



School Development Plan
2021/22-2023/24

Tak Oi Secondary School

Content

School Vision & Mission	P. 1
Holistic Review (2018/19 – 2020/21)	P. 2
Evaluation of the School’s Overall Performance (2018/19 – 2020/21).....	P. 5
Three-Year School Development Plan 2021/22 – 2023/24	
I. SWOT Analysis	P. 18
II. Development Theme	P. 20
III. Major Concerns	P. 20
IV. School Development Plan	P. 21

Tak Oi Secondary School

School Development Plan

(2021/22 – 2023/24)

Tak Oi Secondary School

School Vision & Mission

Tak Oi Secondary School is sponsored by the Missionary Sisters of the Immaculate Conception (M.I.C.). Through a whole school approach we aim to provide quality Catholic Education to lead our young girls into a life of joy and thanksgiving.

Love and Truth, our school motto, are the guiding principles for developing our girls and the whole school. Amazed at God's gracious love, we nurture in our girls a heart of appreciating all that is good, true and beautiful. Acknowledging Jesus as the ultimate Truth, we enlighten our girls to strive for excellence in their pursuit of knowledge and righteousness in life.

We are committed to fostering a caring, respectful and joyful environment with a rich array of learning opportunities for our young girls to develop their unique potentials in all aspects and to become a whole person.

We embrace the call to educate our girls to become responsible, resilient, creative, passionate and collaborative young women who dedicate themselves to self-growth and to contributing to the common good of the universe.

Holistic Review

Effectiveness of the previous School Development Plan (2018-2021)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. To Deepen Learning & Teaching Effectiveness</p> <p>A. Catering for learning diversity</p> <ul style="list-style-type: none"> • To diversify learning materials and assignments • To implement feedback for learning and teaching management • To enhance learning and teaching effectiveness through e-learning <p>B. Enriching Learning Experience by Curriculum Development</p> <ul style="list-style-type: none"> • To review school-based curriculum to align with the educational development spirit • To promote interdisciplinary learning 	<p>Partly achieved:</p> <ul style="list-style-type: none"> • Extended questions and bonus questions were incorporated in assignments and examinations of some subjects to stretch the potentials of high achievers. Less capable students were motivated by completing questions suiting their own competence and progress. • Different e-learning tools were used for pre- and post-lesson activities. Students could receive feedback from teachers instantly on their work. Students engagement and learning effectiveness were enhanced. • Extended Curriculum in S2 and S3 were developed in 	<ul style="list-style-type: none"> • The school will continue organizing the Experiential Learning Days to enrich students' learning scope and create platform for them to showcase their fruits of learning. • Review on curriculum development would be continued, different subject departments are encouraged to source for new and practical content which suits the educational needs and trend. • Programmes for teachers' professional development would be continued. Practical skills and training, and also good work or experience sharing, would be beneficial in enhancing teaching effectiveness and diversity in pedagogy. • Different subject departments would 	<ul style="list-style-type: none"> • Due to COVID-19, classes and activities in the past two years were largely affected. Embracing the "new normal", the school has well experienced in preparing activities and contingency plans under uncertainty. If the health risk in Hong Kong wanes, the school would arrange more learning activities and support for students. • The school has set up special task force group to implement the BYOD initiative which started in 2021. • The school would start

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>C. Enhancing Learning and Reading Skills for self-regulated learning</p> <ul style="list-style-type: none"> To develop skills for verbalization of ideas to help students to reflect their own learning To raise students' ability in reading to learn 	<p>collaboration of different subject departments. Students showed interest in the learning and were confident to showcase their learning outcomes.</p> <ul style="list-style-type: none"> Reading lessons and programmes were conducted for S1 to S3 students, through book sharing presentation and exercises, students have developed various skills on consolidation and verbalization of their ideas. 	<p>continue to design assignments or tasks for students of different ability levels, and would make use of data collected from internal assessment (such as assignments, tests, class observation), and external assessment (such as public examination results) to help students enriching and enhancing their knowledge.</p> <ul style="list-style-type: none"> Further from giving students feedback, teachers would help students to understand their competence and help them to improve continuously. The school would cultivate the concept and initiation of students to learn to be a self-reflective learners in the coming years. 	<p>building the new STEM Lab which was granted under QEF.</p>

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. To Enhance Career and Life Values</p> <ul style="list-style-type: none"> • Cultivating the Culture of Positive Thinking (PERMA) • Developing students' initiative and self-direction • Promoting leadership capacity and responsibility 	<p>Partly achieved:</p> <ul style="list-style-type: none"> • Various mindful activities and seminars were organized to educate students stress coping skills, to recognize own emotional needs and inner peace. The activities received overwhelming responses from students and parents. Teachers also attend seminars or workshops about mental health and mentoring skills. • Student growth lessons were arranged for S1 and S2 students, to help them better understand themselves. To enable new S1 students to adapt the their new chapter of life as a secondary students, the school arranged a Transition Program in the first two weeks, to equip learning skills, house rules and self-direction of students. • To enhance senior form students' understanding on multiple pathway, various programmes and activities were organized, such as Life Planning Activities, Interview Skill Workshops, etc. 	<ul style="list-style-type: none"> • More educational training workshop would be introduced to teachers to enhance their knowledge and skills about student care and positive education. • Programmes for unleashing students' leadership and sense of responsibility would be continued in the coming year. Different subject departments and teams have set up ample opportunities for students to serve as a student leader or ambassador in the school community. Various student leaders scheme also cultivate students to serve the others and recognize the beauty of common good of people in the community. • Career and Life Planning (CLP) programmes would be organized to help S4 to S6 students to better understand the tertiary education and multiple pathways. Sharing from Alumni on career path, work trial experience, and seminars, would be organized in the coming years. The school would also explore direction admission scheme of universities of foreign countries. 	<ul style="list-style-type: none"> • Class Teachers & Year Heads Team has been set up to facilitate the communications and activities for the form. Class Teacher Periods would be arranged in the coming year to build positive value, self-understanding and relationship with the others. • If COVID-19 safety regulations allows, the school would arrange Community Service and out outing programmes for students in the coming year, to resume the human touch and interaction.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school formulates the development plans, the Major Concern Plans and the implementation strategies in line with our mission and vision, trends in education policies, such as the implementation of National Security Education, and the school context. • Manpower and resources are properly allocated for the implementation of various priority tasks. Grants for specific purposes are utilized as much as possible. • The formulation of policies is generally based on student' needs. In drawing up policies about the latest school development and its direction and strategies, views of stakeholders are solicited and communicated through fitting channels. • A wider representation of teachers from various teams was included in policy making bodies for the formation of a more comprehensive view and the smoother implementation of the policy. • Various tasks force groups have been set up for different policy reviews, such as the National Security Education Working Group, S4 Curriculum Core Team. • Subject departments and school teams have formulated their Major Concern Plans and work plan in line with the development goals of the school, deployed resources appropriately, and implemented and reviewed their work plan as scheduled. The Principal, together with the Accounting Officer, takes charge of the priority tasks and monitor the use of resources. 	<ul style="list-style-type: none"> • Various task force groups are set up for different policy reviews. More effort can be put into monitoring and evaluation of the effectiveness of various strategies. • Various sets of data have been collected with implications of the strengths and needs of stakeholders and different aspects of the school. Training workshops and sharing sessions can be conducted to help team leaders, subject panels and teachers to reflect on the data and formulate relevant strategies to truly embrace the spirit of PIE, i.e. Planning- Implementation- Evaluation, in our everyday teaching inside and outside classroom. • The school premises have to be further upgrade. Another QEF project has been submitted to create space and learning opportunities in response to the students' needs of their personal growth and life planning. A studio will be established to develop students' generic skills and further unleash their potential through other learning experiences.

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • Subject departments and teams report on work progress and review their work effectiveness. In conducting review, details of both the implementation as well as evaluation of their effectiveness in relation to the targets set are done. • The post of School Communications Officer is created to facilitate better communication with stakeholders through various means. • The daily operation of the school is smooth. Procedures and guidelines are further updated for handling crises so as to build a safe and orderly school environment for students and teachers. • The school has set up work schedule for school self-evaluation and systematically collects data and information for self-evaluation. Evaluation tools, such as MCP survey developed by the school, and the Stakeholder survey and APASO survey developed by EDB, are carried out every year. They are used to analyse students' strengths and areas for improvement of the school. • Facilities and resources are better coordinated to ease the booking process and avoid clashes. • The STEM QEF Project is approved and the renovation of room is in progress. Such a renovation makes a better use of the venue and create more room for curriculum development to meet with the latest education trend. 	

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> • The school management is able to lead the school in the formulation of development goals with consideration of the education trends and various education policies. Internal resources are deployed and external resources such as different grants and funding are tapped to support various priorities. The progress of work and the utilisation of resources are reviewed regularly. • The school management, including the Principal, Assistant Principals and Committee Heads, together with the key middle managers, including all the department heads and team heads are responsible and diligent. They mostly have professional knowledge of the work under their purview and are able to discharge their duties properly. They formulate the work plans with good alignment with the direction of school development and implement them systematically. • The working relationship between the school management and teaching staff is harmonious and communication is generally smooth. There is agreement on the direction of school development. • A wider representation of teachers from various teams in policy making bodies enables a common understanding of the objectives and expectations of school policies for more effective leadership in the implementation of policies through different teams and subject panels. • Collaboration among subject departments is evident with the leadership of the Extended Curriculum Team. This is to enrich students' learning experiences outside the standard curriculum setting. • Collaboration with external parties such as EDB and various universities arranged by subject departments and teams keep teachers abreast of the latest education development and pedagogies. 	<ul style="list-style-type: none"> • Due to the mobility of the senior administration and middle management in the past few years, some of the posts of responsibilities may not be well sustained. The senior administration and middle management have to be fortified through training programmes and promotion exercise. • The monitoring and evaluating role of the middle managers needs to be strengthened to help current and new staff to prescribe lessons and programmes that can meet the needs of the students and other stakeholders. • The role of KLA heads can be further strengthened. Despite some inter-disciplinary collaboration seen, cross-subject collaboration within the KLA can be further developed in response to the report of the focus inspection. • Professional sharing can be further developed to create a reflective learning culture among students. • Collaboration with external parties for other subject departments is encouraged to refresh the curriculum so as to meet the changing learning needs of students and the expectations of society.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> • There is an established Staff Appraisal System, which has been reviewed. All the teaching staff are involved in the process of formulating the new Staff Appraisal System. The procedures, appraisal elements and the school's expectations on teachers have been communicated clearly with current teachers and new teachers. • The importance of professional development is emphasized. School-based professional development programmes, in the format of staff development days or learning circles, are planned and conducted to align with the development goals of the school. • Teachers, in general, pursue professional development from time to time. The Mentor-Mentee System has been set up to enhance the communication and sharing between experienced teachers and the new teachers. 	

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The Teaching and Learning Committees and the relevant teams review and develop the school-based curriculum to align with the educational development spirit and needs, such as teaching computer coding language which is in growing popularity to equip students with the fundamental skills, and adding new modules about contemporary issues in Life & Society subject. • The extended curriculum programme in STEM education in S2 was successful. Students applied their knowledge and skills learnt in different subjects - Science, Mathematics, Information and Communication Technology, Liberal Studies and Chinese Language, to solve an authentic problem, this help them to further consolidate their concepts and stretch their potentials. • The school manage to design assignments and assessments with different levels of difficulty to address students' diverse learning needs. With application of Bloom's Taxonomy in assignment design, students' learning autonomy could be boosted through completing questions suiting the learning competence and progress of their classes. With increased use of e-learning platforms, teachers are able to give quality feedback on assignments and assessment. Teachers also become more aware and skillful in using statistics obtained in assessments and assignments of various subjects for analysis and improvement of weakness in students. 	<ul style="list-style-type: none"> • Following the stipulation of EDB on the optimization of the four core subjects in S4 starting in 2021/2022, and substitution of the Liberal Studies with new subject Citizenship and Social Development, senior form's curriculum review and renewal will be conducted. The preparation of new curriculum and teaching materials, and the curriculum planning and structure for senior form, is a challenge to the school and teachers. Special task force working groups will be set up to tackle the challenges. • With the good response received in the S2 EC STEM programme, EC would be further extended to S4. Different departments should review their subject curriculum regularly and look for collaboration opportunities with other subject departments, and any enrichment of the curriculum that meeting the development needs of the society or future generation. • The COVID-19 pandemic hammered the teaching and learning by imposing big disturbance to the face-to-face classes and duration of class period. Teachers and students took some time to adapt to the "new normal" of attending class and submitting assignments online. The subject departments and teachers have accumulated experience and expertise on online class. It is expected that switching between online and face-to-face classes will be continued in COVID-19 times, the school will implement "BYOD" (Bring Your Own Device) policy in phases in the coming years, starting from S1 in 2021-2022.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> The school continue to monitor the curriculum implementation through the well-established mechanism of Class Observation, School Assignment Inspection and Department Assignment Inspection. All subject departments comply with the school policy and deliver quality education to students according to the school development goals and Major Concerns. Parents and Students are well informed of the academic requirement and promotion criteria through various channels such as parents' circulars, Parents' Night, school website. 	<ul style="list-style-type: none"> The school plan to undergo phased enhancement on the presentation of Report Card, starting from next year.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Most students actively engage in lesson activities and follow the instructions, they are willing to learn and try to tackle challenging questions under teachers' guidance and encouragement. The meaningful integrated learning experiences enable students to achieve the learning objectives, and motivate them to strive for excellence. Interactive class activities also arouse their learning interest. • The school and teachers put a lot of effort in promoting reading, building and enhancing reading skills of students for self-regulated learning. Various activities appealing to students' interests are held in the reading lessons and also other subject lessons, which enable students to practice verbalization of ideas, presentation skills and use of learning tools such as graphic organizers. Outside school, students are also encouraged to do reading. The outstanding participation rate in external reading programme and observation from teachers reflected students' interest and ability in reading, and confidence of doing public speaking to share their thoughts, were enhanced. • The school strive to maintain an English rich environment in a whole school approach. Beside using English as the medium of instruction in most subject lessons, daily activities such as morning prayer, events such as assemblies and ceremonies, are also conducted in English, providing students with authentic chances to communicate in English. • Split class mode have been introduced in individual forms to suit the ability and learning progress of students, students are divided into small groups based on their intellectual competence. To further consolidate the learning content and enhance learning effectiveness, different subjects have organized enrichment / enhancement programmes or bridging programmes to cater learning diversity. 	<ul style="list-style-type: none"> • Some scheduled book recommendation sharing session, group discussion and Language Across Curriculum theme activities in classes were cancelled last year due to COVID-19 pandemic, it is suggested to relaunch next year. • The split class mode should be extended to selected form(s) for some subjects next year in order to better catering the diverse learning needs. • To align with the Major Concerns focusing on deepening learning and teaching effectiveness, teachers provide feedback on teaching and help students consolidating their learning through assessments and assignments. Students should learn the importance and benefits of doing reflections on their learning, this practice also helps them to effectively evaluate their learning outcome and making improvement. More pre- and post-lesson tasks should be directed to help students building up self-reflective learning habit. • The application of e-learning tools and interaction in classes can be further strengthened. Teachers can review the pedagogy to pander with the changing educational development trend and learning behavior of students.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> Students demonstrate good quality and creativity in their assignments. Through the quality and timely feedback from teachers, plus various reflective tools and e-learning tools, students are able to refine themselves, improve and strive for excellence. 	

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • The “Year Heads” system introduced in the school effectively foster collaborative culture and coordination on learning activities. Regular meetings are held for Class Teachers and Committees concerned to discuss and share observation of students needs, reactions and suggestions on support to accommodate student growth and academics. • To help the S1 newcomers to better adapt to the secondary school life and build their sense of belonging to the school community, various Committees and Subject Departments prepared series of programmes and activities in the S1 Transition Programme, a school-based interdisciplinary project to help the students in the first few weeks of school on integrating with subject knowledge, bridging their learning skills and build positive attitude and values towards life. • Various enrichment and enhancement classes were conducted after-school and in holidays, to enhance learning effectiveness and cater for learning diversity, some of them are specially designed for pre- and post-exam revision to help students acquiring examination skills. To stretch the potential of S6 high achievers for striving for academic excellence in the HKDSE, a “Star Programme” is introduced to provide extra support to these students. • The celebrate the success of learning activities and showcase the fruitful learning outcomes of the students in the past year, the Experiential Learning Days were organized, students worked on different themes and activities with application of cross-subject skills and knowledge. • Apart from the ELD, various programmes, workshops, physical activities and seminars were organized to cultivate values that help students encountering challenges in their future life, such as positive thinking, self-recognition, stress coping skills, career life planning. 	<ul style="list-style-type: none"> • The Class Teacher Period can be more structured and give more support to student growth. The CT Period would be entrusted with theme related to student growth and care in the next year. • The S1 Transition Programmes were successful in the past few years, due to COVID-19, some planned activities in 2020-2021 TP were cancelled or down-scaled. For next year, the TP will be enriched by adding in a closing activity to celebrate students’ completion of their first stage of transition from primary student to secondary student. • There is increasing need for personal counseling and inner reflection from students, however, the existing school facilities are not ideal for conducting this kind of mindful activities. External resources such as Government Granting Scheme can be made use of. Different mindful activities were introduced last year, such as mindful yoga, painting working and plant jamming, which received good response from participating students. The Committees will continue to explore and source for more external resources on training or workshop as well. • Due to COVID-19, many programmes, especially involving outing and service team, were cancelled in the past year, the opportunities for the students to acquire skills and meaningful experience were largely reduced. The pandemic also reduced human touch and interaction. If the public health situation improves in the coming school year, the school should resume the activities planning and implementation.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> The school treasure the good and trusted relationship with the stakeholders. One of the school's important stakeholders is Parent-Teacher Association (PTA). With the great support from parents, many events and activities have been successfully held, such as seminars, workshops and picnic (in pre-COVID-19 times), which are beneficial in the home-school cooperation and communication. PTA is supportive in the school's development, contributing opinion from parents, and putting effort in the event organization, scholarship sponsorship. PTA serve as one of the channels to let parents understand how the school nurtures students with mindful education and values, and also the academic support. Through educational talks by professional guest speakers invited by PTA, parents are more knowledgeable on parenting skills to communicate with their daughters. Most of the parents participated in the PTA events reflected the activities provided them chances to understand how their daughter are doing in school and way to foster a closer parent-child relationship. Alumni is also a vital resources and support to the school's development and sustainability. The school's alumni are passionate and committed to serve and help in various programmes to extend their love to the school, for example, being mentor or tutor of students to provide support in study and personal growth, and actively sharing their career life in career life planning programmes organized by the school. All these built a strong bonding among the school, alumni, students and teachers, which fully embody the school motto and values. 	<ul style="list-style-type: none"> Most of the annual event hosted by PTA were cancelled last year due to the COVID-19 pandemic. The membership fee balance enables PTA to sustain and waive the membership fee for another year. Provided that the feasibility of organizing picnic and activities are still uncertain in the coming year, the school and PTA will look for organizing other activities which can take place under the anti-epidemic measurements. The school will also invite parents representative to participate school events, such as Sports Day, Singing Contest, School Information Day, to foster engagement of parents in their daughters' school life. Face-to-face information day is believed to be more effective in impressing the interested parents. If the situation of COVID-19 is brought under control, the Information Day will be organized in face-to-face format instead of online for next year. And more information should be made available on the school website. The school website will be revamped next year to present information more clearly and prominently.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • To further introduce the school’s curriculum, values and prospect of the school, Information Day targeting parents of primary five and six students in the Wong Tai Sin district and neighboring areas were organized, giving the TOSS family members-to-be a better picture of the school’s holistic environment and pathway of nurturing and developing students to unleash their potential. The information day details and a prospectus “TOPs-Tak Oi Persons” were sent to primary schools in the WTS district and received overwhelming response in the enrollment in the information day and application for school admission. • Apart from PTA and AA, the school also promote collaboration and cooperation among students. Facilitated by the adviser teachers, Four Houses conducted joint-house activities, in the process, they learnt the spirit of cooperation, project coordination, and serving the others. 	<ul style="list-style-type: none"> •

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Our students have high requirement and expectation in themselves. Although COVID-19 pandemic has affected the class duration and study, our students are fast adapted to the change in the learning mode, from face-to-face classes to online classes. They worked hard to overcome the challenges and took part in various competitions and exposure and pursuit good results. Our teachers are also very devoted and proactively striving to proffer students with as many learning opportunities and support as they can, such as arranging online extra lessons, pre- and post-exam revision classes, using e-learning tools as lessoning medium, coordination and borrowing of hardware for e-learning for less privileged students, and also offering emotional support to students in needs. • Our students generally are capable to understand their own weakness in study, and learn from mistakes. They enjoy building up good relationship with their schoolmates in their school life, and respect the teachers. The school also encourage atmosphere of helping each other, creating occasions to foster the students to help the less capable or junior students, this also help creating meaningful experience in learning and leadership development. • Religious activities integrating with the school motto were organised and are appreciated by students and teachers. The yearly religious theme “A Journey of Faith, Hope and Love” conceptualized caring and positive values. • The Guidance Team and Discipline Team work closely to support students. The school promotes praise, appreciation, encouragement. Significant number of merits are given to students for good behavior, which serve as motivation. The number of demerit or misconduct given as punishment to students for misbehavior is relatively small. Both teams are managed to guide students 	<ul style="list-style-type: none"> • Due to the prolonged face-to-face class suspension in last year, the duration of online class and also the time of human touch and interaction have been largely reduced, students have been deprived of opportunity to participate external activities, such as outing services and interflow programmes, prolonged online classes and worry about study became a growing concern. To address the academic and emotion needs of students, Class Teachers made sunshine calls to students and parents. This measurement should be continued next year. The school would develop programmes to cater the needs for student growth, and also activities collaborating with PTA which aims to provide parental education and parent-child relationship building. • Inner-self caring and self-reflection will be a vital direction in the major concerns in the coming school development plan. Various programmes will be designed or enhanced to fit in the needs of student growth, such as self-recognition and career planning, mental health and exercise, positive thinking. • Missing homework records was in rising trend in last year, students’ self-discipline and attention span were affected by the prolonged online class and class suspension. Committees and teams concerned would work together to reinforce measurements and let students understand their responsibilities and importance of punctuality.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> • Students are given plenty of opportunities to serve in the school and also the community. Although COVID-19 pandemic has discounted the outing activities and training programmes, the school has arranged posts of responsibilities ranging from school level, such as School Prefects, Committee of Student Council and Four Houses, ECA, etc, to class level, such as Class Committee and Subject Leaders. Training for students leaders were given, in the aspect of team-buidling, communication, etc. • Students participated and outperformed in external competitions and activities, obtaining awards and prizes in different academic, physical and aesthetic activities, they enjoyed the process and are proud to showcase their fruitful learning outcomes. • Exercises for good habit formation and learning skills workshops, and class bonding activities are conducted, such as Reading Award Scheme, Self-Development Award scheme, Classroom Board Decoration Competition were organised. • Student Growth Lessons and journal workbooks were designed for students of S1 and S2, to help nurture positive characters such as perseverance, thanksgiving. The lessons and workbooks also cultivated Catholic values and helped students recognizing and seeding inner peace and positive attitude towards life and study. 	<ul style="list-style-type: none"> • Students learn to become more self-confident, positive and willing to serve the others through taking up important roles in the school. To further equip them with the skills and nurture their personal growth, training program will continue to be a vital element in actualizing the major concerns in the coming school development plan. • Besides the bonding within the class, relationship and bonding between students and teachers should also be enhanced. In the coming year, more teachers' involvement and participation in events would be considered, giving Class Teachers and Deputy Class Teachers more occasion to spend the time with their class to accomplish the activity together. • With increased workload and responsibilities of teachers to cope with the needs in teaching and support for students' development, teachers' well-being should also be taken care of. Workshop for inner-peace and wellness would be continued to organize. Learning Circle for teachers' sharing of experience and knowledge would also be continued in next year.

SWOT Analysis

Our Strengths:

- With a clear vision and mission of providing quality Catholic Education, the school has a good reputation in the Tsz Wan Shan District.
- Granted the EMI status when the school is entitled to use English as the medium of instruction, the school has persistently good intake of students.
- With Missionary Sisters of the Immaculate Conception (MIC) as the school sponsoring body, the school enjoy a rich religious atmosphere. The school is graced with the everyday presence of Sisters from the sponsoring body, and this gives the school a strong support in cultivating the school core values, that is Love and Truth, Joy and Thanksgiving, and sustaining positive education.
- The value education of the school is comprehensive and effective. The core values of the school are well lived through the concerted effort of different parties.
- The teaching staff are hardworking and are willing to give support to students whenever needed. They also show keen support to the school policies and strategies to meet with the diverse needs of students. Good collaboration among teachers of different teams and subject departments are built up to provide further learning opportunities to students.
- Students show a genuine zeal of learning and are willing to push their limits inside and outside classroom. Disciplined, caring and hardworking, students possess great potentials to be unleashed given ample learning opportunities as well as guidance and encouragement from teachers.
- With good emphasis on communication and collaboration, the administrative processes are systematic and clear. Information is disseminated effectively through various channels such as e-Circulars, i-mails and emails.
- The stakeholders, such as parents and alumni, are supportive. They provide invaluable assistance to various school functions and give unwavering support to school on important decisions.

Our Weaknesses:

- Students, like many of their counterparts in Hong Kong, are caught up with a hectic post-lesson learning schedule. They may have difficulties in sparing time for extra-curricular activities.
- The intake of S1 students is generally good despite a few who are not as strong as their fellow classmates. Students' diversity in learning very often requires extra effort in adjusting teaching and learning strategies to meet with students' diverse needs.
- The COVID-19 pandemic necessitates a new normal wherein students and teachers need to adapt to pedagogical changes with IT in education has taken place in full swing. Teachers need to keep abreast of up-to-date pedagogies and fully utilise the technology to facilitate knowledge construction more effectively.

- As a focus of development, IT in education is gradually in shape. To bring the impact of the new initiative to the fullest, the system, infrastructure and hardware need constant upgrade and maintenance, while extra funds are needed to purchase license of education apps and hire manpower in giving support to teachers in deploying IT in education.

Our Opportunities:

- The school has forged a good relationship with the primary and secondary schools in the neighborhood.
- Out of the 29 primary schools in the district, 16 of them are Catholic primary schools and 6 are Christian primary schools. As the majority of S1 intake is from primary schools in the neighborhood, many of our new students in S1 have acquired some understanding of the Catholic faith as well as the core values of the school.
- Good network and relationship with external support, such as EDB and tertiary institutes, were established. There are more opportunities for interflow and exchange of student both locally and overseas.
- The new EDB initiatives, such as the Optimising Four Core Subjects in the Senior Secondary Education, offer the school an opportunity to review the senior secondary curriculum based on the needs of the students.

Our Threats and Challenges:

- The shrinking student population in the foreseeable future may lead to readjustment in educational resources to cope with new demand and new changes.
- The COVID-19 pandemic has made a full swing of face-to-face interaction among students and teachers difficult. It is especially challenging to arrange consultation sessions with professionals for students with special education needs.
- Challenges from an increasing number of students with special needs, an increasing number of Non-Chinese Speaking students as well as the greater learning diversity among students requires more learning support from teaching and non-teaching staff. This demands not only additional resources but also training of the staff to properly deal with the needs of the students.

3-Year Development Theme

Promoting Holistic Wellness for the Common Good of All

促進全人發展 成就共善社會

Major Concerns for a period of 3 school years

- 1. To empower students to become self-reflective learners through strengthening their learning competence**
- 2. To foster students' positive aspiration for whole-person development through deepening PERMA Education**

School Development Plan (2021-2022)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
<p>1. To empower students to become self-reflective learners through strengthening their learning competence</p>	<p>1. Students are able to learn confidently by building on their strengths and unleashing their potentials</p> <p>2. Students are able to learn actively with effective learning skills</p> <p>3. Students are able to learn effectively by evaluating their learning outcomes and making improvement</p> <p>4. Teachers are equipped with the necessary concepts, knowledge and skills for self-reflective learning</p>	✓	✓	✓	<p>1. To enrich students' learning experience through</p> <ul style="list-style-type: none"> a) Reviewing school-based curriculum b) Increasing meaningful learning experience and exposure c) Enhancing interdisciplinary learning <p>2. To empower students with effective learning skills necessary for self-reflective learning through</p> <ul style="list-style-type: none"> a) Strengthening students' language competencies and thinking skills b) Enhancing students' learning skills for knowledge management c) Deepening effective use of information technology in education <p>3. To implement assessment for/as learning through</p> <ul style="list-style-type: none"> a) Designing pre- and post-lesson tasks for self-reflective learning b) Providing personalized quality feedback <p>4. To enhance learning and teaching effectiveness through</p> <ul style="list-style-type: none"> a) Fostering ongoing professional development and collaboration b) Cultivating learning and sharing culture among school community

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. To foster students' positive aspiration for whole-person development through deepening PERMA Education	<ol style="list-style-type: none"> 1. Students are able to develop meaning and positive emotions in life with confidence and self-awareness 2. Students are encouraged to develop a positive relationship with others 3. Students are engaged in a meaningful learning experience for stretching their leadership potential 4. Students are able to appreciate the accomplishments of themselves and others 	✓	✓	✓	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Developing students' self-management skills/ collaboration skills / creativity / unleashing students' potential b) Enhancing students' initiative and self-direction c) Enhancing students' perseverance and resilience 2. Nurturing students' sense of identity and belonging and the respect and care for others 3. <ol style="list-style-type: none"> a) Building students' leadership capacity and responsibility b) Enhancing the culture of positive thinking 4. <ol style="list-style-type: none"> a) Nurturing in our girls a heart of appreciating all that is good and beautiful b) Encouraging our girls to learn from the good deeds and accomplishment of others c) Developing in our girls to appreciate their own good deeds and accomplishments

Endorsed by
The Incorporated Management Committee
of
Tak Oi Secondary School

Submitted by: *Rowan Sit*
Ms Sit Yee Mei Rowan
Principal

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