

Major Concern 1: Developing Students' Academic Potential

Our Mission

To inspire students to reach their academic potential

Rationale

As teachers, it is our responsibility to inspire our students so that they are able to reach their academic potential. With the identification and understanding of students' academic strengths and weaknesses, we should create a positive and supportive learning atmosphere at school so that they can learn to value their individual potential and learn to the fullest of their abilities.

Long-term Plan

1. Students acquiring good learning skills/strategies.
2. Assisting students with different learning needs so that they can reach their academic potential.
3. Students pursuing academic excellence through effective learning.

Responses to recommendations of Report of External School Review are also included in this plan.

Main emphases in 2011/2012

1. To refine good learning skills/strategies.
2. To promote the use of various teaching strategies to assist students with different learning needs.
3. To arrange support programmes for high-achievers and less able students.

Formulation and Implementation of School Plan 2011-2012

Action Plan

Major Concern 1: Developing Students' Academic Potential

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To adopt good learning skills/strategies.</p> <p>1. Subject departments choose to focus on two learning skills/strategies across all levels (S1 – S6).</p> <p>2. Subject departments design subject-based learning activities to develop the selected learning skills/strategies at each level (S1-S6).</p>	<p>09/2011 to 06/2012</p>	<p>1. All subject departments espouse two learning skills/strategies across all levels</p> <p>2. All subject departments design subject-based learning activities to develop the selected learning skills/strategies at each level.</p> <p>3. Students master the selected learning skills/strategies.</p>	<p>1. Inspection of schemes of work and minutes of meetings.</p> <p>2. Lesson observation.</p> <p>3. Teachers' feedback.</p> <p>4. Students' survey.</p>	<p>1. Academic Board.</p> <p>2. Heads of Subject Departments.</p> <p>3. Subject Teachers.</p>	<p>Teaching Assistants.</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Subject departments adopt specific subject-based strategies to cater for learners' diversity.</p> <ol style="list-style-type: none"> 1. Employing a variety of learning and teaching activities to address students' different learning styles at all levels 2. Assigning graded exercises to students in S1 – S3 with core and extension contents. 3. Adopting an assessment approach of ' Easy to pass; Hard to get high marks' in uniform tests. 4. Setting test papers with different levels of difficulty e.g challenging, high, elementary 	<p>09/2011 to 06/2012</p>	<ol style="list-style-type: none"> 1. At least one sample of good lesson plans from each department is collected for sharing. 2. Frequent use of strategies as observed in class observations. 3. At least 70% of teachers find the strategies adopted effective. <ol style="list-style-type: none"> 1. Subject departments keep records of graded exercises at each level. 2. Students are assigned graded exercises according to their abilities. <ol style="list-style-type: none"> 1. At least 90% of students can pass their uniform tests. <ol style="list-style-type: none"> 1. Setters of test papers should set and keep rubrics showing questions with different levels of difficulty. 	<ol style="list-style-type: none"> 1. Inspection of schemes of work and minutes of meetings. 2. Collection of lesson plans. 3. Class observation. 4. Teachers' survey. <ol style="list-style-type: none"> 1. Inspection of records of subject departments. 2. Homework Inspection. <ol style="list-style-type: none"> 1. Referring to students' results of uniform tests <ol style="list-style-type: none"> 1. Inspection of the rubrics 	<ol style="list-style-type: none"> 1. Academic Board. 2. Heads of Subject Departments. 3. Subject Teachers. <ol style="list-style-type: none"> 1. Academic Board. 2. Heads of Subject Departments. 3. Subject Teachers. 	<ol style="list-style-type: none"> 1. Teaching Assistants. 2. Supporting Staff.

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To arrange pull-out programmes for high achievers and the less able students to develop their potential.</p> <ol style="list-style-type: none"> 1. Early identification of high achievers and the less able students through examining assessment records and teachers' recommendation. 2. Arrangement of pull-out programmes in selected form levels in the subjects of English, Chinese, Mathematics, I.T. and Science and issue-based learning. 3. Arrangement of enhancement programmes for less academically able S3 students based on their 1st uniform test results on Chinese, English and Mathematics and their 2nd uniform test results on other KLAs. 	<p>09/2011</p> <p>10/2011 to 06/2012</p>	<ol style="list-style-type: none"> 1. The lists of high achievers and the less able students in each form level are compiled. 1. At least 60% of students find the pull-out programmes useful. 1. At least 50% of students find the enhancement programmes useful. 	<ol style="list-style-type: none"> 1. Inspection of students' lists. 1. Students' survey. 1. Students' survey 	<ol style="list-style-type: none"> 1. WebSAMS Team. 2. Heads of Subject Departments. 1. Committee of Gifted Education Programme. 1. Heads of Subject Departments concerned. 	<p>Programmes funded by CEG, DLG and School-based After-School Learning and Support Grant.</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To promote students' learning from their peers.</p> <ol style="list-style-type: none"> Students of the same class in S1 form study groups. Each study group consists of 5-6 students of mixed abilities. Group members meet ten times over two terms for peer learning. Records of meetings are submitted to Class Teachers bimonthly for inspection. Senior form students of excellent academic results share good study skills/methods with junior form students. 	<p>09/2011 to 06/2012</p> <p>10/2011 to 06/2012</p>	<ol style="list-style-type: none"> At least 70% of the study groups meet according to schedule. At least 60% of students think that the study group is beneficial to their studies. <ol style="list-style-type: none"> At least three senior form students do the sharing. Favorable response from students. 	<ol style="list-style-type: none"> Inspection of records of meetings. Students' survey. <ol style="list-style-type: none"> Observation of sharing sessions. 	<ol style="list-style-type: none"> Committee of Major Concern 1. S1 Class Teachers. <ol style="list-style-type: none"> Committee of Major Concern 1. Class Teachers. 	

Major Concern 2: Implementation of the New Senior Secondary Education

Our Mission

To implement the New Senior Secondary Education successfully.

Rationale

The New Senior Secondary Education provides a more diversified senior secondary curriculum for students with varied needs, interests and abilities to reach their full potential. The school will adopt the principles set by EDB and fine-tune the current curriculum so that students have access to a broad and balanced curriculum. Students, parents and teachers will all be well-informed and prepared for the NSS Education. Furthermore, the school has to foster a formal School-based Assessment structure for the NSS assessment mode. To enable students to achieve whole-person development, we also include Other Learning Experiences in the curriculum.

Long-term Plan

1. Acquiring a well-received school-based NSS curriculum.
2. Informing students, parents and teachers of the school policy on the NSS Education.
3. Providing students with opportunities to acquire OLE for their whole-person development.

Main Emphases in 2011/2012

1. To formulate the NSS curriculum.
2. To develop a formal SBA structure for the NSS Education.
3. To inform students and parents of all new issues on the NSS Education.
4. To well-equip our teachers for the NSS Education.
5. To enhance student participation and learning experiences for OLE with collaboration of other school teams.

Formulation & Implementation of School Plan 2011-2012

Action Plan

Major Concern 2: Implementation of the New Senior Secondary Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To formulate the NSS curriculum:</p> <ol style="list-style-type: none"> 1. To set the subject combinations of the elective subjects for 2012-2013 according to the survey findings on students' preferences of NSS subjects. 2. To plan the timetable framework for S. 4, S. 5 & S. 6 in the year of 2012-2013. 	<p>10/2011 to 03/2012</p>	<ol style="list-style-type: none"> 1. The majority of students can be offered the elective subjects they have preferred. 2. A wide range of choices has been offered to students. 	<ol style="list-style-type: none"> 1. Students' feedback 2. Parents' feedback 3. Teachers' feedback 	<ol style="list-style-type: none"> 1. Academic Board 2. Committee of Major Concern 2 	
<p>To develop a formal SBA structure for the NSS Education:</p> <ol style="list-style-type: none"> 1. To monitor and review the progress of SBA and the continuous assessment policy in school. 	<p>09/2011 to 07/2012</p>	<ol style="list-style-type: none"> 1. Subject departments conduct SBA according to their schedule. 	<p>Evaluate</p> <ol style="list-style-type: none"> 1. The feedback from Heads of Departments. 2. The feedback from teachers. 	<ol style="list-style-type: none"> 1. Academic Board 2. Committee of Major Concern 2 3. Heads of Subject Departments 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To inform students and parents of all new issues on the NSS Education:</p> <ol style="list-style-type: none"> Information on NSS is provided to students and parents as early as possible through proper channels. 	09/2011 to 07/2012	<ol style="list-style-type: none"> Talks for S.1, S.2 & S. 3 students and parents are held in appropriate time of the academic year. The majority of students and parents understand and accept the proposed NSS curriculum. 	<ol style="list-style-type: none"> Students' feedback Parents' feedback Teachers' feedback 	<ol style="list-style-type: none"> Academic Board Committee of Major Concern 2 Careers Committee 	
<p>To well-equip teachers for the NSS Education:</p> <ol style="list-style-type: none"> To review the human resources plan for the NSS Education. To employ additional staff to support and assist teachers to prepare for the NSS Education. 	09/2011 to 06/2012	<ol style="list-style-type: none"> A systematic and clear human resources plan is constructed. The additional staff can support teachers to prepare for the NSS education. 	<ol style="list-style-type: none"> The human resources plan. The feedback from Heads of Departments. The feedback from teachers. 	<ol style="list-style-type: none"> Academic Board Committee of Major Concern 2 Heads of Subject Departments 	Employment of an extra teacher using the Liberal Studies Curriculum Support Grant

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To implement and review strategies for effective learning and teaching NSS subjects as stipulated in the NSS Curriculum and Assessment Guides.</p> <ol style="list-style-type: none"> 1. Subject teachers select and implement appropriate strategies as stated in the Guides. 2. Subject departments review the strategies adopted with a view to identify good practices. 	<p>09/2011 to 06/2012</p>	<ol style="list-style-type: none"> 1. Teachers refer to the Guides frequently for effective learning and teaching strategies. 2. Good practices in learning and teaching are used. 	<ol style="list-style-type: none"> 1. Teachers' feedback 2. Evaluation of minutes of departmental meetings. 	<ol style="list-style-type: none"> 1. Subject Teachers 2. Heads of Subject Departments 3. Committee of Major Concern 2 	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To enhance student participation and learning experiences for OLE with collaboration of other school teams.</p> <ol style="list-style-type: none"> 1. Students are provided with a wide variety of OLE learning activities to broaden their horizons and build up their sense of personal and social responsibility. 2. Weekly news inculcation on a social issue is displayed on the two designated boards near the main entrance with corresponding reflections presented by LS Ambassadors. 3. A Character Education Week, a Moral Education Week and a Health Education Week are organized. 4. Students are arranged to attend the information days of different universities to enrich their understanding of admission issues. 	<p>09/2011 to 08/2012</p>	<ol style="list-style-type: none"> 1. At least 95% of NSS students participate in OLE activities. 2. Different types of current affairs are selected as the topics for the board display. 3. The 3 Education Weeks have been conducted according to the objectives set. 4. NSS students take part in the information days. 	<ol style="list-style-type: none"> 1. Inspection of students' SLPs. 2. Records of board displays. 3. Feedback from the committees involved. 4. Records of students' participation in the information days. 	<ol style="list-style-type: none"> 1. OLE Committee 2. LS Department 3. Careers Department 4. Guidance Committee 5. Moral & Civic Education Committee 5. Health , Sex & Life Education Committee 6. Committee of Major Concern 2 	

Major Concern 3: Enhancement of the Whole Person to meet the challenges of an ever-changing world

Our Mission

To enhance students' whole person development and help them meet the challenges of an ever-changing world.

Rationale

Through participating in various kinds of activities, a greater sense of respect and self-discipline as well as an appreciation of rational value judgement, healthy living and holistic development can be fostered among students.

Long-term Plan

1. To cultivate in students a sense of national identity.
2. To nurture students' respect and love for others.
3. To foster students' sense of responsibility and integrity.
4. To train students' sense of perseverance.
5. To develop in students a sense of commitment.
6. To build a healthy school environment.

Main Emphases in 2011/12

1. Holistic Development: Widening students' horizons and enhancing students' community awareness
2. Developing Positive Value: Self-discipline
3. Reinforcing students' self-identity as a STGSS student

Formulation and Implementation of School Plan 2011-2012

Action Plan

Major Concern 3: Enhancement of the Whole Person to meet the challenges of an ever-changing world

	Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
Holistic Development: Widening students' horizons and enhancing students' community awareness	<ol style="list-style-type: none"> 1. Throughout the year, newspaper extracts, commentaries and students' reflection on current issues will be displayed on two boards placed in the school foyer. 2. Exchange programmes will be organized for students to gain more experiences outside the classroom. 3. Students participating in the exchange programmes will share their experiences gained with teachers and students through short talks in the morning assembly and photo exhibition in the school foyer. 4. A variety show to be held in the Shatin Town Hall for celebrating the 40th Anniversary of our school will provide opportunities for students to perform and extend our connectedness with the public. 5. A series of talks by alumni on careers development will be organized by the Careers Committee. 6. Visits to different kinds of companies will be organized for students by the Alumni Association. 7. A series of activities will be arranged for students to develop their interest and confidence in cultural learning, such as visits to artist studios, on hands experience at a fashion atelier, exclusive back stage dance rehearsals, specialist led tours of the Hong Kong Art Fair, etc. 	09/2011 to 07/2012	<ol style="list-style-type: none"> 1. Students are responsive to read the newspaper extracts and share their reflections with other schoolmates. 2. The Exchange Programmes and students' sharing have been conducted with positive response. 3. Students participate actively in the Variety Show and the other activities organized. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Students' survey 	<ol style="list-style-type: none"> 1. Teachers in charge of Major Concern 3 2. OLE & SLP Committee 3. Liberal Studies Department 3. Interflow & Exchange Programme Committee 4. 40th Anniversary Committee 5. Careers Committee 6. Alumni Association 	\$500

	Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
Developing Positive Value: Self-discipline	<ol style="list-style-type: none"> 1. Programs will be conducted with the collaboration of class teachers to reinforce students' awareness of the importance of maintaining a good student's image with special regards to tidy uniform and appearance. 2. A Tidy Student Election will be organized by the Discipline Committee for S.1 to S.7 students in the first term and for S.1 to S.5 students in the second term. 3. An Inter-class Creative Writing and Speaking Competition on themes related to self-discipline will be organized by the Chinese Department for S.1 and S.2 students. 4. An Inter-class Class Rule Design Competition will be organized by the Discipline Committee and the winning entries will also be displayed in the school foyer. 5. Class teachers will help the class to conduct evaluation on the Class Rules set at mid-term and the end of the school term. 6. Prefects and Student Peer Counsellors will promote the importance of self-discipline among S.1 and S.2 students during the Class Periods once per term for each team. 	09/2011 to 07/2012	<ol style="list-style-type: none"> 1. Each class has set the class rules. 2. Board display in classroom showing class rules. 3. 80% of classes are able to follow the class rules. 4. Students recognize the importance of self-discipline, tidiness and keeping good appearance. 5. Students participate actively in the competitions and activities organized. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Feedback in Class Teachers' Meetings in each term 3. Students' survey 4. Feedback from Class and Subject Teachers, Chinese Department, Discipline and Guidance Committee 	<ol style="list-style-type: none"> 1. Teachers in charge of Major Concern 3 2. Chinese Department 3. Discipline Committee 4. Guidance Committee 5. Class Teachers 6. Subject Teachers 	\$ 1980

Tasks / Strategies		Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
Reinforcing students' self-identity as a STGSS student	<ol style="list-style-type: none"> 1. Graduates from different years who take pride in their alma mater will be invited to share their reflections on the self-identity of being a student of STGSS. 2. Reunion Dinner and Homecoming Day will be held for celebrating our school's 40th Anniversary. Alumni will be invited to share with the participants the best of our school and the things they appreciate and treasure about STGSS. 3. "Role Model of STGSS" Election will be organized. Students with excellent performance in specific areas will be awarded. 4. Class sessions will be organized in the class teacher periods to discuss the positive qualities of being a STGSS student. 5. The winning list, photos and profile writing of the winners will be displayed in the foyer to promote positive atmosphere in school. 6. Some role models of STGSS will be invited to give short talks in the morning assemblies. 	09/2011 to 07/2012	<ol style="list-style-type: none"> 1. Talks by alumni have been organized with positive response. 2. Students are enlightened by the positive messages delivered by the alumni and recognize the importance of being a good student of STGSS. 3. Role models from different classes are selected and their sharing in the morning assemblies is conducted with positive response. 	<ol style="list-style-type: none"> 1. Teachers' observation 2. Students' survey 3. Feedback from the school committees and Alumni Association 	<ol style="list-style-type: none"> 1. Teachers in charge of Major Concern 3 2. 40th Anniversary Committee 3. Alumni Association 4. Class Teachers 5. Subject Teachers 	\$ 3800