

**Tsuen Wan Government Secondary School**  
**Annual School Plan 2019-20**

**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) Further development of students' note-making skills in S1-S3 with <ul style="list-style-type: none"> <li>• science subjects added: S1 : Chi, CL S2 : Eng, IS S3 : LS, Phy</li> <li>• sharing of students' good practices in class</li> </ul> (b) Promotion of self and peer assessment (c) Arranging goal-setting workshop and review sessions for S1 students after the First and Second Uniform Test respectively	<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 self / peer 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>• 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>• consolidation of Talent Pool and nominating students to join external competitions and programmes</li> <li>• challenging bonus questions extended to S2 assignments</li> </ul>	<ul style="list-style-type: none"> <li>• The Talent Pool covering students of all levels was consolidated</li> <li>• 15% students participated in external gifted programs and competitions</li> <li>• At least two assignments with challenging bonus questions are designed by each subject department in both S1 and S2 each term</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutinize the Talent Pool record</li> <li>• Data of students joining external gifted programs and competitions</li> <li>• Statistics of bonus question</li> <li>• Scrutinize S1-S2 assignments</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• L &amp; T Committee</li> <li>• HODs of Chi Lang, Eng Lang and Maths</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
	(b) Enhancing competence of students of different learning abilities in junior levels in the 3 core subjects <ul style="list-style-type: none"> <li>• Streaming by ability in the 3 core subjects extended to S3</li> <li>• Designing differentiated learning materials designed for S1-S3</li> </ul>	<ul style="list-style-type: none"> <li>• Students show enthusiasm and competency in attempting bonus questions</li> <li>• 80% teachers agree that learner diversity is better catered for with streaming by ability and differentiated learning materials</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutinize the learning and teaching materials the 3 core subjects in S1 – S3</li> <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) Procure External professional support in assessment literacy</li> <li>(b) Conducting sharing session on quality assignments / teaching materials with e-learning (senior forms) and bonus questions / note-making (junior forms)</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 Dev. Committee</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• All subject teachers</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<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 (a) Arranging theme-based and cross-curricular book exhibitions (b) Teachers recommending book lists to the library which match students' needs, reading levels and curricular topics	<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 suggested by teachers</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>
	1.2.2 To enhance the effectiveness of reading periods (a) Interesting but shorter reading materials with extended questions provided by subject departments and functional teams be used in structured reading periods (b) Sharing of good books by junior students in reading periods	<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 surveys of teachers and students</li> <li>• Scrutinize the reading materials</li> <li>• Teachers' observation</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Promotion of Reading Team</li> </ul>	Human resources: <ul style="list-style-type: none"> <li>• Subject HODs</li> <li>• Functional Team i/cs</li> <li>• Teachers of reading periods</li> </ul>
	1.2.3 To establish the school library as a learning common with enriched resources (a) Enriching resources such as books, electronic resources and magazines with both teachers and students' recommendation (b) Arranging monthly promotion of new books (c) Arranging school library tour for S1 in the reading periods in September	<ul style="list-style-type: none"> <li>• 70% of both teachers and students find the school library with enriched resources 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 teachers and students</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>	Financial resources: <ul style="list-style-type: none"> <li>• \$60,000 for procurement of resources</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	1.2.4 To organize various reading activities to cater for the interests and needs of students (a) Book-crossing (b) Organize Reading Club led by student reading ambassadors to arrange reading activities (e.g. sharing of good books in assemblies, organize mini book displays/stall games and visits to public libraries) (c) Promotion of reading award schemes (d) Promotion of e-library service	<ul style="list-style-type: none"> <li>70% participating students agree that the reading activities help promote their interest in reading</li> <li>Number of students awarded prizes in the reading award schemes increases by 5% compared with last school year</li> <li>Number of books borrowed from the e-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 reading award schemes</li> <li>Statistics of e-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>	Financial resources: <ul style="list-style-type: none"> <li>\$10,000</li> </ul>
<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) Fine-tuning of 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 for interested students (b) Organising visits (eg. Science Museum) for students (c) Organising an In-house STEM Day	<ul style="list-style-type: none"> <li>40% 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>\$35,000 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>\$20,000</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
2.1 Students will be responsible, caring and respectful persons	<p><b>2.1.1 To enhance students' sense of responsibility through developing their time-management skills &amp; information literacy</b></p> <p>(a) refining class periods to help students acquire skills of effective time management</p> <p>(b) conducting workshops for selected students with time-management problems</p> <p>(c) embedding contents of the 'Project Net' Program in S1-S2 Computer Literacy curriculum to improve students' information technology ethics and attitudes</p>	<ul style="list-style-type: none"> <li>Students show improvement in fulfilling their duties in both academic and non-academic activities</li> <li>Students' awareness of the importance of information literacy is enhanced</li> </ul>	<ul style="list-style-type: none"> <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>Counselling team</li> <li>Class Teachers</li> <li>School Social Workers</li> <li>NGOs</li> <li>HOD and subject teachers of Computer Literacy/ICT Department</li> </ul>
	<p><b>2.1.2 To inculcate in students the virtues of respecting and caring for others</b></p> <p>(a) embedding contents of specific virtues in curriculum of Chinese Language, Life and Society, Visual Arts and Music</p> <p>(b) displaying students' quality works to show their understanding of the specific virtues</p> <p>(c) organizing service learning for S2, S4 and S5 students to promote the desired virtues</p>	<ul style="list-style-type: none"> <li>Students show decent behavior and actively participate in service learning</li> <li>Quality works collected for display</li> <li>70% participating students agree that service learning help students develop the specific virtues</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Observation and feedback</li> <li>Opinion surveys of both students and teachers</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>Class Teachers</li> <li>HODs and subject teachers of Chinese Language, Liberal Studies, Visual Arts and Music Dep't</li> <li>School Social Workers</li> <li>Counselling Team</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>2.2 Physical and mental well-being of students will be elevated</b>	<b>2.2.1 To develop students' abilities in goal-setting and self-reflection</b> (a) refining workshops for S1-S3 students on setting SMART goals in line with their abilities (b) arranging class periods to let students make mid-year review to reflect on themselves and adjust their goals	<ul style="list-style-type: none"> <li>• 80% participating students agree that the information and skills acquired in the activities can help them set and/or adjust their learning and career goals</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>	Human resources: <ul style="list-style-type: none"> <li>• Counselling Team</li> <li>• Class Teachers</li> <li>• School Social Workers</li> </ul>
	<b>2.2.2 To cultivate positive ethos in the school with merit system</b> refining the merit system to reinforce students' good performance in learning, conduct, active participation in social services or ECA	<ul style="list-style-type: none"> <li>• 60% 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</li> <li>• Stakeholder survey</li> <li>• APASO</li> <li>• Teachers' survey</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>
	<b>2.2.3 To enhance students' resilience with problem solving and emotional management skills</b> (a) arranging mental health tests for S1 and S4 to identify the needy students and strengthen their resilience and emotional management skills (b) arranging stress management workshop and Power-up Day for S6 students to relieve their public examination stress and enhance their positive psychological qualities	<ul style="list-style-type: none"> <li>• 70% participating students and teachers agree that the programs are useful 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 Workers</li> <li>• Educational Psychologist</li> <li>• Counselling Team</li> <li>• Student Support Team</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p><b>2.2.4 To organize sports program and enrich their knowledge for promotion of physical health and cultivation of sportsmanship, perseverance and team work</b></p> <p>(a) organizing the Jockey Club “Flying High” Sports Program</p> <p>(b) embedding nutritional knowledge in S1 and S2 HE curriculum</p>	<ul style="list-style-type: none"> <li>• 70% participating students agree that the program is useful in promoting their physical wellness</li> <li>• Students show sportsmanship and teamwork in sports and other programs</li> <li>• Students display mastery of nutritional knowledge taught in learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion surveys of both students</li> <li>• Teachers’ observation</li> <li>• Scrutinize S1 &amp; S2 learning materials</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 Departments</li> <li>• Sports Association Teacher i/c</li> <li>• NGOs</li> </ul>
	<p><b>2.2.5 To provide diversifying life-wide learning experiences for students to broaden their horizons and enrich their life</b></p> <p>organizing Life-wide Learning Day</p> <p>S1: Adventure-based day camp</p> <p>S2: Service Learning</p> <p>S3: Day trip to Greater Bay Area</p> <p>S4: CLP Socio-Game / University visit</p> <p>S5: Experiential learning</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	<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>• Student Exchange Team</li> <li>• Class Teachers</li> <li>• NGOs</li> <li>• ECA Team</li> <li>• CLP Team</li> <li>• National &amp; Civic Education Team</li> <li>• Counselling Team</li> </ul>