

**Tuen Mun Government Secondary School
Annual School Plan 2020-2021**

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

Objectives:

- 1.1** To enhance students' capacity to excel in academic studies and consolidate an active learning environment in school through self-regulated learning strategies
- 1.2** To develop students into independent and confident learners with an innovative mind and necessary generic skills through application of knowledge, skills and experiences
- 1.3** 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 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 and note-making	Throughout the school year	<ul style="list-style-type: none"> ● Students are equipped with effective note-taking skills which can enhance their capacity to excel in academic studies. ● A majority of students could cultivate good habit of note-taking during lessons that help them develop into active and responsible learners. ● Students agree that note-making can consolidate their learning and help them develop into independent and reflective 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 ● S.1-S.3 subject teachers 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(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 	
(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 65% of S.1 students agree that Peer Counsellors can support their academic pursuits and they have become more active in monitoring their learning progress. ● S1 students become more active and independent to actualize their learning goals under the guidance of Peer Counsellors. ● Rapport is built between Peer counsellors and S1 students. Both of them become more responsible, confident and reflective 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"

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(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"> ● Parents are keen to give encouragements to their child as reflected from "My Learning Profile". ● S.1-S.3 students can make good use of "My Learning Profile" to 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"
1.2.1 Integrating eLearning into subject learning and teaching to prepare students for advanced levels of studies					
(a) Incorporating eLearning strategies into the formal curriculum of all subjects from different KLAs	Throughout the school year	<ul style="list-style-type: none"> ● School Google Classrooms, various online educational platforms, apps and software are integrated into subject teaching and learning. ● eLearning materials are well-designed by teachers and effectively used by students at their own learning pace. ● Students' habit of using eLearning platforms to facilitate their learning is formed. ● Students find the eLearning 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 ● Minutes of meetings ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● eLearning Committee ● HODs ● Subject teachers 	<ul style="list-style-type: none"> ● eLearning devices and technology

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
(b) Adopting eLearning skills of using iPads, Apple pencils or VR technology in learning and teaching	Throughout the school year	<ul style="list-style-type: none"> ● eLearning skills are adopted in learning and teaching of all subjects. ● Teachers are familiarized themselves with various eLearning skills to enhance teaching effectiveness. ● Students find eLearning skills useful for enhancing their capacity to cope with higher levels of studies. 	<ul style="list-style-type: none"> ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● eLearning Committee ● HODs ● Subject teachers 	<ul style="list-style-type: none"> ● eLearning devices
1.2.2 Extending students' learning experiences beyond the classroom to facilitate integrative use of generic skills in life-wide learning experiences					
(a) Arranging enrichment learning activities to encourage students' application of generic skills learnt in different subjects	Throughout the school year	<ul style="list-style-type: none"> ● Subject departments and teams/ clubs enlist outside school resources and enrol students in activities including programmes and courses to sharpen students' skills learnt in different subjects. ● Students can integrate 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"> ● HODs ● Team/ Club i/cs 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3.1 Updating teachers on the application of eLearning to teaching					
(a) Advancing teachers' skills of using eLearning platforms, apps and software in teaching	Throughout the school year	<ul style="list-style-type: none"> ● Over 75% of teachers are confident of adopting 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 session(s) on eLearning ● Professional sharing among teachers
1.3.2 Enhancing teachers' collaboration in exploring effective teaching strategies					
<p>(a) Institutionalising professional dialogue after lesson observation to support teachers to plan, reflect and evaluate their teaching strategies</p> <p>(b) Continuing the practice 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 	

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

Objectives:

- 2.1 To build up students' self-confidence, self-image and capabilities in setting meaningful life goals
- 2.2 To strengthen students' perseverance in response to challenges
- 2.3 To enhance students' understanding of the relationships between Hong Kong, the home country and the world
- 2.4 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 Engaging students in setting clear and reasonable life goals					
<ul style="list-style-type: none"> a) Polishing students' skills in setting realistic life goals in phases via the school-based six-year whole-person development plan b) Restructuring students' roles and values via 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', especially in times of social instability and the coronavirus pandemic c) Boosting students' ownership of their life through promoting positive communication between students-and-Principal, students-and-teachers, students-and-classmates, students-and-peer counsellors, and student-and-parents in 'My Learning Profile' 	Throughout the school year	<ul style="list-style-type: none"> ● Over 75% of the respondents are able to set both achievable and reasonable short-term and long term goals at various levels, with respective strategies. ● Students recognize their capabilities as well as uphold their self-worth with the aid of 'My Learning Profile' and a series of career and life planning programs. ● The majority of students find the learning programs conducive to self-understanding and life planning. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities organized ● Scrutiny of the minutes and work records of the concerned committees and departments ● Statistics of students' participation in relevant activities ● Review of feedback from the Principal, parents, teachers, peer counsellors and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Career and Life Planning Education Team ● Respective class teachers and subject teachers 	

2.1.2 Motivating students to explore and stretch their potential

<p>a) Generating a data bank utilizing students' responses from 'My Learning Profile' to tailor co-curricular activities and learning programs, e.g. talks and workshops, to individual students' personal interests, strengths, weaknesses and goals.</p> <p>b) Setting up diversified platforms for students, particularly those with low self-esteem, during the wave of social unrest, to actualize themselves and facilitate their affective development, including Inter-class Talent Contest, Impromptu Piano Performance in the Covered Playground & Lunchtime Concert</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Wide-ranging platforms are successfully created to unleash students' potential. ● Over 70% of teachers agree that the data bank could help construct a learner-centered curriculum and address issues of learner diversity. ● Students concur that they could enhance their self-image and identify their prowess in various fields, e.g. physical or aesthetic development, through involving in a host of tailor-made co-curricular activities and learning programs. ● A more cohesive and inviting atmosphere is effectively cultivated in school where students gain more confidence to perform in public. 	<ul style="list-style-type: none"> ● Review of students' data from 'My Learning Profile' ● Evaluation of the effectiveness of the activities and learning programs organized ● Statistics of students' participation in relevant activities and learning programs ● Feedback from parents, teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Career and Life Planning Education Team ● Students' Union ● Respective class teachers and subject teachers 	
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2.2.1 Guiding students to recognize the importance of ‘Positive Thinking’					
<p>a) Uplifting students’ mental well-being and re-orienting students’ roles in society through assorted activities and programs conducted by various functional teams, departments and clubs</p> <p>b) Emphasizing Ethics Education as well as Moral, Civic and Life Education</p> <p>c) Cultivating the ‘Sharing Culture’ on campus to advocate the essence of peer support, as a means to instilling a ‘positive thinking’ mindset in students, especially in times of social upheaval</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● The majority of student participants agree on the effectiveness of diverse co-curricular activities and learning programs in promoting ‘positive thinking’ and mental health. ● Students nurture a healthier and more positive attitude towards life and their roles in society through formal and informal curricula. ● The ‘Sharing Culture’ is successfully fostered on school campus where a warm and supportive learning atmosphere prevails. ● Students are observed to be more optimistic towards facing challenges with peer support. 	<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 records of the concerned committees and departments ● Feedback from teachers and students ● Teachers’ observation 	<ul style="list-style-type: none"> ● Civic Education Team ● Guidance & Counselling Team ● Liberal Studies Department ● Moral and Life Education Team ● All teachers 	

2.2.2 Equipping students with skills and abilities to cope with adversity

<p>a) Launching a series of experiential learning programs to provide students with more insights about overcoming difficulties in life</p> <p>b) Strengthening students' mentality to hardship via two dimensions: 1) Receptive modes of learning: Inviting outstanding alumni or public figures in the community to share heart-warming life stories with students through talks and social networking sites, like Facebook; 2) Productive modes of learning: Engaging students in adventure training programs, including Outward Bound Training Program, Adventure Ship and Hunger Banquet, to hone students' practical life skills, especially problem-solving skills and stress management skills</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Student participants find the wide variety of experiential learning programs constructive to heighten their social awareness, hone their skills to overcome adversity as well as build their resilience in life. ● Over 60% of the respondents agree on the effectiveness of both receptive and productive modes of learning in sharpening their skills and abilities to cope with adversity. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities and learning programs conducted ● Statistics of students' participation in relevant activities and learning programs ● Scrutiny of the minutes and work records of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● Civic Education Team ● Guidance & Counselling Team ● Moral and Life Education Team ● Alumni Association ● All teachers 	
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2.3.1 Promoting Basic Law education and enhancing students' understanding of the Basic Law					
<p>a) Heightening students' awareness of the Basic Law through the curricula of Liberal Studies, History, Chinese History, Geography as well as Life and Society</p> <p>b) Enabling students to have a better grasp of the principles enshrined in the Basic Law by means of exhibitions and large-scale inter-school programs</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Curricula concerning Basic Law education are well-designed and implemented. ● Students' understanding of the Basic Law is deepened. ● Students are more aware of the ties between the home country and Hong Kong. 	<ul style="list-style-type: none"> ● Evaluation of the curricula of the concerned subjects ● Evaluation of the effectiveness of the activities conducted ● Statistics of students' participation in relevant activities ● Scrutiny of the minutes and work records of the concerned committees and departments ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Civic Education Team ● Current Affairs Club ● Liberal Studies Department ● Life and Society Department ● History Department ● Chinese History Department ● Geography Department 	
2.3.2 Keeping students informed of the latest development of the home country					
<p>a) Furnishing students with more varied opportunities to recognize the latest development of the home country, e.g. The 'Sister School Scheme-Cultural Exploration of Wudang Mountain' and The 'Mainland Exchange Programme for Junior Secondary Students'</p> <p>b) Opening students' eyes to the latest development of the Guangdong-Hong Kong-Macao Greater Bay Area and the Belt and Road Initiative through school curricula, exchange programs and activities organized by the Education Bureau</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Student participants of the exchange programs acknowledge the latest development of the home country. ● Students can examine the dynamic roles of the Greater Bay Area in the home country's infrastructure and economic development in a dispassionate manner. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the exchange programs organized ● Scrutiny of the minutes and work records 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 	

2.3.3 Broadening students' global vision

<p>a) Advocating global perspectives inside and outside classrooms through formal and informal curricula</p> <p>b) Arranging overseas study tours to facilitate cultural exchange among students</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Students' global awareness and intercultural competence is fully aroused. ● The majority of student participants agree on the effectiveness of the exchange programs in expanding their exposures to a variety of cross-cultural 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 records of the concerned committees and departments ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Civic Education Team ● Current Affairs Club ● Liberal Studies Department ● History Department ● Chinese History Department ● Geography Department ● Study Tour & Exchange Program Team 	
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2.4.1 Reinforcing students' leadership skills training

<p>a) Monitoring students' performance and refining their leadership skills in accomplishing the required duties under the institutionalized 'One Student, One Post' Scheme</p> <p>b) Sharpening students' reflective skills and reinforcing their sense of responsibility through evaluating the effectiveness of the Student-LED activities/programs they conduct</p> <p>c) Brushing up students' computer literacy so as to enable them, in particular, student leaders, to exercise professional judgment on the validity, reliability and accuracy of information in the realm of social media nowadays</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Over 70% of the respondents agree that the institutionalized 'One Student, One Post' Scheme is advantageous to strengthening their leadership skills via self-evaluation and teachers' guidance. ● Students heighten their reflective skills and sense of responsibility through evaluating their own performed duties or the activities/programs they conduct. ● Students are able to identify valid, reliable and accurate sources of information on social media with enhanced computer literacy. 	<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 records of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● ECA Team ● Respective class teachers ● Concerned subject teachers and teams / clubs i/c 	
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2.4.2 Further cultivating students' concepts of volunteerism and social responsibilities

<p>a) Offering intensive service-learning programs on a regular basis for students of all levels and diverse abilities</p> <p>b) Scheduling sharing sessions in morning assemblies for students of different levels to share their volunteering experiences with fellow schoolmates</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● Concepts of volunteerism and social responsibilities are successfully inculcated in students of all levels. ● The majority of student participants demonstrate their eagerness to render assistance to the needy after actively partaking in an array of service-learning programs offered by school. ● Over 70% of the respondents have their horizons broadened and a stronger sense of serving the community cultivated after attending the sharing sessions. 	<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 records of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation 	<ul style="list-style-type: none"> ● HMSC Department ● ECA Team ● School Assemblies Team ● Respective class teachers ● Concerned subject teachers and teams / clubs i/c 	
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