

# **TSUEN WAN GOVERNMENT SECONDARY SCHOOL**

## **Annual School Plan**

**2015 – 2016**

**Endorsed by SMC on 30 June 2015**

**Tsuen Wan Government Secondary School  
Annual School Plan**

**2015-2016**

**Major Concerns**

- 1. To enable students to become self-regulated learners who strive for academic excellence**
- 2. To continue promoting a caring culture and further develop positive attitudes of students**
- 3. To enhance students' capacity for self-planning and raise their standards in three attributes (concern for others, gratitude to others and sense of responsibility) necessary for better preparation for life in a fast changing society**

1. Major Concern: To enable students to become self-regulated learners who strive for academic excellence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>Students' self-regulated learning habit will be developed.</b>	<ul style="list-style-type: none"> <li>Introduce self-regulated learning habit to teachers and students through seminars and workshops</li> </ul>	<ul style="list-style-type: none"> <li>70% of students agree that the seminars and workshops can promote proactive learning and help them acquire the knowledge and skills of self-regulated learning</li> <li>70% of teachers agree that the seminars and workshop can enhance their knowledge and skills of promoting self-regulated learning</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of both teachers and students</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Academic Committee</li> <li>Staff Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Academic Committee</li> <li>Staff Development Committee</li> </ul>
	<ul style="list-style-type: none"> <li>Enhance S1- S3 students' motivation to learn through pre-lesson learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Scrutiny of documents</li> <li>70% of students agree that the pre-lesson tasks can enhance their learning motivation</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of both teachers and students</li> <li>Scrutinize the records of pre-lesson learning tasks</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Academic Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Academic Committee</li> <li>HODs and subject teachers</li> </ul>

<b>Students will become active learners.</b>	<ul style="list-style-type: none"> <li>• Adopt diversified and interactive classroom activities to encourage students' active participation in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• 70% of students agree that the classroom activities can enhance their drive to learn</li> <li>• 70% of teachers agree that students participate more actively in the classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both teachers and students</li> <li>• Scrutinize the documents</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• HODs and subject teachers</li> </ul>
	<ul style="list-style-type: none"> <li>• Create opportunities for students' to excel by using self-access learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of documents</li> <li>• 70% students agree that the self-access learning materials can help them learn independently</li> <li>• 70% students agree that the self-access learning materials can enhance their learning capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both teachers and students</li> <li>• Scrutinize the documents</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Academic Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• Academic Committee</li> <li>• HODs and subject teachers</li> </ul>

**2. Major Concern: To continue promoting a caring culture and further develop positive attitudes of students**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<b>Positive and supportive teacher-student and student-student relationships will be fostered so that both teachers and students will care for each other and show mutual respect.</b>	<ul style="list-style-type: none"> <li>Strengthen the role of class clubs in organizing class-based activities and arranging regular meetings with class teachers.</li> <li>Enhance peer relationships among students through tailor-made activities such as “Pride in Your Eyes Programme”</li> </ul>	<ul style="list-style-type: none"> <li>70% of the participating students and teachers find that the activities / meetings / programmes organized can help further develop good teacher-student and peer relationships, enhance mutual respect among themselves and promote a caring culture at school.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of both students and teachers</li> <li>Teachers’ observation</li> <li>Scrutinize the records / documents related to the activities / meetings / programmes</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Student Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Student Development Committee</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>ECA Fund</li> <li>Subject Grant</li> </ul>
<b>More opportunities will be created for students to enhance their self-confidence and develop positive attitudes in their lives.</b>	<ul style="list-style-type: none"> <li>Conduct a comprehensive student survey to collect data and information about students’ diverse needs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers make good use of the data and information to analyze students’ needs and arrange suitable activities / programmes for the students.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutinize the records and the analyzed data</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Student Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>IT Seeds and Teaching Assistants to conduct survey and analyze data for evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>Organize various inspiring alumni talks and sharing sessions to</li> </ul>	<ul style="list-style-type: none"> <li>70 % of the students involved find the activities useful in</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students</li> <li>Teachers’</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Careers Guidance Team, Alumni</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Careers Guidance Team,</li> </ul>

	help students construct positive values and attitude towards life	helping them develop positive attitudes towards life.	observation		Association and Student Development Committee	Alumni Association and Student Development Committee  Financial resources: • ECA Fund
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**3. Major Concern: To enhance students' capacity for self-planning and raise their standards in three attributes (concern for others, gratitude to others and sense of responsibility) necessary for better preparation for life in a fast changing society**

<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
<b>Students will have a better understanding of different options of learning and employment.</b>	<ul style="list-style-type: none"> <li>Guide students to explore different options of learning and employment through talks on programmes offered by higher education institutions and workplace visits</li> </ul>	<ul style="list-style-type: none"> <li>70% of the students agree that they know more about different options of learning and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Careers Guidance Team</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>The Careers Guidance Team</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>ECA Fund</li> <li>SCBG</li> </ul>
<b>Students will have a better understanding of three attributes (concern for others, gratitude to others and sense of responsibility).</b>	<ul style="list-style-type: none"> <li>Organise positive thinking activities to introduce the values of the three attributes and stress their importance for students' future development</li> </ul>	<ul style="list-style-type: none"> <li>70% of the respondents (students and teachers) agree that the activities arranged let the students know more about meaning of the three attributes and the importance of the attributes to their future development.</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students and teachers</li> <li>Feedback from teachers concerned</li> <li>Observation of students' performance in the activities</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Student Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Student Development Committee</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>ECA Fund and SCBG</li> </ul>