

Tuen Mun Government Secondary School
Annual School Plan (2025/26)

Major Concern 1 : To build a vibrant learning community in pursuit of academic excellence

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To create vibrancy in learning	1.1.1 Building a supportive and interactive study environment (a) Conducting peer sharing and group activities in class (b) Holding inter-class subject-related activities or competitions (c) Reserving a mini-exhibition area (outside the Lecture Theatre) for subject-related sharing	Over 65% of students agree that the activities can give them more support in learning.	<ul style="list-style-type: none"> ● Inspection of programme plans ● Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> ● Prefects of Studies ● HODs ● HOCs ● Subject teachers 	<ul style="list-style-type: none"> ● LWL Grant ● ECA Fund

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To tap into opportunities conducive for learning	1.2.1 Fostering students' creativity (a) Showcasing students' creativity developed in different subjects in major school events, e.g. Open Day (b) Displaying students' good works showing creativity around the school campus	Over 65% of students agree that there are ample opportunities encouraging their development of creativity.	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • STEAM Education i/c • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • Reading Grant
	1.2.2 Promoting biliteracy and trilingualism (a) Recommending activities enhancing students' Chinese and English proficiency (b) Showcasing students' biliterate and trilingual abilities -Sharing Chinese classical novels, fables (stories with morals), music, cuisine, etc. in Putonghua or in English supplemented by Putonghua (c) Posting Chinese proverbs with English translation on the school campus	Over 65% of students agree that they are given more opportunities to enhance their biliterate and trilingual abilities.	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • Reading Grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	1.2.3 Injecting new ideas into STEAM teaching (a) Incorporating STEAM elements into different KLAs -Providing STEAM-related reading materials -Performing STEAM-related tasks in the subject -Equipping students with problem-solving and critical thinking skills	All KLAs incorporate STEAM elements into the subjects concerned	<ul style="list-style-type: none"> ● Inspection of programme plans ● Feedback from teachers and students ● Teachers' training records ● Lesson observation 	Whole school year	<ul style="list-style-type: none"> ● Prefects of Studies ● KLA Coordinators ● HODs ● HOCs ● STEAM Coordinator ● STEAM Education i/c ● Subject teachers 	<ul style="list-style-type: none"> ● LWL Grant ● Reading Grant

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Major Concern 2: To cultivate students' positive virtues and resilience in life

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 Students can boost their mental and physical wellness.	2.1.1 Accentuating students' physical fitness and aesthetic sense (a) Consolidating students' skills and knowledge of various sports as well as aesthetic activities (b) Nurturing an optimised sports and aesthetic ambience on school campus (c) Recognising students' achievements in sports and aesthetic activities	<ul style="list-style-type: none"> Over 75% of students agree that they have grasped necessary skills and knowledge to strengthen their physical health. Over 75% of students can acquire appreciative skills to facilitate their emotional development. A supportive atmosphere is successfully cultivated in school to promote regular exercise and aesthetic appreciation. Students can develop a greater interest in sports and aesthetic activities. 	<ul style="list-style-type: none"> Evaluation of the effectiveness of the activities and learning programmes organised Statistics of students' participation in relevant activities and learning programmes 	Whole School Year	<ul style="list-style-type: none"> Physical Education Department Visual Arts Department ECA Team Guidance & Counselling Team Whole-person Development Committee All subject departments/ teams/ clubs concerned All teachers 	<ul style="list-style-type: none"> Government grants and funding
	2.1.2 Facilitating students to lead a healthy lifestyle (a) Fostering students' positive values and attitudes towards leading a healthy lifestyle (b) Promoting students' healthy lifestyle through formal and informal curricula	<ul style="list-style-type: none"> Over 75% of students agree on the benefits of a healthy lifestyle through talks, workshops and sharing sessions. Students recognize the significance of a healthy lifestyle in their lives. 	<ul style="list-style-type: none"> Feedback from parents, teachers and students Teachers' observation 			

	<p>2.1.3 Empowering students to manage stress, anxiety and the challenges ahead</p> <p>(a) Equipping students with generic skills, e.g. stress management skills and positive thinking, to maintain mental health</p> <p>(b) Rolling out the “4Rs Mental Health Charter” initiated by the Education Bureau to promote physical and psychological health</p>	<ul style="list-style-type: none"> ● Over 65% of students agree on the importance of mental health. ● Over 65% of students find the “4Rs Mental Health Charter” useful to manage their stress, anxiety and other negative emotions. 				
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Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.2 Students can foster their self-efficacy through learning and co-curricular activities.	2.2.1 Mobilising students to serve the class, the school, the community and the home country (a) Engaging students of all levels and diverse abilities in community services on a regular basis (b) Facilitating students to take charge of the student-led programmes to enrich their learning experiences (c) Updating students on the latest development of the home country	<ul style="list-style-type: none"> ● Over 75% of student participants agree that they have enhanced their self-confidence and upheld self-worth through serving others. ● Over 75% of student participants concur that they have gained a sense of achievement after partaking in assorted activities. ● Over 70% of the student-led programmes are successfully run by students. ● Student participants concur that they have better self-esteem via taking charge of the student-led programmes ● Students' awareness of the recent development of the home country is heightened. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities and learning programmes organised ● Statistics of students' participation in relevant activities and learning programmes ● Feedback from parents, teachers and students ● Teachers' observation 	Whole School Year	<ul style="list-style-type: none"> ● Community Service Team ● ECA Team ● Career and Life Planning Education Team ● Students Tours & Exchange Programmes Team ● Whole-person Development Committee ● School Assemblies Team ● All subject departments/ teams/ clubs concerned ● All teachers 	<ul style="list-style-type: none"> ● Government grants and funding
	2.2.2 Promoting social, emotional and moral development in students (a) Launching diversified co-curricular activities and learning programmes to unleash students' full potential	<ul style="list-style-type: none"> ● Over 75% of student participants concur that they can explore their multiple talents through the variety of activities offered. ● Over 75% of student participants find the goal-setting and self-reflection conducive to self-understanding and enhancing self-esteem. 				

	<p>(b) Engaging students in goal-setting in career & life planning</p> <p>(c) Scheduling sharing sessions in morning assemblies for students of different levels to share their insights into the learning and co-curricular activities they joined</p>	<ul style="list-style-type: none"> ● Student participants concur that they have boosted their self-esteem via taking part in the sharing sessions. 				
	<p>2.2.3 Broadening students' horizons through cultural exchanges and visits</p> <p>(a) Advocating global perspectives inside and outside classrooms through formal and informal curricula</p> <p>(b) Arranging a series of cultural visits and experiential learning programmes to facilitate cultural exchanges among students</p>	<ul style="list-style-type: none"> ● Students' global awareness and inter-cultural competence is fully aroused. ● Over 70% of student participants agree on the effectiveness of the cultural visits and experiential learning programmes in expanding their exposures to a variety of cross-cultural issues. 				