

天主教郭得勝中學

KWOK TAK SENG CATHOLIC SECONDARY SCHOOL



Annual School Plan

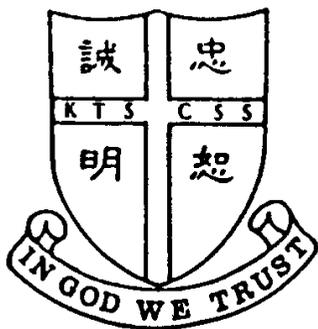
2020/2021

Kwok Tak Seng Catholic Secondary School
Annual School Plan (2020/2021)

Our Mission

1. To follow through the educational goals of Diocesan Schools: to make the school a place filled with the spirit of the Gospel and charity; and to spread the teaching of Christ to society.
2. To pass on the virtues of Chinese tradition: to bear “Faithfulness 忠”, “Forgiveness 恕”, “Sincerity 誠” and “Intelligence 明” as our school motto.

With the determination to carry on the contribution of the Catholic Church to education, the School, as its vision and mission stipulated in the Constitution of the Incorporated Management Committee of Kwok Tak Seng Catholic Secondary School, shall uphold and pass on the core values of **Truth, Justice, Love, Family and Life** to inspire and empower young people for their life and future responsibilities.



Our Emblem

Trust in God forms the basic mental and spiritual attitude in our new endeavour in the work of education, for God sees and takes care of everything we do for our students, and brings it to success. With this trust in Him, we are confident of ourselves, and confident that what we do will, with His help, some day bear fruit. “**In God We Trust**” is, therefore, a motto written down on our school emblem.

Our Education Goals

To achieve an all-round education and maintain a balanced development of the spiritual, moral, intellectual, physical, social and aesthetic aspects of life.

Spiritual and Moral Education

1. To introduce the life and teaching of Jesus Christ to our students. Help them develop a compassionate heart and a positive, responsible and constructive attitude towards life.
2. To instil Catholic values in our school life to forge an open, caring and respectful environment for our members to model oneself to become “a good shepherd” (John 10:14)

Intellectual Education

3. To guide students in acquiring knowledge in different subject areas to cope with the needs of society; to help students develop their inquiring mind and the ability of self-learning to cope with the ever-changing world.
4. To encourage students to face challenges positively and to be well-equipped with discernment and independent thinking.

Physical Education

5. To provide students with multifarious extra-curricular activities to train students' mind and body, to foster team spirit and cooperation and to help students develop their potential.

Social Education

6. To help students understand interpersonal relationships and develop proper community life.
7. To cultivate students' sense of belonging to the school.
8. To help students understand their rights and obligations, form civic and democratic minds and develop an awareness of our society.
9. To pass on the virtues of Chinese tradition and instill an idea of patriotism and nationalism.
10. To establish good discipline and maintain a simple school ethos.

Aesthetic Education

11. To help students develop their imagination and creativity.
12. To boost students' interests in and sense of appreciation of fine arts.

Kwok Tak Seng Catholic Secondary School

Our Present Situation

Management and Organization

Our Strengths:

- The school has a well-established administrative system which could maintain its daily operations with clarity and efficiency.
- More well-established online systems and guidelines shared on shared network drives help teachers retrieve necessary information to facilitate their work.
- The school has an open, mature and continuously-improving self-reflective culture. This kind of positively-developing self-evaluation culture can enhance continual improvement.
- The school has good professional leadership, that helps the school in launching various initiatives to boost education reforms.
- There is a devoted and caring team of teachers with good team spirit.
- The relationship between staff is amiable and harmonious.
- Our IMC is highly supportive. Experienced IMC managers are contributing to the development of school directions and policies.

Our Weaknesses:

- Teachers' response and in professional development to advancement in educational reforms varies.
- Teachers are busy in handling routines and increasing accountability, teachers found it more difficult to squeeze more time on important issues and spending more time with students.

Our Opportunities:

- Teachers are open-minded. They understand the accountability to stakeholders.
- The Silver-Jubilee Campus provides more space for future development.

Our Threats:

- There is an ever-increasing workload and pressure due to education reforms. Periodical streamlined operation and the need for reviewing different operations is eminent.
- As the birth rate of Hong Kong will decrease sharply, the competition among schools is acute. Under keen competition, higher focus on academic pursuit is not beneficial for the students to provide comprehensive after-school extra-curricular programmes.

Learning and Teaching

Our Strengths:

- Catholic Education core values are instilled in both formal and informal curricula.
- Teachers are highly experienced and willing to devote effort to students.
- Most of the students display a serious attitude towards learning. The academic performance of students is generally above average.
- Working relationship between the staff is harmonious.
- Based on the previous 3-year cycle, students are more aware of using different strategies in the learning process.
- Establishment of e-learning platforms could help students learn better at home and facilitates communication with teachers and schoolmates.
- Cross-curricular cooperation among different KLAs / panels help provide students with various learning activities / experience.
- The development of technology curriculum and facilities, which is beneficial to equipping students' with knowledge and capability in STEM education.
- Teachers have deeper knowledge on utilising statistics and analysis tools to monitor students' progress and design of assessments and learning and teaching materials.
- Gifted education programmes are launched at different levels to cater for diversified interests and learning needs.
- School's hardware infrastructure can facilitate high quality e-learning implementation.
- The Silver-Jubilee Campus provides more space and greatly enhances the support of our gifted education programmes.

Our Weaknesses:

- A systematic approach on promoting self-awareness, self-monitoring and self-modification is still to be formulated.
- Despite a whole series of reading programmes being delivered, the reading habits of students are needed to be further nurtured.
- Some students still need to be further engaged to form active learning habits such as reading, writing and note-taking skills.
- In terms of spoken communication, some students are timid in communicating with others in using English and Putonghua.
- Teachers' knowledge in fully utilizing information and communication technologies in pedagogy is still needed to be promoted.
- Further improvement is needed to refine the Scrambler Award system to facilitate the recognition of academic performance.

Our Opportunities:

- New major concerns enabled formulation of a whole-school approach on promoting positive education programmes. It will be highly beneficial for students and teachers to acquire knowledge and skills to enhance their social, learning, psychological, spiritual and health well-being.
- Further development of e-learning strategies advances the quality and spectrum of our education provided for students. It also facilitates deeper analysis for students, teachers, parents and administrators to devise more specific strategies.
- Collaboration with external bodies such as CUHK, CityU, EdU, EDB and other academic support services strengthen the support in learning and teaching to address students' diversified learning needs, quality of assessment and learning material design.

Our Threats:

- Learner diversity of students has been identified and intensified.
- Students are facing increasing academic pressure due to more focus strategies and supporting measures are being implemented.

School Ethos, Student Support and Students' Achievements

Our Strengths:

- Students are well-mannered and highly disciplined. They have developed positive values and the spirit of serving others. Most students exhibit good social skills and interpersonal relationships.
- The school community is filled with a pervasive spirit of harmony, friendship and warmth. Teachers are approachable and friendly. They are concerned about the well-being of students and value their experience and feelings.
- The school has set up a comprehensive support network for students' growth, with a range of preventive and developmental programmes and activities. Recently strengthened social worker team, Pastoral Care team and SEN team enables stronger collaboration in planning and support for student support programmes.
- The close ties with the PTA and alumni enable the school to accomplish much more with the support of parents and alumni. Close coordination of student support committees.
- Students have achieved encouraging results in academics, external competitions and international competitions throughout the years, after strengthened initiatives in our academic support programmes and gifted education programmes.

Our Weaknesses:

- Parents' education and support on raising the effectiveness of parental support for students learning and wellbeing is needed.
- Many students who are not Catholics have less involvement in liturgy and religious-related programmes that may hinder the effective delivery of values education.
- Student's sense of belonging to school can be further promoted.
- Students' leadership skills, independent planning capability and practice of goal setting are needed to be trained.

Our Opportunities:

- Collaboration with external bodies may strengthen the Student Support and academic teams in designing and implementing Positive Education. It provides a great opportunity to build up students' sense of belonging and ownership in their learning.
- Individual teachers are engaged to take up extra duties and responsibilities to facilitate knowledge sharing among teams.

Our Threats:

- Devaluation of social identity and moral standards in the society challenge the education mission and student development.

- Both students and parents still are examination oriented, placing less importance on extracurricular activities and developing social relationships.
- Some senior form students have pressure due to public examination.
- Some newly identified behavioural and emotional problems of students may cause stress to student support programmes.

Major Concerns for 2020/2021

- 1. To further support and develop active and independent learning**
- 2. To promote Positive Education programmes**

Implementation Schedule (2020/2021)

Major concern 1: To further support and develop active and independent learning

Targets	Strategies
1. Cultivate good learning habits and skills to raise the learning efficiency	<p>Key Learning Areas (KLAs) and pedagogical level</p> <ul style="list-style-type: none"> ● Strengthening students' learning skills and habits, e.g. thinking skills, communication skills, research skills, reading skills, writing skills, note-taking skills, vocabulary and sentence structure building skills and pre-lesson preparation, etc. ● Talks, workshops and sharing sessions on learning habits and skills. ● Strengthening reading culture by various reading schemes and activities held by the reading promotion committee or subject panels. ● Positive reinforcement for encouraging students' participation in the learning process, e.g. organizing S.2 Learning Celebration to provide students with an opportunity to appreciate their own learning outcome.
2. Utilize the e-learning platforms to facilitate learning and teaching	<p>KLA level</p> <ul style="list-style-type: none"> ● Different subjects make use of different e-learning platforms to let students adjust their learning progress. ● E-learning committee explores useful platforms and apps with various KLAs to facilitate learning and teaching. ● Promote use of generic teaching and learning apps.
3. Conduct professional interflow to integrate the elements of active learning in order to cater for learner diversity	<p>School and staff development</p> <ul style="list-style-type: none"> ● Conduct staff development programme to enriching teachers' understanding on the theory and practice of effective learning and teaching ● Training of the middle managers to enhance their leading role in curriculum planning and development

	<p>KLA level</p> <ul style="list-style-type: none"> ● Conduct collaborative lesson planning for active learning and peer lesson observations in Chinese Language, English Language, Mathematics, Liberal Studies and Integrated Science.
<p>4. Utilize different assessment tools and platforms to optimize teaching and help students monitor their learning progress</p>	<p>School level</p> <ul style="list-style-type: none"> ● Optimize the school-based Academic Performance Monitoring System to help students, teachers and parents review students' performance throughout and across the academic year. ● Further promote the use of Assessment Quality Platform (AQP) among different KLAs / panels to optimize learning and teaching. ● Use of artificial intelligence (AI) to help students make better choices in subject selection and project the DSE results.

Major concern 2: To promote Positive Education programmes

Targets	Strategies
<p>1. Conduct professional interflow to promote Positive Education</p>	<p>School and staff development</p> <ul style="list-style-type: none"> ● General training for all teachers and intensive training for target group teachers about Positive Education rationale and strategies. ● Conduct staff development programme about Positive Education on the integration of Positive Education elements into the curriculum. ● Collaboration with ‘Positive Education Laboratory’ of City University of Hong Kong on reviewing and designing a comprehensive growth curriculum for our students.
<p>2. Strengthen Catholic Education core values with focus on a specific theme each year by Positive Education</p>	<p>Whole School approach</p> <ul style="list-style-type: none"> ● Carry on the 5-year core value education cycle with a specific theme each year: Love (2020/21). The theme is emphasized by KLAs and other committees in the scheme of work and activities. ● Arrangement of talks and debriefing for students on the general understanding of Positive Meaning and character strengths. ● Developing an online portfolio on tracing PERMA (Positive Emotions, Engagement, Relationships, Meaning, Achievement) index and Values in Action (VIA) inventory of strengths for better understanding of the students’ well-being and recording their growth. ● Enriching the school environment by posters, classroom boards, positive quotes of 24 character strengths. Painting the school mural related to the theme of Core values/Positive Education. ● Positive Education Days with activities to promote Positive values. ● Setting up the Hall of Fame / Board of Fame to endorse outstanding students like Head Prefect, Student Union President and students with outstanding achievements.

<p>3. Use Positive Education strategies to enhance the development of the Core Values and the actualization of the School Motto</p>	<p>KLA and pedagogical level</p> <ul style="list-style-type: none"> ● Training for all teachers on integration of Positive Psychology elements into the curriculum. Formulation of a growth framework for the school. ● Addressing school motto, core values and PERMA elements in the teaching and learning process. ● Debriefing sessions after major activities are linked to VIA classification’s six categories of virtue (Wisdom and Knowledge, Courage, Humanity, Justice, Temperance, Transcendence), school motto and Catholic Education core values ● Sharing the meaning of Positive Education by students and teachers in school activities such as assembly and prayers.
<p>4. Deepen students’ understanding of Positive Education through religious activities, community services and arrangement of student support committees.</p>	<p>Religious level</p> <ul style="list-style-type: none"> ● Religious Month: Various religious liturgy and activities will be held in March such as Way of the Cross, sacrament of reconciliation, Passover Meal and religious book exhibition. ● Liturgy and Prayer services. <p>Community Services</p> <ul style="list-style-type: none"> ● Emphasizing community services such as “Shatin KTS Loving Elder Academy” to actualize Positive Meaning. <p>Committee level: Student Support</p> <ul style="list-style-type: none"> ● Integrating Positive Education strategies in Religious and Moral Committee, Pastoral Care, Life-Planning and Other Learning Experience Programmes ● Self-exploration groups for helping students in need to understand their character strengths. ● Engage Positive Education strategies in leadership training programmes or workshops for monitors, prefects and integrated education ambassadors.

