing a positive mindset	<ul style="list-style-type: none"> • Oral feedback from class teachers and other teachers concerned • Observation of students' performance in class, workshops and activities • Observation of students' performance and participation in activities 	<ul style="list-style-type: none"> • Discipline & Value Education Committee • Guidance, Counselling & life Education Committee • National Security Education Committee • Reading to Learn Committee 	

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Targets	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2. Enhance students' immunity to cope with challenges with a positive mindset	<p>2.2 Organize 'Failure Week' activities</p> <ul style="list-style-type: none"> - Arrange various failure-related activities in the school for one week, such as failure sharing sessions and failure classes. 	Whole Year	e. 70% students agree that they are becoming more resilient and willing to accept failure	<ul style="list-style-type: none"> • Questionnaires • Interviews and discussions with students 	<ul style="list-style-type: none"> • Discipline & Value Education Committee • Guidance, Counselling & life Education Committee • National Security Education Committee 	<p>Human Resources:</p> <ul style="list-style-type: none"> • Teachers and Student Leaders of Student Development Committee • Functional Teams, Societies & Clubs. • Life-wide Learning Committee <p>Financial resources:</p> <ul style="list-style-type: none"> • ECA Fund/ Subject Grant/ LWL Fund • MVPA60 Grant • Mental Health Grant
	<p>2.3 Promote the 'Whole School Health Program' for the whole school to enhance students' positive energy and social well-being.</p> <ul style="list-style-type: none"> - In 2024/25, set up a Sunshine Corner, organize "Wonderful Teen Programme" - Implement "4R Mental Health Charter" Scheme to organize activities and programs related to the 4R Charter, e.g. 'Rest', 'Relationship', 'Relaxation', 'Resilience'. 		f. 70% students agree that they are developing a positive energy, feeling more relaxed, and having a better relations with others.	<ul style="list-style-type: none"> • Oral feedback from class teachers and other teachers concerned • Observation of students' performance in class, workshops and activities • Observation of students' performance and participation in activities 		