



屯門天主教中學

Tuen Mun Catholic Secondary School

School Annual Plan
2024-2025

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1. Vision

The school nurtures students with the five Catholic core values, Truth, Justice, Love, Life and Family. With the values, students are groomed into individuals of integrity with a fulfilled life, family and truth under Jesus's teachings on love and justice. Students work positively towards their life and contribute to the community under the guidance of our school mottos, Truth, Modesty, Constancy and Sincerity so as to achieve whole person development.

2. Mission

2.1 With the guidance of the Catholic Education, we aim at helping students embrace Jesus's teachings on love and justice and grooming students into individuals of integrity with moral, ethical and religious values.

2.2 We nurture students with compassion in serving the community and courage in meeting the challenge of life and enthusiasm in making contributions to our society and country.

3. Core Values of Catholic Education

Love, Life, Family, Truth and Justice

4. School Motto

Truth, Modesty, Constancy, Sincerity

2024-2025 Annual Plan

1. Learning and Teaching

Major Concern 1: To boost students' learning confidence for achieving academic excellence

Target 1.1: To develop students as confident learners

Target 1.2: To equip students with skills and discipline for academic excellence

2. Student Formation

Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Target 2.1: To strengthen the thanksgiving ambience so that students will take good care of themselves and be appreciative to family, the community and country

Target 2.2: To implement value education and service learning to inculcate Catholic five core values and twelve priority values and attitudes

1. Learning and Teaching

Major Concern 1: To boost students' learning confidence for achieving academic excellence

Briefly list the feedback and follow-up actions from the previous school year:

- The adoption of e-resources and electronic devices in learning has been highly implemented but student discipline towards the e-tools may be a concern.
- The language competence for students especially after the third cycle of MOI is also a concern.
- The new face of students after the pandemic in terms of learning gives a strike to teachers especially new junior students.
- Reading activities or coursework are well-developed in some non-language subjects but leisure reading time is limited.
- Learning time at home may not be appropriate.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 To develop students as confident learners	Provide public speaking opportunities e.g. morning assembly, class presentation, competitions	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Stakeholders' survey Lesson observation Teachers' Observation Students' performance	Whole year	All teachers	NIL
	Enhance the language competence on students in EMI	At least 5% improvement in stakeholders' surveys results	Stakeholders' survey Lesson observation Teachers' Observation Student course work	Whole year	Members of LACC, English, Science, Mathematics, Geography and	NIL

	subjects and equip students with the competence in learning language and subject knowledge across curriculum e.g. subject-based LAC policies, F.1 LAC lessons, F.1 – F.3 Reading lessons (Reading across Curriculum, LAC activities)	Positive feedback from teachers and students	Reports		History panel members	
	Adopt different modes of learning approaches e.g. differentiated worksheets, cooperative learning, clipped classrooms, investigative study	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Lesson observation Teachers' Observation Student course work, Stakeholders' surveys	Whole year	All teachers	NIL
	Encourage students to keep a record of learning portfolio	At least 5% improvement in stakeholders'	Student course work, Reports Stakeholders' survey	Whole year	Teachers of Reading Lessons	Reading Grant

	e.g. reading journey	surveys results Positive feedback from teachers and students				
	Showcase the achievements from students in the school premises e.g. displays in the school lobby, school library and intranet.	Positive feedback from teachers and students	Records of displayed items	Whole year	All teachers	NIL

Major Concern 1: To boost students' learning confidence for achieving academic excellence

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 To equip students with skills and discipline for academic excellence	Introduce self-learning platforms e.g. OQB, Chemists Online, Junior Science Self Learning Scheme, English Builder	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Stakeholders' survey Lesson observation Teachers' Observation Student course work	Whole year	Members of curriculum development team, panel heads	AC budget
	Participate in gifted programmes run by HKUST, CUHK and HKAGE	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Reports Student record	Whole year	Members of Technology and gifted education team, panel heads of Science, Mathematics, Economics	Diversity learning grant, After school learning support grant
	Practise note-taking skills with the use of graphic organizers e.g. concept map, mind map, table by using electronic devices	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Stakeholders' survey Lesson observation Teachers' Observation Student course work	Whole year	All teachers	IT support

			Reports Student course work			
	Encourage cross-curricular or subject-committee activities	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Teachers' Observation, Students Performace, Reports, Stakeholders' survey	Whole year	Subject panel heads and members	Life-wide learning support grant, student activities support grant
	Set reading policies in academic and core subjects	At least 5% improvement in stakeholders' surveys results Positive feedback from teachers and students	Minutes of panel meetings, Stakeholders' survey Reading questionnaire	August – September, 2024	Panel heads and members, members of Reading Scheme Team	Reading grant

2. Student Formation

Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Briefly list the feedback and follow-up actions from the previous school year:

- The mental health is a major concern after the Covid 19. There is an increase in the mental health cases. More preventive work has to be done.
- Service learning has been disrupted in the pandemic. It is an effective way for students to build up a positive mindset through serving the underprivileged and be more appreciative to themselves and others.
- A positive atmosphere can enhance the blissful feeling of students. Through the continuation of the implementation of value education and Catholic Core values, strengthen the rapport between students and their counterparts and family.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.1 To strengthen the thanksgiving ambience so that students will take good care of themselves and be appreciative to family, the community and country	To have thankful statements for every activity and event.	80% of promotion activities, students will give thankful remarks to teachers and students	Stakeholders' survey, APASO Students' Performance	Whole year	Activity organizing teachers and students	NIL
	Organize activities in appreciation to teachers	80% Students writes the appreciation cards to teachers	Teachers' Observation	Whole year	LSF	NIL
	Morning Assembly to impart messages of thankfulness	A 5% increase in APASO result in the item related to items of positive		Whole year	LSYD, LSYS	NIL

		emotion.				
	Liaise different teams to organize related activities	A 5% increase in Stakeholders' in the item related to school atmosphere		Whole year	LSYD	NIL

Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
2.2 To enhance value education and service learning to inculcate Catholic five core values and twelve priority values and attitudes	Participate in joint-school value education programme to construct the framework to incorporate Catholic education five core values and EDB twelve values for subjects and teams to implement	A 5% increase in Stakeholders’ result and Apaso in the item related to values	Stakeholders’ survey, APASO Students’ Performance Teachers’ Observation	Whole Year	LSYD, LLF	School Fund
	Bible verse will be chosen to echo to the theme.	A 5% increase in Stakeholders’ result and Apaso in the item related to values.		Whole Year	LSYD, LSYS, LLF	NIL
	Participate in QEF of service learning	A 5% increase in the Apaso result related to the item of volunteer service.		9-12/24	LSYD	NIL

National Security Education

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	Encourage students to share their reflective thoughts after study tours or field trips to the motherland	All participants complete the booklets and at least 20% of students are given opportunities to report publicly.	Teachers' Observation, Student course work	Whole year	Subject panel heads and members	NIL
	Participate in activities or competitions at Greater Bay Area	50% students participated in activities or competitions at Greater Bay Area. 80% students agreed that their attitudes were enhanced.	Stakeholders' survey, APASO Students' Performance Teachers' Observation, Student course work	Whole year	Subject panel heads and members	Life-wide learning grant, After school learning support grant, one-off fund for Citizenship and Social Development, One-off grant for Promoting Chinese Culture Immersion activities, Moral and National Education Subject Support Grant

	Liaise with sister school and understand the education system of the mainland	To upkeep the high P-score (85) in APASO	Stakeholders' survey, APASO Students'	Whole year	LSYD, CSC, YMC	NIL
	Hall Assembly Through liaison with government departments and NGOs to elevate the value education.	To upkeep the high P-score (85) in APASO	Performance Teachers' Observation, Student course work	Whole year	LSYD, YMC, YWN	NIL
	Encourage PTA to both participate in and organize related activities like Chinese Culture Day	At least one activity is held Positive feedback from parents	Questionnaires Parents' feedback	Whole year	LSYD, CYM	NIL