

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
1.1.1 Institutionalizing the use of academic performance data in academic learning for students to regulate their learning					
(a) Enhancing students' awareness and capabilities of using their performance data to excel in academic studies (i) S.1-S.6 subject teachers evaluating and analyzing students' performance data after tests and examinations (ii) S.1-S.5 students doing systematic and periodical reflection on academic performance based on the quintile of their exam results (iii) S.1-S.3 students among the lowest 20 in each form reflecting on the term test results under guidance by Prefects of Studies (iv) Predicted levels being reference for S.5 and S.6 students for reflection on academic performance	Throughout the school year	<ul style="list-style-type: none"> ● S.1-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. ● A majority of subject teachers agree that students' academic performance data can help them adjust their teaching strategies according to students' needs. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Review of students' learning attitude and their academic performance 	<ul style="list-style-type: none"> ● School Research Data Analysis & Development Team ● WebSAMS Committee ● Prefects of Studies ● HODs ● Subject Teachers 	<ul style="list-style-type: none"> ● Students' performance data

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 S.1-S.3 students with study skills of note-taking	Throughout the school year	<ul style="list-style-type: none"> ● The workshop on note-taking is effective in equipping students with the necessary skills. ● 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. ● Students agree that note-taking can consolidate their learning and help them develop into active and responsible learners. 	<ul style="list-style-type: none"> ● Inspection of students' notebooks ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies ● HODs ● Subject Teachers 	
(b) Adopting a self-regulated learning approach in S.1 and S.2 under cross-curricular collaboration involving subjects in the PSHE KLA on selected topics / tasks	Throughout the school year	<ul style="list-style-type: none"> ● 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. ● Over 60% of S.1 and S.2 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. 	<ul style="list-style-type: none"> ● Review of the quality of the SRL teaching and learning materials ● Review of students' learning styles and attitude ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies ● KLA Coordinators and HODs concerned ● S.1 & S.2 subject Teachers concerned 	

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"> ● 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. ● Peer counsellors become more responsible, independent and confident learners. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Inspection of “My Learning Profile” ● Self-reflections from peer counsellors 	<ul style="list-style-type: none"> ● Guidance & Counselling Team ● S.1 Class Teachers 	<ul style="list-style-type: none"> ● “My Learning Profile”
(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"> ● “Academic Record” in “My Learning Profile” can facilitate students to set goals and do effective reflection. ● S.1-S.3 students can set realistic goals agreed by themselves and parents with consideration of their standards. ● A majority of S.1-S.3 students find the reflective habits useful for monitoring their progress and developing them into independent learners. 	<ul style="list-style-type: none"> ● Feedback from teachers and students ● Inspection of ‘My Learning Profile’ 	<ul style="list-style-type: none"> ● Major Concern 1 Committee ● S.1-S.3 Class Teachers 	<ul style="list-style-type: none"> ● “My Learning Profile”

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 cultivate students' spirit of investigation and exploration</p> <p>(iii) Organizing book sharing session conducted by students in the morning assembly</p>	Throughout the school year	<ul style="list-style-type: none"> ● A well-equipped STEAM Education Learning Centre can be established for effective promotion of investigative studies. ● Both teachers and students find the renovated school library with extensive collection ideal for promoting reading. ● Students find book sharing useful for them to explore a wider range of subjects. 	<ul style="list-style-type: none"> ● Review of the quality of the STEAM Education Learning Centre ● Review of the quality of the school library ● Review of the quality of book sharing 	<ul style="list-style-type: none"> ● 'STEAM' Committee ● Teacher Librarian ● HODs and class teachers concerned ● S.1-S.6 Reading Period Teachers ● Assistant Principals ● Principal 	<ul style="list-style-type: none"> ● Professional assistance from ASD and EMSD

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 cross-curricular STEAM projects in different levels to unleash students' potential for innovation	Throughout the school year	<ul style="list-style-type: none"> ● The spirit of investigation and exploration among students is enhanced through collaborative learning in the cross-curricular STEAM Project. ● Students find the Project effective in developing them into independent and confident learners with innovative mind and necessary generic skills. 	<ul style="list-style-type: none"> ● Evaluation of the quality of the STEAM project conducted by students ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● 'STEAM' Committee ● ECA Team ● HODs and subject teachers concerned 	
1.2.2 Integrating eLearning into subject learning and teaching to prepare students for advanced levels of studies					
(a) Incorporating eLearning strategies into the formal curriculum of various subjects from different KLAs including ICT, Geography, Chinese History and Biology	Throughout the school year	<ul style="list-style-type: none"> ● eLearning materials are well-designed, effectively used and the use can be disseminated among other subject departments for sharing. ● Students find the materials interesting and inspiring which are useful in enhancing their capacity and in preparing themselves for advanced levels of studies. 	<ul style="list-style-type: none"> ● Programme Plan and minutes of meetings of the concerned subject departments ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● eLearning Committee ● ICT, Geography, Chinese History and Biology HODs ● Subject Teachers concerned 	<ul style="list-style-type: none"> ● eLearning devices and technology
(b) Further promoting VR technology in learning and teaching to let students have simulated field study experiences	Throughout the school year	<ul style="list-style-type: none"> ● A collaborative project applying VR technology in teaching is successfully carried out. ● A teaching kit is well produced and kept in the resource bank for other teachers' reference. 	<ul style="list-style-type: none"> ● Evaluation of the quality of the collaborative project and the teaching kit ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● eLearning Committee ● HODs and subject teachers concerned 	<ul style="list-style-type: none"> ● eLearning devices

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.2.3 Extending students' learning experiences beyond the classroom to facilitate integrative use of generic skills in life-wide learning experiences					
(a) Arranging enrichment learning activities including gifted education to motivate students to practise generic skills learnt in different subjects	Throughout the school year	<ul style="list-style-type: none"> ● Students can integrate various generic skills acquired in different subjects in enrichment learning activities. 	<ul style="list-style-type: none"> ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Gifted Education Committee ● HODs ● Subject Teachers ● Team/ Club i/cs 	
1.3.1 Updating teachers on the application of eLearning to teaching					
(a) Training on the use of e-platform and apps in teaching to equip teachers with necessary skills concerning eLearning	Throughout the school year	<ul style="list-style-type: none"> ● Over 50% of teachers can grasp the skills and adopt eLearning in their teaching. ● Teachers find the eLearning strategies useful and effective in enhancing student learning. 	<ul style="list-style-type: none"> ● Feedback from teachers 	<ul style="list-style-type: none"> ● eLearning Committee ● Assistant Principals ● Principal 	<ul style="list-style-type: none"> ● Training sessions on eLearning
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"> ● Over 60% of teachers attending sharing sessions on "self-regulated learning" agree that their readiness to implement self-regulated learning has been enhanced. 	<ul style="list-style-type: none"> ● Review of the quality of L&T materials concerning self-regulated learning ● Feedback from teachers 	<ul style="list-style-type: none"> ● Prefects of Studies ● Subject Teachers ● Assistant Principals ● Principal 	<ul style="list-style-type: none"> ● Sharing sessions on "self-regulated learning"

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3.3 Enhancing teachers' collaboration in exploring effective teaching strategies					
<p>(a) Institutionalizing professional dialogue after lesson observation to support teachers to plan, reflect and evaluate their teaching strategies</p> <p>(b) Facilitating the emergence of learning circles among teachers to build knowledge and facilitate professional development through collaboration</p>	Throughout the school year	<ul style="list-style-type: none"> ● Teachers find the professional dialogue useful in polishing their teaching skills and strategies. ● Effective teaching strategies are explored in the sharing among teachers in professional dialogue. ● Teachers find the collaborative approach useful for exploring effective teaching strategies. 	<ul style="list-style-type: none"> ● Feedback from teachers 	<ul style="list-style-type: none"> ● All teachers ● Assistant Principals ● Principal 	

Major Concern 2: To nurture TMGSSers’ positive values and actions 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
2.1.1 Assisting students in identifying personal strengths and weaknesses, as well as initiating plans for self-improvement					
<p>a) Motivating students to maximize their strengths and rectify their weaknesses through the School-based Life Planning Curriculum and self-evaluation exercise in ‘My Learning Profile’</p> <p>b) Guiding S.2 students to take on the role of peer counsellors to assist S.1 students in developing a habit of self-reflection, identifying their strengths and weaknesses, and setting realistic personal goals</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Students’ habits of self-evaluation concerning their strengths and weaknesses in academic performance and personal growth (moral, intellectual, physical, social and aesthetic development), are successfully nurtured. ● Students boost their self-confidence and self-image through the detailed and thoughtful completion of ‘My Learning Profile’ periodically. ● S.2 students agree that they could enhance their self-understanding and recognize their capabilities through serving as peer counsellors. ● S.1 students agree that they could actualize themselves under the guidance of peer counsellors. 	<ul style="list-style-type: none"> ● Review of students’ work and reflection in ‘My Learning Profile’ ● Feedback from parents, teachers and students ● Teachers’ observation 	<ul style="list-style-type: none"> ● Guidance & Counselling Team ● Career and Life Planning Education Team ● Class teachers and subject teachers concerned 	

2.1.2 Engaging students in setting clear and reasonable life goals

<p>a) Empowering students to set realistic long-term and short-term goals via a host of learning programs</p> <p>b) Engaging students in setting, 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, with the use of 'My Learning Profile'</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Over 75% of student participants find the learning programs effective for goal-setting. ● Students of different forms are able to set both achievable and reasonable short-term and long-term goals at various levels, with respective strategies. ● The majority of students find the 'My Learning Profile' conducive to goal-setting. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities organized ● Scrutiny of the minutes and work record of the concerned committees and departments ● Statistics of students' participation in relevant activities ● Feedback from parents, teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Career and Life Planning Education Team ● Class teachers and subject teachers concerned 	
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2.1.3 Motivating students to explore and stretch their potential

<p>a) Inputting, managing, evaluating and analyzing students' data from 'My Learning Profile' concerning personal interests, strengths, weaknesses and goals systematically and periodically so that prompt measures and appropriate strategies could be taken to address the needs of individual students</p> <p>b) Offering more options for students' diverse exposure on various occasions, including Student Development Day, Talent Show and Lunchtime Concert</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Mechanism of using data from 'My Learning Profile' to stretch students' potential could be successfully set up. ● Over 70% of teachers agree the mechanism could help them devise appropriate learning activities according to students' interests, needs and abilities. ● Over 60% of students agree on the effectiveness of varied co-curricular activities and learning programs in realizing their potential. 	<ul style="list-style-type: none"> ● Review of students' data from 'My Learning Profile' ● Evaluation of the effectiveness of the activities organized ● Statistics of students' participation in relevant activities ● Feedback from parents, teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Career and Life Planning Education Team ● Students' Union ● Class teachers and subject teachers concerned 	
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2.2.1 Guiding students to recognize the importance of ‘Positive Thinking’					
<p>a) Heightening 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) Strengthening Ethics Education through formal and informal curricula</p>	Throughout the school year	<ul style="list-style-type: none"> ● The mindset of ‘positive thinking’ is successfully instilled in students. ● Over 60% of student participants agree on the effectiveness of the curricula and activities in promoting ‘positive thinking’. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities conducted ● Statistics of students’ participation in relevant activities ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Teachers’ observation 	<ul style="list-style-type: none"> ● Guidance & Counselling Team ● All teachers 	
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					
<p>a) Providing multiple channels to enable distinguished alumni and public figures in society to share their thought-provoking life stories with students, including talks and social media, like Facebook</p> <p>b) Refining Chinese Reading and English Reading Schemes to provide students with more insights about overcoming difficulties in life</p>	Throughout the school year	<ul style="list-style-type: none"> ● Alumni and some public figures in society are successfully invited to share their inspiring life stories of overcoming obstacles with students. ● Over 60% of student participants agree on the effectiveness of the talks and sharing sessions and they become more positive and perseverant in facing challenges ahead. ● Students’ mentality to overcome hardship can be strengthened through reading Chinese and English self-help books as well as attending relevant talks and sharing sessions. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the sharing activities held ● Statistics of students’ participation in relevant activities ● Review of students’ book reports ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Teachers’ observation 	<ul style="list-style-type: none"> ● Moral and Life Education Team ● Civic Education Team ● Alumni Association 	

2.2.3 Equipping students with skills and abilities to cope with adversity

<p>a) Rolling out a whole-school activity day named ‘Power UP Station’ to be conducted annually after the half-yearly examination for all the students to recharge their batteries and hone problem-solving as well as stress management skills</p> <p>b) Reinforcing students’ roles in family through home-school partnership programs, e.g. ‘Pledge To My Family’ Scheme</p> <p>c) Facilitating students’ participation in 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>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Student participants agree on the importance of “Perseverance” and ‘patience’ in handling difficulties. ● Student participants agree that they are more sensible to cope with adversity with a stronger sense of responsibility at home. ● Over 60% of student participants find the whole-school activity day and adventure training programs advantageous to improve their well-being and nurture their positive life values. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities conducted ● Statistics of students’ participation in relevant activities ● Scrutiny of the minutes and work record of the concerned committees and departments ● Review of parents’ comments in ‘My Learning Profile’ ● Feedback from teachers and students ● Teachers’ observation 	<ul style="list-style-type: none"> ● Moral and Life Education Team ● Guidance & Counselling Team ● HODs and subject teachers concerned ● Library 	
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2.3.1 Promoting Basic Law education and enhancing students' understanding of the Basic Law					
a) Consolidating students' knowledge of the Basic Law through the curriculum of History, Chinese History and Geography	Throughout the school year	<ul style="list-style-type: none"> ● Curriculum concerning Basic Law education is well-designed and implemented. 	<ul style="list-style-type: none"> ● Evaluation of the curriculum of the concerned subjects 	<ul style="list-style-type: none"> ● Civic Education Team 	
b) Fostering students' understanding of the Basic Law by means of student-oriented activities, e.g. Basic Law Ambassadors Scheme, Top 10 News Stories of the Year, Inter-class Basic Law Competition and Inter-house Basic Law Competition		<ul style="list-style-type: none"> ● Students agree on the importance of learning about the Basic Law. ● Students' awareness of the Basic Law is heightened. ● Students' understanding of the relationship between the home country and Hong Kong is strengthened. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities conducted ● Statistics of students' participation in relevant activities ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Current Affairs Club ● History Department ● Chinese History Department ● Geography Department 	
2.3.2 Keeping students informed of the latest development of the home country					
a) Offering students ample opportunities to consolidate their understanding of the latest development of the home country, e.g. The 'Sister School Scheme-Cultural Exploration of Wudang Mountain' and The 'Mainland Exchange Program for Junior Secondary Students'	Throughout the school year	<ul style="list-style-type: none"> ● Student participants of the exchange programs deepen their understanding of the latest development of the home country. ● Students are able to explore and analyze the dynamic roles of the Greater Bay Area and One Belt One Road Initiative in the home country's infrastructure and economic development from an objective perspective. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the exchange programs organized ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Civic Education Team ● Current Affairs Club ● History Department ● Chinese History Department ● Geography Department ● Economics Department 	
b) Promoting students' understanding of the latest development of the Guangdong-Hong Kong-Macau Greater Bay Area and One Belt One Road Initiative through formal curriculum and forums, workshops or talks conducted by the Education Bureau					

2.3.3 Broadening students' global vision

<p>a) Promoting students' global vision through formal and informal curricula</p> <p>b) Liaising with International Student Exchange Centre to organize overseas study tours to facilitate cultural exchange among students</p> <p>c) Exposing students to different cultures via their participation in an array of cultural programs conducted both inside and outside school, such as Peacemaker's Cultural Celebration held by the The United Nations Educational, Scientific and Cultural Organization at Hong Kong Science Park</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Student participants' global outlook on life is enriched. ● Students' cultural understanding of various overseas countries is raised. ● Over 50% of student participants agree on the effectiveness of the activities and exchange programs in widening their exposures to a variety of global issues. 	<ul style="list-style-type: none"> ● Evaluation of the curriculum of the concerned subjects ● Evaluation of the effectiveness of the exchange programs conducted ● Statistics of students' participation in relevant activities and exchange programs ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Civic Education Team ● Current Affairs Club ● History Department ● Chinese History Department ● Geography Department 	
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2.4.1 Reinforcing students' leadership skills training					
<p>a) Institutionalizing 'One Student, One Post' Scheme to promote the message to students that 'everyone can make a leader'</p> <p>b) Fostering students' participation in the Student-LED Program, where students are trained to become the designers of their learning process</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Over 60% of students build up their self-confidence and polish their leadership skills via taking part in 'One Student, One Post' Scheme. ● Over 70% of OLE activities are successfully led by students. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the programs conducted ● Statistics of students' participation in relevant programs ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● ECA Team ● Class teachers, subject teachers and teams / clubs i/c concerned 	
2.4.2 Further cultivating students' concepts of volunteerism and social responsibilities					
<p>a) Incorporating elements of service-learning into various subject curricula</p> <p>b) Engaging students in a variety of social services and service-learning programs with good utilization of community resources</p> <p>c) Guiding students to conduct sharing sessions on volunteering experiences during morning assemblies to inculcate the concepts of volunteerism and social responsibilities in fellow schoolmates</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Over 70% of student participants agree that their sense of social awareness and responsibility could be enhanced through participation in social services and service-learning programs. ● Over 60% of students engage in voluntary services inside or outside school ● Over 60% of students demonstrate their willingness to render assistance to the needy in the future 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities and programs conducted ● Statistics of students' participation in relevant activities and programs ● Scrutiny of the minutes and work record of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Subject departments concerned ● ECA Team ● Class teachers, subject teachers and teams / clubs i/c concerned 	