



Tak Sun Secondary School

德信中學

School Annual Plan

2011/2012

## **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.

## **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.

# **Tak Sun Secondary School**

## **School Annual Plan**

**2011/2012**

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#### **Long Term Goals (Major Concerns)**

(As per School Development Plan 2010/11-2012/13)

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## 1. Long Term Goal: To provide a Quality Education that enhances learning and teaching

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
<b>1.1</b> To strengthen enhancement and remedial programmes to support students with different learning needs	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Clear objectives of enhancement and remedial programmes</li> <li>• Programme design meets the needs of students</li> <li>• Systematic evaluation mechanism</li> <li>• Collaboration between different functional parties</li> </ul>	<ul style="list-style-type: none"> <li>• Longitudinal study of student performance in different quarters across the year</li> <li>• Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Formation Council</li> <li>• Subject Panels</li> <li>• Tutoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources to design, implement and evaluate the programmes</li> <li>• Capacity Enhancement Grants and Liberal Studies Grant</li> </ul>
<b>1.2</b> To promote reading across-curriculum	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Whole-school participation in reading</li> <li>• Regular promotion to arouse students' interest in reading</li> <li>• Regular review and reward to sustain reading habit</li> </ul>	<ul style="list-style-type: none"> <li>• Student reading log</li> <li>• Class reading record</li> <li>• Library circulation record</li> <li>• Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Committee</li> <li>• Library</li> <li>• Subject Panels</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reading period</li> <li>• Reading awards</li> </ul>
<b>1.3</b> To recognize students' academic achievement regularly	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Promotion of outstanding academic performance every quarter</li> <li>• Presentation of awards to students quarterly to sustain their efforts put on studying</li> </ul>	<ul style="list-style-type: none"> <li>• Review of student performance in different quarters across the year</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Formation Council</li> </ul>	<ul style="list-style-type: none"> <li>• Support from Student Formation and Administration Councils</li> </ul>
<b>1.4</b> To collaborate between English and non-language subject panels to design support programmes for learning in English	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Clearly defined Language Across Curriculum policy</li> <li>• Identify text-types in non-language subjects (Contemporary Studies and Integrated Science)</li> <li>• Teaching materials and strategies to help students develop English competency to learn non-language subjects (Contemporary Studies and Integrated Science)</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance in Contemporary Studies and Integrated Science</li> <li>• Peer Observation</li> <li>• Student survey</li> </ul>	<ul style="list-style-type: none"> <li>• Language across Curriculum Taskforce</li> <li>• Contemporary Studies Subject Panel</li> <li>• Integrated Science Subject Panel</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher training programme</li> <li>• Diversity Learning Grant</li> <li>• Scheme on Additional Support for Secondary Schools Adopting English-medium Teaching</li> </ul>
<b>1.5</b> To design various modes of assignment to consolidate and extend what students have learnt	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Clearly defined homework policy</li> <li>• Clearly defined homework collection procedures</li> <li>• Systematic evaluation mechanism</li> <li>• Collaboration between Class Tutors and Subject Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Homework inspection</li> <li>• Homework submission record</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Policy Taskforce</li> </ul>	<ul style="list-style-type: none"> <li>• Human resource to maintain homework submission record and running of after-school homework class</li> <li>• Capacity Enhancement Grants and Liberal Studies Grant</li> </ul>
<b>1.6</b> To align lesson observation and assignment inspection towards curriculum development focuses	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Well-defined lesson observation policy</li> <li>• Well-defined assignment inspection policy</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Assignment inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Formation Council</li> </ul>	<ul style="list-style-type: none"> <li>• Guests from the Hong Kong Institution of Education</li> </ul>

## 2. Long Term Goal: To provide a Quality Education that strengthens students' character formation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
2.1 To cultivate a culture of love and care among all stakeholders (parents, students and teachers)	09/11 – 06/12	<ul style="list-style-type: none"> <li>• More contact time between class tutors and students for relationship building</li> <li>• Students' appropriate application of the skills learned in various virtues programmes and subjects.</li> <li>• Effective teacher and parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's observations</li> <li>• Students' feedback / survey</li> <li>• Tutoring</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Senior and Junior Secondary Sections</li> </ul>	<ul style="list-style-type: none"> <li>• Adolescent Health Programme (AHP)</li> </ul>
2.2 To organize holistic civic activities and programmes	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Successful implementation of programme by civic education committee</li> <li>• Participation of students in civic activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students' feedback / survey</li> <li>• Teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Civic Education Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Enhancement Grants</li> <li>• After-School School-Based Learning Grant</li> </ul>
2.3 To strengthen the discipline and counseling as well as the guidance programme of the school	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Empowerment of the discipline and counseling committee in handling discipline cases</li> <li>• Coordination and support from the Formation Levels</li> <li>• Understanding students needs when implementing the Guidance programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline reports/records</li> <li>• Teachers' Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline Team</li> <li>• Tutoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Enhancement Grants</li> <li>• Diversity Learning Grant</li> </ul>
2.4 To implement effectively the tutoring system	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Allowing more tutoring time</li> <li>• Having experience teachers as tutors</li> <li>• Better tutee-tutor matching</li> <li>• Support and sharing between tutors</li> <li>• Support from parents on tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring surveys</li> <li>• Tutors' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring Committee</li> </ul>	<ul style="list-style-type: none"> <li>• External support such as alumni tutors or tutors from the school sponsoring body</li> </ul>
2.5 To offer comprehensive and continuous leadership and service programmes and extra-curricular activities from junior to senior forms	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Continuity of leadership and service programmes</li> <li>• Students' participation on various extra-curricular activities</li> <li>• Leadership opportunities that school offered to students</li> </ul>	<ul style="list-style-type: none"> <li>• Students' performance</li> <li>• Teachers' observation and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Co-Curricular Activities Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity Enhancement Grants</li> <li>• After-School School-Based Learning Grant</li> <li>• Diversity Learning Grant</li> </ul>

### 3. Long Term Goal: To enhance Home-School cooperation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
<b>3.1</b> To equip parents with the knowledge and skill of being “Parents as the primary educators’ through our parenting courses	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Participation of parents in the parenting courses</li> <li>• Parents’ positive sharing in parents’ forum</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of the parenting courses</li> <li>• Parents’ feedback/survey</li> </ul>	<ul style="list-style-type: none"> <li>• Home-School Cooperation Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Parent-Teacher Association</li> <li>• School Social Worker</li> <li>• Some non-government organizations such as Hong Kong Boys’ and Girls’ Club Association and Family First Foundation</li> </ul>
<b>3.2</b> To enhance the communication means with parents	09/11 – 06/12	<ul style="list-style-type: none"> <li>• Involvement of PTA in communicating with parents</li> <li>• Relationship and trust between teachers and parents</li> <li>• Effective and prompt communication to parents on school policies</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and teachers’ feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Home-School Cooperation Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Parent-Teacher Association</li> </ul>

