

**Tuen Mun Government Secondary School**  
**Annual School Plan 2015/2016**

**Major Concern 1: To enhance the learning efficiency for academic excellence**

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
<b>1.1 All students are encouraged to improve their learning.</b>					
1.1.1 Optimizing students' learning time	Throughout the year	1. Collaboration is seen among departments and functional teams in organizing multi-purpose learning activities in structured time slots. 2. Students enhance their learning through e-learning platforms or study groups.	- Evaluation of departments - Feedback from students & teachers	Academic Enhancement Committee, Major Concern 1 Committee, KLA coordinators, Subject departments, CTs	Extra funding, TAs, Supporting staff
1.1.2 Enhancing assessment for learning to cater for students' diverse needs.	Throughout the year	1. Teachers and students interpret evidence and make use of performance data to adjust individual learning goals and progress to design on learning progress. 2. The formative assessment is reinforced to cater for students' diverse needs.	- Evaluations of departmental programme plans / minutes - Peer lesson observation - Professional dialogue among teachers	Subject departments, KLA coordinators, TAs	Extra funding Professional support

1.1.3 Reinforcing students' reflective habits in academic development	Throughout the year	<ol style="list-style-type: none"> <li>1. Students' learning habit in self-directed learning and peer-learning is fostered.</li> <li>2. Students are engaged in Life Planning oriented activities and reflect on their aptitude and subject choice.</li> </ol>	<ul style="list-style-type: none"> <li>- Evaluations of departmental programme plans / minutes,</li> <li>- APASO Survey</li> <li>- Stakeholder' survey</li> <li>- Lesson observation,</li> <li>- Inspection of assignments,</li> <li>- Learning Diary</li> <li>- Feedback from teachers and students</li> </ul>	Major Concern 1, SSE Team, Subject departments, KLA coordinators	
<b>1.2 An active learning environment is created for students.</b>					
1.2.1 Promoting active learning beyond the classroom	Throughout the year	1. Students make use of community resources and joint-school activities to learn and broaden their horizons.	<ul style="list-style-type: none"> <li>- Stakeholders' Survey,</li> <li>- Evaluation of departmental programme plans / minutes</li> </ul>	Academic Enhancement Committee, Committee of Major Concern 1 Team, ECA / OLE Team, Subject Departments, KLA coordinators	Community resources, funding
1.2.2 Facilitating students' learning with I.T. support	Throughout the year	<ol style="list-style-type: none"> <li>1. The I.T. equipment in classroom is enhanced.</li> <li>2. Mobile learning activities, online learning and other learning tasks involving I.T. devices are used to enhance students' learning.</li> </ol>	<ul style="list-style-type: none"> <li>- Students' work</li> <li>- Evaluation of departmental programme plans, minutes</li> </ul>	IT Committee, ECA/OLE Team Subject departments, KLA coordinators	Extra funding and I.T. support

		3. At least one-third of the students are given training in the use of mobile devices in learning.			
1.2.3 Strengthening the reading culture	Throughout the year	<ol style="list-style-type: none"> <li>1. Reading culture is strengthened through reading schemes.</li> <li>2. Students conduct sharing via multiple platforms to promote a reading culture at school.</li> </ol>	<ul style="list-style-type: none"> <li>- Evaluation of departmental programme plans / minutes</li> <li>- Library documents</li> <li>- Evaluation of Reading to Learn Committee</li> </ul>	Subject departments, KLA coordinators, Careers Team, Library Teacher, Reading to Learn Team	Extra funding
<b>1.3 Teachers' capacity is enhanced for life-long learning.</b>					
1.3.1 Maximizing teachers' professional culture through collaborative work.	Throughout the year	<ol style="list-style-type: none"> <li>1. Teachers are engaged in active learning through collaborative work.</li> <li>2. Subject teachers form learning circles as part of their professional learning.</li> </ol>	<ul style="list-style-type: none"> <li>- Evaluation of departmental programme plans, minutes</li> <li>- Stakeholders' Survey</li> </ul>	HODs, KLA coordinator, STs, SSE Team	

**Major concern 2: To promote a caring culture and thankfulness**

<b>Strategies</b>	<b>Time scale</b>	<b>Success criteria</b>	<b>Method of evaluation</b>	<b>People responsible</b>	<b>Resources required</b>
<b>2.1 Students realize the importance of building a caring community.</b>					
2.1.1 Enhancing students' awareness of ability, cultural and values diversity among people and problems arising from the diversified community	Throughout the school year	1. Students have shown awareness of social disharmony arising from cultural differences.	Evaluation reports and ECA records	Civic Education Team, Current Affairs Club, departments and other clubs/ teams	No extra resources required
2.1.2 Helping students to recognize the importance of positive communication	Throughout the school year	1. Students have good understanding of the importance of acceptance of differences and social inclusion. 2. Students have expressed their willingness to help others to integrate.	Evaluation reports and ECA records	Guidance & Counselling Team, departments, clubs and other teams	No extra resources required
<b>2.2 Virtues of care are nurtured in students.</b>					
2.2.1 Encouraging senior form students and alumni to help other students	Throughout the school year	1. Senior form students have guided the S1 students to adapt to the new school life. 2. Senior form students have assisted junior ones in planning and implementation of activities. 3. Alumni have shared their experience and given advice in the Careers Expo, the mentorship scheme and life-planning activities of our school.	Evaluation reports and ECA records	Guidance & Counselling Team, Alumni Association, Careers Team, houses, clubs and other teams	No extra resources required

<b>2.3 Virtues of thankfulness are nurtured in students.</b>					
2.3.1 Encouraging students to express their thankfulness	Throughout the school year	1. Students have expressed thankfulness in activities celebrating Teacher's Day, Mother's Day and Father's Day. 2. Students have made an end-product as a token of thankfulness. 3. S6 graduates have given a vote of thanks to their teachers and schoolmates.	Evaluation reports and ECA records	Students' Association, Guidance & Counselling Team, English & Chinese Departments and other clubs/ teams	No extra resources required
<b>2.4 Students develop into leaders of tomorrow showing social responsibility.</b>					
2.4.1 Introducing volunteerism and social responsibility to students	Throughout the school year	1. 30 % of students or above volunteered to help the needy in society to realise social responsibility.	Evaluation reports and ECA records	Guidance & Counselling Team, Community Service Team, clubs and other teams	No extra resources required
2.4.2 Encouraging students to address the needs of the world	Throughout the school year	1. Students have shown concern for a global issue through activities.	Evaluation reports and ECA records	All departments	No extra resources required

**TUEN MUN GOVERNMENT SECONDARY SCHOOL**  
**Programme Plan of Gifted Education 2015/ 2016**

**Subject Department / Functional Team:** Gifted Education

**Overall Objective(s):** 1. To enhance the learning efficiency for academic excellence  
2. To promote a caring culture and thankfulness

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
<b>1.1 All students are encouraged to improve their learning.</b>					
1.1.1 Optimizing students' learning time	Throughout the year	1. Students enhance their learning through e-learning platforms provided by external bodies.	- Feedback from students	Team members	Community resources
1.1.2 Exploring talented students' potential, encouraging them to create and to develop	Throughout the year	1. Students, who are talented in science, are selected to participate in study groups focusing on STEM education.	- Feedback from teachers and students	Team members and relevant teachers	Community resources
<b>1.2 An active learning environment is created for students.</b>					
1.2.1 Promoting active learning beyond the classroom	Throughout the year	1. Coordinate students to learn and broaden their horizons through community resources. 2. Students participate in external competitions or	- Record of activities - Evaluation within different departments - Feedback from teachers and students	Team members, HOD of all departments and HOC of functional teams	Community resources

		<p>learning activities to extend their learning experiences in daily life.</p> <p>3. Various learning opportunities are provided for talented students after school.</p>				
1.2.2	Motivating students to excel by demonstrating their learning outcome	Throughout the year	1. Students demonstrate or showcase their work after participating in different learning programs.	- Feedback from students	Team members and relevant teachers	
<b>1.3 Teachers' capacity is enhanced for life-long learning.</b>						
1.3.1	Maximizing teachers' professional capacity through continuous study.	Throughout the year	3. Teachers are encouraged to participate in different courses on gifted education.	- Record of courses attended	Team members	
<b>2.1 Students develop into leaders of tomorrow showing social responsibility.</b>						
2.1.1	Addressing the needs of the world	Throughout the school year	1. Students, who have received gifted education services, take part in activities that can allow them to understand and even to address the needs of the world.	- Record of activities. - Feedback from students and teachers	Team members	Community resources

**Tuen Mun Government Secondary School**  
**Plan on Use of Diversity Learning Grant – Other Programmes**  
**for New Senior Secondary Students (2015/16 to 2017/18 school years)**

**Projected Allocation:\$135,000/year**

<b>DLG funded Programme(s)</b>	<b>Strategies &amp; benefits anticipated</b>	<b>course(s) &amp; provider(s)</b>	<b>Duration of the programme / course</b>	<b>Target students</b>	<b>Resources Required</b>	<b>Evaluation of student learning / success indicators</b>	<b>Teacher-in-charge</b>
<b>Network Programmes</b>	- In view of the small number of students opting for Chinese History, Health Management and Social Care, Visual Arts & Physical Education, a network programme with three Secondary Schools of the same district was set that can help to cater for students' diverse needs.	- Ho Ngai College (SPSD By Sik Sik Yuen) (P.E.) - CMA Choi Cheung Kok Secondary School (V.A.) - Tuen Mun Government Secondary School (HMSC )	3 years	S4-6 students of this cohort of students	➤ Teaching materials for P.E. subject : <b>\$6,000.00</b>  ➤ Buy service for VA students (CMA): <b>\$27,500.00</b>  ➤ Subject-related Activities : <b>\$15,000.00</b>	- Students will take the HKDSE Examination	Ms KONG Tak-ha Helena (Principal)  Ms WONG Kit-hing Becky (Assistant Principal)
<b>Gifted Education Programmes</b>	- To provide more structured, articulated and challenging programmes for students with exceptional talent.	- School-based puoo-out programme - Off-site support programme offered by other institutes.	3 years	S4-6 students of this cohort of students	➤ Buy service for gifted education programme <b>\$25,000.00</b>  ➤ Courses Fee: <b>\$ 23,500.00</b>		Ms KONG Tak-ha Helena (Principal)  Ms WONG Kit-hing Becky (Assistant Principal)