



**Shau Kei Wan Government
Secondary School
Annual School Plan**

2024/25

Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto 'VINCIT VERITAS' in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.



Shau Kei Wan Government Secondary School

Annual School Plan

2024/25

Major Concerns

- 1. To enhance learning and teaching effectiveness for academic excellence; To empower students to be proactive for lifelong learning**
- 2. Empowering students to achieve purposeful and well-balanced lives with positive education principles**
- 3. To cultivate a broader spectrum of interests and skills towards reading and navigate the world with reading competence**

**Major Concern 1 – To enhance learning and teaching effectiveness for academic excellence;
To empower students to be proactive for lifelong learning**

| Targets | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Person | Resource Required |
|---|---|--|--|-------------------|--|--|
| 1. To enhance learning effectiveness by creating an active learning environment | 1.1 To refine pedagogies for effective learning and cultivate an active learning environment through adopting various teaching strategies | <ul style="list-style-type: none"> • At least one topic in each level is integrated with specific teaching strategies to enhance students' motivation for active learning. • At least 60% of students agree that they are actively involved in the class activities. • Most students enjoy learning in class. • Students' academic performance has improved. | <ul style="list-style-type: none"> • Students' learning performance and reflections • Teachers' observation and feedback • Programme plan and yearly evaluation of subject departments • Stake-holders' survey | Whole year | <ul style="list-style-type: none"> • Major Concern 1 Team • HoDs • Subject teachers | <ul style="list-style-type: none"> • Different grants • IT support |
| | 1.2 To enhance peer learning and study skills through various activities and programmes | <ul style="list-style-type: none"> • Majority of students engage in peer learning. • Majority of students agree that peer learning can increase their motivation and interest in learning. | <ul style="list-style-type: none"> • Survey and reflection on activities and programmes • Feedback from teachers and students | Whole year | <ul style="list-style-type: none"> • Major Concern 1 Team • HoDs • Subject teachers | <ul style="list-style-type: none"> • Different grants |
| | 1.3 To enhance teaching strategies through collaborative lesson planning and peer lesson observation | <ul style="list-style-type: none"> • Collaborative Lesson Periods are implemented. • At least 50% of teachers agree that Collaborative Lesson Planning is beneficial to students' learning. • Peer lesson observation is implemented to encourage sharing among teachers. • At least 50% of teachers agree that the peer lesson observation can enhance teaching strategies. | <ul style="list-style-type: none"> • Teachers' feedback • Summary of Collaborative Lesson Periods is collected. • Programme plan and yearly evaluation of subject departments | Whole year | <ul style="list-style-type: none"> • Major Concern 1 Team • HoDs • Subject teachers | |

| Targets | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Person | Resource Required |
|---|--|---|--|-------------------|---|---|
| 2. To enrich students' learning experience and enhance their generic skills* by promoting STEAM Education | 2.1 To incorporate STEAM Education through a cross-curricula approach | <ul style="list-style-type: none"> • STEAM elements are incorporated into different subjects. • Positive responses are received from the students. | <ul style="list-style-type: none"> • Feedback from teachers and students • Students' participation and performance | Whole year | <ul style="list-style-type: none"> • Major Concern 1 Team • HoDs • Subject teachers • STEAM Education Committee | <ul style="list-style-type: none"> • Service providers |
| | 2.2 To organize STEAM-related workshops, training courses and activities | <ul style="list-style-type: none"> • Students' different generic skills are enhanced. • Positive responses are received from the students. | <ul style="list-style-type: none"> • Feedback from teachers and students • Students' participation and performance | Whole year | <ul style="list-style-type: none"> • Major Concern 1 Team • STEAM Education Committee • Subject departments | <ul style="list-style-type: none"> • Service providers |
| 3. To enhance teachers' knowledge and skills to keep up with the current education trends | 3.1 To enhance learning and teaching effectiveness through professional teacher training | <ul style="list-style-type: none"> • 70% of teachers attended training courses related to promoting learning effectiveness or e-Learning • Positive feedback from teachers is received. | <ul style="list-style-type: none"> • Feedback from teachers • CPD record | Whole year | <ul style="list-style-type: none"> • All teachers | <ul style="list-style-type: none"> • Training courses organized by EDB, different education institutions and service providers |

* The 9 Generic Skills: Collaboration Skills, Communication Skills, Creativity, Critical Thinking Skills, Information Technology Skills, Mathematical Skills, Problem-solving Skills, Self-management skills, and Self-learning Skills

Major Concern 2: Empowering students to achieve purposeful and well-balanced lives with positive education principles

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party | Resource Required |
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| 1. To enable the healthy growth of students by facilitating the development of healthy lifestyle habits | 1.1 To promote students' physical and mental well-being and cultivate an active and healthy lifestyle 1.1.1 To organize activities which encompass elements in the 4Rs Charter 1.1.2 To provide opportunities for students to participate in physical activities during and after school 1.1.3 To collaborate with NGOs and external organizations to broaden students' horizons in adopting healthy lifestyles | <ul style="list-style-type: none"> • Increased number of students and teachers have established healthy lifestyle patterns • Students acquire and improve their self-management skills • High levels of student engagement and participation in the activities • Over 60% of students, teachers and parents give positive feedback in the post-activity survey | <ul style="list-style-type: none"> • APASO Survey and Stakeholder Survey • School Performance Indicators & KPM • Students' participation and performance in the activities • Feedback from students, teachers and working partners of the school | Whole year | <ul style="list-style-type: none"> • Major Concern 2 Team • OLE Team • Guidance Team • Discipline Team • Gifted Education and Talent Pool Team • Student Association • SEN Support Team • Cross-border Study Tours • Parents' Teachers' Association Team • Subject Departments • Class Teachers | <ul style="list-style-type: none"> • Different grants |
| | 1.2 To cultivate a culture of health and fitness in school and at home by promoting healthy lifestyles to teachers and parents | | | | | |
| | 1.3 To develop students' self-management skills such as time, financial and health management | | | | | |
| 2. To cultivate students' positive attitude and resilience for navigating life's challenges | 2.1 To enhance students' well-being under the PERMA principle 2.1.1 To foster a supportive environment in school and organize activities to raise the students' well-being 2.1.2 To build students' positive attitudes and resilience through class management strategies | <ul style="list-style-type: none"> • Students experience a greater sense of well-being • Students have a better understanding of their strengths, potentials and character development • High levels of student engagement and participation in the activities • Over 60% of students, teachers and parents give positive feedback in the post-activity survey | <ul style="list-style-type: none"> • APASO Survey, Stakeholder Survey • School Performance Indicator & KPM • Students' participation and performance in the activities • Feedback from students, teachers and working partners of the school | Whole year | <ul style="list-style-type: none"> • Major Concern 2 Team • OLE Team • Guidance Team • Discipline Team • Gifted Education and Talent Pool Team • Student Association • SEN Support Team • Cross-border Study Tours • Parents' Teachers' | |
| | 2.2 To help students realize their potential and develop their character strengths 2.2.1 To provide students with | | | | | |

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party | Resource Required |
|---|---|---|---|------------|--|-------------------|
| | <p>diverse opportunities to participate in service learning, personal growth programmes and leadership training</p> <p>2.2.2 To enhance students' life planning skills</p> | | | | <p>Association Team</p> <ul style="list-style-type: none"> • Subject Departments • Class Teachers | |
| | 2.3 To enrich teachers' and parents' knowledge of positive education | | | | | |
| 3. To foster a culture of appreciation and understanding in the school to cultivate students' strengths | <p>3.1 To cultivate students' sense of appreciation towards others and develop the virtue of gratitude</p> <p>3.1.1 To develop the virtue of gratitude and sense of appreciation among students through class management activities, school events and commendation schemes</p> | <ul style="list-style-type: none"> • Students show a greater sense of appreciation and gratitude for their achievements and those of others • Increased positive behaviours observed across different surveys • High levels of student engagement and participation in the activities • Over 60% of students, teachers and parents give positive feedback in the post-activity survey | <ul style="list-style-type: none"> • APASO Survey & Stakeholder Survey • School Performance Indicators & KPM • Feedback from teachers and working partners of the school • Assess the implementation and effectiveness of the school-based merit system | Whole year | <ul style="list-style-type: none"> • Major Concern 2 Team • OLE Team • Discipline Team • Gifted Education and Talent Pool Team • Guidance Team • Student Association • SEN Support Team • Parents' Teachers' Association Team • Subject Departments • Class Teachers | |
| | <p>3.2 To strengthen students' passion for their work and their drive for excellence</p> <p>3.2.1 To recognize student achievements by developing a school-based merit system to reinforce positive behaviours, diligence and persistence</p> | | | | | |

Major Concern 3 : To cultivate a broader spectrum of interests and skills towards reading and navigate the world with reading competence

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party | Resource Required |
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| 1. To create a favourable reading environment that can raise students' reading interests and motivation | 1.1 To build a lively reading atmosphere with a wide variety of reading materials and encourage students to read in and beyond classroom 1.1.1 To provide a recommended reading list by KLAs which promotes good reading materials 1.1.2 To implement the use of Reading Fun Passports for keeping a good record of students' reading experience and performance | <ul style="list-style-type: none"> • 60 % of students read extensively and can read at least 3 hours per week to sustain their habits • 60 % of students agree that they fulfill their reading goals • The number of books borrowed can increase by 20% by the end of the 2nd term | <ul style="list-style-type: none"> • APASO Survey & Stakeholder Survey • KPM • Survey on reading habits • Reading Fun Passports records • Library Loan Records | Whole year | <ul style="list-style-type: none"> • Reading to Learn Committee • HoDs and KLAs coordinators • Subject teachers • Class teachers • Reading period teachers • Teacher Librarian | <ul style="list-style-type: none"> • Reading Grant • Different grants |
| | 1.2 To hold various reading activities, sharing the fun and enjoyment of reading, raising students' motivation 1.2.1 To hold sharing sessions for theme-based reading and sharing KLAs ambassadors' reading experiences 1.2.2 To promote reading through the collaboration with different parties such as guest speakers, authors, alumni, parents and other professionals | <ul style="list-style-type: none"> • Students' participation rate • The activities are successfully held • 60 % of the feedback from teachers and students is positive | <ul style="list-style-type: none"> • Records of Students' participation rate • Survey findings from different parties such as event organizers, teachers and students | Whole year | <ul style="list-style-type: none"> • Reading to Learn Committee • HoDs and KLAs coordinators • Subject teachers • Class teachers • Reading period teachers • Teacher Librarian • Different parties concerned | <ul style="list-style-type: none"> • Reading Grant • Different grants • Service providers |
| 2. To broaden students' strands of knowledge by providing a wider range of reading resources through cross-curricular collaboration and implementing | 2.1 Through communication and collaboration, different subject departments can focus on certain reading strategies and specific reading skills to achieve learning objectives that can enhance students' reading abilities. 2.1.1 Different KLAs introduce a variety of lesson materials | <ul style="list-style-type: none"> • Different KLAs teachers can work on developing certain specific reading skills | <ul style="list-style-type: none"> • Teachers' involvement and observation • Teachers' and students' feedback on the specific reading strategies • Students' assignments, | Whole year | <ul style="list-style-type: none"> • Reading to Learn Committee • HoDs and KLAs coordinators • Subject teachers • Class teachers • Reading period teachers • Teacher Librarian | <ul style="list-style-type: none"> • Reading Grant • Different grants • Service providers |

| Target | Implementation Strategy | Success Criterion | Method of Evaluation | Time Scale | Responsible Party | Resource Required |
|--|---|---|---|------------|---|---|
| specific reading strategies for achieving effectiveness in reading | <p>related to reading as to set specific goals for achieving reading competence.</p> <p>2.1.2 Subject teachers provide guidance in students' reading to further enhance reading strategies and competence while acquiring knowledge in a particular subject.</p> <p>2.1.3 To organize a wide range of activities to promote reading through Reading across Curriculum (RaC) e.g. Read-to-Learn Series with a particular theme.</p> | <ul style="list-style-type: none"> Quality activities are organized successfully through cross-curricular collaboration | performance and participation | | <ul style="list-style-type: none"> Different parties concerned | |
| 3. To promote reading and keep abreast of the latest trends in reading | <p>3.1 To encourage teachers to promote reading through a wide range of activities such as talks and book recommendation etc. and by setting themselves as role models</p> <p>3.1.1 Teachers recommend articles related to Seven Learning Goals through the Google Classroom platform each term to promote reading.</p> <p>3.1.2 To promote a sharing culture of reading strategies among panel members or KLAs</p> <p>3.1.3 Each KLA/ subject department can encourage members to attend talks/ workshops that are related to reading such as strategies and reading competence.</p> | <ul style="list-style-type: none"> Students' participation rate The activities are successfully held 60 % of teachers recommend articles related to seven learning goals Different KLAs can contribute to promoting reading and professional growth | <ul style="list-style-type: none"> Records of students' and teachers' participation rate Feedback from teachers and students Records of teachers' participation rate | Whole year | <ul style="list-style-type: none"> Reading to Learn Committee HoDs and KLAs coordinators Subject teachers Teacher Librarian | <ul style="list-style-type: none"> Reading Grant Different grants |