

**Tsuen Wan Government Secondary School**  
**Annual School Plan 2018/19**

**Major Concern 1: To enhance students' motivation and capacity for life-long learning**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>1.1 Learner diversity will be catered to enhance students' motivation and capacity for learning</b>	1.1.1 To reinforce self-regulated learning habit of students (a) Developing students' note-making skills in S1-S3 (b) Promotion of self and peer assessment (c) Equipping students with goal-setting and reflection skills <ul style="list-style-type: none"> <li>• Arranging goal-setting workshop and review session for S1 students after the First Uniform Test and the Second Uniform Test respectively</li> </ul>	<ul style="list-style-type: none"> <li>• 80% S1-S3 students agree that note-making skills help them develop an active learning habit</li> <li>• S1-S3 students are able to make and organize their own notes effectively</li> <li>• 70% students agree that the assessments help them understand their level of competence</li> <li>• 70% S1 students agree that they acquire goal-setting and reflection skills</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of students</li> <li>• Scrutinize notebooks and assignments of students</li> <li>• Teachers' observation of students' motivation and performance in learning</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• L &amp; T Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• HODs and subject teachers</li> <li>• QSIP support</li> <li>• S1 class teachers</li> </ul>
	1.1.2 To cater for learner diversity in curriculum tailoring, teaching and assessment strategies (a) Strengthening Gifted Education <ul style="list-style-type: none"> <li>• Setting up of "Talent Pool"</li> <li>• Nominating students to join various external competitions and programmes</li> <li>• Including challenging bonus questions in S1 assignments</li> </ul> (b) Enhancing competence of students of different learning	<ul style="list-style-type: none"> <li>• A "Talent Pool" covering students of all levels is created</li> <li>• 10% students participated in external gifted programmes and competitions</li> <li>• At least two assignments with challenging bonus questions are designed by each subject department in S1 each term</li> <li>• Students show enthusiasm in attempting bonus questions</li> <li>• 80% teachers agree that</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutinize the Talent Pool record</li> <li>• Data of students joining external gifted programmes and competitions</li> <li>• Statistics of bonus question</li> <li>• Scrutinize the records of S1 assignments</li> <li>• Scrutinize the</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• L &amp; T Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• HODs and subject teachers</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>• \$2,000 for prizes (best performance in attempting bonus questions)</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	abilities in junior levels in the 3 core subjects <ul style="list-style-type: none"> <li>• Streaming by ability in Chinese, English and Mathematics starting in S1</li> <li>• Designing differentiated learning materials for S1 to meet the needs of students with different learning abilities</li> </ul>	learner diversity is better catered for with streaming by ability and differentiated learning materials	learning and teaching materials of S1 in the 3 core subjects <ul style="list-style-type: none"> <li>• Opinion survey of teachers</li> </ul>			
	1.1.3 To foster on-going professional development and sharing culture of teachers <ul style="list-style-type: none"> <li>(a) Conducting in-house training workshop on note-making and assessment literacy</li> <li>(b) Conducting sharing session on quality assignments/teaching materials with self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 80% teachers agree that the workshop and sharing session can enhance professional development and sharing culture of teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion survey of teachers</li> <li>• Scrutinize quality assignment and teaching materials submitted for sharing</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• L &amp; T Committee</li> <li>• Staff Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• All subject teachers</li> <li>• QSIP support</li> </ul>
<b>1.2 Reading culture will be cultivated among students</b>	1.2.1 To promote reading across the curriculum with collaboration of the school library and different KLAs <ul style="list-style-type: none"> <li>(a) Arranging KLA book exhibitions</li> <li>(b) Teachers recommending book lists to the library which match students' needs, reading levels and curricular topics</li> </ul>	<ul style="list-style-type: none"> <li>• 80% teachers agree that the collaboration of the school library and KLAs is strengthened</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion survey of teachers</li> <li>• Scrutinize the record of KLA book exhibitions and the book lists recommended by HODs</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> <li>• Promotion of Reading Team</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• HODs and subject teachers</li> <li>• Functional Teams</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>1.2.2 To enhance the effectiveness of reading periods</p> <p>(a) Scheduling structured reading periods in which comprehensive reading materials with extended questions are provided by subject departments and functional teams</p> <p>(b) Sharing of good books by students in S1-S3 reading periods</p>	<ul style="list-style-type: none"> <li>• 70% teachers of reading periods agree that the structured reading periods help enhance reading atmosphere</li> <li>• Reading materials provided suit students' interest and ability</li> <li>• Students' sharing are well-prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion survey of teachers</li> <li>• Scrutinize the reading period materials</li> <li>• Teachers' observation</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Promotion of Reading Team</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• Subject HODs</li> <li>• Functional Team i/cs</li> <li>• Teachers of reading periods</li> </ul>
	<p>1.2.3 To establish the school library as a learning common with enriched resources</p> <p>(a) Enriching resources such as books, electronic resources and magazines</p> <p>(b) Arranging monthly promotion of new books</p>	<ul style="list-style-type: none"> <li>• 70% of both teachers and students find the school library with enriched resources is ideal for reading and learning</li> <li>• Number of books borrowed from the school library increases by 10% compared with last school year</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of students and teachers</li> <li>• Statistics of books borrowed from the school library</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Teacher Librarian</li> </ul>	<p>Financial resources:</p> <ul style="list-style-type: none"> <li>• \$60,000 for procurement of resources</li> </ul>
	<p>1.2.4 To organize various reading activities to cater for the interests and needs of students</p> <p>(a) Book-crossing</p> <p>(b) Organize Reading Club led by student reading ambassadors to arrange reading activities (eg. sharing of good books in assemblies, organize mini book displays/stall games and visits to public libraries)</p> <p>(c) Refining reading award scheme</p>	<ul style="list-style-type: none"> <li>• 70% participating students agree that the reading activities promote their interest in reading</li> <li>• Number of books borrowed from the school library increases by 10% compared with last school year</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion survey of students</li> <li>• Teachers' observation</li> <li>• Statistics of books borrowed from the school library</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Promotion of Reading Team</li> <li>• Teacher Librarian</li> </ul>	<p>Financial resources:</p> <ul style="list-style-type: none"> <li>• \$10,000</li> </ul>

<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>1.3 The spirit of enquiry and exploration among students will be fostered by promotion of STEM education</b>	1.3.1 To embed STEM education in the curriculum (a) Conducting STEM projects and activities in S1-S3 lessons	<ul style="list-style-type: none"> <li>80% subject teachers involved agree that effective STEM activities are incorporated in the curriculum smoothly</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of teachers</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Science KLA coordinator</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>HODs and teachers of STEM related subjects</li> </ul>
	1.3.2 To organize internal STEM activities (a) Conducting STEM related workshops (eg. 3D printing and aerial photography) for interested students (b) Organising visits (eg. Science Museum) for students	<ul style="list-style-type: none"> <li>10% students join the internal STEM activities</li> <li>70% of the participants agree that the activities can arouse their interest in science learning and foster their spirit of enquiry and exploration</li> </ul>	<ul style="list-style-type: none"> <li>Scrutinize the record of internal STEM activities</li> <li>Opinion survey of students</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Science KLA coordinator</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>HODs and teachers of STEM related subjects</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>\$10,000 for procurement of services and resources</li> </ul>
	1.3.3 To support students in external STEM programs and competitions	<ul style="list-style-type: none"> <li>70% of the participants agree that the activities can arouse their interest in science learning and foster their spirit of enquiry and exploration</li> </ul>	<ul style="list-style-type: none"> <li>Opinion survey of students</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Science KLA coordinator</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>HODs and teachers of STEM related subjects</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>\$10,000</li> </ul>

**Major Concern 2: To nurture students' positive values and attitudes and to help them develop healthy lifestyles**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>2.1 Students will be responsible, caring and respectful persons</b>	2.1.1 To develop students' time management skills (a) arranging S1 Orientation Day and S4 Socio-Game to help students know the basic time management techniques (b) arranging class periods for S2, S3 and S5 students to help them become familiar with effective time management skills (c) conducting workshops for selected students by School Social Worker to enhance their self-discipline in time management	<ul style="list-style-type: none"> <li>80% participating students and teachers find the activities useful in developing students' time management skills</li> <li>Students showed improvement in fulfilling their duties in both academic and non-academic activities</li> </ul>	<ul style="list-style-type: none"> <li>Opinion surveys of students</li> <li>Teachers' observation and opinion surveys</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Student Whole-person Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>Class Teachers</li> <li>School Social Worker</li> <li>NGOs</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>\$2,000</li> </ul>
	2.1.2 To inculcate in students the virtues of respecting and caring for others through moral and value education (a) embedding contents of specific virtues in curriculum of Chinese Language, Liberal Studies, Visual Arts and Music (b) displaying quality students' works and assignments (e.g. ceramic production, poster design, painting and drawing, poem writing, slogan making, lyrics writing, etc.) to show their understanding of the specific virtues (c) strengthening and enriching students' understanding of the specific virtues through teachers' sharing at School Assembly	<ul style="list-style-type: none"> <li>70% participating students and teachers agree that the activities and programs help students develop the specific virtues</li> <li>Students show decent behavior and actively participate in the activities</li> <li>Quality works collected for publications and display</li> </ul>	<ul style="list-style-type: none"> <li>Opinion surveys of both students and teachers</li> <li>Teachers' Observation</li> <li>Teachers' feedback and comments on students' works and assignments</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>Student Whole-person Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>NGOs</li> <li>Class Teachers</li> <li>HODs and subject teachers of Chinese Language, Liberal Studies, Visual Arts and Music Dep't</li> <li>School Social Worker</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>(d) organizing service learning for S2, S4 and S5 students to promote the desired virtues</p> <p>(e) continuing the Guardian Angel Activity to motivate students to develop caring culture among each other</p>					
	<p>2.1.3 To enhance students' information literacy</p> <p>(a) arranging game booths in Joyful@School Program to enhance students' understanding of the importance of information literacy</p> <p>(b) collaborating with the HKFYP and participate in the 'Project Net' Program, Computer Literacy/ICT Department will include the program materials in the S1-S2 Computer Literacy curriculum to improve students' information technology ethics and attitudes</p>	<ul style="list-style-type: none"> <li>• 70% participating students agree that the activities and programs help to enhance their information literacy</li> <li>• Students actively participate in the game booth activities</li> <li>• Students' awareness of the importance of information literacy is enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both students and teachers</li> <li>• Teachers' Observation</li> <li>• Comparing pre and post test results of students' ethics and attitudes in information literacy</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Whole-person Development Committee</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• NGOs</li> <li>• HOD and subject teacher of Computer Literacy/ICT Department</li> </ul>
<b>2.2 Physical and mental well-being of students will be elevated</b>	<p>2.2.1 To develop students' abilities in goal-setting, self-reflection and life-planning</p> <p>(a) Organizing workshops for S1-S3 students on setting SMART goals in line with their abilities</p> <p>(b) arranging class periods for students to reflect on themselves and adjust their goals</p> <p>(c) arranging career and life planning activities for S1-S3 students</p> <p>(d) organizing Career Expo,</p>	<ul style="list-style-type: none"> <li>• 80% participating students agree that the information and skills acquired in the activities can help them set their learning and career goals</li> <li>• Students actively participate in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of students</li> <li>• Teachers' observation</li> <li>• APASO</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Whole-person Development Committee</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• Class Teachers</li> <li>• Alumni</li> <li>• School Social Worker</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	mentorship program, alumni talks and other career and life planning activities for S4-S6 students (e) organizing talks on multiple pathways for S4-S6 students and their parents					
	2.2.2 To cultivate positive ethos in the school with merit system (a) rewarding students with merit points and give students positive reinforcement for their good performance in learning, conduct, active participation in social services or extra-curricular activities	<ul style="list-style-type: none"> <li>• 5% students are awarded merits</li> <li>• 70% teachers agree that students show improvement in attitude and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics of merits awarded to students</li> <li>• Stakeholder survey</li> <li>• APASO</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Whole-person Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• All Teachers</li> </ul> Financial resources: <ul style="list-style-type: none"> <li>• \$1,000 for certificates</li> </ul>
	2.2.3 To enhance students' resilience with problem solving and emotion management skills (a) participation in the Healthy School Program and Joyful@School Program (b) arranging stress management workshop for S6 students by School Social Worker	<ul style="list-style-type: none"> <li>• 70% participating students and teachers agree that the activities and programs are useful and help to elevate students' mental health</li> <li>• Students' resilience and emotional management skills are enhanced and they display positive attitudes towards life</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both students and teachers</li> <li>• Teachers' observation</li> <li>• APASO</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Whole-person Development Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• Class Teachers</li> <li>• NGOs</li> <li>• School Social Worker</li> <li>• Educational Psychologist</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>2.2.4 To organize sports programs for students for promotion of physical health and cultivation of sportsmanship, perseverance and team work</p> <p>(a) liaising with PE department, Sports Association to organize</p> <ul style="list-style-type: none"> <li>• <u>S1</u>: Physical Development program</li> <li><u>S2-S3</u>: Physical Remedial Fitness Training (after school)</li> <li><u>S1-S6</u>: Exhibition on nutritional knowledge and stress management; talks by local famous athletes to share experiences to promote the idea of sportsmanship, perseverance and teamwork to the students</li> <li>• various kinds of sports activities such as Inter-class and Inter-house ball games to arouse students' interest and promote their physical wellness</li> </ul> <p>(b) embedding nutritional knowledge in Home Economics curriculum</p>	<ul style="list-style-type: none"> <li>• 70% participating students and teachers agree that the activities and programs are useful in promoting students' physical and mental wellness</li> <li>• Students show sportsmanship in sports and other programmes</li> <li>• Physical fitness of S1-S3 students improve</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both students and teachers</li> <li>• Teachers' observation</li> <li>• Comparison of the S1 – S3 students' BMI records at the beginning and the end of the school year</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Student Whole-person Development Committee</li> </ul>	<p>Human resources:</p> <ul style="list-style-type: none"> <li>• Class Teachers</li> <li>• HODs and subject teachers of PE, and Home Economics Department</li> <li>• Sports Association Teacher i/c</li> <li>• NGOs</li> </ul>



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>2.2.5 To provide diversifying life-wide learning experiences for students to broaden their horizons and enrich their life</p> <p>(a) arranging life-wide learning activities for different levels of students</p> <ul style="list-style-type: none"> <li>• S1: October Training camp (self-management and goal setting)</li> <li>• S1-S3: Inter-class Adventure-based competitions (team building)</li> <li>• S3: Enhanced Smart Teen Project (Self-discipline, resilience and leadership)</li> <li>• S4: Socio-Game (communication skill and time management)</li> <li>• S5: Preparatory Camp for Final Year Studies (goal setting and team building)</li> </ul> <p>(b) inspiring students' global vision and broaden their horizons by encouraging them to participate in cultural activities and exchange tours to the Mainland and/or overseas</p>	<ul style="list-style-type: none"> <li>• 70% participating students and teachers agree that the activities and programs are useful in enriching students' life-wide experiences</li> <li>• students actively participate in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both students and teachers</li> <li>• Teachers' observation</li> </ul>	Whole Year	Student Whole-person Development Committee	Human resources: <ul style="list-style-type: none"> <li>• Student Exchange Team</li> <li>• Class Teachers</li> <li>• NGOs</li> </ul>