

天主教郭得勝中學
KWOK TAK SENG CATHOLIC SECONDARY SCHOOL



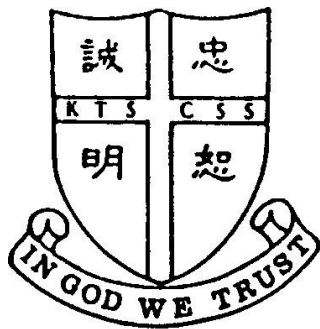
Annual School Plan 2022/2023

Kwok Tak Seng Catholic Secondary School
Annual School Plan (2022/2023)

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”, “Forgiveness”, “Sincerity ” and “Intelligence” 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.
- Due to the pandemic, limited on-site lesson time affected students' participation in school activities for more than two years, students' satisfaction and opportunities in rich school life has been lowered.

Our Opportunities:

- Teachers are open-minded. They understand the accountability to stakeholders.
- The Silver-Jubilee Campus provides more space for future development.
- Our continuous support from external professional bodies can help all department to develop learning and teaching practices and building up framework and strategies in positive school atmosphere that is beneficial to long term development of school culture.

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 in the foreseeable future, 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.

- A dozen middle managers are reaching the age of retirement and succession planning is now undergoing. Knowledge transfer and training of new generation of leadership is imminent.

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 with close collaboration.
- External professional bodies were invited to continuously improve our learning and teaching (L&T) practices, assessment literacy and design of L&T materials.
- Based on the previous 3-year cycle, students are more aware of using different strategies in the learning process.
- Establishment of e-learning platforms and deployment of Bring Your Own Device (BYOD) since junior forms could help students learn better at home and facilitate 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 and software 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 and expressing their learning outcomes, 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, and its integration with an online student growth system can help students reflect on their overall development.

Our Opportunities:

- New major targets 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 wellbeing.
- 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. Student support team with the full support of School Social Workers, Educational psychologist enables a 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.
- A school-wide system for appreciating students achievements and good behaviour can be further explored.

- 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.
- Half day schooling under the COVID pandemic limits the opportunities of providing on-site support to students.
- 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 Targets for 2022/2023

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

Implementation Schedule (2022/2023)

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

Targets	Strategies	Evaluation	Success criteria	People responsible
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 and subject panels. ● Positive reinforcement for encouraging students’ participation in the learning process, e.g. organising S.2 Learning Celebration to provide students with an opportunity to appreciate their own learning outcome. 	<ul style="list-style-type: none"> ● Feedback from School Review Questionnaire (SRQ) report and observation by teachers 	<ul style="list-style-type: none"> ● Most students agree that they have employed the study skills, sentence patterns and graphic organizers in their learning. The score from the School Review Questionnaire is above 4 out of 6. 	<ul style="list-style-type: none"> ● Academic Committee and KLA
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. 	<ul style="list-style-type: none"> ● Feedback from SRQ 	<ul style="list-style-type: none"> ● Students agree that they often make use of the learning materials in the online platforms. The score from the school 	<ul style="list-style-type: none"> ● School Development Team, Academic Committee and KLAs

	<ul style="list-style-type: none"> ● Explore useful platforms and apps with various KLAs to facilitate learning and teaching. ● Promote the use of generic teaching and learning apps. 		<p>review questionnaire is above 4 out of 6.</p>	
<p>3. Conduct professional interflow to integrate the elements of active learning in order to cater for learner diversity.</p>	<p>School and staff development level</p> <ul style="list-style-type: none"> ● Deepening staff development programmes to allow teachers to explore on the theories and practices of effective learning and teaching strategies. ● Arrange training for the middle managers to enhance their leading roles in curriculum planning and development. <p>KLA level</p> <ul style="list-style-type: none"> ● Enrich teachers' professional capacity in embedding active learning elements in lessons. Conduct collaborative lesson planning and peer lesson observations in Chinese Language, English Language, Mathematics, Citizenship and Social Development/Liberal Studies and Integrated Science. Build up a sharing environment among teachers through occasional training programmes. 	<ul style="list-style-type: none"> ● Evaluation - Feedback from staff 	<ul style="list-style-type: none"> ● Sessions were held for teachers with external professional bodies. ● Professional development activities and lesson observation are conducted with specific departments ● Success criteria: 75% positive response from staff 	<ul style="list-style-type: none"> ● Teachers of the KLAs concerned

<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 big data analysis to help students make better choices in subject selection and project the DSE results. 	<ul style="list-style-type: none"> ● Feedback from teachers and SRQ report 	<ul style="list-style-type: none"> ● Using login statistics, more than 70% of students and teachers use the school-based Academic Performance Monitoring System to review and give a clear picture of their learning progress. The score from the school review questionnaire is above 4 out of 6. ● At least 70% of teachers give positive feedback on AQP platform. 	<ul style="list-style-type: none"> ● School Development Team and Academic Committee
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Major Target 2: To promote Positive Education

Targets	Strategies	Evaluation	Success criteria	People responsible
<p>1. Conduct professional interflow to promote Positive Education</p>	<p>School and staff development level</p> <ul style="list-style-type: none"> ● In collaboration with ‘Positive Education Laboratory’ of City University of Hong Kong, teachers will be equipped with a better understanding of growth mindset, elements in Positive Education model PERMA, and the application of Values in Action (VIA) in nurturing our students to be more grateful and positive towards their life. ● Staff development programmes for team building of all staff, Induction programme for new teachers. ● Training of Form teachers with specific focus based on the need of students in various levels. ● Activities to take care of the well-being of staff members. 	<ul style="list-style-type: none"> ● Feedback from staff 	<ul style="list-style-type: none"> ● 80% of positive response from our staff 	<ul style="list-style-type: none"> ● School Development Team and Student support teams

<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: Justice (2022/23). The theme is emphasized by KLAs and other committees in the scheme of work and activities. ● Arrangement of talks and debriefing for students consolidate the understanding of Positive meaning and character strengths. ● Systematically launching the 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. ● Organize Growth lessons and Positive Education Day Camps to promote Positive values. ● Deploying a brand-new student handbook with elements highlight positive education in daily school life. 	<ul style="list-style-type: none"> ● By SRQ, observation and evaluation of Student Support teams 	<ul style="list-style-type: none"> ● 80% positive response and showing understanding from School Review Questionnaire ● Successfully launching the growth platform according to the schedule ● Successfully deploying the students handbook in school life 	<ul style="list-style-type: none"> ● Pastoral Care Committee and Student Support teams
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<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"> ● Integrating elements of positive education into AC talks. Talks, workshops and/or sharing sessions explicitly infuse of positive education themes. ● Integrating elements of positive education into subject curriculum. Review and add the elements of positive education in the curricula. Teachers use character strengths to explain the nature of the subject and daily classroom language. ● 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 ('Justice' in 2022/23). ● Sharing the meaning of Positive Education by students and teachers in school activities such as assembly and prayers. ● Integration of core values, school motto and concepts of character strengths into Religious Education curriculum and in class teacher periods. 	<ul style="list-style-type: none"> ● By SRQ 	<ul style="list-style-type: none"> ● Positive feedback from 80% of the participants 	<ul style="list-style-type: none"> ● Academic Committee, Pastoral Care Committee and School Development Team
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<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 May 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. ● Apply Positive Education strategies in leadership training programmes or workshops for monitors, prefects and integrated education ambassadors. 	<ul style="list-style-type: none"> ● SRQ, observation and evaluation of different teams 	<ul style="list-style-type: none"> ● 80% achievement of objective in SRQ report 	<ul style="list-style-type: none"> ● Religious Moral Committee and Student Support teams
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