

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.

Main emphases in 2012/2013

1. To develop/reinforce good learning skills/strategies.
2. To refine various teaching strategies so as 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 2012-2013

Action Plan

Major Concern 1: Developing Students' Academic Potential

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>To develop/reinforce good learning skills/strategies.</p> <p>1. Subject departments choose to focus on developing /reinforcing two learning skills/strategies across all levels (S1-S6).</p> <p>2. Subject departments design subject-based learning activities to develop/reinforce the selected learning skills/strategies at each level (S1 – S6).</p>	<p>09/2012 to 06/2013</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/reinforce 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 refine specific subject-based strategies to cater for learners' diversity.</p> <p>1. Refining a variety of learning and teaching activities to address students' different learning styles at all levels.</p> <p>2. Assigning graded exercises to students in S1-S3 with core and extension contents.</p> <p>3. Adopting an assessment approach of 'Easy to pass; Hard to get high marks' in uniform tests and examinations for S1 to S3.</p> <p>4. Setting test papers and examination papers with different levels of difficulty e.g challenging, intermediate, elementary.</p>	<p>09/2012 to 06/2013</p> <p>09/2012 to 06/2013</p>	<p>1. At least one sample of good lesson plans from each department is collected for sharing.</p> <p>2. Frequent use of strategies as observed in class observations.</p> <p>3. At least 70% of teachers find the strategies adopted effective.</p> <p>1. Subject departments keep records of graded exercises at each level.</p> <p>2. Students are assigned graded exercises according to their abilities.</p> <p>1. At least 80% of students in S1 to S3 can pass their uniform tests and examinations.</p> <p>1. Setters of test papers should set and keep rubrics showing questions with different levels of difficulty.</p>	<p>1. Inspection of schemes of work and minutes of meetings.</p> <p>2. Collection of lesson plans.</p> <p>3. Class observation.</p> <p>4. Teachers' survey.</p> <p>1. Inspection of records of subject departments.</p> <p>2. Homework Inspection.</p> <p>1. Referring to S1 to S3 students' results of uniform tests and examinations</p> <p>1. Inspection of the rubrics</p>	<p>1. Academic Board.</p> <p>2. Heads of Subject Departments.</p> <p>3. Subject Teachers.</p> <p>1. Academic Board.</p> <p>2. Heads of Subject Departments.</p> <p>3. Subject Teachers.</p>	<p>1. Teaching Assistants.</p> <p>2. Supporting Staff.</p>

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> <p>1. Early identification of high achievers through examining assessment records and teachers' recommendation.</p> <p>2. Arrangement of pull-out programmes in selected form levels in the subjects of English, Chinese, Mathematics, I.T. , Science and issue-based learning.</p> <p>3. Arrangement of enhancement programmes for less academically able students in Chinese, English, Mathematics and at least two subjects in other KLAs.</p>	<p>09/2012</p> <p>10/2012 to 06/2013</p> <p>10/2012 to 06/2013</p>	<p>1. The lists of high achievers in each form level are compiled.</p> <p>1. At least 60% of students find the pull-out programmes useful.</p> <p>1. At least 50% of students find the enhancement programmes useful.</p>	<p>1. Inspection of students' lists.</p> <p>1. Students' survey.</p> <p>1. Students' survey</p>	<p>1. WebSAMS Team.</p> <p>2. Committee of Gifted Education Programme.</p> <p>1. Committee of Gifted Education Programme.</p> <p>2. Heads of Subject Departments concerned</p> <p>1. Heads of Subject Departments concerned.</p>	<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> <p>1. Students of the same class in S1 and S2 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.</p>	<p>09/2012 to 06/2013</p>	<p>1. At least 70% of the study groups meet according to schedule.</p> <p>2. At least 60% of students think that the study group is beneficial to their studies.</p>	<p>1. Inspection of records of meetings.</p> <p>2. Students' survey.</p>	<p>1. Committee of Major Concern 1.</p> <p>2. S1 and S2 Class Teachers.</p>	<p>\$1,000 for Prizes of Best Study Group in each form.</p>
<p>2. Senior form students of excellent academic results share good study skills/methods with junior form students.</p>	<p>10/2012 to 06/2013</p>	<p>1. At least three senior form students do the sharing.</p> <p>2. Favorable response from students.</p>	<p>1. Observation of sharing sessions.</p>	<p>1. Committee of Major Concern 1.</p> <p>2. Class Teachers.</p>	

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 2012/2013

1. To formulate the NSS curriculum.
2. To keep students and parents abreast of up-to-date information on the NSS Education.
3. To enhance student participation and learning experiences for OLE with collaboration of other school teams.

Formulation & Implementation of School Plan 2012-2013

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
To formulate the NSS curriculum: 1. To set the subject combinations of the elective subjects for 2013-2014 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 2013-2014.	10/2012 to 03/2013	1. A wide range of choices has been offered to students. 2. The majority of students and parents understand and accept the proposed NSS curriculum. 3. The majority of students can be offered the elective subjects they have preferred.	1. Students' feedback 2. Parents' feedback 3. Teachers' feedback	1. Academic Board 2. Committee of Major Concern 2	
To consolidate a formal SBA structure for the NSS Education: 1. To monitor and review the progress of SBA and the continuous assessment policy in school.	09/2012 to 07/2013	1. Subject departments conduct SBA according to their schedule.	Evaluate 1. Teachers' feedback 2. Evaluation of minutes of departmental meetings	1. Academic Board 2. Head of Subject Departments 3. Committee of Major Concern 2	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To keep students and parents abreast of up-to-date information on the NSS Education: 1. Information on NSS is provided to students and parents as early as possible through proper channels.	09/2012 to 07/2013	1. Talks on the NSS curriculum for different levels of students and parents are held at appropriate time of the academic year. 2. Talks on multiple pathways for NSS students are arranged.	1. Students' feedback 2. Parents' feedback 3. Teachers' feedback	1. Academic Board 2. Careers Committee 3. Committee of Major Concern 2	
To well-equip teachers for the NSS Education: 1. To review the human resources plan for the NSS Education. 2. To employ additional staff to support and assist teachers to prepare for the NSS Education.	09/2012 to 06/2013	1. A systematic and clear human resources plan is constructed. 2. The additional staff can support teachers to prepare for the NSS education.	1. The human resources plan 2. Teachers' feedback 3. Evaluation of minutes of departmental meetings	1. Academic Board 2. Heads of Subject Departments 3. Committee of Major Concern 2	Use grant (SSCSG) to employ an extra teacher
To implement and review strategies for effective learning and teaching NSS subjects as stipulated in the NSS Curriculum and Assessment Guides. 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.	09/2012 to 06/2013	1. Teachers refer to the Guides frequently for effective learning and teaching strategies. 2. Good practices in learning and teaching are used.	1. Teachers' feedback 2. Evaluation of minutes of departmental meetings	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. News inculcation on selected social issues is displayed on the two designated boards near the main entrance with corresponding reflections. 3. Character Education Week, Moral Education Week, and Health Education and Environmental Protection Weeks are organized. 4. Students are encouraged to attend the information days of different universities to enrich their understanding of admission issues. 	<p>09/2012 to 08/2013</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 6. Health , Sex & Life Education Committee 7. Environmental & Media Education Committee 8. 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 2012/13

1. Holistic Development: Widening students' horizons and enhancing students' community awareness
2. Developing Positive Values: Self-discipline and Concern
3. Loving our School

Formulation and Implementation of School Plan 2012-2013

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					
1. Throughout the year, newspaper extracts, commentaries and students' reflection on current issues will be displayed on two boards placed in the school foyer.	09/2012 to 06/2013	Students are responsive to read the newspaper extracts and share their reflections with other schoolmates.	1. Teachers' observation 2. Students' survey	1. Major Concern 3 Committee 2. Liberal Studies Department	
2. Exchange programmes will be organized for students to gain more experiences outside the classroom. 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.	09/2012 to 06/2013	The Exchange Programmes and students' sharing have been conducted with positive response.	1. Teachers' feedback 2. Students' survey	1. Student Affairs Board 2. Interflow & Exchange Programme Committee	
3. A series of talks by alumni on careers development will be organized by the Careers Committee and Alumni Association. Students will be nominated to participate in different career-related seminars and summer-job programmes in order to enhance students' participation and learning experiences for OLE.	09/2012 to 07/2013	A selected number of students are nominated to participate in different career-related talks, summer-job programmes.	1. Feedback from Careers Committee and Alumni Association 2. Students' survey	1. Careers Committee 2. Alumni Association	\$ 300
4. A series of activities/workshops organized by outside school parties will be arranged for students to enrich their other learning experiences.	09/2012 to 06/2013	Students participate actively in the activities/workshops organized.	1. Teachers' feedback 2. Students' survey	1. Major Concern 3 Committee 2. OLE & SLP Committee	\$ 1500

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>Developing Positive Values: Self-discipline and Concern</p> <p>1. Tidy Uniform & Appearance Self-discipline Programme</p> <ul style="list-style-type: none"> ▪ Regular and random uniform inspection would be held as scheduled. Students with uniform or appearance problem in any kind of uniform inspection would be given a minor offence notice as a reminder. ▪ By participating in the programme, students with 3 or 4 minor offence notices would have their minor offence notice exempted if they keep their uniform and appearance tidy on the subsequent five consecutive school days for the inspection of their class teachers. 	09/2012 to 06/2013	Students with 3 or 4 minor offence notices concerning uniform or appearance problems apply for the Programme.	<ol style="list-style-type: none"> 1. Feedback from Discipline Committee 2. Feedback from class teachers 3. Students' survey 	<ol style="list-style-type: none"> 1. Discipline Committee 2. Class Teachers 	
<p>2. MEH lessons concerning life education and the positive values with main focus on concern would be implemented for senior and junior form students respectively to develop their positive values throughout the year.</p>	09/2012 to 01/2013	Students recognize the importance of self-discipline, time management and concern for other persons.	<ol style="list-style-type: none"> 1. Feedback from Guidance and Moral & Civic Education Committees 2. Students' survey 	<ol style="list-style-type: none"> 1. Guidance Committee 2. Moral & Civic Education Committee 	
<p>3. An Inter-class Creative Writing and Speaking Competition on themes related to love and concern will be organized by the Chinese Department for S.1 and S.2 students.</p>	11/2012 & 03/2013	Students participate actively in the competitions being organized.	<ol style="list-style-type: none"> 1. Feedback from Chinese Department 2. Teachers' observation 3. Students' survey 	<ol style="list-style-type: none"> 1. Major Concern 3 Committee 2. Chinese Department 	\$ 1000

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
4. A Health Week will be organized by the Health, Sex and Life Education Committee in order to reinforce students' awareness of the importance of being physically fit.	11/2012	<ol style="list-style-type: none"> 1. The Health Week is held in the second term. 2. Students show awareness of the importance of physical health. 	<ol style="list-style-type: none"> 1. Feedback from the Health, Sex and Life Education Committee 2. Students' survey 	Health, Sex and Life Education Committee	
5. A Character Week with the theme of "love and concern" will be organized by the Guidance Committee.	03/2013 to 06/2013	<ol style="list-style-type: none"> 1. The Character Week is held in the second school term. 2. Students participate actively in the activities organized in the Character Week. 	<ol style="list-style-type: none"> 1. Feedback from the Guidance Committee 2. Teachers' observation 3. Students' survey 	Guidance Committee	
6. Prefects and Student Peer Counsellors will promote the importance of self-discipline and concern among S.1 and S.2 students during the Class Periods once per term for each team.	09/2012 to 06/2013	<ol style="list-style-type: none"> 1. Students participate actively in the activities organized by the prefects and student peer counsellors. 2. Students recognize the importance of self-discipline and concern. 	<ol style="list-style-type: none"> 1. Feedback from Discipline and Guidance Committees 2. Students' survey 	<ol style="list-style-type: none"> 1. Discipline Committee 2. Guidance Committee 	

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>Loving our School</p> <p>1. Inter-class Classroom Cleaning Competition</p> <ul style="list-style-type: none"> ▪ The competition will be organized by the Environmental and Media Education Committee and Social Service Group twice a year. ▪ Class teachers, subject teachers and teachers in charge of the competition will assess the cleanliness of the classrooms within a given week. ▪ The winning classes will be announced and presented with prizes in the morning assembly. ▪ Hygiene Prefects will be nominated from each class to promote the importance of public hygiene. <p>2. Four Grids Comic Design Competition</p> <ul style="list-style-type: none"> ▪ The competition will be organized by the Visual Arts Department on the theme 'Loving our School' for S.1 to S.3 students. ▪ The winning entries will be uploaded onto the school web page and displayed in the foyer in order to spread the message of loving our school to all students. 	<p>09/2012 to 05/2013</p>	<p>1. The Inter-class Classroom Competition and Four Grids Comic Design Competition have been successfully organized.</p> <p>2. Students participate actively in the activities and competitions organized.</p>	<p>1. Feedback from Environmental & Media Education Committee, Social Service Group, Class Teachers and Subject Teachers</p> <p>2. Teachers' observation</p> <p>3. Students' survey</p> <p>1. Feedback from Visual Arts Department</p> <p>2. Students' survey</p>	<p>1. Major Concern Committee</p> <p>2. Environmental and Media Education Committee</p> <p>3. Social Service Group</p> <p>4. Class Teachers</p> <p>5. Subject Teachers</p> <p>1. Major Concern Committee</p> <p>2. Visual Arts Department</p>	<p>\$ 2000</p>

Tasks / Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3. Alumni Sharing Alumni who take pride on their alma mater would be invited to share with students the best of our school and the things they appreciate and treasure about STGSS.	11/2012 to 04/2013	1. Alumni sharing for all students is held at appropriate time of the school year. 2. Students are enlightened by the positive messages delivered by the alumni	1. Teachers' observation 2. Feedback from alumni 3. Students' survey	1. Major Concern 3 Committee 2. Alumni Association	\$ 300
4. A Moral Education Week will be organized by the Moral & Civic Education Committee on the theme "Loving our School"	01/2013	1. The Moral Education Week is held during the post half-yearly examination period. 2. Students' sense of belonging at school is being enhanced.	1. Teachers' observation 2. Feedback from the Moral & Civic Education Committee 3. Students' survey	1. Moral and Civic Education Committee	