



Tak Sun Secondary School

德信中學

School Annual Report

(2012/2013)

德
信
中
學

香港科技大學 Jockey Club Science & Technology Centre

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHO
WALKATHO

Contents

1. School Vision & Mission.....	P.3
1.1 Our Vision	P.3
1.2 Our Mission	P.3
2. Our School.....	P.4
2.1 Spirit and Philosophy of Education	P.4
2.2 School Management	P.4
2.3 Number of Active School Days	P.5
2.4 Lesson Time for the 8 Key Learning Areas	P.5
3. Our Teachers.....	P.6
3.1 Teachers' Qualification	P.6
3.2 Teachers' Experience	P.6
4. Our Students.....	P.7
4.1 Class Organization	P.7
4.2 Students' Attendance	P.7
4.3 Students' Early Exit	P.7
5. Performance of Students.....	P.8
5.1 Destination of Exit Students	P.8
5.2 HKALE	P.9
5.3 HKDSE	P.9
5.4 Students' Reading Habit	P.9
5.5 Student Participation in the Inter-school Events and Uniform Groups	P.10
5.5.1 Inter-school Events	P.10
5.5.2 Uniform Groups	P.10
5.5.3 Participation Rates	P.10
5.6 Inter-school Activities and Prizes Won in the Past 3 Years	P.11
5.7 Major Social Services	P.19
6. Major Concerns (Achievements and Reflection).....	P.20
6.1 To provide a Quality Education that strengthens students' academic performance and character formation	P.20
6.2 To enhance teachers' professionalism for the delivery of a Quality Education	P.22
6.3 To enable parents as the primary educators of their children in partnership with the school for the achievement of a Quality Education	P.23
7. Financial Summary.....	P.24
8. Key Issues for the new School Annual Plan.....	P.25

1. School Vision & Mission

1.1 Our Vision

Tak Sun Secondary School is founded on Catholic Christian values with an aim to offer a whole person education to students. Our holistic educational approach encompasses the intellectual, moral, aesthetic, physical, social and spiritual components.

The school envisions students who are trained in life-long learning. To accomplish this, the school, the parents, and the teachers consider it of utmost importance to train its students to be men of character, building their lives on a platform of values and virtues. These men of character will be characterised by clarity of thought and direction (prudence), steadfast will (fortitude), self-mastery (temperance), a selfless desire to serve the common good of society (justice), cultivated in an atmosphere of optimism and joy.

The school vision calls for greater involvement of parents in the education of their children, a vision we share with other schools of the same inspiration all over the globe. We envision a partnership where the parents also grow and become better parents through parent education.

1.2 Our Mission

Inspired by Catholic Christian ideals, we provide a demanding, balanced formation to our students so that they accomplish their full potential, as well as grow to be upright and responsible men, developing all their talents in a spirit of service to others. We strive to strengthen and unite the family, enabling parents to exercise their duties as primary educators of their children, with the school and the community as their active partners.

2. Our School

2.1 Spirit and Philosophy of Education

The spirit of our school (and the other Tak Sun schools) is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei (www.opusdei.org), a personal Prelature of the Catholic Church, that helps ordinary lay people seek holiness in and through their everyday activities, especially in work well done.

In the school, this means giving students an all-round formation by working closely with the parents, whom Saint Josemaría Escrivá (www.escrivaworks.org) said are the primary educators of their children. He also encouraged the development of a tutorial system through which a student acquires human virtues; especially initiative that balances freedom with responsibility.

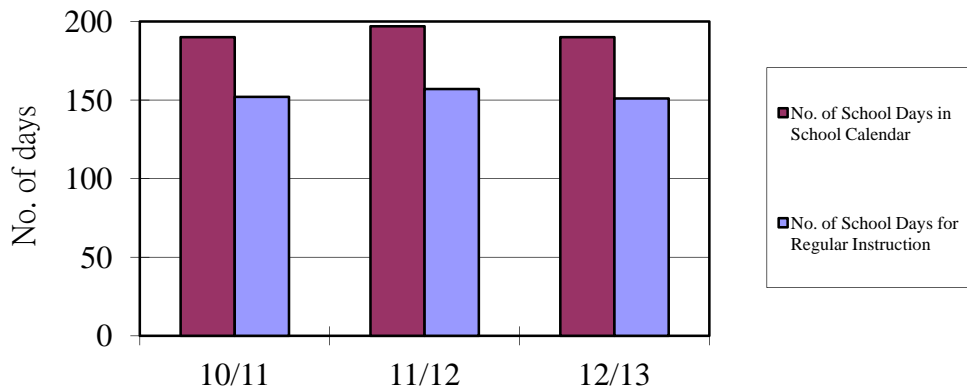
2.2 School Management

Our school implemented school-based management in 2001 when the School Management Committee (SMC) was established. The SMC is composed of four school managers appointed by the sponsoring body, the Supervisor and the Principal. In June 2007, the school set up the Incorporated Management Committee (IMC) so that different stakeholders can participate in the school management including Teacher Managers, Parent Managers and Alumni Manager.

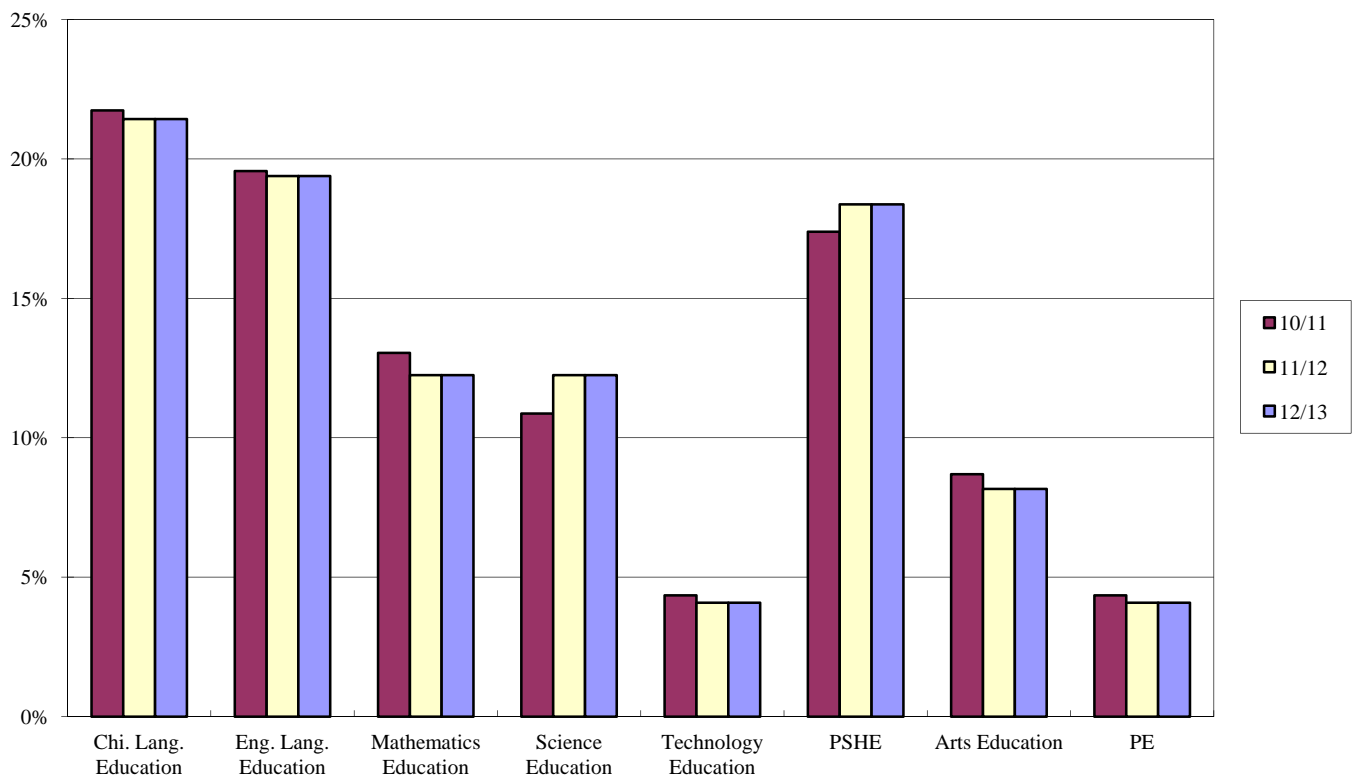
The main body responsible for the operations of the school is the Executive Office (EO), which is comprised of Supervisor, Principal, Vice-Principal (Junior Secondary), Vice-Principal (Senior Secondary), Vice-Principal (Administration), Vice-Principal (Academic Formation), Vice-Principal (Student Formation) and School Chaplain.

The EO is assisted by the Academic Formation Council (AFC), Student Formation Council (SFC) and the Administration Council (ADC). The AFC, which formulating the policies regarding academic issues of the school, is made up of Principal, Vice-Principal (Academic Formation), the subject stream masters and some co-opted members according to the needs. The SFC, which formulating the policies regarding student formation issues of the school, is made up of Principal, Vice-Principal (Student Formation), the representatives of Junior and Senior Secondary Sections, Co-Curricular Activities Master, Discipline Master, Careers Master and the representatives from the Pastoral and Spiritual Affairs Committee, the Social Service Committee and the Moral and Civic Education Committee.

2.3 Number of Active School Days

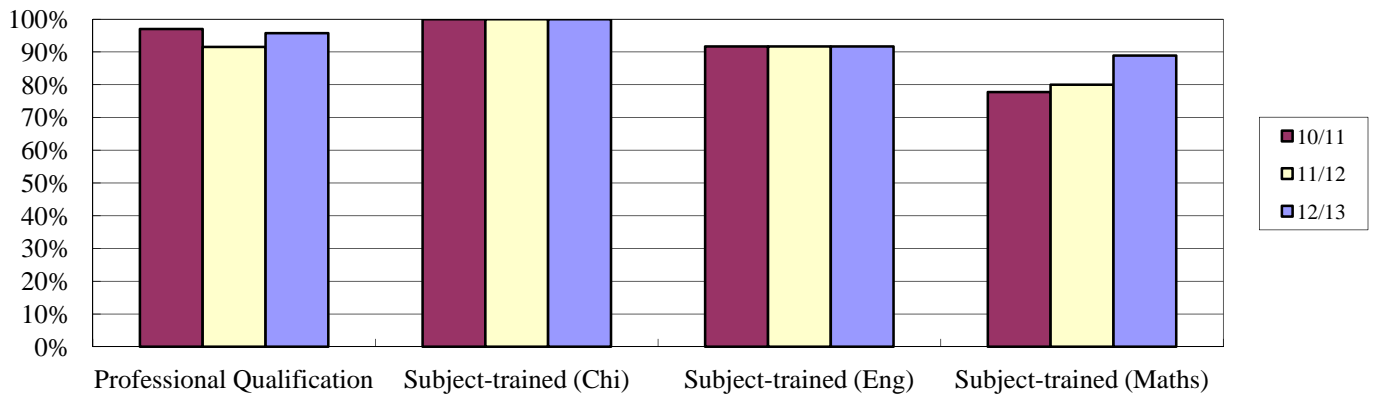
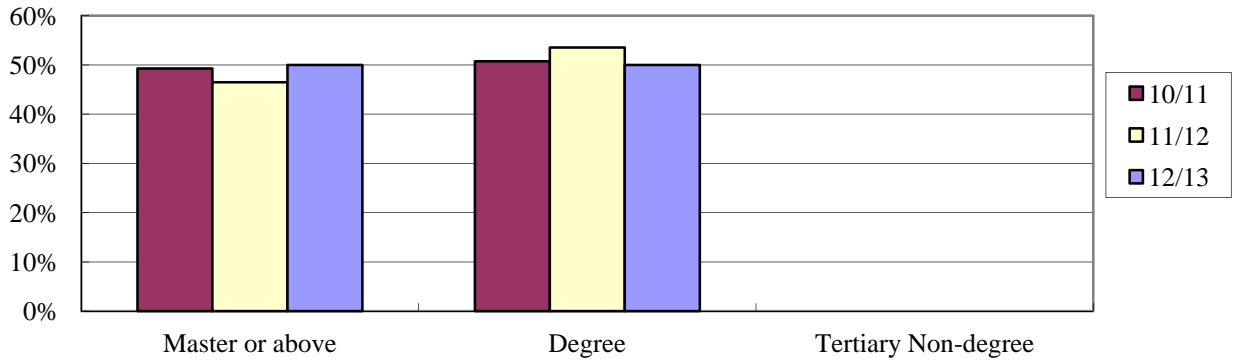


2.4 Lesson Time for the 8 Key Learning Areas

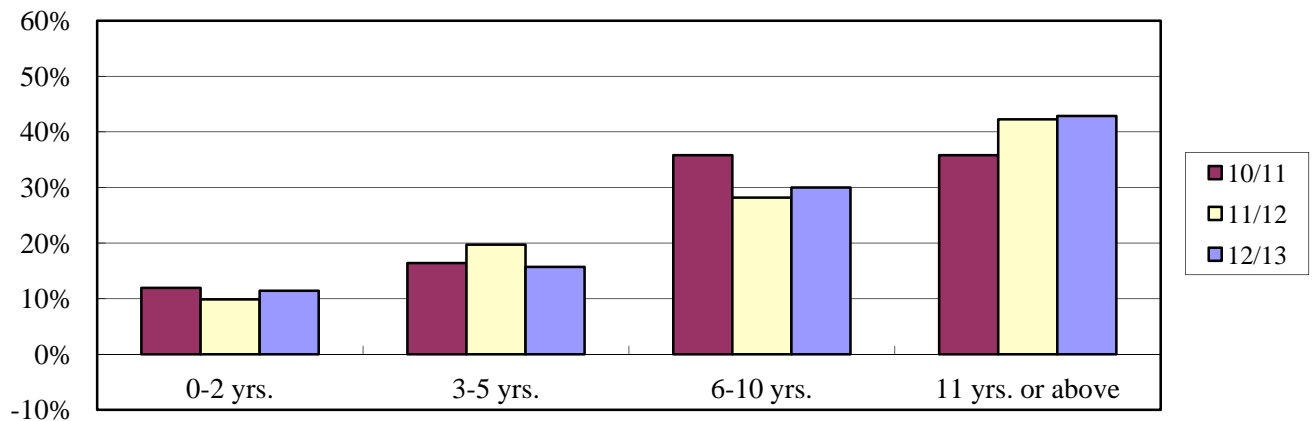


3. Our Teachers

3.1 Teachers' Qualification



3.2 Teachers' Experience



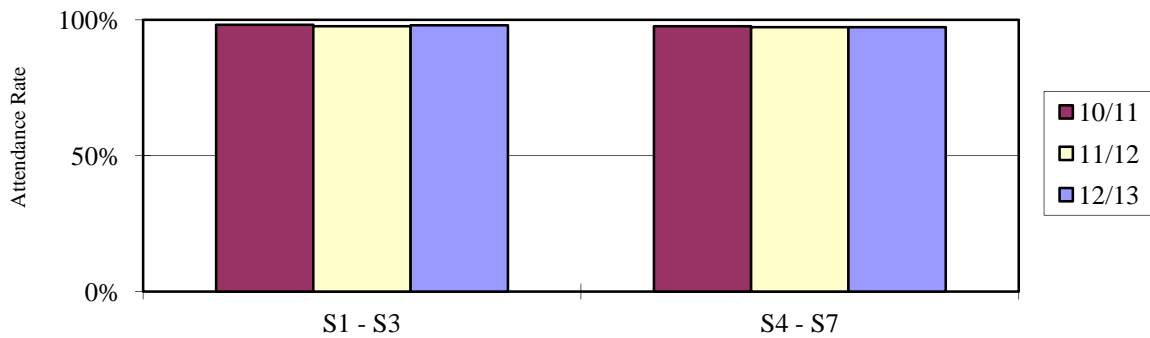
4. Our Students

4.1 Class Organization

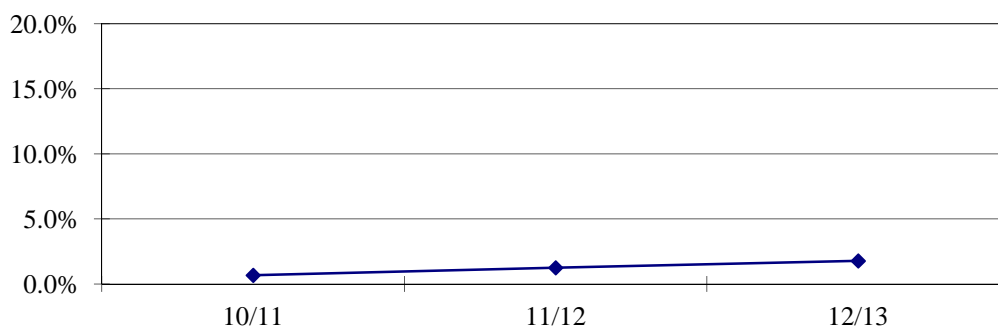
2012-13

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	4	5	29
Students	180	161	153	143	116	148	901
Total Enrolment	180	161	153	143	116	148	901

4.2 Students' Attendance



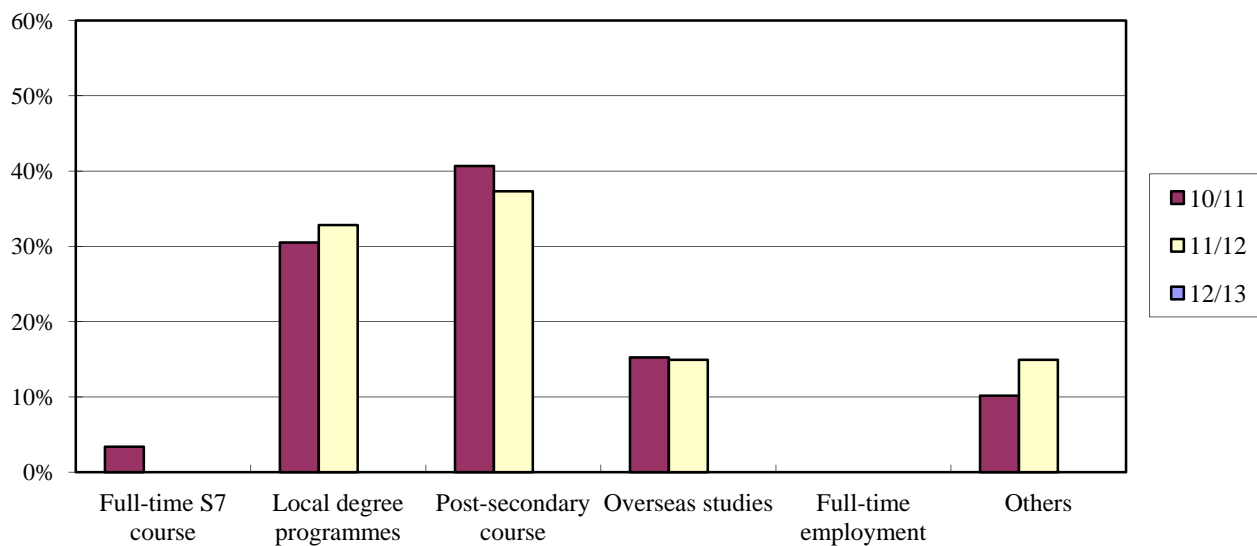
4.3 Students' Early Exit



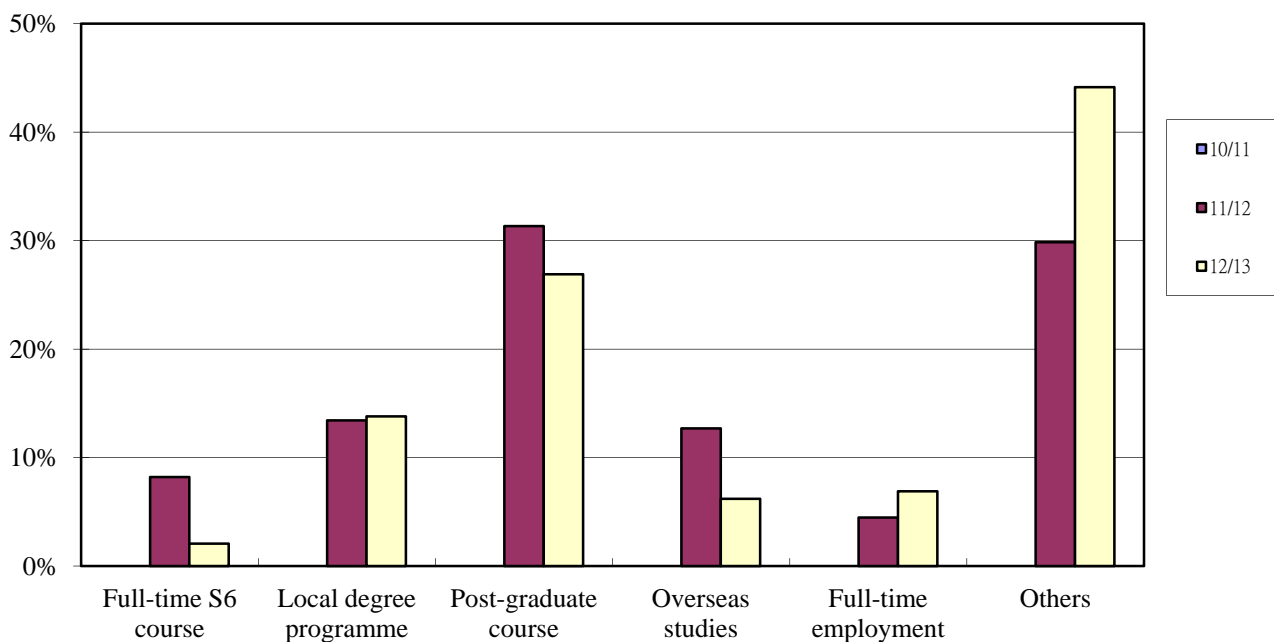
5. Performance of Students

5.1 Destination of Exit Students

Form 7 Graduates



Form 6 Graduates



5.2 HKALE

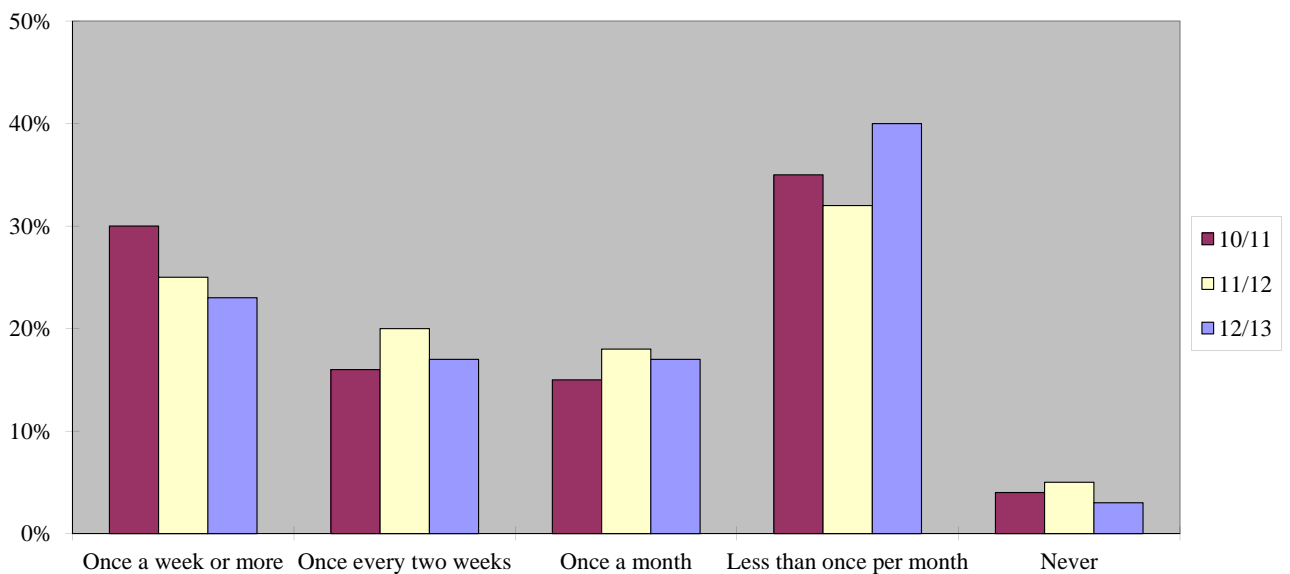
	10/11	11/12
No. of students sat	59	67
% of students awarded the minimum entrance requirements for tertiary education	69.5%	79.1%
Best student result	1A 1B	3B

5.3 HKDSE

	11/12	12/13
No. of students sat	129	139
No. of students with 5 subjects having Level 2 or above	69.0%	73.4%
Best student result	3 Lv5*, 2 Lv5, 2 Lv4	4 Lv 5**, 1 Lv 5*, 1 Lv 5

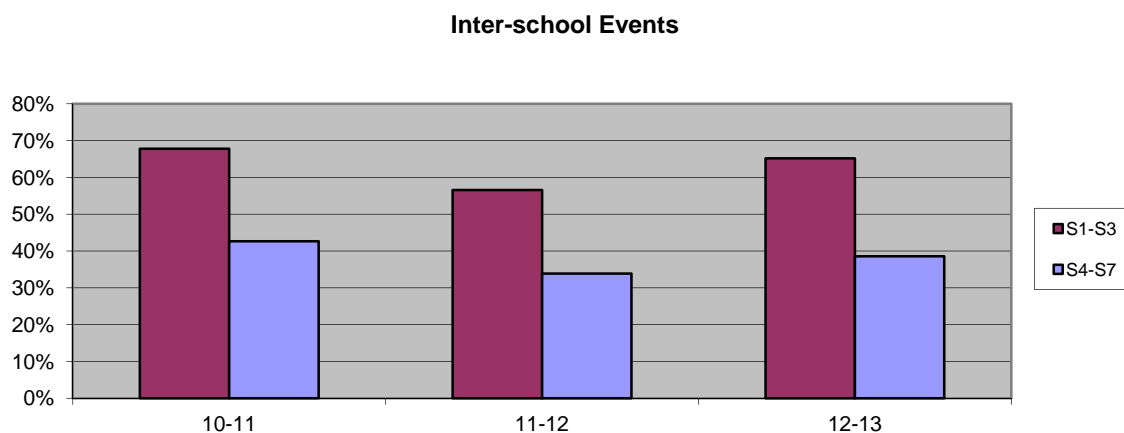
5.4 Students' Reading Habit

Percentage of Students Borrowing Reading Materials form School Library



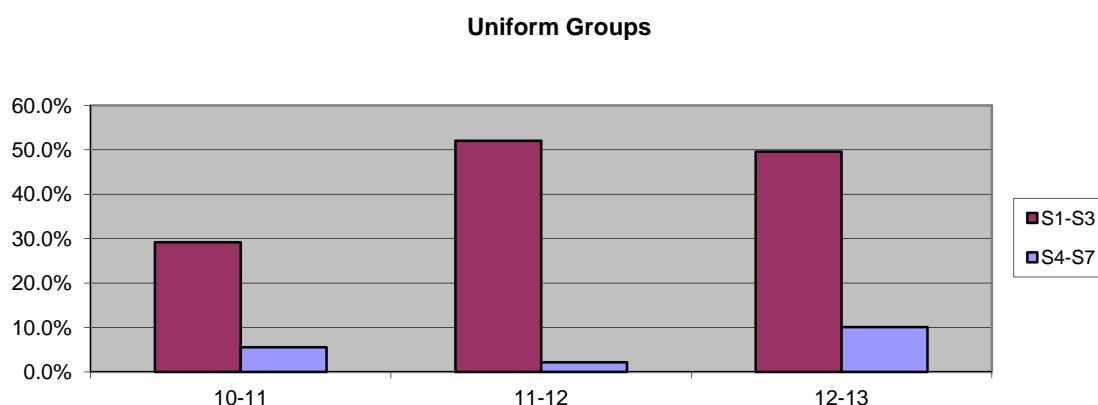
5.5 Student Participation in Inter-school Events and Uniform Groups

5.5.1 Inter-school Events



Notes: Inter-school events include Music, Speech and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

5.5.2 Uniform Groups



5.5.3 Participation Rates

Activities	10/11	11/12	12/13
Inter-school sports events	55.15%	44.85%	53.16%
Music Festival	12.08%	8.01%	9.55%
Speech Festival	6.71%	3.43%	6.10%
Uniform Groups	33.78%	31.74%	31.74%

5.6 Inter-school Activities and Prizes Won in the Past 3 Years

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Arts	<i>International Students' Visual Arts Contest</i>		Honourable Mention	
	<i>Athletics Meet Sports Photo-taking Competition</i>		3 rd	
	<i>School Life: Photo Competition for Secondary School Students</i>		1 st	
	<i>"Confidence Passbook" Painting and Drawing Competition</i>	Second Prize Award		
Music	<i>Hong Kong Schools Music Festival</i>	THREE 3 rd	ONE 1 st ONE 2 nd ONE 3 rd	ONE 2 nd 21 Merit 7 Proficiency
Sports	<i>HKSSF Overall Championship (Shatin and Sai Kung Area)</i>	<i>Boys' section</i> 4 th	<i>Boys' section</i> 4 th	<i>Boys' section</i> 4 th
	<i>SportACT Award Scheme</i>	Best School Award		
	<i>Prague Handball Cup</i>			<i>HK Youth Team</i> 3 members, Play-off
	<i>Europe Aged Handball Championship</i>	<i>HK Youth Team</i> 2 members	<i>HK Youth Team</i> 1 member	
	<i>Asian Men's Junior Handball Championship</i>			<i>HK Youth Team</i> 1 member, 11 th
	<i>Asia Cup 1 Rowing Championship</i>		<i>HK Youth Team</i> 1 member	
	<i>Asian Schools Handball (Boys) Championship</i>	<i>HK Youth Team</i> 2 members, 2 nd		
	<i>Malaysia International Youth Bowling Championships Hong Kong Screening</i>	1 st		
	<i>Singapore Cadet Fencing World Cup</i>		<i>Team Men's Epee:</i> 2 nd	
	<i>National Secondary Students Handball Championships</i>		<i>U16 Hong Kong Team</i> 1 member, 1 st	
	<i>The "Huayu Ziben" Cup All China Youth Fencing Championships</i>	<i>Boy Junior Individual:</i> 2 nd <i>Boy Junior Epee Team:</i> 1 st <i>Boy Youth Epee Team:</i> 1 st		
	<i>National Junior Fencing Championship (Jiangsu Province)</i>	<i>Men's Epee:</i> 3 rd		
	<i>Taiwan Tien Jian Cup Handball Tournament</i>		<i>U18 Hong Kong Team</i> 4 members <i>U16 Hong Kong Team</i> 4 members	
	<i>Hong Kong Macau Inter-port Handball Championship</i>	<i>HK Youth Team</i> 2 members, 2 nd	<i>HK Youth Team</i> 4 members, 1 st	<i>HK Youth Team</i> 1 member, 1 st

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Sports	Hong Kong Youth Handball Training Program			1 st , 3 rd
	Hong Kong Youth Aged Group Handball Competition			4 th
	HKU100 Handball Tournament		Sec Sch Men: 3 rd	
	Hong Kong Elite Handball District Team Championship	4 th		
	Hong Kong District Handball Team Training Competition	4 th , 6 th		
	Junior Fencing Championship	U17 Men's Epee: 2 nd		
	Tenpin Bowling Championships	Youth Boy Single: 2 nd		
	Hong Kong Potential Sports Stars Awards		1 Winner	
	A. S. Watson Group Hong Kong Student Sports Awards	1 Winner	1 Winner	1 Winner
	HKSSF All Hong Kong Inter- Secondary Schools Gymnastics Competition	High Bar: 1 st Floor Exercises: 2 nd Vaulting: 2 nd All Around Individual: 2 nd		
	HKSSF Boys C Grade Handball Invitation Tournament (All NT Area)			2 nd
	HKSSF Inter-school Fencing Competition (All NT Area)	Boys' Overall: 3 rd Boys' Epee: 2 nd Boys' Foil: 5 th Boys' Sabre: 8 th B Grade Boys' Foil: 4 th C Grade Boys' Foil: 2 nd	Boys' Overall: 2 nd Boys' Epee: 2 nd Boys' Foil: 5 th Boys' Sabre: 4 th C Grade Boys' Sabre: 1 st C Grade Boys' Foil: 1 st	Boys' Epee: 2 nd Boys' Sabre: 4 th A Grade Boys' Epee: 5 th A Grade Boys' Sabre: 5 th B Grade Boys' Foil: 2 nd B Grade Boys' Sabre: 7 th C Grade Boys' Epee: 2 nd C Grade Boys' Sabre: 1 st
	HKSSF Outstanding Athletes	4 Winners	4 Winners	4 Winners

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Sports	<i>HKSSF Inter-school Athletics Competition</i>		A Grade: 4 th in 200m B Grade: 8 th in Shot put C Grade: 4 th in 1500m	A Grade: 7 th in Shot put C Grade: 2 nd in 400m 2 nd in 800m 2 nd , 5 th in 1500m 2 nd in Shot put 3 rd in Long jump 4 th in 4x400m 3 rd in Overall
	<i>HKSSF Inter-school Badminton Competition</i>			A Grade: 5 th C-Grade: 3 rd
	<i>HKSSF Inter-school Basketball Competition</i>	B Grade: 5 th C Grade: 5 th		C Grade: 5 th
	<i>HKSSF Inter-school Cross Country Competition</i>	A Grade Individual: 5 th , 7 th A Grade Group: 3 rd C Grade Group: 4 th	A Grade Individual: 5 th , 6 th A Grade Group: 4 th C Grade Individual: 6 th , 8 th C Grade Group: 5 th	B Grade Group: 8 th C Grade Individual: 1 st , 6 th C Grade Group: 1 st
	<i>HKSSF Inter-school Distance Run Competition</i>	A Grade Individual: 5 th A Grade Group: 4 th B Grade Individual: 5 th	A Grade Individual: 5 th A Grade Group: 7 th B Grade Group: 8 th C Grade Individual: 2 nd C Grade Group: 1 st	A Grade Individual: 6 th B Grade Individual: 7 th B Grade Group: 7 th C Grade Individual: 1 st , 9 th C Grade Group: 2 nd
	<i>HKSSF Inter-school Football Competition</i>	A Grade (I): 4 th B Grade (I): 5 th	C Grade: 3 rd	A Grade: 3 rd C Grade: 2 nd
	<i>HKSSF Inter-school Handball Competition</i>	A Grade: 1 st B Grade: 2 nd C Grade: 2 nd	A Grade: 3 rd B Grade: 3 rd C Grade: 1 st	A Grade: 2 nd B Grade: 2 nd C Grade: 5 th
	<i>HKSSF Inter-school Table-tennis Competition</i>	B Grade: 1 st C Grade: 2 nd	A Grade: 5 th B Grade: 4 th	A Grade: 2 nd B Grade: 4 th C Grade: 4 th
	<i>HKSSF Inter-school Volleyball Competition</i>			C Grade: 3 rd

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Sports	<i>HKSSF Inter-school Swimming Competition</i>	A Grade: 1 st in 100m backstroke 2 nd in 50m backstroke 2 nd in 200m individual medley 4 th in 100m breaststroke 5 th in 50m breaststroke 8 th in 200m breaststroke 5 th in Overall B Grade: 7 th in 4x50m freestyle C Grade: 2 nd in 4x50m freestyle 3 rd in 50m freestyle 4 th in 100m freestyle 4 th in 50m breaststroke 5 th in 50m backstroke 8 th in Overall	A Grade: 3 rd in 50m backstroke 3 rd in 100m backstroke 6 th in 4x50m freestyle 6 th in Overall B Grade: 4 th , 8 th in 50m freestyle 6 th in 50m backstroke 8 th in 50m breaststroke C Grade: 6 th in 4x50m freestyle 7 th in 50m freestyle	A Grade: 5 th in 50m backstroke 5 th in 100m backstroke 8 th in 4x50m medley B Grade: 6 th in 50m butterfly 6 th in 200m freestyle C Grade: 1 st , 8 th in 100m backstroke 2 nd in 4x50m medley 2 nd in 50m backstroke 2 nd , 4 th in 50m butterfly 2 nd , 5 th in 50m freestyle 2 nd , 7 th in 50m breaststroke 8 th in 100m freestyle 8 th in 100m breaststroke 3 rd in Overall
	<i>Shum Shui Po Cross Country Competition</i>		Boys Section D: 5 th Boys Section E: 5 th , 7 th , 9 th	Boys Section D: 9 th Boys Section E: 2 nd , 4 th , 5 th , 8 th , 9 th
	<i>Hong Kong Mountain Bike Race</i>		Novice: 3 rd	
	<i>Hong Kong Mountain Bike Championships</i>		Open: 1 st Novice: 2 nd	
	<i>Hong Kong Mountain Bike Competition</i>		Youth 14 – 16 Group: 2 nd	
	<i>CLSA Outward Bound Adventure Race</i>	Youth Category: 1 st	Youth Category: 2 nd	
	<i>Hong Kong Duathlon Series</i>		Race 1 (Boys' individual): 5 th	
	<i>Swimming Competition celebrating the 62nd anniversary of the establishment of the PRC</i>		Boys Section: 3 rd in 50m breaststroke 3 rd in 4x50m freestyle	
	<i>Hong Kong Life Saving Marathon</i>		Student Boys Single: 2 nd	
	<i>HKFA Under-20 Fencing Championships</i>		Under 14 Men's Sabre: 1 st	
	<i>Hong Kong Open Aged Junior Martial Arts Competition</i>		Boys' Intermediate: 1 st class honour	
	<i>Hong Kong Secondary School Trampolining Championship</i>		4 th	
	<i>Hong Kong Trampoline Open Championship</i>		1 st in Synchronization	

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Sports	Rotary 10K Race	Men's Junior: 7 th , 10 th Boys' 16 Section: 6 th , 8 th Boys' 14 Section: 7 th , 8 th , 10 th		
	HKITU Triathlon Premium Asian Cup	Youth/Fun Distance Male 16 – 19 Section: 2 nd		
	Hong Kong Boys' Taekwondo Competition	Men 65kg or below: 1 st , 2 nd		
	All Hong Kong Schools Wushu Competition	Nanquan: 5 th		
	Shatin Swimming Competition		Youth Boys Section: 1 st in 100m backstroke 2 nd in 50m backstroke 3 rd in 200m backstroke	
	Shatin Festival Half Marathon cum Christmas Fun Race	Boys Section: 8 th		
	Southern District Beach Run Competition	Boys MC14-17 Section: 6 th		
	Rose Bowl (Inter-school Bridge Competition)	4 th in Qualifying section	3 rd in Qualifying section	4 th , 5 th , 6 th in Qualifying sections
Academic	Hong Kong Schools Speech Festival	TWO 1 st FOUR 2 nd ONE 3 rd	TWO 1 st TWO 2 nd TWO 3 rd	THREE 1 st TWO 2 nd SEVEN 3 rd 34 Merits 9 Proficiency
	Hong Kong Schools Public Speech Festival	Certificates of Appreciation		
	Hong Kong Secondary Schools Debate Competition (Basic Law Cup)	Putonghua Section: 4 th		
	Australian Mathematics Competition	1 Distinction 7 Credit	3 Distinction 9 Credit	3 Distinction 9 Credit
	Hong Kong & Macau Mathematical Olympiad Open Contest		1 Silver 5 Bronze	3 Silver 9 Bronze
	"Hua Xia Cup" National Mathematics Olympiad Invitational Competition (Hong Kong District)	TWO 2 nd honour SIX 3 rd honour	ONE 1 st honour THREE 2 nd honour SIX 3 rd honour	Qualifying: TWO 1 st prize TWO 2 nd prize THREE 3 rd prize Knockout: ONE 2 nd prize FOUR 3 rd prize Final: ONE 1 st prize ONE 3 rd prize
	Mathematics Book Report Competition for Secondary Schools	Second Class Prize Certificate of Merit		

Nature	Name of Competition / Organization	Award / Prize details		
		2010/11	2011/12	2012/13
Academic	<i>Secondary School Mathematics and Science Competition</i>			Physics: Distinction Chemistry: Medal Mathematics: High Distinction
	<i>Hong Kong Budding Scientists Award</i>		THREE 2 nd class honor ONE 3 rd class honor	
	<i>International Junior Science Olympiad Hong Kong Screening</i>	2 Third Class Honour		
	<i>Junior Achievement Business Programme</i>		Overall: Corporate Social Responsibility (CSR) Award	
	<i>Junior Achievement Personal Finance</i>	Participation	Participation	Participation
	<i>Junior Achievement Financial Management</i>	Participation		
	<i>Citi Youth Investment Education Program</i>	Participation		
	<i>Shatin District Travel Route Design Competition</i>	Certificate of Merit		
	<i>World Telecommunication and Information Society Day</i>	4 th		
	<i>Geopark Independent Enquiry Study Competition</i>	Participation		
	<i>Sustainable Development School Award Programme</i>	Silver Award		
	<i>IVE Career Pioneer Training Programme</i>		Champion	
<i>The Hong Kong Academy of Gifted Education</i>			2 students	
Services	<i>The Sir Edward Youde Memorial Prizes for secondary schools students</i>	ONE F5 student ONE F7 student	ONE F5 student ONE F7 student	ONE F5 student ONE F6 student
	<i>“Hong Kong 200” Leader Project</i>		One student	
	<i>Shatin Outstanding Students Competition</i>		Certificate of merit	
	<i>Hong Kong Red Cross Youth of the Year</i>	East NT District: Winner	East NT District: Winner	Hong Kong: Winner East NT District: Winner
	<i>Shatin Student Ambassador</i>			7 Winners

5.7 Major Social Services

2012 – 2013

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Activity Week Experience programmes: Experiencing Vietnam, Feel Thailand: The Thai Experience Trip

2011 – 2012

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Ma On Shan Azalea Planting Ceremony
- ◆ Slum Dunk Challenge
- ◆ Activity Week Experience programmes: Experiencing Vietnam, NICAM : Nice Cambodia Trip, Culture in Rural Yunnan

2010 – 2011

- ◆ School-based Social Services curriculum for all senior secondary students
- ◆ Flag Days for various organizations
- ◆ School-based Community Charity Day
- ◆ Dress Special Day by Hong Kong Community Chest
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Ma On Shan Azalea Planting Ceremony
- ◆ Slum Dunk Challenge
- ◆ Activity Week Experience programmes: Experiencing Vietnam, Culture in Rural Yunnan

6. Major Concerns (Achievements and Reflection)

6.1 To provide a Quality Education that strengthens students' academic performance and character formation

Achievements

- The school-based EMI (English as Medium of Instruction) policy was implemented and students received a full immersion in an English environment. All the morning announcements, prayers, school masses, school assemblies, and the annual speech day were mainly conducted in English. Students were motivated to use English through different co-curricular activities on campus outside the classroom.
- Teaching Chinese Language in Putonghua was implemented in selected classes in junior forms together with effective group.
- Effective Grouping was implemented in Form 1-2 Mathematics to cater for the learning diversity.
- Small class teaching was used for teaching Computer Literacy and Co-Teaching (two teachers per class) continued in Form 1-2 English in order to maintain a lower student –teacher ratio, more beneficial to student learning. In Term 2 Co-teaching was also implemented in some Form 1-2 Chinese lessons for the same reasons. Qualitatively, these measures produced favourable outcomes as observation showed improvement in student engagement in these subjects.
- Contemporary Studies and History Studies continued to be delivered as school-based curricula in the Personal, Social and Humanities Education Key Learning Area in Junior Secondary.
- Project Learning Skills development was incorporated into the Form 3 Contemporary Studies curriculum with professional support from the Hong Kong Institution of Education (HKIEd) who conducted seminars for teachers of this subject.
- Bridging programmes for Form 1 students were held in August to facilitate students' transition from primary school to secondary school.
- The performance of students under the New Senior Secondary (NSS) Curriculum was reviewed. The passing percentage in each subject was acceptable. The school was particularly satisfied with the results in English, Mathematics and Computing (ICT).
- The promotion of reading is a priority for the school. Several student and teacher book sharing sessions were conducted. Two book exhibitions were held to encourage students to read. Three different magazines with contributions from students in English, Chinese and Mathematics were published to encourage students to apply knowledge gained from reading into writing.
- Junior Secondary School students participated in the “One-Student-One Sport & Art” (OSOSA) programme. Over 300 students (including all Form 1 students) participated in Uniform Group (Scouts, Air Cadets, Sea Cadets, St. John Ambulance Brigade and Red Cross) activities with the help of alumni. They received training on leadership, teamwork, self discipline and service.
- This year Virtues Programme focuses on “仁” (Mercy) and was delivered through the

monthly Principal's talks, professional sharing, tutoring and the AWE Programme.

- Students had a chance to contribute to Hong Kong Charities through the Community Charity Day and donated over \$40,000, our two Caritas Bazaar stands raised HK\$20,000 and over 70 students gave blood on Blood Donation Day.
- All Form 1-2 students joined the Adolescent Health Programme (AHP) organized by the Health Department.
- Holy Mass was celebrated by the School Chaplains each Friday at 8:25 am with voluntary student participation.
- Catechism classes were given during lunch time to support interested students' learning of the Catholic faith.
- Student Leaders of the Student Association, Houses, Prefects and major societies such as FIDES (Fide Society) attended in-house leadership training courses including a day camp and two overnight camps.
- Visits to universities and the Hong Kong Institute of Vocational Education were organized for Form 4-5 students to prepare them for further studies. Careers talks were held in school and the Parent-Teacher Association (PTA) conducted several professional site visits.

Reflection

- The use of English in an EMI School is quite good already and public exam results in English are acceptable, but there is still room for improvement, especially in Language Across the Curriculum (LAC) policy and practices. The language awareness of non-language subject teachers was enhanced and more efforts were made to help students learn subject vocabulary in class and to learn and practice with specially designed webpages.
- A new subject, Life & Society, was introduced in Form 1 in order to enhance student learning regarding personal and social developments. In accordance with the fine-tuning of EDB Medium of Instruction policy, this new subject offers the option of teaching some units in mother tongue and others in English.
- At the same time, to complement Life & Society, a second new subject: Geography was introduced in Form 1. It will provide a better foundation for students to study Geography in Form 4-6.
- Co-teaching was reviewed and found to be effective in terms of improved feedback to students, class management and teacher peer sharing. It has been extended to Form 3 and introduced in some Chinese lessons. However the school is aware both of the additional cost and the latest research in this area. The policy will be kept under review.
- The performance of students' reading was investigated. It was proposed to enhance student reading habits and will become a Major Goal of the next School Development Plan.
- All the evidence points to a need to re-address learner diversity. Hence it will also be a Major Goal of the next School Development Plan.
- The policy regarding OSOSA music, sports and uniform group training requirements for Junior Secondary students must be reviewed to ensure education is balanced and students are not overloaded.

6.2 To enhance teachers' professionalism for the delivery of a Quality Education

Achievements

- Student-centered teaching was further facilitated by implementing effective grouping in Mathematics.
- The Contemporary Studies Panel joined the Project Learning Training Programme organized by HKIEd in order to better prepare students for Independent Enquiry Study section of the Liberal Studies curriculum. A set of teacher reference materials was published by the HKIEd afterwards.
- The Chinese Subject Stream joined the School Based Support Service provided by the Education Bureau.
- There were two days of Staff Meetings (with Formation Level meetings and Subject Panel meetings) before the school year started as well as three Staff Development Days in the school year.
- There was an induction programme with training sessions for new teachers. Mentoring was provided to help them adapt to teaching life in Tak Sun.
- The effectiveness of tutoring was enhanced by an online tutoring records and student information system available in the School intranet.
- The tutoring programme was reviewed by the Guidance and Tutoring Committee. The results of which will be used to give direction for the same programme next year.
- Teachers reported a high level of job satisfaction in surveys and staff turn-over continued to be very low.
- The three-year cycle of appraisal for experienced teachers with annual appraisal for new staff continued.

Reflection

- Although the number of teachers joining Tak Sun each year is small, nevertheless, the new teacher mentoring programme needs to be strengthened and systematized to better cater for the needs new teachers. The HRPD (Human Resources and Professional Development) Committee will investigate secondary school mentoring practices.
- The use of PMI (Putonghua as Medium of Instruction) in Chinese teaching needs to be reviewed as it results in increased learner diversity.
- Some improvements in the Tutoring Program are needed including monitoring the frequency and effectiveness of tutor-tutee meetings.
- More cross-curricular collaboration would be welcome in order to achieve a more coordinated approach to fostering student self-study skills.
- Greater use should be made of external resources to update teachers on current educational issue as part of teacher development.
- The Appraisal System should be modified to incorporate categories and descriptors used in the Teacher Competencies Framework of the ACTEQ (Advisory Committee on Teacher Education and Qualifications).
- The Planning-Implementation-Evaluation model must be further built in to school policies and practices in response to the suggestions from the ESR (External School Review) Team. This will take effect in the 2013-16 School Development Plan and the 2013-14 School Annual Plan.

6.3 To enable parents as the primary educators of their children in partnership with the school for the achievement of a Quality Education

Achievements

- Two parent education programmes were held during the academic year in order to help parents understand their roles in the education of their sons. The programmes provided were Basic Parenting Seminar for parents of students in Form 1, and Effective Parenting Workshop for parents of students in other forms. Many Form 1 Class Tutors attended voluntarily and this in turn stimulated parent response to the seminars.
- Two Parents Forums were held in each Formation Level in order to facilitate parent understanding of the school curriculum and update them on education reforms.
- The Principal and Vice-principals joined the regular Parent-Teacher Association (PTA) meetings held monthly so that parents could be informed of the latest school developments. Similarly, school could also have better understanding of the expectation from parents.
- A Tak Sun Family Walkathon was held in May with the full support of the PTA.
- Parent Days were held each term so that parents could discuss their child's academic progress and character development.
- Work Place Experience Sharing seminars and Resume Writing seminars were organized with parents support for Form 5 students so that they have a better understanding of the job market.
- A Parent Manager was elected to represent the views of parents in the Incorporated Management Committee.

Reflection

- The involvement of parents is decisive in the education of young people. Without the support and understanding of parents, we could not have achieved what we have done so far. We must continue to reach out and communicate with parents who are the primary educator.
- Parents are willing to be an excellent resource in supporting school event and career related activities.
- Parenting Education is very beneficial for student development. Class Tutor involvement on a voluntary basis should be encouraged as their presence enhances parent interest and satisfaction.

7. Financial Summary

Financial Summary for the 2011/2012 School Year

	Government Fund	Non-Government Fund
INCOME (in terms of percentages of the annual overall income)		
DSS subsidy (including government grants not subsumed in DSS unit rate payable to schools)	70.5%	N.A.
School Fees	N.A.	27.5%
Donations, if any	N.A.	N.A.
Rental, Interest & Sundry Income	0.7%	1.3%
TOTAL INCOME	71.2%	28.8%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	84.5%	
Operational Expenses (including those for Learning and Teaching)	10.8%	
Fee Remission / Scholarship	2.3%	
Repairs and Maintenance	1.4%	
Depreciation	1.0%	
Miscellaneous	0.0%	
TOTAL EXPENDITURE	100%	
Surplus/(Deficit) for the School Year#	2.55 months of annual expenditure	
Accumulated Surplus/Deficit in the Operation Reserve as at the End of the School Year #	3.17 months of annual expenditure	
# in terms of equivalent months of annual overall expenditure		

- Details of expenditure for large-scale capital works, if any: NIL
- The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%
- It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriated).

Additional Information:

Capacity Enhancement Grant	
The finalized average cost of CEG per student for 2012-13: \$503	
Use of CEG	Employment of Teaching Assistants to relieve teachers' workload
No. of staff employed	2

Liberal Studies Grant	
Balance of the LS Grant and additional LS Grant bought forward from 2011-12.	
Use of LS Grant	Employment of additional teacher to teach Liberal Studies.
No. of staff employed	1 x 6 months

Diversity Learning Grant	
Other Programme	
Use of the Grant	Training programmes for developing students' critical thinking and writing skills.
No. of students attended	F.4 and F.5 students
Applied Learning	
Use of the Grant	2011-2013 Cohort: VTC – Film and Video Studies
No. of students attended	23

e-Learning Grant	
Use of the Grant	Procurement of e-Learning resources – project learning online platform

School Base – After School Learning	
Use of the Grant	Sponsorship of after school musical classes (OSOSA) for the students who are having financial difficulties
No. of beneficiary	44

School Base Professional Support (SBPS) Programmes	
A teacher was invited to participate in the School Support Partners (SSP) Scheme of the SBPS Programmes for the 2012/13 school year	
Use of the Grant	Employment of additional teacher to teach Science subject

8. Key Issues for the new Annual School Plan

Major Concerns (1):

To develop learning and teaching strategies to cater for learner diversities

- To use collaborative lesson preparation to design suitable lesson activities
- To provide individual after-class tuition to students who need more support
- To provide personal recognition and advices through tutoring
- To extend the bridging programme in Junior Secondary
- To develop a team to coordinate the needs of students with Special Educational Needs (SEN)

Major Concerns (2):

To improve Reading Culture

- To fine-tune the uninterrupted reading programme and reading reward scheme
- To provide easier access to the school library and set up class libraries
- To introduce reading skills through language subject lessons
- To enhance the book sharing sessions and activities

Major Concerns (3):

To enhance curriculum planning, implementation and evaluation quality

- To develop middle management participation in developing school policies
- To enhance the role of the middle management in the professional development of teachers
- To create more opportunities for professional dialogue within each Subject Panel
- To regularly evaluate implementation of Subject Panel curriculum plans
- To set up Quality Assurance (QA) Committee to monitor the implementation process