Tsuen Wan Government Secondary School
Annual School Plan 2017/18

Major Concern 1: <u>To enable students to become self-regulated learners who strive for academic excellence</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students' self-regulated learning habit and skills will be strengthened	1. Strengthening self-learning by conducting peer assessment (S1-6: Chi, S1-3: PTH), mini-projects (S1-3: LS) and STEM activities (S1-3: Sci)	• 70% teachers and students agree that the peer assessment/ mini-projects/STEM activities can encourage self-learning • Students show initiatives in and mastery of self-learning tasks	• Opinion surveys of both teachers and students • Teachers' observation of students' motivation and performance in learning	Whole Year	• Learning & Teaching Committee	Human resources: • Learning & Teaching Committee • HODs and subject teachers concerned • IT Support
	2. Extending pre-lesson learning tasks to include senior levels to promote self-learning	• At least one effective pre-lesson learning task for each senior level is to be submitted by each subject department to School for record and sharing purpose	• Scrutinize the records of pre-lesson learning tasks	Whole Year	• Learning & Teaching Committee	Human resources: • Learning & Teaching Committee • HODs and subject teachers • IT Support
	3. Enhancing S1 – S3 students' note-making skills to foster the development of self-regulated learning skills S1: Chi, Geo S2: Eng, C. Hist S3: LS, Hist	• 70% S1 – S3 students agree that note-making can foster their self-regulated learning skills • S1 – S3 students able to make and organize their own notes effectively	• Opinion surveys of students • Scrutinize notebooks of students • Teachers' observation of students' initiatives and abilities in note-making	Whole Year	• Learning & Teaching Committee	Human resources: • Learning & Teaching Committee • HODs and subject teachers concerned

	4. Sharing of quality assignments which foster/enhance students' self-learning skills among subject departments	• All subject departments hand in at least 2 well-designed assignments, 1 from junior and 1 from senior level for sharing among staff • Dissemination on quality assignments selected on SD Day/ Staff Meeting	• Scrutinize the assignments handed in / selected for sharing	2nd Term	• Learning & Teaching Committee	Human resources: • Learning & Teaching Committee • HODs and subject teachers
Students will become active learners	1. Strengthening IT support and training for teachers in preparing self-learning materials for students through e-learning platforms	• 70% teachers feel more confident in adopting e-learning • All subject departments try adopting e-learning • 70% teachers and students agree that the e-learning platforms can enhance students' self-learning skills and learning capacity	• Opinion surveys of both teachers and students • Scrutinize the records of learning through e-learning platforms	Whole Year	• Learning & Teaching Committee	Human resources: • Learning & Teaching Committee • HODs and subject teachers • IT Support IT resources: • Infrastructure of IT • Sufficient mobile devices for students
	2. Promotion of reading culture through • Reading period for all levels • On-line reading exercises : TV News for S1 – S3 • Reading Award Scheme for all levels • Books exhibitions of different KLAs	• Number of books leased from the school library increases by 10% compared with last school year • 80% students read the TV News articles and finish related exercises as scheduled • Students' reading habit fostered	• Statistics of books leased from school library • Statistics of TV News articles read and exercises done by students • Teachers' observation	Whole Year	• Learning & Teaching Committee • Teacher Librarian	Human resources: • Learning & Teaching Committee • Teacher Librarian • KLA Coordinators, HODs and subject teachers

Major Concern 2: <u>To continue promoting a caring culture and further develop positive attitudes of students (including concern for others, gratitude to others and sense of responsibility)</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Positive and supportive teacher-student and student-student relationships will be strengthened so that both teachers and students will care for each other and show mutual respect	1. Promotion of teamwork and caring culture through: • Guidance and support for S1 students by Peer Counsellors • S1-S3 Inter-class Adventure-based Competitions • Life Education Camp for selected S1-S3 students • Talks on Positive Attitudes, Love and Care for S1-S6 students • "Sunshine Ambassador" (陽光大使) Programme	• 70% of the participating students and teachers find the activities useful in promoting teamwork and caring culture • Students' spirit of teamwork and care for others enhanced	• Opinion survey of students and teachers • Teachers' observation of students' performance in daily school life	Whole Year	• Student Whole-person Development Committee	Human resources: • Student Whole-person Development Committee • Class Teachers • NGOs
	2. Strengthening teacher-student communication and bonding with students' forums, class teacher periods and class activities	• Harmonious teacher-student and student-student relationships observed	• Stakeholders' Survey • APASO • Teachers' observation	Whole Year	• Student Whole-person Development Committee	Human resources: • Student Whole-person Development Committee • Class Teachers

More opportunities will be created for students to further enhance their self-confidence and develop positive attitudes (including concern for others, gratitude to others and sense of responsibility)	1. Strengthening students' positive values and attitude towards life through Chinese writing composition on true stories of 'Good People Good Deeds'	• Quality articles collected for publication • Students show more concern for others, gratitude to others and display stronger sense of responsibility	• Teachers' feedback & comments on students' articles • Teachers' observation of students' performance in daily school life	Whole Year	• Student Whole-person Development Committee	Human resources: • Student Whole-person Development Committee • Chinese Teachers • Houses
	2. Motivating students to join different internal and external moral and civic education programmes as well as community services	• 70% of the participating students and teachers agree that the students display decent behaviour and positive attitudes • Students' initiatives to serve others enhanced	• Opinion survey of students and teachers • Feedback from teachers concerned	Whole Year	• Student Whole-person Development Committee	Human resources: • Student Whole-person Development Committee • Class Teachers • NGOs
	3. Creating opportunities to develop and cherish students' different talents	• Students' self-confidence enhanced and display positive attitudes towards life	• APASO • Teachers' observation	Whole Year	• Student Whole-person Development Committee	Human resources: • Student Whole-person Development Committee • Class Teachers • NGOs

Major Concern 3: <u>To enhance students' capacity for career and life planning</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students will be able to set learning and career goals.	1. Organizing the Careers Expo, alumni talks, a mentorship programme, workplace visits and other career and life planning activities for S4 – S6 students	• Students actively participate in the activities. • 70% of the students agree that the information gathered in the activities can help them set their learning and career goals.	• Opinion survey of students • Teachers' observation	Whole Year	• Career and Life Planning Team	Human resources: • Career and Life Planning Team • Class Teachers • Alumni • NGOs
	2. Arranging streaming talks, alumni talks and other career and life planning activities for S1 – S3 students	• Students actively participate in the activities. • 70% of the students find the streaming talk useful.	• Opinion survey of students • Teachers' observation	Whole Year	• Career and Life Planning Team	Human resources: • Career and Life Planning Team • S4 Streaming i/c • Class Teachers • Alumni • NGOs
	3. Organizing talks for parents on S4 streaming and multiple pathways for students etc.	• Parents actively join the talks. • 70% of the participating parents agree that the talks are useful.	• Opinion survey of parents • Number of parents joining the talks • Teachers' observation	Whole Year	• Career and Life Planning Team	Human resources: • Career and Life Planning Team • S4 Streaming i/c • Class Teachers

4. Embedding CLP elements in the curriculum of the following subjects: • Chinese: S1 – S5 writing assignments on topics related to career and life planning • English: S4 – S5 writing assignments on topics related to career and life planning • Liberal Studies: topics on personal growth for S1 – S4 • Biology, Chemistry and Physics: subject-related careers visits and/or talks for S4 – S5	• Students produce quality assignments and have deep reflection on topics related to career and life planning. • 70% of the students find the visits and/or talks useful.	• Teachers' observation • Opinion survey of students	Whole Year	• Career and Life Planning Team	Human resources: • Career and Life Planning Team • HODs and subject teachers concerned