



TAK SUN
SECONDARY SCHOOL

Tak Sun Secondary School

School Annual Plan
2008/2009

德信中學

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 Annual Plan

2008/2009

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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 | 09/08 – 06/09 | <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. | ● AFC | <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> | 09/08 – 06/09 | <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. ● Commitment of subject teachers. | ● Teachers fulfilling SCOLAR language requirements. | ● AFC | ● Budget for professional development programme. |
| 1.3 To implement <i>curriculum tailoring to cater for learner differences</i> in selected subjects | 09/08 – 06/09 | <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 SDD. ● Teacher self-evaluation. | ● AFC | <ul style="list-style-type: none"> ● Professional network. ● Reference books and materials. ● TA for curriculum material development. |
| 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 | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Subject-based good books reading list. ● Uninterrupted morning reading period in timetable to create time for reading. ● Teachers' commitment to promote and monitor reading and act as a role model for students. | <ul style="list-style-type: none"> ● Stake holders survey. ● Library circulation record. | ● AFC | ● Budget for programme. |

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| 1.5 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 | 09/08 – 06/09 | <ul style="list-style-type: none"> ● 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"> ● Stake holders survey. | <ul style="list-style-type: none"> ● AFC | <ul style="list-style-type: none"> ● Budget for programme. |
| 1.6 To make the whole school become an <i>active learning community</i> | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Subject corridors and regular activities during non-lesson time to inspire and stimulate learning. | <ul style="list-style-type: none"> ● Review of the changes. ● Feedback from students and parents. | <ul style="list-style-type: none"> ● AFC | <ul style="list-style-type: none"> ● Budget for programme |
| 1.7 To integrate the teaching of appropriate <i>study skills and attitudes into the subject curricula</i> | 09/08 – 06/09 | <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"> ● Stake holder survey. ● Lesson observation focusing on skills development. ● Homework submission record. ● Tutoring | <ul style="list-style-type: none"> ● AFC | <ul style="list-style-type: none"> ● Homework database |
| 1.8 To ensure all senior form students can reach the basic standards of being role models | 09/08 – 06/09 | <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"> ● SFC | <ul style="list-style-type: none"> ● Budget for training workshops / camps ● Support from School Social Worker |
| 1.9 To develop and empower student leaders who are the role models of all students | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Allow students to manage student bodies in class and formation level. | <ul style="list-style-type: none"> ● Teachers' observation ● Class committee and Formation Level committee records | <ul style="list-style-type: none"> ● SFC | <ul style="list-style-type: none"> ● Nil |

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| <p>1.10To help students learn the importance of proper behaviour inside and outside campus</p> | <p>09/08 – 06/09</p> | <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 and CCA. ● Teachers' role models of virtuous behaviour on campus. ● Uniform group training helps 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 | <ul style="list-style-type: none"> ● SFC | <ul style="list-style-type: none"> ● Budget for cleanliness Campaign ● Uniform group formation |
| <p>1.11To cultivate a culture of love and care among students and to cultivate that culture among students and teachers</p> | <p>09/08 – 06/09</p> | <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 (e.g. LS Link) | <ul style="list-style-type: none"> ● Teacher's observations ● Students' feedback / survey ● Tutoring | <ul style="list-style-type: none"> ● SFC ● AFC | <ul style="list-style-type: none"> ● AHP support from the Department of Health ● Manpower in LS team |

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 | 09/08 – 06/09 | <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"> ● AFC | <ul style="list-style-type: none"> ● Timetabling. |
| 2.2 To ensure teachers understand and implement the meaning of <i>student-centred teaching</i> | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Professional development programmes on Staff Development Days. ● Teachers' reflection in subject stream and formation level meetings. | <ul style="list-style-type: none"> ● Lesson observation. ● Teachers' feedback ● Stake holders survey | <ul style="list-style-type: none"> ● AFC | <ul style="list-style-type: none"> ● Budget for professional development programme. |
| 2.3 To promote <i>good practice sharing</i> among teachers to enhance teaching efficacy | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Teachers' commitment ● Programme to facilitate teachers sharing ● Clear tutor development plan to include good practice sharing | <ul style="list-style-type: none"> ● Teachers' feedback ● Records of sharing sessions ● Databank of sharing materials | <ul style="list-style-type: none"> ● AFC | <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> | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Teachers' professional knowledge of education/curriculum reform. ● Delegating teachers to take charge of educational projects that partner up with outside bodies (e.g. EDB) ● More preparation on the skills and values bridging for junior and senior curriculum. | <ul style="list-style-type: none"> ● Review of subject curriculum plan and teaching syllabus. ● Lesson observation. ● CPD record. ● School Organization Chart ● AFC & SFC meeting minutes ● Students work on LS Link (F1-F3) | <ul style="list-style-type: none"> ● SFC ● AFC ● LS team | <ul style="list-style-type: none"> ● Substitution for teachers attending training outside school. |

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| 2.5 To collaborate with tertiary institutions and professional bodies to strengthen leadership in curriculum development | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Identification of professional support services available from various institutions. | <ul style="list-style-type: none"> ● CPD record | <ul style="list-style-type: none"> ● AFC | <ul style="list-style-type: none"> ● Budget for collaboration programmes |
| 2.6 To develop a standard tutoring curriculum to be implemented by trained tutors | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Clear definition and communication 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 | <ul style="list-style-type: none"> ● Tutoring manual ● Feedback from students and teachers | <ul style="list-style-type: none"> ● SFC | <ul style="list-style-type: none"> ● Professional training for personal tutors ● Manpower to compile the tutoring curriculum |
| 2.7 To develop tutoring tools and system complemented by a student information system | 09/08 – 06/09 | <ul style="list-style-type: none"> ● Computerized tutoring records which can be checked by current personal tutor. | <ul style="list-style-type: none"> ● Tutoring records | <ul style="list-style-type: none"> ● ADC | <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 |
|--|----------------------|--|--|--|---|
| <p>3.1 To uplift parents' awareness of their roles as primary educators</p> | <p>09/08 – 06/09</p> | <ul style="list-style-type: none"> ● Parents' basic understanding of the virtues their children need to cultivate, e.g. Through parenting education courses. ● Parents' ability to share positively in parent forums ● Participation in parenting courses ● Parents acting as role models for their children | <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"> ● Parenting Formation Committee | <ul style="list-style-type: none"> ● Parents' survey forms and statistics compilation ● Parenting talk speakers |
| <p>3.2 To strengthen parent-school communication and cooperation</p> | <p>09/08 – 06/09</p> | <ul style="list-style-type: none"> ● Effective communication channels between parents and school (teachers, especially the formation level directors) ● Appointment of parent manager to in Incorporated Management Committee | <ul style="list-style-type: none"> ● Teacher participation in Parent-Teacher Association (PTA) meetings and activities ● Feedback from parents | <ul style="list-style-type: none"> ● Parenting Formation Committee ● SFC | <ul style="list-style-type: none"> ● Re-designing the school notice system |