

**Tak Sun Secondary School  
Annual School Report  
(2005/2006)**



TAK SUN  
SECONDARY SCHOOL

德信中學

# Contents

<b>1. School Vision &amp; Mission.....</b>	<b>P.3</b>
1.1 Our Vision	P.3
1.2 Our Mission	P.3
<b>2. Our School.....</b>	<b>P.4</b>
2.1 Spirit and Philosophy of Education	P.4
2.2 School Management	P.4
2.3 Number of Active School Days	P.5
2.4 Lesson Time for the 8 Key Learning Areas	P.5
<b>3. Our Teachers.....</b>	<b>P.6</b>
3.1 Teachers' Qualification	P.6
3.2 Teachers' IT Competency	P.6
3.3 Teachers' Experience	P.7
3.4 Teachers' Professional Development	P.7
3.5 Staff Turnover Rate	P.7
<b>4. Our Students.....</b>	<b>P.8</b>
4.1 Class Organization	P.8
4.2 Students' Attendance	P.8
4.3 Students' Early Exit	P.8
<b>5. Performance of Students.....</b>	<b>P.9</b>
5.1 Destination of Exit Students	P.9
5.2 HKALE	P.10
5.3 HKCEE	P.10
5.4 Students' Reading Habit	P.10
5.5 Student Participation in the Inter-school Events and Uniform Groups	P.11
5.5.1 Inter-school Events	P.11
5.5.2 Uniform Groups	P.11
5.5.3 Participation Rates	P.11
5.6 Inter-school Activities and Prizes Won in the Past 3 Years	P.12
5.7 Major Social Services	P.15
<b>6. Major Concerns (Achievements and Reflection).....</b>	<b>P.16</b>
6.1 Enhancing Academic Formation	P.16
6.2 Building up IT Culture and Skills	P.16
6.3 Enhancing Language Proficiency	P.17
6.4 Enhancing Personal Formation	P.18
6.5 Facilitating Parents as Primary Educators	P.19
6.6 Enriching Teacher Formation	P.19
6.7 Improving the Management Information System	P.20
6.8 Improving Resource Management	P.20
<b>7. Financial Summary.....</b>	<b>P.21</b>
<b>8. Key Issues for the new Annual School Plan.....</b>	<b>P.21</b>

# **1. School Vision & Mission**

## **1.1 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.

## **1.2 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.

## **2. Our School**

### **2.1 Spirit and Philosophy of Education**

The spirit of our school (and the other Tak Sun schools) is drawn from the life and teachings of Saint Josemaría Escrivá, a priest and founder of Opus Dei ([www.opusdei.org](http://www.opusdei.org)), a personal Prelature of the Catholic Church, that helps ordinary lay people seek holiness in and through their everyday activities, especially in work well done.

In the school, this means giving students an all-round formation by working closely with the parents, whom Saint Josemaría Escrivá ([www.escrivaworks.org](http://www.escrivaworks.org)) said are the primary educators of their children. He also encouraged the development of a tutorial system through which a student acquires human virtues; especially initiative that balances freedom with responsibility.

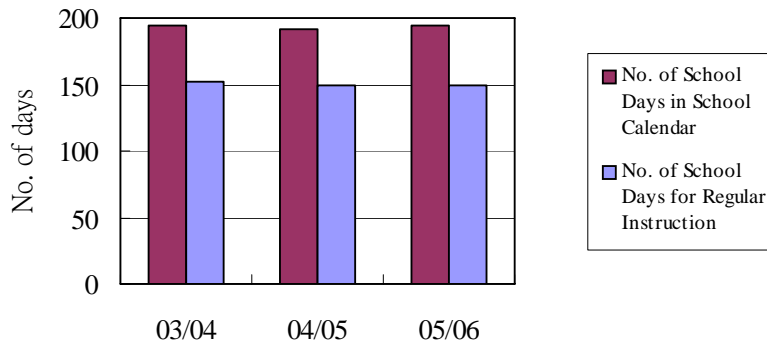
### **2.2 School Management**

Our school implemented school-based management in 2001 when the School Management Committee (SMC) was established. The SMC is composed of four school managers appointed by the sponsoring body, the Supervisor and the Principal.

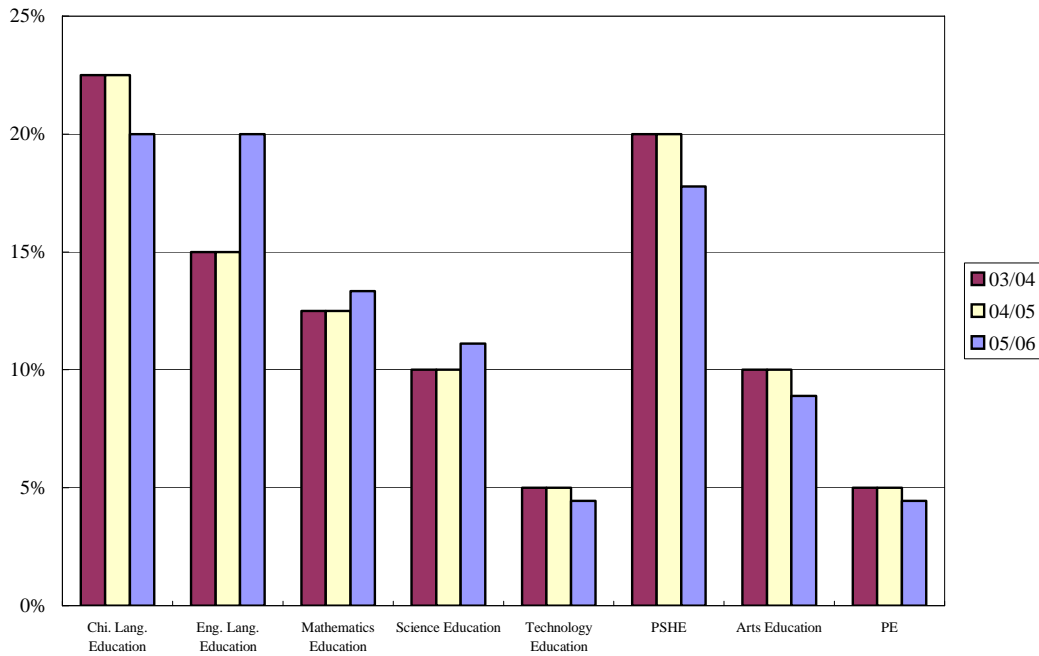
The main body responsible for the operations of the school is the Executive Office (EO), which is comprised of the Supervisor, the Principal, the Vice principal & Director of Academic Formation, the Director of Personal Formation and the Director of Administration. It also holds Joint Executive Meetings with the chief parent representatives (the Chairperson and the two Chairpersons) of the Parent-Teacher Association (PTA) on major issues regarding the school plan, policies and development.

The EO is assisted by the School Development Committee (SDC) in formulating the majority of policies for the school. The SDC is made up of the Principal, the Council Directors and the Formation Level Directors.

### 2.3 Number of Active School Days

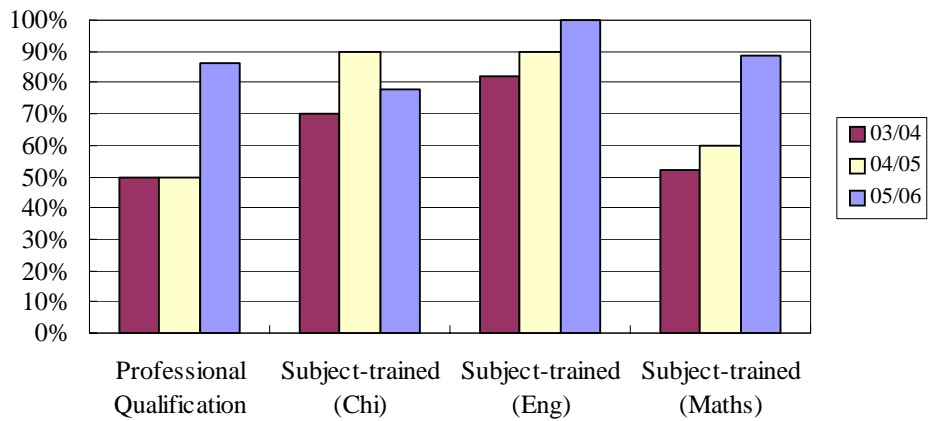
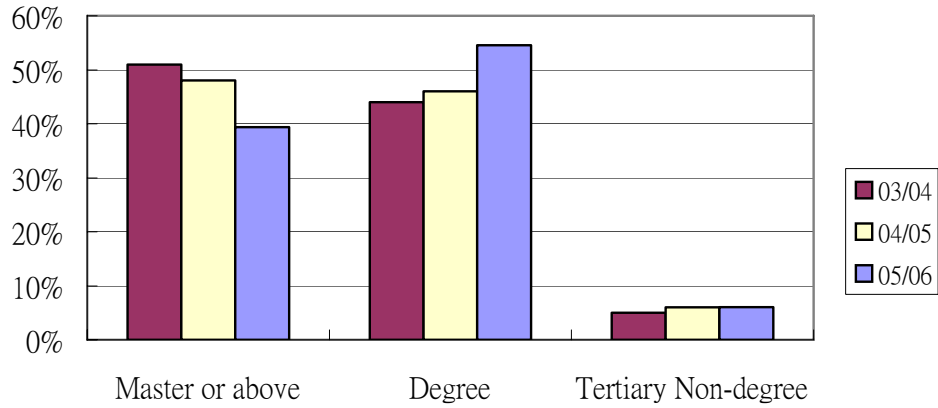


### 2.4 Lesson Time for the 8 Key Learning Areas

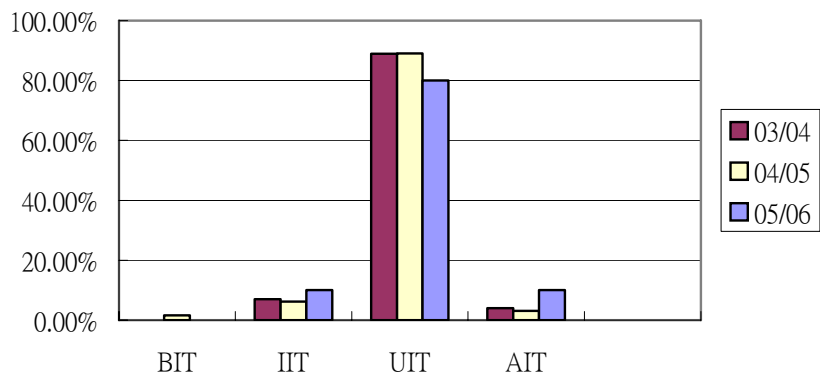


### 3. Our Teachers

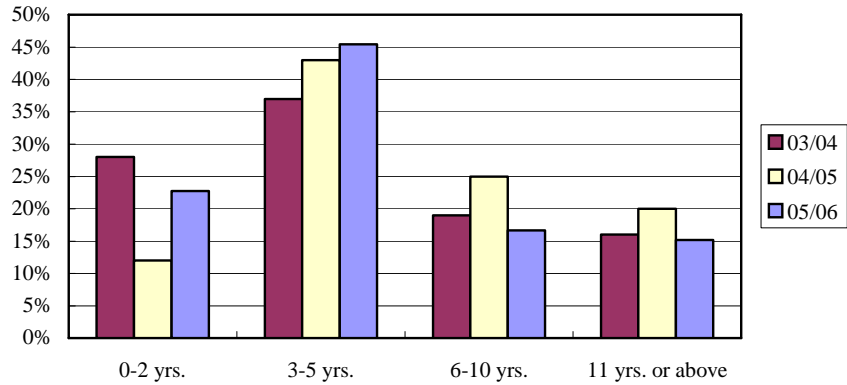
#### 3.1 Teachers' Qualification



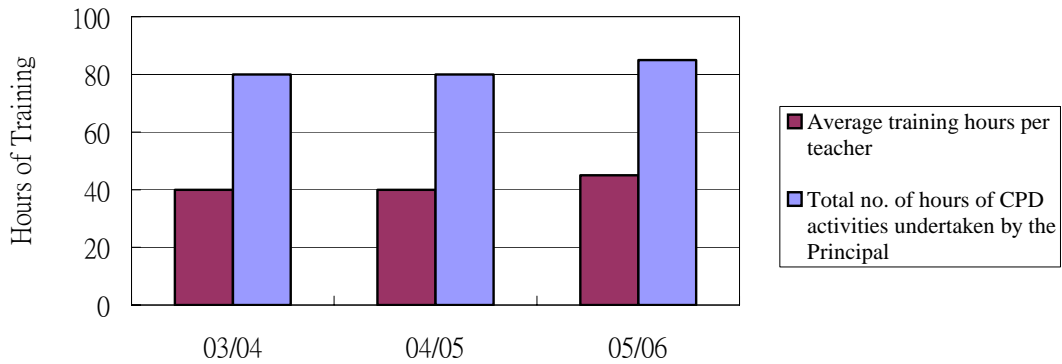
#### 3.2 Teachers' IT Competency



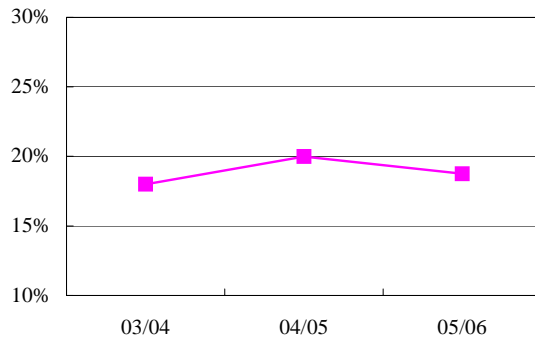
### 3.3 Teachers' Experience



### 3.4 Teachers' Professional Development



### 3.5 Staff Turnover Rate

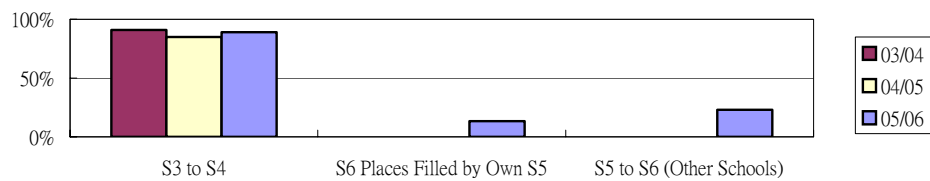


## 4. Our Students

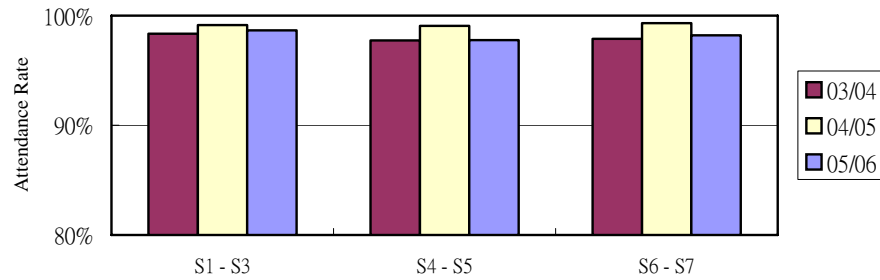
### 4.1 Class Organization

2005-06

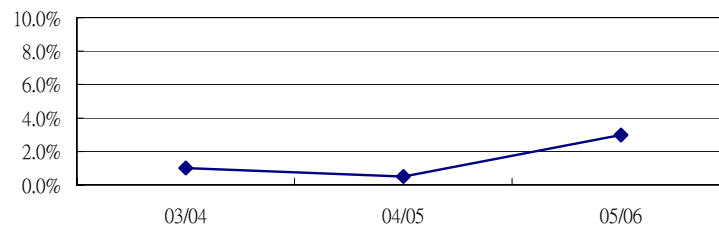
Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	5	5	5	5	2	2	29
Students	180	179	160	147	167	59	54	946
Total Enrolment	180	179	160	147	167	59	54	946



### 4.2 Students' Attendance



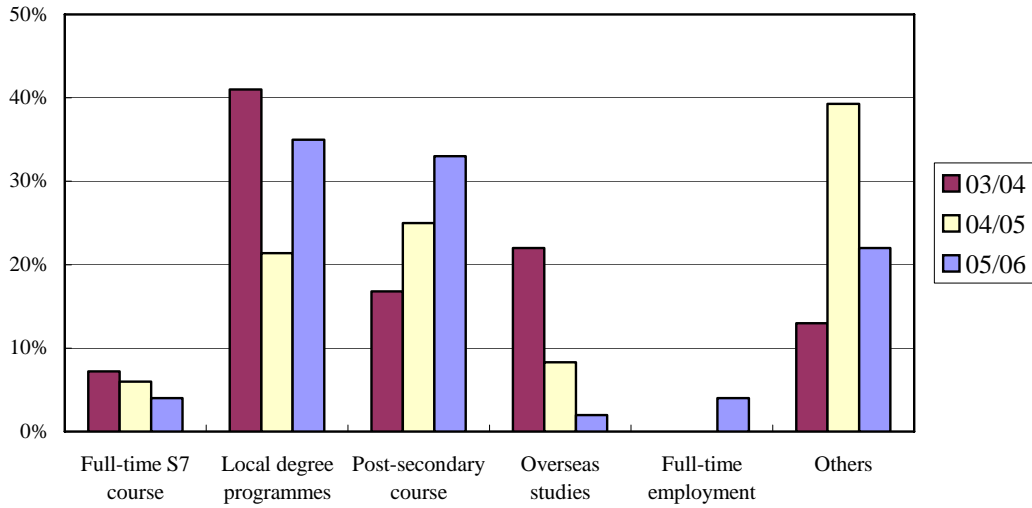
### 4.3 Students' Early Exit



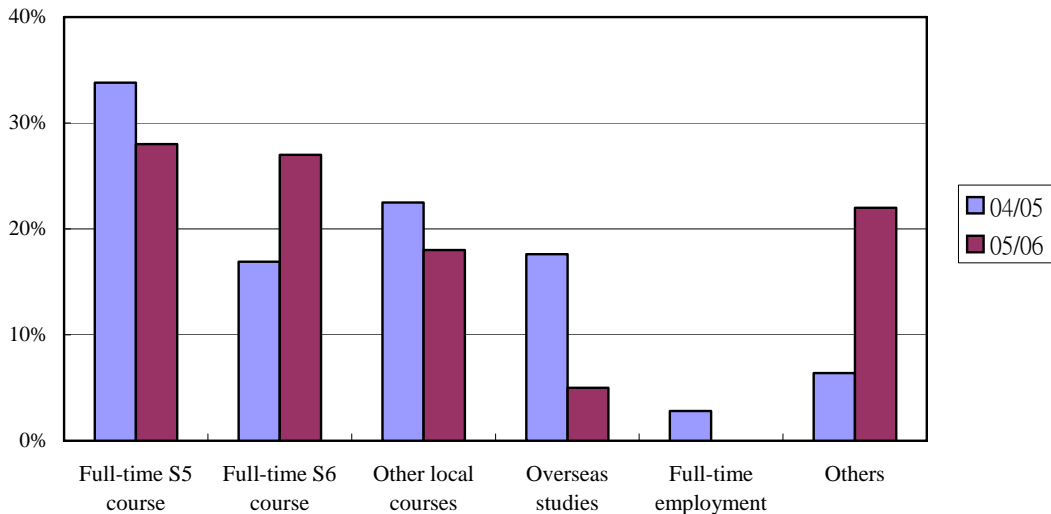
## 5. Performance of Students

### 5.1 Destination of Exit Students

**Form 7 Graduates**



**Form 5 Graduates**



## 5.2 HKALE

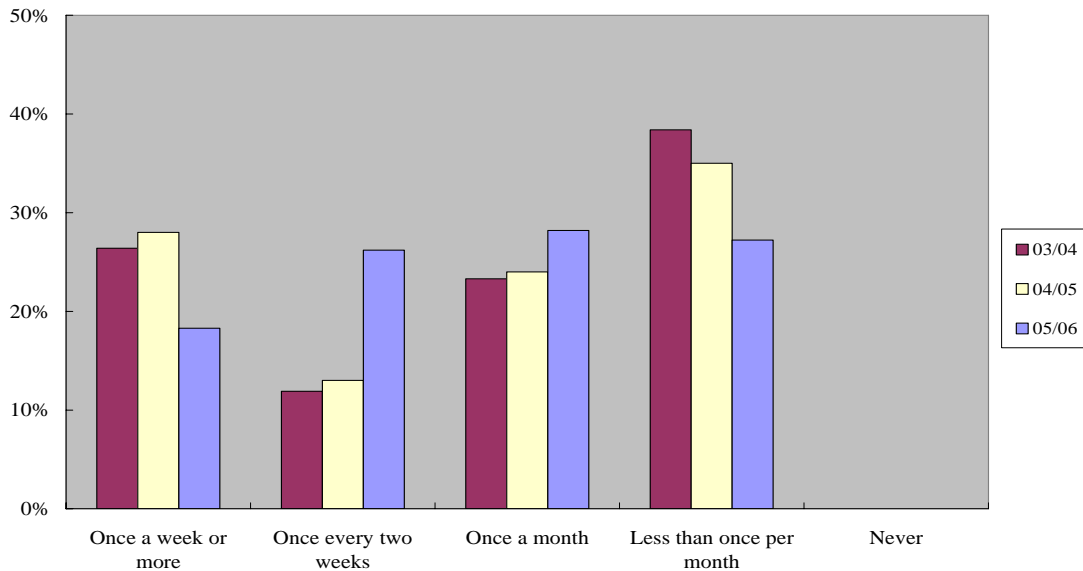
	03/04	04/05	05/06
No. of students sat	83	84	54
% of students awarded the minimum entrance requirements for tertiary education	40.9%	52.6%	57.4%

## 5.3 HKCEE

	03/04	04/05	05/06
No. of students sat	-	142	167
No. of students with 5E or above	-	41.5%	64.1%
Best student result	-	4A 3B 1C	7A 1B

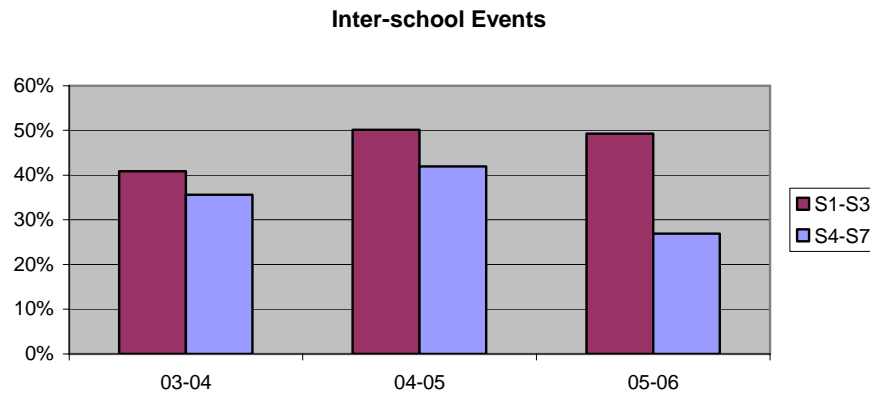
## 5.4 Students' Reading Habit

**Percentage of Students Borrowing Reading Materials from School Library**



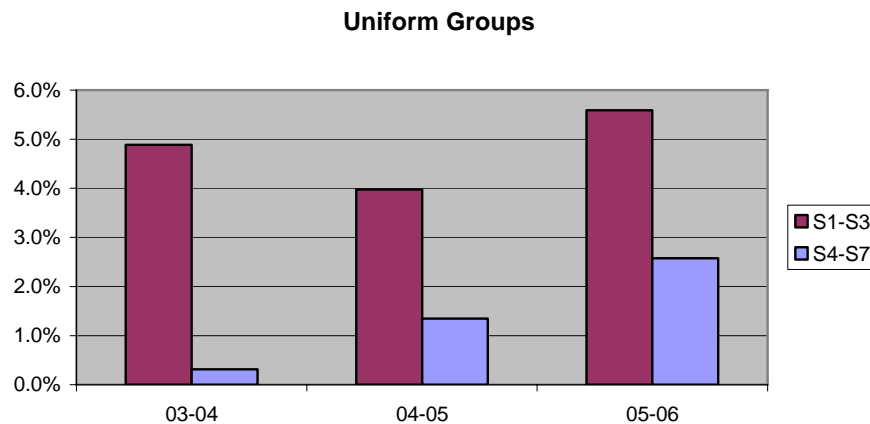
## 5.5 Student Participation in Inter-school Events and Uniform Groups

### 5.5.1 Inter-school Events



Notes: Inter-school events include Music, Speech and Drama Festivals and inter-school/inter-port sports events organized by the HK Schools Sports Federation.

### 5.5.2 Uniform Groups



### 5.5.3 Participation Rates

Activities	03/04	04/05	05/06
Inter-school sports events	38.95%	46.41%	47.3%
Music Festival	10.42%	11.39%	10.6%
Speech Festival	6.53%	8.83%	7.61%
Uniform Groups	3.21%	2.77%	4.23%

## 5.6 Inter-school Activities and Prizes Won in the Past 3 Years

Nature	Name of Competition / Organization	Award / Prize details		
		2003/04	2004/05	2005/06
Art	<b>Hong Kong Youth Cultural and Arts Competitions</b>	Merit in the Chinese Painting (Secondary)		
	<b>Multi-media Webpage Design Competition on Environmental Protection Project Learning</b>	3 <sup>rd</sup> in junior secondary section		
Music	<b>北京「侯寶林獎」中華青少年曲藝大賽</b>		Gold Medal	
	<b>Hong Kong Schools Cantonese Opera Singing Contest</b>	3 <sup>rd</sup> in Secondary Junior 2 <sup>nd</sup> in Open Duet		
	<b>Hong Kong Schools Music Festival</b>	ONE 2 <sup>nd</sup> ONE 3 <sup>rd</sup>	ONE 2 <sup>nd</sup> TWO 3 <sup>rd</sup>	Choir: 2 <sup>nd</sup>
	<b>Hong Kong Schools Drama Festival</b>	Merit in Acting Merit in Directing Merit in Stage Visual Effect		
Sports	<b>The 18th FIBA-ASIA Basketball Championship for Junior Men</b>		Member in HK Youth Team: 6 <sup>th</sup> place	
	<b>The China National Youth &amp; Junior Windsurfing Championship</b>		Member in HK Youth Team: 3 <sup>rd</sup> in Mistral Junior Boys Team	
	<b>Inter-school Basketball Competition</b>	<b>Grade A:</b> 1 <sup>st</sup> in Division 2	<b>Grade A:</b> 1 <sup>st</sup> in Division 2	
	<b>Inter-school Volleyball Competition</b>	<b>Grade A:</b> 3 <sup>rd</sup> in Division 2	<b>Grade A:</b> 2 <sup>nd</sup> in Division 2	
	<b>Schools Beach Volleyball Competition</b>		<b>NT District:</b> 4 <sup>th</sup> place	
	<b>Inter-school Handball Competition</b>		<b>Grade C:</b> 5 <sup>th</sup> place	<b>Grade C:</b> 3 <sup>rd</sup>
	<b>Inter-school Table-tennis Competition</b>	<b>Grade C:</b> 4 <sup>th</sup> in Division 2	<b>Grade A:</b> 4 <sup>th</sup> in Division 2	
	<b>Inter-school Boys' Hockey Competition</b>		Champion	
	<b>Inter-school Fencing Competition</b>		<b>NT District:</b> Champion	
	<b>Hong Kong Youth Handball Training Course Competition</b>			3 <sup>rd</sup>
	<b>Schools Athletic Meet</b>	<b>Grade A:</b> 2 <sup>nd</sup> in 110m Hurdles	<b>Grade B:</b> 1 <sup>st</sup> in 1500m 1 <sup>st</sup> in 3000m (broke record)	<b>Grade B:</b> 2 <sup>nd</sup> in 1500m 2 <sup>nd</sup> in 3000m
	<b>The Watson's Water Hong Kong Youth Athletic Meet</b>		1 <sup>st</sup> in 400m Hurdles	
	<b>Inter-school Cross Country Competition</b>		<b>Overall Individual:</b> Champion	<b>Overall Individual:</b> Champion
	<b>Inter-school Shing Mun River Long Distance Run</b>			2 <sup>nd</sup>

Nature	Name of Competition / Organization	Award / Prize details		
		2003/04	2004/05	2005/06
Sports	<i>Inter-school Swimming Gala</i>			<b>Grade B:</b> 1 <sup>st</sup> in 100m breaststroke 1 <sup>st</sup> in 200m breaststroke <b>Grade C:</b> 3 <sup>rd</sup> in 4x50 relay
	<i>Karate Competition by HKIVE Lee Wai Lee Karate Club</i>	ONE 1 <sup>st</sup>	THREE 1 <sup>st</sup> THREE 2 <sup>nd</sup> ONE 3 <sup>rd</sup>	ONE 2 <sup>nd</sup>
	<i>Secondary School Life Saving Competition</i>		<b>Grade A:</b> 3 <sup>rd</sup> of Line Throw	
	<i>HK Windsurfing Circuit</i>	<b>Tuen Mun station:</b> 1 <sup>st</sup> in Raceboard Group Junior Boys Grand Champion Junior <b>Tolo station:</b> 3 <sup>rd</sup> in Raceboard Group Junior Boys <b>Festival of Sports Regatta (Junior Boys)</b> 3 <sup>rd</sup> in Raceboard Group 3 <sup>rd</sup> in Grand Champion		
	<i>HK Inter-school Rowing Competition</i>		<b>Boy's 16 &amp; under:</b> 2 <sup>nd</sup> Runner-up in Double Scull	
	<i>HK Youth Indoor Rowing Championship</i>	Champion in Relay (U14) 2 <sup>nd</sup> in Individual 1000m (U14)		
	<i>Indoors Rowing Invitational Competition</i>	3 <sup>rd</sup> in Relays (Grade B)		
	<i>Invitational Chess Competition</i>	School Championship		
	<i>Hong Kong Youth Cultural and Arts Competitions</i>		1 <sup>st</sup> Chinese Chess	1 <sup>st</sup> Chinese Chess
	<i>香港棋藝中心香港圍棋最高位公開大賽</i>			4 <sup>th</sup>
<i>Rose Bowl (Inter-school Bridge Competition)</i>			3 <sup>rd</sup> in Qualifying section	
Academic	<i>Surrey School District International Education Summer Program Essay Contest</i>		1 <sup>st</sup> place champion (Free tuition of a 3-week summer camp in Canada)	
	<i>Hong Kong Youth and Junior Mathematics Elite Competition</i>		2 <sup>nd</sup> honour prize	
	<i>The International Mathematical Olympiad Preliminary Selection Contest</i>		Bronze Medal	

Nature	Name of Competition / Organization	Award / Prize details		
		2003/04	2004/05	2005/06
Academic	<i>Enhancement Programme for exceptionally gifted students</i>		2 in Mathematics 1 in Science	
	<i>Hong Kong Schools Speech Festival</i>	ONE 2 <sup>nd</sup> THREE 3 <sup>rd</sup>	FOUR 2 <sup>nd</sup> THREE 3 <sup>rd</sup>	TWO 1 <sup>st</sup> THREE 2 <sup>nd</sup> THREE 3 <sup>rd</sup> 1 Special mention
	<i>Joint Schools Chinese Culture Quiz Competition</i>		Champion	
	<i>Joint Schools Speech Competition</i>		ONE 2 <sup>nd</sup> ONE 3 <sup>rd</sup> TWO Merit	
	<i>Surrey School District International Education Summer Program Essay Contest</i>			1 <sup>st</sup>
	<i>EMB and HKUST Computer Programming Enrichment Programme</i>			Certificate
	<i>EMB and HKUST Liberal Studies Education Programme</i>			Certificate
	<i>HKBU University Literature Awards</i>		Youth Writer Award (少年作家獎)	
	<i>City University of HK Biology Project Learning</i>		Participation certificates	
	<i>City University of HK Project-based Outreach Programme</i>			10 students
	<i>Poly CEPA Business Camp organized by HKPU</i>	Participation		
	<i>Putonghua Ambassador organized by CUHK</i>	3 students awarded the title	3 student awarded the title	
	<i>Hong Kong Putonghua Pinyin competitions</i>	Most active participation award	Most active participation award	Most active participation award TWO 1 <sup>st</sup> ONE 2 <sup>nd</sup> THREE 3 <sup>rd</sup>
	<i>Putonghua Camp supported by Language Fund and SCOLAR</i>	Participation certificate		
<i>Clean Hong Kong Campaign</i>	Performance of a Putonghua Drama			
Services	<i>The Sir Edward Youde Memorial Prizes for secondary schools students</i>		One F5 student One F7 student	
	<i>The Outstanding Student in Shatin</i>		One student (10 in total)	One student (10 in total)
	<i>Enhancement Programme for exceptionally gifted students</i>		2 in Leadership	
	<i>Flag Day for the Hong Kong Community Chest</i>	Certificate of Merit		

## 5.7 Major Social Services

2003 – 2004

- ◆ Flag Day for the Hong Kong Community Chest
- ◆ Dress Causal Day
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ School-based Social Service Programme funded by CitiSuccess Fund – SARS (Searching Another side of ouR Society)
- ◆ Smart Teens Challenge Programme
- ◆ Host of the Inter-school Bridge Championship – Rose Bowl

2004 – 2005

- ◆ Flag Days for various organizations
- ◆ Dress Causal Day
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ School-based Community Charity Day
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Tsunami Donation to Hong Kong Red Cross and Hong Kong Caritas
- ◆ Leadership Enhancement Programme for exceptionally gifted students
- ◆ Participation in the Hong Kong Extracurricular Activities Masters' Association 20<sup>th</sup> Anniversary Charity Variety Show
- ◆ Participation in the Tak Sun School 75<sup>th</sup> Anniversary Variety Show
- ◆ Host of the Inter-school Bridge Championship – Rose Bowl
- ◆ Host of the Inter-post-secondary Bridge Championship

2005 – 2006

- ◆ Flag Days for various organizations
- ◆ Dress Causal Day
- ◆ Hong Kong Caritas Raffle Ticket Sale
- ◆ School-based Community Charity Day
- ◆ Helpers in the Hong Kong Caritas Bazaar
- ◆ Blood Donation Day
- ◆ Host of the Inter-school Bridge Championship – Rose Bowl
- ◆ Host of the Inter-post-secondary Bridge Championship

## 6. Major Concerns (Achievements and Reflection)

### 6.1 Enhancing Academic Formation

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• Integration of Geography/EPA into Contemporary Studies was extended to Form 3. Generic skills development was incorporated into the curriculum to enhance students' self-learning ability.</li><li>• Academic Weeks (English Week; Chinese &amp; Putonghua Week; Social Science Week; and Mathematics, Science &amp; Technology Week) were held to allow more students to take part in informal learning in respective KLAs . Most of the activities were enthusiastically attended by students.</li><li>• The concept of "Assessment for Learning" was introduced and standard referenced reporting of student performance was piloted to enhance the understanding of students' learning.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• The link between junior form academic work and the NSS curriculum has to be thoroughly examined.</li><li>• Standard referenced reporting needs to be refined.</li></ul>

### 6.2 Building up IT Culture and Skills

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• Based on the successful experience of the MMLC, the school renovated all computer rooms and upgraded the computer equipment inside with the latest technology (including the provision of an independent server for IT teachers) in order to meet the learning needs of the students.</li><li>• Steps have been taken to upgrade the computer terminals/notebooks used by the teachers in order to improve the efficiency in the delivery of teaching.</li><li>• A User Advisory Group, consisting of teachers and technology staff, has been formed in order to facilitate the communication between the users and the system developers and the using of better methodology for the development of IT culture and computer systems.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• Though the using of methodology for system development has been started and appreciated by some teachers, it would take some time before all the teachers to follow such IT culture in the building of the technology infrastructure for the school.</li><li>• More emphasis should be placed on students' learning using IT.</li></ul>

### 6.3 Enhancing Language Proficiency

#### ***Achievements***

- The school-based EMI policy was completed and implementation of the policy allowed students a full immersion in an English environment.
- A pilot programme of collaborative teaching in one Form 1 class by teachers of three different subjects, who had attended the LAC training programme, was completed with satisfactory results. Their experience and good practices were shared in the Staff Development Day.
- A pilot programme of using Putonghua in teaching Chinese Language in one Form 1 class was completed with satisfactory results.

#### ***Reflection***

- More programmes to support the implementation of the EMI policy for an even more conducive English environment would be formulated.
- A more comprehensive LAC policy for junior forms would be developed.
- The use of Putonghua in teaching Chinese Language would be extended to three Form 1 classes.

## 6.4 Enhancing Personal Formation

### *Achievements*

- The “I Can Care Campaign” was conducted throughout the year that focused on helping students to keep their class clean, uniforms neat and the school campus tidy. There was a positive impact on students’ behaviour and attitude to the targeted areas.
- The “One-Student-One Sport & Art” (OSOSA) programme was launched for the first time making it compulsory for all Form 1 students to learn or participate in one sport and one musical instrument for the entire academic year. Favourable response was received from parents and students.
- The Community Charity Day was well participated by 861 students and \$38,475 was collected in donations.
- The Blood Donation was well participated by 57 students and 10 teachers.
- All Form 1 students visited the National Education Centre in December 2005 and they gained a better understanding of the meaning of citizenship..
- The Adolescent Health Programme (AHP) run by the Health Department was implemented in both Form 1 and Form 2 this year, and was enthusiastically attended by students. Teachers in these two forms gave tremendous support in the implementation.
- The Careers Night was run for the first time in March 2006 with a focus on studying overseas or in the mainland, attended by 130 parents and students.
- The Virtues Programme continued with the Virtues Video Clip Competition with much improved quality of productions by students. The Virtues Programme also introduced the Language of Virtues (L.O.V.E) Card to help teachers praise their students’ good habits.

### *Reflection*

- Different programmes launched could be better coordinated to fulfill certain themes and objectives of personal formation, such as under an integrated virtues curriculum.

## 6.5 Facilitating Parents as Primary Educators

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• We launched the Parents' Forums this year with great acceptance by the parents, who were able to see their boys present their achievements and plans for the year. For Adaptation and Transition, there were two forums for each formation level separately throughout the year, while Forms 4 and Form 6 had one separate forum each.</li><li>• Parent Coordinators or parent representatives of parents in Forms 1, 2, and 3 were appointed. Their main duty was to help coordinate study groups and facilitate the parenting programmes of the school.</li><li>• The Basic Parenting programme continued for the second year with almost 30 participants each time, while we launched the Advanced Parenting programme for the first time, again with about 20-30 parents attending each time.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• As the parenting programmes in the school are starting to gather momentum and the interest from parents is growing in this area, there is a need to develop parents to become trainers themselves to help expand the reach of the parenting programmes.</li></ul>

## 6.6 Enriching Teacher Formation

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• A structured programme of classes on Christian Ethics &amp; Morals (CEM) was conducted by the Chaplain about once a month on Friday afternoons. They were well attended by teachers.</li><li>• The mentoring programme was re-launched with the help of members of the School Management Committee acting as mentors to teachers.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• The CEM classes are an important part of the teachers' formation, but more immediate needs of teachers' formation have to be addressed such as dealing with students with learning difficulties, counseling techniques, etc.</li><li>• The mentoring programme is good in principle, but more resources need to be allocated to make it more comprehensive.</li></ul>

## 6.7 Improving the Management Information System

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• Based on the user requirements gathered, a plan for the School Information Management System (SIMS) was developed and programming started.</li><li>• Much effort was made to change the reporting system of student academic performance.</li><li>• Work has been started to draw the Entity-Relationship (ER) diagram on the operations of the school and the system to be developed.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• It has been agreed that the development focus for the coming three years should be in line with the development of the New Senior School (NSS) curriculum and should be as follows: Curriculum (2006-07), Assessment (2007-08) and Reporting (2008-09).</li><li>• Teachers and staff will have to work on a tight schedule for the development of the required system that can meet the challenges of NSS and demanding needs of our school.</li></ul>

## 6.8 Improving Resource Management

<b><i>Achievements</i></b>
<ul style="list-style-type: none"><li>• In order to maximize the utilization of the different areas in the school for teaching and learning purposes, the school has started a series of renovation works this year in order to convert the under-utilized areas for multiple purposes. The works that have been completed are the Integrated Learning Centre (ILC), the Student Activity Centre (SAC), the renovated Tuck Shop and the Gymnasium. All are air-conditioned and equipped with audio-video equipment so that all types of gatherings (e.g. school team training, joint class teaching, religious activity, seminar, parenting talk, parent forum, etc.) can be conducted in these areas.</li></ul>
<b><i>Reflection</i></b>
<ul style="list-style-type: none"><li>• More renovation will be carried out to meet the growing needs of students and teachers so that teaching and learning could be enhanced.</li></ul>

## 7. Financial Summary

1/9/2005 – 31/8/2006

	HK\$
<b><u>Income</u></b>	
School Fees (net)	6,195,960
DSS Subsidy	27,216,743
Grants & Rates Reimbursement	1,278,105
Donations	31,750
Rental, Interest & Sundry Income	966,482
<b>Total Income</b>	<b>35,689,040</b>
<b><u>Expenditure</u></b>	
Staff Costs	28,769,334
Premises & Equipment Costs	3,082,223
Operating Costs	3,880,548
<b>Total Expenditure</b>	<b>35,732,105</b>
<b>Surplus / (Deficit)</b>	<b>(43,065)</b>

## 8. Key Issues for the new Annual School Plan

### Teacher Formation

- To train teachers for the NSS curricula.
- To improve curriculum planning through class observation and collaborative lesson planning.

### Parent Formation

- To establish a hierarchy of parenting programmes.

### Student Formation

- To implement an English Language Communication Policy that allows students a full immersion in an English environment
- To develop Chinese language programmes that enhance the learning and usage of Putonghua in junior forms

### Administration

- To implement the School Information Management System design.
- To strengthen the budgeting function and the planning discipline
- To fully implement the Performance Appraisal Management System