

Tak Sun Secondary School

德信中學

School Development Plan

2016-19

德
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科學科技大樓 (Jockey Club Science & Technology Wing)

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHON

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.

School Goals, School Motto and Core Values of Education

The spirit of our school is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei, a personal Prelature of the Catholic Church. Its mission is to help people turn their work and daily activities into occasions for growing closer to God, for serving others, and for improving society.

The school motto “IN LABORE GAUDIUM” means “JOY IN DUTY” in English and “勤而樂” in Chinese . It embodies the mission of our school, which is “to provide a balanced and demanding formation based on Catholic Christian principles that enable our students to accomplish their full potential academically, as well as to grow to be upright and responsible men”. If each boy is personally able to feel that this mission is accomplished in him, the result will be Joy.

Joy should not be our personal goal, but is the fruit of achieving our life mission or doing our life’s duty, which requires hard work done well for good and upright reasons. As the Catholic faith that forms the principles of our school’s system of education tell us, the most wholesome and upright reason for doing anything, is to do it for God and our fellow men, not because we are forced to do so, but because we want to. This is what Saint Josemaría Escrivá tells us “that the most supernatural reason for doing anything at all is because we want to”.

Duty is not something we are made slaves to do, but something we should feel we must do for God and for others. Doing our duty means giving up our freedom in order to do something greater and more important than what we want to do at certain times or occasions. Doing our duty makes us better persons through the work we do and also makes the society in which we live a better place because it is made more perfect through our personal effort coordinated with other people’s work efforts. Thus one of the fruits of doing our duty is a more perfect society from which everyone is able to share Joy.

Holistic Review – Effectiveness of the previous School Development Plan (2013-16)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To develop learning and teaching strategies to cater for learner diversities	Partly achieved	<p>Enhance teachers’ professional development on how to develop students’ higher order skills through classroom activities</p> <p>Design enrichment activities for more able students in junior form subject curriculum</p> <p>Design graded materials for students in subjects participating in SBSS LAC project</p>	Continue to be major concerns in the next SDP
2. To improve reading culture	Partly achieved	<p>Improve the design of the morning reading period</p> <p>Improve the design and implementation of the English and Chinese reading curriculum to reinforce students’ reading skills</p> <p>School library renovation is in progress</p>	Incorporated as routine school work
3. To enhance curriculum planning, implementation and evaluation quality	Partly achieved	<p>Encourage cross-curricular collaboration to improve the curriculum design</p> <p>Emphasize the use of evaluation results to improve curriculum planning and implementation</p> <p>Empower subject panel chairmen in lesson observation to improve the effectiveness of teaching</p>	Partly incorporated into routine school work

Evaluation of the School's Overall Performance (2013-16)

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The Executive Office (EO) is the school top management including a wide range of representation: Principal, Vice-Principals, Supervisor and IMC representative. • The EO follows the principle of collegial decision-making and wants to improve transparency in formulating and implementing school policies. • Academic Formation Council (AFC) is in charge of planning, implementation and evaluation of academic formation. Subjects are categorized in subject streams for better coordination. Data is collected through surveys on teaching and learning. • Student Formation Council (SFC) is in charge of planning, implementation and evaluation of student formation. Data are collected through tutoring survey, SFC survey, APASO and individual committee's reports for evaluation and improvement. • Administration Council (ADC) is in charging of daily operation of the school administration works. • The school is divided into two sections, junior and senior to ensure supervision of the academic and personal development of students. • There is good use of evidence at both the school and subject panel levels to review and analyze the implementation of work plans and student learning outcomes. 	<ul style="list-style-type: none"> • An optimization on the School organization structure to enhance the effectiveness of school policy implementation • Teacher involvement in some major policy decisions • Collaboration between subject panels or committees to facilitate implementation of work plans • Creation of the form coordinator to have a more focused oversight adapted to student developmental stages
2. Professional Leadership	<ul style="list-style-type: none"> • Establishment of Teacher Development Master helps the school review and enhance teaching effectiveness. • The working relationship between the school management and most teaching staff is harmonious. • The school management tries to make use of staff appraisal to identify the training needs of teachers for continuous improvement. • Professional sharing related to teachers' common concerns was conducted on the Teacher Development Day. 	<ul style="list-style-type: none"> • A forum is needed for subject panel chairs to communicate directly with the school management • Empowerment of middle managers to share the curriculum leadership role i.e. gradually achieve distributed leadership • More professional support to middle managers so they can exercise their role and perform effectively • Timely feedback from senior and middle management to staff members on their performance to enhance their effectiveness • More professional sharing among panel members • Increased teacher awareness of SEN (Special Educational Needs)
3. Curriculum and Assessment	<ul style="list-style-type: none"> • Teachers have sufficient English proficiency to conduct lessons in English under school EMI (English as Medium of Instruction) policy. • The junior form curriculum was modified by introducing Life & Society and Geography to bring it into line with the senior form curriculum. • More Applied Learning programmes were introduced to provide a diverse learning opportunities for senior form students. • Our curriculum framework encompasses all KLAs including life-wide learning opportunities, enriches students' learning experiences and helps enhance their knowledge, positive values and attitudes. 	<ul style="list-style-type: none"> • Motivating student learning of Chinese • Vertical curriculum development in some academic subjects • Collaboration among subject panels and committees to develop students' self-directed learning habits and abilities • Catering for students' motivation, interests, learning styles or abilities in tailoring curriculum and teaching strategies

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> The various subject panels are able to implement and follow through the school assessment policy. The school maintains well-kept records of students' overall performance which includes both academic and non-academic attainments. A mechanism for monitoring curriculum implementation has been established. Lesson observation and assignment inspection are used to review and understand the progress and effectiveness of the curriculum plans. 	<ul style="list-style-type: none"> Fostering of a culture of professional development through more collaborative lesson preparation and lesson observation More studies on evaluation and better use on findings to evaluate curriculum design and implementation
4. Student Learning and Teaching	<ul style="list-style-type: none"> Teacher-student relationships are good which enhances student learning and facilitates teaching Students are interested in learning and take part in activities, following teachers' indications. They are attentive and generally observe class discipline. They are willing to learn under teachers' guidance. Teachers have good professional knowledge of their subject. They are serious about teaching. Teachers are generally able to arrange suitable learning activities to help students grasp the learning focus. They are supportive and encourage students of different abilities to engage in learning. Learning opportunities beyond the classroom are also arranged to help students apply and consolidate what they have learnt. 	<ul style="list-style-type: none"> Enhance the mechanisms for lesson observation to support teaching effectiveness Enhance students' independent learning skills and initiative in learning More support for SEN students Development of student reading habits Diversification of teaching pedagogy
5. Student Support	<ul style="list-style-type: none"> Establishment of Student Support Team, Career and Lifelong Planning Team to provide diversified support to students according to their abilities and potential. Homework Clinics after school: Mathematics, Chinese, English and Integrated Science for students to enhance their learning after-class through personalized attention. After-school Academic Support Programme for students@risk to strengthen their learning habits. 	<ul style="list-style-type: none"> School will vary Academic Support Programme with the voluntary Homework Clinics in most cases (Detention should not be used to achieve submission of homework) SEN student support should be prioritized Development of Multiple Pathways for graduating students
6. Partnership	<ul style="list-style-type: none"> About 50 F1 parents attended Parenting Education with very good survey results after five workshops. Good connection with 5 Uniform Group organizations: Boy Scouts, Red Cross, Sea Cadets, St. John's Ambulance and Junior Police Call. Career shows/talks organized by external education providers and consultants. Cooperation with the PTA for career talks and visits for senior forms students. Student Support Service provided by the Chinese University of Hong Kong. Adolescent Health Programme (AHP) co-organized with Health Department for F1-2 students Good relationship with government, district and community organizations. 	<ul style="list-style-type: none"> Development Parenting Education for senior forms Development of IFFD (International Federation for Family Development) Parenting Education for parent trainers Connection and exchanges with other secondary schools
7. Attitude and Behaviour	<ul style="list-style-type: none"> APASO shows better attitudes than HK average in many areas. Tutoring surveys show promising improvement in student satisfaction with quantity and quality. AHP for F1-2 helped students learn correct values and attitudes in their character development. 	<ul style="list-style-type: none"> Pay attention to APASO Negative Affect in F2-3 students. A school wide approach to classroom cleanliness Promotion of love and care for school property Better analysis of homework non-submission to develop a more strategic approach
8. Participation and Achievement	<ul style="list-style-type: none"> Overall 2nd in the HKSSF Sports Competition in the Sai Kung and Shatin Area 708 students participated in Co-Curricular Activities (CCA) such as school sports teams, uniform groups, wind band or choirs. 	<ul style="list-style-type: none"> Review student engagement in clubs and societies, facilitate activities and develop leadership skills Monitor CCA participation to avoid students not having suitable CCA

SWOT Analysis

Our Strengths

- Teachers have sufficient language proficiency to conduct lessons in English under EMI (English as Medium of Instruction) policy
- Teacher-student relationships are good
- The School tutoring programme is effective
- Sports Achievement is outstanding (2nd in the Sha Tin and Sai Kung Area)

Our Weaknesses

- Students' independent learning skills should be further enhanced
- Curriculum differentiated work should be further developed
- Teachers' sharing culture should be strengthened
- HKDSE results should be further improved
- Students' learning of Chinese should be motivated

Our Opportunities

- Teacher Development Master – Promotes teacher professional development
- Different Government grants such as CLP (Career and Life Planning) Grant, DLG (Diversity Learning Grants), SAM (School Administration and Management) Grant – Support further enhancement of student support programmes
- Increase of the DSS per capita subsidy rate – Stabilizes the teaching team and maintains a low teacher-student ratio
- Stable number of student intake – Stabilizes teacher deployment and the school culture

Our Threats

- The diversity of student abilities is increasing wide
- The student population is still low
- The number of SEN (Special Educational Needs) students is growing

Major Concerns for a period of 3 school years (in order of priority)

- 1. To develop learning and teaching strategies to cater for learner diversities**
 - i. To promote student learning in languages**
 - ii. To strengthen the school-based SEN (Special Educational Needs) support**
- 2. To support the culture of continuous professional development**
 - i. To enrich teachers' CPD (Continuous Professional Development) sharing**
 - ii. To develop a culture of lesson observation**
- 3. To enhance the school culture of love and care**
 - i. To enhance students' learning of local and global issues and growth in social awareness**
 - ii. To enhance students' understanding of the need for life-long planning**
 - iii. To facilitate participation of all students in Co-Curricular Activities (CCA)**
 - iv. To help all students have a sense of responsibility for a clean school environment**
 - v. To help parents fulfill their role as “primary educators” of their children**

Tak Sun Secondary School – School Development Plan (2016-19)

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	
1. To develop learning and teaching strategies to cater for learner diversities	• To promote student learning in languages	✓	✓	✓	<ul style="list-style-type: none"> • Develop strategic tools to improve reading and writing skills • Enhance students’ motivation to learn • Better evaluate findings to improve curriculum design and delivery • Improve vertical planning in curriculum development
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
	• To strengthen the school-based SEN (Special Educational Needs) support	✓	✓	✓	<ul style="list-style-type: none"> • Further develop the support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team • Encourage and appoint teachers to enroll in SEN training (at basic and advanced level) • Strengthen teachers’ class management skills through staff development programmes • Partnership with experienced NGO to share relevant experiences • Refine the tools and the policy of school-based SEN support
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	
2. To support the culture of continuous professional development	<ul style="list-style-type: none"> To enrich teachers' CPD (continuous professional development) sharing 	✓	✓	✓	<ul style="list-style-type: none"> Develop a mechanism to report and share the learning obtained through CPD Provide more time, tools and space for CPD sharing
	<ul style="list-style-type: none"> To develop a culture of lesson observation 	✓	✓	✓	<ul style="list-style-type: none"> Develop a set of guidelines for lesson observation Empower the panels heads to enhance a culture of sharing alongside lesson observation

Major Concerns	Targets	Time Scale			Outline of Strategies
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	
3. To enhance the school culture of love and care	<ul style="list-style-type: none"> To enhance students' learning of local and global issues and growth in social awareness 	✓	✓	✓	<ul style="list-style-type: none"> Encourage students to participate in social service activities and build up their heart for caring for the community Open the school assembly as a sharing platform (civic education, social service and AWE sharing)
	<ul style="list-style-type: none"> To chance students' understanding of the need for life-long planning 	✓	✓	✓	<ul style="list-style-type: none"> Help colleagues familiarize themselves with careers education through professional development programmes Promote and strengthen students' awareness of life planning through the work of the CLP team and collaboration with other teams and the PTA
	<ul style="list-style-type: none"> To facilitate participation of all students in Co-Curricular Activities (CCA) 	✓	✓	✓	<ul style="list-style-type: none"> To require all clubs and societies to have regular activities at lunch time or after school To improve the school CCA recording system so that student participation can be easily tracked To have one CCA day each year so that all students can join activities organized by clubs, society or teams
	<ul style="list-style-type: none"> To help all students have a sense of responsibility for a clean school environment 	✓	✓	✓	<ul style="list-style-type: none"> To conduct a classroom cleanliness campaign and give awards to the winners in school assembly To train students about standards of cleanliness and classroom norms
	<ul style="list-style-type: none"> To help parents fulfill their role as "primary educators" of their children 	✓	✓	✓	<ul style="list-style-type: none"> To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology