

# Tak Oi Secondary School



**School Development Plan  
(2012/13 - 2014/15)**

**Annual School Plan  
(2012/13)**

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## Tak Oi Secondary School

### School Vision and Mission

#### ***Mission Statement***

1. Tak Oi Secondary School, which is sponsored by the Missionary Sisters of Immaculate Conception, is dedicated to providing an all-round Christian education to its students
2. The School aims to guide and help students to lead a life of joy
3. The School sets out to recognize the personal worth and individuality of students, inculcating in them a deep sense of gratitude for all that has been received from God and others
4. The School is committed to nurturing in students an appreciation of all that is good, true and beautiful so as to live up to the school motto of “Truth and Love”.

#### ***School Goals***

1. To provide a friendly, vibrant and loving environment to facilitate the learning and growth of students
2. To promote the moral, intellectual, physical, social, aesthetic and spiritual development of students to the full
3. To foster creativity and development of potential in the process of helping students to explore and express themselves
4. To assist students to develop an open mind, adapt to changes around them, cultivate the pleasure of pursuing knowledge and strive for self-improvement
5. To help students nurture a positive outlook on life and lead a life of good health and vitality.

**Part A**

**Three-Year School Development Plan**

**2012/13 – 2014/15**

## **Part A: Three-Year School Development Plan 2012/13 – 2014/15**

### ***I. Where Are We Now – SWOT Analysis***

With the end of the 3-year development theme 'Strengthening Our School Community' for the 2009/10 – 2011/12 cycle, the school saw the importance of a SWOT analysis activity to examine the present situation the whole school community is in before it moves forward. For this, an SSE Day was scheduled in June 2012 and the condition of the school community in terms of Strengths, Weaknesses, Opportunities and Threats are summarized as follows:

#### **Our Strengths:**

The whole community takes pride in the good reputation of Tak Oi and its popularity in the district. Our emphasis on the provision of an all-round Christian education under a caring and supportive school climate has always been well recognized.

We can secure a good intake of students who not only have good potentials but are also well-disciplined, caring, as well as willing to learn. Our teachers are hardworking, responsible and willing to try. Other staff members in the community are co-operative and supportive.

With a well-established administration system and a clear organization structure, the duties and responsibilities of different posts of responsibilities are well-defined and the management of the school is, in general, smooth and efficient.

#### **Our Weaknesses:**

A strong feeling penetrating among teachers is an increasing workload which has reduced the time for the desired attention and care on individual students. The lack of time may at times hinder communication and the readiness for collaboration among different departments and functional groups as well.

Our students, maybe generally teenagers of this time and age, are not proactive and self-motivated enough to strive for betterment and personal achievement. Sometimes, they lack the courage and the confidence to overcome the challenges facing them in

their period of growth. The increasing cases of family problems and the lack of family support would also mean a heavier reliance on school resources.

What our main areas of focus should be in midst of the multifarious lines of development is also an important concern for the school community when we are progressing forward.

As the school is entering its 43 years of history, a good number of experienced teachers have left. How the school is going to mentor the 'new blood' and to initiate them into the school vision and mission as well as deploy them into different posts of responsibility for the sustainable development of the school is another concern for the school management to take care.

## **Our Opportunities**

The implementation of the new senior academic structure with a stronger emphasis on other learning experiences, continuous school-based assessments, cross-curricular learning, independent enquiry and project work would incur a greater need on the part of both teachers and students to have a paradigm shift in the mode of learning and teaching, leading to more student-centered collaborative learning activities and the training of independent study skills. The provision of other learning experiences would bring about enhanced exposure and a greater recognition in sports and aesthetic development for students, which may otherwise have been neglected. All these would help bring about more independent and active learners and provide more chances for students of different abilities to stretch as well as develop their potentials.

With the completion of the first round of new senior secondary education, there would surely be more experiences and references for both the school administration and teachers to fall back on. The different kinds of training and professional development our teachers have undergone, together with the experiences gathered, have also helped build up the impetus for change.

The arrival of the 'new blood' also brings about some freshness, new ideas and mindset as well as inspiration to the whole school community.

## **Our Threats and Challenges**

The drop in the number of student population does pose an imminent threat to all the schools in the territory. How our school, Tak Oi, can survive well and be able to maintain our standard is a key concern for the whole school community.

The increasing demands placed on schools from the different stakeholders also put the whole school community to test: the test of mutual trust, the test of the level of collaboration and co-operation, the test of the ability to make wise decision for the school community, and the test of the ability of the school community members to achieve a good work-and-life balance.

How we are going to nurture all our students in their six years of secondary education, in midst of all the constraints, which would entail essential education elements like, foundation building, bridging between junior and senior, preparation for the Diploma of Education (DSE) examination, life-goal planning, provision of other learning experiences and above all, the cultivation of good values and a wholesome personality, is another great challenge for us all.

The analysis served as a useful evaluation exercise which has provided a good framework for the school community to locate her major areas of focus in the upcoming three-year development cycle.

## ***II. Development Theme for 2012/13 – 2014/15***

In planning for the 2012/2013 – 2014/15 development cycle, it was the general feeling of the school community that our school, Tak Oi, with her reputable culture and traditions as well as strengths and good qualities, provides a good pool of resources for us to explore and to build further upon.

It was also our feeling that, with the reiteration of the slogan '**We Are TOPS**' in the last development cycle emphasizing the characteristics of **Tak Oi Persons** in **Perseverance**, **Targets** and **Optimism**, the community have reached a greater level of readiness to set on something different.

With these in mind, the development theme for the next three years has been planned as **‘Rooted to the Source; Reach Out to the World 心繫德愛，放眼四海’** and our vision is : **‘We are Here to Make a Difference 同創未來’**.

That means our direction for development in the next three years is on the provision of the various learning opportunities in the academic domain as well as other learning experiences to enhance the capabilities of our students as well as to nurture in them a proper set of values so that they are prepared and willing to make a difference in themselves and to the wider world they are in.

To achieve this, we would place greater emphasis on the resources of the school community and the richness of her traditions, in particular good teachers and students as well as a caring and supportive school culture, to further get connected to them, to feel proud of them and to build ourselves up on them.

‘心繫德愛’ surely signifies we would continue to place the cultivation of good values to be the essence of our education. ‘繫’ which means ‘embody’ truly spells out our continuous efforts in nourishing in our students the ‘truth and love’ spirit, that is the Tak Oi school motto.

Other than enhancing our strengths from our root, the school community would also focus on opening up more learning opportunities for our students and for us teachers both inside the school campus and outside, hoping that we could widen our horizons and perspectives.

It is the vision of the whole school community that with the preparation and nourishment in Tak Oi, our students would become young able women of good values and sound character, who know how to respect and love themselves, respect and love others, as well as love and cherish the Tak Oi community. With a loving heart, our students and other members of the school community would also be trying our best in whatever we do, to make a difference to the development of the human world.



### ***III. Our Strategies and Focuses***

A common agreement was reached among all the subject departments and functional teams that the various programmes and activities of their respective areas which evolve around the new development theme would spiral around four strategies – Foundation, Betterment, Exposure and Empowerment.

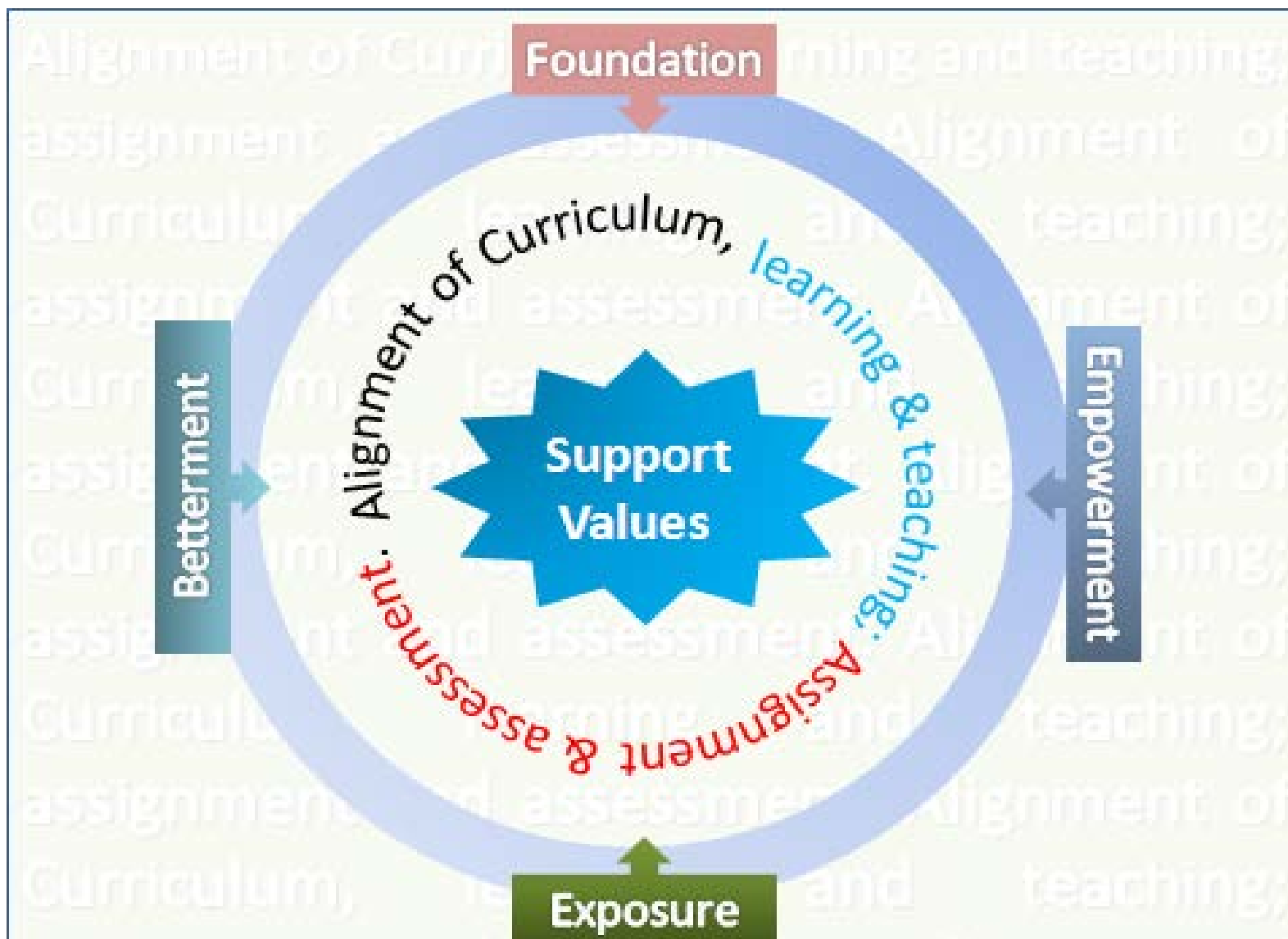
Besides, among the many choices of development focuses, it was agreed by all that the major concerns for the coming academic year 2012-2013 would be on

- Alignment of curriculum, learning and teaching as well as assignments and assessments.
- The cultivation of positive values in life

Please refer to Appendices 1 and 2.



Major concerns	Learning & Teaching	Alignment of curriculum, learning and teaching as well as assignments and assessments.
	Student Support	The cultivation of positive values in life



**Part B**  
**Annual School Plan**  
**2012/13**

## Part B: Annual School Plan 2012-2013

### *I. Programmes and Activities*

The key programmes and activities for the implementation of the major concerns of the school are summarized as follows:

#### **Alignment of curriculum, learning and teaching as well as assignments and assessments**

##### *Curriculum betterment*

It is the major concern of all the teachers to see to the curriculum development of their respective subjects both in the S1 –S3 junior level and S4 – S6 senior levels. Teachers were advised to acquire a comprehensive understanding of the required standard set at the end of the sixth year for their subjects so that they could devise a realistic target and standard to be attained at each secondary level. Revision and betterment of the curriculum is therefore a key issue for all subject departments. Attention will also be paid to the bridge between the junior and the senior levels and to the breadth as well as depth of the curriculum in each particular level. There will as well be better chapters/modules/units arrangement and the tailoring of the teaching content to suit the diverse needs of the students of individual levels or classes.

##### *Quality assignments and assessments*

Assignments and assessments are considered an indispensable part of an effective learning process. Due attention will be given to the quality of the assignments and assessments given in terms of objective, quantity as well as frequency, and their design as well as alignment to the curriculum content. Teachers will also widen the scope of assignments and assessments to include online materials, resources beyond the textbooks and real life application. The concept of a 'core' part and an 'extended' part will apply in both daily assignments and periodic assessments to cater for learner diversity and to help stretch the potential of the stronger students in different subject areas.

To facilitate sharing among teachers on the ‘What’ and ‘How’ of quality assignments and assessments, a staff development day will be scheduled, creating an occasion for in-house professional development.

### *Effective learning and teaching*

The importance of building up a good foundation in student learning in the junior levels is well recognized among all the teachers. The introduction of the nine Enhancement and Enrichment groups for English (4 groups), Mathematics (3 groups) and Chinese (2 groups) for two lessons each cycle at both S1 and S2 levels aims at further consolidate and enhance what has been taught to help build up a better foundation of the three core subjects at the junior levels. Emphasis will also be placed on more student-centered learning activities across all levels to provide chances for enhanced participation, self-directed learning and confidence building.

Good lesson/unit design is the pre-requisite for effective teaching. Teachers are well aware of the need to adjust their strategies and pedagogies to suit the needs of the students and to effectively deliver the different curriculum content. Class observation will operate on a larger scale this year with the involvement of all the teachers. It is hoped that this exercise, with pre-and-post observation professional dialogue, will lead to useful experience sharing and increased teaching effectiveness among all teacher members of the community.

### **Enhancing the English proficiency of the community**

The relationship between the learning capacity of the students and their English proficiency in the school using English as the Medium of Instruction has always been well recognized. A higher level of English proficiency will more likely enable a greater degree of comprehension and expression ability, which in turn will boost motivation and confidence.

For that, the whole school community has been making consistent and good efforts to provide an English rich environment in the school campus, and to collaborate as much as possible to help enhance the English standard of not only the students but also the community in general.

An English rich environment can create more authentic opportunities within the school campus area for students to put the language to use. So, events, big or small, ranging from annual Sports Day, Singing Contest, prayer services, inauguration, prize presentation, morning prayers as well as assemblies are all conducted in English. It is the same with notices and announcements. The English Department will organize two English Fun Weeks and an English Exhibition Day to promote the daily use of English and to showcase the talents of the students. The Department will also run the 'Young Reporters' Scheme, with the funding from the Refined English Enhancement Scheme (REES), which will, with the provision of more authentic opportunities to use English, open up learning opportunities for not only the 60 young school reporters but also all the others to enhance their language skills. English teachers also deem it necessary and important to communicate with students in English outside the classroom.

The school has always seen the need to help bridge the learning gap of the students, especially at the junior level, in subjects using English as the medium of instruction. In the past years, attempts were made at implementing a Language Across the Curriculum Programme (LAC) and in the year 2011-2012, a LAC consultant was hired to work with some of the teachers to design cross-curricular unit plans and learning materials for English and Integrated Science as well as English and Liberal Studies at S1 and S2 levels. Based on the experiences gathered in those years, a more comprehensive LAC plan is in place this year to continue the collaborative work between English, Integrated Science, Liberal Studies, Technology and Living as well as Mathematics at S1 and S2 levels.

With the funding from REES, the staff development programme aiming at further equipping our non-English subject teachers with the use of English will continue. The programme will feature two speech training courses, one for Humanities teachers and one for Science teachers, as well as a school-based English as a Second Language (ESL) in the Mainstream course for the Mathematics teachers, respectively aiming at enhancing the speaking skills of our teachers and heightening the awareness of the Mathematics teachers of the role of English in their subject.

## **Widening the exposure of students**

In alignment with the development theme 'Reaching Out to the World', all subject departments and functional teams are making good efforts in creating more learning opportunities outside the school context for students to widen their exposure and to stimulate them to strive for betterment.

These learning experiences come in a good variety of forms, ranging from seminars, workshops, visits and field studies to joint school activities, external competitions and overseas study tours, both in the academic and non-academic aspects.

Co-ordination work has also been done at the beginning of the school year to help spread out the various programmes and activities throughout the year and to target them at different levels of students to avoid clashes and overburdening any particular group of students.

There is a common understanding in the school community that learning can take place anywhere and feedback in the provision of other learning experiences in the past few years has confirmed an increased level of confidence in our students and a general desire for an increased exposure to the outside world.

## **Cultivation of positive values in life**

### *Whole school programme*

The cultivation of a caring and supportive school culture is made possible throughout all these years with the persistent, consistent and unyielding efforts of each and every member of the school community. This school culture is an invaluable tradition of the school and is the source of nourishment of the truth and love spirit of all Tak Oi Persons.

All Tak Oi Persons are aware of the part they play in helping to sustain this tradition with reminders and messages delivered in assemblies as well as sharing and with exemplars in the Tak Oi Community. Student leaders are groomed to be role models for others to follow. A lot of emphasis has also been placed on the importance of us teachers being the value transfer agents of our students. In all this hidden curriculum, we will continue.

The religious theme of this year is 'Colour Our World With God's Love' which will be echoed through scheduled religious activities, Katso Days, prayer services, Ethics and Religious Education lessons as well as other suitable occasions.



There are whole school programmes in the form of seminars and experience sharing sessions from our student leaders, alumni as well as other guest speakers to reinforce the importance of cultivating a wholesome personality.

### *Class Teachers*

Class teachers are the very first persons students come in contact with in school so their role as a mentor, a caregiver and a model is duly emphasized. There are class teachers' periods for S1 to S6 students during which topics related to growing up, life-goal setting, stress management, preparation for NSS, the pursuit of dreams, interview tips and etc. will be discussed in different forms. A lesson for Class Teachers' form meetings is also arranged in each cycle for each form to facilitate communication and enhance the support network. All these, it is believed, are good channels for values cultivation.

### *Leadership Training*

The focus on leadership training is empowerment. So a lot of opportunities will be provided to the different student leader groups, like Student Council Committee, Committees of the four Houses, Prefects, Committees of the ECA groups, Guidance Prefects, Moral and Civic Education Team, Religious Education Team, Student Librarians and etc. to develop their potentials and exercise their leadership skills in their posts of responsibility.

There will respectively be a Leadership Training Camp for Prefects and Student Council and Houses Committees to further orientate and empower them into their posts of responsibility.

A S4 Leadership Training Camp will be organized to promote the social, emotional and behavior competence of the students to prepare them for the endeavor of NSS studies and the taking up of the various posts of responsibility.

The 'TOSS APPS' student leaders' training programme will continue at the end of the school year to further enhance the potentials of some S2 to S4 student leaders to prepare them for the upcoming challenges in the following year and to equip them to help in the S1 Orientation Programme.

## ***II. Conclusion***

It is foreseeable that 2012-2013 will be another busy and challenging year for the Tak Oi community. It is hoped that all the Tak Oi Persons would have the necessary patience, strength, health, persistence and wisdom to stay focused and steer towards our intended goal and target.

It is also hoped that with the experiences gained in the implementation of the various programmes and activities in the year, collective wisdom and insight will help us further identify the development focuses in the years to come.

## ***III. Use of Funding***

Please refer to appendices 4, 5 and 6 for details of the use of financial resources.

**Rooted to the Source; Reach Out to the World**  
**We are Here to make a Difference**  
**The first year (2012/13)**

**Appendix 3**

Administration	Learning & Teaching	Student Support	Intended outcome
<ul style="list-style-type: none"> <li>● Enhancing the capacity of teachers <ul style="list-style-type: none"> <li>- Provision of staff development programmes ( S6 JUPAS choices &amp; careers prospects, experience sharing on assignments &amp; assessments, English Proficiency training and ESL workshops)</li> <li>- Strengthening of new teacher induction programme</li> <li>- Recapitulation of Continuous Professional Development</li> </ul> </li> <li>● Deployment of resources to facilitate learning and teaching <ul style="list-style-type: none"> <li>- Setting focus on Learning &amp; Teaching and student support</li> <li>- Arranging common periods (for LS, English and Chinese) for collaboration</li> <li>- Arranging class-teacher meetings for better support among teachers</li> <li>- Arranging lesson swap and substitution to encourage professional development</li> <li>- Arranging Activity Afternoons to conduct learning activities on form basis or for the whole school</li> <li>- Installing e-Class i-portfolio service to facilitate the composition of Student Learning Profile (SLP)</li> <li>- Improving facilities &amp; equipment</li> </ul> </li> <li>● Deployment of workforce <ul style="list-style-type: none"> <li>- Employment of a project officer, a pastoral officer, teaching assistants as well as clerical staff to provide better support</li> <li>- Reviewing the deployment of workforce for the whole school development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Working towards alignment of curriculum, learning &amp; teaching as well as assignments and assessments <ul style="list-style-type: none"> <li>- Betterment of curriculum</li> <li>- Quality assignments &amp; feedback</li> <li>- Continuous assessments with variety</li> <li>- Enhanced experience sharing among teachers</li> </ul> </li> <li>● Foundation and betterment <ul style="list-style-type: none"> <li>- Consolidating the foundation in junior levels</li> <li>- Bridging the gap between junior and senior</li> <li>- Motivating students to strive for betterment &amp; excellence</li> </ul> </li> <li>● Improving teaching and learning <ul style="list-style-type: none"> <li>- Practice of Class Observation &amp; exercises inspection</li> <li>- Promoting student-centered mode in learning and teaching</li> <li>- Facilitating collaboration in teaching</li> </ul> </li> <li>● Building up an English speaking environment via routine work &amp; special programmes</li> <li>● Working on language across curriculum for English, LS , IS, T &amp; L and Maths at S1S2 levels with the setting up of an LAC Core Team</li> <li>● Promoting reading to learn <ol style="list-style-type: none"> <li>(1) Reading projects/schemes in subjects</li> <li>(2) Reading lessons for S1 to S4</li> <li>(3) Book sharing of students and teachers</li> <li>(4) Books recommended by subject departments to enhance content reading</li> <li>(5) Thematic book displays</li> </ol> </li> <li>● Enhancing exposure of students through <ul style="list-style-type: none"> <li>- Visits, outings, field studies and competitions</li> <li>- Study tours organized by various subject departments evenly spread out in the year</li> <li>- Increased learning opportunities for students in subject areas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Strengthening the sense of responsibility for oneself <ul style="list-style-type: none"> <li>- Modification of the Missing Homework Record and putting more emphasis on teacher-student contact and support</li> <li>- Giving awards and recognition to good performance and behavior through different awards &amp; scholarships</li> <li>- Organizing S1 Habit Formation Training Camp</li> </ul> </li> <li>● Empowerment of student leaders <ul style="list-style-type: none"> <li>- Organizing leadership training camp for S4 students</li> <li>- Organizing leadership training programmes for various student leader groups</li> <li>- Establishing the Student Leaders' Union to enhance intra-leader-group communication &amp; leadership ability</li> </ul> </li> <li>● Cultivating proper values among students <ul style="list-style-type: none"> <li>- Talks, experience sharing , religious &amp; MCE activities</li> <li>- Emphasizing teachers' role as value transfer agents</li> <li>- Programmes in Class Teachers' Periods</li> <li>- Community service projects (S2&amp; S4)</li> </ul> </li> <li>● Strengthening support from parents <ul style="list-style-type: none"> <li>- Having frequent contact with parents for better communication and giving timely help to students through face-to-face or/and phone contact</li> <li>- Liaising with parents through Parent-Teacher Association for mutual understanding and support</li> </ul> </li> <li>● Establishing link with alumni <ul style="list-style-type: none"> <li>- Liaising with alumni through Alumni Association for enhanced mutual understanding and support</li> </ul> </li> <li>● Cultivating the sense of responsibility towards the outside world <ul style="list-style-type: none"> <li>- Disseminating the message of the inter-connectedness of one another in the world</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● For students <ul style="list-style-type: none"> <li>- Understanding their ties to the school community</li> <li>- Appreciating the traditions of the school</li> <li>- Feeling proud of being TOPS</li> <li>- Building up proper values</li> <li>- Enhancing interaction in English within the school campus</li> <li>- displaying initiatives in their studies</li> <li>- Assuming responsibilities of their roles</li> </ul> </li> <li>● For teachers "Teachers as facilitators &amp; role models" <ul style="list-style-type: none"> <li>- Exercising potentials and initiatives in duties &amp; posts of responsibility</li> <li>- Adapting appropriate teaching strategies to meet the needs of students</li> <li>- Broadening professional connections</li> <li>- Having enhanced English proficiency and other development areas</li> </ul> </li> <li>● For whole learning community <ul style="list-style-type: none"> <li>- The capacity – learning, teaching, values – of the whole community being enhanced</li> <li>- Readiness in making a difference in whatever they do</li> </ul> </li> </ul>

**Tak Oi Secondary School**  
**Diversity Learning Grant (DLG) Programme and Budget 2012/13**

<b>Name of Programme</b>	<b>Participants</b>	<b>Period</b>	<b>Budget (HK\$)</b>
1. Chinese Language :			
- 文學創作班	S4-S6		6,000
- 中文說話提昇班	S5	Mar – May	9,100
- 中文說話提昇班	S6	Nov – Dec	9,100
- 綜合能力提昇班	S6	Nov – Dec	10,500
- 高中藝術新體驗計畫	S5	25 Feb & 14 Apr	11,600
2. Mathematics remedial and enhancement classes	S6		10,000
3. Technology & Living :			
- Food culture & table manner workshop fee	S4		2,832
- Gingko House visit coach fee	S5		1,200
- Organic farm visit coach fee	S5		1,200
- HK Yakuet Co visit coach fee	S5		1,200
4. History :			
- Saturday enhancement tutorial lessons	S5		5,000
- Saturday enhancement tutorial lessons	S6		7,500
5. Biology :			
- Enhancement classes	S5		2,800
- Enhancement classes	S6		5,600
6. Economics enhancement and enrichment classes	S4-S6		12,000
7. Basketball Team	S4-S6		1,000
8. BAFS - Talk	S6 (30)	18 Nov	900
9. PE – Ruby	S5		3,500
<b>Total</b>			<b>101,032</b>

## Tak Oi Secondary School

### School-based After-school Learning and Support Programmes (SBG) Programme and Budget 2012/13

Name of Programme	Participants	Period	Budget (HK\$)
1. Chinese Language course fee : - 校際朗誦節(粵語) - 校際朗誦節(普通話) - 初中中文增潤班 - 文化講座	S3 All students		1,000 4,000 8,400 3,000
2. English Language remedial classes	S3-S4 (compulsory & voluntary)	Oct-May	40,860
Drama Show	S6	Nov	8,000
English activity	S1-S5 S2-S5	Feb	11,500 1,800
3. Mathematics remedial classes	S1-S3		6,000
4. IS visit to endangered species resources centre	S1		600
5. Geography tutorial classes	S6	Dec	4,000
6. S1 & S2 tutorial lessons (E&E Team)	S1-S2		20,000
7. Music – choir	S1-S5	Whole year	18,000
8. Guidance Team – S1 Camp	S1	Oct	60,480
9. Extra care lessons	S1-S2		20,000
<b>Total</b>			<b>207,640</b>

## Plan on Use of Capacity Enhancement Grant 2012/13

Appendix 6

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	To relieve teachers' non-teaching workload	To employ 1 clerical assistant to provide clerical support to teachers	September 2012 – August 2013	Salary of 1 clerical assistant including MPF: \$112,900	- Non-teaching duties of the teachers concerned are reduced	- Performance appraisal of the clerical assistant	General Office
		To employ 1 I.T. technician to provide support on teachers' administration work	September 2012 – June 2013	Salary of 1 I.T. technician including MPF : \$128,800	- Non-teaching duties of the teachers concerned are reduced	- Performance appraisal of the I.T. technician - Collection of opinion from teachers	IT Team
		To hire student helpers to provide support on school administration	September 2012 – August 2013	Estimated amount is \$20,000 (Students are paid on hourly basis)	- Smooth operation of school activities and non-teaching duties of teachers are reduced	- Teachers' feedback	Vice-Principal
		To procure SchoolPlus system to provide support on school administration	September 2012 – August 2013	Annual maintenance fee is \$14,100	- Smooth operation of school administration and non-teaching duties of teachers are reduced	- Teachers' feedback	IT Team
Curriculum Development	To relieve the workload of teachers in organizing ECA activities	To employ coaches for ECA teams	September 2012 – August 2013	Coach fee : \$35,000	- Smooth operation of ECA activities and non-teaching duties of teachers are reduced	- Performance appraisal of coaches and comments from ECA teachers-in-charge	ECA teacher in-charge
				<b>Total: 310,800</b>			

Endorsed by the  
Tak Oi Secondary School  
School Management Committee

Submitted by : *Kitty Wong*  
Ms. Wong Sau Ping, Kitty  
Acting Principal

Date : 31 October 2012