

Tuen Mun Government Secondary School
Annual School Plan 2014/2015

Major Concern 1: To further enhance learning and teaching strategies to cater for learners' diversity

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
1.1 Each student makes progress in learning					
1.1.1 Developing students' study skills	Throughout the year	<ol style="list-style-type: none"> 1. All subject departments reinforce policies to enhance students' lesson preparation habits. 2. Students learn the strategies and language in the Language across Curriculum (LAC) lessons to facilitate their learning in EMI content subjects. 3. Students reinforce habits of reflection and show skills in logical reasoning and questioning. 	<ul style="list-style-type: none"> - Evaluation of departments - Feedback from students & teachers - Scrutiny of Learning Diary 	Academic Enhancement Committee KLA coordinator HODs STs CTs	TAs Supporting staff
1.1.2 Enhancing students' learning capacity through IT	Throughout the year	<ol style="list-style-type: none"> 1. Students broaden their horizons using digitized information platforms. 2. Students enhance self-directed learning through digitized information platforms. 	<ul style="list-style-type: none"> - Survey from students & teachers 	Committee of Major Concern 1 IT Team HODs STs	Extra funding
1.1.3 Enhancing students' confidence through different modes of	Throughout the year	<ol style="list-style-type: none"> 1. Diversified continuous assessments are defined and implemented in each department for the levels of S.1 to S.3. 	<ul style="list-style-type: none"> - Evaluation of departmental programme plans 	KLA coordinators HODs	Extra funding

assessment and recognition		2. Learning attitude including classroom performance and frequency of homework completion weighs at least 20% in the continuous assessment in each department.	- Survey on number of awardees - Survey on students	STs	
1.1.4 Building active learning community in the classroom	Throughout the year	1. S.4 students participate in an active learning community supported by I.T. learning management system. 2. Student-LED discussion on current issues is conducted in class during the designated periods.	- Survey on student counting rate - Display of current issues by classes	IT Team CTs Sts	
1.2 Enhance teachers' classroom instructions and pedagogical skills					
1.2.3 Understanding learning styles of students and how to adapt teaching methods to cater for learners' diversity	Throughout the year	1. At least one staff development activity is organized to refresh teachers' awareness of different learning styles of student. 2. Multi-sensory learning tools are used in lesson to cater for students of different learning styles.	- Peer lesson observation - Stakeholders' survey - Professional dialogue among teachers	Academic Enhancement Committee Committee of Major Concern 1 HODs STs	
1.2.4 Polishing extended questioning with positive and constructive feedback within classroom	Throughout the year	1. At least one professional group sharing session on extended questioning after peer lesson observation is conducted. 2. At least one exemplar set of diversified learning tasks is conducted in each of the junior level lessons of Mathematics and Computer Science to cater for learner diversity within the class.	- Teachers' survey	Committee of Major Concern 1 HODs	

1.2.5	Responding to students' diverse needs and helping students who require extra help	Throughout the year	<ol style="list-style-type: none"> 1. Departmental measures are conducted to enhance the academic standards of students with different learning abilities. 2. Inclusive measures are conducted for SEN students to cope with their learning difficulties. 	- Evaluations of departments, SEN team and NCS team	Remedial Committee Gifted Education NCS Team SEN Team HODs STs, TAs	Extra funding
1.2.6	Promoting peer lesson observation among teachers	Throughout the year	<ol style="list-style-type: none"> 1. At least one professional group sharing session for giving positive feedback to peers is conducted after peer lesson observation is conducted. 	- Feedback from teachers	APs STs	
1.3 Employ assessment design to cater for learners' diversity						
1.3.2	Reinforcing peer assessment and self assessment in group work	Throughout the year	<ol style="list-style-type: none"> 1. Students design their rubrics for peer assessment and self-assessment of designated tasks. 	- Feedback from students & teachers	HODs STs	Nil
1.3.3	Setting challenging bonus questions with bonus marks in term tests of core subjects in S1 to S4	Throughout the year	<ol style="list-style-type: none"> 1. In term tests of S.1 to S.4, bonus marks (5% of total marks) are given to conventional questions of core subjects in S.1 to S.4. 	- Feedback from setters & markers of examinations and students	HODs STs	Nil
1.3.4	Setting challenging bonus questions with bonus marks in examinations of core subjects in S1 to S4	Throughout the year	<ol style="list-style-type: none"> 1. In half-yearly examination and yearly examination of S.1 to S.4, challenging bonus marks (5% of total marks) are given to conventional questions of core subjects in S.1 to S.4. 	- Feedback from setters & markers of examinations and students	HODs STs	Nil

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Major concern 2: To facilitate holistic development of students

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resource required
2.1 Students develop sense of self-assurance					
2.1.1 Helping students to build self-image and strengthening their understanding of their roles in the school, the family, the society and the world	Throughout the school year	<ol style="list-style-type: none"> 1. Students recognized their roles in class and participated in class activities actively. 2. Students' self-respect and value have been developed through programmes organized by functional teams. 3. Students realized their responsibility as a global citizen through programmes organized by functional teams. 	APASO Evaluation of Functional Teams Record of ECA	Whole-person Development Committee School Image Development Team CTs Environment Team Current Affairs Club	Additional funding
2.1.2 Recognizing students' accomplishments and achievements	Throughout the school year	<ol style="list-style-type: none"> 1. Students' achievements have been acknowledged by the public. 2. 'Happy Mail' has been implemented throughout the year to recognize students' achievements. 3. The performance and achievements of SEN and talented students are recognized through award schemes. 	Records of awards Feedback from students	Whole-person Development Committee Merit System Team ECA & OLE Team	
2.1.3 Strengthening students' leadership skills	Throughout the school year	<ol style="list-style-type: none"> 1. S1 and S2 students have been trained through "One Uniform Team for one" Scheme. 2. 50% of students participated as chairpersons or committee members in functional teams, ECA clubs, uniform teams, houses and class to practice students' leadership. 	Evaluation of functional teams Record of ECA	Whole-person Development Committee Heads of functional teams	

		3. Elements of the Student – LED approach are adopted in students’ activities.		ECA & OLE Team Student Association Community Service Team	
2.2 Students develop global visions to adapt to changes of the 21st century					
2.2.1 Strengthening social awareness and civic awareness	Throughout the school year	<ol style="list-style-type: none"> 1. Students had opportunities to participate in the external Chinese or English debate competitions. 2. Students have taken part in discussion of current and public affairs in the “Lunch-time Forum” twice per term. 3. Students have applied the Student-LED approach in different functional team. 	Survey & Questionnaires	HODs Heads of functional teams MCE Team Debating Club Current Affairs Club	
2.2.2 Broadening students’ horizons through cultural exchanges and visits	Throughout the school year	<ol style="list-style-type: none"> 1. At least two theme-based overseas trips have been arranged to widen students’ horizons. 2. Students have the chances to explore Western cultural activities. 	Evaluation of Exchange Program team Feedback from students and teachers	HODs Exchange Programme Team ECA & OLE Team	Community Care Fund The HK Jockey Club Life-wide Learning Fund School-based After-School Learning and Support Fund
2.2.3 Adopting career-mapping with the PIE framework to help students plan their study and career paths	Throughout the school year	<ol style="list-style-type: none"> 1. Students have good knowledge of various public examinations and information of other pathways. 2. A School-based Life Planning Programme has been designed for all students. 	Evaluation of Careers Team Surveys from students	Careers Team	Resources for self-exploration Alumni Association Funding from EDB