

Kwun Tong Government Secondary School
Annual School Plan (2019-2020)

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 unleashed.</p>	<p>1. All subject departments implement GPS to develop students' collaborative learning skills; enforce lesson preparation, as well as improve their study skills in the year plans.</p> <p>2. All subject departments implement e-learning, extensive reading and life-wide learning programmes in the year plans to extend students' capacity and exposure.</p> <p>3. To equip students with the necessary knowledge, skills and attitude in STEM education through implementing the school-based curriculum, self-directed learning, as well as cross-disciplinary learning activities and competitions.</p>	Whole year	<p>1a. At least 75% of students agree that GPS enhance their collaborative and study skills.</p> <p>1b. 80% of teachers and students agree that students have developed the habit of lesson preparation.</p> <p>1c. 50% students show improvement in learning attitude and outcome.</p> <p>2a. All subject departments implement e-learning and extensive reading programmes.</p> <p>2b. All KLAs arrange learning activities outside classrooms.</p> <p>2c. 75% of students agree that the programmes have widened their scope and they have become more confident learners.</p> <p>3a. At least one school-based STEM competition and two cross-disciplinary activities are organized by the STEM Department.</p> <p>3b. At least 70% 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. Students and their parents</p> <p>2. HODs & subject teachers</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>	Refer to the requirements of the subject departments concerned

<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 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>4a. 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 (2019-2020)

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>2. stretch their full potential with enhanced self-esteem and self-confidence</p>	<p>To adopt whole school approach in both formal and informal curriculum</p> <p>1a. All subject departments and functional teams put the selected attributes of values education in their year plan: Junior Forms: Care & Respect Senior Forms: Commitment & Responsibility</p> <p>1b. To strengthen the implementation of focused and systematic values education by the Student Support Committee through formal teaching, assemblies, class teacher periods and various occasions.</p> <p>2a. To strengthen the role of class teachers through the implementation of the class management scheme to build closer bonding among students.</p> <p>2b. More whole school activities to be organized to enhance students' sense of belonging.</p>	<p>Whole year</p>	<ul style="list-style-type: none"> More than 70% of students agree that the selected attributes of values are enhanced by the programmes in the year plans. More than 70% of teachers and students agree that the values education are strengthened through the programmes held by the functional teams. 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. 	<p>Observing:</p> <p>1. teachers' and students' feedback through questionnaire survey;</p> <p>2. school management, teachers and different functional teams' feedback;</p> <p>3. records of students' behavioral performance;</p> <p>4. APASO & SHS</p> <p>5. Year Plans of subject departments & functional teams.</p>	<p>1. All subject teachers</p> <p>2. All functional teams</p> <p>3. Social worker</p> <p>4. Class Teachers</p> <p>5. Pastoral Care Team</p> <p>6. Student Awards, Scholarships & Grant Team</p>	<p>Refer to the requirements of the subject departments and functional teams concerned</p>

<p>3. strengthen their civic sense in order to perform as quality citizens</p>	<p>2c. To make use of the reward system to recognize the achievements of students.</p> <p>2d. To explore students' talent through implementation of the "Equal Learning Opportunities" Policy.</p> <p>2e. Through Careers & Life Planning activities to set personal goals.</p> <p>3a. To integrate Basic Law Education in the formal curriculum and to organize various Basic Law Education activities</p> <p>3b. To make use of the penalty system to inculcate students with proper understanding of the rights and responsibilities of citizens.</p>				
<p>4. enhance their understanding of the home country</p>	<p>4a. To set up a Chinese Culture Club to promote the understanding and appreciation of Chinese culture</p> <p>4b. To organize national flag-raising ceremonies and Mainland exchange programmes to promote the understanding of the home country</p>	<ul style="list-style-type: none"> • More than 80% 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 program enhances students' self-esteem. • More than 70% of students agree that their understanding of Basic Law is enhanced. • More than 60% of students agree that they have a better understanding of their rights and responsibilities in a community. • More than 60% of teachers and students agree that the programmes enhance their understanding of the home country. • More students agree that they have duties to the home country. 		<ol style="list-style-type: none"> 1. PSHE 2. LS 3. Civic & National Ed. Team 4. Discipline Team <ol style="list-style-type: none"> 1. Civic & National Ed. Team 2. HODs 3. Exchange Program Team 4. Red Cross 	