

**Major Concern 1: To promote the effectiveness of learning and teaching for academic excellence**

**Objectives:**

1. To enhance students' capacity to excel in academic studies and consolidate an active learning environment in school through self-regulated learning strategies
2. To develop students into independent and confident learners with an innovative mind and necessary generic skills through application of knowledge, skills and experiences
3. To reinforce teachers' competence in the adoption of effective teaching strategies

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>1.1.1 Institutionalizing the use of academic performance data in academic learning for students to regulate their learning</b>					
(a) Enhancing students' awareness and capabilities of using their performance data to excel in academic studies through  (i) Reflecting on academic performance systematically and periodically by S.5 and S.6 students based on their predicted grades  (ii) Evaluating and analyzing students' performance data after tests and examinations by subject teachers	Throughout the school year	<ul style="list-style-type: none"> <li>● S.5 and S.6 students can reflect on their own study progress regularly and self-regulate their own learning with the help of their academic performance data to enhance their learning capacity.</li> <li>● A majority of subject teachers agree that the mechanism can help them adjust their teaching strategies according to students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Review of students' learning attitude and their academic performance</li> </ul>	<ul style="list-style-type: none"> <li>● School Research Data Analysis &amp; Development Team</li> <li>● HODs</li> <li>● Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Students' performance data</li> </ul>

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(b) Incorporating data analysis and learning reflection in Maths and Computer Literacy curricula of S.1-S.2 under cross-curricular collaboration between the two subjects	Throughout the school year	<ul style="list-style-type: none"> <li>● Cross-curricular collaboration to incorporate data analysis and learning reflection in Maths and Computer Literacy in S.1-S.2 is achieved.</li> <li>● Over 70% of S.1 and S.2 students can master the skills of making statistical analysis of their test and examination results and produce “Academic Reflective Statements” in their “My Learning Profile”.</li> <li>● S.1 and S.2 students can develop the habit of reflection essential for active and independent learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of S.1 and S.2 Maths and Computer Literacy curricula and teaching schedules</li> <li>● Inspection of “My Learning Profile”</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● School Research Data Analysis &amp; Development Team</li> <li>● Maths &amp; Computer Literacy HODs</li> <li>● S.1 &amp; S.2 Maths and Computer Literacy Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Students’ performance data</li> <li>● “My Learning Profile”</li> </ul>

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.1.2 Strengthening students' sense of responsibility for their own academic learning to actualize their plans and monitor their own progress over an agreed period of time on agreed goals					
(a) Equipping students with study skills of note-taking with special focus on S.1 students	Throughout the school year	<ul style="list-style-type: none"> <li>● Workshops on note-taking are organised.</li> <li>● A majority of students agree that note-taking is an effective study skill which can help them develop an active learning and reflective habit which can enhance their capacity to excel in academic studies.</li> <li>● Students agree that note-taking can consolidate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Inspection of students' notebooks</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● Prefects of Studies</li> <li>● Subject Teachers concerned</li> <li>● HODs concerned</li> <li>● Major Concern 1 Committee</li> </ul>	
(b) Adopting a pilot scheme on self-regulated learning in S.1 under cross-curricular collaboration involving subjects in the PSHE KLA on selected topics / tasks	Throughout the school year	<ul style="list-style-type: none"> <li>● Teaching and learning materials with self-regulated learning features on the selected topics / tasks are well designed, effectively used, and the use is widely disseminated among different subject departments for professional sharing.</li> <li>● Over 60% of S.1 students agree that self-regulated learning can help them develop a more active learning attitude and independent study habits to strengthen their roles and responsibilities in academic learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the quality of the SRL teaching and learning materials</li> <li>● Review of students' learning styles and attitude</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● Prefects of Studies</li> <li>● KLA Coordinators and HODs concerned</li> <li>● S.1 Subject Teachers concerned</li> </ul>	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(c) Reinforcing the role of Peer Counsellors in guiding S.1 students to actualize their learning goals	Throughout the school year	<ul style="list-style-type: none"> <li>● Over 60% of S.1 students agree that Peer Counsellors can support their academic pursuits and they have become more active in monitoring their learning progress.</li> <li>● Peer counsellors become more responsible, independent and confident learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Inspection of “My Learning Profile”</li> <li>● Self-reflections from peer counsellors</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance &amp; Counselling Team</li> <li>● S.1 Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● “My Learning Profile”</li> </ul>
(d) Mobilizing parents’ support in enhancing abilities of S.1 to S.3 students to do self-reflection on their learning progress through record keeping, goal-setting and reflections writing in “My Learning Profile”	Throughout the school year	<ul style="list-style-type: none"> <li>● “Academic Record” in “My Learning Profile” can facilitate students to set goals and do effective reflection.</li> <li>● S.1-S.3 students can set realistic goals for each term agreed by themselves and parents with consideration of their standards.</li> <li>● A majority of S.1-S.3 students find the reflective habits useful for monitoring their progress and developing them into independent learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers and students</li> <li>● Inspection of ‘My Learning Profile’</li> </ul>	<ul style="list-style-type: none"> <li>● Major Concern 1 Committee</li> <li>● S.1-S.3 Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● “My Learning Profile”</li> </ul>

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.2.1 Further cultivating students' spirit of investigation and exploration through the promotion of STEAM education and extensive reading in a wide range of subjects					
<p>(a) Cultivating an atmosphere to promote STEAM Education and Extensive Reading so that students can acquire the opportunities and skills to develop their investigative and explorative mind</p> <p>(i) Constructing the STEAM Education Learning Centre to provide an ideal place for investigative studies</p> <p>(ii) Renovating the school library and enriching library collections covering a comprehensive range of subjects to cater for the needs of students</p> <p>(iii) Refining the schedule of the reading periods for S.1-S.6 so that a wide range of topics can be explored by students through the materials provided by subject departments and functional teams</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● A well-equipped “STEAM Education” Learning Centre can be established for effective promotion of investigative studies.</li> <li>● Both teachers and students find the renovated school library with extensive collection ideal for promoting reading.</li> <li>● A reading period programme providing a wide range of Chinese and English materials by subject departments and functional teams is scheduled and well designed for the junior and senior levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the quality of the STEAM Education Learning Centre</li> <li>● Review of the quality of the school library</li> <li>● Inspection of Reading Period materials</li> </ul>	<ul style="list-style-type: none"> <li>● ‘STEAM’ Committee</li> <li>● ‘STEAM’ Teachers</li> <li>● Teacher Librarian</li> <li>● Reading-to-Learn &amp; Reading Across Curriculum Committee</li> <li>● HODs concerned</li> <li>● Functional Teams i/cs concerned</li> <li>● S.1-S.6 Class Teachers</li> <li>● Assistant Principals</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Professional assistance from ASD and EMSD</li> </ul>

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(b) Further promoting the spirit of investigation and exploration of students through collaborative learning in the cross-curricular STEAM project for S.2 to unleash students' potential for innovation	Throughout the school year	<ul style="list-style-type: none"> <li>The spirit to investigate and explore can be further promoted in S.2 students through collaborative learning in the cross-curricular STEAM project.</li> <li>Students find the Project effective in developing them into independent and confident learners with innovative mind and necessary generic skills.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality of the STEAM project conducted by students</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>'STEAM' Committee</li> <li>'STEAM' Teachers</li> <li>HODs concerned</li> <li>S.2 Subject teachers concerned</li> </ul>	
1.2.2 Integrating e-learning into subject learning and teaching to prepare students for advanced levels of studies					
(a) Incorporating e-learning strategies into the formal curriculum of certain pilot subjects (ICT, Geography and Chinese History)	Throughout the school year	<ul style="list-style-type: none"> <li>e-Learning L&amp;T materials can be well-designed, effectively used and the use can be disseminated among other subject departments for sharing.</li> <li>Students find the materials interesting and inspiring which are useful in enhancing their capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Programme Plan</li> <li>Minutes of meetings</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>'E-learning' Committee</li> <li>ICT, Geography and Chinese History HODs</li> <li>Subject Teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>E-learning devices and technology</li> </ul>
(b) Forming a core team for trying out VR technology in learning and teaching to let students have simulated field study experiences	Throughout the school year	<ul style="list-style-type: none"> <li>A collaborative project applying VR technology in teaching is successfully carried out.</li> <li>A teaching kit is well produced and kept in the resource bank for other teachers' reference.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality of the collaborative project and the teaching kit</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>'E-learning' Committee</li> <li>HODs concerned</li> <li>Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>E-learning devices</li> </ul>

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1.3.1 Updating teachers on the application of e-learning to teaching					
(a) Training on the use of e-platform and apps in teaching to equip teachers with necessary skills concerning e-learning	Throughout the school year	<ul style="list-style-type: none"> <li>● Over 50% of teachers can grasp the skills and adopt e-learning in their teaching.</li> <li>● Teachers find the e-learning strategies useful and effective in enhancing student learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 'E-learning' Committee</li> <li>● Assistant Principals</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Training sessions on e-learning</li> </ul>
1.3.2 Increasing teachers' readiness to implement "self-regulated learning" in teaching					
(a) Equipping teachers with necessary knowledge and skills of promoting 'self-regulated learning' through various seminars or workshops	Throughout the school year	<ul style="list-style-type: none"> <li>● Over 60% of teachers attending sharing sessions on "self-regulated learning" agree that their readiness to implement self-regulated learning has been enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of the quality of L&amp;T materials concerning self-regulated learning</li> <li>● Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Prefects of Studies</li> <li>● Subject Teachers</li> <li>● Assistant Principals</li> <li>● Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing sessions on "self-regulated learning"</li> </ul>

**Major Concern 2: To nurture TMGSSers' positive values towards personal development, the community and the world**

**Objectives:**

1. To build up students' self-confidence, self-image and capabilities in setting meaningful life goals
2. To strengthen students' perseverance in response to challenges
3. To enhance students' understanding of the relationships between Hong Kong, the home country and the world
4. To develop students into leaders of tomorrow showing social responsibility

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.1.1 Assisting students in identifying personal strengths and weaknesses, as well as initiating plans for self-improvement</b>					
<p>a) Enhancing students' self-understanding through the School-based Life Planning Curriculum and self-evaluation exercise in 'My Learning Profile'</p> <p>b) Reinforcing the roles of peer counsellors in assisting S.1 students in unleashing their potential, identifying their strengths and weaknesses, and setting realistic personal goals</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Students' habits of self-reflection and self-evaluation concerning their academic performance and personal growth (moral, intellectual, physical, social and aesthetic development), are cultivated.</li> <li>● Students enhance their self-understanding and recognize their capabilities through the detailed and thoughtful completion of 'My Learning Profile' periodically which is effective in building up students' self-confidence and self-image.</li> <li>● S.1 students agree that they could actualize themselves under the guidance of peer counsellors.</li> </ul>	<ul style="list-style-type: none"> <li>● Review of students' work and reflection in 'My Learning Profile'</li> <li>● Feedback from parents, teachers and students</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance &amp; Counselling Team</li> <li>● Career and Life Planning Education Team</li> <li>● Respective class teachers and subject teachers</li> </ul>	



Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.1.2 Engaging students in setting clear and reasonable life goals</b>					
<p>a) Equipping students with skills and techniques to set realistic long-term and short-term goals via a series of workshops</p> <p>b) Fine-tuning the content of ‘My Learning Profile’ to facilitate students’ goal-setting and engage students in evaluating and refining their goals periodically (i.e. September, mid-year and year-end), which encompass goal-setting at various levels: self-goals (including behavioral, academic, interpersonal and career), goals to achieve in school, at home, in the community, in the home country and in the world</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Over 70% of student participants find the workshops useful for their goal-setting.</li> <li>● Students are able to set both achievable and reasonable short-term and long-term goals at various levels, with respective strategies.</li> <li>● Teachers find ‘My Learning Profile’ effective in identifying students’ strengths and weaknesses which is vital for building up students’ self-confidence, self-image and capabilities.</li> <li>● The majority of students find the fine-tuned ‘My Learning Profile’ effective in goal-setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the workshops conducted through students’ statistics</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from parents, teachers and students</li> <li>● Teachers’ observation</li> </ul>	<ul style="list-style-type: none"> <li>● Career and Life Planning Education Team</li> <li>● Respective class teachers and subject teachers</li> </ul>	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.2.1 Guiding students to recognize the importance of ‘Positive Thinking’</b>					
<p>a) Promoting and stressing the importance of ‘positive thinking’ through an array of activities and programs conducted by various functional teams, departments and clubs</p> <p>b) Inculcating a ‘positive thinking’ mindset in students through the launching of The ‘Joyful@School’ Campaign</p> <p>c) Promoting Ethics Education through formal and informal curriculum</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● A ‘positive thinking’ environment is successfully created in school.</li> <li>● Over 50% of student participants agree on the effectiveness of the curricular, activities and programs in promoting ‘positive thinking’.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the activities held through students’ statistics</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from teachers and students</li> <li>● Teachers’ observation</li> </ul>	<ul style="list-style-type: none"> <li>● Guidance &amp; Counselling Team</li> <li>● All teachers</li> </ul>	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.2.2 Building resilience in students through learning about the inspirational stories of alumni, the hardship of people in society and the great people from past to present</b>					
<p>a) Conducting The ‘Distinguished Alumni Speaker Series’ and The ‘Celebrity Lecture Series’ to sharpen students’ willpower to cope with adversity</p> <p>b) Strengthening students’ mentality to overcome hardship through the promotion of Chinese Reading and English Reading Schemes</p> <p>c) Inspiring students to build resilience in life through participation in a wide variety of theme-related activities, e.g. Story Writing Competition, Micro-film Making Competition, ‘The Most Resilient Person of the Year’ and etc.</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Alumni and some public figures in society are successfully invited to share their inspiring stories of overcoming obstacles with students.</li> <li>● Students gain insights about overcoming difficulties in life through reading Chinese and English books as well as attending relevant talks and sharing sessions.</li> <li>● A majority of student participants agree the effectiveness of the programmes and they become more positive and perseverant in facing challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the sharing activities held through students’ statistics</li> <li>● Review of students’ book reports</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from teachers and students</li> <li>● Teachers’ observation</li> </ul>	<ul style="list-style-type: none"> <li>● Moral and Life Education Team</li> <li>● Civic Education Team</li> <li>● Alumni Association</li> </ul>	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.2.3 Equipping students with skills and abilities to cope with adversity</b>					
<p>a) Cultivating students' perseverance and developing their problem-solving skills through leading students to conduct reflections after paying visits and interviewing the disadvantaged grassroots in the community</p> <p>b) Fostering family-school cooperation to sharpen students' problem-solving skills and enhance their sense of responsibility through home-school partnership programs, e.g. 'Pledge To My Family' Scheme</p> <p>c) Promoting the Enhanced Smart Teen Project and emphasizing adventure training programs to boost students' self-esteem, sharpen their leadership skills and communication skills, as well as allow them to master skills to cope with adversity</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Students gain insights about overcoming difficulties in life through learning more about the hardship of the underprivileged in society and become more thankful for what they possess.</li> <li>● Student participants agree on the importance of "perseverance" and "patience" in facing adversity.</li> <li>● Students agree that they are smarter in coping with adversity through shouldering more responsibilities at home.</li> <li>● Over 60% of student participants find the Enhanced Smart Teen Project and adventure training programs useful to improve their well-being and nurture their positive life values.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the activities held through students' statistics</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Review of parents' comments in 'My Learning Profile'</li> <li>● Feedback from teachers and students</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Moral and Life Education Team</li> <li>● Guidance &amp; Counselling Team</li> <li>● Respective HODs and subject teachers</li> <li>● Library</li> </ul>	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>2.3.1 Promoting Basic Law education and enhancing students' understanding of the Basic Law</b>					
<p>a) Incorporating the elements of the Basic Law into the curriculum of Liberal Studies, History, Chinese History and Geography</p> <p>b) Raising students' awareness of the Basic Law by means of interactive activities, e.g. question-and-answer competition, video-making contest, lunch forum, debating competition and etc.</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Curriculum concerning Basic Law education is well-designed and implemented.</li> <li>● Students agree on the importance of learning about the Basic Law.</li> <li>● Students' awareness of the Basic Law is enhanced.</li> <li>● Students' understanding of the relationship between the mainland and Hong Kong is enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the curriculum of the concerned subjects</li> <li>● Evaluation of the effectiveness of the activities held through students' statistics</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>● Civic Education Team</li> <li>● Current Affairs Club</li> <li>● L.S. Department</li> <li>● History Department</li> <li>● Chinese History Department</li> <li>● Geography Department</li> </ul>	
<b>2.3.2 Keeping students informed of the latest development of the home country</b>					
<p>a) Providing students with ample opportunities to consolidate their understanding of the latest development of the home country, e.g. The 'Sister School Scheme' and The 'Mainland Exchange Programme for Junior Secondary Students'</p> <p>b) Introducing 'Lunchtime News Broadcast' to update students of the latest advancement of the home country</p>		<ul style="list-style-type: none"> <li>● Student participants of the exchange programs sharpen their understanding of the latest development of the home country.</li> <li>● Students are able to explore and analyze the dynamic relationships between the home country and other regions from an objective perspective.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the exchange programs organized</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from teachers and students</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Civic Education Team</li> <li>● Current Affairs Club</li> <li>● Study Tours &amp; Exchange Programme Team</li> <li>● Subject Departments concerned</li> </ul>	

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<b>2.4.1 Reinforcing students' leadership skills training</b>					
<p>a) Implementing 'One Student, One Post' Scheme to promote the message to students that 'everyone can make a leader'</p> <p>b) Heightening students' participation in the Student-LED Program, where students are trained to become the designers of their learning process.</p>	Throughout the school year	<ul style="list-style-type: none"> <li>● Students can build up their self-confidence and polish their leadership skills via taking part in 'One Student, One Post' Scheme.</li> <li>● Over 70% of OLE activities are successfully led by students.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation of the effectiveness of the programs conducted through students' statistics</li> <li>● Scrutiny of the minutes and work record of the concerned committees and departments</li> <li>● Feedback from teachers and students</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● ECA Team</li> <li>● Respective class teachers</li> <li>● Concerned subject teachers and teams / clubs i/c</li> </ul>	