South Tuen Mun Government Secondary School
Annual School Plan (2017-18)

Major Concern 1 : Character Building - To experience personal growth and complete the mission of an upright youth

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required

A. Holistic Development
 	
My Profile Scheme
 	
Joyful@School Campaign
	"My Profile" Scheme
	
	1. All S.1& S.4 students should prepare their Portfolio (My Profile) in character building.
	
	2. Class teachers serve as mentors and give advice and monitor students' progress and performance throughout the year. As the new comers as well as the students of senior secondary one, all S.1 & S.4 students are required to plan for their
	
	  (i) Whole-person development/ Achievements in their secondary school life,
	
	  (ii) Extra-curricular activities/ OLE,
	
	  (iii) Personal images and core values in life,
	
	4. Group interviews with students will be conducted for sharing of experiences/good learning practices/ ideas.
		1. Students are able to set appropriate goals and action plans and to achieve them.
		
		2. Students are able to do self-reflection and evaluate their plans.
		
		3. Students show improvement in their self-learning and self-management abilities.
		
		4. At least 2 interviews with students will be launched in a year with class teachers / assistance class teachers.
			1. Teachers' observation
			
			2. Students' survey
			
			3. Students' and Parents' feedback
				2017 to 2018	1. Student Support Board
					
					2. Team Leader of Major Concern 1
					
					3. S.1 and S.4 Class Teachers and Assistant Class Teachers
						$5,000
						
						(500 x $10*)
						
						from ESCBG
						
						*Estimated unit production cost of the school -based "My Profile" booklet

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Joyful@School Campaign Through experiential learning, fostering a caring atmosphere, and introducing a "Guardian" concept, it is hoped to achieve the following objectives : 1. to raise students' up in positively facing the challenges in secondary school years; 2. to raise students' up in dealing with adversity and equip them with the factors contributing to their mental health; 3. to strengthen the positive mind of students who find difficulty in dealing with adversity; 4. to raise students' communication skills and learning to share their feelings with others.	1. Students are able to set appropriate action plans to achieve the goals in secondary school life. 2. Students are able to motivate themselves in times of adversity. 3. Students show improvement in their self-motivating and self-management abilities.	1. Teachers' observation 2. Students' survey 3. Students' and Parents' feedback	2017 to 2018	Team Leader and members of the Joyful@School Campaign	Funding from Quality Education Fund

	Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
B.	Cultivating the attributes of Self-discipline and Responsibility	1. <u>Class Management Program</u> -- "Stars of the Month" and "Excellence in Punctuality Award" will be organized. -- A self-management session will be arranged for students to hand in their assignments in the time period between 8:20 a.m. and 8:30 a.m. each school day 2. <u>Uniform Groups and Talent-nurturing Courses</u> -- All S.1 students can choose to join either Civil Aid Service Cadet, character building training workshop, drama training course, or musical instrument class in school. 3. <u>Leadership Training Program</u> -- Various leadership training programs will be organized for S.2 to S.5 student leaders of different committees.	1. Students participate actively in the Class Management Program. 2. At least 90% of S.1 students participate in uniform group training, character building training workshop or talent-nurturing courses. 3. More than 50% of students show improvements in their self-discipline and self-management skills. 4. At least one leadership training program organized for the student leaders and is found effective and well received by teachers concerned in developing students' leadership skill.	1. Teachers' observation and recommendation 2. Record of students' lateness 3. Record of students' assignments 4. Students' attendance in uniform groups training 5. Students' performance in the leadership training programs 6. Feedback from outside school organizations 7. Performance of the student leaders 8. Students' survey	2017 to 2018	1. Student Support Board 2. Team Leader of Major Concern 1 3. Discipline Committee 4. Guidance Committee 5. ECA Committee 6. Teachers in charge of the uniform groups and talent-nurturing courses 7. Class Teachers 8. Subject Teachers	Clear Holders : $4,000 (SMI) Book Coupons : $3,000 (School fund) Training Program: $90,000 (Beat Drugs Fund)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	4. Team Building Workshops -- One-day in-school team-building workshops will be organized for S.2 and S.4 students by service providers.	5. At least 80% of the student leaders attend the training programs and find the programs effective in developing their generic skills.				
C. To broaden students' perspectives and heighten their social awareness	1. Hot issues with students' reflection will be discussed and displayed in school lobby. 2. Senior form students will be invited to share their views concerning the current issues from different perspectives during the morning assemblies. 3. Class posts -- S.1 to S.3 students are encouraged to take up various posts in their class and as student helpers in school functions.	1. Students are responsive to care about the social issues and at least 10 students are invited to share their reflections with other schoolmates by different means. 2. At least 50% of S.1 to S.3 students have taken up class posts or being student helpers once in their junior form years. 3. S.4 and S.5 students can fulfill the OLE requirement in social service.	1. Teachers' observation 2. Students' OLE Record 3. Students' performance	2017 to 2018	1. Student Support Board 2. Team Leader of Major Concern 1 3. Liberal Studies Department 4. Class Teachers 5. Teacher in charge of the OLE Team	$1,000 (SMI) $4,000 (LWL fund)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	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). 5. Experiential activities to mainland or other countries will be launched for both senior & junior form students. 6. Foundation of STMGSS Elder Academy to encourage students to help the elderly lead an active and flourishing life and achieve inter-generational harmony.	4. At least two cultural exchange visits to mainland / other countries could be launched during the school year. 5. At least three learning courses are organized for the elders.			6. ICT Dept, PTA, SSW	$122,000 for 3 years from Elder Academy Development Foundation (Pending application)

Major Concern 2: Enhancing the effectiveness of learning and teaching

              - by improving students' language abilities and technological knowledge to face the challenges in the 21st Century

Aims:

1. **Improving students' language proficiency and understanding of subject contents conducted in English.**
2. **To promote STEAM education with a view to nurturing students' learning interest, enhancing their creativity, collaboration and problem solving skills as well as developing their innovativeness.**
3. **To build up an e-Learning environment to enhance learning effectiveness.**

1. LAC (Language Across Curriculum)
   Objective: Improving students' language proficiency and understanding of subject contents conducted in English.

Target	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
(A) School/KLA/ Departmental Level	**English Department** 1. <u>Using of Classroom Language</u> (CL) to facilitate daily teacher/students-students interaction. 2. <u>Teaching of Phonics</u> Language Arts teachers (LATs) incorporate the teaching of the **letter-sound relationships**	**English Department** Students can express themselves accurately and follow teacher's instructions in different classroom contexts.	Teacher's observation in class.	HODs and subject teachers	
	Departments using EMI 1. <u>Aligning language dimension with specific content target</u> in scheme of work and lesson planning. 2. <u>Using of Classroom Language</u> (CL) to facilitate daily teacher/students-students interaction. 3. <u>Reinforcing phonics</u> skills taught by ETs to help students' read aloud texts (not reading for meaning) and spelling. 4. Explicit teaching of the subject-specific language features to help students understand a particular subject content, e.g. *IS: classification ~ ..... is a type of .....* *Maths: hypothesis ~ If ....., then .....*	**Departments using EMI** 1. Scheme of work 2. Students can follow teachers' instructions. 3. Students can read aloud unfamiliar words and achieve accuracy in Dictation. 4. Most students can answer the questions in assignments and assessments with the help of the subject-specific language features learnt.	1. Reviewing EMI teachers' language instructions and content instructions. 2. Teachers' observation in class. 3. Dictation on subject-specific vocabulary in EMI lessons. 4. Teachers' feedback	HODs and teachers of EMI subjects	
(B) Teacher level	1. **Inter-departmental sharing** a) <u>ETs provide EMI Ts with a reference list of Classroom Language</u> necessary to deliver the subject contents b) EMI Ts consult ETs about phonics and their limitations. c) <u>EMI Ts and ETs cross-reference their teaching contents</u> to elaborate the identified subject-specific language features. 2. **Professional development** Equipping teachers with linguistic and pedagogical principles and knowledge to implement Language Across Curriculum (LAC)	1. EMI Ts employ the list of Classroom Language and reinforce phonics in class. 2. Teachers concerned are encouraged to attend training sessions related to Language Across Curriculum (LAC)	Feedback from HODs and subject teachers.	HODs and teachers concerned	

Target	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
(C) Student level	**Cross-Curricular Projects** Providing students with opportunities & learning materials to use language for authentic communication.	Students present findings in written reports or oral presentation.	Teacher's assessment	Teachers concerned	$5000

2. STEM
Objective: To promote STEAM education with a view to nurturing students' learning interest, enhancing their creativity, collaboration and problem solving skills as well as developing their innovativeness.

Target	Strategies	Success Criteria	Methods of Evaluation	People in charge	Resources Required
(A) School/KLA/ Departmental level	(1) <u>CIT & ICT Department (S.1):</u> ● To introduce mBot in Computer Literacy curriculum to facilitate students to integrate and apply STEAM-related knowledge and skills ● Using mBot as a tool to learn Robotics, programming, and Arduino (2) <u>IS Department (S.2):</u> ● Using decibel meter to conduct Scientific investigation on noise pollution in Integrated Science curriculum ● To take a team-based approach to tackle real world problems and challenges	Students show interest in learning STEAM knowledge and equip skills to solve difficult problems.	Reviewing students' performance in assignment/ oral presentation/ project work/ written report	KLA coordinators, HODs and subject teachers	EDB STEM one-off grant
(B) Student level	● To engage students in hands-on activities and competitions that offer opportunities to promote STEAM education ● To introduce solar cars or boats in Science Club activities to arouse students' interest in STEAM-related areas, and enhance their creativity, collaboration and problem solving skills	STEAM-related activities & competitions are organized and participated. About 80% of student participants in STEAM related activitite instill a passion for inquiry, integrate and apply STEAM-related knowledge and skills through solving problems and creating innovative designs.	Reviewing students' performance in activities and competitions	Teachers related to STEAM education and Club i/c	

3. E-learning

Objective: **To build up an e-Learning environment to enhance learning effectiveness.**

Target	Strategies	Success criteria	Method of Evaluation	People in charge	Resources Required
(A) To setup infrastructure and purchase hardware equipment	(i) Build WiFi network in school campus	All locations, except the playground, in the school campus where teaching and learning activities will be conducted are installed with WiFi network.	The installation of WiFi network will be completed in Sept 2017	IT Team, TSSO	$194,436
	(ii) Purchase tablet computers	At least 40 tablet computers are purchased to facilitate the implementation of e-learning		IT Team, TSSO	$120,000
(B) To enhance effective e-learning	(i) Apply e-learning in lessons with tablet computers and / or WiFi network	At least ONE activity using tablet computer and / or WiFi network is organized in Computer & IT, Mathematics and Science lesson for all junior classes.	Reviewing students' performance in assignments/projects	HODs and subject teachers of target subjects	
	(ii) Apply e-learning in ECA activities with tablet computers and / or WiFi network	At least ONE activity using tablet computer and / or WiFi network is organized in Computer Club, Mathematics Club and Science Club.	Teachers' feedback	Staff members of target ECA clubs	
	(iii) Apply e-learning in Cross Curricular activities with tablet computers and / or WiFi network	At least ONE activity using tablet computer and / or WiFi network is organized in Technology KLA, Mathematics KLA and Science KLA.	Teachers' feedback	Staff members of target ECA clubs	
	(iv) Conduct reading activities with tablet computers and / or WiFi network	At least ONE reading period using tablet computer and / or WiFi network is organized in all junior classes.	Teachers' observation in class	Assistant class teachers	

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Major Concern III: To foster a whole school approach for Career and Life Planning Education---to work in collaboration with other stake-holders (parents, alumni, etc.)

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1)To foster students' self-understanding, personal planning, and goal setting under the wise guidance of their parents	a) <u>S1 Orientation cum Career and Life Planning Education (CLP) for Parents of S1 students</u> To invite a professional to deliver a talk on Career and Life Planning	● The feedback is positive.	● Observe the response of the parents and students.	Aug 2017	School Social Worker & CLP Committee	-
	b) <u>PTA AGM cum Career & Life Planning Education for Parents of S1 to S6 students</u> To invite a professional body to deliver a talk on Drug Test	● The feedback is positive.	● Observe the response of the parents and students.	Oct 2017	Discipline Committee & CLP Committee	NGO service provider
2) to equip students with the knowledge, skills and attitude to make wise choices of subjects and careers in accordance with their interests, abilities and orientations	(a) <u>S3 Subject Selection Seminar cum CLP Education for Parents of S3 Students</u> To invite a professional to deliver a talk on CLP	● The feedback is positive.	● Observe the response of the parents.	Dec 2017	Discipline Committee & CLP Committee	NGO service provider
	(b) <u>Key Dates on 2018 JUPAS Application for Parents of S6 Students</u> To gain the support of S6 parents by informing S6 parents the Key Dates on 2018 JUPAS Application	● All S6 parents agree to collaborate with the school to supervise their children to submit their 2018 JUPAS Application via their JUPAS accounts on time and set goals in the HKDSE examination.	● Collect the signed reply slips of parents' letter.	Sept 2017	CLP Committee	-

Objectives	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2) to equip students with the knowledge, skills and attitude to make wise choices of subjects and careers in accordance with their interests, abilities and orientations (Con't)	(c) Parents' Day cum CLP Education for Parents of S4 to S6 Students (i) To invite professional body to deliver a talk on Post S6 Pathways (中六升學出路)	● The feedback is positive.	● Observe the response of the parents.	Feb 2018	Friends of Scouting & CLP Committee	-
	(ii) To invite professional body to deliver a talk on Strategies for the Selection on JUPAS Programmes (聯招選科攻略)	● The feedback is positive.	● Observe the response of the parents.	Feb 2018	Friends of Scouting & CLP Committee	-
	(d) PTA AGM cum Career & Life Planning Education for Parents of S1 to S6 students To arrange a quiz on local education during the PTA-AGM	● Parents familiarize with the local education and win the prizes.	● Observe the response of the parents.	Oct 2017	PTA & CLC	$1,000 for prizes
	(e) Mentorship Programme (S4 – S5 students) To arrange Mentorship Programme for S4 - S5 students (2017-18)	● Students form a platform (e.g. e-mail, WhatsApp) to communicate with alumni and get advice on career and life planning.	● Collect feedback from students-concerned.	Feb, 2018	Alumni, LMP & CLP Committee	-