



**Tin Ka Ping Secondary School**

**Annual School Plan (School Level)**  
**(2015-2016)**

# **I 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**

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## Major Concern (I) : Maintain the effectiveness of the existing strengths with focuses on teaching and learning and student development

### 1. Responses to Major Concern I by Academic Affairs Committee, AAC [(refer to p.1 - p.5 of programme plan (2015-2016) ]

#### 1.1 Implementation of Constructivist & Cooperative Learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 To enhance the leadership role of the major subject panel heads when implementing CCL 1.1.2 To analyze the existing curriculum and find out the areas to be improved	Whole year	<input type="checkbox"/> According to the analyses, an implementation plan is worked out by each of the 4 major subject panels to improve the weaknesses. <input type="checkbox"/> At least three meetings have been conducted between the AAC and each of the 4 major subject panel heads by June 2016 to have in-depth discussions regarding curriculum review. Assistance is provided when necessary. <input type="checkbox"/> Pre-lesson preparation is highly recommended in order to foster self-regulated learning (to be amended)	<input type="checkbox"/> Progress reports in the Academic Affairs Committee meetings <input type="checkbox"/> The curricula of 4 major subjects (Chi, Eng, Maths and Libs) are analyzed so as to find out the weaknesses. <input type="checkbox"/> Implementation plan <input type="checkbox"/> Subjects meeting minutes <input type="checkbox"/> Teaching schedule <input type="checkbox"/> Pre-lesson worksheets and materials.	<input type="checkbox"/> CCY, WWY <input type="checkbox"/> the 4 major subject panel heads	<input type="checkbox"/> Nil

#### 1.2 To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources
1.2.1 To pay attention to the teaching progress of senior forms 1.2.2 To optimize the enhancement classes of different subjects 1.2.3 To make good use of the analysis report of HKDSE results 1.2.4 To request colleagues to apply and serve as HKDSE markers and oral examiners 1.2.5 To optimize various supportive measures : Supplementary lesson, Senior Form Uniform Test, After-school revision period, Form Six free-lesson arrangement, and Form Six Post-Final Exam revision period	Whole year	<input type="checkbox"/> The Form Six curricula of all subjects are completed by mid-Oct 2015 <input type="checkbox"/> The tutors of enhancement classes are able to further strengthen students' learning <input type="checkbox"/> Students are able to master examination techniques well through the examination analysis of each subject <input type="checkbox"/> At least 50%(??) teacher(s) from each subject department serve(s) as HKDSE marker(s) <input type="checkbox"/> For 80% HKDSE subjects, at least sixty percent of students achieve Level Four or above <input type="checkbox"/> Positive value-addedness is obtained in 80% HKDSE subjects	<input type="checkbox"/> Subject Meeting Minutes <input type="checkbox"/> Results of HKDSE and JUPAS <input type="checkbox"/> Evaluation reports of enhancement classes	<input type="checkbox"/> AAC <input type="checkbox"/> Subject Panel Heads	<input type="checkbox"/> Purchase of students' HKDSE outstanding scripts <input type="checkbox"/> Analysis reports of HKDSE results

**2. Responses to Major Concern I by Staff Professional Development Unit, SPDU [(refer to p.46 - p.48 of programme plan (2015-2016) ]**

**2.1 To provide support to CCL implementation**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.1.1 To provide subject-based training and support to teachers in applying CCL through <ul style="list-style-type: none"> <li>■ supporting seed teachers in their co-lesson preparation with subject teachers</li> <li>■ strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion</li> <li>■ launching experience sharing sessions in SD Day</li> <li>■ providing CCL lesson preparation sessions in SD Day</li> </ul>	Whole year	<input type="checkbox"/> Lesson observations and post-lesson discussions are held. <input type="checkbox"/> Trainings and support provided to teachers are considered to be useful <input type="checkbox"/> Sessions for CCL lesson preparation are held and positively evaluated by teachers. <input type="checkbox"/> Experience sharing sessions on conducting CCL in lessons are held and positively evaluated by subject teachers. <input type="checkbox"/> Liaisons with CCL Working Group, as well as related committees, are maintained.	<input type="checkbox"/> Discussion in Unit and CCL Working Group meetings <input type="checkbox"/> Feedback from teachers in common free periods <input type="checkbox"/> Discussion in subject meetings <input type="checkbox"/> Questionnaire on opinions on Staff Development Day	<input type="checkbox"/> CWT, CH	● Funds from the school
2.1.2 To provide support (training and experience sharing) on preparation of LFP <ul style="list-style-type: none"> <li>■ identification of key elements in LFP</li> <li>■ objectives writing</li> <li>■ learning framework identification/ construction</li> <li>■ learning difficulties identification</li> </ul>	Whole year	<input type="checkbox"/> Subject-based training on the preparation of LFP is held. <input type="checkbox"/> Supports are given during co-lesson preparation for appraisal. <input type="checkbox"/> Teachers positively indicate that they understand the essence of LFP. <input type="checkbox"/> Teachers positively indicate that they are able to prepare LFP individually	<input type="checkbox"/> Feedback from teachers in appraisal. <input type="checkbox"/> Questionnaire on opinions on Staff Development Day	<input type="checkbox"/> CWT, CCY	
2.1.3 To provide training on CL base group <ul style="list-style-type: none"> <li>■ rationales of using CL base group for class management</li> <li>■ practical skills in managing group dynamics</li> </ul>	Whole year	<input type="checkbox"/> Training session is held on SD Day. <input type="checkbox"/> Teachers indicate basic understand on the rationales of using group dynamics and how to manage groups through group dynamics	<input type="checkbox"/> SD Day Questionnaire <input type="checkbox"/> Discussion in Working Group meetings	<input type="checkbox"/> CWT, CH	
2.1.4 To provide resources that enhance teachers' teaching effectiveness	Whole year	<input type="checkbox"/> Books on instructional strategies on Cooperative and Constructivist Learning purchased	<input type="checkbox"/> Discussion in Unit meetings <input type="checkbox"/> Record in Teaching Support Center	<input type="checkbox"/> CWT, KSM	● Funds from the school

## 2.2 Follow up on External School Review

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.2.1 To review and revise the Appraisal System in school	Whole year	<input type="checkbox"/> The appraisal forms of subject teachers, subject heads, committee heads and committee members reviewed and revised. <input type="checkbox"/> Opinions on appraisal system collected <input type="checkbox"/> Criteria for evaluating class teachers derived and documented	<input type="checkbox"/> Discussion in Unit meetings <input type="checkbox"/> Discussion in Administrative Council Meetings <input type="checkbox"/> Report in Staff Meetings	<input type="checkbox"/> SPDU	● Nil

## 3. Responses to Major Concern I by Joint Students' Affairs Committee, JSAC [ (refer to p.9 - p.32 of programme plan (2015-2016) ]

Tasks/ Actions	Student Affairs Unit (SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
3.1 To enhance students' civic leadership skills					
3.1.1 Career planning and pursuit of excellence	✓	✓	✓	✓	✓
3.1.1.1 Boost students' self-knowledge and help them with goal setting	✓	✓	✓	✓	✓
3.1.1.2 Create more opportunities for students of different personality traits	✓	✓	✓	✓	✓
3.1.2 Nurture the core value: loving and caring	✓	✓	✓	✓	✓
3.1.2.1 Raise students' awareness and understanding of the needs of the community	✓	✓	✓	✓	✓
3.1.2.2 Enhance students' willingness to serve and their participation in community services	✓	✓	✓	✓	✓
3.2 To enhance the effectiveness of teachers' work on nurturing students					
3.2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels		✓	✓	✓	✓
3.2.2 Foster our committee members' professional development	✓	✓		✓	✓
3.2.3 Optimize class teachers' work	✓	✓		✓	✓

\* Details of the above table can be found in programme plans of each unit of the Joint Students' Affairs Committee.

**4 Responses to Major Concern I by Administration and Development Committee, ADC [ (refer to p.33 - p.37 of programme plan (2015-2016) ]**

**4.1 To optimize the school administration and management**

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
4.1.1 To revise and well process the existing tendering / quotation procedures according to the guidelines stipulated by the EDB	Whole year	<input type="checkbox"/> Not more than three cases fail to comply with the guidelines	<input type="checkbox"/> discussion in committee and supporting staff meetings <input type="checkbox"/> feedback from stakeholders	<input type="checkbox"/> ADC : SM	School Resources
4.2.1 To keep good maintenance of school premises and facilities / equipment	Whole year	<input type="checkbox"/> All defects in premises and facilities / equipment are fixed in reasonable timing with existing resources	<input type="checkbox"/> discussion in committee and supporting staff meetings <input type="checkbox"/> report forms in general office <input type="checkbox"/> feedback from stakeholders	<input type="checkbox"/> ADC : SM	School Resources
4.2.2 To promotion school image at both district and territory level	Whole year	<input type="checkbox"/> School publications will be sent out to schools / institutions in the district and the territory <input type="checkbox"/> Smooth running of the joint-schools exhibition held in November each year <input type="checkbox"/> Smooth running of information sessions held for the primary schools in North district <input type="checkbox"/> School websites will be updated at regular basis	<input type="checkbox"/> discussion in committee meetings <input type="checkbox"/> feedback from outside bodies <input type="checkbox"/> feedback from stakeholders	<input type="checkbox"/> ADC : YH	School Resources
4.2.3 To implement smoothly external examinations held in school	Whole year	<input type="checkbox"/> The examinations are conducted in accordance to regulations and guidelines specified by the HKEAA <input type="checkbox"/> Not more than two complaints received from candidates or the HKEAA	<input type="checkbox"/> discussion in centre supervisors' meetings	<input type="checkbox"/> ADC : SM, MH	School Resources
4.2.4 To organize study tours to broaden the horizon of students	Whole year	<input type="checkbox"/> Not less than five study tours with different learning aims will be held	<input type="checkbox"/> report from escort teachers <input type="checkbox"/> questionnaire to students concerned	<input type="checkbox"/> ADC : SM, YH	School Resources

#### 4.2 To monitor and support the improvement measures at committee / unit / subject level as suggested in the ESR Report

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
4.2.1 To set up an inventory covering all improvement items in different aspects as stated in the ESR Report to monitor the progress of improvement	Whole year	<input type="checkbox"/> All the improvement items are carried out on schedule in a 3-year time span and get positive results	<input type="checkbox"/> An inventory will be set <input type="checkbox"/> A stock-check will be carried out with reference to the ESR Report to review the progress of each improvement items	<input type="checkbox"/> ADC : SM, YH	School resources
4.2.2 To refine the logistics of signing and collection of minutes of units / subjects	Whole year	<input type="checkbox"/> Minutes of committees / units / subjects as one of the tools of the SSE will be well monitored. The minutes will be checked and rectified by ADC twice a year	<input type="checkbox"/> All minutes of committees / units / subjects will be collected and scanned for proper storage and inspection at the end of each academic year	<input type="checkbox"/> ADC : YH <input type="checkbox"/> IT Unit <input type="checkbox"/> School Office	School resources
4.2.3 To set up a database to keep all the data generated from the Stakeholders' surveys to facilitate a longitudinal analysis	Whole year	<input type="checkbox"/> A database of stakeholders' surveys will be set up <input type="checkbox"/> Statistical data will be widely used by committees / units concerned	<input type="checkbox"/> Framework of the longitudinal analysis will be worked out with consensus of all units <input type="checkbox"/> feedback from committees / units concerned	<input type="checkbox"/> ADC : YH <input type="checkbox"/> IT Unit	School resources

#### 4.3 To foster an English-rich environment in the campus

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
4.3.1 To monitor all bulletin boards in the campus so as to ensure English language is used	Whole year	<input type="checkbox"/> All posting materials created by both students and teachers on bulletin boards must be written in English (publicity posters from external organization are exempted)	<input type="checkbox"/> Checking the boards once a term and make a record	<input type="checkbox"/> ECPU : WM, YH	School resources
4.3.2 To hold more English Days and more students' sharing in morning assembly with a collaboration with Life Education Unit	Whole year	<input type="checkbox"/> Each junior student takes part in the activity at least once in a term <input type="checkbox"/> Two additional morning assemblies are hosted by exchange students	<input type="checkbox"/> English teacher has to take attendance record of the activities <input type="checkbox"/> Feedback from students and teachers	<input type="checkbox"/> ECPU : WM, YH	School resources
4.3.3 To conduct Daily English announcements and wise-sayings by students in English	Whole year	<input type="checkbox"/> Students selected from F.4 to F.5 as announcers regularly	<input type="checkbox"/> Comments from teachers / students	<input type="checkbox"/> ECPU : WM, YH	School resources
4.3.4 To organize a study tour targeted for students of different forms is organized in the year	Whole year	<input type="checkbox"/> A five-day tour is held to study English in Singapore	<input type="checkbox"/> Students' feedback form <input type="checkbox"/> Report from escort teachers	<input type="checkbox"/> ECPU : WM, YH	School resources
4.3.5 To monitor all administrative papers in the campus are mainly in English	Whole year	<input type="checkbox"/> over 80% of the documents concerned are in English	<input type="checkbox"/> Monitoring by ADC	<input type="checkbox"/> ADC : YH	School resources



## Major Concern (II) : Equip staff members (especially middle managers) with concepts and Practices of Self-directed Learning (SDL)

### 1. Responses to Major Concern II by Staff Professional Development Unit, SPDU [ (refer to p.46 - p.48 of programme plan (2015-2016) ]

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1 To develop theoretical framework on self-directed learning (SDL)	Whole year	<input type="checkbox"/> Theoretical framework on self-directed learning developed <input type="checkbox"/> The framework is evaluated as practical by colleagues	<input type="checkbox"/> Questionnaire to colleagues <input type="checkbox"/> Unit evaluation in meeting	<input type="checkbox"/> CWT (discussion with Dr. Yuen)	<input type="checkbox"/> Nil
1.2 To invite professionals to conduct seminars/workshops on SDL	Whole year	<input type="checkbox"/> Seminars/ workshops conducted by the professionals on SD Day <input type="checkbox"/> Positive evaluation on the seminars/ workshops	<input type="checkbox"/> Questionnaire to colleagues <input type="checkbox"/> Unit evaluation in meeting	<input type="checkbox"/> CWT, CH	<input type="checkbox"/> Funds from the school
1.3 To exchange with other schools (for middle management) for stimulating ideas on SDL	Whole year	<input type="checkbox"/> Exchanges with other school conducted <input type="checkbox"/> Positive evaluation on the exchanges	<input type="checkbox"/> Questionnaire to colleagues <input type="checkbox"/> Unit evaluation in meeting	<input type="checkbox"/> CWT, CH	<input type="checkbox"/> Funds from the school

## Major Concern (III) : Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s)

### 1. Responses to Major Concern III by Academic Affairs Committee, AAC [ (refer to p.1 - p.5 of programme plan (2015-2016) ]

#### 1.1 Preparation for implementation of self-regulated learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 To enhance students' interest in learning and foster their motivation of self-regulated learning through the development of e-learning programme	Whole year	<input type="checkbox"/> Implementation of e-learning programme is included in the annual plans among 30% of subject panels <input type="checkbox"/> Students have positive response to the view that e-learning is conducive to enhancing their interest in learning <input type="checkbox"/> Supportive measures for the implementation of e-learning programme among various subjects are adequate	<input type="checkbox"/> Questionnaires <input type="checkbox"/> Lesson observations <input type="checkbox"/> Minutes of subject meeting <input type="checkbox"/> Procurement and borrowing records of electronic teaching resources	<input type="checkbox"/> WWY <input type="checkbox"/> Tsz Fung <input type="checkbox"/> related subject panel heads	<input type="checkbox"/> Electronic devices: i-pad, notebook, apps etc. <input type="checkbox"/> Online resources
1.1.2 To enhance the teaching of 'How to Learn' as shown in the framework of SDL	Whole year	<input type="checkbox"/> Helping students to master the learning methods is regarded as the major concern for the school year among more than three subject panels. <input type="checkbox"/> A workshop on study skills is held for junior forms	<input type="checkbox"/> Learning and teaching questionnaire <input type="checkbox"/> Implementation plan <input type="checkbox"/> Students are able to master one to two learning methods	<input type="checkbox"/> WWY <input type="checkbox"/> related subject panel heads	<input type="checkbox"/> Nil
1.1.3 To make room for the implementation of self-regulated learning by relieving the pressure of homework	Whole year	<input type="checkbox"/> Students have positive response to the view that the amount of homework is reasonable. <input type="checkbox"/> Students have positive response to the view that homework can arouse their interest in learning.	<input type="checkbox"/> Learning and teaching questionnaires	<input type="checkbox"/> WWY <input type="checkbox"/> CCY	<input type="checkbox"/> Nil

**2. Responses to Major Concern III by Staff Professional Development Unit, SPDU [(refer to p.46 - p.48 programme plan (2015-2016) ]**

**2.1 Reflection and planning on implementation of Self-directed Learning (SDL) in the school at different level(s): Cultivate a Positive and Cooperative Working Culture**

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.1.1 To review and revise the Appraisal System in school	Whole year	<input type="checkbox"/> The appraisal forms of subject teachers, subject heads, committee heads and committee members reviewed and revised <input type="checkbox"/> Opinions on appraisal system collected <input type="checkbox"/> Criteria for evaluating class teachers derived and documented	<input type="checkbox"/> Discussion in Unit meetings <input type="checkbox"/> Discussion in Administrative Council Meetings <input type="checkbox"/> Report in Staff Meetings	<input type="checkbox"/> SPDU	<input type="checkbox"/> Nil
2.1.2 To optimize SD Days in terms of mutual support and encouragement	Whole year	<input type="checkbox"/> Teachers indicate positively towards sharing session in SD Days <input type="checkbox"/> Team building activities were held in SD Day <input type="checkbox"/> Teachers evaluate the team building activities in SD Day positively	<input type="checkbox"/> SD Day Questionnaire <input type="checkbox"/> Discussion in Unit meetings	<input type="checkbox"/> CWT, KSM, CKH	<input type="checkbox"/> External resource for team building
2.1.3 To exploring the possibility of developing mentoring system as support system	Whole year	<input type="checkbox"/> Details of mentoring system proposed <input type="checkbox"/> Opinions on mentoring system collected	<input type="checkbox"/> Discussion in Unit meetings	<input type="checkbox"/> CWT, KSM, CKH	<input type="checkbox"/> Nil

**3. Responses to Major Concern III by Joint Students' Affairs Committee , JSAC [(refer to p.9 –P.32 of programme plan (2015-2016) ]**

Tasks/ Actions	Student Affairs Unit (SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
3.1 To identify the common traits of TKPSS boys and girls					
3.1.1 Prepare for students' self-regulation in the next 3-year plan	✓	✓	✓	✓	✓
3.1.1.1 Set development frameworks for students of different stages	✓	✓	✓	✓	✓
3.1.1.2 Modify the work of different units to build a solid foundation for development	✓	✓	✓	✓	✓
3.1.1.3 Focus on the major concerns of JCSA while improving the cooperation among all units	✓	✓	✓	✓	✓
3.1.1.4 Tap into the external resources for optimizing student development frameworks	✓	✓	✓	✓	✓

\* Details of the above table can be found in programme plans of each unit of the Joint Students' Affairs Committee.

**4. Responses to Major Concern III by Administration and Development Committee, ADC [ (refer to p.33 - p.37 of programme plan(2015-2016) ]**

**4.1 To review the exiting work operated by the ADC in connection with SDL**

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources</b>
4.1.1 To work out a scheme of work to facilitate the implementation of the SDL in different aspects of school administration	Whole year	<input type="checkbox"/> A scheme of work will be in place at the end of the year	<input type="checkbox"/> Reviewed by committee meetings	<input type="checkbox"/> ADC : SM	School resources

**4.2 To render administrative support to relevant committees / units / subjects when planning and implementing SDL**

4.2.1 To discuss on implementation plan of the SDL with committees / units / subjects	Whole year	<input type="checkbox"/> The ADC will start discussion on implementation of SDL with major committees and units of the school and come up with concrete suggestions	<input type="checkbox"/> Feedback from committees / units / subjects concerned	<input type="checkbox"/> ADC : YH	School resources
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