

Kwun Tong Government Secondary School
Annual School Plan (2018 - 2019)

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
1. Students are better equipped with effective learning skills and good learning habits for academic pursuit 2. Students are capable of managing their own learning and become confident and independent life-long learners with effective generic skills 3. Through the effective promotion of STEM education, students' creativity, collaboration and problem solving skills are enhanced	1. To promote GPS (Group Learning, Preparation for Lessons, Skill Enhancement) as students' learning routine by developing their collaborative learning skills; enforcing lesson preparation, as well as improving their study skills 2. To extend students' capacity and exposure through promoting e-learning, encouraging extensive reading, and fostering different learning experiences 3. To equip students with the necessary knowledge, skills and attitude in	Whole year	1a. At least 75% of subject departments respond positively to the promotion of GPS by setting clear targets and schedules in the year plans and evaluating the implementation. 1b. At least 75% of students agree that they practise GPS and can capitalize on one another's resources and skills. 2a. At least 75% of subject departments respond positively by making new attempts at promoting e-learning; extensive reading and different learning experiences. 2b. At least 75% of students agree that they have widened their scope and become more confident learners. 3a. The STEM Department formulates a refined STEM curriculum for the junior level. 3b. At least one school-based STEM competition and at least two	Observing: 1. year plans and evaluations of subject departments and related functional teams; 2. stakeholders' feedback through questionnaire survey; 3. students' learning performance and reflections; 4. teachers' observation and feedback.	1. Students and their parents 2. HODs & subject teachers 3. Teachers i/c and members of functional teams 4. Reading Culture Team 5. Teachers of the STEM Department	Refer to the requirements of the subject departments concerned

<p>while their potential in innovation is 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>STEM education through implementing the school-based curriculum, self-directed learning, as well as cross-disciplinary learning activities and competitions</p> <p>4. To enhance teachers' expertise and capacity in STEM teaching through internal and external collaboration; as well as professional development programmes</p> <p>5. To develop the school-based facilities and necessary equipment; and to establish a STEM centre in 3 phases</p> <p>6. To provide a variety of STEM-related activities with an aim to preparing students for future career development</p>		<p>cross-disciplinary activities are organized by the STEM Department.</p> <p>3c. At least 70% of students show an interest in the STEM-related activities and can apply the knowledge and skills acquired.</p> <p>4a. At least 20% of teachers attend STEM-related training programmes.</p> <p>4b. At least 70% of teachers agree that the collaboration and programmes successfully enhance their professional capacity in STEM education.</p> <p>5. The first phase of the conversion project of the STEM centre, including the stocktaking and write-off of equipment in the current D&T Room, 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> <ol style="list-style-type: none"> 1. lead a healthy lifestyle with positive values and attitudes to face challenges and adversity 2. stretch their full potential with enhanced self-esteem and self-confidence 3. strengthen their civic sense in order to perform as quality citizens 4. enhance their understanding of the home country 	<p>To adopt whole school approach in both formal and informal curriculum</p> <ol style="list-style-type: none"> 1. To promote students’ positive values and attitudes, civic sense and understanding of the home country through class teaching 2. To mobilize functional teams to provide various thematic training programmes related to values education in various occasions and through different means 3. To establish a reward and penalty system to reinforce students’ sense of righteousness and understanding of positive values 4. To raise students’ self-esteem and cater for learners’ diversity by the implementation of “Equal Learning Opportunities” 	Whole year	<ol style="list-style-type: none"> 1. At least 70% of subject departments show a positive response to values education in the year plans and evaluations. 2. Functional teams are successfully mobilized to carry out programmes of values education under the leadership of Civic Education Team and Moral Education Team. 3. A new reward and penalty system is set up under the leadership of Discipline Team. 4a. The policy of “Equal Learning Opportunities” is widely adopted by teachers to enhance students’ self-esteem through different activities. 4b. More than 80% of teachers agree that the policy of “Equal Learning Opportunities” helps to enhance students’ self-esteem. 4c. More than 80% of students of varied ability agree that the policy of “Equal Learning Opportunities” enhances their self-esteem. 	<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. year plans and evaluations of subject departments and functional teams. 	<ol style="list-style-type: none"> 1. HODs and all subject teachers 2. Functional teams 3. Parents, alumni and social worker 	Refer to the requirements of the subject departments and functional teams concerned

	5. To organize exchange programmes to promote students' understanding of the home country		<p>5a. At least four exchange programmes are organized.</p> <p>5b. More than 70% of participants agree that the exchange programmes enhance their understanding of the home country.</p> <p>6a. More than 70% of students agree that their positive values and attitudes, civic sense and understanding of the home country are enhanced.</p> <p>6b. More than 70% of teachers agree that the programmes enhance students' positive values and attitudes, civic sense and understanding of the home country.</p>			
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