

Kwun Tong Government Secondary School

Annual School Plan 2024 – 2025

Major Concern 1: Developing students' core competence for future challenges

Briefly list the feedback and follow-up actions from the previous school year:

- With a view to boosting students' confidence in learning and achieving academic excellence, students could be trained to set clear, achievable learning goals while teachers could inform students of the learning objectives of the lessons.
- The target for students' language proficiency should be set at achieving global and cross-cultural literacy so that they are well equipped for the future challenges.
- Students should be encouraged to read extensively for cross-cultural competence so as to further widen their scope and extend their knowledge.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Building students' competence in inventive thinking and information skills in Science, Technology, Engineering, Arts and Mathematics	(a) To unleash students' inventive thinking and information skills through optimizing the STEAM curriculum in the KLAs of Science, Aesthetics and Technology and arranging cross-curricular project-based learning activities and competitions (b) To enhance students' technological skills by integrating information technologies, such as AI, AR, VR, and online learning platforms in learning and teaching (c) To facilitate students' learning by receiving training on STEAM and IT for teachers	i. 60% of students agree that their inventive thinking and information skills are enhanced. ii. 70% of teachers have used new technology in teaching. iii. 80% of students have used new technology in learning. iv. 60% of teachers have received STEAM or IT training. v. 70% of students agree that their written and	Observing: 1. year plans and evaluations of subject departments 2. stakeholders' feedback through questionnaire survey 3. students' learning performance and reflections 4. teachers'	Whole year	1. HODs & subject teachers 2. Prefect of Studies Team 3. Functional Teams 4. Exchange Programme and Sister-school Programme Team	1. Resources required by subject departments 2. ECA fund 3. Promotion of Reading Grant 4. Funding for exchange programmes

<p>2. Developing students' cross-cultural and communication competence for navigating the rapidly changing world</p>	<p>(a) To strengthen students' skills in active listening and collaboration, as well as in verbal and written communication through discussion and presentation</p> <p>(b) To enhance students' fluency in communication through experiential learning, Subject-Related Activities, cross-curricular group projects and life-wide learning activities</p> <p>(c) To provide learning opportunities, such as local and overseas study tours or virtual cultural immersion experiences that allow students to directly engage with and learn from other cultures</p>	<p>verbal communication skills are strengthened.</p> <p>vi. 70% of teachers agree that the discussion and presentation practice can enhance students' communication skills.</p> <p>vii. 60% of students agree that the books/materials they read can extend their knowledge about different cultures.</p> <p>viii. 60% of students agree that the cross-cultural programmes/activities can broaden their knowledge base.</p>	<p>observation and feedback</p>		<p>5. Reading Culture Team</p>	
<p>3. Broadening students' knowledge base and connecting their learning experiences through interdisciplinary learning</p>	<p>(a) To widen students' exposure to interdisciplinary learning by providing reading resources and materials of different fields of study</p> <p>(b) To extend students' reading experience through diverse and engaging subject-based and cross-curricular reading programmes and activities</p>					

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Major Concern 2: Promoting students' well-being and leading a healthy and flourishing life through values education

Briefly list the feedback and follow-up actions from the previous school year:

National and Global Identity

Taking on the students' strong sense of national identity as reflected in the APASO survey, *filial piety* would be selected as the core value in the next year plan.

Healthy Lifestyle and Breadth of Knowledge

Collaborative efforts would be made in promoting a healthy mindset and lifestyle to students. Class management scheme should also continue to enhance students' social well-being, peer and class bonding. Skill building programmes would be suggested to help students build a supportive relationship with peers.

Life Planning and Information Literacy

Programmes and activities related to goal setting, self-understanding, career exploration and multiple pathways should continue and be further strengthened. Activities on the development of information literacy and proper use of the Internet should also continue.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. Cultivating students' selected value(s) in achieving a healthy and sound well-being • <i>Filial piety</i>	<p>(a) All subject departments and functional teams incorporate the selected core value in their year plans. • <i>Filial piety</i></p> <p>(b) The Student Support and Development Committee coordinates various functional teams to implement values</p> <p>(c) education through formal teaching, morning assemblies, class teacher periods, programmes and activities</p>	<p>i. At least 80% of teachers and students agree that the selected core value is enhanced by the programmes in the year plans.</p> <p>ii. At least 80% of students agree that the parent-child relationship is strengthened</p> <p>iii. From teachers' observation, students display values in their behaviour</p>	<p>1. Teachers' feedback and observation</p> <p>2. Students' feedback through</p> <p>3. questionnaire survey;</p> <p>4. school management, teachers and different functional teams'</p>	Whole year	<p>1. HODs and all subject teachers</p> <p>2. Student Support and Development Committee</p> <p>3. Functional Teams</p> <p>4. Class Teachers</p> <p>5. ECA clubs</p>	Refer to the requirements of the subject departments and functional teams concerned

		iv. At least 80% of students agree that they benefit from these programmes in value education	feedback;		6. Exchange Programme Team	
2. Enhancing peer and class bonding in establishing strong social ties and a supportive relationship	(a) To promote the social well-being of students through class management scheme and inter-class competitions (b) To equip students with collaboration and interpersonal skills through skill-building programmes, leadership training programmes and projects or learning tasks	i. At least 75% of teachers and students agree that the class management scheme and inter-class competitions promote the social well-being of students ii. At least 80% of students agree that these programmes strengthen the bonding with their peers	5. record of students' behavioral performance; 6. APASO & SHS		7. National Security Education Committee 8. Alumni	
3. Developing students' healthy mindset and lifestyle in maintaining good physical and mental health	(a) To cultivate students' physical fitness through collaborative efforts of different functional teams and Physical Education Department (b) To foster students' awareness of a balanced diet and regular sleep through formal teaching, programmes and activities (c) To promote the 4Rs Mental Health Charter to promote mental health of students, teachers and parents through different thematic programmes, activities and talks	i. At least 50% of students agree that they do exercise every day. ii. At least 70% of students are aware of a balanced diet and regular sleep iii. At least 70% of students and teachers are aware of the importance of mental health iv. At least 70% of parents participating in the these programmes are aware of the importance of mental health v. At least 70% of students				

		agree that their physical health and mental health is boosted				
4. Strengthening students' capability on fulfilling life goals and responsibilities as a committed citizen	<p>(a) To refine the goal setting programme through collaborative efforts of the Pastoral Care, Careers and Life Planning Committee and Class Teachers</p> <p>(b) To help students explore life goals and learn about multiple pathways through different thematic programmes or experiential learning activities</p> <p>(c) To foster students' understanding of the ethical use of information technology through educational programmes, talks and activities</p>	<p>i. At least 70% of students agree that the school programmes and activities help them set achievable goals</p> <p>ii. At least 70% of students are aware of multiple pathways</p> <p>iii. At least 70% of students and teachers agree that these programmes help students in the ethical use of information technology</p>				