

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



# School Development Plan

## 2017/2020

Rev. Li Chi Yuen (Supervisor)

8<sup>th</sup> July 2017

Mr Hon Sze Ping Steven (Principal)

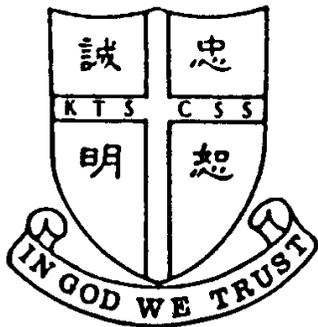
8<sup>th</sup> July 2017

**Kwok Tak Seng Catholic Secondary School**  
**School Development Plan (2017/2020)**

**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 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.

## **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.
- 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 2017/2020**

- 1. To support and develop active and independent learning**
- 2. To strengthen Catholic Education core values**

## Implementation Schedule (2017/2020)

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

Targets	Strategies	17/18	18/19	19/20
1. Cultivate good learning habits and skills	<p><b>KLA and pedagogical level</b></p> <ul style="list-style-type: none"> <li>• Strengthening subject specific learning skills and habits, e.g. reading skills, writing skills, note-taking skills, vocabulary and sentence structure building skills and pre-lesson preparation, etc.</li> <li>• Talks, workshops and sharing sessions on learning habits and skills.</li> <li>• Strengthening reading culture by various reading schemes and activities held by the reading promotion committee or subject panels.</li> <li>• 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.</li> </ul>	✓	✓	✓
2. Utilize different assessment tools and platforms to optimize learning and teaching	<p><b>School level</b></p> <ul style="list-style-type: none"> <li>• Develop a school-based student academic performance tracking system to help students, teachers and parents review students' performance throughout and across the academic year.</li> <li>• Promote the use of Assessment Quality Platform among different KLAs / panels to optimize learning and teaching.</li> </ul>	✓	✓	✓
3. Utilize e-learning to facilitate learning and teaching	<p><b>KLA level</b></p> <ul style="list-style-type: none"> <li>• Promoting different subjects to conduct e-learning at different levels.</li> <li>• E-learning committee seeks useful platforms and apps for various KLAs to facilitate learning and teaching.</li> </ul>	✓	✓	✓

	<ul style="list-style-type: none"> <li>Promote use of generic teaching and learning apps.</li> </ul>			
4. Conduct professional interflow to promote active learning strategies	<p><b>School and staff development</b></p> <ul style="list-style-type: none"> <li>Conduct staff development programme about active learning.</li> <li>Conduct KLA / subject based professional developments in e-Learning.</li> <li>Conduct collaborative lesson planning for active learning and peer lesson observations in Chinese Language, English Language and Liberal Studies.</li> </ul>	✓	✓	✓

**Major concern 2: To strengthen Catholic Education core values**

<b>Targets</b>	<b>Strategies</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>
1. Strengthen Catholic Education core values with focus on a specific theme each year	<p><b>Whole School approach</b></p> <ul style="list-style-type: none"> <li>Establish a 5-year core value education cycle with a specific theme each year: Justice (2017/18) / Truth (2018/19) / Life (2019/20) / Love (2020/21) / Family (2021/22). The theme is emphasized by KLA and other committees in scheme of work and activities.</li> <li>Arrangement of seminars or workshops for students (e.g. Justice for 2017/18).</li> <li>Encourage and recognize students to learn from the saints so that they can have a better knowledge of the virtues of the saints through introducing a “Saints of the Month” award scheme to recognize virtues such as diligence, charity, perseverance, duties, courtesy, etc.</li> <li>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 teaching concepts with core values.</li> </ul>	✓	✓	✓

2. Integrate Catholic core values and social teaching into formal and hidden curriculum	<p><b>KLA and pedagogical level</b></p> <ul style="list-style-type: none"> <li>Integrating core values into the curriculum through revising scheme of work and collaboration among KLAs and Religious and Moral Committee. Addressing core values within teaching and learning process.</li> <li>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.</li> <li>Sharing of core values: Students and teachers share the meaning of Catholic core values in school activities such as assembly.</li> </ul>	✓	✓	✓
3. Deepen students' understanding of core values and social teaching through religious activities, community services and arrangement of student support committees.	<p><b>Religious level</b></p> <ul style="list-style-type: none"> <li>Catholic Student Mentoring Scheme: RMC teachers and Pastoral Assistant will be the mentors of Catholic students.</li> <li>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.</li> <li>Introducing liturgy for new students and on important events.</li> <li>Further recommendation of Catechism classes and parish activities to students and teachers.</li> <li>Wider selection of religious books is displayed and introduced to students. Enrichment of school campus with bible verses and students' work.</li> </ul>	✓	✓	✓

	<p><b>Community Services</b></p> <ul style="list-style-type: none"> <li>• Emphasizing community services resembling servant of God such as “Shatin KTS Loving Elder Academy” and other community services.</li> </ul> <p><b>Committee level: Student Support</b></p> <ul style="list-style-type: none"> <li>• Self-exploration groups for helping students in need to understand themselves.</li> <li>• Leadership training programmes or workshops for monitors, prefects, student mentors, integrated education ambassadors and award scheme ambassadors.</li> <li>• Talks and workshops on students’ psychological and physical growth (e.g. sex education) based on Catholic teachings.</li> </ul>			
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