

Sha Tin Government Secondary School



School Development Plan 2016/17 – 2018/19

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Sha Tin Government Secondary School

School Development Plan

2016/17 – 2018/19

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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
1. To develop effective teaching and learning strategies for academic pursuit <ul style="list-style-type: none"> ● To enhance effective pedagogies. ● To cultivate students' reading habit. ● To consolidate students' learning through various activities. ● To arrange support programmes for high-achievers and less able students. ● To enhance learning effectiveness through cooperative learning. 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● Cultivate students' reading habits to arouse their interests in reading through a wide array of activities, e.g. reading sessions, reading award scheme, project-based learning, peer reading scheme and inter-class reading competition. ● Provide continuous and subject-based assistance to S1 students in learning EMI subjects, e.g. Mathematics, Geography, Integrated Science and History. ● Promote student-centred learning to nurture their problem solving and critical thinking skills through different pedagogical approaches, e.g. e-learning, group discussions, student ambassador scheme and inquiry-based learning approach. ● Encourage students to demonstrate responsibility in attitude and punctuality of homework submission through adopting relevant reward and punishment systems.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. To foster among students positive values conducive to their whole person development</p> <ul style="list-style-type: none"> ● Broadening students' perspectives and heightening their social awareness <ul style="list-style-type: none"> - Life-wide Learning Programmes - Leadership training programmes - Elderly Services Workshops - Student Portfolio Scheme - Exchange Programmes - Newspaper Clipping and Sharing - Activities on Careers Development - OLE Activities/ Workshops ● Fostering students' positive values and attitudes: <ul style="list-style-type: none"> - MEH lessons - Diversified personal growth programmes organized by school committees - Talks and workshops promoting 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● To adopt a whole-school approach providing various opportunities to widen students' horizons and enhance their community awareness. ● To cultivate students' positive values and attitudes under a whole person development framework in different levels. <p>(Example: S.1-2: Self-discipline</p>	<ul style="list-style-type: none"> ● A variety of activities would be organized ● Students would be nurtured with some core positive values throughout the six years of secondary school.

<p>positive values</p> <ul style="list-style-type: none"> - Student Peer Counsellors Scheme - Peer Support Programme - Student Ambassador Schemes - Class management & inter-class competition - Tidy Uniform & Appearance Self-discipline Programme - S.1-3 training day camps 		<p>&Responsibility, S.3-4: Love, Respect & Concern, S.5-6: Integrity, Commitment & Respect for life)</p>	
<ul style="list-style-type: none"> ● Fostering a healthy campus <ul style="list-style-type: none"> - Healthy School Programme (including school drug test) - Healthy Education Week (including talk, game stall, health assessment) 	<ul style="list-style-type: none"> ● Fully achieved 	<ul style="list-style-type: none"> ● Incorporated as routine work 	<ul style="list-style-type: none"> ● Depending on the availability of Beat Drugs Fund in the following years.
<ul style="list-style-type: none"> ● Enhancing and Enriching life planning education for students <ul style="list-style-type: none"> -School-based careers and life planning education programmes (including self-understanding activities for junior students, activities organized by school departments, activities held in MEH lessons) 	<ul style="list-style-type: none"> ● Fully achieved 	<ul style="list-style-type: none"> ● Will be made an area of major concern for students in the next 3-year Development Plan. 	<ul style="list-style-type: none"> ● Providing up-to-date information about various career prospects to students for their better preparation of careers planning.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>3. To enhance teachers' professional development</p> <ul style="list-style-type: none"> ● To strengthen collaborative learning and reflection among teachers for development of effective teaching strategies. ● To provide integrated professional guidance and support to new teachers through mentoring in school. 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● Incorporated into departmental and Academic Board's routine work. ● Professional mentoring to new teachers will be incorporated into the major task of team of Professional Development of Teachers. 	<ul style="list-style-type: none"> ● A Team of Professional Development of teachers should be established so as to provide support and guidance to new teachers and enhance lifelong learning of teachers through activities of the Staff Development Program.

Sha Tin Government Secondary School
School Self-evaluation 2015-16
Evaluation of the School's Overall Performance

Area 1: School Management

The school has established a holistic and systematic self-evaluation mechanism and set up a School Self Evaluation Committee to lead and manage the school self-evaluation activities. The school conducts vigorous and comprehensive review of its strengths and weaknesses with due emphasis on the principles of being objective, evidence-based and improvement-oriented. There are thorough discussion and consideration on External School Review Report, Performance Indicators and various evaluation reports and survey results of the school. The development goals and implementation strategies of the school are aptly and sensibly formulated in line with trends in societal expectations and education policies, its mission and vision, the school context as well as backgrounds, attributes and needs of students. Policy making and priority setting are open, transparent and under an integrated frame work which enables extensive teacher participation and full consideration of the view of various stakeholders.

The School Development Plan, Annual School Plan and School Reports are well written with clear targets, appropriate development priorities and practicable implementation strategies. Appropriate evaluation methods and success criteria are developed for the priority tasks. Manpower and resources are effectively deployed and grants for specific purposes are also suitably utilized. External resources are strategically tapped to support implementation of the priority tasks. There are effective channels to delineate and discuss the objectives and expected outcomes of the school's major concerns. Subject Departments and Committees appropriately formulate concrete operational plans with practicable implementation strategies, suitable evaluation methods and success criteria.

The school conscientiously coordinates the implementation of major concerns through Major Concerns Committees, which monitors the progress of implementation at department and committee levels and evaluates the effectiveness of outcomes. There is good communication and collaboration among various committees and departments, coupled with appropriate resource utilization, to bring about enhanced outcomes. Progress and effectiveness of work are periodically reviewed and reported by middle managers through meeting minutes and evaluation reports to school principal and assistant principals, who duly give feedback and recognition to the staff involved for the purpose of securing continuing development.

The school has successfully cultivated a self-evaluation culture for the pursuit of excellence. P-I-E SSE cycle is effectively translated into practice and adopted by all departments and committees. There is good use of both qualitative and quantitative data to evaluate the work effectiveness. Suitable follow-up measures are taken at the right time and the evaluation results are actively fed forward to the next planning cycle. To complement with a stronger emphasis in development of effective teaching and learning strategies, the information from lesson observation and homework inspection can be further utilized to review the learning and teaching outcomes of the priority tasks.

Area 2: Professional Leadership

With members from various school stakeholders, the School Management Committee (SMC) works highly effectively in offering advice and guidance on the school development direction and major concerns submitted by the school management. The School-based Management Committee (SBM), composed of teachers of different ranks and disciplines, would discuss and set up the blueprints of school development directions. Staff of different expertise would formulate detailed plans in the Academic Board on aspects of students' learning and in the Student Affairs Board on aspects of students' whole-person development. The middle managers take up the lead role to align the work of various committees and departments towards the school development direction and major concerns. With this effective management, all school activities, both intellectual and non-intellectual, were run well towards the objectives set in the school development plans.

The Principal had serviced the School for years and re-joined the School in 2012 as Principal. As such, he understands very well both the school's strengths and areas for further enhancements. But still, to learn more about the frontline work, he always sits in various panel and committee meetings. He often shows up in the staff room chatting with teachers to understand more about their working situations and difficulties. He always discusses every school issue and arrives at consent with two assistant principals before making any decisions. Because of his understanding of the deteriorating working environment and malfunctioning equipment of teachers, there were renovation of the staff room and the staff toilet, and replacement of aged laptop computers carried out. He also got funding to employ five teaching assistants and one activity assistant to shoulder workload of teachers. What is more, he volunteered to be the substitute teacher when a subject teacher was not available. He also makes every opportunity to communicate with parents, students and alumni to collect their views for betterment of the school. All in all, the Principal is a superb, highly efficient, capable and caring leader well received by all the stakeholders.

Being the cadres to the Principal, the two Assistant Principals lead the Academic Board and the Student Affairs Board. They fully trust the middle managers and give them freedom to carry out duties and initiatives. To show their support to the work of middle managers, the two assistant principals always show up in the school activities organized by the middle managers. They, together with the middle managers, supervise all school activities working towards the direction of school development. They also spare time to meet parents of students with conduct issues on Parents' Day. Indeed, the two assistant principals demonstrate proactive attitudes, take new initiatives, put into great efforts and coordinate closely and intimately with all parties concerned to foster a harmonious working environment for the benefits of our students.

The middle managers are all very experienced and fully support the school development. They foster collaboration inside various departments and committees by communicating well and keeping a harmonious relationship with the school management. The positions of overall coordinators of various school activities are always taken by middle managers. As such, they are all well trained in planning functions and guiding colleagues in implementation of various school functions.

Being the most experienced teachers in the school, they also take up the role as mentors to new school teachers.

To acquire synergy, collaboration among multi-disciplinary teachers is encouraged in organizing various school functions, especially by using readily available community facilities and services. Not only does this embrace different teachers' views, it fosters positive communication and interaction among them. The culture of sharing knowledge has spread and good teaching practices and pedagogies are shared among teachers in regular department meetings and staff development events. Peer lesson observation is also practiced within and across different subject departments.

Area 3: Curriculum and Assessment

The school has formulated appropriate and prioritized school-based curriculum development objectives in consistence with the recent trends in educational development, the school's development goals and students' progression of studies. The school development is student-oriented, which adheres to the school vision and mission - love, wisdom and vigor. The Academic Board and School-based Management Committee, in order to achieve curriculum objectives, have drawn up cross-form curriculum and assessment criteria regarding students' needs and life experiences, and reviews and revisions have been carried out regularly. For instance, a total of eleven new HKDSE elective subjects are offered, and senior secondary students will definitely come across different learning areas. Subject departments selected effective teaching and learning strategies, according to the clear curriculum designing guide, to function properly in implementing their program plans which aligned with the school's major concerns and ensure students have opportunities to acquire knowledge, experience learning, understand values and apply what they have learned in their lives.

NSS education has been meticulously planned for and smoothly implemented in lesson time, manpower and funding resources. The curriculum of S.4-S.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 and aesthetic sensibility. 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 junior secondary students. Science subjects including Physics, Chemistry and Biology are offered to S.3 students for the preparation of the more challenging NSS curriculum. Hidden curriculum, such as National Education, has been carried out as an integral part of different disciplines. The school values students' and teachers' learning and development, and encourages teachers to cooperate; each discipline could design school-based teaching and learning activities concerning students' career planning to attend their different abilities. The school caters for learners' diversity by arranging remedial classes (S.1) and gifted education programmes. Graded exercises are used to take care of high and low achievers. Peer study groups among students are formed to encourage self-learning. A special arrangement has been made for students who have dropped an elective subject to have extra English classes. S6 Double Star Programme is held to help elite students to be more confident to get brilliant results in the HKDSE. Learning Ambassador Programme is implemented to help S1 students learn in the English medium and improve their reading and study skills.

The school has a clear assessment policy and adopts various modes of assessment. Formative assessments, which have been carried out through the whole school year, reflected students' application of acquired knowledge and skills. With such reflections teachers could schedule and adjust the learning progress. Questions for test and examination papers are designed in different levels of difficulty to suit students with different learning abilities. Assignments, projects and reports of subjects would assess students in various ways. For instance, the introduction of student

self-assessment and peer assessment might evaluate students' self-learning performance and learning attitude. 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 show 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. Many students are studious and committed to their studies. They try their best to attempt class work and finish homework. In most lessons, students are consistently on task and are able to grasp the lesson content. Their results in HKDSE 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 demonstrate good verbal communication skills in both Chinese and English and are competent in presenting their ideas. 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 skilled in utilizing information technology such as the Internet in their learning. However, more self-directed learning needs to be further improved e.g. reading habits and pre-lesson preparation.

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

Teachers assess students' learning progress through formative assessment and summative assessment. They encourage students to respond to questions, and provide timely feedback to them. Valuable comments are also given to students in marking their assignments. The teachers are generous to offer praise and encouragement when students attempt to answer questions. The school also provides students with learning opportunities beyond confines of classrooms. Yet students have different perceptions about their learning experiences as perceived by their teachers.

On the whole, teachers set appropriate expectations of their students. 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.

Area 5: Student Support

The school systematically identifies students' varied needs in the area of support for student development by making good use of information obtained from various means such as SHS, APASO and direct observation. The school sets up a good mechanism for gaining consensus on its policies and measures on support for student development based on the identified needs. The development plan is holistic and directional covering a diversified range of activities and support services to help students set and achieve their personal development goals. A sound mechanism for organizing, coordination and monitoring the activities and services is also put in place in the adoption of a whole-school approach to their implementation and evaluation, with timely adjustment and follow-up actions.

The school makes good use of resources to provide students with different learning experiences and to broaden students' social, national and global awareness. Strategically planned Life-wide Learning programmes, systematic trainings on leadership and tailor-made workshops on enriching other learning experiences were offered by the school and external organizations. To foster students' self-management ability and personal goal setting, the school has implemented the Student Portfolio Scheme and Student Learning Profile through a teach-mentor scheme. The school helps students progressively understand the importance of life planning by offering school-based career guidance programmes at all levels to enhance and enrich their understanding on the importance of pursuing further studies and their career pathways.

The school makes use of daily life themes and current issues in a timely manner to guide students to develop positive values and attitudes. Meticulously organized MEH lessons and developmental programmes offered by functional committees foster a caring and harmonious and supportive campus. The awareness of healthy living has been advocated through fitness assessment programmes and various kinds of student activities under the Healthy School Programme. To enhance their self-confidence and self-management skills, students are guided to reflect on their performance and learning outcomes whenever appropriate. In the light of students' problems and needs at different developmental stages, the school strategically provides them with appropriate developmental, preventive and remedial counselling services to consolidate their experience gained in relation to their personal and social development as well as foster their power of resilience for facing challenges.

The school is able to identify students with diverse learning needs at an early stage as well as cater for their diversity and create a culture of integration in accordance with the requirements. Through a comprehensive and systematic approach, the school can formulate specific policies such as screening tests, class streaming, and application of data from the SEMIS system, to evaluate and develop the potential of students. To help cater for students' diverse needs more effectively, the school makes effective use of the funds allocated to the school and resources outside school to provide a variety of development programmes. The coordination, implementation, monitoring and evaluation work is effectively put in place. Subject panels and functional committees maintain

professional collaboration among themselves and make good use of the resources to provide students with appropriate support services such as remedial programmes, enrichment programmes, adaptation programmes and treatment services.

The entire staff collaboratively promotes and creates a proactive school climate. 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 rapport is generally good. The students are respectful of their teachers and courteous to others. They enjoy amicable and harmonious relationships with one another. They are also actively involved in school activities and services.

The staff and students generally love campus life. The school's vision and mission and school goals are followed through to accord with the school's tradition. The teaching staff adopts a professional attitude in enhancing positive values among students conducive to their whole person development.

Area 6: Partnership

The school highly values home-school cooperation and maintains close link with parents. The Parent-Teacher Association (PTA) plays an important role in representing parents' views and facilitating communication with the school. Communication and cooperation with parents are well fostered, not only through the regular PTA meetings and informal contact between parents and the school, but also through parents' involvement in various school functions, such as the 45th Anniversary Walkathon and School Annual Open Day. Parents are highly supportive and are willing to offer financial and manpower support to the school whenever required. Suggestions made by parents are seriously considered and responded to by the school management.

The alumni are another pillar of support. They are devoted and have deep affections for the school. They play an active role in supporting the development of their alma mater and their junior counterparts. The school's Chinese Orchestra is a good illustration that treasures the tradition of alumni's unfailing support to the school's orchestra practices. Besides, S5 and S6 students participate actively in the talks and sharing sessions in which the alumni help them form choices of careers and further studies. The alumni also render great assistance in the form of making donations for improvement of school facilities and aiding new initiatives such as the setting up of the History Gallery and the 45th Anniversary Mosaic Wall. Moreover, concerted efforts from the alumni are fully shown in organising the Reunion Dinner to commemorate school anniversaries, illustrating the dedications and continuing support for their alma mater.

The school actively brings in support from the EDB, other government departments and tertiary institutions for promoting students' whole-person development. Also, a strong network with the community and external organizations has been established. External resources are appropriately utilized not only to enhance students' learning but also to support teachers' professional development. Students are provided with ample opportunities to broaden their horizons through excursions, study tours, and various training programmes. Besides, student uniform groups of the school such as Hong Kong Air Cadet Corps and Hong Kong Red Cross maintain close ties with their local headquarters and receive regular training therefrom. There are also cultural exchanges locally, overseas and with mainland China, to broaden students' horizons.

Area 7: Attitude and Behaviour

Generally, students have positive self-concepts and good attitudes towards learning. They mostly have a proper sense of achievement and general satisfaction.

They are curious to learn and demonstrate fine critical thinking and problem solving skills. Students also have confidence and initiative in learning and to question. Most students have high expectations of themselves and they strive their best to take up the challenges.

Students have good awareness of appropriate moral behaviour and values. They understand their responsibilities as a student at school or citizen in society well inside or outside the classroom through the Moral, Environment and Health lessons or Liberal Studies lessons. Students also strengthened their sense of civic obligation and national identity through various kinds of activities organized by different committees such as National Education Committee and Moral & Civic Education Committee.

Most of our students behave well and they generally have adequate self-management skills and self-discipline fostering their healthy lifestyle. They also like to outstretch their potential in different key learning areas, which help them to acquire emotional balance in learning on both the academic and non-academic sides.

Students have sensible behaviour and possess good social skills. They have good harmony with other students at school because they respect their schoolmates. Students have various kinds of opportunities to exercise their social and leadership skills to develop their interpersonal relationships with schoolmates and teachers. Many senior form students are helpful in teaching junior students in both academic and non-academic areas as seen in our mentorship scheme and peer counseling activities.

Area 8: Participation and Achievement

Students have very good attendance rate across the six levels. Students also performed well in the Pre-S1 Hong Kong Attainment Test in Chinese, English and Mathematics. The mean scores attained by our students in the captioned assessment were higher than those attained by all students in Hong Kong.

In the Hong Kong Diploma of Secondary Education (HKDSE) 2015, the percentage of students attaining the minimum entrance requirements for local bachelor degree was well above the territory mean of day-school students in Hong Kong. Besides, the passing rate of 16 subjects was also well above the results of day-school students in Hong Kong, with 100% passing rate achieved in 7 subjects including English Language.

Students participated actively in a wide range of physical, aesthetic and academic activities inside and outside the school. They received lots of awards in external competitions in all the key learning areas. On the academic side, students received prizes in the Junior Achievement (JA) Company Programme, Gifted Education Programme (Sea Level Measurement Device Design and Solar Boat Challenge, Space Science Experiment Design, and National Chemistry Quiz Competition), Mathematics and Science Olympiad, Computer and Technology design (Inter-school Mobile App Design competition), Creative-writing, Book review, Slogan design, Speaking, Calligraphy, Chinese Culture and Chinese Medicine Competition. On the non-academic side, our students' performances were also highly commended in the Hong Kong Schools' Dance, Drama, Speech, and Music Festivals, and many Inter-school sports events, in particular our Dance team which has high reputation in the territory which was awarded Champion, Honour and Gold in several events.

Moreover, students showed their conformity through joining uniform groups such as scouts, air-cadets and Red Cross. Students are also keen on doing service not only inside the school but also going to the community. For example, they participated in the Service at Angel Food, "Po Leung Flea Market" Youth Ambassadors Volunteering Programme, 2015 Chinachem Walkathon For Brightness, Caring Campus Scheme (to help the visually impaired people), Organic Farm Visit and Volunteer Activity, Flag Selling, and Million Trees Project - International Trees Plantation Day.

Students build up healthy lifestyles as well. Compared to the territory-wide benchmark, our students are much fitter than the students of other schools in Hong Kong.

SWOT Analysis

Our Strengths

1. The school has a clear vision and mission. It provides the best opportunity for students to develop their potential to the full.
2. The school 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 and positive attitude. They are receptive to new knowledge and others' views.
5. Teachers have good professional knowledge and are committed to foster whole person development of students. They are patient, caring and encouraging towards students.
6. Students have a balanced development in academic studies and extra-curricular activities.
7. Students are polite, well-behaved, positive and presentable. They exhibit willingness to learn and engage actively in school activities with good attitudes.
8. A congenial sharing culture has been cultivated in school to enhance professional development of teachers.
9. A systematic and integrated mentorship scheme is in place to help new teachers adapt to teaching environment of the school.
10. Good staff relationships, teacher-student and peer relationships among students have been established.

Our Weaknesses

1. The school has limited space for sports and recreational activities.
2. IT facilities for both teachers and students are to be enhanced
3. Reading habits of students need to be further strengthened.
4. Some students need further improvement in time management and learning strategies.

Our Opportunities

1. The principal has brought in new initiatives to strengthen the curriculum leadership and to improve the learning environment of the school.
2. There is a growing demand for professional development and inter-disciplinary collaboration among teachers in view of the new curriculum and pedagogical trends like Reading Across Curriculum, e-Learning and Science, Technology, Engineering and Mathematics (STEM) Education.
3. Turning of SSCSG grant into regular teaching posts provides more stable teacher manpower for school.
4. Provision of new facilities including History Gallery and one more Student Activity Room will enhance the versatility of learning and sense of belonging of students.

Our Threats

1. The fall in student population and the keen competitions with other schools affect the school's student intake. There is a decline in academic foundation, attitude and ability in the secondary one intake in recent years.
2. The positive values and learning habits of students need to be strengthened to counterbalance the negative influence and trend in society.
3. Loss of elite students to other schools or examination systems affect the overall performance of students in public examinations and extra-curricular activities.
4. The number of teachers will decrease gradually in the coming school years under the Voluntary Optimization of Class Structure Scheme. It will increase the workload of teachers and reduce the time to address to the needs of every student.

Major Concerns 2016/17 – 2018/19

1. To develop effective teaching and learning strategies for enhancing the learning capacity of students
2. To foster students' positive values and capability to pursue their life goals

Sha Tin Government Secondary School
School Development Plan
2016/17 – 2018/19

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			16/17	17/18	18/19
1.To develop effective teaching and learning strategies for enhancing the learning capacity of students	1. Students know how to set appropriate learning goals for their academic development.	A. Promoting learning through reading.	✓	✓	✓
	2. Students' interest and variety of reading have been enhanced.	B. Adopting effective learning strategies (I) Pre-lesson preparation (II) E-learning	✓	✓	✓
	3. The initiative to learn and confidence of learning of students have been strengthened.	C. Enriching learning experiences through subject-related activities outside classroom.	✓	✓	✓
	4. Students are able to apply various learning strategies to facilitate their learning.	D. Promoting STEM education across the curriculum.	✓	✓	✓
	5. Students participate enthusiastically in outside classing learning activities related to subject learning and STEM education.				

Sha Tin Government Secondary School
School Development Plan
2016/17 – 2018/19

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			16/17	17/18	18/19
2. To foster students' positive values and capability to pursue their life goals	1. Broadening students' horizon and arousing their social awareness.	A multi-stage whole-school approach to foster student development from personal growth to life planning through:			
	2. Students' positive values will be fostered.				
	3. Students will acquire a better self-understanding to develop their life planning.	A. Incorporating the development of the related positive values in the annual plans of subject departments and committees.	✓	✓	✓
		B. A wide range of extra-curricular activities and learning opportunities will be provided for students and arouse their social awareness.	✓	✓	✓
		C. Life planning related programmes and up-to-date information will be provided.	✓	✓	✓