

**Kwun Tong Government Secondary School
Annual School Plan (2021 - 2022)**

Major Concern 1: Empowering students to be active and confident learners

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. Fostering students' capability of applying knowledge and skills across the curriculum</p>	<p>1a. To maximize students' involvement in classroom learning through interactive class activities such as discussion, presentation, role-play and peer assessment</p> <p>1b. To provide opportunities for students to apply their knowledge by organizing learning activities outside classroom</p> <p>1c. To develop students' level-based reading, note-taking and presentation skills through collaborative practice among subject departments</p> <p>1d. To adopt eLearning to enhance self-access learning</p>	<p>Whole year</p>	<p>i. At least 70% of students agree that they are actively involved in the class activities.</p> <p>ii. At least 70% of students agree that they can apply their knowledge and learning skills in everyday life.</p> <p>iii. At least 70% of teachers agree that students can apply the learning skills across the curriculum.</p> <p>iv. At least 70% of students participate in self-access learning.</p>	<p>Observing:</p> <p>1. year plans and evaluations of subject departments</p> <p>2. stakeholders' feedback through questionnaire survey</p> <p>3. students' learning performance and reflections</p> <p>4. teachers' observation and feedback</p> <p>5. ECA records and feedback</p>	<p>1. HODs & subject teachers</p> <p>2. Reading Culture Team</p> <p>3. English and Chinese Departments</p> <p>4. Staff Development Team</p> <p>5. Prefect of Studies Team</p> <p>6. School Librarian</p> <p>7. ECA</p> <p>8. Pastoral Care Team</p> <p>9. Awards, Scholarships, Grants & Prize-giving Team</p>	<p>1. The requirements of the subject departments</p> <p>2. ECA fund</p> <p>3. Promotion of Reading Grant</p>
<p>2. Grooming students' confidence and positive attitude towards learning</p>	<p>2a. To boost students' confidence in learning English by providing an English-rich learning environment</p>		<p>i. At least 50% of teachers agree that students have confidence to speak English.</p>			

<p>3. Strengthening students' habit of reading</p> <p>4. Building teachers' capacity to be effective facilitators of students</p>	<p>2b. To recognize students' efforts and achievement through commendation</p> <p>2c. To widen students' learning experience and their horizons by training and nominating them in open competitions</p> <p>2d. To strengthen students' interest and positive attitude towards learning by setting up new academic clubs</p> <p>3a. To extend students' reading experience by subject-based reading programmes and activities</p> <p>3b. To provide reading time and reading periods in the formal curriculum</p> <p>3c. To promote reading through activities organized by the Reading Culture Team and the Library</p> <p>4a. To enhance teachers' role as learning facilitators by providing structured training opportunities, including focused training</p>		<p>ii. At least 50% of students agree that through participating in the learning activities and competitions, they are confident and positive towards learning.</p> <p>iii. At least 50% of students agree that through the commendation and extended learning opportunities, they are confident and positive towards learning.</p> <p>i. At least 70% of students actively participate in the reading programmes and activities.</p> <p>ii. At least 50% of students like reading books of various kinds.</p> <p>iii. At least 70% of teachers observe that students make good use of the reading time or reading period.</p> <p>i. At least 70% of teachers agree that the training programmes effectively enhance their capacity as learning facilitators.</p>			
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	<p>programmes on questioning techniques and providing feedback</p> <p>4b. To provide opportunities for professional sharing through lesson collaboration; peer lesson observation; and experience sharing with teachers of other schools</p> <p>4c. To enhance teachers' capacity as learning facilitators through support from external organisations</p>		<p>ii. At least 70% of teachers agree that the professional sharing contributes to their professional development.</p> <p>iii. At least 70% of teachers agree that the knowledge and insights gained from the support programmes / activities are applicable.</p>			
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Major Concern 2: Nurturing students to be fulfilling members at school, in society and home country through values education

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. Facilitating values education through nurturing core values in meeting the future challenges ahead</p> <p>2. Developing unique attributes to KTGSS (Kind-hearted; Take initiative; Grateful; Self-confident; Spirit to serve) and fostering a sense of belonging to school</p>	<p>1a. All subject departments and functional teams put the selected core values in their year plans.</p> <ul style="list-style-type: none"> • Responsibility • Commitment <p>1b. The Student Support Committee coordinates various functional teams to implement values education through formal teaching, morning assemblies, class teacher periods and various occasions.</p> <p>1c. To work in partnership with the EdUHK to devise a focused and progressive promotion of values education</p> <p>2a. To strengthen students' identity to take pride in being a member of the school by reinforcing unique attributes to KTGSS in various activities, school functions, occasions and alumni-related activities and programmes.</p>	<p>whole year</p>	<p>i. At least 70% of teachers agree that the selected core values are enhanced by the programmes in their year plans.</p> <p>ii. At least 70% of teachers and students agree that values education is strengthened through the programmes held by the functional teams.</p> <p>iii. At least 70% of teachers agree that the partnership with EdUHK facilitates the focused and progressive promotion of values education.</p> <p>iv. At least 70% of students agree that their core values are enhanced.</p> <p>i. At least 50% of teachers agree that unique attributes to KTGSS are strengthened.</p> <p>ii. At least 50% of students agree that they take pride in being a member of the school.</p>	<p>1. teachers' and students' feedback through questionnaire survey;</p> <p>2. school management, teachers and different functional teams' feedback;</p> <p>3. record of students' behavioral performance;</p> <p>4. APASO & SHS;</p> <p>5. year plans of subject departments and functional teams</p>	<p>1. HODs and all subject teachers</p> <p>2. Functional Teams</p> <p>3. Student Support Committee</p> <p>4. Class Teachers</p> <p>5. ECA clubs</p> <p>6. Exchange Programme Team</p> <p>7. National Security Education Committee</p> <p>8. Alumni</p>	<p>Refer to the requirements of the subject departments and functional teams concerned</p>

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3. Cultivating in students social awareness and spirit to serve the community	<p>2b. To reinforce the role of class teachers in building class spirit through class management scheme</p> <p>2c. To organise whole school activities to enhance students' sense of belonging to school</p> <p>3a. To integrate Basic Law and National Security Education in the formal curriculum and to organise various Basic Law and National Security Education activities</p> <p>3b. To refine Civic Education programmes to boost students' awareness on social and current issues</p> <p>3c. To provide students with training opportunities to get to know and serve the community through various programmes</p>		<p>iii. At least 60% of teachers and students agree that the class management scheme and whole school activities enhance a sense of belonging to school.</p> <p>i. At least 60% of students agree that their understanding of Basic Law and National Security Education is enhanced.</p> <p>ii. At least 60% of students agree that their social awareness is boosted.</p> <p>iii. At least 50% of students has served in a community programme at least once in a school year.</p>			
4. Increasing students' understanding of the home country and appreciation of the Chinese culture	4a. To organise flag-raising ceremonies and exchange programmes to promote students' understanding of the home country		i. At least 60% of students have a better understanding of the home country.			

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	<p>4b. To promote students' understanding and appreciation of the Chinese culture through the leadership of Chinese Culture Club</p> <p>4c. To enhance the collaboration of different departments and committees in the promotion of the Chinese culture</p>		<p>ii. At least 60% of students agree that the programmes enhance their appreciation of the Chinese culture.</p>			