

Sha Tin Government Secondary School



School Development Plan 2013/14 – 2015/16

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Sha Tin Government Secondary School

School Development Plan

2013/14 – 2015/16

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School Vision

**We inspire every student to learn, to think,
to care and to achieve.**

School Mission

It is our mission to provide the best opportunity for students to develop their potential to the full, to acquire knowledge, and to adopt a positive attitude towards work, life and their community in accordance with our school motto - **LOVE, WISDOM & VIGOUR.**

School Goals

I. Goals related to outcomes for students

1. To instil in students the importance of an all-round development as well as mental and physical health.
2. To develop in students loving concerns for all members in one's family, school, community and country.
3. To develop a strong sense of integrity and high self-esteem in our students.
4. To develop in students wholesome interpersonal skills.
5. To develop students' generic learning skills and positive learning attitudes.
6. To develop the habit of lifelong learning in our students.

II. Goals related to learning experience for students

1. To develop in students a sound foundation in Chinese, English, Mathematics and other key learning areas in preparation for higher education.
2. To develop in students a sense of civic awareness, as well as a sense of commitment to society and their country.
3. To provide opportunities for students to serve others.
4. To encourage self-expression through various activities, such as drama, verse-speaking, debates and music performances.
5. To provide a wide range of extra-curricular activities to foster students' all-round development, nurturing and developing their character and potential.
6. To provide opportunities for students to take part in life-wide learning in order to broaden their horizons.
7. To develop in students a good physique and the interest in aesthetic appreciation.

III. Goals related to the provision of resources

1. To make full use of the funds and resources from the Government to create a pleasant environment for the students, making good use of space, facilities and manpower resources to carry out programmes and organise activities for students.

2. To collaborate with the Parent-Teacher Association and the Alumni Association in obtaining more resources to support school activities and programmes.
3. To obtain external resources from various organisations and non-government bodies to carry out school-based curriculum innovations, extra-curricular activities, and professional development activities.

IV. Goals related to the management and organisation of the school

1. To provide ample opportunity for teachers to participate in the formulation and evaluation of the school's development plan and annual school plans.
2. To establish and maintain open and active channels in communication and to foster a professional culture.
3. To formulate and implement professional development policy in line with the school development plan.
4. To develop in staff a culture of learning and sharing through collaborative lesson planning and peer lesson observation.
5. To strengthen home-school cooperation with the Parent-Teacher Association as our partner.
6. To monitor the impact of policy early and regularly.
7. To adopt the whole-school approach for providing counseling, guidance and discipline services to students.
8. To instil in teachers and students a strong sense of belonging.

School Motto

LOVE, WISDOM & VIGOUR

Core Values

1. Student Focus

We strive to understand the needs of our students and provide quality education to meet those needs.

2. Strive for Excellence

We encourage and support every student to strive for excellence in all their endeavours.

3. Lifelong Learning

We are committed to lifelong learning. We provide a stimulating and nurturing environment so that students experience success and feel the challenges and joy associated with learning.

4. Integrity

We value high professional standards and ethical conduct among teachers and students. Students and teachers are expected to be honest, fair and respectful of others.

5. Collaboration

We work with others in a spirit of mutual trust, respect and collegiality through open, rational and compassionate communication.

Sha Tin Government Secondary School

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Developing Students' Academic Potential</p> <ul style="list-style-type: none"> ● To develop / reinforce good learning skills/strategies ● To refine various teaching strategies so as to assist students with different learning needs ● To arrange support programmes for high-achievers and less able students 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● Incorporated as departmental routine work, e.g. assigning graded exercises, the assessment approach and setting questions in tests and examinations with different levels of difficulty. ● Effective pedagogies can be enhanced through teachers' professional development, e.g. lesson observation and sharing. ● Collaborative learning can be enhanced so as to foster students' initiative in learning. 	<ul style="list-style-type: none"> ● To develop effective teaching and learning strategies for academic pursuit can be one area of the major concerns in the next 3-year School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. Implementation of the New Senior Secondary Curriculum</p> <ul style="list-style-type: none"> ● To review and formulate the NSS curriculum ● To develop a formal SBA structure for NSS Education ● To inform students and parents of all new issues on NSS Education ● To well-equip our teachers for NSS Education ● To enhance student participation and learning experiences for OLE with the collaboration of other school teams 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● Incorporated as departmental routine work ● Enhancing whole person development of students will be incorporated as an area of our major concerns 	<ul style="list-style-type: none"> ● Professional Development is suggested to be one of the major concerns in the next 3-year School Development Plan as to establish and maintain collaborative relationships among teachers and enhance lifelong learning.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3. Enhancement of the Whole Person to meet the Challenges of an Ever-changing World</p> <ul style="list-style-type: none"> ● Holistic Development <ul style="list-style-type: none"> - Student Portfolio Scheme - Exchange Programmes - Newspaper Clipping and Sharing - Activities on Careers Development - OLE Activities/ Workshops ● Developing Positive Values: <ul style="list-style-type: none"> - Self-discipline - Respect - Concern ● - Healthy School Scheme <ul style="list-style-type: none"> - Self-identity of being a student of STGSS - Loving our School 	<ul style="list-style-type: none"> ● Partially achieved ● Partially achieved ● Fully achieved 	<ul style="list-style-type: none"> ● It will also be an area of major concern in the next 3-year School Development Plan ● To adopt a whole-school approach conducive to the inculcation of positive values in different levels ● Incorporated as routine work 	<ul style="list-style-type: none"> ● A variety of activities would be organized to widen students' horizons and enhance their awareness of the community. ● Students would be nurtured with some core positive values throughout the six years of secondary education. ● Participation rate of all related activities are in line with expectation.

Sha Tin Government Secondary School
School Self-evaluation 2012-2013
Evaluation of the School's Overall Performance

Area 1: School Management

The school has established systematic self-evaluation system to conduct vigorous and comprehensive review of its strengths and weaknesses. Its development goals and implementation strategies are aptly and sensibly formulated in line with its mission and vision, trends in education policies, the school context and the needs of students. The school is capable of maintaining steady development even there are major staff changes over years. Policy making and priority setting is under an integrated framework which enables extensive teacher participation and full consideration of the views of various stakeholders.

The School Development Plan, Annual School Plan and School Reports are well written and clearly presented. There exist sufficient channels to delineate and discuss the targets and expected outcomes of school's major concerns. Subject Departments and Committees appropriately formulate concrete operational plans with practicable implementation strategies, suitable evaluation methods and success criteria and reasonable allocation of manpower and resources.

The school systematically coordinates and monitors the implementation of its priority tasks through Independent Major Concern Committees, which focus on school's developmental goals whereas the other Departments and Committees maintain effective implementation of the routine tasks and duties. Progress and effectiveness of work are periodically reviewed and reported by middle managers through meeting minutes and school newsletters to school principals and assistant principals, who duly give feedback and recognition to the staff involved for the purpose of securing continuing development.

The school self-evaluation mechanism is clear, systematic and well established. The school upholds the evidence-based principle and takes into account of both qualitative and quantitative methods for data collection. The school adopts a whole-school approach to evaluate school's overall performance and its major concerns. Major school self evaluation activities include reviewing ESR report, analysis of APASO and stakeholder survey, and comprehensive self-evaluation against Performance Indicators (2008).

The school conscientiously and objectively applies the major findings from the school self evaluation activities for SWOT analysis and formulation of major concerns of next development cycle. P-I-E cycle is adopted by all departments and committees. There is good use of data to inform planning related to student support. Subject departments seriously analyze the examination results and suitable follow-up measures are taken. To complement with a stronger emphasis in the development of effective teaching and learning strategies, the school has taken active steps to enhance the use of information from lesson observation and homework inspection.

Area 2: Professional Leadership

The school management and the middle managers play an effective role in setting clear and appropriate directions for school development and aligning subject department and functional group planning with the school major concerns. The School-based Management Committee (SMC) offers good advice on school development with a pool of expertise contributed by different stakeholder representatives and is concerned about the school's development needs. It attaches importance to sustaining students' academic excellence and at the same time values students' balanced development. It recognizes the need to strengthen staff development for the school's continuous development and generates a driving force for sustaining school enrichment and student achievements.

The principal took up the post in September, 2012 after the previous principal retired. He has adopted an incremental approach to pedagogical strategies and professional sharing among teachers. He is active in tapping resources to support school development so as to create an inviting learning environment in the school. He also demonstrates good communication skills and succeeds in establishing good relationship with various stakeholders. Under the dynamic leadership of the new principal, the school is capable of bringing about new initiatives to strive for betterment and maintaining sustainability for further development.

The two assistant principals play well their role as the link persons between the school management and the staff. They are conversant with the areas of school work within their purview – one taking charge of academic development and the other responsible for pastoral care. Their care and concern for the students and their support of the principal are readily recognized.

In general, the middle managers are well-experienced and look after different areas of work and concerns to support school development. Guiding departments and committees, they show a clear understanding of their specific roles and functions. They are also ready to take responsibility in planning, co-ordination, monitoring progress and ensuring quality of work.

Corporate ownership of the school work is promoted through the work of the SMC and the meetings of the heads of department and heads of committee. The former comprised teachers of different ranks, who share their views on school management. The latter serves as a channel for the smooth articulation of various school events.

Synergy among staff is obviously fostered by sharing vision, rendering support to members and cultivation of a climate of professional sharing and multi-disciplinary collaboration. Teachers are encouraged to attend seminars and workshops related to their respective areas of expertise and share their learning. Collaborative lesson planning is conducted in some departments. Peer lesson observation is practised within and across the subject departments and sharing sessions of pedagogical measures are carried out in staff development events.

Area 3: Curriculum and Assessment

The school has formulated well-defined and prioritized school-based curriculum development objectives in consistent with the educational development, the school's development goals and students' progression of studies. The development of school is student-oriented which adheres to the school vision and mission - love, wisdom and vigor. The academic board and School-based Management Committee set and regularly review the curriculum objectives from which a concrete curriculum plan and a clear assessment policy are formulated. Subject departments function properly in implementing their programme plans which aligned with the school's major concerns.

NSS education has been meticulously planned for and smoothly implemented in lesson time, manpower and funding resources. The curriculum of S4-6 is well-designed and regularly reviewed to ensure the subject combinations and other learning experiences (OLE) can cater for students' needs. Articulation between junior and senior secondary curricula has been duly addressed through mapping of curriculum content. Moreover, Music and Visual Arts are still offered to S.4-S.6 classes to broaden students' horizons. The school caters for learners' diversity by arranging remedial classes (S.1), split classes (S.3) and gifted education programme. Graded exercises are used to take care of high and low achievers. Forming peer study groups among students is further suggested to encourage self-learning.

Certain subjects are held cross-departmentally such as Liberal Studies, Library, Life and Society, Computer Literacy and Project-based Learning to conduct more comprehensive lessons for students. The S1 and S2 projects, planned and implemented by the Project-based Learning Committee, are well structured and help to equip students with skills for enquiry-based projects. Science subjects including Physics, Chemistry and Biology are offered to S3 students for the preparation of the more challenging NSS curriculum.

The school has a clear assessment policy and adopts various modes of assessment. Subject departments have adopted different modes of assessment. Formative assessment of students assessing their performance and learning attitude in daily assignment is also duly stressed through a variety of projects and homework. Questions for test and examination papers are designed in different levels of difficulty to suit students with different learning abilities. Self and peer assessment are implemented in subjects. Feedback from students, parents and teachers is received for review regularly.

The school has established a well-articulated mechanism to monitor curriculum implementation through a variety of methods, in an effective and timely manner. The PIE (Planning, Implementation and Evaluation) cycle is adopted in different departments to review performance. Apart from the PIE cycle, the data of TSA and HKDSE results, the school's value-added performance and the self-evaluation of learning from students also shows the effective implementation of the school curriculum.

Area 4: Student Learning and Teaching

In general, students possess good attitudes, motivation and interest in learning. They behave well and pay attention in class. Most students are industrious and committed to their studies. They always try their best to attempt the class work and finish their homework. In most lessons, students are consistently on-task and are able to grasp the content of the lessons. Their results in HKDSE and HKALE indicate that they have effectively acquired and applied knowledge and skills. However, some students have weaker foundation and they tend to have lower motivation to learn. Their initiative in learning needs to be further strengthened.

Students are generally able to apply various learning strategies and resources in their learning. They are presentable and demonstrate good verbal communication skills in both Chinese and English and are competent in presenting their ideas. They perform well in note-taking and are able to jot down key learning points. When learning activities are given, they participate actively and are willing to collaborate and share their views with classmates. Most students, especially the senior form students are able to utilize the teachers' feedback to improve their learning. They are adept at utilizing information technology such as the Internet in their learning. However, habit of reading, pre-lesson preparation and asking questions could be further enhanced.

Teachers possess good subject knowledge and pedagogical knowledge. They display a serious and conscientious attitude towards teaching. They always adjust the teaching content and strategies appropriately according to students' abilities and needs. They provide opportunities for students to participate in learning activities and share experiences. With clear instructions and explanations, teachers create a good learning environment for students.

On the whole, not many teachers engage students in interactive learning through tasks and activities. In lessons with group activities, most teachers monitor the progress of students and provide support for individuals. In catering for LD, teachers could make better use of the different grouping methods to maximize peer interaction and support. Collaborative learning could be promoted to provide opportunities for the more able students to help the weaker ones, both for their cognitive development and shaping of positive character. In addition, teachers could make more use of questioning techniques, such as prompting and probing, to provoke students' higher-order thinking and to strengthen their powers of enquiry for deeper learning.

Teachers set appropriate expectations of their students and give timely and constructive feedback in both classwork and homework. They also recommend a variety of online resources for students to consolidate their learning and perform self learning. However, some students tend to have relatively low expectations of themselves. More efforts should be made to bridge the gap between teachers' expectations and students' expectations. There is also a need to provide support and mentorship to new teachers for the enhancement of teaching skills.

Area 5: Student Support

The school systematically identifies students' varied needs in the area of support for student development, and is fully aware of their holistic development. A whole-school approach in specific work programmes and collaborative plans for student support services based on evaluation of previous plans of different units has been formulated. Various student development activities have been organized by different committees and departments. The effectiveness of the school-based support service programme is timely evaluated with suitable methods like customized survey. Appropriate follow-up actions are made for improvement.

The school provides students with different learning experiences and also makes use of social issues relating to daily life experience in an aptly manner to guide students in reflection. The school has also implemented the system of Student Portfolio and Student Learning Profile through a teacher-mentor scheme. This scheme facilitates students to set personal goals for learning and to develop their self-management ability. Moreover, the school helps students to understand the importance of pursuing further studies and their career pathways by organizing various activities.

The school arranges various kinds of developmental, preventive and remedial counselling services through the amalgamation of discipline and counselling in order to help students overcome difficulties they encounter at different developmental stages. Besides, the school has formulated various strategies to cater for students' social needs, coupled with a positive system of reward and encouragement in order to help students to establish positive values and attitudes. Various posts of responsibility have been created to foster students' sense of responsibility. Student leaders also have their leadership skills enhanced through systematic training offered by the school and outside school organizations. The school succeeds in widening students' horizons and enhancing their community awareness through different learning activities such as exchange programmes and community services.

The school has put in place appropriate procedures for early identification of students with SEN. Task groups are set up to co-ordinate and monitor the work in this respect so that students can obtain equal education opportunities. Subject panels/committees maintain professional collaboration for the provision of remedial teaching and counselling services to students with SEN. A number of teachers have received training for the teaching of students with SEN and the school authority has given strong support to teachers' professional development.

The entire teaching staff collaboratively promotes a proactive school climate. The staff relationship is good and they work cooperatively for the benefits of students. The staff has appropriate expectations of the students and encourages them to strive for excellence. Teacher-student relationship is generally good. Students are respectful and courteous. They enjoy harmonious relationships with one another. They also actively participate in school activities and services.

Area 6: Partnership

The school values parents as significant partners in school development. With a range of channels and regular activities, parents are encouraged to join hands with the school to facilitate students' academic, physical and mental development. Talks and workshops organized by the PTA and Careers Committee on S.1 learning strategies, S.4 streaming and S.6 JUPAS choices are examples that equip parents with essential knowledge, including tips of parental counseling, thus putting them in a better position in aid of development of students of various levels. PTA meetings throughout the year are a good platform for parents to convey their opinions on school matters and the school will take follow-up action accordingly. Furthermore, PTA's active support to school events including Open Day, Swimming Gala, Athletic Meet, Teachers' Day and parent-child reading programmes, as well as scholarships and service awards, shows its close liaison with the school, meanwhile promoting its supportive image to students.

The school makes good use of resources provided by the community and external organizations to facilitate school development and enrich students' learning experiences. For example, careers talks presented by Hok Yau Club experienced speakers, health talks by Health Department specialists and enrichment courses for various subjects given by external education organizations prove popular among students. The school's exchange programme with its sister school in Beijing and the Singapore-Hong Kong Exchange Programme with the Singapore Ministry of Education and Hong Kong Education Bureau are also highly welcomed by parents and students. Cross-boundary learning activities are held using Community Care Fund of the Government, where students so far have benefited from trips to Wuhan and Taiwan, the former as a field study of the home to 1912 Xinhai Revolution. Student uniform groups of the school such as Hong Kong Air Cadet Corps, Junior Police Call and Hong Kong Red Cross maintain close ties with their local headquarters and receive regular training therefrom. The YWCA also has a good number of volunteers in community service from the school through recommendation by teachers and the school counselor. Also, the alumni show continuing care about the development of the school. There are alumni talks and sharing sessions for the S5 and S6 students in which alumni share their invaluable experience with our students. Alumni scholarships, including Dr Cheng Ha Yan Memorial Scholarship, Akina Fong News and Media Award, Scarlett Pong Outstanding Service Award and STGSS Dr Daniel Fong Innovative Design and Invention Award, are to name but a few. The alumni also offer a quality pool of human resources as instructors for after-school learning programmes and substitute teachers when needed. The school's Chinese Orchestra, one of the top orchestras in Hong Kong Schools Music Festival, is a good illustration that treasures the tradition of alumni's unfailing support and frequent visits to the school's orchestra practices.

Area 7: Attitude and Behaviour

Generally, students have a positive self-concept. Students in senior forms show higher emotional stability and less negative affect than those in junior forms, instead more concern for social integration is needed. Students demonstrate good verbal communication skills in both Chinese and English and are competent in presenting their ideas. However, the confidence of some students could be further enhanced. To further extend potentials of some students, more opportunities, guidance and support should be provided to them. Though students possess good social skills, especially girls, more concern for teacher-student relationship has come to light.

Students have positive attitude towards learning. They are industrious and committed to their studies. They pay attention in class and try their best to finish class work and homework, but some of them are passive in learning, as reflected in their idleness in asking questions. Students have mastered self-management skills. However, good reading habit, sense of responsibility and time management skills could be further enhanced.

Students are polite and positive. They are devoted to the school as well as the society. They behave well both inside and outside school. Besides, they have a strong sense of civic obligation and national identity. They participate in various learning activities and outbound exchange programmes to mainland China. Students also have a good sense of belonging and enjoy their school lives. They show good class discipline and a rational course of behaviour. They are receptive to teachers' advice and ready to render support to their peers. Furthermore, they are engaged in school activities with good attitudes. Over 70% of the students in Secondary Five have posts and duties in students' associations. Student leaders display a good sense of responsibility and are caring of their juniors. They demonstrate the ability to organise activities independently.

Area 8: Participation and Achievement

Students performed excellent attendance, with 95% of students absented from school less than three days in the first term 2012. Students were punctual for lessons. Their attitude towards learning was appreciated. They were serious and performed well in the school assessments.

Students performed well in both the S1 Attainment Test and the S3 Territory-wide System Assessment. The mean scores attained by our students in the captioned assessments were higher than those attained by all students in Hong Kong.

In the Hong Kong Advanced Level Examination (HKALE) 2012, the percentage of students of the school attaining the minimum entrance requirements for local degree courses was well above the territory for day-school students. 100% passing rate in Use of English was achieved, and, the passing rate of 16 subjects including Chinese Language and Culture and Use of English was higher than the results of day-school students of Hong Kong. Value-added performance was positive for some subjects. As for the Hong Kong Diploma of Secondary Education (HKDSE) 2012, again, the percentage of students of the school meeting the minimum entrance requirements for local degree courses was well above the territory for day-school students. 100% passing rate in 11 subjects, including English Language, was achieved. The passing rate of all subjects was higher than the results of day-school students of Hong Kong.

Students participated actively in a wide range of physical, aesthetic and academic activities, within and outside school, such as education programmes for the gifted, technology proposals, students' scholarships and outbound exchange programmes. They performed well and received numerous awards in a good variety of fields with outstanding achievements in the Hong Kong Schools' Dance Festival, Drama, Speech and Music Festivals. Some students were also awarded prizes in district-based inter-school sports events and territory-wide Mathematics competitions. Moreover, students showed their conformity by joining uniform groups like the scouts, the air cadets and the Red Cross. They also have keen empathy for the needy and community through which they participated in lots of social and voluntary services.

Students care not only learning but also living a healthy lifestyle. Compare to the territory-wide benchmark, our students are not overweight. They are comparatively fitter than the students of other schools in Hong Kong.

SWOT Analysis

Our Strengths

1. The school has a clear vision and mission. It always provides the best opportunity for students to develop their potential to the full.
2. The school always performs well in public examinations and in inter-school activities.
3. There is strong support from the School Management Committee, parents and alumni.
4. The school management and the middle management work with an open attitude and mutual trust. They are receptive to new knowledge and others' views.
5. Teachers have good professional knowledge. They are patient, approachable, caring and committed to foster whole person development of students.
6. Students are polite, positive and presentable. They exhibit eagerness to learn and engage actively in school activities with good attitudes.
7. Good staff relationship, teacher-student and students-peer relationship have been established.

Our Weaknesses

1. The school has limited space for sports and recreational activities.
2. Students need further improvement in learning strategies.
3. The provision of effective learning activities inside and outside classrooms is to be enhanced.

Our Opportunities

1. The principal has brought in new initiative to strengthen the curriculum leadership and to improve the learning environment of the school.
2. Implementation of some new school self-evaluation measures provides chances for school improvement.
3. There is a growing demand of the quality of professional development among teachers.
4. The teacher to student ratio has increased in recent years due to the Voluntary Optimization of Class Structure Scheme. It makes room to cater for students' individual needs.

Our Threats

1. Great diversity in students' learning abilities poses problems in learning and teaching.
2. There is a slight decline in academic foundation, attitude and ability in the secondary one intake in recent years.
3. The positive values of students need to be strengthened to counterbalance the negative influence and trend in the society.
4. Teachers have a heavy workload and limited time to address the needs of every student.

Major Concerns 2013/14 – 2015/16

1. To develop effective teaching and learning strategies for academic pursuit
2. To foster among students positive values conducive to their whole person development
3. To enhance teachers' professional development

Sha Tin Government Secondary School
School Development Plan
2013/14 – 2015/16

Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			13/14	14/15	15/16
1. To develop effective teaching and learning strategies for academic pursuit	1. Students acquire good learning skills/strategies.	A. Subject departments focus on development of two pedagogies			
	2. Learners' diversity is catered.	(I) Questioning	✓	✓	✓
	3. Students learn from their peers and senior students.	(II) Issue based learning		✓	✓
		B. Subject departments promote student learning through effective learning activities inside or outside classroom.	✓	✓	✓
		C. Subject departments carry out reading programmes.	✓	✓	✓
		D. Subject departments run pull-out programmes for high-achievers and the less able students.	✓	✓	✓
		E. Students of the same class form study groups mentored by senior form students	✓	✓	✓

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Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			13/14	14/15	15/16
2. To foster among students positive values conducive to their whole person development	1. Students are committed to fostering positive values and having holistic development.	A multi-stage whole-school approach to student development covering individual and community levels, from personal growth to career planning through:			
	2. Students are able to develop justified beliefs, rational value judgement and moral reasoning.	A. Incorporating the development of the related positive values in the annual plans of subject departments and committees.	✓	✓	✓
	3. Students are able to build up healthy habits and lifestyles in a healthy school environment.	B. Developing and Implementing of a whole person development framework through multi-disciplinary collaboration.		✓	✓
		C. Participating in the Healthy School Programme launched by the Narcotics Division.	✓	✓	
		D. Aligning the efforts of relevant committees and subject departments for implementing a school-based healthy school scheme.	✓	✓	✓

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Major Concerns	Intended Outcomes / Targets	Strategies	Time Scale		
			13/14	14/15	15/16
3. To enhance teachers' professional development	1. Collaborative culture among teachers is well developed.	A. Strengthening collaborative learning and reflection among teachers for development of effective teaching strategies.	✓	✓	✓
	2. A comprehensive mentoring scheme for new teachers to school is developed.	B. Providing integrated professional guidance and support to new teachers through mentoring in school.	✓	✓	✓