

**Tuen Mun Government Secondary School
Annual School Plan 2017-18**

Major Concern 1: To enhance students' learning efficiency for academic excellence

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. Consolidating the mode of "Assessment for Learning" to cater for students' diverse needs					
<p>1.1 (a) Managing, evaluating and analyzing students' academic performance data systematically and periodically so that prompt measures and appropriate strategies could be taken to address the needs of individual students</p> <p>(b) Guiding students to assess their learning progress so that their learning goals could be adjusted accordingly</p>	Throughout the year	<ul style="list-style-type: none"> ● Mechanism of using data to enhance students' learning could be effectively set up ● Over 70% of teachers agree the mechanism could help them adjust their teaching strategies according to students' needs ● Over 60% of students could have more understanding about their learning progress and adopt a more appropriate learning strategy 	<ul style="list-style-type: none"> ● Review students' academic performance data and its analysis ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Academic Team ● Subject Teachers ● HODs ● Careers Team, i/c 	
1.2 Providing individualizing and constructive feedback on students' academic performance (assignments/ quizzes/ tests/ exams) through written comments and mass lectures to improving their academic standard	Throughout the year	<ul style="list-style-type: none"> ● Over 70% of teachers could address students' needs and provide them with appropriate feedback when marking their assignments ● Over 70% of teachers agree the post-assignment/ quiz/ test/ exam review could enhance students' learning effectiveness 	<ul style="list-style-type: none"> ● Inspection of exercise books ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Subject Teachers ● HODs ● Internal Exam Team 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3 Providing students with self-directed learning platform (e.g. e-platform & students' notebooks) where their good work and learning practices are shared among and recognized by their fellow schoolmates	Throughout the year	<ul style="list-style-type: none"> ● Self-directed learning platform is successfully set up and well maintained with a display of students' good work of different subjects ● Culture of sharing and appreciation could be nurtured among students and teachers ● Over 60% of students found the platform useful and effective for their learning ● Over 70% of teachers found the platform resourceful for their teaching 	<ul style="list-style-type: none"> ● Evaluate the quality of the self-directed learning platform ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Subject Teachers ● HODs ● KLA Coordinators ● IT Technicians 	
2. Reinforcing students' reflective habits in academic development					
2.1 Building up students' habits of setting learning goals and reviewing their learning progress periodically through the use of "My Learning Profile"	Throughout the year	<ul style="list-style-type: none"> ● Students' habits of self-reflection and self-evaluation for improvement are consolidated ● Over 60% of students found the reflective habit is useful for monitoring their learning progress 	<ul style="list-style-type: none"> ● Observations from teachers ● Feedback from teachers and students ● Evaluate the quality of "My Learning Profile" 	<ul style="list-style-type: none"> ● Class Teachers ● Subject Teachers 	
2.2 Consolidating reflective learning culture in school by providing students with opportunities, such as morning assemblies, e-platform, display boards and etc.) to share their learning reflections with their fellow schoolmates	Throughout the year	<ul style="list-style-type: none"> ● The majority of the students are serious about doing their learning reflections ● Culture of sharing and appreciation could be nurtured among students and teachers 	<ul style="list-style-type: none"> ● Observations from teachers ● Feedback from teachers and students ● Evaluate the quality of students' learning reflections 	<ul style="list-style-type: none"> ● School Campus TV Team ● Class Teachers ● Subject Teachers 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3. Strengthening reading culture in school					
3.1 Refining Reading-to-Learn Curriculum	Throughout the year	<ul style="list-style-type: none"> ● Reading-to-Learn Curriculum could suit the needs of our students ● Over 50% of students found the refined curriculum effective to enhance their reading interest and skills 	<ul style="list-style-type: none"> ● Evaluate the quality of the Reading-to-Learn Curriculum ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Reading-to-Learn Committee ● KLA Coordinators ● HODs ● Subject Teachers 	
3.2 Refining school-based morning reading materials with LAC elements	Throughout the year	<ul style="list-style-type: none"> ● A variety of school-based reading materials are successfully designed to suit students' needs ● Over 60% of students found the materials concise with a wide spectrum of subject knowledge 	<ul style="list-style-type: none"> ● Evaluate the quality of the school-based reading materials ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● LAC Team ● KLA Coordinators ● HODs ● Subject Teachers ● Library Team 	
3.3 Providing students with different platforms, such as school webpage, assemblies, forums and publications to share their reading experiences	Throughout the year	<ul style="list-style-type: none"> ● A great variety of students' reading experiences could be shared on the platform ● Over 60% of students agree that their reading exposure could be widened through the platform 	<ul style="list-style-type: none"> ● Review the quality of the platform ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Reading-to-Learn Committee ● Subject Teachers ● IT Technicians ● Library Team 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
4. Enhancing professional sharing culture among teachers					
4.1 Conducting professional dialogue regularly with special foci on “Assessment for Learning”, “Catering for Learners’ Diversity”, “Learning Reflection” and “Reading Culture”	Throughout the year	<ul style="list-style-type: none"> ● Over 80% of teachers found the professional dialogue useful and effective in polishing their teaching strategies 	<ul style="list-style-type: none"> ● Teachers’ Feedback ● Evaluation report and minutes of departmental meetings ● Lesson Observations 	<ul style="list-style-type: none"> ● Subject Teachers ● HODs ● KLA Coordinators ● Assistant Principals ● Principal 	
4.2 (a) Formulating learning circles among TMGSS teachers on both cross-subject basis and cross-KLA basis (b) Setting up a resources bank to archive those lesson plans or teaching materials designed by the learning circles	Throughout the year	<ul style="list-style-type: none"> ● Culture of professional exchange is cultivated and professional sharing among teachers could be done regularly ● Over 80% of teachers found the learning circles useful in enhancing their professional knowledge and sharpening their skills of teaching and assessment ● Teaching Resources Bank is enriched and teachers found the resources bank useful for teaching 	<ul style="list-style-type: none"> ● Teachers’ Feedback ● Lesson Observations ● Assess the quality of the resources bank ● Evaluation report and minutes of departmental meetings 	<ul style="list-style-type: none"> ● Subject Teachers ● HODs ● KLA Coordinators ● Assistant Principals ● Principal 	
4.3 Enlarging teachers’ learning circles by building up close liaisons with other schools for professional sharing and resources enrichment	Throughout the year				

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Major Concern 2: To promote a caring culture and thankfulness

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. Creating a positive and appreciative environment in school and at home					
1.1 “Words of Appreciation” - Enhancing positive communication between students-and-teachers, teachers-and-teachers, student-and-parent and teachers-and- parents through various channels including “Thank you Cards”, “Letters to parents”, telephone calls and parents app	Throughout the year	<ul style="list-style-type: none"> ● A positive and appreciative environment is successfully created in school and at home ● Positive and harmonious relationships are built among teachers, students and parents 	<ul style="list-style-type: none"> ● Teachers’ observations ● Feedback from teachers and students ● Feedback from parents ● Data of APASO 	● All teachers	
1.2 “Big Family of TMGSS” - Mobilizing different stakeholders, including parents and alumni to support students’ whole person development and academic pursuit through the Mentorship Scheme, the Big Brothers & Big Sisters Scheme and the Parent Volunteer Scheme	Throughout the year	<ul style="list-style-type: none"> ● Alumni and parents are willing to devote themselves to supporting student development ● Liaisons among alumni, parents and students become more strengthened ● Over 50% of the current students show their willingness to render support to fellow schoolmates ● Students’ sense of belonging to the school is strengthened 	<ul style="list-style-type: none"> ● Teachers’ observations ● Feedback from teachers and students ● Feedback from alumni and parents ● Data of APASO 	● All teachers	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2. Nurturing virtues of empathy, care, mutual respect and thankfulness in students					
2.1 Widening students' exposure to genuine needs of different people and other species through talks, visits, sharing, forums, debates and study tours	Throughout the year	<ul style="list-style-type: none"> ● Over 50% of students are more empathetic and caring for others' feelings ● Over 50% are more willing to help those needy whenever necessary 	<ul style="list-style-type: none"> ● Review the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Evaluate the quality of the activities organized 	<ul style="list-style-type: none"> ● Life and Moral Education Team ● Civic Education Team ● Respective HODs 	
2.2 Building up students' habit of recording gratefulness in their "My Learning Profile"	Throughout the year	<ul style="list-style-type: none"> ● Over 50% of students found recording gratefulness could enhance their positive attitude towards life ● Over 50% of students treasure what they have owned more 	<ul style="list-style-type: none"> ● Review the quality of students' record ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● All teachers 	
2.3 Organizing a variety of activities (e.g. "Good People, Good Deeds Writing Competition") through a student-led approach to let different stakeholders of the school express their thankfulness to others	Throughout the year	<ul style="list-style-type: none"> ● A caring atmosphere in school is successfully built up ● Ample opportunities are created for different stakeholders to express their thankfulness to others ● Students are keen on expressing their thankfulness to others 	<ul style="list-style-type: none"> ● Evaluate the quality of the activities organized ● Feedback from teachers and students ● Teachers' observations ● Parents' feedback 	<ul style="list-style-type: none"> ● ECA Team ● PTA 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3. Developing students into leaders of tomorrow showing social responsibility					
3.1 Incorporating elements of service-learning into various designated subject Curriculum	Throughout the year	<ul style="list-style-type: none"> ● Over 70% of the concerned students found the curriculum meaningful and useful for enhancing their social awareness and responsibility ● Over 50% of students agree that the Service-learning Programme could help develop their leadership potential 	<ul style="list-style-type: none"> ● Review the content of the curriculum ● Teachers' observations ● Feedback from teachers and students ● Statistics of students' participation in Service-learning 	<ul style="list-style-type: none"> ● Respective subject teachers and HODs 	
3.2 Encouraging students to take part in community projects	Throughout the year	<ul style="list-style-type: none"> ● Over 70% of student participants agree the project could enhance their sense of social awareness and responsibility ● Over 70% of student participants agree the project could sharpen their leadership skills 	<ul style="list-style-type: none"> ● Statistics of students' participation in community projects ● Teachers' observations ● Evaluate the effectiveness of those community projects promoted ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Concerned subject teacher(s) and team(s)/ Club(s) i/c 	
3.3 Enhancing a sense of volunteerism among students	Throughout the year	<ul style="list-style-type: none"> ● Over 60% of students are engaged in voluntary services inside or outside school ● Over 50% of students show that they will continue to render their assistance to the needy in the future 	<ul style="list-style-type: none"> ● Statistics of students' participation in voluntary work ● Teachers' observations ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Teachers from Rotary Club, CYC, Community Services Team, Uniform Groups and all Functional Teams 	