Tak Sun Secondary School
Annual School Report
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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. This holistic education encompasses universally accepted ethical standards, common languages for communication, broader knowledge for understanding other people and society at large and providing occasions for diverse exchange.

   The school envisions students who are trained in life-long learning. It strives to encourage students to work hard. With the help of competent teachers it aims to assist students achieve their full intellectual potential. Nonetheless, the school and the parents who support it 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 **School’s Mission Statement**

   We, the Tak Sun Secondary School family of parents, teachers and administrators, support staff, students and alumni, are dedicated to fulfil 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 Brief History

2000  Tak Sun Secondary School opened with F.1, F.4, F.6 and F.7 classes in Ma On Shan Shatin on 1 September.

2001  Tak Sun Secondary School was officially opened on 12 May.

Tak Sun Secondary School Student Association was established in February

The Tak Sun Secondary School Parent-Teacher Association was established in May

2002  The first full programme classes of F.5 and F.7 graduated

The first annual Activity Week Experience (AWE) Programme was launched. (The AWE Programme allows all students to take part in off-campus or off-classroom learning activities not prescribed by the regular curricula. All teachers are involved in conducting or supervising such activities some of which are held overseas.)

2003  The school had the first batch of students finishing junior secondary (Form 3) education and promoted to senior secondary section (Form 4).

Before September 2000, East Asia Educational Association (EAEA), a regional educational body with international links, operated Tak Sun School (primary) and a private matriculation college, Tak Sun College. With the support and persistence of our primary school parents and school management, the Education Department granted a new secondary campus to EAEA that became Tak Sun Secondary School. Students from Tak Sun College were transferred to the new secondary school and Tak Sun School also sent its first cohort of primary graduates to the new school.

Tak Sun Secondary School is a boys’ school operating under the Direct Subsidy Scheme (DSS). It is situated in a “millennium design” campus with 30 standard classrooms. Other facilities in the campus include a school hall, a library, laboratories, computer rooms, special rooms and staff rooms. These are all air-conditioned.
2.2 School Management

Our school implemented school-based management in 2001 when the School Management Committee was formed. Since then, the SMC is composed of three school managers appointed by the sponsoring body, one executive supervisor and the principal.

The school Executive Office (comprising the executive supervisor, the principal, director (vice principal) of Academic Formation Office, director of Personal Formation Office and director of Administration and Marketing Office) also holds Joint Executive Meetings with the chief parent representatives (the chairperson and two vice-chair persons) of the Parent-Teacher Association (PTA) on major issues regarding school plan, policies and development.

The Executive Committee made up of directors of the school offices, the executive secretary, vice principal and principal takes care of formulating the majority of policies for the school. The supervisor and the chaplain also attend EXCO meetings.

2.3 Number of Active School Days

![Number of School Days Graph]

2.4 Lesson Time for the 8 Key Learning Areas

![Lesson Time Graph]
3. Our Teachers

3.1 Teachers’ Qualification

3.2 Teachers’ IT Competency
3.3 Teachers’ Experience

![Bar chart showing teachers' experience by years.]

3.4 Teachers’ Professional Development

![Bar chart showing training hours and total hours of CPD activities.]

3.5 Staff Turnover Rate

![Line graph showing staff turnover rate over years.]
4. Our Students

4.1 Class Organization

<table>
<thead>
<tr>
<th>Level</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Boys</td>
<td>182</td>
<td>179</td>
<td>193</td>
<td>149</td>
<td>0</td>
<td>91</td>
<td>83</td>
<td>877</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>182</td>
<td>179</td>
<td>193</td>
<td>149</td>
<td>0</td>
<td>91</td>
<td>83</td>
<td>877</td>
</tr>
</tbody>
</table>

03/04

4.2 Students’ Attendance

Note: The school did not offer Form 5 in 2002-2003.

4.3 Students’ Early Exit
5. Performance of Students

5.1 Destination of Exit Students

Form 7 Graduates

5.2 Students’ Reading Habit

Percentage of Students Borrowing Reading Materials form School Library

5.3 HKALE

<table>
<thead>
<tr>
<th></th>
<th>03/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of students sat</td>
<td>83</td>
</tr>
<tr>
<td>% of students awarded the minimum entrance requirements for tertiary education</td>
<td>40.9%</td>
</tr>
</tbody>
</table>
5.4 Student Participation in Inter-school Events and Uniform Groups

5.4.1 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.

5.4.2 Uniform Groups

Notes: Uniform groups include Scouts only in the last 3 years.

5.4.3 Participation rates

<table>
<thead>
<tr>
<th>Activities</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-school sports events</td>
<td>21.86%</td>
<td>23.25%</td>
<td>21.53%</td>
</tr>
<tr>
<td>Music Festival</td>
<td>10.06%</td>
<td>10.08%</td>
<td>10.42%</td>
</tr>
<tr>
<td>Speech Festival</td>
<td>2.04%</td>
<td>3.50%</td>
<td>6.53%</td>
</tr>
<tr>
<td>Scouts</td>
<td>3.14%</td>
<td>4.34%</td>
<td>3.21%</td>
</tr>
</tbody>
</table>
### 5.5 Inter-school Activities and Prizes Won in the Past 3 Years

<table>
<thead>
<tr>
<th>Nature</th>
<th>Name of Competition / Organization</th>
<th>Award / Prize details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td><strong>Shatin Rotary International HK Environmental Protection Multi-Media Design Competition</strong></td>
<td>Champion in the junior form section</td>
</tr>
<tr>
<td></td>
<td><strong>Multi-media Webpage Design Competition on Environmental Protection Project Learning</strong></td>
<td>3rd in junior secondary section</td>
</tr>
<tr>
<td></td>
<td><strong>Hong Kong Youth Cultural and Arts Competitions</strong></td>
<td>Merit in the Chinese Painting (Secondary Section)</td>
</tr>
<tr>
<td>Music</td>
<td><strong>Hong Kong Schools Music Festival</strong></td>
<td>3rd in Saxophone Solo (Secondary Intermediate) 2nd in Chinese Instrument Sheng Solo (Advanced level)</td>
</tr>
<tr>
<td></td>
<td><strong>Hong Kong Schools Cantonese Opera Singing Contest</strong></td>
<td>3rd in Secondary Junior 2nd in Open Duet</td>
</tr>
<tr>
<td></td>
<td><strong>Hong Kong Schools Drama Festival</strong></td>
<td>Merit in Acting Merit in Directing Merit in Stage Visual Effect</td>
</tr>
<tr>
<td>Sports</td>
<td><strong>Inter-school Volleyball competition</strong></td>
<td>Grade A: 3rd in Division 2</td>
</tr>
<tr>
<td></td>
<td><strong>Inter-school Basketball competition</strong></td>
<td>Grade C: 2nd in Division 2  Grade A: 1st in Division 2</td>
</tr>
<tr>
<td></td>
<td><strong>Table-tennis competition</strong></td>
<td>Grade C: 4th in Division 2</td>
</tr>
<tr>
<td></td>
<td><strong>Schools Athletic Meet</strong></td>
<td>Grade A: 2nd in 110m Hurdles</td>
</tr>
<tr>
<td>Nature</td>
<td>Name of Competition / Organization</td>
<td>Award / Prize details</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
|        | **Karate Competition by HKIVE**   | 2nd runner-up in “free-fighting”  
2nd runner-up in “fixed movement pattern”  
Champion in “free-fighting”  
Champion in “fixed movement pattern”  
Champion in Open “free-fighting” |
|        | **HK Windsurfing Circuit**         |  
 **Tuen Mun station:**  
Champion in Raceboard Group Junior Boys and Grand Champion Junior Boys  
 **Tolo station:**  
3rd in Raceboard Group Junior Boys  
Festival of Sports Regatta (Junior Boys)  
3rd in Raceboard Group  
3rd in Grand Champion |
| Sports | **HK Inter-school Rowing Competition** | 1st in Single (U14)  
2nd in 8-men boat (U21)  
3rd in 8-men boat (U21)  
Participation Award  
Champion in Relay (U14)  
2nd in Individual 1000m (U14)  
3rd in Relays (Grade B) |
|        | **HK Youth Indoor Rowing Championship** |  
Indoors Rowing Invitational Competition  
School Championship |
|        | **Smart Teen Cycling Competition by HK Cycling Association** | First in Year 12  
1st runner-up in class 1990 group  
School Championship |
|        | **HK Ultrakids Triathlon Championship** |  
Invitational Chess Competition |
|        | **Invitational Chess Competition** |  

<table>
<thead>
<tr>
<th>Nature</th>
<th>Name of Competition / Organization</th>
<th>Award / Prize details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award / Prize details</td>
<td>Hong Kong Schools Speech Festival</td>
<td>2nd in Solo Verse Speaking: F1 – Boys 2nd in Solo Verse Speaking: F1 – Boys 3rd in News Feature Presentation: F6 to 7 2nd in News Feature Presentation: F6 to 7 3rd in Solo Verse Speaking: F1 – Boys 3rd in Bible Reading: F3 – Boys 5th in Bible Reading: F1 – Boys 3rd in Putonghua Poem Solo 3rd in Shakespeare Monologue 3rd in News Feature Presentation (Non-open) 2nd in News Feature Presentation (Non-open)</td>
</tr>
<tr>
<td>Award / Prize details</td>
<td>Cyber University for Academically Gifted Secondary Students by HKUST</td>
<td>Credited 2 university courses</td>
</tr>
<tr>
<td>Academic</td>
<td>Project-based Outreach Programme organized by the City University of HK</td>
<td>Participation certificates</td>
</tr>
<tr>
<td>Academic</td>
<td>Poly CEPA Business Camp organized by HKPU</td>
<td>Participation</td>
</tr>
<tr>
<td>Academic</td>
<td>Putonghua Ambassador organized by CUHK</td>
<td>3 students selected</td>
</tr>
<tr>
<td>Academic</td>
<td>Hong Kong Putonghua Pinyin competitions</td>
<td>Most active participation award</td>
</tr>
<tr>
<td>Academic</td>
<td>Putonghua Camp supported by Language Fund and SCOLAR</td>
<td>Participation certificate</td>
</tr>
<tr>
<td>Academic</td>
<td>Clean Hong Kong Campaign</td>
<td>Performance of a Putonghua Drama</td>
</tr>
<tr>
<td>Academic</td>
<td>Quiz Competition by Food and Environmental Hygiene Department</td>
<td>Champion</td>
</tr>
<tr>
<td>Enhancement Programme for exceptionally gifted students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>Shatin Voluntary Service Programme</td>
<td>Merit in Group B (age 12 – 14)</td>
</tr>
<tr>
<td>Services</td>
<td>Flag Day for the Hong Kong Community Chest</td>
<td>Certificate of Marit</td>
</tr>
</tbody>
</table>
5.6 Major Social Services

2001 – 2002
- National Day Flag Raising Ceremony
- Visit to Aged Home in Shatin
- Game stalls & performances in Kam Tai Fun Fair
- High Profile Exchange Visit to Beijing
- Game stalls in 50th Anniversary of St. Francis Church
- More Club May Pilgrimage
- Prayer Service for Evangelization
- Hong Kong Establishment Day Flag Raising Ceremony
- Smart Teens Challenge Programme

2002 – 2003
- Helpers in Caritas Bazaar
- Game stalls in Shatin Festival Fun Fair
- Breakthrough All-rounded Leadership Programme
- Leadership Enhancement Programme for exceptionally gifted students

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
- School-based Social Service Programme funded by CitiSuccess Fund – SARS
  (Searching Another side of our Society)
- Smart Teens Challenge Programme
6. Major Concerns (Achievements and Reflection)

6.1 Communicating in English

<table>
<thead>
<tr>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provided a whole school approach to communication in English</td>
</tr>
<tr>
<td>• Bilingual telephone reception put in place</td>
</tr>
<tr>
<td>• English signage across the campus</td>
</tr>
<tr>
<td>• Announcement over the PA system was done in English</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Besides what the school could do to enrich the use of English, students should be encouraged and reminded to put up notices in English in their respective Society and Club notice boards</td>
</tr>
<tr>
<td>• Students should be trained to make announcement in English</td>
</tr>
<tr>
<td>• We should enhance the broadcast in English through the Campus Radio</td>
</tr>
</tbody>
</table>
6.2 Living in Virtues

**Achievements**

- Introduced an enriched Reward/Punishment System in September 2003 that encouraged positive behaviour
- Conducted training for students on school rules, required uniform code and expected appearance and behaviour during the Summer Induction Programme for incoming Form 1 students and during the Summer Orientation Programme for incoming Form 6 students.
- Embarked on a whole school approach on discipline matters empowering all teachers to handle student discipline problems through team work
- Appointed Form 4 students as School Prefects besides Form 6 students allowing more students to share their proper values of behaviour at school
- Implemented the “Reparation Scheme” to allow students with demerit records to improve their behaviour through service to others
- Launched the Smart Teen Challenge Project for 40 Form 3 students that helped them improve self-discipline and confidence
- Held teacher training sessions for effective discipline control in August and December
- Continued with the Personal Tutoring Programme, including helping tutees to set study timetables, with 80% of tutors being able to finish 6 tutoring chats in a year
- Launched the Six Pillar Virtues Programme
- Implemented a pilot Parents Discussion Group project for effective dialogue among parents to share principles of parenting in one Form 1 class and met with great success

**Reflection**

- Several programmes had to be postponed till the following year because of time and manpower constraint.
- Prepared to expand the parenting programme
- Prepared for further integration of discipline work with personal formation of students
6.3 Acquiring Generic Skills for Life-long Learning

Achievements
- Continued with the Uninterrupted Morning Reading Programme to include a Chinese books component and an English books component. Students’ performance in reading Chinese books seemed more satisfactory
- Launched the Study Enrichment Programme in November 2003 that involved a study improvement scheme for 55 students from Form 2 to Form 4.
- Enrolled students in subject-based societies to enhance their exposure to the subjects of their interest
- Compiled curriculum plans for each subject allowing students to have a standard learning package

Reflection
- Students could be better guided to read books in English
- The Study Enrichment Programme should be reviewed to make it more effective.

6.4 Correct Usage of IT

Achievements
- Over 95% of the teachers had set up their personal homepage and students could learn and get information through teachers’ websites.
- Class monitors input homework into the school website homework database
- More disk storage was given to students to allow them to build their own website
- Developed student discipline database system to help tutors in the formation of students
- Training given to parents in June 2004 on how to use our intranet system for better communication
- Installed LCD projectors in all Form 1 classes and to set up a mobile computer lab for effective teaching
- Issued the Acclaim both in printed form and electronically for better communication with parents and interested parties

Reflection
- ICTO would work with other offices to identify their needs so as to provide coupling services and programmes
6.5 Nurturing Personal Development through Extra-curricular Activities

**Achievements**

- Every student joined one academic society and at least one interest club to broaden their learning experience
- Leaders from Student Association, societies and clubs received leadership training in Week 13
- All students and teaching staff were assigned into the school house system in order to provide vertical integration through a series of inter-house programmes
- Student Fortnight was firstly implemented in May with different kinds of activities. It was coordinated by Student Association
- Parents were engaged in student and school-wide activities, such as the Tak Sun Family Fun Day, Summer Transition Programme (STP) and musical instrument classes
- Summer Orientation Programme (SOP) was held for 4 days in August 2004 to train new Form 6 students and potential Form 4 leaders to run extracurricular activities

**Reflection**

- Extra effort should be put in keeping record of student extracurricular activities
- Better coordination of students’ school activities
- Could improve the communication and collaboration between student organization advisors and the student committees of these organizations
- Student activities were more effectively promoted in assemblies, using notice boards, public announcements and the campus radio

6.6 Improving Management and Operation

**Achievements**

- Duties adjusted among the officers in the General Office to provide more efficient and higher standard service
- Planned the setting up of CCTV in the campus

**Reflection**

- Deferment of installation of CCTV to allow more time for consultation with teachers
7. Financial Summary

1 September 2003 - 31 August 2004

<table>
<thead>
<tr>
<th>Income</th>
<th>HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSS Subsidy</td>
<td>25,301,219</td>
</tr>
<tr>
<td>Grants Received</td>
<td>537,253</td>
</tr>
<tr>
<td>Donations</td>
<td>906,976</td>
</tr>
<tr>
<td>School Fees (net)</td>
<td>5,938,740</td>
</tr>
<tr>
<td>Rental &amp; Sundry Income</td>
<td>912,593</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>33,596,781</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>HK$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Costs</td>
<td>24,496,721</td>
</tr>
<tr>
<td>Premises &amp; Equipment Costs</td>
<td>2,563,954</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>2,727,330</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>29,788,005</strong></td>
</tr>
</tbody>
</table>

3,808,776

8. Key Issues for the new Annual School Plan

- Limit and prioritize the office objectives to ensure their attainability.
- Strengthen Teacher Formation and Parent Formation as basis of enhancing students’ whole-person development.
- Pilot some new programmes / structure for the new School Development Plan. Based on the achievements and reflection on major concerns, devise not more than 3 key issues in order of priority to be incorporated into the new School Development Plan.