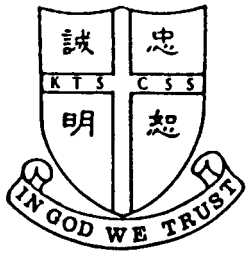
天主教郭得勝中學

KWOK TAK SENG CATHOLIC SECONDARY SCHOOL



Annual School Plan
2019-2020

Kwok Tak Seng Catholic Secondary School
School Development Plan (2019/2020)

Our Mission & Vision

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 a 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 potentials.

Social Education

6. To help students understand interpersonal relationship 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.

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.
- The school has an open and mature 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 team of teachers with good teamwork.
- The relationship between staff is amiable and harmonious.

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 more difficult to squeeze more time on important issues.

Our Opportunities:

- Teachers are open-minded and understand that accountability to stakeholders should be implemented.
- The Silver-Jubilee Campus provides more space for future development.

Our Threats:

- There is an ever-increasing workload and pressure due to education reforms. More streamlined operation and the need on reviewing on what to "keep" and "stop" is eminent.
- As the birth rate of Hong Kong has decreased sharply, the competition among schools are acute. It is not beneficial for the school to focus on internal improvement.

Learning and Teaching

Our Strengths:

- 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.

- Cross-curriculum cooperation among different KLAs / panels help provide students with various learning activities / experience.
- The School is spearheading is development of technology curriculum and facilities, which is beneficial to equipping students' with knowledge and capability in STEM education.

Our Weaknesses:

- In terms of communication, some students are timid and not confident to communicate in English or Putonghua.
- Reading habit for students is needed to be further promoted.
- Some students are not motivated enough to forming in self-directed learning habits.
- There is still emphasis on summative assessment rather than formative assessment in some subjects.
- Development of gifted education in consolidating a wide spectrum of strategies is need.
- Parents education on raising the awareness of parental support in student learning is needed.

Our Opportunities:

- The new or revised curricula, the education reforms initiated by EDB in recent years stimulate new ways of implementing school-based curriculum to arouse students' interest.
- Engagement of external bodies such as EDB and other community services strengthen the customized support in learning and teaching and addressing students' diversified learning needs.
- The Silver-Jubilee Campus provides more space for different learning activities.

Our Threats:

- The review of the language policy will add further demands of teachers' workload and professional development.
- Learner diversity of students have been intensified.
- Students are facing increasing academic pressure.

School Ethos and Student Support

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 relationship.

- 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 programs and activities.
- 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.

Our Weaknesses:

- Student's sense of belonging to school is not strong enough.
- Students are less able than before to arrange activities independently.
- Many students do not set the goals for themselves.

Our Opportunities:

- External resources possibly increase the Student Support manpower. (One TA for integrated education and 0.5 Social worker for Pastoral Care).
- Individual teachers are willing to take up extra duties.

Our Threats:

- Distortion of values in society challenges the education mission and student development.
- Both students and parents still are examination oriented, neglecting the importance of extra-curricular activities and developing social relationships.
- Some senior form students have negative feeling due to public examination pressure.
- The behavioural and emotional problems of students are increasing.

Major Concerns for 2019/20

1. **To support and develop active and independent learning**

2. **To strengthen Catholic Education core values**

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

Strategies / Tasks	Success criteria	Method of evaluation	I/C
KLA and pedagogical level: cultivate good learning habits and skills • Students are taught subject specific learning skills and habits, e.g. reading skills, writing skills, note-taking skills (including graphic organizers), vocabulary and sentence structure building skills and pre-lesson preparation. • Organize talks, workshops and sharing sessions on learning habits and skills • Strengthening reading culture by various reading schemes and activities held by the library and subject panels. - Stars of reading - Searching the treasury of books - Reading is power - Popular Reading Scheme - LS"1 minute" reading presentation - S.3- S.5 LS Reading Scheme - Visual Arts reading scheme • 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	• 70% or above of students are able to employ the study skills and sentence pattern in their learning. • 60% or above of the participants give positive feedback on the talks and workshops. Such actions are transferred to be used in various subjects. • Average number of reading materials borrowed from the school library per student expected to be 15 or above. • 70% or above of the participants to give positive feedbacks in "1 minute" reading presentation. • 70% or above of the students give comments in the online discussion forum. • 60% or above of the participants	• SDT Review Questionnaires • Observation • Evaluation Meeting	• Academic Committee (AC), Reading Promotion Committee, Library, Liberal Studies KLA, Integrated Arts KLA

outcome.	give positive feedback on improving their presentation skills through explanation of their work.		
School level: Utilize different assessment tools and platforms to optimize learning and teaching • Develop a school-based student academic performance tracking system to help students, teachers and parents review students' performance throughout and across the academic year. • Promote the use of Assessment Quality Platform system among different KLAs / panels to optimize learning and teaching.	• A school-based performance tracking system is developed • At least two subjects start using AQP and the system helps teachers adjust their teaching. • 70% or above of the students consider the system can help them monitor their progress. • 70% or above teachers agree the system can provide useful data for analyzing students' performance.	• Feedback from teachers and students • SDT Review Questionnaires • Observation	• Vice Principal • AC • E-learning Committee
KLA level: Utilize e-learning to facilitate learning and teaching • Promoting different subjects to conduct e-learning at different levels (VA, RE, Science, Mathematics) • E-learning committee seeks useful platforms and	• 70% of the students give positive feedback. • At least one app / platform is tested and tried by specific KLAs in teaching process.	• SDT Review Questionnaires • Observation	• E-learning Committee • Mathematics, Science and Integrated

apps for various KLAs to facilitate learning and teaching, e.g. - Developing a Moodle platform to consolidate students' learning and provide feedback - eREAP launched by HKEdCity (Mathematics) - Explain Everything, Kahoot, Nearpod (Science)	• 1st stage Moodle platform is launched. • Students are more engaged in learning through introducing the new learning process and materials. 90% or above students in selected groups/classes utilized the platform in learning.		Arts KLA
School and staff development: conduct professional interflow to promote active learning strategies • Conduct staff development programme about active learning. • Conduct KLA / subject based professional developments in e-Learning. • Conduct collaborative lesson planning for active learning and peer lesson observations in Chinese Language, English Language and Liberal Studies.	• 70% of our teaching staff can gain a more thorough understanding about active learning. • 80% of the teachers give positive feedback. • At least 2-4 collaborative lesson planning meetings and 2-4 peer lesson observations have been carried out in these KLAs.	• Evaluation meeting • SDT Review Questionnaires • Amount of training • Amount of collaborative lesson planning meetings and lesson observations • Observation in class	• School Development Team (SDT) • E-Learning Committee • Chinese, English and Liberal Studies KLA

Major Concern 2: To strengthen Catholic Education core values

Strategies / Tasks	Success criteria	Method of evaluation	I/C
Whole School approach: Strengthen Catholic Education core values with focus on a specific theme each year • Strengthen Catholic Education core values with focus on "Life" as the theme of the academic year: introducing character strengths and positive education elements into our programmes. • Arrange regular meetings for the Academic and Student Support Units (PC, RMC, LPC, OLE, AC) every cycle to enhance coordination and quality developmental cycle (Planning-Implementation-Evaluation). • Deepen teachers' (including subject teachers, middle managers and senior managers) understanding of the core values and Catholic social teaching through professional development. Support is given by RMC on linking learning content with core values. • Debriefing sessions after major activities, linking to Core values and school motto with the support of RMC.	• 80% or above of the students have stronger awareness and understanding of the meaning of core values especially on "Justice" and know how to apply the concept in daily life. • Meeting are arranged every cycle • 95% or above teachers attended the training. • Each month awards are given to at least 24 winners • 80% or above teachers have better awareness and understanding of core values	• School Review Questionnaires • Teachers' & Students' Feedback • Observation • Evaluation Meeting	• Pastoral Care (PC), Religious Moral Committee (RMC), Life Planning Committee (LPC), Other Learning Experience (OLE), Academic Committee AC) • SDT

• Encourage and recognize students to through "Stars of the Month" award scheme, virtues such as diligence, charity, perseverance, duties, courtesy etc. are recognized.			
Committee level • Sharing of core values by teachers and students in weekly assemblies. • Seminars, workshops, activities in different forms • Volunteer services in school and leadership training programs.	• 80% of the participating students give positive responses and understand	• School Review Questionnaires • Teachers' & Students' Feedback • Observation • Evaluation Meeting • Students' reflection.	• Pastoral Care Committee
Religious activities • Catholic Student Mentoring Scheme: RMC teachers and Pastoral Assistant will be the mentors of Catholic students. • Religious Month: Various religious activities will be held in March such as Ash Wednesday, Way of the Cross, sacrament of reconciliation, Passover Meal and religious book exhibition. • Liturgy such as mass for new students and on important events. • Recommendation of Catechism classes and parish activities to students and teachers.	• Meeting of the formation of faith would be held once a month. • 5 activities would be held in March or April. • Liturgy is introduced to new and current students. • A wider selection of religious books is purchased and introduced to student. • More students are	• School Review Questionnaires • Teachers' & Students' Feedback • Observation • Evaluation Meeting	• Religious & Moral Committee

• Wider selection of religious books is displayed and introduced to students. Enrichment of school campus with bible verses and students' work.	acknowledged and interested in attending parish activities		
KLA and pedagogical level • Integrating core values into the curriculum through revising scheme of work and collaboration among KLAs and Religious and Moral Committee. Addressing core values in teaching and learning process. • Debriefing sessions after major activities are linked to core values and school motto. RMC advises different units for delivering messages related to core values in debriefing, such as prayers and social teaching concepts. • Sharing of core values: Students and teachers address the meaning of Catholic core values in school activities such as assembly and experience sharing sessions.	• Core Values in all KLAs are highlighted in scheme of work and activities.	• School Review Questionnaires • Teachers' & Students' Feedback • Observation • Evaluation Meeting	• KLAs
Community level: Emphasizing community services resembling the Servant of God • Shatin KTS Loving Elder Academy (Cooperated	• 80% of the Involved students show concern to the society and the world.	• School Review Questionnaires • Teachers' & Students'	• Religious & Moral Committee

with Caritas Elderly Centre). • Flag selling: Students are encouraged to join the activity with the whole class. • Social Service Team volunteer services in the community. • KLA community services.	• 80% of the involved students are ready and willing to serve the needy.	Feedback • Observation • Evaluation Meeting	• KLAs