Major Concern 1: To optimize learning and teaching to pursue excellence for all

Objectives:
1.1 To enhance students' capacity to learn by providing them with broader learning experience to cater for their interests, abilities and needs and increase their motivation for learning
1.2 To equip students with necessary knowledge, skills, and attitudes to meet challenges ahead amidst rapid local and global changes and development
1.3 To increase teachers' resourcefulness and readiness for making adaptation for new pedagogy addressing students' learning needs

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.1.1 Extending learning beyond the classroom by making more effective planning of students' learning time					
(a) Scheduling wide-ranging classroom extension activities spanning the whole school year (i) Conducting activities in morning assemblies and class periods to enhance students' learning motivation and interest in studies	Throughout the school year	• A comprehensive range of classroom extension activities are scheduled all year round under systematic planning of students' learning time. • Over 65% of students agree that their learning motivation and interest in studies can be enhanced through diversified learning activities extended beyond the classroom.	• Inspection of the programme plans • Feedback from teachers and students	• Prefects of Studies • HODs • HOCs • Assemblies Team • Clas Period i/c	

1.1.2 Reviewing the school-based homework and assessment policies to create space for diversified learning experiences without compromising the depth of learning

(a) Reviewing the modes of assessments including coursework assessments to allow more flexibility for planning curriculum-related activities (i) Differentiating assessment tasks ranging from individual written assignments to group performances to cater for learner diversity	Throughout the school year	● The modes of assessments are reviewed to cater for students of differing abilities. ● Over 65% of students agree that the refined homework and assessments are suited to their abilities and can stretch their potential.	● Exercise book inspection ● Inspection of the programme plan of subjects ● Feedback from teachers and students	● Prefects of Studies ● HODs ● Subject teachers	

1.1.3 Keeping the momentum of student learning and heightening students' sense of responsibility for own learning by providing varied learning experiences

(a) Strengthening learning motivation utilizing e-learning even when face-to-face interaction between teachers and students is not feasible (b) Designing homework and assessment for self-directed learning to increase students' ownership for learning (c) Arranging enhancement classes to cater for students' learning pace	Throughout the school year	● IT is blended into teaching pedagogy for boosting students' knowledge, skills and attitudes, strengthening interaction and learning motivation. ● Homework and assessments are designed for self-directed learning. ● Over 65% of students agree that varied learning experiences can sustain their effort and heighten their sense of responsibility for own learning .	● Inspection of the programme plans ● Feedback from teachers and students	● Prefects of Studies ● HODs ● Subject teachers	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.2.1 Enhancing the planning and implementation of STEM education and incorporating information literacy in education to help students develop scientific thinking					
(a) Nurturing STEM competencies of S.1-S.3 students across STEM subjects and in Technology & Living to enhance enquiry skills, self-directed learning and/or higher-order thinking skills (b) Developing S.1-S.3 students' capacity to apply knowledge and skills acquired in different STEM-related subjects in an integrated and creative manner to solve daily problems (c) Increasing collaboration with outside bodies to engage in more challenging projects for STEM education (d) Incorporating information literacy in education to enhance ethical and prudent use of IT	Throughout the school year	● Cross-disciplinary STEM learning activities conducive to students' development of interest and acquisition of the essential learning elements of STEM education are organized for S.1-S.3 students. ● The long-term development of STEM education including forumulating school policies and facilitating collaboration across subjects and with outside bodies is planned. ● Students' awareness of accessing reliable sources of information and the ethical and prudent use of IT is raised. ● Over 65% of students involved agree that the activities can equip them with knowledge, skills and attitudes to deal with daily problems and prepare them for the challenges ahead.	● Inspection of the programme plans ● Feedback from teachers and students	● STEM Committee ● Prefects of Studies concerned ● KLA Coordinators concerned ● HODs concerned	

1.2.2 Broadening students' perspective through Reading across the Curriculum (RaC)

(a) Widening students' exposure, mind and vision through using reading resources from language and non-language KLA subjects to enhance students' understanding of contemporary issues that may impact on their daily lives at personal, community, national and/or global levels (i) eReading schemes providing eBooks in various categories and levels (ii) Non-language KLA subjects including Biology, Geography, Economics, BAFS, History, and Chinese History distributing reading materials to students to broaden their knowledge base	Throughout the school year	● Subject teachers of language and non-language KLAs can select appropriate reading materials. ● Over 65% of students agree that they can acquire knowledge from a diversified range of reading materials and adopt views from more different perspectives through reading a wide array of reading materials both in and out of school.	● Feedback from teachers and students	● Prefects of Studies concerned ● KLA Coordinators concerned ● HODs concerned ● Subject teachers concerned	

1.2.3 Stepping up gifted education to nurture a diversity of talents

(a) Providing differentiated learning opportunities to advanced learners and gifted students who demonstrate talents and competencies in different areas e.g. STEM subjects, languages, sports and arts through (i) nominating students for gifted programmes and inter-school competitions (ii) liasing with outside bodies	Throughout the school year	● More learning opportunities are offered under teachers' nomination. ● Outside bodies such as the Hong Kong Academy for Gifted Education and tertiary institutions are engaged to provide such as enrichment courses for advanced learners and gifted students. ● The ability of advanced learners and gifted students is further stretched by joining inter-school competitions.	● Evaluation from Gifted Education Team ● Feedback from teachers and students	● Gifted Education i/c ● Prefects of Studies ● HODs ● Subject teachers	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3.1 Raising teachers' competency of blending IT into their pedagogy beyond the confines of the classroom					
(a) Training teachers on the use of e-learning tools and online learning and teaching resources to further strengthen interaction and learning motivation of students even when face-to-face lessons are not feasible	Throughout the school year	● Teachers are equipped with a diversity of e-learning tools used to strengthen interaction and learning motivation of students. ● Over 65% of teachers agree that their competence of using IT is raised.	● Feedback from teachers	● e-learning Committee	
1.3.2 Promoting professional sharing among teachers on assessment and homework design to meet students' needs					
(a) Promoting professional sharing among teachers on assessment literacy and homework design to devise relevant support measures for students	Throughout the school year	● Over 65% of teachers participate in related professional sharing and adopt relevant support measures to meet students' needs.	● Feedback from teachers	● Principal ● Assistant Principals ● Prefects of Studies ● HODs	
1.3.3 Nurturing a collaborative culture among teachers via strengthening cross-curricular links					
(a) Enhancing cross-disciplinary collaboration with teachers of different subjects or teams through organizing cross-curricular activities to address students' learning needs	Throughout the school year	● Teachers are engaged in cross-disciplinary collaboration. ● A majority of teachers agree that cross-disciplinary collaboration can increase the effectiveness of addressing students' learning needs.	● Feedback from teachers	● Prefects of Studies ● KLAs ● HODs ● HOCs	

Major Concern 2: To endow TMGSSers with core values towards personal advancement, the community, the home country and the world

Objectives:
1. To build up students' self-confidence, self-image and capabilities in setting meaningful life goals
2. To nurture students' social and interpersonal skills
3. To enhance students' understanding of the relationships between Hong Kong, the home country and the world
4. To develop students into sensible Internet users with strengthened information literacy in the digital world

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.1.1 Engaging students in setting clear and reasonable life goals					
a) Sharpening students' skills in setting realistic life goals in phases via the school-based six-year whole-person development plan. b) Reorienting 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', during the COVID-19 pandemic.	Throughout the school year	● 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 limitations and build a positive self-image with the aid of 'My Learning Profile' and a series of career and life planning programmes. ● The majority of students find the learning programmes conducive to self-understanding and life planning.	● 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	● Career and Life Planning Education Team ● Respective class teachers and subject teachers	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.1.2 Motivating students to explore and stretch their potential					
a) Utilizing students' data from 'My Learning Profile' to tailor co-curricular activities and learning programmes, e.g. talks and workshops, to individual students' personal interests, strengths, weaknesses and goals. b) Setting up diversified platforms for students, particularly those with low self-esteem, to actualize themselves, create more successful learning experiences and facilitate their affective development, including TMGSS ShowTime, Inter-class Talent Contest, Impromptu Piano Performance in the Covered Playground & Lunchtime Concert.	Throughout the school year	● Wide-ranging platforms are successfully created to unleash students' potential. ● Over 70% of teachers find it easy to access students' data and agree that the data could help construct a learner-centered curriculum and address issues of learner diversity. ● Students concur that they could uphold their self-worth and recognize their potential in various fields, e.g. physical or aesthetic development, through involving in a host of tailor-made co-curricular activities and learning programmes. ● A supportive and welcoming atmosphere is effectively cultivated in school when students gain more confidence to showcase their talent in public.	● Review of students' data from 'My Learning Profile' ● Evaluation of the effectiveness of the activities and learning programmes organized ● Statistics of students' participation in relevant activities and learning programmes ● Feedback from parents, teachers and students Teachers' observation	● Career and Life Planning Education Team ● Students' Union ● Respective class teachers and subject teachers	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.1.3 Reinforcing students' sense of responsibility and leadership skills training					
a) Devising an array of learning activities based on the general weaknesses of students spotted from 'My Learning Profile' with a view to optimizing opportunities for less-able students to achieve more. b) Offering intensive service-learning programmes on a regular basis for students of all levels and diverse abilities and engaging them in evaluating the roles or duties they partake in the activities/programmes. c) Monitoring students' performance and strengthening their leadership skills via accomplishing the required roles/duties or involving in various leadership training activities.	Throughout the school year	● The majority of student participants agree on the effectiveness of diverse learning activities and programmes in boosting self-confidence and upholding self-worth. ● Teachers agree that most students', especially the low achievers' confidence, has been enhanced. ● Students heighten their sense of responsibility and leadership skills through evaluating their own performed duties or the activities/programmes they partake in.	● Review of students' data from 'My Learning Profile' ● Evaluation of the effectiveness of the activities and learning programmes organized ● Statistics of students' participation in relevant activities and learning programmes ● Feedback from parents, teachers and students Teachers' observation	● HMSC Department ● ECA Team ● School Assemblies Team ● Respective class teachers ● Concerned subject teachers and teams / clubs i/c	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.2.1 Guiding students to recognize the importance of 'effective communication' in everyday life					
a) Scheduling sharing sessions in morning assemblies for students of different levels to share their insights about maintaining effective communication with others in daily life. b) Conducting a series of learning activities and programmes, e.g. talks and workshops, to equip students with useful communication skills to interact with others in everyday life.	Throughout the school year	● The majority of students agree on the importance of effective communication through attending sharing sessions and learning programmes. ● Students nurture social skills and interpersonal skills by enrolling themselves in a series of learning activities and programmes.	● Evaluation of the effectiveness of the activities and programmes conducted ● Statistics of students' participation in relevant activities and programmes ● Scrutiny of the minutes and work records of the concerned committees and departments ● Feedback from teachers and students Teachers' observation	● Civic Education Team ● Guidance & Counselling Team ● Liberal Studies Department ● Moral and Life Education Team ● All teachers	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.3.1 Fostering students' awareness of the Constitution, the Basic Law and the National Security Law					
a) Raising students' awareness of the Constitution, the Basic Law and the National Security Law through formal curricula and activities. b) Enabling students to have a better understanding of the principles enshrined in the Constitution, the Basic Law and the National Security Law by means of boarddisplays, exhibitions and large-scale inter-school programmes.	Throughout the school year	• Curricula and activities concerning the Constitution, the Basic Law and the National Security Law are smoothly conducted. • Students' understanding of the Constitution, the Basic Law and the National Security Law is consolidated. • Students can better understand the cohesive ties between the home country and Hong Kong.	• Evaluation of the curriculum 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 team and working group • Feedback from teachers and students	• Subject departments concerned • Civic Education Team • Working Group on National Security Education	

	Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.3.2 Keeping students informed of the latest development of the home country						
a) b)	Providing students with more exposure to the 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'. Opening students' eyes to the most recent development of the home country through school curricula, exchange programmes and activities organized by the Education Bureau.	Throughout the school year	● Student participants of the exchange programmes acknowledge the latest development of the home country. ● Students can examine the dynamics in the infrastructure and economic development of the home country from an objective perspective.	● Evaluation of the effectiveness of the exchange programmes organized ● Scrutiny of the minutes and work records of the concerned committees and departments ● Feedback from teachers and students ● Teachers' observation	● Civic Education Team ● All subject departments concerned	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.4.1 Equipping students with generic skills to cope with dynamics in the information world					
a) Strengthening students' critical thinking and reflective skills through evaluating the ways on how information can be circulated, interpreted and accessed in the digital age. b) Emphasizing Ethics Education as well as Moral, Civic and Life Education in Computer Literacy lessons.	Throughout the school year	• Students heighten their critical thinking and reflective skills when handling complexities in the information world. • Over 70% of the respondents agree that they are more aware of the proper and ethical ways of handling information online through formal curricula.	• Evaluation of the effectiveness of the programmes conducted • Statistics of students' participation in relevant programmes • Scrutiny of the minutes and work records of the concerned committees and departments • Feedback from teachers and students • Teachers' observation	• ECA Team • Respective class teachers • Concerned subject teachers and teams / clubs i/c	

Strategies	Time scale	Success criteria	Method of evaluation	People responsible	Resources required
2.4.2 Empowering students to identify valid, reliable and accurate sources of information in the realm of social media					
a) Training up ambassadors to spread the message of being a wise Internet user on various school occasions, e.g. morning assemblies and class periods. b) Launching various experiential learning programmes to beef up students' information literacy so as to enable them to exercise professional judgment on the validity, reliability and accuracy of information in the realm of social media nowadays.	Throughout the school year	• The message of being a wise Internet user is successfully fostered on school campus, where students can be more aware of e-safety. • Over 70% of the respondents have a stronger sense of using IT ethically and prudently through the participation of various experiential learning programmes. • Students are able to identify valid, reliable and accurate sources of information on social media with enhanced information literacy.	• Evaluation of the effectiveness of the activities and programmes conducted • Statistics of students' participation in relevant activities and programmes • Scrutiny of the minutes and work records of the concerned committees and departments • Feedback from teachers and students • Teachers' observation	• ECA Team • School Assemblies Team • Respective class teachers • Concerned subject teachers and teams / clubs i/c	