

Tak Sun Secondary School

德信中學

School Annual Plan

2016-17

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香港中文大學 Jockey Club Science & Technology Wing

Tak Sun Secondary School
10th Anniversary
Celebrations

WALKATHON

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

Annual School Plan

School Year 2016-17

Major Concerns (extracted from the School Development Plan 2016-19)

- 1. To develop learning and teaching strategies to cater for learner diversities**
 - i. To promote student learning in languages**
 - ii. To strengthen the school-based SEN (Special Educational Needs) support**
- 2. To support the culture of continuous professional development**
 - i. To enrich teachers' CPD (Continuous Professional Development) sharing**
 - ii. To develop a culture of lesson observation**
- 3. To enhance the school culture of love and care**
 - i. To enhance students' learning of local and global issues and growth in social awareness**
 - ii. To enhance students' understanding of the need for life-long planning**
 - iii. To facilitate participation of all students in Co-Curricular Activities (CCA)**
 - iv. To help all students have a sense of responsibility for a clean school environment**
 - v. To help parents fulfill their role as “primary educators” of their children**

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1 (i). To promote student learning in languages	<ul style="list-style-type: none"> Develop strategic tools to improve reading and writing skills (by improving the design of junior form language curriculum to cater for learner diversities) 	<ul style="list-style-type: none"> Junior form language curricula (English Language and Chinese Language) are modified based on the needs of our students. Language subject teachers design and implement teaching strategies which integrate different language skills 	<ul style="list-style-type: none"> Junior form English and Chinese language curriculum plan Teaching plans Lesson observation Curriculum mapping between language subjects and non-language subjects (junior forms) Student performance in language subjects and non-language subjects (junior forms) 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Vice-principal (Academic Formation Council, AFC) English and Chinese Subject Panels 	<ul style="list-style-type: none"> Quality Education Fund (QEF)
	<ul style="list-style-type: none"> Enhance students' motivation to learn (by developing teaching strategies which integrate different language skills) 	<ul style="list-style-type: none"> Junior students have more chances to develop reading, writing, listening and speaking skills in an integrated manner during lesson time. 		<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> English and Chinese Subject Panels 	<ul style="list-style-type: none"> QEF
	<ul style="list-style-type: none"> Better evaluate findings to improve curriculum design and delivery (by reinforcing language-across-curriculum collaboration between language and non-language subject panels) 	<ul style="list-style-type: none"> English language subject panel takes a leading role in formulating curriculum and strategies to improve students' language competency in learning non-language subjects. 		<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Vice-principal (AFC) English subject panels Non-language subject panels Education Bureau (EDB) School-based Support Service (SBSS) Officer 	<ul style="list-style-type: none"> EDB SBSS

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1 (ii). To strengthen the school-based SEN (Special Educational Needs) support	<ul style="list-style-type: none"> Further develop the support strategies with the collaboration of SEN coordinator, Counseling Team, Heads of core subjects and Assessment Team 	<ul style="list-style-type: none"> Define a clear plan for teachers profession training Conduct different levels of meeting or case conference to facilitate the teachers collaboration Involve class tutors to participate the SEN dynamic group and training Participate in the CUHK and Heep Hong jointly organized Programme in Form 2 and Form 4 	<ul style="list-style-type: none"> Observation from the Student Support Team Teachers' sharing on SEN Report and meeting minutes from NGO 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Student Support Team Counselling Team Subject panel chairmen AFC 	<ul style="list-style-type: none"> SDD Teachers meeting time
	<ul style="list-style-type: none"> Encourage and appoint teachers to enroll in SEN training (at basic and advanced level) 			<ul style="list-style-type: none"> Appoint in Term 1 	<ul style="list-style-type: none"> Teacher Development Master Student Support Team 	<ul style="list-style-type: none"> Teacher substitution Supply teachers
	<ul style="list-style-type: none"> Strengthen teachers' class management skills through staff development programmes 			<ul style="list-style-type: none"> Staff Development Days (SDD) 	<ul style="list-style-type: none"> Teacher Development Master Student Support Team 	<ul style="list-style-type: none"> SDD
	<ul style="list-style-type: none"> Partnership with experienced NGO (Non-Government Organizations) to share relevant experiences 			<ul style="list-style-type: none"> SDD 	<ul style="list-style-type: none"> Student Support Team 	<ul style="list-style-type: none"> Participation cost and NGO

Major Concern 2: To support the culture of continuous professional development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2 (i). To enrich teachers' CPD (Continuous Professional Development) sharing	<ul style="list-style-type: none"> Develop a mechanism to report and share the learning obtained through CPD 	<ul style="list-style-type: none"> At least three sharing sessions will be held within the school year. Subject panel chairmen act as a role model in professional sharing. 	<ul style="list-style-type: none"> Stakeholder Survey CPD records 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Teacher Development Master 	<ul style="list-style-type: none"> Nil
	<ul style="list-style-type: none"> Provide more time, tools and space for CPD sharing 			<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Teacher Development Master Finance and Human Resources Committee 	<ul style="list-style-type: none"> Teacher substitution Supply teachers
2 (ii). To develop a culture of lesson observation	<ul style="list-style-type: none"> Develop a set of guidelines for lesson observation 	<ul style="list-style-type: none"> Lesson observation guidelines are closely related to professional development concerns. 	<ul style="list-style-type: none"> Stakeholder Survey Lesson Observation records 	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> AFC Teacher Development Master 	<ul style="list-style-type: none"> Nil

Major Concern 3: To enhance the school culture of love and care

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3 (i). To enhance students' learning of local and global issues and growth in social awareness	<ul style="list-style-type: none"> Encourage students to participate in social service activities and build up their heart for caring for the community 	<ul style="list-style-type: none"> Senior section students participate in experiential programme to serve for the community Talks and workshops organized by civic education committee and Liberal Studies to enrich the sense of citizenship and build up the awareness of needs from the community 	<ul style="list-style-type: none"> Performance in the social activities 	<ul style="list-style-type: none"> End of each term 	<ul style="list-style-type: none"> Sections School Social Workers CCA Master 	<ul style="list-style-type: none"> Support from NGO
	<ul style="list-style-type: none"> Open the school assembly as a sharing platform (civic education, social service and AWE sharing) 			<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Section Heads Student Formation Council (SFC) 	<ul style="list-style-type: none"> Nil
3 (ii). To enhance students' understanding of the need for life-long planning	<ul style="list-style-type: none"> Help colleagues familiarize themselves with careers education through professional development programmes 	<ul style="list-style-type: none"> Conduct seminar during SDD to introduce the multi-pathway to all teachers Encourage CLP (Career and Life Planning) committee members to participate in professional development association related to career education. 	<ul style="list-style-type: none"> APASO Professional development records from Teachers 	<ul style="list-style-type: none"> Staff Development Days Form meetings 	<ul style="list-style-type: none"> CLP Master 	<ul style="list-style-type: none"> Support from NGO
3 (iii). To enhance students' learning of local and global issues and growth in social awareness	<ul style="list-style-type: none"> To require all clubs and societies to have regular activities at lunch time or after school 	<ul style="list-style-type: none"> Clubs and societies chairmen to organize the activities Recruitment of members Correct recording of CCA records 	<ul style="list-style-type: none"> Club and society participation records Club and society activity arrangements and student participation Stakeholders survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> CCA Master 	<ul style="list-style-type: none"> Support from ADC
	<ul style="list-style-type: none"> To improve the school CCA (Co-Curricular Activities) recording system so that student participation can be easily tracked 			<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> CCA Master IT Team 	<ul style="list-style-type: none"> Support from IT Team

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3 (iv). To help all students have a sense of responsibility for a clean school environment	<ul style="list-style-type: none"> To conduct a classroom cleanliness campaign and give awards to the winners in school assembly 	<ul style="list-style-type: none"> Junior Form Class Tutors and Subject Teachers to carry out assessment standard Junior Form Class Tutors' role in training the students to acquire the norms. 	<ul style="list-style-type: none"> Feedback from the cleaning staff Observation SFC Survey 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Junior Form Coordinators Junior Form Class Tutors and subject teachers 	<ul style="list-style-type: none"> Awards
	<ul style="list-style-type: none"> To train students about standards of cleanliness and classroom norms 			<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Junior Form Class Tutors 	<ul style="list-style-type: none"> Awards
3 (v). To help parents fulfill their role as “primary educators” of their children	<ul style="list-style-type: none"> To extend the parenting education to all parents by implementing the IFFD (International Federation for Family Development) case study methodology 	<ul style="list-style-type: none"> Promotion of the programme to attract more parents to join Training of Moderators to take charge of the workshop 	<ul style="list-style-type: none"> Feedback from PTA Evaluation survey at the end of the academic year 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Parenting Committee Family First Foundation helpers 	<ul style="list-style-type: none"> IFFD Case studies materials Translation into Chinese

Diversity Learning Grant (2016/17-2018/19)

The following programmes are adopted with the support of EDB'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
					16/17	17/18	18/19		
Other Programmes	✓ To offer training in Critical Writing Skills to those talented in Liberal Studies	Critical Writing Skills workshop	3 years	S4-S6 students	20	20	10	Evaluation survey by the course provider	Senior Secondary Section
Other Programmes	✓ To offer subject based training for talented students	"Program for the Gifted & Talented" <i>Faculty of Education, CUHK</i>	12-21 hours intensive courses	S4-S6 students	10	10	10	Evaluation survey by the course provider	Senior Secondary Section
Other Programmes	✓ 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	CCA Master
Other Programmes	✓ The Network Programme caters for students opting for Music and helps cater for their diverse needs	2015/2018 NSS Music Joint Schools Network Programme (Shatin)	3 years	S4-S6 Students	1	1	1	Performance of students in the HKDSE Examination	Music Subject Panel Chair

Other Programmes	<p>✓ To provide training to students talented in debating and public speaking skills</p>	<p>“模擬立法會”-香港青少年領袖發展協會</p> <p>“暑期青少年培訓計劃”</p> <p><i>Roundtable Community</i></p>	1 year	S4-S5 students	8	8	0	Quality of debating and public speaking skills shown in campus and external contests	Chair of Civic Education
Applied Learning (APL)	<p>✓ To provide APL courses to cater for students with different learning needs and interests.</p> <p>✓ Students can acquire diverse learning experiences and develop their career aspirations.</p>	<p>Film and Video Studies by VTC</p> <p>Aviation Studies by HKU SPACE</p> <p>Fashion and Image Design by VTC</p> <p>Interior Design by VTC</p> <p>Practical Psychology by HKBU School of Continuing Education</p>	2 years	S5-S6 students	25	25	25	Students successfully completing APL course as shown in the record of student learning. Assessment of students' performance. Students' feedback.	Senior Secondary Section

Tak Sun Secondary school
Life Planning Education and Careers Guidance Service (2016-2017)
Annual Plan

A. Major Concerns

1. To provide students a quality life planning education and career guidance service which align with their development needs at different stages of growth.
2. To support students in better understanding their career aspirations according to their own interests, abilities and orientations
3. To equip students to make informed and responsible choices in their career goals and other aspects leading to a meaningful life

B. Implementation Plan

1. **Major Concern:** To provide students a quality life planning education and career guidance service which align with their development needs at different stages of growth.

Targets	Strategies	Monitoring / Evaluation	CLP Grant Allocation
To generate in students career path awareness with sufficient career information	Train CLP (Career and Life Planning) Ambassadors to provide career planning activities for all students	Feedback from students through informal interviews Observation	Training fee, Programme fee HK\$ 2,500
	CLP website in the school homepage to provide the latest careers information in social media (Facebook Page)	Feedback from students through informal interviews	
	Organize workplace visits for both Senior and Junior Sections	Feedback from students through informal interviews Observation	Visits / Workshops / Transportation fee HK\$3,000
	Take S4 students to visit workplaces (during Aesthetic and Career Education (ACE) lessons)	Feedback from students through informal interviews	Visits / Workshops / Transportation fee HK\$ 1,000

	Arrange for senior students to visit the Career Expo in February	Feedback from students through informal interviews	
	Arrange job shadowing for selected S4-5 students (in collaboration with the PTA and HKCT)	Feedback from parents Feedback from students	
	Publish a sharing magazine (Mission) on Career Dreams	Feedback from students through informal interviews	HK\$6,000
	Information booths on the HKDSE result release day	Feedback from students through informal interviews	Magazine / Reference book HK\$3,000
To enable parents to have accurate information for decision making	Parents Forum theme talks in Junior & Senior Sections	Feedback from PTA through informal interviews Observation	
	Set up Career Information Consultation Booths on Parent Days	Feedback from PTA through informal interviews	

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 S1 & S2 boys understand their Career interest and dream	Organize 'Dream Career Activity' for S1-S2 students during CTP and Chinese lessons	Student work will be posted	Gift and Prizes Hk\$5,000
	Cooperate with HKCT for the 'Sim Life' Workshop	Formal feedback survey	NGO
	'Financial Planning' Workshop	Formal feedback survey	

To prepare S6 students for the release of HKDSE results	Conduct a Mock HKDSE Results Release Workshop	Formal feedback survey	NGOs HK\$9,000
	Organize career talks and alumni sessions on local, Mainland, Taiwan and Overseas study	Feedback from students through informal interviews Observation	HK\$1,000
To enable senior boys to have a grasp of JUPAS and sub-degree strategies	Invite alumni to share their experience on studying in self-financed degree and sub-degree programmes	Feedback from students through informal interviews Observation	
	JUPAS and further studies talks for S5-S6 students	Feedback from students through informal interviews Observation	PTA Tertiary institution representatives
	Conduct individual counselling with S5 and S6 students on further study plans. Conduct group counselling with selected S5 students (in collaboration with the school social worker)	Feedback from students through informal interviews Observation	
	Subsidize selected S4-S5 students to join summer activities organized by universities	Feedback from students	HK\$6,000
	Conduct S5 mock interviews by HKCT	Survey	
To help S3 students make informed and responsible decisions on subject selection	Organize a Subject Selection Workshop for S3 students	Feedback from students through informal interviews Observation	CLP Ambassadors BGCA Subject teachers HK\$1,500

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 enable teachers to help students make informed and responsible choices	To provide training for S3, S5 and S6 CTs about the latest further study information and skills	Feedback from teachers	
	To organize professional sharing workshops in conjunction with different schools, tertiary institution and government bureaus	Feedback from teachers	
To empower the capacity of the CLP Committee	To employ an Associate Teacher so that teachers in the CLP Committee can focus on formulating policies	Associate Teacher employed Qualitative feedback from teachers in CLP committee	Employ an Associate Teacher to reduce the teaching load of CLP Committee members, enabling them to focus on formulating LPE in school HK\$300,000
To generate in students career path awareness	Use Senior Section ACE lessons to explore career understanding among S4 students	Students survey SFC survey	
	Conduct activities from the Career Mapping Curriculum provided by HKACMGM in S5-S6	Feedback from students through informal interviews Observation	HKACMGM curriculum and teaching aids \$4,500
	Complete the Career Interest Inventory online test for S6	Feedback from students and their tutors	Register fee for the online account HK\$1,500