

Tak Sun Secondary School

德信中學

School Annual Plan

2015-16

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香港科技大學 (Jockey Club) Science & Technology Wing

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHON

Major Concern 1: To develop learning and teaching strategies to cater for learner diversities

Target - Outcome	Strategy - Task	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(a) Students with different learning abilities show academic improvement	To implement the concept of core/extended assessment and feedback mechanism in the curriculum - As assessment is an end product, the core/extended concept will be applied to curriculum (F1 English and Integrated Science (IS))	- Higher ability students are challenged and show more engagement. - Higher order thinking skills are fostered. - Learning of average ability students is consolidated by core curriculum.	- Subject teachers' feedback reports enhanced engagement - Lesson observation to confirm feedback - Survey of students involved - Analysis of homework performance	- Academic Formation Council (AFC) - Teacher Development Master (TDM) - English Subject Panel Chair (SPC) - IS SPC	- Education Bureau (EDB) School-Based Support Service
(b) Student confidence and self-efficacy are enhanced	To provide individual after-class tuition to students who need more support - Open after-school Homework Clinics in English, Chinese, Mathematics and IS for all students - Academic Support Programme (ASP) for all Conditionally Promoted (CP) F1-F5 students thrice weekly	- Homework submission rate improves - Performance of individual students improves - Deterioration of poorly performing students is prevented	- Attendance records of ASP - Usage records of homework clinics - Student programme survey	- ASP: Junior and Senior Section Heads - Homework Clinic: Panel Chairs - AFC	- School subsidy for CP students in ASP - Teachers available for homework clinic
	To provide personal recognition and advice through tutoring	- Students have a better understanding of strengths and weaknesses - Students report awareness of teacher support	- Tutoring Survey - APASO Survey - Stakeholder Surveys	- Student Formation Council (SFC)	- On-line tutoring survey - Alumni tutors
(c) Less able students can use English to learn	To enhance strategies for EMI (English as Medium of Instruction) teaching through training and sharing of good practices - Strengthen collaboration between English and IS in curriculum design and implementation	- IS teachers acquire pedagogical content knowledge to make their language awareness operational - English teachers understand for the needs of students learning sciences through EMI - English teachers introduce text types and language patterns used in IS	- English teachers observe IS lessons - IS Teachers observe English lessons - Student Program Survey	- AFC - TDM - English SPC - IS SPC	- EDB School-Based Support Service (LAC project)
(d) Enhance teacher awareness when handling students with Special Educational Needs (SEN)	To provide teacher training in SEN - Give teacher training in SEN by SEN Team and outside experts - 2 more teachers sent for SEN training - Outsource programme for students with ADHD and Dyslexia	- Teachers' skills in handling SEN students are more mature - Students with SEN and parents note enhanced school and teacher support	- Feedback to SEN Team by teachers - Programme evaluation by students with SEN	- SEN Team	- Courses provided by EDB and tertiary educational institutions - Financial subsidy by the school for SEN programmes

Major Concern 2: To improve reading culture

Target - Outcome	Strategies - Tasks	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(e) Students acquire a reading habit	<p>Fine-tune the uninterrupted reading programme and reading reward scheme</p> <ul style="list-style-type: none"> - The Reading Reward Scheme is synchronized with Class visits to the library 	<ul style="list-style-type: none"> - Class Tutors (CT) role-model reading habit in Class Tutor Periods (CTP) - Students have suitable reading materials for CTP - Increased student participation in the 3rd year of pilot reading reward scheme 	<ul style="list-style-type: none"> - Stakeholder Surveys - Feedback from CT to Reading Committee - Reading Committee Observation - Reading Reward Scheme participation records 	<ul style="list-style-type: none"> - CT - Reading Committee - School Librarians 	<ul style="list-style-type: none"> - Recommended book list - Prizes and awards
	<ul style="list-style-type: none"> - Continue regular library visits for F1-F3 students - Increase the number of Class Libraries from existing 18 classes - Increase frequency of book promotion in assembly 	<ul style="list-style-type: none"> - Increased number of library books borrowed - Increased number of students visit library - Class Libraries increase to 18+ 	<ul style="list-style-type: none"> - Library circulation and student visit records - Resources for Class Libraries deployed 	<ul style="list-style-type: none"> - School library - CT - Reading Committee 	<ul style="list-style-type: none"> - Mini circulation system for class - Budget for CT to buy books
(f) Students are able to read, read to learn and read for life	<ul style="list-style-type: none"> - English Teachers use 1-2 readers, short stories, newspapers, and magazines to develop reading skills - Chinese Teachers will require F1-F3 students to choose 3-4 Chinese readers for study 	<ul style="list-style-type: none"> - Completion of the English and Chinese language reader reading tasks by all students 	<ul style="list-style-type: none"> - SPC and teachers to check number and frequency of classroom reading activities 	<ul style="list-style-type: none"> - SPC - Teachers 	<ul style="list-style-type: none"> - Classroom reading materials paid for by students
	<ul style="list-style-type: none"> - Enhance the book sharing sessions and activities - 2 book exhibitions - Teachers set up and lead small group reading and writing clubs 	<ul style="list-style-type: none"> - Student and teacher participation in book sharing sessions increase - Increased attendance at school book fair - Reading and writing clubs set up and functioning 	<ul style="list-style-type: none"> - Observation at book sharing sessions and book fairs - Monitoring by Reading Committee of reading and writing clubs 	<ul style="list-style-type: none"> - English and Chinese SPC and teachers - Reading Committee 	<ul style="list-style-type: none"> - Book fair service - Book sharing and presentation by external reading expert - Language teachers' free time to lead reading and writing clubs

Major Concern 3: To enhance curriculum planning, implementation and evaluation quality

Target - Outcome	Strategies - Tasks	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(g) Effective implementation of curriculum with proper evaluation	<ul style="list-style-type: none"> - Better use of assessment data to improve teaching - Refer to (School Value-Addedness Index) SVAI in identifying good practices - SPC meet AFC to discuss application of findings to curriculum delivery 	<ul style="list-style-type: none"> - SPC continue to improve their use of different assessment data to enhance curriculum planning 	<ul style="list-style-type: none"> - e-homework calendar record - Electronic Mark Book record - Ongoing homework inspection by subject panel chairs - Homework inspection data marked on teacher appraisal form 	<ul style="list-style-type: none"> - AFC - SPC 	<ul style="list-style-type: none"> - IT support for survey implantation and generation of results
(h) All school members receive recognition and feedback on their performance	To recognize teachers' efforts and contributions:- Use student survey to identify teachers whose performance has improved	<ul style="list-style-type: none"> - Teachers note school support for the professional improvement and development 	<ul style="list-style-type: none"> - Stakeholders' Survey 	<ul style="list-style-type: none"> - Human Resources and Professional Development (HRPD) Committee - TDM 	<ul style="list-style-type: none"> - IT support for survey implantation and generation of results
	To collect feedback from teachers about the leadership of middle management <ul style="list-style-type: none"> - Interview teachers for feedback on quality of teacher development programmes provided by management 	<ul style="list-style-type: none"> - Teachers have input into their own professional development so that it corresponds to their needs 	<ul style="list-style-type: none"> - Programme evaluation - Feedback from teacher interviews led by TDM 	<ul style="list-style-type: none"> - HRPD Committee - TDM 	<ul style="list-style-type: none"> - N/A

Diversity Learning Grant (2015/16-2017/18)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Committee-in-charge
					15/16	16/17	17/18		
Other Programmes	✓ To offer training in Critical writing skills to those talented in Liberal Studies	Critical Writing Skill workshop	3 years	S4-S6 students	20	20	10	Evaluation survey by the course provider	Senior Section
	✓ To offer varied trainings (subject-based) for the talented students	"Program for the Gifted & Talented" <i>Faculty of Education, CUHK</i>	12-21 hours intensive courses	S4-S6 students	10	10	10	Evaluation survey by the course provider	Senior Section
	✓ To provide leadership training to student leaders	Leadership Training Project	3 years	S4-S5 students	12	12	12	Performance of student leaders in various committees	Co-Curricular Activities Master
	✓ Students opting for Music, Network Programme can help to cater for their diverse needs	2015/2018 NSS Music Joint Schools Network Programme (Shatin)	3 years	S4-S6 students	3	2	1	Performance of students in the HKDSE Examination	Music Subject Panel Chairman

	<ul style="list-style-type: none"> ✓ To provide training to students talented in debating and public speaking skills 	<p>“模擬立法會”-香港青少年領袖發展協會</p> <p>“暑期青少年培訓計劃”</p> <p><i>Roundtable Community</i></p>	1 year	S4-S5 students	8	8		Quality of debating and public speaking skills shown in campus and external contests	Chairman of Civic Education Committee
	<ul style="list-style-type: none"> ✓ To provide training for the peer counseling in Career education 	<p>“校本輔導大使計劃 2015”</p> <p>學友社</p>	1 year	S4 students	8			Publication from the trained peer counselors	Career and Life Planning Master
Applied Learning (ApL)	<ul style="list-style-type: none"> ✓ To provide ApL course to cater students with different learning needs and interests. ✓ Students can acquire diverse learning experiences and develop their career aspirations. 	<p>Film and Video Studies provided by VTC</p> <p>Aviation Studies provided by HKU SPACE</p>	2 years	S5-S6 students		18	25	Students successfully completing APL course as shown in the record of student learning. Assessment of students' performance. Students' feedback.	Senior Section

Tak Sun Secondary school
Life Planning Education and Careers Guidance Service (2015-2016)
Annual Plan

A. Major Concerns

1. To provide students and parents with accurate and sufficient career information
2. To help students better understand their career aspiration according to their own interests, abilities and orientations
3. To equip students to make an informed and responsible choices on their career goals and other aspects leading to a meaningful life

B. Implementation Plan

1. Major Concern: To provide students and parents with accurate and sufficient career information

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To generate in students career path awareness with sufficient career information	Launch Career day(s) for all boys during the lunch time and let them understand more about working reality	Feedback from students through informal interviews Observation	Programme fee HK\$2,000
	Develop the CLP Ambassadors to provide career planning activities for all boys	Feedback from students through informal interviews Observation	Training fee, Programme fee HK\$ 7,000
	CLP website in the school homepage and provide the latest Careers information	Feedback from students through informal interviews	
	CLP resources center in 4/F	Feedback from students through informal interviews	CLP related magazines/ teaching resources HK\$4,000
	Organize Workplace visit for both Senior and Junior session	Feedback from students through informal interviews Observation	Visits / Workshops / Transportation fee HK\$5,000

	Take F.4 boys to visit Workplaces (during ACE lessons)	Feedback from students through informal interviews	Visits / Workshops / Transportation fee HK\$ 7,000
	Arrange Senior boys to visit Career Expo at Feb	Feedback from students through informal interviews	Visits / Workshops / Transportation fee HK\$1,000
	Arrange Job Shadowing for Selected F.4-5 students (cooperate with PTA)	Feedback from parents Feedback from students	HK\$5,000
	Publish information booklet on further study pathway. (Mission)	Feedback from students through informal interviews	HK\$4,000
	Information booths on the HKDSE result release day	Feedback from students through informal interviews	
To enable parents to have accurate information for decision making	Parents Forum theme talks in Junior & Senior section	Feedback from students through informal interviews Observation	
	Launch Careers information consultation booth during parent days	Feedback from students through informal interviews	

2. Major Concern: To help students better understand their career aspiration according to their own interests, abilities and orientations

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To help F2 boys understand their interest and dream in Career	Organize “Dream Career activity for F1 and F2 boys	Students work will be posted	Gift and Prizes HK\$5,000
To prepare S6 students for the release of HKDSE results	Conduct mock HKDSE results release workshop	Formal feedback survey	NGOs HK\$8,000
To enable senior boys to have a grasp of JUPAS and sub-degree strategies	Invite alumni to share about their experience on studying in self-financed degree and sub-degree programme	Feedback from students through informal interviews Observation	
	JUPAS and further study talks for F5-F6 students	Feedback from students through informal interviews Observation	PTA Tertiary institution representatives
	Conduct individual counselling with F5 and F6 students on further study plan. Conduct group counselling with selected F.5 students. (cooperate with social worker)	Feedback from students through informal interviews Observation	
	Subside selected F.4-5 students to join summer activities organized by university	Feedback from students	
	Conduct Mock interview (F5)	Survey	HK\$20,000 (DLG)
To help F3 students make informed and responsible decisions on subject selection	Organize subject selection workshop for F3 students	Feedback from students through informal interviews Observation	CLP Ambassadors BGCA Subject teachers HK\$1,000

3. Major Concern: To equip students to make an informed and responsible choices on their career goals and other aspects leading to a meaningful life

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To enable teachers can help students to make an informed and responsible choices	To provide training for F.3, F.5 and F.6 CTs about latest further study information and skills	Feedback from teachers	
To empower the capacity of the CLP committee	To employ associate teacher so that teachers in the CLP committee can focus on formulating policies	Associate teacher employed Qualitative feedback form teachers in CLP committee	Employment of associate teacher to relieve the teaching load of the members in CLP committee so that they can focus on formulating education in school HK\$300,000
To generate in students career path awareness	In AE&C lessons in senior session, explore the career understand in F4 boys	Students survey SFC survey	
	Conduct activities from Career mapping curriculum provided by HKACMGM in F5-F6	Feedback from students through informal interviews Observation	HKACMGM curriculum and teaching aids \$4,500
	Complete the Career interest inventory on line test for F6 boys	Feedback from students and their tutors	Register fee for the online account HK\$5,000