

**Kwun Tong Government Secondary School
Annual School Plan (2020 – 2021)**

Major Concern 1: Development of effective learning strategies and promotion of STEM education

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>1. Students are better equipped with effective learning skills and good learning habits for academic pursuit.</p> <p>2. Students are capable of managing their own learning and become confident and independent life-long learners with effective generic skills.</p> <p>3. Through the effective promotion of STEM education, students' creativity, collaboration and problem-solving skills are enhanced while their potential in innovation is</p>	<p>1. In the implementation of GPS, all subject departments focus on lesson preparation and developing students' communication and problem-solving skills.</p> <p>2. All subject departments devote more efforts to the promotion of extensive reading and life-wide learning programmes to broaden students' exposure and outlook while adopting e-learning to enhance self-access learning.</p> <p>3. To develop students' skills, attitude and knowledge in STEM education through refining the school-based curriculum with external support, self-directed learning, as well as cross-disciplinary learning activities and programmes.</p>	<p>Whole year</p>	<p>1a. 75% of students agree that GPS enhances their communication and problem-solving skills.</p> <p>1b. 70% of students agree that they have developed the habit of lesson preparation.</p> <p>1c. 60% students show improvement in learning attitude and outcome.</p> <p>2a. All subject departments implement an extensive reading plan.</p> <p>2b. 70% of students agree that they have developed the habit of reading.</p> <p>2c. All KLAs apply e-learning and arrange learning activities outside classrooms.</p> <p>2d. 75% of students agree that the programmes broaden their exposure and they have become more confident and independent learners.</p> <p>3a. At least two school-based STEM programmes and two cross-disciplinary activities are organized by the STEM Department.</p> <p>3b. At least 75% of junior form students can apply the knowledge and skills acquired in STEM.</p>	<p>Observing:</p> <p>1. year plans and evaluations of subject departments and related functional teams;</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>1. HODs & subject teachers</p> <p>2. Students and their parents</p> <p>3. Teachers i/c and members of functional teams</p> <p>4. Reading Culture Team</p> <p>5. Teachers of the STEM Department</p> <p>6. Careers and Life Planning Team</p>	<p>Refer to the requirements of the subject departments concerned</p>

<p>unleashed.</p> <p>4. Teachers' professional capacity and collaboration among related KLAS in promoting STEM education are strengthened.</p> <p>5. A desirable school-based environment with improved facilities for the implementation of STEM education is provided.</p> <p>6. Students are better prepared for their future career development, especially in STEM-related fields.</p>	<p>4. To enhance teachers' expertise and competence in STEM teaching through support from external organisations.</p> <p>5. To develop the school-based facilities and necessary equipment; and complete the renovation work of the Makers' Activities Room.</p> <p>6. To provide a variety of STEM-related activities with an aim to preparing students for future career development.</p>	<p>4. 75% of the teachers in the STEM Department gain knowledge and insight from the support programme and are able to refine the school-based STEM curriculum.</p> <p>5. The renovation work of the Makers' Activities Room, including the electrical installation, is completed.</p> <p>6a. At least two STEM-related career development activities are organized under the leadership of the Careers and Life Planning Team.</p> <p>6b. Over 70% of participants agree that through the activities they are better informed and prepared for their career development, especially in STEM-related fields.</p>			
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Major Concern 2: Cultivation of students' positive attitudes and values; Promotion of students' civic sense and their understanding of the home country

Intended Outcome / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>Strengthen school capacity to reinforce values education through various learning experiences so that students are able to:</p> <p>1. lead a healthy lifestyle with positive values and attitudes to face challenges and adversity</p>	<p>To adopt whole school approach in both formal and informal curricula:</p> <p>1a. All subject departments and functional teams put the selected attribute of values education, Perseverance, in their year plans.</p> <p>1b. The Student Support Committee coordinates various functional teams to improve the implementation of values education through formal teaching, morning assemblies, class teacher periods and various occasions.</p> <p>1c. To provide training for teachers / parents on students' emotional regulation and develop students' skills to deal with stress.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> • More than 70% of teachers agree that the selected attribute of values education is enhanced by the programmes in their year plans. • More than 70% of teachers and students agree that values education is strengthened through the programmes held by the functional teams. • 70% of students agree that the stress management skills are useful. 	<p>Observing:</p> <ol style="list-style-type: none"> 1. teachers' and students' feedback through questionnaire survey; 2. school management, teachers and different functional teams' feedback; 3. records of students' behavioral performance; 4. APASO & SHS 5. Year plans of subject departments & 	<ol style="list-style-type: none"> 1. All subject teachers 2. All functional teams 3. Social worker 4. Class Teachers 5. Pastoral Care Team 6. Student Awards, Scholarships & Grant Team 7. PTA 8. Staff Development Team 	<p>Refer to the requirements of the subject departments and functional teams concerned</p>

<p>2. Stretch their full potential with enhanced self-esteem and self-confidence</p> <p>3. Strengthen their civic sense in order to perform as quality citizens</p>	<p>1d. To organize workshops for students on the management of stress.</p> <p>2a. To strengthen the role of class teachers to build closer bonding with students through the refinement of the class management scheme.</p> <p>2b. To organize more whole school activities to enhance students' sense of belonging.</p> <p>2c. To further promote various reward schemes in school to recognize the achievements of students.</p> <p>2d. To explore students' talent through implementation of the "Equal Learning Opportunities" Policy.</p> <p>2e. To guide students to set personal goals through the cooperation of the Pastoral Care Team, Moral Education Team and CLP Team.</p> <p>2f. To enhance students' leadership skills and sense of achievement through ECAs, competitions and services.</p> <p>3a. To integrate Basic Law Education in the formal curriculum and to organize various Basic Law Education activities.</p>	<ul style="list-style-type: none"> • At least 60% of teachers and students agree that the class management scheme and whole school activities enhance students' sense of belonging. • 70% of students agree that the reward system enhances their self-confidence. • More than 80% of teachers and students agree that the policy of "Equal Learning Opportunities" helps to enhance students' self-esteem. • More than 60% of students and teachers agree that the goal setting programmes enhance students' self-esteem. • More than 60% of students agree that their leadership skills and sense of achievement are enhanced. • More than 70% of students agree that their understanding of Basic Law is enhanced. • More than 60% of students agree that 	<p>functional teams.</p>	<p>9. Social Service Team</p> <p>1. PSHE 2. LS 3. Civic & National Ed. Team</p>
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<p>4. Enhance their understanding of the home country</p>	<p>3b. To refine the MCE programmes to help students make reasonable judgement and perform as quality citizens.</p> <p>4a. To promote students' understanding and appreciation of Chinese culture through the leadership of Chinese Culture Club.</p> <p>4b. To enhance the collaboration of different departments and committees in the promotion of Chinese culture.</p> <p>4c. To organize exchange programmes to promote students' understanding of the home country.</p>	<p>their leadership skills are fostered.</p> <ul style="list-style-type: none"> • More than 60% of students agree that the programmes enhance their appreciation of traditional Chinese culture. • 60% of students joining the exchange programmes agree that their understanding of the home country is enhanced. 		<p>4. Discipline Team</p> <p>1. Civic & National Ed. Team</p> <p>2. HODs</p> <p>3. Exchange Programme Team</p> <p>4. Red Cross</p>	
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