

**Tuen Mun Government Secondary School
Annual School Plan 2023-2024**

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 (i) Regularly conducting activities addressing students' diverse learning needs outside scheduled subjects' lesson time at school or outside school e.g. morning assemblies, reading periods, class periods, the Student Development Day and the Post-exam Period to enliven and enrich the learning experiences of students	Throughout the school year	<ul style="list-style-type: none"> ● A comprehensive range of classroom extension activities are scheduled under systematic planning of students' learning time. ● Over 65% of students agree that the diversified classroom extension activities can fulfil their diverse learning needs and enliven and enrich their learning experiences. 	<ul style="list-style-type: none"> ● Inspection of the programme plans ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies ● HODs ● HOCs ● School Assemblies i/c ● Reading Across Curriculum (Reading Periods) i/c ● Whole-person Development Committee (Class Periods) i/c ● ECA/ OLE (Student Development Day & Post-exam Period) i/c ● Subject teachers concerned 	

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					
<p>(a) Nurturing STEM competencies of S.1-S.3 students across STEM subjects including Technology & Living to enhance enquiry skills, self-directed learning and/or higher-order thinking skills</p> <p>(b) Developing S.1-S.3 students' capacity to apply knowledge and skills acquired in STEM-related subjects in an integrated and creative manner</p> <p>(c) Increasing collaboration with outside bodies to engage in more challenging projects for STEM education</p> <p>(d) Incorporating information literacy in education to enhance ethical and prudent use of IT</p>	Throughout the school year	<ul style="list-style-type: none"> ● 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 development of STEM education for junior and senior forms including organizing activities across STEM subjects 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. 	<ul style="list-style-type: none"> ● Inspection of the programme plans ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies concerned ● KLA Coordinators concerned ● HODs concerned ● STE(A)M Education i/c ● Subject teachers concerned 	

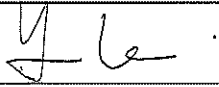
1.2.2 Broadening students' perspective through Reading across the Curriculum (RaC)

<p>(a) Widening students' exposure, mind and vision through using a wide variety of reading resources not limited to e-learning materials and extra reading materials distributed</p> <p>(i) All subject departments purchasing books/ magazines to enrich the library's collection to raise students' awareness of the rapid local and global changes in different aspects of life and equip students with more necessary knowledge, skills and/ or attitudes for the challenges ahead</p> <p>(ii) Increasing learning and teaching resources about history and geography of our country, which help strengthen students' sense of national identity and national pride</p> <p>(iii) Making reading materials more accessible to students in different areas of the school outside the school library e.g. classrooms, reading corners and the study room</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● All subject departments purchase and select appropriate reading materials to equip students with necessary knowledge, skills and attitudes for the rapid local and global changes ahead. ● Over 65% of students find the reading materials offered by school more accessible to them. ● Over 65% of students agree that they can acquire more necessary knowledge, skills and attitudes for the challenges ahead through reading a wide array of reading materials offered or recommended by school. 	<ul style="list-style-type: none"> ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies ● HODs ● Reading Across Curriculum & Library Programmes i/c ● Subject teachers 	
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1.2.3 Stepping up gifted education to nurture a diversity of talents

<p>(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</p> <p>(i) Organizing school-based training to equip talented students for difficult challenges ahead</p> <p>(ii) Nominating students for gifted programmes and inter-school competitions</p> <p>(iii) Liaising with outside bodies</p>	<p>Throughout the school year</p>	<ul style="list-style-type: none"> ● More learning opportunities are offered by school under teachers' nomination. ● Outside bodies 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. 	<ul style="list-style-type: none"> ● Evaluation from Gifted Education Team ● Feedback from teachers and students 	<ul style="list-style-type: none"> ● Prefects of Studies ● HODs ● HOCs ● Gifted Education Programme i/c ● Subject teachers concerned 	
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Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1.3.1 Nurturing a collaborative culture among teachers via strengthening cross-curricular links					
(a) Subject departments increasing cross-disciplinary collaboration with other subject departments or teams through organizing cross-curricular activities to address students' learning needs	Throughout the school year	<ul style="list-style-type: none"> ● Teachers are engaged in more cross-disciplinary collaboration. ● A majority of teachers agree that cross-disciplinary collaboration can increase the effectiveness of addressing students' learning needs. 	<ul style="list-style-type: none"> ● Feedback from teachers 	<ul style="list-style-type: none"> ● Prefects of Studies ● KLA Coordinators ● HODs ● HOCs ● Subject teachers concerned 	

Endorsed by , Chairperson of TMGSS SMC on 28 June 2023.
(Ms LAM Si-hang, Yvonne)

**Tuen Mun Government Secondary School
Annual School Plan 2023-2024**

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 Motivating students to explore and stretch their potential					
a) Tailoring a series of co-curricular activities and learning programmes for individual students' interests, strengths, and targets to further explore students' multiple talents b) Setting up diversified platforms for students of varying capabilities, to enrich their learning experiences, facilitate their affective development as well as unleash their potential	Throughout the school year	<ul style="list-style-type: none"> ● Over 80% of teachers agree that a greater variety of activities has been offered to motivate students to stretch their potential. ● More rewarding learning experiences are created for students to actualize themselves. ● A significant increase in the number of participants and award winners in various activities and competitions is recorded. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Students' Union ● Respective class teachers and subject teachers 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.1.2 Reinforcing students' sense of responsibility and leadership skills training					
<p>a) Offering a wide array of community services and leadership training programmes to students of different levels to strengthen their sense of responsibility and boost their self-esteem</p> <p>b) Institutionalizing the Social Services Scheme by arranging S.2 students to take part in social services at least once per academic year.</p> <p>c) Monitoring students' performance and polishing their leadership skills via accomplishing the required roles/duties under the institutionalized 'One Student, One Post' Scheme</p> <p>d) Recognizing students' achievements in various aspects, e.g. sport, conduct, character building and leadership, by nominating students to enroll in various award schemes both inside school, e.g. Star of TMGSS and outside school, e.g. the 'Top 10 Hong Kong Outstanding Student Service Leaders'</p>	Throughout the school year	<ul style="list-style-type: none"> ● 70% of student participants agree on the effectiveness of diverse learning activities and programmes in boosting self-confidence and upholding self-worth. ● 70% of teachers agree that students have improved their sense of responsibility after taking part in assorted service-learning activities/programmes ● Students heighten their sense of responsibility and leadership skills through evaluating their own performed duties or the activities/programmes they partake in. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● HMSC Department ● ECA Team ● Community Service Team ● School Assemblies Team ● Respective class teachers ● Concerned subject teachers and teams / clubs / uniformed groups i/c ● Whole Person Development Team 	

Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.2.1 Facilitating positive communication between students and various parties					
<p>a) 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</p> <p>b) Consolidating family-school cooperation, e.g. holding more activities by the Parent-Teacher Association and updating the school webpage to keep parents informed of the latest information so as to facilitate parent-child communication</p>	Throughout the school year	<ul style="list-style-type: none"> ● 70% 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Civic Education Team ● Guidance & Counselling Team ● Liberal Studies Department ● Moral and Life Education Team ● All teachers 	

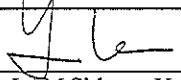
Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.2.2 Cultivating the 'Sharing Culture' among students in response to challenges					
<p>a) Scheduling sharing sessions in morning assemblies for students to share their successful experiences in different aspects of life, e.g. volunteering, sport and academics</p> <p>b) Strengthening students' willingness to share and ask for support in times of difficulties through the participation of wide-ranging theme-related activities, e.g. abseiling and adventure training programmes, as well as the follow-up debriefing sessions</p>	Throughout the school year	<ul style="list-style-type: none"> ● Students nurture a healthier and more positive attitude towards life after attending their peers' sharing sessions. ● Students gain insights about overcoming difficulties in life by sharing with and supporting their loved ones ● 70% of student participants agree on the effectiveness of the theme-related activities and they become more positive and perseverant in facing challenges ahead with peer support. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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					
<p>a) Heightening students' understanding of the principles enshrined in the Constitution, the Basic Law and the National Security Law by means of board displays, exhibitions and large-scale inter-school programmes</p> <p>b) Enriching students' knowledge through engaging them in multifarious inter-school competitions concerning the Constitution, the Basic Law and the National Security Law, e.g. Slogan-cum-Poster Design Competition on National Security</p>	Throughout the school year	<ul style="list-style-type: none"> ● Students' understanding of the Constitution, the Basic Law and the National Security Law is further strengthened. ● Students can fully understand the cohesive ties between the home country and Hong Kong. ● A significant increase in the frequency of relevant activities/programmes as well as the number of participants is recorded. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Civic Education Team ● Working Group on National Security Education ● All subject departments concerned 	

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					
<p>a) Expanding students' exposure to the development of the home country, e.g. The 'Sister School Scheme'</p> <p>b) Opening students' eyes to the most recent development of the home country through school curricula, exchange programmes and activities organized by the Education Bureau</p>	Throughout the school year	<ul style="list-style-type: none"> ● Student participants of the exchange programmes have a deeper understanding of 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Civic Education Team ● All subject departments concerned 	
2.3.3 Broadening students' global vision					
<p>a) Advocating global perspectives inside and outside classroom through formal and informal curricula</p> <p>b) Exposing students to different cultures via their participation in an array of cultural programs, e.g. online tours and international conferences</p>	Throughout the school year	<ul style="list-style-type: none"> ● Student participants' global outlook on life and intercultural competence is deepened. ● Students' cultural understanding of various overseas countries is further enhanced. ● 60% of student participants agree on the effectiveness of the activities in widening 	<ul style="list-style-type: none"> ● Evaluation of the curriculum of the concerned subjects ● Statistics of students' participation in relevant activities ● Scrutiny of the minutes and work record of the concerned 	<ul style="list-style-type: none"> ● Civic Education Team ● All subject departments concerned ● PSHE KLA 	

c) Arranging overseas study tours to facilitate cultural exchange among students		their exposures to a variety of global issues.	committees and departments Feedback From teachers and students		
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Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.4.1 Empowering students to identify valid, reliable and accurate sources of information in the realm of social media					
<p>a) Rolling out informative programmes, e.g. workshops, lectures and sharing sessions, to reinforce students' information literacy</p> <p>b) Promoting the ethical and prudent use of Internet among students so that they can give out valid, reliable and accurate information in the realm of social media nowadays</p>	Throughout the school year	<ul style="list-style-type: none"> The message of being an ethical and prudent Internet user is successfully fostered on school campus, where students can be more aware of e-safety. Students are able to identify as well as release valid, reliable and accurate sources of information on social media with heightened information literacy. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> ECA Team School Assemblies Team Respective class teachers Concerned subject teachers and teams / clubs i/c 	

Endorsed by , Chairperson of TMGSS SMC on 28 June 2023.
(Ms LAM Si-hang, Yvonne)