

Tak Sun Secondary School

德信中學

School Annual Plan

2014-15

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香港科技大學 (Jockey Club) Science & Technology Wing

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHON

Major Concern 1: To develop learning and teaching strategies to cater for learner diversities

Target - Outcome	Strategy - Task	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(a) Students with different learning abilities show academic improvement	<ul style="list-style-type: none"> - Use collaborative lesson preparation to design suitable lesson activities - Effective grouping in most senior and junior forms for core subjects - Remedial classes offered to students in need, enrichment programs offered to more able students 	<ul style="list-style-type: none"> - Collaborative lesson preparation schedule specified in Computer Literacy, English and Chinese Annual Plan - Students are offered more learning opportunities - Better co-ordination of remedial and enrichment programs by school management 	<ul style="list-style-type: none"> - Teaching and learning survey of students in effective groups - Compare results among effective groups - Subject Annual Plan - Master schedule of remedial and extended activities - Record of students joining external enrichment activities 	<ul style="list-style-type: none"> - Subject Panel Chair (SPC) and teachers - Academic Formation Council (AFC) - Executive Office (EO) 	<ul style="list-style-type: none"> - CUHK School Based Support Service (Chinese only) - Extra teachers for effective grouping - Capacity Enhancement Grant
(b) Student confidence and self-efficacy are enhanced	<ul style="list-style-type: none"> - Provide individual support during morning Class Tutor Period (CTP) to students who have difficulty in completing homework - Provide after-school support to individuals with learning difficulties - Offer a Term 1 English and Chinese Bridging Class to reinforce basic language skills of students in need 	<ul style="list-style-type: none"> - Homework submission performance improves - Performance of individuals with learning difficulties may improve or at least not deteriorate - Student confidence enhanced by school support for adaptation to EMI education in initial stage 	<ul style="list-style-type: none"> - Homework non-submission records - Academic performance records - Language Teachers will be asked to monitor student improvement in coursework and homework - F1 data from APASO survey section on Independent Learning Capacity 	<ul style="list-style-type: none"> - AFC - SPC English Chinese 	<ul style="list-style-type: none"> - Teaching Assistants for the morning program - Alumni mentors for the after-school program - Bridging course materials - Capacity Enhancement Grant
	<ul style="list-style-type: none"> - Provide personal recognition and advice through tutoring 	<ul style="list-style-type: none"> - Students have a better understanding of their strengths and weaknesses - Students report awareness of teacher support 	<ul style="list-style-type: none"> - Tutoring Survey - APASO Survey - Stakeholder Surveys 	<ul style="list-style-type: none"> - Student Formation Council (SFC) 	<ul style="list-style-type: none"> - On-line tutoring survey - Alumni tutors - Career and Life Planning Grant
(c) Less able students can use English to learn	<ul style="list-style-type: none"> - Two programs: Cross Curricular Mapping and Vocabulary Log Book will be used to implement LAC policy - Film English teachers modeling vocabulary teaching for Geography, IS and Life & Society colleagues - Co-teaching of English in F1 by native and local teacher 	<ul style="list-style-type: none"> - Enhanced understanding of subject based vocabulary and grammar 	<ul style="list-style-type: none"> - Completed Vocabulary Log Book - Assessment of Vocabulary Log reinforcement exercises - Subject Teacher feedback on their own increased language awareness - Subject Teacher feedback on observed student improved learning ability in English - English Teacher feedback on improved LAC strategies 	<ul style="list-style-type: none"> - LAC Committee - F1 English Teachers - F1 Geography, IS, Life and Society Teachers - Teacher Development Master (TDM) 	<ul style="list-style-type: none"> - One F1 English teacher to specialize in LAC area in order to guide long term LAC program - Filming under TDM - Capacity Enhancement Grant
(d) Enhance teacher awareness when handling students with SEN (Special Educational Needs)	<ul style="list-style-type: none"> - Provide teacher training in SEN by SEN Team and outside experts - Two more teachers sent for SEN training - Outsource training program of dyslexic students 	<ul style="list-style-type: none"> - Existing SEN Team is strengthened - Teachers are more aware and capable of handling SEN students 	<ul style="list-style-type: none"> - Feedback from parents of SEN students - Feedback from SEN students 	<ul style="list-style-type: none"> - SEN Team 	<ul style="list-style-type: none"> - Support from EDB and Tertiary Education institutions

Major Concern 2: To improve reading culture

Target - Outcome	Strategies - Tasks	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(e) Students acquire a reading habit	- Fine-tune the uninterrupted reading program and reading reward scheme	- Class Tutors (CT) role-model reading habit in CTP - Students have suitable reading materials for CTP - Increased student participation in the second year of pilot reading reward scheme	- Stakeholder Surveys - Feedback from CT to Reading Committee - Reading Committee Observation	- CT - Reading Committee - School Librarians	- Recommended book list - Prizes and awards
	- Organize regular library visits for F1-3 students - Set up pilot G/F mobile library scheme - Increase the number of class libraries	- Number of library books borrowed increases - Number of students visiting 7/F and G/F libraries increase - Number of class libraries increases	- Library circulation and student visit records - Resources for class libraries deployed	- School library - CT - Reading Committee	- Mini circulation system for class - G/F circulation system and librarians - Budget for CT to buy books - Capacity Enhancement Grant
(f) Students are able to read, read to learn and read for life	- English Teachers will use 1-2 readers, short stories, newspapers, and magazines to develop reading skills - Chinese Teachers will require F1-3 students to choose 3-4 Chinese readers for study	- Completion of the English and Chinese language reader reading tasks by all students	- SPC and teachers to check number and frequency of classroom reading activities	- SPC - Teachers	- Classroom reading materials paid for by students
	- Enhance the book sharing sessions and activities - Two book exhibitions - Teachers set up and lead small group reading and writing clubs	- Student and teacher participation in book sharing sessions increase - Increased attendance at school book fair - Reading and writing clubs set up and functioning - Production of a monthly student news-sheet	- Observation at book sharing sessions and book fairs - Monitoring by Reading Committee of reading and writing clubs	- English and Chinese SPC and teachers - Reading Committee	- Book fair service - Book sharing and presentation by external reading expert - Language teachers' free time to lead reading and writing clubs - Capacity Enhancement Grant

Major Concern 3: To enhance curriculum planning, implementation and evaluation quality

Target - Outcome	Strategies - Tasks	Success Criteria	Methods of Evaluation	Responsible Body	Resources Required
(g) Middle managers take up greater leadership role in academic and student formation	- Develop middle management participation in developing school policies	- Establish regular liaison meetings between EO, SPC and other senior teachers on Staff Development Days	- School meeting calendar - Liaison meeting agenda and minutes	- EO - AFC	- School meeting calendar - Liaison meeting agendas and minutes
	- Enhance the role of the middle management in the professional development of teachers	- Regular cycle of lesson observation and feedback in each SP from October 2014 - Train SPC to use lesson observation more effectively to improve teaching	- Observation records	- AFC - Human Resources and Professional Development (HRPD) Committee	- Lesson observation form - CUHK School Based Support Service training
(h) Effective implementation of curriculum with proper evaluation	- Improved whole school co-ordination of core subject homework - Better use of assessment data to improve teaching - Analyze teacher "value added" data to improve teaching	- Homework implementation - SPC upgrade skills in using assessment and teacher value added data to improve curriculum planning	- Record of e-homework calendar - Homework inspection of subject panels ongoing throughout the year	- AFC - SPC	- TDM - IT support
(i) All school members receive recognition and feedback on their performance	- Recognize teachers' efforts and contributions	- Maintain teacher morale - Teacher sense of initiative strengthened	- Stakeholder Survey	- HRPD Committee	- Nil
	- Collect teacher feedback on leadership of school middle management	- Better understanding of strengths and weaknesses of school management	- Stakeholder Survey	- TDM	- Nil

Diversity Learning Grant (2014/15-2016/17)

The following programmes are adopted with the support of Education Bureau's Diversity Learning Grant (DLG):

DLG funded Programme(s)	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning / success indicators	Committee-in-charge
					14/15	15/16	16/17		
Other Programmes	✓ To offer training in Critical writing skills to those talented in Liberal Studies	Critical Writing Skill workshop	3 years	S4-S6 students	20	20	10	Evaluation survey by the course provider	Senior Section
	✓ To provide leadership training to student leaders	Leadership Training Project	3 years	S4-S5 students	12	12	12	Performance of student leaders in various committees	Co-Curricular Activities Master
	✓ Students opting for Music, Network Programme can help to cater for their diverse needs	2014/2017 NSS Music Joint Schools Network Programme (Shatin)	3 years	S4 Students	2	2	2	Performance of students in the HKDSE Examination	Panel Chairman of Music

	<ul style="list-style-type: none"> ✓ To provide training to students talented in debating and public speaking skills 	Civic Ed Training Programme	1 year	S4	10			Quality of debating and public speaking skills shown in campus and external contests	Moral and Civic Education Committee
Applied Learning (APL)	<ul style="list-style-type: none"> ✓ To provide APL course to cater students with different learning needs and interests. ✓ Students can acquire diverse learning experiences and develop their career aspirations. 	<p>Film and Video Studies provided by VTC</p> <p>Aviation Studies provided by HKU SPACE</p>	2 years	S5 & S6 students		20	20	<ul style="list-style-type: none"> ✓ Students successfully completing APL course as shown in the record of student learning. ✓ Assessment of students' performance. ✓ Students' feedback. 	Senior Section

Tak Sun Secondary school
Life Planning Education and Careers Guidance Service (2014-2015)
Annual Plan

A. Major Concerns

1. To provide students and parents with accurate and sufficient career information
2. To help students better understand their career aspiration according to their own interests, abilities and orientations
3. To equip students to make an informed and responsible choices on their career goals and other aspects leading to a meaningful life

B. Implementation Plan

1. Major Concern: To provide students and parents with accurate and sufficient career information

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To generate in students career path awareness with sufficient career information	Launch Career day(s) for all boys during the lunch time and let them understand more about working reality	Feedback from students through informal interviews Observation	Programe fee 2,000
	Develop the CLP Ambassadors to provide career planning activities for all boys	Feedback from students through informal interviews Observation	Training fee, Programme fee HK\$ 7,000
	Set up CLP website in the school homepage and provide the latest Careers information	Feedback from students through informal interviews	
	Set up CLP resources center in 4/F	Feedback from students through informal interviews	
	Organize Workplace visit for both Senior and Junior session	Feedback from students through informal interviews Observation	Visits / Workshops / Transportation fee HK\$5,000
	Take F.4 boys to visit local tertiary institutions.	Feedback from students through informal interviews	Visits / Workshops / Transportation fee HK\$ 5,000

	Arrange Senior boys to visit Career Expo at Feb	Feedback from students through informal interviews	Visits / Workshops / Transportation fee HK\$1,000
	Set up information booths on the HKDSE result release day	Feedback from students through informal interviews	
To enable parents to have accurate information for decision making\$	Parents Forum theme talks in Junior & Senior section	Feedback from students through informal interviews Observation	
	Launch Careers information consultation booth during parent days	Feedback from students through informal interviews	
	Publish information booklet on oversea study	Feedback from students through informal interviews	HK\$1,000

2. Major Concern: To help students better understand their career aspiration according to their own interests, abilities and orientations

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To help F2 boys understand their interest and dream in Career	Organize "Dream Career activity for F2 boys	Students work will be posted	Gift and Prizes Hk\$1,000
To prepare S6 students for the release of HKDSE results	Conduct mock HKDSE results release workshop	Formal feedback survey	NGOs HK\$10,000
To enable senior boys to have a grasp of JUPAS and sub-degree strategies	Invite alumni to share about their experience on studying in self-financed degree and sub-degree programme	Feedback from students through informal interviews Observation	
	JUPAS and further study talks for F5-F6 students	Feedback from students through informal interviews Observation	PTA Tertiary institution representatives

	Conduct individual counselling with F6 students on further study plan and Group counselling in F5	Feedback from students through informal interviews Observation	
	Conduct Mock interview (F5)	Survey	HK20,000 (DLG)
To help F3 students make informed and responsible decisions on subject selection	Organize subject selection workshop for F3 students	Feedback from students through informal interviews Observation	CLP Ambassadors BGCA Subject teachers HK\$5,000

3. Major Concern: To equip students to make an informed and responsible choices on their career goals and other aspects leading to a meaningful life

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To empower the capacity of the CLP committee	To employ associate teacher so that teachers in the CLP committee can focus on formulating policies	Associate teacher employed Qualitative feedback form teachers in CLP committee	Employment of associate teacher to relieve the teaching load of the members in CLP committee so that they can focus on formulating education in school HK\$300,000
To generate in students career path awareness	In AE&C lessons in senior session, explore the career understand in F4 boys	Students survey SFC survey	
	Conduct activities from Career mapping curriculum provided by HKACMGM in F5-F6	Feedback from students through informal interviews Observation	HKACMGM curriculum and teaching aids \$5,000
	Complete the Career interest inventory on line test for F6 boys	Feedback from students and their tutors	Register fee for the online account HK\$5,000