

Sha Tin Government Secondary School



School Development Plan 2025/26 - 2027/28

Sha Tin Government Secondary School

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

4. Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2022/23 - 2024/25

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
Major Concern 1: To develop students to be active learners Target(s): 1. To develop students' active learning to foster engagement and ownership 2. To strengthen students' ability to integrate and apply knowledge and skills within and across the KLAs of STEAM subjects to understand daily life issues 3. To enhance reading across the curriculum to equip students with a broad and solid knowledge base 4. Through thematic learning, students can gain a deeper understanding of their motherland and contemporary issues at personal and community levels 5. To build learning communities to strengthen teachers' competencies to be facilitators of students' active learning	<p>Almost fully achieved</p> <p>Almost fully achieved</p> <p>Almost fully achieved</p> <p>Almost fully achieved</p> <p>Fully achieved</p>	<p>Continue to be a major concern for the next development cycle with adjusted target</p> <p>Continue to be a major concern for the next development cycle with adjusted target</p> <p>Continue to be a major concern for the next development cycle with adjusted target</p> <p>Continue to be a major concern for the next development cycle with adjusted target</p> <p>Incorporated as routine work</p>	

Major Concern and target	Extent of the target achieved	Follow-up action(s)	Remarks
<p>Major Concern 2: To promote students' well-being through learning experiences to lead them a healthy lifestyle with positive values</p> <p>Target(s):</p> <ol style="list-style-type: none"> 1. To enhance students' capacity of facing challenges so as to develop a healthy lifestyle with positive values 2. To uphold students' positive values across different KLAs/ Committees and through different thematic programmes 	<p>Almost fully achieved</p> <p>Almost fully achieved</p>	<p>Continue to be a major concern for the next development cycle with adjusted target</p> <p>Continue to be a major concern for the next development cycle with adjusted target</p>	

b. Based on the reflection against the seven learning goals, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

The majority of students at STGSS demonstrate commendable performance in achieving the seven learning goals of Secondary Education.

In terms of **National and Global Identity**, students demonstrate an enhanced awareness of social harmony and civic responsibilities. Their respect for civic obligations and national security is significantly reinforced by various school initiatives. This commitment is evident in their positive reflections on civic duty in the APASO-III Survey, indicating a profound understanding of their identity both locally and globally. Such awareness fosters a strong sense of belonging and responsibility within the community.

Regarding **Breadth of Knowledge**, students' academic performance is remarkably promising, as evidenced by their positive or zero value-added scores in 10 out of 12 subjects in the 2024 HKDSE, including all three core subjects. This achievement reflects a robust understanding of a diverse array of knowledge and provides students with a well-rounded educational foundation essential for holistic development. Such performance underscores their ability to engage with complex concepts and apply their knowledge effectively.

In the realm of **Language Proficiency**, students exhibit good language skills, while their reading habits could still be polished. The majority actively participate in a range of activities that enhance their linguistic abilities, underscoring their proficiency in effective communication. This competence is crucial for academic success and personal development, further reinforcing their capabilities in this domain. Yet, we must strongly encourage more students to enhance their bi-literate and trilingual communication proficiency, and grasp every chance to join language activities and competitions.

When it comes to **Generic Skills**, evidence indicates that students actively engage in learning experiences both inside and outside the classroom. They reflect on their academic performances, strive to overcome challenges, and constructively engage with teachers' feedback to facilitate improvement. Through self-directed learning projects, cross-curricular reading initiatives, the School-based Reading across the Curriculum, STEAM design competitions, PSHE studies, and Project-based Learning projects, students are afforded ample opportunities to hone their generic skills. Such behaviors highlight their effectiveness in applying essential competencies, which are vital for lifelong learning and adaptability in an ever-evolving world.

For **Information Literacy**, the overall academic and extracurricular performance implies that students are developing strong research and analytical abilities. Their participation in various activities demonstrates a capacity to locate, evaluate, and use information effectively- an essential aspect of information literacy in today's information-rich environment.

Students also exhibit a proactive approach towards **Life Planning**. They engage in setting personal goals and strive for self-improvement, as indicated by their involvement in activities that foster personal growth and self-awareness. This commitment to individual development reflects a solid understanding of the importance of planning for future success.

Lastly, in terms of **Healthy Lifestyle**, STGSS emphasizes physical well-being, with over 85% of students participating in health-related services. Additionally, 96% of students affirm that sports activities organized by the school positively contribute to their overall health. This commitment to physical fitness underscores their understanding of the importance of maintaining a healthy lifestyle, aligning with the school's educational goals of holistic development.

In conclusion, students at STGSS demonstrate exceptional performance in achieving the seven learning goals of secondary education. Evidence from their academic accomplishments, active participation in surveys, and commitment to various programmes underscores their success in mastering essential skills and knowledge. This comprehensive educational experience not only prepares them for academic challenges but also equips them with the values and competencies necessary for their future roles as responsible global citizens. Ongoing reflection and enhancement of their learning experiences will further reinforce their readiness to navigate the complexities of the future.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

STGSS effectively enriches students' learning experiences to promote whole-person development and lifelong learning. The school has established a broad and balanced curriculum aligned with Hong Kong's educational aims and the seven learning goals. This strategic approach incorporates diverse teaching methods, including pre-lesson preparation and the use of digital resources like Google Classroom, facilitating both in-class and beyond-class learning. Student engagement with various resources is evident, as reflected in an average rating of 3.9 for resource usage and 3.7 for effective learning methods in the Stakeholder Survey.

Life-wide learning activities and curriculum components, such as thematic talks, workshops, visits, exchange programmes, local and national competitions, service learning and assemblies, further broaden students' horizons and cater to diverse learning needs. Teachers report an average rating of 4.3 for providing varied learning experiences, while students rated these activities at 3.8, indicating their positive impact on educational enrichment in the Stakeholder Survey.

The school adopts a multifaceted approach to identify and support students' diverse needs, ensuring holistic development. Programmes like the Pre-S1 summer bridging initiative and targeted career guidance for Form 3 students facilitate smooth transitions and enhance self-management skills. Additionally, the integration of values education through Life Education classes and thematic talks successfully promotes positive values, with 95% of students acknowledging the effectiveness of these initiatives.

STGSS has strengthened an inclusive environment to provide targeted support, enhancing overall learning effectiveness, all the students learn well in harmonious environment.

In conclusion, STGSS demonstrates a strong commitment to enriching students' learning experiences and effectively preparing them for future challenges. The evidence of high engagement in diverse activities and robust support systems underscores the school's success in fostering well-rounded individuals equipped with essential skills and values for lifelong learning.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

STGSS demonstrates a strong commitment to continuous improvement and development in fostering students' whole-person development and lifelong learning. The school effectively engages stakeholders — including teachers, parents, alumni, and students — in consensus-building through systematic self-evaluation mechanisms like the APASO-III and Stakeholder Surveys. Positive feedback from stakeholders, with an average score of 4.3 out of 5 regarding school management, highlights the collaborative environment and shared vision for development.

The school management prioritizes professional leadership by actively involving various stakeholders in the planning process. This includes frequent meetings to perform SWOT analyses, which ensure transparency and accountability in operations. By setting clear development priorities that align with Hong Kong's educational aims and the seven learning goals, the school creates strategies that facilitate whole-person development. The implementation of specific yearly plans with attainable targets reflects this approach, emphasizing sustainable development and efficient resource deployment.

In terms of professional development, STGSS empowers middle managers to share leadership roles, fostering a culture of collaboration and continuous self-improvement. The strong working relationship between school management and middle managers enhances communication and morale among the teaching staff. As a result, teams effectively implement school policies and engage in professional exchanges that promote teaching reflection. Feedback from the Stakeholder Survey corroborates the positive impact of these initiatives on staff morale and effectiveness.

The school excels in the strategic deployment of human and financial resources. It develops professional development plans tailored to the career needs of teachers, ensuring that resources are utilized effectively to optimize student support. Collaborative lesson preparation and professional exchange opportunities are actively promoted, fostering a culture of shared learning and enhancing teachers' capabilities. We are successfully establishing a structured learning community where the sharing of best practices by different departments and committees is highly encouraged.

In conclusion, STGSS effectively leads continuous improvement and development efforts aimed at enhancing students' whole-person development and lifelong learning. The evidence of high stakeholder engagement, robust professional leadership, and strategic resource deployment underscores the school's success in fostering a supportive learning environment. By continuing to reflect on and enhance its organizational practices, STGSS is well-positioned to further improve its educational outcomes and support for students' diverse needs.

c. How Can My School Be Better

◆ What are my students' needs?

Based on the performance of students at STGSS in achieving the seven learning goals and insights from the APASO-III Survey, several key areas for further development have been identified to enhance whole-person development.

Firstly, students face challenges in emotional well-being and physical fitness, as evidenced by stress, anxiety, and a lack of positive emotions and self-satisfaction. These factors contribute to low resilience, highlighting the need for targeted programmes that promote emotional intelligence, self-awareness, and coping strategies, as well as encouraging greater engagement in physical activities. Implementing workshops and activities focused on building emotional resilience can significantly benefit students, equipping them with essential skills to navigate challenges effectively. Additionally, prioritizing communication and interaction with peers will enhance social relationships, fostering a supportive community.

STEAM skills are increasingly recognized as essential in today's modern world and are critical to meeting students' needs. Our students will continue to collaborate on Project-based Learning initiatives, effectively blending STEAM skills with AI tools. They need to engage in projects that integrate these skills, utilizing AI resources such as coding platforms and data analysis software to address real-world challenges.

Furthermore, students' information literacy skills require enhancement. While they utilize information technology for leisure, there is a need to better integrate these tools into their academic learning. The school should adopt information literacy training across various curricula. By teaching students how to effectively use technology for research and learning, the school can empower them to navigate the digital landscape more adeptly, which is crucial in today's information-rich environment.

In conclusion, while students at STGSS demonstrate strong performance in various areas, there are important needs in emotional well-being, physical fitness, and information literacy that should be addressed. By focusing on these areas, the school can further promote the whole-person development of its students, aligning educational practices with their interests, abilities, and developmental needs at different key stages. Continuous reflection and targeted interventions will be vital in creating a supportive learning environment that nurtures well-rounded individuals prepared for future success.

◆ What is my school's capacity for continuous improvement and development?

STGSS possesses a strong capacity for continuous improvement and development, demonstrated through its commitment to enriching students' learning experiences and fostering an environment of professional growth. The school benefits from a dedicated and united educational team, which includes knowledgeable and proactive middle managers who play a crucial role in implementing effective strategies for student development. Passionate and enthusiastic junior teachers contribute significantly to the school's educational endeavors, ensuring that innovative practices are integrated into the learning process.

The school has established robust mechanisms for self-evaluation, utilizing systematic assessments such as the APASO-III and Stakeholder Surveys. This commitment to reflective practice enables the school to identify strengths and areas for improvement effectively. Positive feedback from stakeholders, with an average score of 4.3 out of 5 regarding school management, highlights the collaborative environment fostered by the leadership team.

In terms of support systems, STGSS benefits from a strong parent-teacher association and an active alumni network, both of which provide valuable resources and encouragement for students' academic pursuits and holistic development. Moreover, we have connections with different NGOs and government departments which also provide resources to us. These partnerships enhance community engagement and reinforce the school's mission of promoting whole-person development.

Furthermore, the effective deployment of human and financial resources underlines the school's capacity for continuous improvement. Professional development plans tailored to teachers' needs ensure that staff are well-equipped to meet the diverse demands of their students. Opportunities for collaborative lesson preparation and professional exchanges create a climate of shared learning, strengthening teachers' capabilities and fostering a culture of continuous self-improvement.

In conclusion, STGSS has a solid foundation for ongoing development, characterized by strong leadership, a cohesive educational team, effective self-evaluation practices, and robust support from parents and alumni. By continuing to leverage these strengths while addressing any areas for further improvement, the school can further enhance its capacity for continuous improvement and development, ultimately promoting the effectiveness of learning and teaching for all students.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

To enhance the whole-person development and lifelong learning of students at STGSS, the school has identified several key development priorities that align with student needs and the school's capacity for continuous improvement. Firstly, promoting emotional well-being and resilience is essential. By implementing targeted programmes that focus on emotional intelligence, self-awareness, and coping strategies, the school will empower students to manage stress and navigate challenges effectively. This focus will not only foster positive emotional health but also strengthen interpersonal connections among peers, creating a supportive community where students can thrive.

Secondly, enhancing physical fitness is crucial for the holistic development of students. By increasing opportunities for physical activities and wellness programmes, STGSS can motivate students to engage more in healthy practices. Cultivating a culture of health and wellness will help students develop positive habits that contribute to their overall well-being and academic success.

Furthermore, enhancing information literacy skills is crucial for preparing students for the demands of the digital age. The school will focus on integrating information literacy training across various curricula, teaching students how to utilize technology effectively for research and learning. This initiative will prepare them to thrive in an increasingly information-rich environment, fostering critical thinking and research capabilities.

In conclusion, STGSS is committed to optimizing its capacity to foster the whole-person development of its students. By focusing on emotional resilience, physical fitness, and information literacy, the school aims to cultivate responsible individuals who are not only academically proficient but also equipped with the skills and values needed to become exemplary citizens and future leaders. These development priorities will guide the school's efforts in the upcoming development cycle, ensuring that all students are prepared for the challenges and opportunities that lie ahead.

5. Major Concerns of the 2025/26 – 2027/28 School Development Cycle

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
 1. To nurture autonomous, lifelong learners with a global perspective
 2. To enhance students' positive values and strengthen their well-being through establishing a healthy lifestyle

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals ¹						
		2025/26	2026/27	2027/28		1	2	3	4	5	6	7
1. To nurture autonomous, lifelong learners with a global perspective	<ul style="list-style-type: none"> To foster independence and self-directed learning skills 	✓	✓	✓	<ul style="list-style-type: none"> Collaborating on projects highlighting our country's progress and achievements Cooperating on PBL initiatives, blending STEAM skills with AI tools Conducting theme-based forums spanning multiple disciplines 	✓	✓	✓	✓	✓		
	<ul style="list-style-type: none"> To enhance biliterate and trilingual communication proficiency 	✓	✓	✓	<ul style="list-style-type: none"> Cultivating a passion for reading through diverse activities Promoting language activities and competitions 		✓	✓	✓			
	<ul style="list-style-type: none"> To equip students with the skills to understand contemporary global issues 	✓	✓	✓	<ul style="list-style-type: none"> Optimizing the school-based RaC curriculum for students' multimodal literacy development Boosting Digital Reading 	✓	✓	✓	✓	✓		

¹ Seven Learning Goals:

1. National and global identity 2. Breadth of knowledge 3. Language proficiency 4. Generic skills 5. Information literacy 6. Life planning and 7. Healthy lifestyle

School Development Plan (2025/26 - 2027/28)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals ¹						
		2025/26	2026/27	2027/28		1	2	3	4	5	6	7
2. To enhance students' positive values and strengthen their well-being through establishing a healthy lifestyle	<ul style="list-style-type: none"> To enhance students' mental and physical well-being 	✓	✓	✓	<ul style="list-style-type: none"> Providing opportunities for students to engage in physical activities Fostering students' awareness of the 4Rs through diverse activities Implementing targeted workshops and programmes focusing on self-care 	✓			✓		✓	✓
	<ul style="list-style-type: none"> To instill positive values across all KLAs and committees 	✓	✓	✓	<ul style="list-style-type: none"> Embedding values education within all KLAs and committees Integrating service learning and leadership opportunities with career exploration Enriching experiential learning beyond the classroom 	✓	✓		✓	✓	✓	✓

¹ Seven Learning Goals:

1. National and global identity 2. Breadth of knowledge 3. Language proficiency 4. Generic skills 5. Information literacy 6. Life planning and 7. Healthy lifestyle