

Sha Tin Government Secondary School



School Development Plan 2019/20 – 2021/22

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Sha Tin Government Secondary School

School Development Plan

2019/20 – 2021/22

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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. To develop effective teaching and learning strategies for enhancing the learning capacity of students</p> <ul style="list-style-type: none"> ● Students know how to set appropriate learning goals for their academic development. ● Students' interest and variety of reading have been enhanced. ● The initiative to learn and confidence of learning of students have been strengthened. ● Students are able to apply various learning strategies to facilitate their learning. ● Students participate enthusiastically in outside classroom learning activities related to subject learning and STEM education. 	<ul style="list-style-type: none"> ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved ● Fully achieved 	<ul style="list-style-type: none"> ● As good reading habits have been built, students' reading habits across the curricula to deepen their interests in non-language subjects should be further cultivated. ● To further raise students' interest in STEM subjects, it would be ideal to include elements of STEM in various KLAs. ● Through the outside the classroom activities organized these three years, students' generic skills were nurtured. To further foster their creativity, it would be conducive to their whole-person development if creativity is incorporated in both the curriculum and extra-curricular activities. 	<p>To reduce students' negative affect and raise their academic self-concept and sense of achievement, they should be provided with successful experiences not only in exams but also in activities or assignments that can raise their sense of achievement. Creativity may be an area that can stimulate students' interest and may render them some successful experiences, while reading across the curricula and STEM across the curricula can definitely foster good learning and reading habits for their life-long learning.</p>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. To foster among students positive values and capability to pursue their life goals</p> <ul style="list-style-type: none"> ● Broadening students' horizon and arouse their social awareness <ul style="list-style-type: none"> - Life-wide Learning Programmes - Visits and exchange programmes - Community services and training workshops ● Fostering students' positive values <ul style="list-style-type: none"> -Value education across the curriculum -Life education curriculum with special emphasis on Respect and Responsibility -Thematic programmes on promoting <ul style="list-style-type: none"> -Perseverance and Care for others -Peer support programmes -Peer modelling -Class management and inter-class competitions 	<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 social awareness. ● To further enhance students' positive values and attitudes under a whole person development framework at all levels. 	<ul style="list-style-type: none"> ● A variety of activities to broadening students' horizon would continue be organized ● Students would be nurtured with positive values throughout their secondary school education.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<ul style="list-style-type: none"> ● Acquiring better self-understanding to develop their life planning - School-based careers and life planning education programmes - Career activities, talks and seminars on introducing multiple pathways - Careers related workshops for senior levels to equip students with the necessary skills to achieve their dream career - “Arts programme for S.1” and “One skill for every student in S.2” to unleash their potentials and help them explore their talents 	<ul style="list-style-type: none"> ● Fully achieved 	<ul style="list-style-type: none"> ● CLP would be incorporated as routine work ● STEM elements would be incorporated into programmes at junior levels to unleash their potentials 	<ul style="list-style-type: none"> ● Providing sufficient training and related activities to unleash students’ potential in STEM.

Sha Tin Government Secondary School

School Self-evaluation 2018-2019

Evaluation of the School's Overall Performance

Area 1: School Management

The school self-evaluation (SSE) mechanism at STGSS is well-developed and widely promoted within the school. The school recognizes and appreciates the positive impact of SSE. STGSS pays attention to transparency and accountability, promotes extensive teacher participation and gives full consideration to the views of all stakeholders. Based on the analysis of SSE data and findings, appropriate development priorities are drawn up and work plans with clear targets and feasible implementation strategies are formulated. Furthermore, the development priorities and work plans are constructed to reflect the school's mission and vision, student attributes, self-evaluation data and findings, societal expectations and education (EDB) policies. STGSS develops and uses appropriate evaluation methods and success criteria for all tasks that are implemented. Manpower and both internal and external resources are strategically employed to carry out all tasks. Additionally, we take advantage of external grants for specific purposes. Our decision-making processes are transparent with extensive teacher participation and full consideration of the views of stakeholders. To enhance the accountability and transparency of school management, the public and stakeholders are informed about school matters through various channels, for instance, through Teachers' Files, Parents' Letters, School Newsletters, PTA, Alumni Association, Teacher Representatives, Questionnaires, School Webpage, School Plan and Annual School Report.

The school conscientiously coordinates the implementation of priority tasks, effectively monitors their progress at the subject panel or committee level, keeps track of resource utilization and evaluates the effectiveness of outcomes. The outcome evaluation is carried out by the subject panels and committees through a mid-year evaluation. Collaborative lesson preparation and teaching, together with peer lesson observations are encouraged. Level coordinators monitor teaching progress and report to subject panel heads. This enables continuous review, evaluation and analysis for improvement. We adopt a whole-school approach in implementing the plans of the major concerns. Regular HOD and HOC meetings are conducted at least three times a year. STGSS has independent Major Concern Committees working towards the goals of the school plan. The school also conducts regular staff meetings and Staff Development Days. Good communication and collaboration among subject panels and committees, along with appropriate resource application, bring about enhanced learning outcomes.

STGSS effectively implements priority tasks to promote student learning, strengthen student support and enhance the effectiveness of school management. For instance, there is good financial support for subject departments and Committees. Budget Proposals are submitted for offering, enhancement and remedial classes after school. ECA funds are allocated to interest clubs according to their needs.

Regarding manpower, all staff members are primarily assigned to teach their major subjects. Staff members' preferences for duties are considered before each new term to facilitate good matching of manpower. Teaching assistants and IT support assistants are also employed to support students' learning.

The daily operations of the school are systematic, with flexibility in handling ad hoc issues. Workflow is regularly reviewed and evaluated to enhance its effectiveness. Exigencies that affect student safety and learning are handled properly and immediately. The school also takes prompt follow-up action to identify the sources of exigencies, heighten teachers' and students' awareness of any crises, and formulate appropriate contingency measures to help teachers and students deal with the exigencies positively. The STGSS Crisis Management Committee is prepared to remedy any crisis that may occur. All class teachers are alert to the behavior, emotion and development of students. Our Guidance Committee caters to the needs of individual cases requiring counselling service. Positive values are nurtured throughout all facets of the school environment.

STGSS has an effective SSE culture with well-established SSE tools. Homework Inspections are conducted twice a year or one in each term, by HODs, APs, the Principal and peers. Lesson Observations by HODs, APs, the Principal & colleagues are carried out for each staff member. We also encourage peer assessment and self-assessment among students. In addition, plans are evaluated by academic departments and committees at the end of term. Stakeholder perspectives are surveyed using questionnaires. Using the findings from these varied sources of data and information, the school analyzes the effectiveness of the major concerns, the subject panels and committees work and student performance. The school always synthesizes the evaluation findings of the previous year to plan for the next academic year with an aim to reflect thoroughly on work effectiveness. Consequently, a plan is designed to feed forward into the next planning cycle so that we can continually improve effectiveness of priority tasks, with a focus on improving students' learning outcomes. The school informs stakeholders of its performance through various documents, such as the Annual Report, Teacher's Files, 'Academic Report Analysis' for parents, Report Sheets, School Newsletters and the School Website. The school has been able to foster a culture of self-evaluation. The Plan(P)-Implement(I)-Evaluate(E) cycle has been adopted by all departments and committees and embedded in school routines at STGSS. As teachers and students strive for excellence, the school's continuous development is thus sustained.

Area 2: Professional Leadership

The school management focuses on the school mission and leads the school to strive for excellence. It pinpoints the needs of school development and welcomes different stakeholders to collaborate on planning and formulating schools policies which closely follow the updates of educational development trends. The school management actively forms an extensive collaborative network with primary and secondary schools, tertiary institutions and universities for professional sharing and arranging courses and activities which foster students' learning and growth. The experts in the school management committee (SMC) have provided professional advice on allocating and deploying different resources macroscopically, which add value and a competitive edge to our school.

The principal is a resourceful and energetic educator who possesses rich professional knowledge and standing in school management and curriculum development. The assistant principals and middle managers also serve the Education Bureau on various boards and committees. Their expertise keep them abreast of the latest trends in policy development from the Education Bureau, as well as trends in global education. The school has initiated various projects, incorporating Reading to Learn, Value Education and STEM Education into its major concerns. The school management's capability in professional enrichment diffuses into their leadership and brings positive influence to school development planning and policy making.

The assistant principals and middle managers are strongly committed to driving the school's sustained development and assisting the principal with school management. They gather updated information about various educational aspects and make appropriate use of government funds to improve school infrastructure. The middle managers play to their strengths and hold regular meetings to present, keep track of and follow up on the progress in their corresponding departments and committees, so as to give insightful and quality leadership.

Collaboration is the most effective working practice at our school. The school management and middle managers are open to innovative ideas and suggestions. Teaching staff work harmoniously and efficiently in cross-curricular collaboration and overseas interflows. Staff from different functional groups also co-organize and coordinate students learning activities. To provide support and boost the morale among teaching staff, the school management and middle managers actively participate in planning and work meetings.

The school also organizes diversified activities on staff development days, including sports and leisure workshops to cultivate communication in a more light-hearted setting. For basic rank teachers, the school has a supportive mentoring scheme. New teachers are mentored by experienced teachers who understand and have experience with the school vision and with school operations. The school also

gathers comments from teachers through face-to-face meetings and written surveys to monitor school effectiveness.

The school management cherishes staff members as valuable assets, draws on their strengths, creates room for them to exploit their potential, such as accepting teachers' proposals to start new functions in school, and recommending teachers to serve as members on committees at the Education Bureau and subject network committees across government schools.

In light of better student learning and support, the school management encourages different teachers to undertake professional training in areas such as SEN, gifted education, e-learning and drama, and to implement their training into activities which cater for diversity among students. The school management also nominates teachers to take up various secondment opportunities in different areas such as curriculum development and after-school student support, this in turn provides professional development for enhancing student learning and the effectiveness of student support.

The management treats the school as a learning community which emphasizes a climate of professional sharing. They have initiated learning circle projects in Mathematics and English. They have also maintained regular interflow visits between our school and a sister school in Beijing. Teacher teams are also encouraged to hold sharing sessions at the EDB joint-school staff development day and visit different schools to learn from each other. The management has also published school updates via EDB Pulse and the press to cultivate a professional sharing culture across schools, across districts and across regions.

The school greatly appreciates the energy and synergy of its staff members and carries out appraisals in fair, open and transparent procedures. It also recognizes the effort of teachers in striving for excellence and their performance in different work areas through lesson observations, mid-year reviews and appraisal reports. Continuous professional development is emphasized, as reflected in the diversity and the total hours of training staff members receive. Furthermore, the school has nominated several teaching and non-teaching staff members for the Good Customer Service Award Scheme to recognize their effort and work efficiency.

Area 3: Curriculum and Assessment

In view of trends in educational development, the school's vision and mission, and learner diversity, the school has formulated school-based curriculum development objectives. All the directed objectives or initiatives have been discussed at various levels of meetings. In this way, every member in the school works towards the school curriculum goals and initiatives that have been set through deliberate and collaborative planning. Various subject departments discuss with the panel members how to incorporate the objectives into the existing curriculum. For instance, when the school proposed reading to learn two years ago, apart from launching morning reading periods, different subject departments prepared reading excerpts related to their respective curriculums for students to read during the reading periods. The reading material can be used as pre-lesson preparation activity that also enriches students' learning experiences. In addition to organisational planning for the whole school, various subject departments have developed their own curriculums, to varying degrees ranging from catering for learner differences for particular topics to restructuring the curriculum in junior form levels.

The school creates room for teachers to support and carry out the curriculum strategies and formulated plans. Evaluation is done regularly for newly implemented curriculum initiatives. Professional sharing within the department has also been carried out. For instance, the school has provided opportunities for staff members to carry out collaborative lesson preparation and to share how new teaching strategies such as eLearning or flipped classrooms are adopted in teaching and learning. Peer lesson observations have also been carried out every year with follow-up discussions on the pedagogic aspects such as lesson delivery mode and the effectiveness of questioning skills so as to enhance the quality of learning and teaching. In addition, school resources have been deployed to cater for students' diverse learning needs with suitable split class arrangements, provision of learning support, and extended learning beyond lesson time.

The school has devised assignment and assessment policy in accordance with students' levels, needs and the development of their abilities. Different KLAs are able to implement and follow through the school assignment and assessment policy. Apart from routine or traditional assignments, subject departments have designed various additional kinds of assignments such as oral presentations, pre-lesson preparation and self-directed learning assignments to measure what students know or how well students master targeted concepts. The school has employed a range of assessment practices such as quizzes, peer assessment and presentation assessment to assess the degree of success of learning objectives. Timely and encouraging feedback through a variety of means such as constructive verbal comments for classroom presentations and written remarks on assignments are provided. The assessment contents duly cover students' knowledge, attitudes and skills. In addition to consolidation, students' interests and abilities are also taken into account in the design of assignments. Cross-curricular learning elements are duly covered if possible for some KLAs, while students' generic skills are effectively cultivated. Records of student performance are carefully maintained so that suitable follow-ups can be done to help students learn well.

The school monitors curriculum implementation through a variety of methods in an effective and timely manner. Appropriate measures such as lesson observations, assignment inspections, and test results have been adopted to examine the effectiveness of the curriculum. Subject departments regularly review the curriculum through the learning outcomes of students. Based on the students' performance, subject panels make necessary refinement to the curriculum framework to cater for the students' needs. From the analysis of these various findings the school has proposed initiatives to address students' performance and learning difficulties, thus enhancing the quality of learning and teaching.

Area 4: Student Learning and Teaching

Students' learning capacity is progressing through the strengthening of broad, subject-based reading across the curriculum. In the weekly Reading Period, students are asked to read not only the books they like, but also excerpts from subject related books that are closely linked to the subject curriculum. The genres and variety of books read incorporate content that students learn in different KLAs, including languages, humanities and STEM elements. As good reading habits are nurtured, students become more interested and motivated in learning as their general knowledge is broadened and their subject knowledge deepened. Students also enjoy the opportunity during the Reading Period to present the books they like to others, thus greatly enhancing their communication and presentation skills.

Student learning is heavily supported by a whole-school approach of teacher collaboration, pre-lesson preparation, eLearning, and self-directed learning assignments. Teachers of different subjects teaching the same level collaborated/create an integrated plan to recommended reading excerpts for lesson preparation for the subject knowledge to be taught. Teachers attentively observe their peers' lessons and learning from each other to prepare the best lessons for students in teaching the same subject content. Moreover, each subject requires students to do pre-lesson preparation with a variety of motivating and engaging tasks. All teachers adopt eLearning as part of their teaching pedagogy, which greatly raises students' learning motivation and engages their attention in class, thereby making learning and teaching more effective. Teachers also devise junior and senior self-directed learning assignments which give students the space and time to learn on their own.

Students take an active part in a wide variety of subject and theme-based activities organized by the school and the community, which has the effect of widening their exposure and enriching their subject knowledge of different KLAs. Book presentation competitions, multi-intelligence platforms, public speaking contests, STEM activities, and dozens of theme-based activities have dramatically extended students' exposure and other learning experiences, thereby fostering their generic skills and deepening their subject knowledge. The harmonious learning environment created by all the teachers as a team makes learning fun on the campus.

Teachers also incorporate the positive values of responsibility, respect, persistence, and care for others in their curriculum and teaching. Assignment design, classroom activities and outside-the-classroom activities are designed to instill these values into students to enhance their holistic development. Through encouraging students to partake in various kinds of classroom and extra-curricular activities, students are allowed to voice their opinions, make their own choices, give feedback to each other, and self-reflect on issues they encounter in life. All in all, proper core values and generic skills are constantly nurtured.

Area 5: Student Support

The school has systematically identified a variety of student needs in the area of support for student development by making good use of information obtained from various sources such as SHS, APASO, school-based surveys and direct observation. The school has set up an effective mechanism for gaining consensus through staff meetings to identify student development needs and adopt relevant policies and measures. The development plan is holistic and directional, covering a broad variety of activities and support services to help foster students' positive values and capability to pursue life goals. A sound mechanism for organising, coordinating and monitoring the activities and services has been implemented through a whole-school approach with timely adjustments and follow-up actions.

The school makes effective use of resources to provide students with different learning experiences and to broaden students' horizons and social awareness. Strategically planned Life-wide Learning programmes, systematic leadership training and tailor-made workshops on enriching other learning experiences (OLEs) have been offered by the school and external organizations. To foster students' personal goal setting and life-planning, the school has revised the Careers and Life-Planning Scheme and the Student Portfolio Scheme, and continues to conduct these two schemes through a teacher-mentor system. The school helps students to progressively understand the importance of life-planning by offering school-based career guidance programmes at an early stage. The school strategically offers a variety of Career and Life-Planning programmes at all levels to enhance and enrich students' understanding of the importance of pursuing further studies and considering career pathways.

The school incorporates positive values in the Life Education curriculum and the formal curriculum through class teacher periods, peer support programmes, and a variety of other activities such as visits, talks and services. Thematic programmes on promoting core values such as "Perseverance" and "Care for Others" have been carried out. Meticulously organized Life Education lessons and developmental programmes offered by functional committees have fostered a caring, harmonious and supportive campus. To unleash students' potential at the junior levels, the programmes "One Art for every student in S.1" and "One Skill for every student in S.2" were introduced in 2016/17. In the light of students' problems and needs at different developmental stages, the school has strategically provided them with appropriate developmental, preventative and remedial counselling services in order to consolidate their experiences with their personal and social development and to foster their resilience to face challenges.

The school is able to identify students with diverse learning needs at an early stage, to cater for their diversity, and to create a culture of integration in accordance with educational requirements. Through a comprehensive and systematic approach, the school works closely with the school social worker and the school-based educational psychologist to evaluate and develop the potential of students using specific actions and policies such as screening tests, class streaming, and application of data from the SEMIS system. To help cater for students' diverse needs more effectively, the school makes effective use of funds allocated to the school and external resources to provide a variety of development

programmes. The coordination, implementation, monitoring and evaluation of these programmes is effectively implemented. Subject panels and functional committees collaborate to provide students with appropriate support services such as remedial programmes, enrichment programmes, adaptation programmes and treatment services.

The entire staff collectively creates and promotes a proactive school climate. Professional staff working relationships are cooperative for the benefit of students. The staff have appropriate expectations of the students and encourage 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, mission, and goals are enthusiastically followed. The teaching staff adopts a professional attitude in enhancing positive values among students that is conducive to their whole person development.

Area 6: Partnership

The school values parents as significant partners in school development. Through a variety of channels and regular activities, parents are encouraged to join hands with the school to facilitate students' academic, physical and mental development. The S1 Orientation and Welcoming Camp organized by the PTA, parent-teacher interviews on Parents Day, talks on S4 streaming, and S6 JUPAS study choices organized by the Careers Committee are examples that provide parents with essential knowledge on parental counseling for fostering students' personal growth. PTA meetings throughout the year provide a platform for parents to convey their opinions on school matters and from which the school takes follow-up action accordingly. Additionally, the PTA's active support for school events such as Open Day, Swimming Gala, Athletic Meet, Speech Day, and Book Exhibition, as well as scholarships and service awards, shows its close liaison with the school while promoting a 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, there have been careers talks and workshops presented by experienced speakers from Hok Yau Club, YWCA, Tai Hang Youth Centre, Rotary Club and various other institutes. Health talks by Health Department specialists, community service organisations, and outward-bound programs as well as enrichment courses on a variety of subjects provided by several external education organizations have proved popular among students.

The school's exchange programme with its sister school in Beijing, the Singapore-Hong Kong Exchange Programme with the Singapore Ministry of Education, and other Interflow activities offered by the Hong Kong Education Bureau have been highly welcomed by parents and students. In addition to exchange programmes, several cross-boundary learning activities have been held from which students have benefited. Examples are trips to China, Australia, the United Kingdom, and Korea for specific learning purposes such as national education, English-speaking skills, communication skills and field studies.

Student uniform groups such as the Hong Kong Air Cadet Corps, Junior Police Call and Hong Kong Red Cross maintain close ties with their local headquarters and receive regular training.

STGSS alumni continue to participate in the development of the school. Alumni give talks and share experiences with our students at many school functions. Our alumni have also volunteered as speakers and mentors to S5 and S6 students to share their invaluable career experience in the Careers Fair and Mentorship Scheme. The alumni have also generously donated their time as instructors for after-school learning programmes and as substitute teachers when needed. In particular, alumni treasure and unfailingly support our school's Chinese Orchestra with frequent visits to assist with orchestra practices.

Lastly, the STGSS Foundation Limited, which was set up last year, and the Alumni Scholarships, including the STGSSAA Scholarship, STGSSAA Best Improvement Award, HKDSE Distinction Prize, and Dr Cheng Ha Yan Memorial Scholarship, have provided valuable financial support to many students.

Area 7: Attitude and Behaviour

Helping students to develop positive values and attitudes has been a major educational goal at STGSS. Over the past few years, the school has helped students to raise their personal qualities in a holistic, systematic, and sustainable approach through measures such as the provision of appropriate training programmes, diversified thematic seminars and workshops, and structured visits and services.

Generally, STGSS students have a positive self-value and a good attitude toward learning, particularly with a sense of achievement and satisfaction. They are willing to acquire new knowledge and show confidence and initiative in their learning and critical thinking. Many students have high expectations and therefore do their best to take up challenges. During class discussions and OLE activities, students demonstrate fine critical-thinking and problem-solving skills. In addition, high levels of team spirit and teamwork are often observed during group activities.

Most of our students are well-behaved and receptive to advice and guidance. They generally have adequate self-management and self-discipline skills which foster a healthy lifestyle. Students also acquire emotional balance in both academic learning and social development from strong family support and teacher guidance. Students' ability to handle stress in face of difficulty is frequently recognized by parents, teachers, and other educational and developmental support members.

Because the school strategically fosters a caring and supportive campus, most of our students like the school and get along well with fellow schoolmates. With ample opportunities available, students have honed their social skills to develop harmonious interpersonal relationships with schoolmates and teachers. Many senior form students actively tender assistance to help junior fellows in both academic and non-academic areas, as can be seen in our Chinese Orchestra and Student Peer Counselling Scheme.

Overall, our students have a good awareness of appropriate manners and behaviours. They understand their responsibilities as a student at school, as a member in a family, and as a citizen in society from regular lessons in Life and Society (Junior Secondary), Liberal Studies (Senior Secondary), and ad hoc sessions in cross-curricular programmes. Students have also raised their levels of social awareness and strengthened their sense of civic obligation and national identity through a wide range of activities such as attending relevant seminars and taking part in voluntary services.

Area 8: Participation and Achievement

Students have very good school attendance and are punctual for lessons. Their attitude towards learning is serious and genuine. Performance in school assessments is good.

Students also performed well in both the Pre-S1 Hong Kong Attainment Test and the S.3 Territory-wide System Assessment. The mean scores attained by our students were higher than those attained by all students in Hong Kong.

In the Hong Kong Diploma of Secondary Education (HKDSE) 2018, the percentage of students attaining the minimum entrance requirements to enter a local Bachelor's degree was well above the mean of day-school students in Hong Kong. The passing rate in 16 subjects was also well above the mean of day-school students in Hong Kong. A 100% passing rate was achieved in both core and elective subjects including English Language, Mathematics Extended Part (Algebra and Calculus), Biology, Chemistry and Chinese Literature. Overall, over 93% of students were able to successfully pursue tertiary education.

Students actively participated in a wide range of physical, aesthetic, and academic activities through both internal and external programmes. Some examples are education programmes for the gifted, technology proposals, students' scholarships, and outbound exchange programmes. Students performed well in these programmes and received numerous awards in a variety of fields. Academically, students received prizes in the Plain English Speaking Contest, TV News Award Scheme, Mathematics and Science Olympiad, Creative-writing, Speaking, Calligraphy, Chinese Culture Competition, Computer and Technology Design (Inter-school mBot Competition). For extra-curricular events, our students' performances were highly commended in the Hong Kong Schools' Dance, Drama, Speech, Music Festivals and many Inter-school Sports events. In particular our Dance team has high reputation in the territory and was awarded with prizes including Honour Awards, Highly Commended Awards in the Hong Kong School's Dance Festival and the team also won Silver Award in the Shatin District Dance Competition.

Moreover, students showed their desire for service by joining uniform groups such as the Scouts, the Air Cadets and the Red Cross. Students are also keen on providing service outside the school to the community. For example, they participated in the Volunteer Activities for Elderly People Caring, Flag Selling, Oxfam Hunger Banquet, Crowd Control by the Air Cadets in special festivals, and designing water saving devices for environmental protection.

Students have a healthy lifestyle 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 a variety of academic and extra-curricular 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 are willing to take part in a variety of academic and extra-curricular activities.
7. Students are well-behaved 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. 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. Reading atmosphere of the school has been enhanced in recent years.

Our Threats

1. Keen competitions among subsidized and DSS schools affect the school's student intake. There is a greater diversity 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 trends in the society.
3. Loss of elite students to other schools or examination systems affects the overall performance of students in public examinations and extra-curricular activities.
4. The Voluntary Optimization of Class Structure Scheme resulted in a reduction in number of teachers in the school system, which increases the workload of teachers and reduce the time for teachers to address to the needs of every student.

Major Concerns 2019/20 - 2021/22

1. To develop students to be independent learners
2. To instill positive values for the whole person development of students through learning experiences to establish a stronger harmonious culture

Sha Tin Government Secondary School
School Development Plan
2019/20 – 2021/22

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			19/20	20/21	21/22
1.To develop students to be independent learners	1. Students are willing to read a wide scope of cross-disciplinary materials that help broaden their general knowledge and better their understanding of different subjects.	A. Reading across the curricula to strengthen students' generic skills and cultivate positive values towards life	✓	✓	✓
	2. Students' life values are fostered and they are more capable of facing challenges ahead.	B. Integration of a STEM subject and at least one other subjects to consolidate students' learning across the curricula	✓	✓	✓
	3. Students' generic skills are strengthened through learning in an integrative manner.	C. Project Learning across the curricula to enrich students' learning experiences	✓	✓	✓
	4. Teachers become more versatile and resourceful through collaborating with teachers of other subjects.				

Major Concerns	Intended Outcomes/ Targets	Strategies	Time Scale		
			19/20	20/21	21/22
2. To instill positive values for the whole person development of students through learning experiences to establish a stronger harmonious culture	1. To instill the sense of commitment and gratitude of students relating to oneself, school and community so as to strengthen the harmonious culture across the campus.	A multi-stage whole-school approach to strengthen students' positive values to establish a stronger harmonious culture across the campus through:			
	2. To deepen positive values of students across different KLAs and through different thematic programmes.	A. A variety of learning experiences jointly organized by committees and subject departments. B. Deepen positive values of students across different KLAs and through thematic programmes with a major theme for each school year.	✓	✓	✓