



Tin Ka Ping Secondary School
Annual School Plan
(2014-2015)

Mission

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner.

We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

We Have a Dream :

Quality Education for Leaders of Tomorrow

Tin Ka Ping Secondary School

Annual School Plan

(2014-2015)

Index

Major Concerns

- 1. To Enhance the Self-Improvement Mechanism by Seizing the Opportunity of External School Review (ESR).....4**
- 2. Enhancement of Constructivist & Cooperative Learning (CCL).....5-7**
- 3. Striking a Balance Between Conformity and Individuality / Collective and Individual Development.....8-31**

Major Concern (I) : To Enhance the Self-Improvement Mechanism by Seizing the Opportunity of External School Review (ESR)

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Organization of the planning and implementation of SSE to facilitate the looping of school improvement cycle through the P.I.E.mechanism	9-12/14	<input type="checkbox"/> finish APASO and stakeholder Surveys <input type="checkbox"/> most of the units/subjects maintain good improvement cycle	<input type="checkbox"/> evaluation from stakeholders <input type="checkbox"/> evaluation of unit/subject planning	Yee Hon King Wah Joseph	EDB information* APASO Stakeholder surveys
2. Analysis of the data from SSE surveys	12/14-6/15	<input type="checkbox"/> produce reports of APASO and stakeholder surveys <input type="checkbox"/> most of the units/subjects make good use of the data	<input type="checkbox"/> evaluation from stakeholders <input type="checkbox"/> evaluation of unit/subject planning	King Wah Joseph	School resources
3. Support to the implementation of ESR 3.1 Administrative support to the ESR	9/14-6/15	<input type="checkbox"/> establish an electronic platform (e.g in the server) to collect all relevant information from different groups and subjects <input type="checkbox"/> collect hard copies of relevant documents <input type="checkbox"/> coordination of clerical support	<input type="checkbox"/> evaluation from stakeholders	Sum Ming Yee Hon King Wah	School resources
3.2 familiarize staff with procedures and quality standards of ESR	7-11/14	<input type="checkbox"/> Staff concerned can realize procedure and quality standards of the ESR and their role to play	<input type="checkbox"/> 90% of participants of the briefing sessions claim well grasp of the procedure and read through relevant documents	Sum Ming Yee Hon Wai Tak	
3.3 Smooth running of the ESR	7/14-6/15	<input type="checkbox"/> assist the arrangement of ESR, e.g. presentation by the school, lesson observation, interviews and meetings between ESR team and teachers and students and so on. <input type="checkbox"/> coordinate different committees, units and subjects to prepare for the ESR upon the mandates and requirements	<input type="checkbox"/> feedback from stakeholders <input type="checkbox"/> comment from the ESR team	Sum Ming Yee Hon Unit heads	

* <http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/sda/sse/framework.html>

Major Concern (II) : Enhancement of Constructivist & Cooperative Learning (CCL)

A. Curriculum Review and Lesson Observation

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required	Related Unit
<p>To review/revise the curriculum:</p> <ol style="list-style-type: none"> 1. To analyze the existing curriculum and find out the areas to be improved. 2. To adjust the focal point of different academic levels so as to bridge the curriculum gap between junior and senior forms. 	9/2014-6/2015	<ol style="list-style-type: none"> 1. The curricula of 4 major subjects (Chi, Eng, Maths and Libs) are analyzed so as to find out the weaknesses. 2. According to the analyses, an implementation plan is worked out by each of the 4 major subject panels to improve the weaknesses. 3. At least three meetings have been conducted between the AAC and each of the 4 major subject panel heads by June 2015 to have in-depth discussions regarding curriculum review. Assistance is provided when necessary. 	<ol style="list-style-type: none"> 1. Progress reports in the Academic Affairs Committee meetings 2. Implementation plan 3. Subjects meeting minutes 4. Teaching schedule 	<p style="text-align: center;">WWY + the 4 major subject panel heads + CCY, CWT + Seed teachers</p>		AAC
<p>To address the teaching strategies:</p> <ol style="list-style-type: none"> 1. Peer observations within the subject panel 	9/2014-3/2015	<ol style="list-style-type: none"> 1. Peer observations are carried out. 2. Every teacher is an observer and the one to be observed. 3. The lessons are conducted with CCL strategies. 4. The lessons are recorded. 	<ol style="list-style-type: none"> 1. Lesson Observation Report 2. Subjects meeting minutes 3. Video Shooting 	<p style="text-align: center;">CCY + CWT</p>	A simplified Lesson Observation Form	AAC

B. Teachers' training

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required	Related Unit
<ul style="list-style-type: none"> ● Provide subject-based training to seed teachers, and lesson preparation as well as experience sharing sessions to subject teachers on CCL 	Sept 2014 – July 2015	<ul style="list-style-type: none"> ● Trainings provided to seed teachers are considered to be useful ● Sessions for CCL lesson preparation are held and positively evaluated by teachers. ● Academic exchanges on conducting CCL in lessons are held and positively evaluated by subject teachers. ● Liaisons with CCL Working Group, as well as related committees, are maintained. 	<ul style="list-style-type: none"> ● Discussion in Unit and CCL Working Group meetings ● Feedback from seed teachers in common free periods ● Questionnaire on opinions on Staff Development Day 	<ul style="list-style-type: none"> ● CWT, with support of Unit members 	<ul style="list-style-type: none"> ● Funds from the school 	SPDU
<ul style="list-style-type: none"> ● Provide support (training and experience sharing) on preparation of LFP 	Sept 2014 – July 2015	<ul style="list-style-type: none"> ● Subject-based training on the preparation of LFP is held. ● Supports are given during co-lesson preparation for appraisal. ● Teachers positively indicate that they understand the essence of LFP. ● Teachers positively indicate that they are able to prepare LFP individually 	<ul style="list-style-type: none"> ● Feedback from teachers in appraisal. ● Questionnaire on opinions on Staff Development Day 	<ul style="list-style-type: none"> ● CWT, with the support of Unit members 		SPDU
<ul style="list-style-type: none"> ● Provide resources that enhance teachers' teaching effectiveness 	Sept 2014 – July 2015	<ul style="list-style-type: none"> ● Books on instructional strategies on Cooperative and Constructivist Learning purchased 	<ul style="list-style-type: none"> ● Discussion in Unit meetings ● Record in Teaching Support Center 	<ul style="list-style-type: none"> ● Joseph and Eric 	<ul style="list-style-type: none"> ● Funds from the school 	

C. CL Base Groups

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required	Related Unit
Form 2 - Students training - Assist class teachers in building Highly Effective CL Base Groups - Assignment Collection by group	Whole year	<ul style="list-style-type: none"> ● Training is conducted ● Class teachers' roles and responsibilities in Highly Effective CL Base Groups are defined and assigned ● Students could collect the assignments properly by group. 	<ul style="list-style-type: none"> ● Self evaluation and peer evaluation 	HSY SYM	Score calculation by IT; manpower for data input and compilation	JSAC, CCY
Form 1 - Tie grouping in with the Discipline Training Camp - Set up groups and maintain cooperation between group members	Whole year	<ul style="list-style-type: none"> ● Groups are successfully set up ● CL Base Groups cooperate among group members and run smoothly 	<ul style="list-style-type: none"> ● Self evaluation and peer evaluation 	HSY SYM		JSAC

Major Concern (III) : Striking a Balance Between Conformity and Individuality / Collective and Individual Development

Major Concerns	Student Affairs Unit(SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
1. Promotion of personality development and pursuit of excellence					
1.1 Cater for learner diversity	✓	✓	✓	✓	✓
1.2 Optimize the class teachers' work	✓	✓			
1.3 Optimize the student development course / system	✓	✓	✓	✓	✓
2. Civic leadership development					
2.1 Reinforcement of students' moral values	✓	✓	✓	✓	✓
2.2 Widening students' horizons		✓	✓	✓	✓

Details of this major concern can be found in the units' plans of Student Affairs Committee as appended below.

Appendix : Unit plans of Student Affairs Committee

Student Affairs Unit 2014–2015 Annual School Plan

Objective (I) : Promotion of personality development and pursuit of excellence

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
A) Cater for learner diversity	<p>1. Building on the strengths of students and providing them with avenues for gaining a sense of achievement.</p> <p>1.1 Let the notion take hold in the school that “students grow at varying paces so we ought to build on their strengths and provide avenues for them to live their full potential and thus gain a sense of achievement.”</p> <p>1.2 Students will be grouped by class teachers according to their varying traits. Teachers will set respective goals for groups and track their progress, providing support when deemed appropriate.</p> <p>1.3 A self- reflection session every three years for class teachers to offer their thoughts on this objective. (We suggest designing follow-up guidelines and activities according to the needs of slow</p>	14–15	<ul style="list-style-type: none"> ▪ Class teachers are familiar with the varying traits that are displayed in different groups ▪ Students from all groups have clear goals ▪ Teachers are fully aware of their students' strengths and ready to be their facilitators in bringing their strengths into play ▪ The self-reflection session is on schedule ▪ The sharing and feedback session is on schedule ▪ Clear report of the progress in students' performance from form liaisons. 	<ul style="list-style-type: none"> ▪ Observation ▪ Reports of form meetings and conduct meetings ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Student’s survey ▪ Meeting minutes ▪ Students' performance 	<ul style="list-style-type: none"> ▪ CLH ▪ CKM ▪ CYK ▪ CH ▪ Student Affairs Unit members (form liaisons) ▪ Class teachers ▪ SYM ▪ WHW 	<ul style="list-style-type: none"> ▪ Pertaining expenses (as per annual budget)

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>learners / weaker students.) A sharing and feedback session among teachers will also be scheduled.</p> <p>1.4 The form liaisons will render their full support to class teachers.</p>					
	<p>2. Provide ample opportunities for students to gain a sense of achievement</p> <p>2.1 Self-management Scheme (for prefects)</p> <ul style="list-style-type: none"> ▪ Provide focused trainings and opportunities for different target groups, including prefect leaders, seed prefects and aspiring prefects, to strengthen their management and leadership skills as well as equip them with skills to perform their duties. ▪ Regulate the trainings' focus of the mid-year training day to enhance the team spirit of the whole prefect team. ▪ Continue to improve the content and form of gatherings to enhance the sense of belonging and mission. ▪ Continue to increase the opportunities for prefects to facing students in certain situations, for example, conduct family sharing in junior-form assemblies and emcee at School Year Closing Ceremony, to enhance uniqueness of the role of prefects. <p>2.2 Self-management Scheme (for class</p>	14–15	<ul style="list-style-type: none"> ▪ Trainings have been provided according to the needs of prefects ▪ Overall participation rate is more than 90% ▪ Prefects show responsiveness and commitment ▪ Prefects are effective in their role with exemplary performances ▪ Prefects have a positive image and establish a good rapport with other students <ul style="list-style-type: none"> ▪ Class committee members are playing their roles effectively ▪ Students show positive attitude and appreciation 	<ul style="list-style-type: none"> ▪ Observation ▪ Comments of instructors both inside and outside the school ▪ Student's Survey ▪ Records ▪ Monitors' score given by the class committee ▪ Monitors' self-reflections ▪ Comments of both class teachers and subject teachers ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the members-in-charge of S.A.U 	<ul style="list-style-type: none"> ▪ LWP ▪ LYC ▪ CLH ▪ CKM ▪ CYK ▪ CH ▪ Student Affairs Unit members (form liaisons) ▪ SYM ▪ WHW 	Pertaining expenses (as per annual budget)

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>committees)</p> <ul style="list-style-type: none"> ▪ Continue to work with the Student Leaders Training Unit in providing training for class committee members. ▪ Life Education lessons: “Design our board”. ▪ Life Education lessons and Class Teacher Periods: “Manage our class”. <p>2.3 Training for monitors through monitors meetings, workshops and lunchtime meetings</p> <ul style="list-style-type: none"> ▪ In order to build up their important role as student leaders, all form one monitors will be continued to gain support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. Duties are assigned to assist their class teachers in managing their class. ▪ Monitors are equipped with leadership skills through training and workshop. ▪ Development of skills on interpersonal relationships and conflict management through the training organized by the Student Leaders Training Unit. ▪ Their performance will be evaluated by both their class committee members and themselves. ▪ Evaluation will be done with 		<p>towards class committee members</p> <ul style="list-style-type: none"> ▪ Monitors master the role of student leaders and assist teachers in managing the class. 			

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>reference to the score given by the class committee members and their own self-reflections.</p> <ul style="list-style-type: none"> ▪ Through peer appraisal and self-reflections, monitors can be more assured of their good work while knowing the areas to improve. ▪ Experience sharing lunchtime meetings are arranged to monitors at the same form with form liaisons of S.A.U. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly. ▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models. <p>2.4 Training for chief subject monitors through chief subject monitors meetings and lunchtime meetings</p> <ul style="list-style-type: none"> ▪ Integrity is cultivated through training / workshop. ▪ Homework collecting procedures are demonstrated with practice. ▪ Continue to acquaint them with the requisite qualities as a chief subject monitor and expectations from the school. ▪ Their performance will be evaluated by both class teachers and subject teachers. 		<ul style="list-style-type: none"> ▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers.. 			

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<ul style="list-style-type: none"> ▪ Experience sharing lunchtime meetings are arranged to form one chief subject monitors with the S.A.U. member. Problems may also be shared so teachers can learn about what they are facing and offer support accordingly. ▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models. ▪ Punishment will be imposed if they deviate from the guidance over record management with deliberation. 					
B) Optimize the class teachers' work	<ol style="list-style-type: none"> 1. There will be double class teachers for F1 to F5. 2. Continue to stabilize / optimize job allocation between two class teachers to facilitate their focus on students' different needs and communication with parents. 3. Continue to assist class teachers in carrying out moral education and further enhance the quality of class teacher periods. Give one lesson in each form by a SAU member during the class teacher period. Shoot a video of the lesson in each class hosted by the student(s) during the class teacher period. 4. Review the outcomes of class management and class teachers' work through student surveys 	14–15	<ul style="list-style-type: none"> ▪ Reception from class teachers and students ▪ Involvement of class teachers ▪ Good understanding and effective work allocation between two class teachers; strengthened communication with parents ▪ Better use of the class teacher period in carrying out moral education ▪ Goal settings in appraisals for class teachers' performance with collaboration of the Staff Professional 	<ul style="list-style-type: none"> ▪ Observation ▪ Student's Survey ▪ Reports of form meetings and conduct meetings ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Reported by the teachers-in-charge ▪ Class Teacher's Questionnaire 	<ul style="list-style-type: none"> ▪ CLH ▪ CKM ▪ CYK ▪ CH ▪ Student Affairs Unit members (form liaisons) ▪ Class teachers ▪ SYM ▪ WHW 	Pertaining expenses (as per annual budget) Questionnaire

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>(with the questions about school-based management) on their learning atmosphere, team spirit and presence of daily life routines. Conduct the survey respectively in junior and senior forms, and put in more school-based questions. Use the findings of the survey continuously to facilitate class teachers' managing of the class.</p> <p>5. Work closely with the Staff Professional Development Unit on the goals of appraisal for class teachers, implement pilot scheme and discuss how to implement them. And make the most of the surveys and other materials to facilitate further implementation of appraisal for class teachers.</p>		Development Unit and implement pilot scheme			
C) Optimize the student development course / system	<p>6. Tapping into external resources.</p> <p>1.1 Invite guests to share at the weekly assemblies.</p> <p>1.2 Continue to use or introduce external resources to provide counseling and related services for target groups; improve the outcome through communication between staff members.</p> <p>1.3 Use the evaluation of counseling groups more effectively.</p>	14–15	<ul style="list-style-type: none"> ▪ Reception from class teachers and Student Affairs Unit members (form liaisons) ▪ Better care provided for students ▪ Smooth running of the support system for SENs ▪ Attendance of related courses by certain teacher 	<ul style="list-style-type: none"> ▪ Observation ▪ Survey ▪ Reports of form meetings and conduct meetings ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Reported by the teachers-in-charge ▪ Records of course attendance 	<ul style="list-style-type: none"> ▪ CKK ▪ SYM ▪ KY ▪ SSW (Natalie) ▪ Student Affairs Unit members (form liaisons) ▪ SYM ▪ WHW 	Pertaining expenses (as per annual budget)

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>7. Optimize the school-based system for caring for students with different educational needs.</p> <p>2.1 Strengthen the support system for SENs. Tap into external resources, assign staff members, and set up a team to take care of students with special educational needs, at the same time strengthening the support of form liaisons for the class teachers, parents as well as students.</p> <p>2.2 Work with the Staff Professional Development Unit and introduce courses to teachers from Chinese and English Department for improving their skills in taking care of students with special needs practically.</p>					

Objective (II) : Civic leadership development

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
Reinforcement of students' moral values	<p>1. Reinforcement of core values : care, honesty, diligence, and perseverance</p> <p>1.1 Continue to optimize and enrich the resources bank to facilitate class teachers' undertaking of core values education.</p> <p>1.2 Continue to work with the Life Education Unit on Life Education lessons, selecting in the first lesson at least one core value as the major concern of respective class committee.</p> <p>1.3 Class teachers will address the major concern(s) during class teacher periods whereas the class committee will follow up through activities or other arrangements. Meanwhile, 'Honesty' has been chosen as the major concern of the school this year. Some school-wide / junior or senior secondary level / form association activities will be arranged to encourage students' effort in building their core values.</p> <p>1.4 Use the core values as the themes of the Board Design Competition during the first term.</p>	14-15	<ul style="list-style-type: none"> ▪ Materials from the resources bank can be utilized by class teachers ▪ Major concern(s) can be selected during the first Life Education lesson ▪ Both class teachers and class committees have addressed the major concern(s) with actions ▪ Classes responded well to the initiative and activities at the school level / junior or senior secondary level / form association level ▪ Major concerns are echoed in the board design of each class 	<ul style="list-style-type: none"> ▪ Observation ▪ Student's Survey ▪ Reports of form meetings and conduct meetings ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Reported by the teachers-in-charge ▪ Meeting minutes ▪ Scores in the board design competition 	<ul style="list-style-type: none"> ▪ CLH ▪ CKM ▪ CWC ▪ Student Affairs Unit members (form liaisons) ▪ Class teachers ▪ SYM ▪ WHW 	<ul style="list-style-type: none"> ▪ Pertaining expenses (as per annual budget)

Objective (III) : Enhance the effectiveness of student guidance

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
Provide counseling and guidance	<ol style="list-style-type: none"> 1. Regular distribution and collection of “Student Counseling Record Forms” and clear guidelines on filling out the form to monitor students and to ensure their well-being. Review of the filing system of “Student Counseling Record” at the end of each term. Form liaisons should encourage other colleagues to fill in the form, which is also called Student Counseling Record, in order to get more detailed information of the cases. 2. To make the counseling groups more effective: <ol style="list-style-type: none"> 2.1 Enhance the role of class teachers in the counseling group, particularly the follow-up work. 2.2 Counseling camps should probably start on Friday afternoon and finish on Saturday afternoon as it can encourage more students to join. 2.3 Ask some target students to invite their friends to join. 3. “Shining Hearts” program: <ol style="list-style-type: none"> 3.1 The teacher-in-charge should continue to select “Suns” at their own discretion for enhancing mutual cooperation. 3.2 Students can also apply for taking up the role of mentors (The SUN). 	14–15	<ul style="list-style-type: none"> ▪ Relevant teachers and students are informed ▪ Effective collaboration between Student Affairs Unit members and class teachers for the program “Love is all around”, Life Education lessons, preparations for weekly assemblies, and recruitment of target group members, etc. ▪ Effective collaboration between the Student Affairs Unit members and students, for example, on “Shining Hearts” ▪ Teachers know their target group members and how they have progressed after receiving counseling ▪ Overall participation rate at 90% ▪ Students' responsiveness and commitment 	<ul style="list-style-type: none"> ▪ Observation ▪ Survey ▪ Questionnaire ▪ Records ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Reported by the teachers-in-charge 	<ul style="list-style-type: none"> ▪ CKK ▪ CWS (Leanne) ▪ CKM ▪ CWS (Alex) ▪ KY ▪ SSW (Natalie) ▪ Student Affairs Unit members (form liaisons) ▪ SYM ▪ WHW 	Pertaining expenses (as per annual budget)

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>3.3The school social workers continue to be responsible in training of “Suns”; and be the coordinator of some groups.</p> <p>3.4“Seedlings” can take up the role of “Suns” with Senior Suns’ guidance.</p> <p>3.5The program will focus more on training The Suns (mentors) to organize activities.</p> <p>3.6The members will participate in our school Counseling programs, e.g. promoting our school theme (2014 – 15) “Loving & Caring”.</p> <p>4. “Striving for Excellence” program:</p> <p>4.1The program will be held in F2 only.</p> <p>4.2The program will focus on:</p> <ul style="list-style-type: none"> ▪ Their daily performance, i.e. punctuality, homework and tidiness. ▪ Politeness ▪ Obedience to school regulations <p>5. Loving and Caring (Peer)</p> <p>5.1With a view of promoting the spirit of loving and care about others</p>					

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
	<p>(Friendship) among students, organize a series of activities echoing the theme and make use of the class teacher periods in providing opportunities for students to participate in.</p> <p>5.2The scheme consists of the following activities: “Love is all around”, “Themed Weekly Assembly (junior and senior forms)”, “Message to My Friend” and other activities.</p>					

Objective (IV) : Optimizing self-improvement through ESR

Tasks / Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Items / Targets	Strategies					
Enhance the PIE cycle	<ol style="list-style-type: none"> 1. Collecting opinions from different stakeholders 2. Examine and revise the related working strategies of SAU 	14-15	<ul style="list-style-type: none"> ▪ Opinions are collected and analyzed ▪ Suggested solution are formulated and implemented ▪ Different stakeholders are invited to participate the PIE process 	<ul style="list-style-type: none"> ▪ Committee meeting ▪ Observation ▪ Survey ▪ Questionnaire ▪ Records ▪ Comments of Student Affairs Unit members (form liaisons) and class teachers ▪ Reported by the teachers-in-charge 	<ul style="list-style-type: none"> ▪ Student Affairs Unit members (form liaisons) ▪ SYM ▪ WHW ▪ SSW ▪ KY 	<ul style="list-style-type: none"> ▪ Questionnaire

Life Education Unit
Annual Plan (2014-2015)

Major Concerns (I) Promotion of Personality Development and Pursuit of Excellence

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
1.1 Cater for learning diversity				
<p>1.1.1 To set up Form 1 Career Planning Scheme(生涯規劃). Give support to the Student Affairs Unit to optimize the performance of students of medium abilities.</p> <p>1.1.2 To systemize and design life education lessons to suit the needs of students of various levels.</p>	<ul style="list-style-type: none"> ● To strengthen Form 1 students the awareness in goal setting and time management ● To facilitate class teachers to run the related programmes ● To increase the number of form assemblies to suit the special needs of students in various forms 	<ul style="list-style-type: none"> ● To evaluate the effectiveness of the programmes in the Joint Student Affairs Committee meetings ● To collect class teachers' feedback through course evaluation forms ● To evaluate the results in the Life Education Unit meetings 	<ul style="list-style-type: none"> ● Our unit and Career Guidance Unit ● Unit head and the members involved 	<ul style="list-style-type: none"> ● Reference books ● Teaching kits
1.2 Optimize the class teachers' work				
<p>1.2.1 To reinforce the rapport between class teachers, to enhance their comprehension on life education lessons and related preparatory work.</p> <p>1.2.2 To provide support to class teachers and teachers, to facilitate the implementation of moral and civic education</p> <p>1.2.3 To perfect the bank of moral education, to make it user-friendly to teachers</p> <p>1.2.4 To encourage class teachers and students to give feedback to the messages delivered in the morning assemblies. To provide resources and materials for both teachers</p>	<ul style="list-style-type: none"> ● Form coordinators can contact class teachers orally or through e-mails according to the needs of the lessons ● To give encouragement to class teachers through e-mails and meetings. ● More teachers can make good use of the resources provided by the data bank. ● Teachers feel satisfied with the materials provided in the bank. ● To provide channels for teacher- student communication 	<ul style="list-style-type: none"> ● To evaluate the results in the form meetings, Student Affairs Unit and Life Education Unit meetings ● To interview class teachers for their feedback 	<ul style="list-style-type: none"> ● Unit head ● Form coordinators 	

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
and students for exchanging ideas.				
1.3 Optimize the student development course / system				
1.3.1 Optimize life education lessons <ul style="list-style-type: none"> To optimize the key lessons with the other units 	<ul style="list-style-type: none"> To further strengthen the career planning series, the Form 1 lessons can be more coherent To increase the no of form assemblies to suit the needs of certain levels Teachers are generally satisfied with the design of life education lessons 	<ul style="list-style-type: none"> To evaluate students' performance in the Students' Affairs Unit meetings To collect class teachers' opinions by using the evaluation forms To conduct the reviews in the Life Education Unit meetings 	<ul style="list-style-type: none"> Life Education Unit and Career and Guidance Unit Unit head and members involved	<ul style="list-style-type: none"> Reference books Teaching kits

Major Concern (II): Civic leadership development

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
2.1 Reinforcement of students' moral value				
2.1.1 To reinforce the 4 core values To strength the design of morning assemblies, life education lessons and assemblies, to instill the messages conveyed by the 4 core values to the students appropriately 2.1.2 Introduction of external resources <ul style="list-style-type: none"> To invite guest speakers or organizations to give talks or hold the assemblies To introduce diversified topics by conducting form assemblies 	<ul style="list-style-type: none"> The Class Committees can set the 4 core values as their annual goals and implement the related activities successfully The messages brought by the 4 core values can be strengthened in the morning assemblies Students' awareness and recognition in the 4 core values can generally be enhanced. 	<ul style="list-style-type: none"> To review the general performance of the students in the Student Affairs Unit meetings To collect feedback from class teachers through evaluation forms To collect feedback from class teachers through form meetings To review the results in the Life Education Unit meetings The class committees have to evaluate the effectiveness of the related activities in their meetings 	<ul style="list-style-type: none"> Joint Student Affairs Committee Unit leaders and the members involved Class teachers and class committees 	<ul style="list-style-type: none"> Fees for the guest speakers Reference books Teaching kits
2.2 Widening students' horizons				

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
<p>2.2.1 To enhance students' awareness of current affairs</p> <ul style="list-style-type: none"> ● To block a time period to let students listen to the daily news on current affairs and editorial links ● To set up news bulletin board ● To conduct the current affairs quizzes ● To strengthen the message conveyed by the morning assemblies so as to build up the atmosphere 	<ul style="list-style-type: none"> ● Both teachers and students can have more chances to get in touch and to investigate into current affairs through class teachers periods, morning assemblies, assemblies and life education lessons ● To conduct current affairs forum with Student Union and Co-curricular Activities Unit ● With the co-operation of the teaching assistants, to organize forums to discuss current issues and to provide a platform for students to show their viewpoints of the issues 	<ul style="list-style-type: none"> ● To review the results through form meetings, Students Affairs Unit and Life Education Unit meetings ● To get teachers and students' feedback through evaluation forms ● To understand students' participation in doing voluntary work from their declaration 	<ul style="list-style-type: none"> ● Wan Keung ● Tung Cheuk ● Wai Nga ● Teaching assistants 	<ul style="list-style-type: none"> ● Bulletin board ● Support from the I.T.group ● Website of Ming Pao ● Website of RTHK
<p>2.2.2 To optimize the Voluntary Service Scheme</p> <ul style="list-style-type: none"> ● To strengthen the support to the scheme ● To develop students' organizations to implement and organize voluntary service ● To promote and raise students' awareness in doing voluntary work through life education lessons and assemblies ● To keep a close contact with external organizations so as to provide different types of voluntary work to students ● To co-operate with the Welfare Department of the Student Union, to distribute the voluntary service record cards 	<ul style="list-style-type: none"> ● Both teachers and students are satisfied with the related activities ● To create annual off-campus collaboration groups list ● Senior form students can sustain their motivation to participate in voluntary work. More junior form students can participate in external voluntary work. ● Students can have more chances to participate in the community affairs. ● Starting from Form 1, students begin to recognise the practice of Dr. Tin Ka Ping in realising his educational dream and understand the history of Tin Ka Ping Secondary School. His sacrifice and 	<ul style="list-style-type: none"> ● To review the results through form meetings, Students Affairs Unit and Life Education Unit meetings ● To collect feedback from class teachers through evaluation forms 	<ul style="list-style-type: none"> ● Tung Cheuk 	

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
<p>2.2.3 To set an example for our students by promoting the educational philosophy of Mr. Tin Ka Ping and appreciating his attitude towards others and his work.</p> <ul style="list-style-type: none"> ● In the first two life education lessons, the following information is added: <ol style="list-style-type: none"> (1) the founder of the school and its deeds; (2) the implications of Tin Ka Ping spirits 	<p>dedication will develop and strengthen students' sense of superiority of being students of our school. This sense will fully expressed in every detail in their school life.</p>			

Major Concern (III): Through ESR, improve self-improvement mechanism

Tasks / Actions	Success Criteria	Method of Evaluation	Staff Responsible	Resources required
<p>3.1 To evaluate the life education lessons continuously 3.2 To optimize the Handbook of Life Education Unit</p>	<ul style="list-style-type: none"> ● To collect teachers' opinions of the lessons ● To revise the lessons according to the class teachers' opinions ● To revise the administrative manual of the Life Education Unit. Both form coordinators and class teachers can master the strategies of conducting life education lessons. 	<ul style="list-style-type: none"> ● To collect class teachers' opinions through the evaluation forms ● To evaluate in the meetings of Life Education Unit ● Form coordinators have regular contact with the class teachers 	<ul style="list-style-type: none"> ● Form coordinators and the teacher-in-charge 	

Annual School Plan of Co-curricular Activities Unit (2014-15)

Major concern (1): Building on strength, striving for excellence 促進個性發展、追求卓越

Tasks / Actions	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required	
Catering for learner diversity ◆ Review different strengths of students	◆ Continuous to build up and strengthen the use of data base for students' record ◆ Reinforce the use of eclass front page to promote the participation of outside school competition (esp. starting from new F. 1) through the class association.	Whole year	◆ Students with special strengths are recommended for outside school competition ◆ Encourage the increase no. of students in participating outside school competition to broaden the vision through class association.	◆ Comments of teachers ◆ Survey	◆ CCA assistant ◆ CCA members	◆ CCA assistant
Catering for learner with special need	◆ Collect information from class teachers (CCA co-ordinators) and adjust the no. or participation of CCA meetings	Whole year	◆ Report and sharing from teachers	◆ Observation and no. of cases reported	◆ CCA members ◆ All CCA teachers and co-ordinators	
Review and optimize the student development system (CCA)	◆ Re-organize the development of CCA related to the category of Music ◆ Cross check the shortlist of CCA ◆ Review and evaluate the type, the number and popularity of CCA	Whole year	◆ Starting the development of drums and wind instrument classes ◆ Reduce no. of cases exceeding 1P1M ◆ Opinions from students	◆ Statistics ◆ Survey	◆ CCA co-ordinators of all categories	◆ CCA assistant
Promote balanced lifestyle ◆ Review and evaluate the type and number of CCA	◆ Collect information and opinions from teachers and students	Whole year	◆ Reports of the review and evaluation ◆ Reports on students' interest	◆ Survey ◆ Questionnaire ◆ Analysis	◆ CCAU members ◆ CCA teachers ◆ Board of Student Affairs members	◆ CCA assistant

Major concern (2): To elevate the quality of civic leader 提升公民領袖素質

Tasks/Actions	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Reinforcement of students' moral values : Sense of responsibility, perseverance and care	Whole year	<ul style="list-style-type: none"> ◆ Increase no. of students getting 'active participation' ◆ Increase no. of supporting/cheering team for inter-school competition. 	<ul style="list-style-type: none"> ◆ Statistics 	<ul style="list-style-type: none"> ◆ CCAU members ◆ CCA teachers ◆ Student Union (if applicable) 	<ul style="list-style-type: none"> ◆ CCA assistant
Broaden students' horizon	Whole year	<ul style="list-style-type: none"> ◆ Organize related activities 	<ul style="list-style-type: none"> ◆ Records or reports of activities ◆ Statistics 	<ul style="list-style-type: none"> ◆ CCAU members ◆ CCA teachers ◆ Other teachers (if applicable) 	<ul style="list-style-type: none"> ◆ CCA assistant

Major concern (3): Optimizing Evaluation Process in CCAU

Tasks/Actions	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Review and revise the evaluation system in CCAU	Whole year	<ul style="list-style-type: none"> ◆ Opinions from students on CCA they participated are collected. ◆ Opinions from students on outside-school tutor are collected 	<ul style="list-style-type: none"> ◆ Statistics ◆ Discussion in related CCA 	<ul style="list-style-type: none"> ◆ CCAU members ◆ CCA teachers ◆ Student Union (if applicable) 	<ul style="list-style-type: none"> ◆ CCA assistant

Annual School Plan of Major Concerns of Student Leaders Training Unit for 2014-2015

Major concern (I): Building on strength, striving for excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1.1 Review and optimize the framework of student leaders training program	Whole school year	<input type="checkbox"/> Set up a new recording system <input type="checkbox"/> Refine training activities <input type="checkbox"/> Specify standards of training to recognize students' effort <input type="checkbox"/> Strengthen recognition of personal development <input type="checkbox"/> Students have more opportunities to join activities outside school	<input type="checkbox"/> Progress report <input type="checkbox"/> Data of the participation of training inside and outside school <input type="checkbox"/> Students' reflection <input type="checkbox"/> Committee meetings	<input type="checkbox"/> HSY <input type="checkbox"/> KSM <input type="checkbox"/> YTM <input type="checkbox"/> TPY	<input type="checkbox"/> IT support <input type="checkbox"/> Relevant documents
1.2 S1 Campus Adaptation Scheme <input type="checkbox"/> S1 Discipline Training Camp <input type="checkbox"/> S1 Strive for Excellence Award Scheme & Buddy Scheme <input type="checkbox"/> S1 Parents' Night <input type="checkbox"/> S1 Aspiring Leaders Training	09/2014 - 11/2014	<input type="checkbox"/> More than 80 percent of the parents confirm the positive outcome of the program <input type="checkbox"/> More than 85% of students show great engagement and exhibit team spirit and collaboration in the training <input type="checkbox"/> Students have learned their own traits and improve daily living habits <input type="checkbox"/> S2 buddy coaches can help S1 students in adaptation	<input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Parents survey <input type="checkbox"/> Reflections by students <input type="checkbox"/> Review by colleagues <input type="checkbox"/> Committee meeting <input type="checkbox"/> Class meeting <input type="checkbox"/> Feedback from external trainers	<input type="checkbox"/> WWC <input type="checkbox"/> TPY <input type="checkbox"/> YTM <input type="checkbox"/> Class teachers <input type="checkbox"/> School social worker <input type="checkbox"/> With the help of SDU <input type="checkbox"/> IT support <input type="checkbox"/> External trainers	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Evaluation form <input type="checkbox"/> Questionnaires <input type="checkbox"/> Camp books <input type="checkbox"/> Award scheme booklets
1.3 LIVE training program	05/2015 – 08/2015	<input type="checkbox"/> Students have good engagement in the activities <input type="checkbox"/> 90% of participants confirm the positive outcomes <input type="checkbox"/> Participants can recognize their strengths and goals <input type="checkbox"/> Participants have more exposure	<input type="checkbox"/> Program review <input type="checkbox"/> Students reflections <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Committee meeting	<input type="checkbox"/> HSY <input type="checkbox"/> KSM <input type="checkbox"/> TPY <input type="checkbox"/> School social worker <input type="checkbox"/> Alumni <input type="checkbox"/> External service provider	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Related course materials <input type="checkbox"/> Questionnaire <input type="checkbox"/> IT support

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1.4 Team coach training	Whole school year	<input type="checkbox"/> More than 80% of participants can empower the leading role and related skills <input type="checkbox"/> Participants can elevate the skills in leading and coaching team	<input type="checkbox"/> Program review <input type="checkbox"/> Reflections and evaluation by the participants <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Feedback from external service provider	<input type="checkbox"/> HSY <input type="checkbox"/> KSM <input type="checkbox"/> TPY <input type="checkbox"/> External service provider <input type="checkbox"/> School social worker	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Related course materials <input type="checkbox"/> Questionnaire <input type="checkbox"/> Evaluation form

Major concern (II): Elevating on team spirit

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
2.1. CCL high effective base groups training	10/2014	<input type="checkbox"/> Training program planned and implemented <input type="checkbox"/> More than 80 % of the students confirm the positive outcome <input type="checkbox"/> Students exhibit team spirit and show engagement in group and class	<input type="checkbox"/> Peer evaluation and class evaluation <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Review by colleagues <input type="checkbox"/> Students' reflection	<input type="checkbox"/> HSY <input type="checkbox"/> KSM <input type="checkbox"/> With support of SDU <input type="checkbox"/> Class teachers <input type="checkbox"/> External service provider	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Evaluation forms <input type="checkbox"/> IT support
2.2 S1 Campus Adaptation Scheme <input type="checkbox"/> S1 Discipline Training Camp <input type="checkbox"/> S1 Strive for Excellence Award Scheme <input type="checkbox"/> S1 Aspiring Leaders Training <input type="checkbox"/> Buddy Scheme	09/2014 - 11/2014	<input type="checkbox"/> Students exhibit team spirit and collaboration <input type="checkbox"/> Students show great engagement <input type="checkbox"/> Students show collaboration in group <input type="checkbox"/> S1 leaders acquire cooperative skills in class committee <input type="checkbox"/> S1 and S2 leaders can build up bonding	<input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Review the progress of students <input type="checkbox"/> Reflections by students <input type="checkbox"/> Review by colleagues <input type="checkbox"/> Evaluation from related programs	<input type="checkbox"/> WWC <input type="checkbox"/> TPY <input type="checkbox"/> YTM <input type="checkbox"/> Class teachers <input type="checkbox"/> With the help of SDU <input type="checkbox"/> External trainers	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Evaluation form <input type="checkbox"/> Questionnaire <input type="checkbox"/> Camp books <input type="checkbox"/> Award scheme booklets
2.3 LIVE training program & Team coach training	05/2015 – 08/2015	<input type="checkbox"/> Students exhibit team spirit and collaboration <input type="checkbox"/> Students show great	<input type="checkbox"/> Program review <input type="checkbox"/> Reflections and evaluation by the	<input type="checkbox"/> HSY <input type="checkbox"/> KSM <input type="checkbox"/> TPY	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Related course materials

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
		engagement in training <input type="checkbox"/> Students can form an active and motivated working group	participants <input type="checkbox"/> Observation on students' performance	<input type="checkbox"/> External service provider <input type="checkbox"/> School social worker	<input type="checkbox"/> Questionnaire
2.4 Promote team spirit and inheritance	Whole year	<input type="checkbox"/> Set up a union of trained students and alumni <input type="checkbox"/> Staff development for colleagues in SLTU <input type="checkbox"/> Members can recognize their strengths and acquire more skills in training	<input type="checkbox"/> Observation <input type="checkbox"/> Reflections <input type="checkbox"/> Committee meeting	<input type="checkbox"/> HSY <input type="checkbox"/> WYH (supporting teacher)	<input type="checkbox"/> Evaluation

Major concern (III): Optimizing work through SSR

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
3.1 Strengthen the implementation of work	Whole school year	<input type="checkbox"/> Examine the PIE work cycle <input type="checkbox"/> Emphasizes the focus of the training	<input type="checkbox"/> Committee meetings <input type="checkbox"/> Review of work <input type="checkbox"/> Related data from the training	<input type="checkbox"/> Student Leaders Training Unit	<input type="checkbox"/> Relevant evaluation and questionnaire <input type="checkbox"/> SSR performance indicators

Annual School Plan of Major Concerns of Careers Guidance Unit for 2014-2015

Major Concern (I) : Cater for learner diversity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Individual Counseling for senior form students	10/14-05/15	50 F.5 students received individual counseling	Feedback from participants and Career Maturity Index	Oscar, TKT +HKFYG	Career and Life Planning Grant (CLP).
2. Individual Counseling skills for senior form teachers	10/10/2014, 13/2/2015	2 training for senior form teachers	Feedback from audiences and speakers.	Oscar, TKT + HKFYG	2 SD days

Major Concern (II) Strengthen Career and Life Planning Curriculum by CCL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. F.4 Life education (Active Exploring)					
1.1 Pursue your Career Dream. C.A.T.C.H 1	6/11/2014			Angus + HKFYG	F. Assembly
1.2 Introduction of Local University Degree Course C.A.T.C.H 2	20/11/2014	Positive Feedback from class teachers	Careers Meeting	Angus+ Hok Yau Club	F. Assembly
1.3 Multiple Pathways to Tertiary Education C.A.T.C.H 3	27/11/2014			Angus, TKT + Alumni	F. Assembly + Class Period (Mon)
2. F.5 Life education (Smart Positioning)					

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
2.1 Multi-perspectives in Career C.A.T.C.H 4	5/2/2015	Positive Feedback from class teachers	Careers Meeting	Angus, TKT	Class Period
2.2 JUPAS Pre-selection C.A.T.C.H 5	19/3/2015			Oscar, Winnie	F. Assembly
3. F6 Life education (Right Targeting)		Positive Feedback from class teachers	Careers Meeting	Oscar, Winnie, TKT	F. Assembly
3.1 JUPAS Info. Talk C.A.T.C.H 6	25/9/2014				
3.2 Road to University C.A.T.C.H 7	6/11/2014				
3.3 Interview Skills	20/11/2014				
				TKT	Class Period
				Oscar	Class Period

Major Concern (III) : Optimize the student development system and self-improvement system

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. S.6 JUPAS Held the Jupas Seminar in Life Education Period earlier, right after the JUPAS online launched.	Before 12/10	Held on time	Feedback from audiences and class teachers	Team members	Hall, Life Education Period.
1.2 Jupas Online Application (A) Starts collecting SRR for academic performance and personal & General Abilities earlier. (B) Ends the internal deadline earlier for following up action. (C) Modify the procedure on input SLP, OEA and additional Information.	Before 19/10	Complete on time		Feedback from S.6 students	Team members
	Before 27/11	Complete on time	Team members		
	Before 27/11	Complete on time	Team members		

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1.3 Parents Talk: (A) Held in Mid November, before the internal choices submission deadline; all parents from Senior forms will be entertained.	Before 27/11	Held on time	Feedback from audiences.	Team members	Hall, PTA support.
(B) Co-operate with PTA in promotion.	Before 27/11	Increase participation.	Feedback from audiences.	Team members	PTA support
1.4 System for Self-improvement (A) Adopt formative and summative Evaluation system in Activity Evaluation.	Whole Year	Major Event Evaluation a) Life Education lesson b) Individual Counseling c) Career Club	Adopt qualitative and quantitative in activity evaluation.	Team Members	Careers Guidance Unit

Major Concern (IV) : Widening students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Study abroad information talk (1) Mainland (2) Overseas (3) Taiwan	Post-exam Period/ Before Dec	1 time /F.4 1 time/F.4 1 time/ F.5	Feedback from audiences.	TKT	Hall/N504 Exhibition
2. Encourage F.4 workplace visit	10/14-05/15	4 times	Feedback from participants and teachers involved	TKT	promotion
3. Career Planning Counseling Group - targets on suitable Junior students nominated class teachers	10/14-05/15	1 Group 3 Activities	Feedback from participants and teachers involved	Winnie	NGO service fee, Traveling fee subsidies.