

Tuen Mun Government Secondary School
Annual School Plan (2024/25)

Major Concern 1 : To build a vibrant learning community in pursuit of academic excellence

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To create vibrancy in learning	1.1.1 Building a supportive and interactive study environment (a) Conducting peer sharing and group activities in class (b) Holding inter-class subject-related activities or competitions	Over 65% of students agree that the activities can give them more support in learning.	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • ECA Fund
1.2 To tap into opportunities conducive for learning	1.2.1 Fostering students' creativity	Over 65% of students agree that there are ample opportunities to develop their creativity.	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • STEAM Education i/c • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • Reading Grant

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>1.2.2 Promoting biliteracy and trilingualism</p> <p>(a) Recommending activities enhancing students' Chinese and English proficiency</p> <p>(b) Showcasing students' biliterate and trilingual abilities</p>	Over 65% of students agree that they are given more opportunities to enhance their biliterate and trilingual abilities.	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • Reading Grant
	1.2.3 Injecting new ideas into STEAM teaching	<p>Over 65% of teachers have got teacher training on STEAM of a minimum of three hours.</p> <hr/> <p>Teachers apply acquired strategies in lessons and related activities.</p> <hr/> <p>Teachers share their experiences of adopting the strategies in teaching and their effects on student learning.</p>	<ul style="list-style-type: none"> • Inspection of programme plans • Feedback from teachers and students • Teachers' training records • Lesson observation 	Whole school year	<ul style="list-style-type: none"> • Prefects of Studies • HODs • HOCs • STEAM Education i/c • Subject teachers 	<ul style="list-style-type: none"> • LWL Grant • Reading Grant

Major Concern 2: To cultivate students' positive virtues and resilience in life

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
<p>2.1 Students can boost their mental and physical wellness.</p>	<p>2.1.1 Accentuating students' physical fitness and aesthetic sense</p> <p>(a) Developing students' skills and knowledge of various sports as well as aesthetic activities</p> <p>(b) Advocating an optimised sports and aesthetic ambience on school campus</p>	<ul style="list-style-type: none"> ● Over 65% of students agree that they have grasped necessary skills and knowledge to strengthen their physical health. ● Over 65% of students can acquire appreciative skills to facilitate their emotional development. ● A supportive atmosphere is successfully cultivated in school to promote regular exercise and aesthetic appreciation. 	<ul style="list-style-type: none"> ● Evaluation of the effectiveness of the activities and learning programmes organised ● Statistics of students' participation in relevant activities and learning programmes 	<p>Whole School Year</p>	<ul style="list-style-type: none"> ● Physical Education Department ● Visual Arts Department ● ECA Team ● Whole-person Development Committee ● All subject departments/ teams/ clubs concerned ● All teachers 	<ul style="list-style-type: none"> ● Government grants and funding
	<p>2.1.2 Facilitating students to lead a healthy lifestyle</p> <p>(a) Stressing the importance of an active and healthy lifestyle</p> <p>(b) Equipping students with generic skills, e.g. time management skills, to lead a healthy lifestyle</p>	<ul style="list-style-type: none"> ● Over 65% of students agree on the importance of an active and healthy lifestyle through attending talks, workshops and sharing sessions. ● Students can schedule their studies properly and effectively with better time management skills. 	<ul style="list-style-type: none"> ● Feedback from parents, teachers and students ● Teachers' observation 			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.2 Students can foster their self-efficacy through learning and co-curricular activities.	2.2.1 Mobilising students to serve the class, the school, the community and the home country (a) Offering wide-ranging community services to students of diverse abilities (b) Recognising students' achievements and positive attributes in various aspects of school life (c) Opening students' eyes to the culture and heritage of the home country	<ul style="list-style-type: none"> Over 65% of student participants agree that they have enhanced their self-confidence and upheld self-worth through serving others. Over 65% of student participants concur that they have gained a sense of achievement after partaking in assorted activities. Students' understanding of the culture and heritage of the home country is reinforced. 	<ul style="list-style-type: none"> Evaluation of the effectiveness of the activities and learning programmes organised Statistics of students' participation in relevant activities and learning programmes 	Whole School Year	<ul style="list-style-type: none"> Community Service Team ECA Team Career and Life Planning Education Team Whole-person Development Committee School Assemblies Team All subject departments/ teams/ clubs concerned All teachers 	<ul style="list-style-type: none"> Government grants and funding
	2.2.2 Promoting social, emotional and moral development in students (a) Rolling out diversified co-curricular activities and learning programmes to unlock students' full potential (b) Engaging students in goal-setting in career & life planning (c) Guiding students to conduct self-reflection upon completion of the learning experience/ activity	<ul style="list-style-type: none"> Over 65% of student participants concur that they can explore their multiple talents through the variety of activities offered. Over 65% of student participants find the goal-setting and self-reflection conducive to self-understanding and enhancing self-esteem. 	<ul style="list-style-type: none"> Feedback from parents, teachers and students Teachers' observation 			