



Tak Sun Secondary School

School Annual Plan
2009/2010

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.

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Long Term Goals (Major Concerns)

(As per School Development Plan 2007/08-2009/10)

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1. Long Term Goal: To provide a Quality Education that strengthens students' academic performance and character formation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
1.1 To build up a <i>subject language baseline</i> and integrate it into the teaching and learning of all academic subjects in junior forms	09/09 – 06/10	<ul style="list-style-type: none"> • Development of user-friendly language learning tool • Suitable assessment methods to review student learning outcome 	<ul style="list-style-type: none"> • Review of learning tools developed • Lesson observation focusing on subject language development • Student performance in subject language assessment 	<ul style="list-style-type: none"> • Curriculum Programme Committee 	<ul style="list-style-type: none"> • Subject curriculum guides and textbooks • Budget for producing the vocabulary learning tools
1.2 To ensure the effective implementation of the <i>EMI policy</i>	09/09 – 06/10	<ul style="list-style-type: none"> • Regular non-lesson time activities and programmes to create English speaking environment • Professional development programme to enhance teachers' English proficiency • Production and usage of classroom language guide 	<ul style="list-style-type: none"> • Teachers fulfilling SCOLAR language requirements. • Student survey 	<ul style="list-style-type: none"> • Human Resources and Professional Development Committee • Pedagogical Innovation and Development Committee • English Subject Stream 	<ul style="list-style-type: none"> • Budget for professional development programme
1.3 To implement <i>curriculum tailoring to cater for learner differences</i> in selected subjects	09/09 – 06/10	<ul style="list-style-type: none"> • Teachers' professional knowledge of curriculum development • Strong collaboration among subject teachers • Support from professional bodies 	<ul style="list-style-type: none"> • Sharing session during Staff development days • Teacher self-evaluation 	<ul style="list-style-type: none"> • Pedagogical Innovation and Development Committee • English, Chinese, Mathematics and Technology Subject Streams 	<ul style="list-style-type: none"> • Professional network • Reference books and materials • Budget for professional support services
1.4 To arouse students' interest in reading by incorporating <i>reading requirements in formal curricula</i> and creating a more stimulating environment for reading	09/09 – 06/10	<ul style="list-style-type: none"> • Subject-based good books reading list to promote subject reading • Reading period in timetable to create time for reading especially for Junior Secondary • Teachers' commitment to promote and monitor reading and act as a role model for students • Regular teacher-student book sharing sessions to facilitate sharing between teachers and students • Parents' commitment to engage students to read • Student attendance in various book sharing sessions 	<ul style="list-style-type: none"> • Stakeholder's surveys • Library circulation record • Reading log 	<ul style="list-style-type: none"> • Key Learning Task Committee • Subject Streams 	<ul style="list-style-type: none"> • Budget for programme
1.5 To make the whole school become an <i>active learning community</i>	09/09 - 06/10	<ul style="list-style-type: none"> • Regular activities during non-lesson time to inspire and stimulate learning 	<ul style="list-style-type: none"> • Feedback from students and parents 	<ul style="list-style-type: none"> • Subject Streams • Co-Curricular Activities & Social Service Committee 	<ul style="list-style-type: none"> • Budget for programme

1.6 To integrate the teaching of appropriate <i>study skills and attitudes into the subject curricula</i>	09/09 – 06/10	<ul style="list-style-type: none"> • Clear definition and instruction of appropriate and effective study skills and attitudes (goal setting; time management; self-discipline) • Suitable teaching strategies in developing appropriate and effective study skills and attitudes 	<ul style="list-style-type: none"> • Stakeholder survey • Lesson observation focusing on skills development • Tutoring 	<ul style="list-style-type: none"> • Junior and Senior Secondary Sections • Pedagogical Innovation and Development Committee 	<ul style="list-style-type: none"> • Budget for programme
1.7 To ensure all senior form students can reach the basic standards of being role models	09/09 – 06/10	<ul style="list-style-type: none"> • Senior students' involvement and being role models in school activities • Senior students' demonstration of appropriate attitudes and values in running school activities • Decrease in disciplinary cases in senior forms • Increase in merits and services awards in senior forms 	<ul style="list-style-type: none"> • Evaluation surveys for Students • Teachers' observation • Achievements in Leadership Training Programmes 	<ul style="list-style-type: none"> • Senior Secondary Section • Discipline and Counseling Committee • Co-Curricular Activities & Social Service Committee 	<ul style="list-style-type: none"> • Budget for training workshops and/or camps • Support from School Social Worker
1.8 To develop and empower student leaders who are the role models of all students	09/09 – 06/10	<ul style="list-style-type: none"> • Provide opportunities for students to manage their class and formation level through the formation of class committees and form committees 	<ul style="list-style-type: none"> • Teachers' observation • Class committees and form committees records • Class performances organized by the form committees 	<ul style="list-style-type: none"> • Junior and Senior Secondary Sections 	<ul style="list-style-type: none"> • Nil
1.9 To help students behave properly inside and outside campus	09/09 – 06/10	<ul style="list-style-type: none"> • Maintain a tidy learning environment on campus and in classrooms • Develop and practice a good dining habit during lunch time • Incorporation of values and attitudes to learning into OSOSA (One Student One Sports and Arts) programme and Co-Curricular Activities • Teachers' role models of virtuous behaviour on campus • Uniform group training help students' maintain orderliness • Tutoring on the roles of good sons 	<ul style="list-style-type: none"> • Teachers' observation • Observe the cleanliness in school canteen and homerooms • Number of enrollment in uniform group • Tutoring • Utilization of class tutor periods 	<ul style="list-style-type: none"> • Junior and Senior Secondary Sections • Discipline and Counseling Committee • Co-Curricular Activities & Social Service Committee 	<ul style="list-style-type: none"> • Budget for cleanliness campaign • Budget for Uniform Groups
1.10 To cultivate a culture of love and care among students and to cultivate that culture among students and teachers	09/09 – 06/10	<ul style="list-style-type: none"> • Encourage students to organize class activities and take care of classmates • Student leaders organize activities to praise teachers • Students' appropriate application of the skills learned in various virtues programmes and subjects 	<ul style="list-style-type: none"> • Teacher's observations • Students' feedback and survey • Tutoring • Adolescent Health Programme (AHP) 	<ul style="list-style-type: none"> • Junior and Senior Secondary Sections 	<ul style="list-style-type: none"> • AHP support from the Department of Health

2. Long Term Goal: To enhance teachers' professionalism for the delivery of a Quality Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
2.1 To enhance the <i>effective collaboration</i> among subject teachers	09/09 – 06/10	<ul style="list-style-type: none"> • Clear directions and guidelines for collaboration • Proper curriculum leadership from subject stream master and subject panel chairmen • Subject teachers' awareness and commitment 	<ul style="list-style-type: none"> • Review of collaboration programme record • Sharing among teachers • Feedbacks from teachers 	<ul style="list-style-type: none"> • Curriculum Programme Committee • English, Chinese and Technology Subject Streams • Religious Studies and Ethics Subject Panel • NSS Implementation Team 	<ul style="list-style-type: none"> • Time allocation for collaborative preparation
2.2 To ensure teachers understand and implement the practice of <i>student-centred teaching</i>	09/09 – 06/10	<ul style="list-style-type: none"> • Professional development programme • Teachers' reflection through students' survey 	<ul style="list-style-type: none"> • Lesson observation. • Teachers' feedback • Stake holders survey 	<ul style="list-style-type: none"> • Assistant Vice-Principals • Pedagogical Innovation and Development Committee 	<ul style="list-style-type: none"> • Budget for professional development programme • Support from professional bodies
2.3 To promote <i>good practice sharing</i> among teachers to enhance teaching efficacy	09/09 – 06/10	<ul style="list-style-type: none"> • Teachers' commitment • Programme to facilitate teachers sharing • Clear tutor development plan to include good practice sharing • Scheduling of sharing sessions • Standardizing the external seminar feedback and report 	<ul style="list-style-type: none"> • Teachers' feedback • Records of sharing sessions • Records of sharing sessions • Databank of sharing materials 	<ul style="list-style-type: none"> • Human Resources and Professional Development Committee 	<ul style="list-style-type: none"> • Budget for programme
2.4 To develop and implement curricula <i>in line with the education/curriculum reform</i>	09/09 – 06/10	<ul style="list-style-type: none"> • Teachers' professional knowledge of education/curriculum reform • Taking part in educational projects • Skills and values bridging for junior and senior curriculum 	<ul style="list-style-type: none"> • Lesson observation • Continuous Professional Development record • Student performance in projects 	<ul style="list-style-type: none"> • Curriculum Programme Committee • Junior and Senior Secondary Sections • Chinese and Social & Humanities Streams 	<ul style="list-style-type: none"> • Substitution for teachers attending training outside school
2.5 To develop a standard tutoring curriculum to be implemented by trained tutors	09/09 – 06/10	<ul style="list-style-type: none"> • Clear definition of the concepts and guidelines of tutoring for both tutors and tutees • Production of a tutoring manual with session guidelines • Training for tutors and new teachers • Teachers' input into the tutoring system (focus group) 	<ul style="list-style-type: none"> • Enhanced Tutoring manual • Feedback from students and teachers • Focus groups 	<ul style="list-style-type: none"> • Guidance and Tutoring Committee 	<ul style="list-style-type: none"> • Professional training for personal tutors • Manpower to compile the tutoring curriculum
2.6 To develop tutoring tools and system complemented by a student information system	09/08 – 06/09	<ul style="list-style-type: none"> • Teachers using tutoring records to enhance the effectiveness of tutoring which can be checked by current personal tutor 	<ul style="list-style-type: none"> • Monitoring of tutoring records 	<ul style="list-style-type: none"> • Guidance and Tutoring Committee 	<ul style="list-style-type: none"> • Nil

3. Long Term Goal: To enable parents as the primary educators of their children in partnership with the school for the achievement of a Quality Education

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
3.1 To uplift parents' awareness of their roles as primary educators	09/09 – 06/10	<ul style="list-style-type: none"> • Parents' basic understanding of the virtues their children need to cultivate • Parents' ability to share positively in parent forums • Participation in parenting courses • Parents acting as role models for their children • Liaising community resource support 	<ul style="list-style-type: none"> • Attendance of parents in various parenting events • Feedback from parents • Feedback from teachers 	<ul style="list-style-type: none"> • Home School Cooperation Committee 	<ul style="list-style-type: none"> • Parents' survey forms and statistics compilation • Parenting talk speakers
3.2 To strengthen parent-school communication and cooperation	09/09 – 06/10	<ul style="list-style-type: none"> • Effective communication channels between parents and school (teachers, especially the formation level directors) 	<ul style="list-style-type: none"> • Teacher participation in Parent-Teacher Association meetings and activities • Feedback from parents • Parent manager in Incorporated Management Committee 	<ul style="list-style-type: none"> • Home School Cooperation Committee 	<ul style="list-style-type: none"> • Expenses on further improvement on the means of communication with parents