



Tak Sun Secondary School

School Development Plan
2007/08 – 2009/10

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 Development Plan (2007/08-2009/10)

Long Term Goals	Intended Outcomes / Targets	Strategies	Time scale		
			07/08	08/09	09/10
(1) To provide a Quality Education that strengthens students' academic performance and character formation	(a) To ensure students meet basic competence in junior forms and excel in public examinations in senior forms	(i). To build up a <i>subject language baseline</i> and integrate it into the teaching and learning of all academic subjects in junior forms	V	V	V
		(ii). To ensure the effective implementation of the <i>EMI policy</i>	V	V	V
		(iii). To implement <i>curriculum tailoring to cater for learner differences</i> in all forms	V	V	V
	(b) To enhance students' reading skills and cultivate students' reading habit that will enable them to learn effectively	(iv). To arouse students' engagement in reading by incorporating <i>reading requirements in formal curricula</i> and creating a more stimulating environment for reading	V	V	V
		(v). To establish a strong <i>read-and-share culture</i> among students and teachers on campus and engage parents in encouraging students to read at home		V	V
	(c) To enhance students' study skills so that they can form an effective independent learning habit	(vi). To create an <i>active learning community</i> in school		V	V
		(vii). To integrate the teaching of appropriate <i>study skills and attitudes into the subject curricula</i>	V	V	V
	(d) To nurture senior form students to be good role models for junior students	(viii). To ensure all senior form students can reach the <i>basic standards of being role models</i>	V	V	V
		(ix). To develop and empower <i>student leaders</i> who are the <i>role models</i> of all students		V	V
	(e) To help students develop good living habits so that they can become upright and responsible citizens	(x). To help students learn the importance of <i>proper behaviour inside and outside campus</i>	V	V	V
		(xi). To cultivate a <i>culture of love and care</i> among students and to cultivate that culture among students and teachers	V	V	V

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(2) To enhance teachers' professionalism for the delivery of a Quality Education	(f) To enhance student-centred teaching methodology to achieve effective learning	(xii). To enhance the <i>effective collaboration</i> among subject teachers	V	V	V
		(xiii). To ensure teachers understand and implement the concept of <i>student-centred teaching</i>		V	V
		(xiv). To promote <i>good practice sharing</i> among teachers to enhance teaching efficacy	V	V	V
	(g) To empower curriculum leaders to effectively lead the teams in curriculum development and delivery	(xv). To develop and implement curricula <i>in line with the education/curriculum reform</i>	V	V	V
		(xvi). To <i>collaborate with tertiary institutions and professional bodies</i> to strengthen leadership in curriculum development	V	V	V
	(h) To make tutoring more professional to achieve effective tutoring	(xvii). To develop a <i>standard tutoring curriculum</i> to be implemented by trained tutors	V	V	V
(xviii). To develop tutoring tools and system complemented by a <i>student information system</i>			V	V	
(3) To enable parents as the primary educators of their children in partnership with the school for the achievement of a Quality Education	(i) To equip parents with a good understanding of "Parents as the primary educator"	(xix). To uplift <i>parents' awareness of their roles as primary educators</i>	V	V	V
	(j) To enhance home-school cooperation	(xx). To strengthen <i>parent-school communication and cooperation</i>	V	V	V