



田家炳中學 周年計劃書

**Tin Ka Ping Secondary School
Annual School Plan**

(2017-2018)

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(2017-2018)

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Tin Ka Ping Secondary School**Programme Plan of the Academic Affairs Committee (2017-2018)****Major Concern (I): To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1. To recognize students' achievements using various means	Whole year	1.1 Photo albums of students' achievement are displayed on the school webpage, school notice boards and the TV in the covered playground. 1.2 Prize giving is arranged in the morning assembly after Uniform Test. 1.3 Students' achievements are displayed near the hall entrance on Parents Day.	1.1 Teachers and students' feedback	CCY, LWM, I.T. Unit
2. To optimize Assessment for Learning - To relieve the pressure of homework so that students have more time for SDL - To help students monitor their own learning progress.	Whole year	2.1 At least 50% of subject panels include Assessment for Learning in their implementation plans. 2.2 At least 50% of subject panels make adjustment of the items and ratio of continuous assessment. 2.3 About 70% students have positive response to the view that the amount of homework is reasonable. 2.4 Over 70% students have positive response to the view that learning is challenging and manageable.	2.1 Subject implementation plans 2.2 Arrangement of continuous assessment of each subjects 2.3 Learning and teaching questionnaires 2.4 Perception of homework questionnaires 2.5 Subject meeting minutes	CCY, LWM, Subject Panel Heads

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<p>3. To enhance the teaching and learning effectiveness through the implementation of CCL and SDL</p> <ul style="list-style-type: none"> - To prepare pre-lesson tasks for student preparation. Students are needed to do some pre-lesson preparation before the lesson by adopting Strategy 2 (organizing and transforming). - To prepare tasks for assessment for learning and to assess the students' learning in the lesson by adopting Strategy 11 (Success criteria). - To plan and revise the teaching curriculum and plan incorporate with SDL by adopting Strategy 3 (Seeking help from peers). 	Whole year	<p>3.1 Materials (e.g. notes, exercises) of pre-lesson tasks are prepared successfully (at least four topics for Chi, Eng, Math and Libs)</p> <p>3.2 Materials (e.g. quizzes, exercises) of assessment for learning are prepared successfully (at least four topics for Chi, Eng, Math and Libs)</p> <p>Teachers understand the learning progress of students through the materials.</p> <p>3.3 The pre-lesson tasks can be incorporated with CCL in teaching and assessment.</p> <p>Lesson time is saved for teachers to teach some difficult parts.</p> <p>3.4 Four LFPs are prepared.</p> <ul style="list-style-type: none"> -objective and difficulties -suggested solution (optional) <p>3.5 More teachers become more familiar with SDL in their teaching and are willing to use it.</p>	<p>3.1 Lesson observation</p> <p>3.2 Subject meeting minutes</p> <p>3.3 Learning and teaching questionnaires</p>	CCY, KCC, KTF Subject panel heads
<p>4. Each subject is encouraged to study the various learning strategies (Hattie's) in order to pave way for SDL in the next year.</p>	Whole year	<p>4.1 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days.</p> <p>4.2 Experiences of promoting learning strategies can be summarized especially in subjects with CCL seed</p>	<p>4.1 Subject meeting minutes</p> <p>4.2 Programme plan of each subject</p>	CCY, LWM, Subject panels

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
		teachers.		

Major concern (II): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	Whole year	1.1 The Form Six curricula of all subjects are completed by mid Oct 2017. 1.2 At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 1.3 For 80% HKDSE subjects, at least 60% of students achieve Level Four or above. 1.4 Positive value-addedness is obtained in 80% HKDSE subjects.	1.1 Subject meeting minutes 1.2 Results of HKDSE and JUPAS	Chun Yeung, Wendy Subject Panel Heads
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	Whole year	2.1 50% HKDSE subject panels can find out the crucial factors to enhance students' achievement effectively. 2.2 These crucial factors are applied and integrated in daily teaching. 2.3 Students are able to master the examination skills effectively through the examination analysis of each subject.	2.1 Results of HKDSE and JUPAS 2.2 Subject meeting minutes	Subject Panel Heads Subject teachers

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
3. To request colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	Whole year	3.1 At least 50% senior form teachers from each HKDSE subject department serve as markers and/or oral examiners. 3.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	3.1 DSE Markers record 3.2 Subject meeting minutes	Subject Panel Heads

Member list

Mr. Cheung Chun Yeung

Ms. Lau Wai Man

Ms. Cheung Wing Yee

Mr. Chow Wai Ming

Ms. Chung Yin Ping

Mr. Ku Chun Cheung

Mr. Kwok Tsz Fung

Ms. Li Chun Lan

Ms. Tang Lai Chu

Dr. Yuen Pong Yiu (Principal)(In attendance)

Appendix: Budget for 2017-2018

Tin Ka Ping Secondary School**Reading Promotion Unit****School Annual Plan (2017-2018)****Major Concern (I): Enhance students' interest in reading and create reading atmosphere**

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible
1. To optimize the Language Learning Enhancement Session, students can focus on reading and book sharing during the Session.	Whole year	1.1 Most students can focus on reading during the Language Learning Enhancement Session. 1.2 There is an increase in the number of books borrowed 1.3 There is positive feedback towards book exhibition 1.4 An exclusive book shelf regarding the previous years of One-minute reading is launched.	1.1 Progress reports in the Reading Promotion Unit meetings 1.2 Book Loan Statistical Report 1.3 Turnover of book exhibitions 1.4 Purchasing books of One-minute Reading (the last three years).	Chau Wai Yee Class Teachers Panel Heads
2 To make use of two platforms: 'Teachers' Book Recommendations' and 'Library Fanpage' so as to enhance the reading atmosphere and encourage students to do more sharing	Whole year	1. There is an increase in the number of borrowed books recommended by teachers. 2. There is at least one post per month.	1. Book Loan Statistical Report 2. Facebook Page Post and Likes	Chau Wai Yee

Major concern (II): Supporting the teaching and learning of each department

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible
1. To arrange video broadcasting related to various subjects 7 times throughout the year so as to introduce relevant reading materials to students	whole year	1. Most students are interested in the content of the video broadcasting and the books related to the videos. 2. The books related to the videos have been borrowed at least once.	1. Progress reports in the Reading Promotion Unit meetings 2. Book Loan Statistical Report	Chau Wai Yee Panel Heads
2. Combining the curriculum and activities organized by the Chinese and English Department, a theme-based strategy will be adopted to promote reading.	Whole year	2.1 There is an increase in the number of Chinese and English books borrowed 2.2 There is 10% increase in the number of people participating in different activities , for example, Reading Sharing Session. 2.3 There is an increase in the number of the theme-based books borrowed when compared with the previous year.	2.1 Book Loan Statistical Report 2.2 Participation reports	Chau Wai Yee Tang Lai Chu Chan Kit Yin Cheung Wing Yee

Member list

Ms Chau Wai Yee

Mr. Lai Chun Yin

Ms. Tang Lai Chu

Ms. Chan Kit Yin

Ms. Cheung Wing Yee

Major Concern (II): Support for the calculating of voluntary service hours of students

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
To develop a program for the calculating of voluntary service hours of students	Whole year	<input type="checkbox"/> The program for the calculating of voluntary service hours of students is generated. <input type="checkbox"/> The calculation of voluntary service hours of students is more efficient.	<input type="checkbox"/> Feedbacks from JCSA	Wai Ming Joseph Wai Yau	

Major Concern (III): Support to subject-based strategies for SDL

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. The training of using Google Drive for storage of teaching materials and Google Form for test construction	Whole year	<input type="checkbox"/> At least one training session is organized for all teachers	<input type="checkbox"/> Feedbacks from teachers by survey	Wai Ming Tsz Fung	
2. To install Smart Card System in the special rooms and covered playground		<input type="checkbox"/> Teachers can take attendance of students smoothly during CCA by using the Smart Card System	<input type="checkbox"/> Feedbacks from CCA unit	Wai Ming Joseph	Smart card readers and computers

Member List : Chow Wai Ming (Unit Head) Kwan Chi Wah Kwok Tsz Fung Lai Ching Tong Tong Wai Yau

Tin Ka Ping Secondary School

I.T. Unit

Program Plan (2017-18)

Major Concern (I): Construction of Student Profolio

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. To enter the students' co-curricular activities, services and academic awards according to the new code table. 2. To produce a report of co-curricular activities, services and academic awards for each student at the beginning of the next academic year	Whole year	<input type="checkbox"/> All data can be imported into the webSAMS system according to the new code table. <input type="checkbox"/> A student's personal report can be generated according to the format required by JCSEA	<input type="checkbox"/> Feedbacks from JCSEA and students	Wai Ming Joseph	<input type="checkbox"/> Data from different committees.

Tin Ka Ping Secondary School

Student Affairs Unit

Program Plan of Major Concerns of SAU for 2017-18

A. Major Concerns (2017 – 2018)

Objective (I) : Enhance students' civic leadership skills

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Boost students' self-knowledge , Create more opportunities for students of different personality traits	a) Guidance i. Shining Hearts <ul style="list-style-type: none"> The students whose academic performance is average / below average but overall performance is satisfactory will be the target students as the mentors (sun). 	17-18	a) Guidance i. Shining Hearts : Some students with the following criteria will be chosen to be the suns: <ul style="list-style-type: none"> apply for taking up the post be nice, kind and positive be enthusiastic in school service be nominated by teachers 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Comments of 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 (Christine) Student Affairs Unit members (form liaisons) SYM
	ii. Small Group Counselling Some selected students may not be the targets but they can help organise and lead the group.		ii. Small Group Counselling : Helpers will be selected. They are capable of leading the group.		
	b) Prefect: Provide ample opportunities for students to gain a sense of achievement <ul style="list-style-type: none"> Provide focused trainings and practice opportunities (on Training Day, Activity Day and Annual Meeting) for prefect leaders, seed 		b) Prefect <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 	<ul style="list-style-type: none"> Observation Comments of instructors both inside and outside the school Student's Survey Records Comments of 	<ul style="list-style-type: none"> LWP LYC SYM Student Affairs Unit members (form liaisons) SSW (Christine)

	<p>prefects and aspiring prefects, to strengthen their management and leadership skills as well as equip them with skills to perform their duties.</p> <ul style="list-style-type: none"> ▪ Continue to increase the exposure of prefect leaders in whole-school events, such as sharing in junior-form assembly and managing the discipline of junior forms in morning exercise, to build up their confidence and are proud of being prefect leaders. 		<ul style="list-style-type: none"> ▪ Prefects are effective in their role with exemplary performances ▪ Prefects have a positive image and establish a good rapport with other students 	<p>Student Affairs Unit members (form liaisons).</p> <ul style="list-style-type: none"> ▪ Report by the members-in-charge of S.A.U 	
	<p>c) Monitors</p> <ul style="list-style-type: none"> ▪ In order to build up their important role as student leaders, all form one and form two monitors will 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. ▪ The discipline rating scheme (by subject teacher) will be continued. ▪ Experience sharing lunchtime meetings are arranged to monitors at the same form with form 		<p>c) Monitors</p> <ul style="list-style-type: none"> ▪ Monitors master the role of student leaders and assist teachers in managing the class discipline. 	<ul style="list-style-type: none"> ▪ Observation ▪ 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 ▪ SYM ▪ Student Affairs Unit members (form liaisons) ▪ SSW (Christine)

	<p>liaisons of S.A.U. once a term. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly.</p> <ul style="list-style-type: none"> ▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models. <p>d) Chief subject monitors</p> <ul style="list-style-type: none"> ▪ Training for chief subject monitors through chief subject monitors meetings. ▪ Continue to acquaint them with the requisite qualities as a chief subject monitor and expectations from the school. ▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models <p>e) Class Teacher</p> <ul style="list-style-type: none"> ▪ Class teachers assign students to different posts according to their unique traits ▪ Work with the Student Leadership Training Unit to provide training for class association members 		<p>d) Chief subject monitors</p> <ul style="list-style-type: none"> ▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers. ▪ Their performance is recognised by both class teachers and subject teachers. <p>e) Class Teacher</p> <ul style="list-style-type: none"> ▪ Class teachers match tasks to the students ▪ Class association members are trained and run the association smoothly 	<ul style="list-style-type: none"> ▪ Observation ▪ 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 ▪ Questionnaire ▪ Reports of the form meetings and conduct meetings ▪ Opinions of the form liaisons and class teachers ▪ Report by the concerned teachers 	<ul style="list-style-type: none"> ▪ LWP ▪ LYC ▪ SYM ▪ Student Affairs Unit members (form liaisons) ▪ SSW (Christine) ▪ CLH ▪ CH ▪ NT ▪ NT ▪ Student Affairs Unit members ▪ SYM
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<p>2. Nurture the core value: loving and caring</p> <p>2.1 Raise students' awareness and understanding of the needs of the community</p> <p>2.2 Enhance students' willingness to serve and their participation in community services</p>	<p>a) Guidance</p> <p>i. Shining Hearts</p> <ul style="list-style-type: none"> ▪ With a view of promoting the spirit of "Loving and Caring – World", senior mentors (suns) will promote and help organize a series of activities echoing the theme. The activities are as follows: <ul style="list-style-type: none"> ➤ <i>Assembly</i> ➤ <i>Love is All Around</i> ➤ <i>Game Stalls / Board Display</i> ▪ All members have to do voluntary work, such as visiting rehabilitation centres, taking care of the needy and organizing activities to the needy. <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> ▪ The students of some of the counselling groups have to be involved in voluntary work, which is most probably cooperated with other voluntary agencies. <p>b) Prefect</p> <ul style="list-style-type: none"> ▪ Integrate 'care' into the training programmes of prefects. ▪ Acquaint them with the ideology that maintaining 	<p>17-18</p>	<p>i. Shining Hearts</p> <ul style="list-style-type: none"> ▪ There will be at least FOUR promotions of the programme in the coming academic year. ▪ There should be effective collaboration among Student Affairs Unit members, class teachers and Life Education Department for the activity "Love is All Around" and preparations for the yearly assembly. ▪ The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%. <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> ▪ Voluntary work should be included in the activities of at least FOUR counselling groups. The overall participation rate should reach 90%. <p>b) Prefect</p> <ul style="list-style-type: none"> ▪ Prefects show commitment 	<ul style="list-style-type: none"> ▪ Observation ▪ Questionnaire ▪ Attendance ▪ Comments of form liaisons and class teachers ▪ Reported by the teachers-in-charge ▪ Evaluation reports written by the organisations which design and lead the programmes 	<ul style="list-style-type: none"> ▪ CKK ▪ CWS (Leanne) ▪ CKM ▪ CWS (Alex) ▪ KY ▪ SSW (Christine) ▪ form liaisons ▪ SYM
				<ul style="list-style-type: none"> ▪ Observation ▪ Comments of instructors ▪ Student's Survey 	<ul style="list-style-type: none"> ▪ LWP ▪ LYC ▪ SYM ▪ Student Affairs

	<p>good discipline of students is a way to show their 'care' to fellow students, teachers and school.</p> <p>c) Class Teacher</p> <p>i. Set core values of the class and address them afterwards</p> <ul style="list-style-type: none"> ▪ Work with the Life Education Unit to kick off the core values program during the 1st Life Education lesson and set core values of the class, one of which must be loving care ▪ Board design competition (1st term): Loving Care as the theme ▪ At least one class teacher period should be on loving care) 		<ul style="list-style-type: none"> ▪ Class core values are set during the 1st Life Education lesson ▪ The core values are addressed by both class teachers and class associations in concrete ways ▪ Classes take the core values they set as the theme of board design 	<ul style="list-style-type: none"> ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the members-in-charge of S.A.U ▪ Questionnaire ▪ Reports of the form meetings and conduct meetings ▪ Opinions of the form liaisons and class teachers ▪ Report by the concerned teachers ▪ Board design competition rating 	<p>Unit members</p> <ul style="list-style-type: none"> ▪ SSW (Christine) ▪ CLH ▪ CH ▪ NT ▪ NT ▪ Student Affairs Unit members ▪ SYM
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Objective (II) : Enhance the effectiveness of teachers' work on nurturing students

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Optimize class teachers' work	<p>a) Guidance</p> <p>i. Small Group Counseling</p> <ul style="list-style-type: none"> ▪ The role of class teachers in the counselling group will be enhanced, particularly selection of target students and follow-up work. <p>ii. "Striving for Excellence"</p> <ul style="list-style-type: none"> ▪ The programme will be organised for Form 2 only. In order to arouse students' incentive to participate in the activity, each class needs to select TWO items that the students in the class need to reach certain requirement. If they can complete the mission successfully, they will get a prize. ▪ Class teachers have to play a very important role to raise students' awareness on the above issues. <p>b) Class Teacher</p> <ul style="list-style-type: none"> ▪ Class teacher appraisal: looking for indicators to conduct class teacher appraisal 	17-18	<p>a) Guidance</p> <p>i) Small Group Counseling</p> <ul style="list-style-type: none"> ▪ Class teachers should continue to select target students and give information about the target students in each group. ▪ Class teachers should discuss with the target students at least once if necessary after receiving evaluation reports. <p>ii) "Striving for Excellence"</p> <p>Class teachers should arouse students' awareness on their daily performance regularly.</p> <p>b) Class Teacher</p> <ul style="list-style-type: none"> ▪ Class teacher appraisal arrangements are proposed ▪ Class teacher periods are effectively 	<ul style="list-style-type: none"> ▪ Observation ▪ Survey ▪ Questionnaire ▪ Attendance ▪ Comments of form liaisons and class teachers ▪ Reported by the teacher-in-charge <ul style="list-style-type: none"> ▪ Questionnaire ▪ Class teachers' reflections ▪ Reports of the form meetings and conduct 	<ul style="list-style-type: none"> ▪ CKK ▪ CWS (Leanne) ▪ CKM ▪ CWS (Alex) ▪ KY ▪ SSW (Christine) ▪ form liaisons ▪ SYM <ul style="list-style-type: none"> ▪ CLH ▪ CH ▪ NT ▪ NT ▪ Student Affairs

	<ul style="list-style-type: none"> Provide teaching materials for class teachers and watch over students' performance, assisting class teachers to improve the quality of their lessons. 		conducted	meetings <ul style="list-style-type: none"> Opinions of the form liaisons and class teachers Report by the concerned teachers Meeting minutes 	Unit members <ul style="list-style-type: none"> SYM
2. Foster form liaisons and our committee members' professional development	a) Student Counseling Record <ul style="list-style-type: none"> Form liaisons should encourage other colleagues to fill in the Student Counselling Record in order to get more detailed information of the cases. Besides this, regular distribution and collection "Student Counselling Record Forms" and clear guidelines on filling out the form are the effective ways to let teachers get a clear picture of the target students. 	17-18	a) Student Counseling Record <p>The record will be collected once a year, just after the yearly exam.</p>	<ul style="list-style-type: none"> Records Comments of form liaisons and class teachers 	<ul style="list-style-type: none"> CKK CWS (Leanne) CKM CWS (Alex) KY SSW (Christine) form liaisons SYM
	b) Class teacher period <ul style="list-style-type: none"> Form liaisons will take up one class teacher period with a view to creating communication channel between form liaisons and class teachers 		b) Class teacher period <ul style="list-style-type: none"> Form liaisons teach the class teacher period and discuss with the class teachers about students' learning 	<ul style="list-style-type: none"> Questionnaire Class teachers' reflections Opinions of the form liaisons and class teachers 	<ul style="list-style-type: none"> CLH CH NT NT Student Affairs Unit members SYM

	c) Professional training <ul style="list-style-type: none"> Committee members take professional training course as a mean to improve their guidance and disciplinary skills 	17-18	c) Professional training <ul style="list-style-type: none"> Training schedule will be set Committee members take professional training course on schedule 	<ul style="list-style-type: none"> Training schedule Training Records 	<ul style="list-style-type: none"> CH KY Student Affairs Unit members SYM
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Objective (III) : Prepare for students' self-regulation in the next 3-year plan

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Explore development frameworks for student's self-regulation and modify the work of different units	a) Shining Hearts <ol style="list-style-type: none"> Senior mentors (Senior Suns) need to take care of Form 1 students (Seeds). A core group of four to five Suns will be organised to plan activities, including the training programme for the new mentors (Suns). The target students of the core group are Form 2 & Form 3 students. Some of them would be weak at studying but are responsible and capable for organising activities. "Seedlings" can take up the role of "Suns" with Senior Suns' guidance. The SUN training programme will focus on some counselling skills and how to organise activities. 	17-18	a) Shining Hearts <ul style="list-style-type: none"> The core group needs to design and organise the junior sun training programme and lead some of the activities. Some seeds in each group will be chosen to be the sun. 	<ul style="list-style-type: none"> Observation Survey Questionnaire Attendance Comments of form liaisons and class teachers Reported by the teachers-in-charge Evaluation reports written by the organisations which design and lead the programmes 	<ul style="list-style-type: none"> CKK CWS (Leanne) CKM CWS (Alex) KY SSW (Christine) form liaisons SYM

	b) Prefect <ul style="list-style-type: none"> i. Continue to reinforce the leadership role of prefect leaders by in charging of activities for prefects and administrative documents of whole-school activities ii. Continue to organize gathering for prefects to enhance the sense of belonging and team spirit iii. Continue to coordinate the administrative arrangement, including queuing and seat allocation, of swimming gala 		b) Prefect <ul style="list-style-type: none"> ▪ Prefect leaders can accomplish the tasks independently and satisfactorily 	<ul style="list-style-type: none"> ▪ Observation ▪ Comments of teachers ▪ Prefect leaders' self-reflection 	<ul style="list-style-type: none"> ▪ LWP ▪ LYC ▪ SYM ▪ Student Affairs Unit members (form liaisons) ▪ SSW (Christine)
2. Tap into the external resources for optimizing student development frameworks	a) Shining Hearts <ul style="list-style-type: none"> ▪ All the programmes are designed by HKLSS Jockey Club Yung Shing Lutheran Integrated Service Centre. Its social workers also help train the mentors (Suns). b) Net Issue <ul style="list-style-type: none"> ▪ Our school will keep the cooperation with Hong Kong Christian Service to organise a counselling group for Form 1 students about Net Addiction. ▪ A seminar about "Healthy Use of Internet" for Form 1 students will also be held. The social worker of Tung Wah Group of Hospital will be 	17-18	<ul style="list-style-type: none"> ▪ All the counselling programmes should be designed by different organisations according to the information about students' characteristics provided by the school. ▪ Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> ▪ Observation ▪ Survey ▪ Questionnaire ▪ Attendance ▪ Comments of form liaisons and class teachers ▪ Reported by the teachers-in-charge ▪ Evaluation reports written by the organisations which design and lead the programmes 	<ul style="list-style-type: none"> ▪ CKK ▪ CWS (Leanne) ▪ CKM ▪ CWS (Alex) ▪ KY ▪ SSW (Christine) ▪ form liaisons ▪ SYM

	invited to make a speech. ■ Some social workers will be invited to undertake a lesson about “Net Addiction” for all Form 1 students. ■ In order to convey the message more effectively, a guest will be invited to deliver a speech about “Cyber Bullying” for Form 2. ■ For Form 3 students, a representative from Hong Kong Police Force will be invited to make a speech about Cyber Crime.				
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Objective (IV) : Enhance the effectiveness of student guidance

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Provide counseling and guidance	a) Shining Hearts – Peer Guidance Scheme ■ The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment.	17-18	a) Shining Hearts – Peer Guidance Scheme ■ Each group should have lunch gathering at least four times a year ■ Each group should organise group activities at least once in each term ■ There will be FOUR general meetings ■ The participation rate should reach 85%.	■ Observation ■ Survey ■ Questionnaire ■ Attendance ■ Comments of form liaisons and class teachers ■ Reported by the teacher-in-charge	■ CKK ■ CWS (Leanne) ■ CKM ■ CWS (Alex) ■ KY ■ SSW (Christine) ■ form liaisons

	b) Small Group Counselling <ul style="list-style-type: none"> There will be one or two different themes in each form. The themes are designed according to the students' need. For junior forms, the themes focus on net issue and peer relationship. The themes of senior forms are about studies, e.g. learning motivation and learning stress. 		b) Small Group Counselling <ul style="list-style-type: none"> There should be effective collaboration among social workers, form liaisons and form teachers in selecting target students, the work progress and the follow-up work. The overall participation rate should reach 85%. The organisations holding the groups should submit evaluation reports in order to provide more detail information about the students' progress to form liaisons and class teachers. 	<ul style="list-style-type: none"> Evaluation reports written by the organisations which design and lead the programmes 	<ul style="list-style-type: none"> SYM
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TS : Time Scale

SC : Success Criteria

MOE : Methods of Evaluation

PIC : People in Charge

RR : Resources Required

B. Members of the Unit

Members: SYM, TKY, CKM, CWS, LWP, LYC, CWS, CKK, CH, CLH, LCL, NT

School social worker: Christine

Administrative staff member: Red

C. Appendix: Budget for 2017–2018

Tin Ka Ping Secondary School-Program Plan of Co-curricular Activities Unit (2017-18)

Major concern (I): Maintain the effectiveness of the existing strengths with focus on teaching and learning and student development


Tasks/Actions	TS	SC	MOE	PIC	RR
1. Enhance students' civic leadership skills					
1.1 Career planning and pursuit of excellence					
1.1.1 Boost students' self-knowledge and help them with goal setting	◆ Setting goal for a balanced school life.	◆ Sept, May	◆ Students can set goal in CCA development through life-edu lesson	◆ Review from students (Life-edu evaluation at the end of school year)	◆ CCA members ◆ CCA assistant
1.1.2 Create more opportunities for students of different personality traits	◆ Recommend advanced programme or new activities for different type of students	Whole year	◆ Using imail instead of updated news in eclass ◆ Students participate in suitable programme or new activities	◆ Information from student's record sheet	◆ CCAU and IT Unit ◆ CCA assistant
1.2 Nurture the core value: loving and caring					
1.2.1 Raise students' awareness and understanding of the needs of the community	◆ To promote the sense of responsibility and perseverance through CCA	Whole year	◆ Students are responsible in their duties. ◆ Increase in no. of active participation	◆ Observation ◆ Review from both teachers and students ◆ Records (document and photo)	◆ CCA members ◆ /All CCA teachers and co-ordinators CCA assistant
1.2.2 Enhance students' willingness to serve and their participation in community services	◆ To participate in volunteer service ◆ To participate or organize fund-raising activity	Whole year	◆ Setting area for promotion of volunteer work in SU board. ◆ Increase in no. of student's organization for participating volunteer service	◆ Record (e.g. photo)	◆ CCA teachers CCA assistant

2. Enhance the effectiveness of teachers' work on nurturing students

2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels	◆ To develop the different strengths of committee members	Whole year	◆ Members will try to be the person-in-charge of different programme.	◆ Record (documents)	◆ CCAU members CCA assistant
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Tin Ka Ping Secondary School-Program Plan of Co-curricular Activities Unit (2017-18)

Major concern (III): Management Level : Reflection and planning on implementation of self-directed learning(SDL) in the school at different levels

Tasks / Actions	TS	SC	MOE	PIC	RR	
Identify the common traits of TKPSS boys and girls						
 Prepare for students' self-regulation in the next 3-year plan						
1.1.2 Modify the work of different units to build a solid foundation for development	<ul style="list-style-type: none">◆ Modify e-election◆ To utilize e-enrolement◆ To co-operate with Life-education Unit in development of students	Aug -Oct	<ul style="list-style-type: none">◆ Tackle the problem occur in previous year.◆ Colleagues are able to use e-enrolement.◆ Students set goal and evaluation of CCA through life-edu period.	<ul style="list-style-type: none">◆ Observation and feedback◆ Observation and records	<ul style="list-style-type: none">◆ CCAU members, IT unit.◆ CCAU, LEU	<ul style="list-style-type: none">◆ CCA assistant◆ Support from IT unit
1.1.3 Focus on the major concerns of JCSA while improving the cooperation among all units	<ul style="list-style-type: none">◆ To integrate the goal-setting of CCA for student with life-edu lesson◆ To develop the framework of leadership training with STLU	Sept Sept -July	<ul style="list-style-type: none">◆ Students can set goal in CCA development through life-edu lesson◆ A framework for is figured out.	<ul style="list-style-type: none">◆ Review from students (Life-edu evaluation at the end of school year)◆ Records	<ul style="list-style-type: none">◆ CCAU, LEU◆ CCAU, STLU	<ul style="list-style-type: none">◆ CCA assistant◆ Support from IT unit
1.1.4 Tap into the external resources for optimizing student development frameworks	<ul style="list-style-type: none">◆ To motivate students to participate external programme to widen the horizon.	Whole year	<ul style="list-style-type: none">◆ Students have participated new external programme.	<ul style="list-style-type: none">◆ Student' record sheet	<ul style="list-style-type: none">◆ CCAU members	<ul style="list-style-type: none">◆ CCA assistant

3. Members of the Unit: Kwok Yu, Liu Lai Ming, Lo Tsui Shan, Wong Pui Ki, Tung Kam Yuen, Lau Ching Lui, Pan Liping

4. Appendix : Budget for 2017-2018

TS : Time Scale SC : Success Criteria MOE : Methods of Evaluation PIC : People in Charge RR : Resources Required

Tin Ka Ping Secondary School

田家炳中學

Program Plan of Major Concerns of Careers Guidance Unit for 2017-2018

1. Enhance students' civic leadership skills

1.1 Career planning and pursuit of excellence

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 Boost students' self-knowledge and help with goal setting	To help enhance F.4 Students' employability	3 days Post exam Period	More than 50% of students are able to understand the concept of running a business and acquire right working attitude.	Reports from HKFYG and feedback from F.4 Ss	TYH, TKT, S4 Class Teachers + HKFYG + 3 parents	Transitional Career and Life Planning Grant
	To further implement F.5 Individual Counseling	9/17-05/18	70 F.5 students received individual counseling	Reports from HKFYG and feedback from F.5 Ss	TYH, TKT +HKFYG	Transitional Career and Life Planning Grant
1.1.2 Create more opportunities for students of different personality traits	To explore Non-JUPAS Opportunities for Ss.	9/17-05/18	25 students got offers from overseas, Taiwan and Mainland universities	Statistics	TYH, MNS	Staff Support

1.2 Nurture the core value: loving and caring

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.2.1	To develop	9/17-05/18	3 Career Understanding Workshops and 1	Feedback from participants involved		

Raise Ss' awareness and understanding of the needs of the community	Career Understanding Group		university visit		CWY	Staff Suport
1.2.2 Enhance Ss' willingness to serve and their participation in services	To promote Career Related Program	9/17-05/18	15 students joined career related program	Feedback from participants and teachers involved	TKT	Staff Support

2. Enhance the effectiveness of teachers' work on nurturing students

2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.2. Foster our committee members' professional development	1. To develop F.6 Group Counseling 2. To receive Career and Life Planning training	24/08/2017	1. 50 F.6 students received individual counseling All Career Teachers received training from CLAP	Feedback from participants and F.6 Class teachers Feedback from CLAP	5 Career Teachers 5 Career Teachers	1 Training Session from the CLAP
2.3 Optimize class teachers' work	1. To promote Individual Counseling skills for class teachers	15/11/2017	1 training for senior form teachers	Feedback from audiences and speakers.	TYH, KCC TKT	1 Training Session From the CLAP

3. Identify the common traits of TKPSS boys and girls

3.1 Prepare for students' self-directed learning (Personal Growth) in the next 3-year plan.

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
3.1.1 Set development framework for students of different stages	To implement Career Life Planning Lessons in S1-S6	9/17-05/18	Development of Life Education Lesson Plan	Feedback from class teachers and students	TKT (S1) MNS (S2) CWY (S3) KCC (S4, S5) TYH (S6)	Staff Support
3.1.2 Modify the work of different units to build a solid Foundation for development	To carry out JUPAS online application	9/17-05/18	<ol style="list-style-type: none"> 1. Held JUPAS Talk 2. Starts collecting SRR for academic performance and personal & General Abilities earlier. 3. Ends the internal deadline earlier for following up action. 4. Modify the procedure on input SLP, OEA and additional Information. 	Held on time	TYH + IT Unit	Staff Support
3.1.3 Tap into the external resources for optimizing student development frameworks	To organize a Parent Talk for senior form Parents	10/17	50 parents would join the talk	photo + Statistics	TYH + MNS	Staff Support

	To organize Study abroad Information Talk	Post Exam	All S4 and S5 students	photo + Statistics	TKT+ MNS	Staff Support
	To organize one Interview Skills workshop for S5 and S6 Ss	S5 post exam S6 before Dec	All S5 students 30 S6 students	Photos and Statistics	KCC + one member	Staff Support
	To organize a subject selection sharing for S3 students	Before Dec	All S3 students	Photos and Statistics	TKT + CWY	Staff Support + S4 students

Team Members

Mr Tse Yu Hin, Mr Ku Chun Cheung, Ms Cheung Wing Yee, Mr. Man Nung Shing, Mr Tang Kin Tung

Tin Ka Ping Secondary School
Program Plan of Major Concerns of Life Education Unit (2017-2018)

Major Concern (I) Enhance students' civic leadership skills

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
1.1 Career planning and pursuit of excellence			
<p>1.1.1 Boost students' self-knowledge and help them with goal setting</p> <ul style="list-style-type: none"> ● Integrate the related courses , optimize the courses about personality development in order to enhance the effectiveness of establishing students' positive values ● Optimize the curriculum, integrate the common topics of the F.1 syllabus so as to reduce the problems of over redundancy and out focusing <p>1.1.2 Create more opportunities for students of different personality traits</p> <ul style="list-style-type: none"> ● Strengthen the recognition of outstanding students, organizations and classes, through the weekly assemblies and morning assemblies ● On the occasion of recognizing the community volunteer service leaders, recommend students to participate in related activities 	<ul style="list-style-type: none"> ● Self-understanding course can be implemented according to the needs of students at all levels, ● Through self-reflection or evaluation, students can point out the state of their achievement in reaching their targets. ● To strengthen the promotion and support of junior volunteer services with QSIP plan, the number of participants and the hours of service in junior forms are expected to increase. ● Class-based volunteer services are promoted in the staff meetings ● Increase the no. of service hours for both junior and senior form students ● To increase the types of volunteer services by cooperating with communal agencies, the no. of service hours for both junior and senior form students are expected to increase 	<ul style="list-style-type: none"> ● Evaluate the effectiveness in the Joint Student Affairs Committee meetings ● Use curriculum evaluation forms to collect teachers' opinions ● Review in the meetings of the Life Education Unit ● Collect feedback from students who participate in voluntary services. 	<ul style="list-style-type: none"> ● Unit head and vice unit head ● Form coordinators ● Assigned staff

1.2 Nurture the core value: loving and caring			
<p>1.2.1 Raise students' awareness and understanding of the needs of the community</p> <p>1.2.2 Enhance students' willingness to serve and their participation in community services</p> <ul style="list-style-type: none"> organize students to participate in community leadership programme like Orbis, MindShift and Youth Impact Award etc. encourage junior form students to participate in local services in the northern district 	<ul style="list-style-type: none"> Strengthen the system of volunteer service, and to strengthen students' cognition before service and stimulate reflection after service To implement relevant weekly assemblies, life education lessons and class-teacher periods to promote volunteer work program, and to consolidate students' spirit of doing services 	<ul style="list-style-type: none"> Evaluate in the meetings of Life Education Unit Collect the feedback from students who have done voluntary work 	<ul style="list-style-type: none"> Unit head and vice unit head Form coordinators Assigned staff

Major Concern (II) Enhance the effectiveness of teachers' work on nurturing students' growth

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
<p>2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels</p> <ul style="list-style-type: none"> Strengthen the long-term strategy management of the objective planning through regular meetings of the deputy heads in the group 	<ul style="list-style-type: none"> Establish a clear framework with focus on the three-year plan To integrate present work, assign posts to teachers in the unit according to the teachers' expertise 	<ul style="list-style-type: none"> Collect class teachers' feedback with the use of evaluation forms Evaluate in the meetings of Life Education Unit 	Unit head and vice unit head
<p>2.2 Foster our committee members' professional development</p> <ul style="list-style-type: none"> Participate in the moral education outstanding teaching award organized by the Education Bureau of to promote the 	<ul style="list-style-type: none"> Form coordinators optimize lesson plans and materials to meet the needs of students in the form, and to optimize the effectiveness of the courses Form coordinators can optimize external 	<ul style="list-style-type: none"> Evaluate in the meetings of Life Education Unit Collect class teachers' feedback with 	<ul style="list-style-type: none"> Unit head and vice unit head Form coordinators

<p>work of curriculum optimization, and broaden the vision of co-workers</p> <ul style="list-style-type: none"> Integrate different topics in the curriculum to enhance coherence, and to facilitate class teachers to optimize the division of labor in the teaching arrangements Organize inter-school moral education exchange programmes 	<p>resources, such as teaching kits, and join the activities and training related to moral education</p> <ul style="list-style-type: none"> Make use of external resources to optimize the effectiveness of moral education 	<p>the use of evaluation forms</p>	
<p>2.2 Optimize class teachers' work</p>	<ul style="list-style-type: none"> To optimize self-understanding programs and materials according to students' needs of different levels Class teachers can master the framework of the curriculum Form coordinators report the aims and progress regularly in the form meetings, so class teachers can master the framework of the curriculum. 	<ul style="list-style-type: none"> Review through form meetings, Students' Affairs Committee and Life Education Unit Collect feedback from teachers involved 	<ul style="list-style-type: none"> Form coordinators Assigned staff

Major Concern (III) Identify the common traits of TKPSS boys and girls

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
3.1 Prepare for students' self-regulation in the next 3-year plan			
<p>3.1.1 Set development frameworks for students of different stages</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The idea of establishing a student growth framework can implement across S1-S6's curricula. the content and teaching arrangements of the 	<ul style="list-style-type: none"> Review through form meetings, Student Affairs Committee and Life Education Units, 	<ul style="list-style-type: none"> Joint Student Affairs Committee Vice Principal,

	following 2 life education lessons: 'Establishment of School Life' and 'Review and Reflection of School Year' Adjust	etc.	Mr Wong Hau Wo • Unit head and vice unit head
3.1.2 Modify the work of different units to build a solid foundation for development	<ul style="list-style-type: none"> To clarify the learning objectives of different units so as to avoid repetition and to increase the working efficiency 		
3.1.3 Focus on the major concerns of JCSA while improving the cooperation of all units			
3.1.4 Tap into the external resources for optimizing student development frameworks	<ul style="list-style-type: none"> To collect resources in moral education from the community, so as to increase the quality and quantity of existing resources Staff in the administrative level can at least attend one seminar and sharing session in order to gain experience from the external agencies. 		

Tin Ka Ping Secondary School
Student Leaders Training Unit
Programme Plan (2017-18)

Major Concern 1: Enhance students' civic leadership skills

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1.1 Boost Students' self-knowledge and help them with goal setting	Whole school year	<input type="checkbox"/> S1 students have the goal setting activities in the camp and the follow up activities (More than 85% of students show great engagement in the activities) <input type="checkbox"/> The F.2 Students can know themselves more through the CCL training (since they receive the mutual comments from peer and their self-review. And S2 students set the goal in September and have the review in the CCL training. (More than 85% of students show great engagement and exhibit team spirit and collaboration in CCL training)	<input type="checkbox"/> Students' survey form <input type="checkbox"/> Data of the participation of training <input type="checkbox"/> Students' reflection <input type="checkbox"/> Committee meetings	<input type="checkbox"/> WWC <input type="checkbox"/> YTM
1.2 Create more opportunities for students of different personality traits	Whole school year	<input type="checkbox"/> Basic leadership training is provided opportunities for students of different personality traits. (Since there are different workshops for different students) (More than 85% of students show great engagement and positive review in the activities) <input type="checkbox"/> Live program me create different opportunities for students of different personality traits(Voluntary work, leadership programme..etc) (More than 85% of students show great engagement and positive review in the activities)	<input type="checkbox"/> Students' survey form <input type="checkbox"/> Data of the participation of training	<input type="checkbox"/> All members

Major Concern 2: Enhance the effectiveness of teachers' work on nurturing students

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
2.1 Enhance the effectiveness of our committee members at both administrative and managerial	Whole school year	<input type="checkbox"/> Simplify activities procedures and make them more clearly to other colleagues like the class teachers. <input type="checkbox"/> Learn more from other units in JCSEA meeting <input type="checkbox"/> Discuss the programme plan and annual report in the committee meeting so that every members can know well of our group development.	<input type="checkbox"/> Committee meeting <input type="checkbox"/> JCSEA meeting <input type="checkbox"/> Feedback from colleague	<input type="checkbox"/> KSM
2.2 Foster our committee members' professional development	Whole school year	<input type="checkbox"/> Every member knows the basic procedures of every training. (Since new members are added) <input type="checkbox"/> Every member has a chance to lead an activity in different training	<input type="checkbox"/> Observation in different training <input type="checkbox"/> Committee meeting	<input type="checkbox"/> All members

Main Concern 3: Prepare for students' self-directed learning (personal growth) in the next 3-year plan

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
3.1 Focus on the major concerns of JCSEA while improving the cooperation among all units	Whole school year	<input type="checkbox"/> Hope the trained students can match the post of CCAU and SDU(start from 2018-2019) <input type="checkbox"/> Increase the cooperation of different groups in joint student affair committee(like CGU-S1 goal setting, LEU/CGU-voluntary work)	<input type="checkbox"/> Evaluation <input type="checkbox"/> Committee meetings <input type="checkbox"/> JCSEA meeting	<input type="checkbox"/> KSM <input type="checkbox"/> WWC

3.2 Tap into the external resources for optimizing student development frameworks	Whole school year	<input type="checkbox"/> LIVE programme is connected with the Fanling Lutheran Center (and the Lawyer). <input type="checkbox"/> Joint at least two outside competitions/trainings every academic year	<input type="checkbox"/> Committee meetings <input type="checkbox"/> Statistic of joining outside programme	<input type="checkbox"/> KSM <input type="checkbox"/> YTM <input type="checkbox"/> TBY <input type="checkbox"/> LWS <input type="checkbox"/> YTY
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Team Members:

Kwong Siu Man (Chairperson)
 Wong Wing Chi
 Yu Tak May
 Tsang Bo Yu
 Li Wai Shing
 Yim Tsz Yan (Social worker),

Program Plan of Major Concerns of Careers Guidance Unit for 2017-2018

1. Enhance students' civic leadership skills

1.1 Career planning and pursuit of excellence

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 Boost students' self-knowledge and help with goal setting	To help enhance F.4 students' employability and reignite the Entrepreneurship spirit.	15/11 21/12 + Post exam Period	More than 50% of students are able to understand the concept of running a business and acquire right working attitude.	Reports from CoCoon and feedback from F.4 Ss	TYH, TKT, + 3 parents	CLAP for Youth @JC
	To further implement F.5 Individual Counseling	9/17-05/18	70 F.5 students received individual counseling	Reports from HKFYG and feedback from F.5 Ss	TKT +HKFYG	Transitional Career and Life Planning Grant + Government Grant
1.1.2 Create more opportunities for students of different personality traits	To explore Non-JUPAS Opportunities for Ss.	9/17-05/18	25 students got offers from overseas, Taiwan and Mainland universities	Statistics	TYH, MNS	Staff Support

1.2 Nurture the core value: loving and caring

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.2.1 Raise Ss' awareness and understanding of the needs of the community	To understand local career and tertiary education development	9/17-05/18	1 university visit at CU 1 university visit at PolyU. 1 workplace visit at Disneyland.	Feedback from participants involved	CWY + YCH	Staff Support
1.2.2 Enhance Ss' willingness to serve and their participation in services	To learn through service, volunteering & caring.	9/17-05/18	30 S2 students joined career related program to serve the community.	Feedback from participants and teachers involved	TKT	Staff Support

2. Enhance the effectiveness of teachers' work on nurturing students

2.1 Enhance the effectiveness of our committee members at both administrative and managerial levels

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.2. Foster our committee members' professional development	1. To develop F.6 Group Counseling	24/08/2017	1. 50 F.6 students received individual counseling	Feedback from participants and F.6 Class teachers	4 Career Teachers TYH + *KCC+ CWY+ MNS	CLAP for Youth @JC
	2. To receive training on Fostering Youth Life-Career Design	9 hour Training 15/11/17 12/2/17	All Career Teachers received training from CLAP	Feedback from CLAP	6 Career Teachers + Hau Wo + Social Worker	CLAP for Youth @JC

	3. To share internal practice on exploring opportunities in China and Taiwan.	Before May 2018	one sharing conducted	Feedback from CLAP	MNS + TYH	CLAP for Youth @JC
2.3 Optimize class teachers' work	1. To promote Individual Counseling skills for class teachers	Before Sep 2017	1 training for S4 class teachers	Feedback from audiences and speakers.	TYH, KCC TKT	1 Training Session From the CLAP

3. Identify the common traits of TKPSS boys and girls

3.1 Prepare for students' self-directed learning (Personal Growth) in the next 3-year plan.

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
3.1.1 Set development framework for students of different stages	To implement Career Life Planning Lessons in S1-S6	9/17-05/18	Development of Life Education Lesson Plan	Feedback from class teachers and students	YCH (S1) MNS + TKT (S2) CWY (S3) KCC + TKT (S4) TKT + KCC + YCH (S5) TYH (S6)	Staff Support
3.1.2	To carry out JUPAS online application	9/17-05/18	1. Held JUPAS Talk 2. Starts collecting SRR for academic performance and	Held on time		

Modify the work of different units to build a solid Foundation for development			<p>personal & General Abilities earlier.</p> <p>3. Ends the internal deadline earlier for following up action.</p> <p>4. Modify the procedure on input SLP, OEA and additional Information.</p>		TYH + IT Unit	Staff Support
3.1.3 Tap into the external resources for optimizing student development frameworks	To organize a Parent Talk for senior form's parents	3/11/17	50 parents would join the talk	photo + Statistics	MNS + TYH	Staff Support
	To install equipment that improves individual/ group counselling.	9/17-05/18	A school Development Plan & Budget Proposal approved by CLAP for Youth @JC.	Budget Proposal approved	TYH	CLAP for Youth @JC
	To organize a subject selection sharing for S3 Ss	9/17-05/18	One counseling booth sharing held on time	Photos and Statistics	TKT + CWY	Staff Support + S4 students

	To explore studying opportunities in Mainland China	4/0218	30 S5 students	Feedback from S5 teachers	TYH	Chinese Culture Promotion Unit
	To organize one Interview Skills workshop for S6 students	S5 post exam S6 before Dec	All S5 students 30 S6 students	Photos and Statistics	KCC + CH	Staff Support

Team Members

Mr. Tse Yu Hin, Mr. Ku Chun Cheung, Ms. Cheung Wing Yee, Mr. Man Nung Shing, Mr. Tang Kin Tung, Mr. Yan Chun Hong

	To organize a career talk of Correctional Service Department	Post exam Period	all S4 students	Photos and Statistics	TYH + YCH	Student Affairs Unit
	To organize Study abroad Information Talk	Post Exam period	all S4 students	photo + Statistics	TKT + YCH	Staff Support
	To organize Information Talk of studying and working in Mainland China and Taiwan	Post Exam period	all S5 students	photo + Statistics	MNS + TKT	Staff Support
	To organize one Tertiary Education Interview workshop for all S5 students	Post exam Period	all S5 students	Photo + statistics	KCC + YCH	Staff Support

Tin Ka Ping Secondary School
Administration and Development Committee
Programme Plan (2017/18)

Major Concern (I): To Optimize the School Administration and Management

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To keep good maintenance of the school premises and facilities / equipment	Whole year	1.1 The reporting and follow-up procedure should be improved in this school year.	1.1 The Administrative Council satisfies with the maintenance works in school.	Sum Ming	School funds
2 To improve and hence implement energy saving measures in using air conditioners in school	Whole year	2.1 Campaign on energy consciousness raising will be held. 2.2 The electricity charge for air conditioning will be reduced by 5% in comparison with that of last year.	2.1 Feedback from participants. 2.2 Statistical report of electricity charge on a monthly basis.	Fung Chun	School funds
3. To promote school image through academic programmes (STEM) with primary schools	Whole year	3.1 A course outline with the cooperation of EITP will be optimized before January 2018. 3.2 Two primary schools with about 20 outstanding students will be invited to take part in the STEM programme.	Reviewed by the Administrative and Development Committee.	Yee Hon	School funds

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
4 To organize study tours to support the service learning and broaden the horizon of students.	Whole year	4.1 At least same number of study tours which have different learning aims will be organized. 4.2 At least two study tours concerning social service will be held.	Reviewed by the Administrative and Development Committee.	Yan Chun	School funds Outside Resources
5 To monitor the use of the Strengthening School Administration Management (SAM) Grant	Whole year	5.1 smooth running of the systems / programmes. 5.2 Stakeholders get familiar to the communication applications for the teachers, parents and students.	5.1 The Administrative Council satisfies with the performance of the systems / programmes. 5.2 Reviewed by the Administrative and Development Committee. * An overall review on the use of the SAM Grant will be uploaded onto the school website.	Sum Ming	SAM Grant

Major Concern (II): Planning on Implementation of Self-directed Learning (SDL) at the School Administration Level

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To display students' achievements via different means to enhance learning motivation	Whole year	1.1 Record of students' achievement are shown via the school webpage, campus TV etc. 1.2 Chosen awardees are interviewed by the Campus TV.	1.1 Reviewed by the Administrative and Development Committee 1.2 Feedback from students	Sum Ming Tung Cheuk	-
2 To maintain a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	Whole year	2.1 Students from all form levels who are absent from school test or the test results are below standard will be entertained	2.1 Reviewed by the Administrative and Development Committee	Fung Chun	Book coupons for encouragement
3 IT Support to subject-based strategies for SDL with special reference to the training of using Google Drive for storage of teaching materials and Google Form for test construction	Whole year	3.1 At least one training session is organized for all teachers.	3.1 Feedback from teachers by survey	Sum Ming Wai Ming	School Funds

Members of the Administration and Development Committee :

Ip Sum Ming (Chairman), Chan Yee Hon (Vice-chairman), Cheung Man Wai, Man Nung Shing, Lee Yan Chun, Lo Fung Chun, Tam Mei Hing,

Cheng Tung Cheuk (in attendance), Chow Wai Ming (in attendance), Fung Yee Ka (in attendance)

Tin Ka Ping Secondary School

I.T. Unit

Program Plan (2017-18)

Major Concern (I): Construction of Student Profolio

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. To enter the students' co-curricular activities, services and academic awards according to the new code table. 2. To produce a report of co-curricular activities, services and academic awards for each student at the beginning of the next academic year	Whole year	<input type="checkbox"/> All data can be imported into the webSAMS system according to the new code table. <input type="checkbox"/> A student's personal report can be generated according to the format required by JCSA	<input type="checkbox"/> Feedbacks from JCSA and students	Wai Ming Joseph	<input type="checkbox"/> Data from different committees.

Major Concern (II): Support for the calculating of voluntary service hours of students

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
To develop a program for the calculating of voluntary service hours of students	Whole year	<input type="checkbox"/> The program for the calculating of voluntary service hours of students is generated. <input type="checkbox"/> The calculation of voluntary service hours of students is more efficient.	<input type="checkbox"/> Feedbacks from JCSA	Wai Ming Joseph Wai Yau	

Major Concern (III): Support to subject-based strategies for SDL

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. The training of using Google Drive for storage of teaching materials and Google Form for test construction	Whole year	<input type="checkbox"/> At least one training session is organized for all teachers	<input type="checkbox"/> Feedbacks from teachers by survey	Wai Ming Tsz Fung	
2. To install Smart Card System in the special rooms and covered playground		<input type="checkbox"/> Teachers can take attendance of students smoothly during CCA by using the Smart Card System	<input type="checkbox"/> Feedbacks from CCA unit	Wai Ming Joseph	Smart card readers and computers

Member List : Chow Wai Ming (Unit Head) Kwan Chi Wah Kwok Tsz Fung Lai Ching Tong Tong Wai Yau

田家炳中學
中華文化推廣組周年計劃書(2017-2018)

工作重點(1)：加強各科組聯繫，增加學生接觸中華文化的機會。

工作 / 措施	時間表	成功準則	評估方法	負責同工
1. 生活教育課／周會 與生活教育組聯繫，在中一級「田中精神」單元(2 課節)中加入不少於 10 分鐘課時與獎勵計劃的元素。	9-10 月	元素須包括： (1) 田博士對中華文化的理想及薪火相傳禮的意義。 (2) 提出學生應考章作作動，實踐田博士的理想	※中一級班主任回饋 ※生活教育組同工回饋 ※中一級學生回饋	組長
2. 班主任時間 (1) 利用中一級班主任時間詳細介紹獎勵計劃 (2) 利用中一至中三級 25 分鐘班主任時間： A. 由中華文化大使督導學生填寫紀錄卡； B. 強化道德培育，重申弘傳中華文化的重要	11 月中 3 月	(1) 中一級學生收妥計劃文件夾。 (2) A 班主任時間上派發學生已參與的文化活動供學生核對 B 製作簡報，讓班主任協助重申弘揚中華文化的重要。	(1) 中一級班主任回饋 (2) A 初中班主任回饋 B 中華文化大使回饋 C 初中學生回饋	組長及組員
3. 試後活動 (1) 增設初中觀賞文化活動(如變臉、粵劇、木偶戲等)，以趣味為主。 (2) 高中考章簡介會優化為推廣及分享會，內容包括交流團分享、專題報告分享及考章簡介。	6 月	(1) 觀賞活動時間不少於 1 小時。 (2) 分享會時間不少於 1 小時。	(1) ※初中學生回饋 ※當值老師回饋 (2) ※高中學生回饋 ※當值老師回饋 ※學生報考獎章回應	組長及組員
4. 科目 (1) 定期向各科組收集已辦中華文化活動的參與學生名單 (2) 鼓勵學科推動學生以研習中國文化為專題報告主題	全年	(1) 收集後交予考章專責同工，更新參與時數 (2) A. 中五全級不少於 5 位學生的通識專題報告設題與中華文化相關 B. 不少於 90% 高中中史科學生完成專題報告：中四(孫中山革命)及中五級(中國道教史)。	(1) 學生於「個別參與時數」表現 (2) 通識科科主席及中史科科主席。	組長及組員

工作重點(2)：透過總結學習經歷，培養自主學習的知識轉化及能力遷移能力。

工作 / 措施	時間表	成功準則	評估方法	負責同工
1. 中一級考章簡介會(25 分鐘 星期一班主任時間)增設學 長分享考章心得。	11 月	分享時間不少於 3 分 鐘；學長能總結考章時 所學，並提出考章對個 人成長的幫助。	※中一級班主任回饋 ※中一級學生回饋 ※分享學生回饋	組長
2. 國慶升旗禮邀請兩個或以上 內地交流團學生分享。	29/9	分享時間不少於 10 分 鐘；演講學生能總結交 流團經歷，並提出考章 對個人成長幫助。	※參與升旗禮的同工 及學生回饋	組長及 組員
3. 高中考章簡介會中增設分享 會部分，以演講、播放交流 團片段等方式讓報告優異學 生匯報學習成果。	試後活 動期間	分享時間不少於 20 分 鐘。	※分享學生回饋 ※當值同工回饋 ※參與學生回饋	組員
4. 於薪火相傳禮期間，以大電 視展示金銀章專題報告佳 作。	10 月底 -11 月初	播放時間不少於 10 次； 選出不少於 5 份專題報 告(電子版)展示。	※佳作學生抽樣回饋 ※高中學生回饋	組員

2017-2018 年度財政預算 (中華文化推廣組)

	項目 / 活動名稱	預算費用	備註
1	整理中華文化壁報板	\$400	
2	本地文物考察活動交通費津貼(共 2 次)	\$6000	每次約\$3000
3	薪火相傳禮	\$3200	嘉賓車敬、印製證書及相關雜費
4	校外書券(金章獎品，每人\$100)	\$8000	去年考獲銀章共 39 人。
	學校書券(銀章獎品，每人\$30)	\$2000	去年考獲銅章共 46 人。
5	訂製獎章(有足夠存貨，不必訂購)	\$0	
6	學術周中華文化攤位	\$4000	家教會攤位約\$2500。
7	中四東莞一天考察團 (6 月 29 日)	\$40000	資助團費的 50%； 本年用去\$23010。
8	中五內地文化交流四天團	\$73512	預計約 24 名學生及 3 名老師基本 團費為\$4500，分擔隨團老師團費 後期望學生付費約 50%。
9	學校書券(活動獎勵)	\$225	
10	短期校內文化參與活動／講座／周會	\$1600	包括老師文化參與活動，以及資助 獲章同學參加校內文化活動。
11	圖書館中華文化專架圖書及教材資源	\$15000	
12	專櫃展板	\$2000	去年未結帳項目
	費用總額	\$155937	

Tin Ka Ping Secondary School
Staff Professional Development Committee
Implementation Plan (2017-18)

Major Concern 1: Equip staff members (especially middle managers) with concepts and practices of Self-directed Learning (SDL)

Tasks / Actions	Time period	Success Criteria	Methods of Evaluation	Staff in charge
● To refine the theoretical framework on self-directed learning (SDL)	Sept 2017 – July 2018	● Practices in school, both existing and new, being incorporated in the model and their relationship with concepts in the model explained	● Evaluation in Committee meetings	● CWT (discussion with Dr. Yuen)
● To invite professionals from QSIP to conduct seminars/ workshops on concepts and practices of SDL	Sept 2017 – July 2018	● Seminars/ workshops are conducted by the professionals from QSIP on SD Day and positively evaluated.	● SD Day questionnaire ● Evaluation in Committee meetings	● CWT, CH
● To aid subjects/committee in deriving practical ways in conducting SDL	Sept 2017 – July 2018	● Practical ways in conducting SDL are shared in common free period (CCL) ● Ideas on practical ways in conducting SDL are collected and derived	● Feedback from subjects/committees ● Evaluation in Committee meetings	● CWT, YTM
● To exchange with other schools (for middle management) for stimulating ideas on SDL	Sept 2017 – July 2018	● External school visits (for exchanges) are conducted with middle management staff attended and positively evaluated	● Questionnaire to middle management staff ● Evaluation in Committee meetings	● CWT, CCO

Major Concern 2: Provide support to CCL implementation for SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
● To review the concept of CCL and to explain its relationship with SDL to colleagues	Sept 2017 – July 2018	● Revisions on CCL concepts with reference to SDL are conducted on SD Day and positively evaluated on the revision	● SD Day questionnaire ● Evaluation in Committee meetings	● CWT, CH
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2017 – July 2018			
(a) supporting seed teachers in their co-lesson preparation with subject teachers		● Co-lesson preparations are carried out mainly by seed teachers in F.1-2 common free periods of different subjects and are positively evaluated. ● Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated.	● Discussion in Committee and CCL Working Group meetings ● Feedback from teachers in common free periods ● Discussion in Committee and CCL Working Group meetings ● Discussion in subject meetings	● CWT, CH
(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion		● Lesson observations and post-lesson discussions are held, with the aid of QSIP. ● Trainings and support provided to teachers are considered to be useful.	● Feedback from teachers during post-lesson discussions ● Questionnaire on training and supports	
(c) launching experience sharing sessions in SD Day		● Experience sharing sessions on conducting CCL in lessons are held and positively evaluated by subject teachers.	● Questionnaire on SD Day ● Evaluation in Committee meeting	
(d) providing CCL/SDL lesson preparation sessions on SD Day		● Sessions for CCL/SDL lesson preparation are held on SD Day and positively evaluated by teachers.	● Questionnaire on SD Day ● Evaluation in Committee meetings	
● To provide support (training and experience sharing) on preparation of LFP on the	Sept 2017 – July 2018	● Subject-based training on the preparation of LFP is held. ● Supports are given during co-lesson preparation	● Feedback from teachers in common free period ● Feedback from teachers in	● CWT

following aspects: <ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction ■ learning difficulties identification 		for appraisal. <ul style="list-style-type: none"> ● Teachers positively indicate that they understand the essence of LFP. ● Teachers positively indicate that they are able to prepare LFP individually 	appraisal <ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	
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Main Concern 3: Cultivate a Positive and Cooperative Working Culture

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
<ul style="list-style-type: none"> ● Review and revise the Appraisal System in school 	Sept 2017 – July 2018	<ul style="list-style-type: none"> ● Appraisal procedures and forms of subject teachers, subject heads, committee heads and committee members reviewed and revised in view of positive appraisal ● E-appraisal system is established ● Opinions on appraisal system collected 	<ul style="list-style-type: none"> ● Discussion in Committee meetings ● Discussion in Administrative Council meetings ● Report in Staff Meetings 	<ul style="list-style-type: none"> ● All members
<ul style="list-style-type: none"> ● Optimize SD Days in terms of mutual support and encouragement 	Sept 2017 – July 2018	<ul style="list-style-type: none"> ● Teachers indicate positively towards sharing session on SD Days. 	<ul style="list-style-type: none"> ● SD Day Questionnaire ● Discussion in Committee meetings 	<ul style="list-style-type: none"> ● All members

Committee Members

Chung Wai Tak (Chairman)
 Cheung Ho
 Cho Chun On
 Yu Tak May
 Cheung Kam Hung
 Man Wai Sim

Implementation Plan of Constructivist & Cooperative Learning (CCL) 2017-2018

A. Enhance the use of Constructivist and Cooperative Learning (CCL) for Self-Directed Learning (SDL) in teaching

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	Related Unit
1. To prepare pre-lesson tasks for student preparation. Students are needed to do some pre-lesson preparation before the lesson by adopting Strategy 2 (organizing and transforming).	Whole year (F1 & F2)	1.1 Materials (e.g. notes, exercises) of pre-lesson tasks are prepared successfully (at least four topics for Chi, Eng, Math and Libs).	1.1 Lesson observation 1.2 Teachers feedback in common free period	CCY, CWT, KCC, seed teachers	AAC
2. To prepare tasks for assessment for learning and to assess the students' learning in the lesson by adopting Strategy 11 (Success criteria).	Whole year (F1 & F2)	2.1 Materials (e.g. quizzes, exercises) of assessment for learning are prepared successfully (at least four topics for Chi, Eng, Math and Libs) 2.2 Teachers uses the materials to understand the learning progress of students	2.1 Lesson observation 2.2 Teachers feedback in common free period 2.3 Learning and teaching questionnaires	CCY, CWT, KCC, seed teachers	
3 To plan and revise the teaching curriculum and plan incorporate with SDL by adopting Strategy 3 (Seeking help from peers).	Whole year (F1 & F2)	3.1 The pre-lesson tasks can be incorporated with CCL in teaching and assessment. Lesson time is saved for teachers to teach some difficult parts.	3.1 Lesson observation 3.2 Teaching schedule 3.3 Teachers feedback in common free period	CCY, CWT, KCC, seed teachers	
4 To optimize the LFP	Whole year (F1 & F2)	4.1 Four LFPs are prepared. -objective and difficulties -suggested solution (optional)	4.1 LFP 4.2 Teachers feedback in common free period	CCY, CWT, KCC, seed teachers	
5 To foster other teachers to use CCL for SDL.	Whole	5.1 More teachers become more familiar with SDL in their teaching and are willing to use	5.1 Teachers feedback in common free period	CCY, CWT, KCC, seed teachers	

	year (F1 & F2)	it.	5.2 numbers of teachers using SDL 5.3 Learning and teaching questionnaires		
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Teachers in involved: S1 & 2 seed teachers, panel heads of 4 subjects, CCY, CWT, KCC

B. Teachers' training

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	Related Unit
● To review the concept of CCL and to explain its relationship with SDL to colleagues	Sept 2017 – July 2018	● Revisions on CCL concepts with reference to SDL are conducted on SD Day and positively evaluated on the revision	● SD Day questionnaire ● Evaluation in Committee meetings	● CWT, CH	● SPDC
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2017 – July 2018				
(a) supporting seed teachers in their co-lesson preparation with subject teachers		<ul style="list-style-type: none"> ● Co-lesson preparations are carried out mainly by seed teachers in F.1-2 common free periods of different subjects and are positively evaluated. ● Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated. 	<ul style="list-style-type: none"> ● Discussion in Committee and CCL Working Group meetings ● Feedback from teachers in common free periods ● Discussion in Committee and CCL Working Group meetings ● Discussion in subject meetings 	● CWT, CH	● SPDC
(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion		<ul style="list-style-type: none"> ● Lesson observations and post-lesson discussions are held, with the aid of QSIP. ● Trainings and support provided to teachers are considered to be useful. 	<ul style="list-style-type: none"> ● Feedback from teachers during post-lesson discussions ● Questionnaire on training and supports 		● SPDC
(c) launching experience sharing sessions in SD Day		● Experience sharing sessions on conducting CCL in lessons are held and positively evaluated by subject teachers.	<ul style="list-style-type: none"> ● Questionnaire on SD Day ● Evaluation in Committee meeting 		● SPDC

(d) providing CCL/SDL lesson preparation sessions on SD Day		<ul style="list-style-type: none"> Sessions for CCL/SDL lesson preparation are held on SD Day and positively evaluated by teachers. 	<ul style="list-style-type: none"> Questionnaire on SD Day Evaluation in Committee meetings 		<ul style="list-style-type: none"> SPDC
<ul style="list-style-type: none"> To provide support (training and experience sharing) on preparation of LFP on the following aspects: <ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction ■ learning difficulties identification 	Sept 2017 – July 2018	<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 common free period Feedback from teachers in appraisal SD Day questionnaire Evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT 	<ul style="list-style-type: none"> SPDC

C. CL Base Groups

Major concern: Assist class teachers in building Highly Effective CL Base Groups

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Related Unit
Form 1 1. Tie grouping in with the Discipline Training Camp	Sep-Nov	a. Students can recognize the role and responsibilities of oneself as a member and a leader b. Students have the sense of seeking help from peers when facing difficulties	✧ Students' reflections ✧ Self-evaluation and peer evaluation ✧ Feedback from class teachers	SYM KSM	JSAC
2. Set up groups and maintain cooperation between group members	Whole year	a. Performance in group will be used as a factor in daily assessment. b. Implement award scheme to promote positive cooperation. c. Group leaders help class teacher to monitor group member's performance in time management (student's hand book)	✧ Report form class teacher in form meeting ✧ Students' survey form	SYM KSM	JSAC
3. Attitude training towards cooperation.	Whole year	a. Training activities will be conducted during each term. b. In class meeting, group leaders evaluate the cooperation between group members c. Class teacher follows the reported case d. Evaluation and reflection on getting along with peer in group	✧ Class meeting report ✧ Students' survey form ✧ Report form class teacher in form meeting	SYM KSM	JSAC
Form 2 1. Class teacher form effective CL base group 1.1 Monitors the combination of CL base group	Whole year	a. Evaluate the performance of group members and leaders in class meeting b. Teachers can create a cooperative environment to promote the CL Base Groups. Over 80% agree they have positive cooperation with their group members.	✧ Students' survey form ✧ Feedback from class teachers ✧ Report form class teacher in form meeting	SYM KSM	JSAC

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Related Unit
1.2 Foster group dynamic in promoting class activities	Whole year	c. All F.2 class teachers utilize the group dynamic in class management and conducting (assigned) class activities d. All assignments should be collected properly by groups.			
2. Utilize the role responsibility	Whole year	a. Performance in group will be used as a factor in daily assessment. b. Students may participate actively in group and among peer (since the peer evaluation mark will be added in the subject mark→like math.)	<ul style="list-style-type: none"> ✧ Students' survey form ✧ Report form teacher in form meeting ✧ Feedback from the subject teacher 	SYM KSM	JSAC
3. Students training	Whole year	a. Training is conducted and positively evaluated b. Students can recognize individual and group strengths and weaknesses c. Students can set goals and conventions in groups d. Students can acquire the cooperation skills in group(Seeking help from peers) e. Build up the group dynamic d. Evaluation and reflection on getting along with peer in group	<ul style="list-style-type: none"> ✧ End products in training ✧ Teachers' observation ✧ Students' reflection 	SYM KSM	JSAC

Tin Ka Ping Secondary SchoolProgramme Plan 2017-2018English Campus Promotion Unit

1st Draft

Major Concerns (I) : To optimize English-speaking weeks and English Day activities

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1.To provide more speaking activities through eLearning (iClass). WS may include topics of different subjects like Music, Science or History	Whole year	1.1 Each junior student takes part in the activity at least once in a term. 1.2 Selected students have to do more reading.	1.1 English teacher has to collect the speaking worksheet, check iClass record and reported in unit meetings.	Ms Candy Chan
2.TKPSS Has Got Talent: Spelling Bee and Spellathon. Vocabulary can be shown on display board theme vocab, vocab of other subjects, from English curriculum and challenging ones from the competition	Whole year	2.1 At least a quarter of junior students take part in each activity; as performers or audiences. Contestants give positive feedback to the events.	1.2 Attendance record submitted by English teachers and reported in unit meetings.	Mr Billy Ko
3.1 To train student leaders and offer support to YA. 3.2 Train English Ambassadors. 3.3 To train English Ambassadors to be emcees in school main events.	Whole year	3.1 Students participating in these events share their fruitful experiences in an assembly.	3.1 Feedback from students and teachers	3.1 & 3.2 Ms Jane Tsang Ms Wendy Lau 3.3 Mr Billy Ko
4.English Announcements and wise-sayings will be related to a theme	Whole year	4.1 Students selected from English Ambassadors as announcers regularly and demonstrate good	4.1 Comments from teachers / students	Mr Billy Ko and

		examples of announcers.	and reported in committee meetings.	English TA English TA
5. English Days arrangement	Whole year	5.1 Each junior student takes part in the activity at least once in a term. 5.2 Over 50% of students participate on Eng Days	5.1 & 5.2 Attendance record	Ms Leanne Chan
6. Hold an assembly for students having overseas exchange and one for Intercultural Day.	09/16 02/17	6.1 Two assemblies requested from Life Education Unit and audience appreciate the assembly.	6.1 Feedback from teachers and students and reported in committee meetings.	Ms Wendy Lau
7. Foster exchange student	Whole year	7.1 English ambassadors will take care of the exchange student. 7.2 Exchange student will be involved in English Day activities.	7.1 Feedback from teachers and students and report them in committee meetings	Ms Jane Tsang Ms Wendy Lau

Major Concerns (II) : Foster reading atmosphere by starting up Reading Buddies

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
8. To train reading buddies, tie to SKW Wing Chun Primary School and buddies of our own students.	2 nd term	8.1 Around 20 students are recruited to be ambassadors and give positive feedback to the activities.	8.1 Feedback from meetings with SKWWC and our teachers reported in committee meetings.	Ms Leanne Chan
9. To send students to join Short Stories Reading Workshops organized by SCOLAR (pending)	Whole year	9.1 Around 10 students are recruited to join the activity and give positive feedback to the event.	9.1 Feedback from students and reported in committee meetings	Ms Wendy Lau

Major Concerns (III) : Widening students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
10. Ensure the posted materials on bulletin boards are in English	Whole year	10.All internal posting materials created by both students and teachers on bulletin boards must be written in English.	10.Checking the boards once a term and make a record.	Mr Joseph Chung Ms Wendy Lau
11. To send students to join English in Action organized by SCOLAR (pending)	Whole year	11.Around 35 students are recruited to join the activity and give positive feedback to the event.	11.Feedback from students and reported in committee meetings	Ms Leanne Chan
12. Organise a short study tour ???	Easter holidays?	12.A five-day to one-week tour is held to study English and give positive feedback to the tour.	12.1 Students' feedback form 12.2 Report from escort teacher Both are reported in meetings.	Ms Wendy Lau

13. Team Members

Ms Lau Wai Man, Ms Chan Kit Yin, Ms Chan Wing Shan, Mr Chung Wai Tak and Mr Billy Ko

田家炳中學
中國語文科
周年計劃書(2017-2018)

工作重點(1)：自主學習——建立習慣、掌握技巧

工作／措施	時間表	成功準則	評估方法	負責人
1. 針對學習習慣 教導中一級學生，並鼓勵中二級學生繼續整理及積存學習材料，培養學生「積學」的習慣。	全年	最少 80%學生中一及中二學生能按老師指導，整理及積存學習材料。	級會及科會報告 觀簿	中一級同工 (綺嘉)
2. 針對學習技巧(「懂學」) 教導中一級學生閱讀文章的方法(掌握三個問題：①寫什麼？②為什麼寫？③怎樣寫？)	全年	80%學生能按三個問題(①寫什麼？②為什麼寫？③怎樣寫？)準備自習篇章。	級會及科會報告	中一級同工 (綺嘉、麗珠)
3. 擬寫初中寫作導學案 結合讀文教學，就各類文體，擬寫初中三級寫作導學案。	全年	80%科任老師認同寫作導學案，能提升學生審題、取材、詳略安排、遣詞用字的表現。	級會及科會報告	綺嘉 (麗珠)

工作重點(2)：提升公開試成績

1. 中六級應試準備 繼續進行應試訓練，並就公開試各卷要求，針對性回饋。	全年	最少 80%就公開試各卷要求，針對性回饋。	級會及科會報告	級聯絡人 (麗珠)
2. 修訂高中選修單元二教學及考核內容 沿用過去課程框架，選教非十二篇指定篇章。	全年	80%科任老師認同選篇適合，有助學生應試。	級會及科會報告	級聯絡人 (麗珠)

科／組成員名單

鄧麗珠(科主席)

鄭婉君

王偉儀

馮綺嘉(副科主席)

蔡慧貞

黃玉霞(教學助理)

張文慧

葉常青

陳麗紅

文能勝

鄭嘉敏

梁建新

附錄：來年度財政預算（見另表）

田家炳中學
中國文學科
周年計劃書(2017-2018)

工作重點(1)：提升公開試成績

工作／措施	時間表	成功準則	評估方法	負責人
1 提升卷一學生寫作興趣及能力 1.1 開設寫作班 1.2 整理歷屆寫作試題 1.3 試行校本設計的寫作課程	全年	1.1 中四及中五級開設寫作班，80%同學均表示寫作班能提升寫作興趣及能力。 1.2 卷一校內考試平均分比去年進步 10% 1.3 卷一公開試成績比全港成績高 10% 1.4 完成 50%校本設計的寫作課程	1.1 問卷報告 1.2 校內成績 1.3 公開試成績 1.4 課程檢討報告	全體教師
2 提升卷二學生應試能力 2.1 循序漸進訓練學生答題技巧 (中四上-指定+範圍、中四下-指定+範圍+課外、中五上開始-指定+課外) 2.2 焦點式訓練學生熟記指定篇章文句 2.3 要求學生整理歷屆試題，以掌握出題重點。	全年	2.4 卷二校內考試指定篇章部分合格率提升 10% 2.1 卷二公開試成績指定篇章部分比全港成績高 10%	2.1 校內成績 2.2 公開試成績	全體教師

工作重點(2)：提升學習興趣及信心，以「想學」帶動「自學」

工作／措施	時間表	成功準則	評估方法	負責人
1.1 參加或舉辦香港文學散步活動 1.2 參加校外文學活動 1.3 參加校外寫作比賽	試後 全年 全年	1.1 成功舉辦活動，80%參加者表示喜歡這活動 1.2 中四及中五級，超過半數同學全年至少參加一次文學活動。 1.3 中四及中五級，超過半數同學全年至少參加比賽一次。	1.1 問卷報告 1.2 參與人數 1.3 參與人數、比賽成績	全體教師

科／組成員名單

周惠儀(科主席)

鄭嘉敏

附錄：來年度財政預算（見另表）

Tin Ka Ping Secondary School**Programme Plan of English Department (2017-2018)**1st draft**Major Concern (I): To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1. To prepare targeted lexical tasks for student preparation and consolidation. Students are needed to do pre-lesson preparation and consolidation in assessment or transferred tasks.	Whole year (F.1, F.2)	At least 4 sets of materials developed in in each form	1.1 teachers' feedback in common free periods 1.2 lesson observation and peer observation	1.1 CCL seed teacher and subject teacher design one set of materials. 1.2 Oscar and Leanne will observe F.1 and F.2 teachers
2.To modify tasks for assessment for learning and to assess the students' learning in the lesson 2.1 F.1 students need to record passage at home.	09/17-07/18 (F.1 and F.2)	2.1 Materials (e.g. quizzes, exercises) of assessment for learning are prepared successfully (four topics) 2.2 Teachers uses the materials to understand the learning progress of students. 2.3 F.1 students submit 3-6 recordings for the whole whole year.	2.2 Lesson observation 2.2 Teachers feedback in 2.3 common free period	2.1 F.1 & F.2 Form-co will help setting the quizzes in the first term. 2.2 F.1 & F.2 teachers 2.3 E-learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
				support
3. To enhance motivation of high-achievers	Whole year	3.1 20 students (top 20%) attend enhancement class for F.1 & F.2	3.1 Attendance record questionnaire	Oscar
4. To foster F.1 and F.2 students' reading skills 4.1 Training F.1 and F.2 students as reading buddies	09/17/07/18	4.1 16 students (4 in each class) will be assigned and trained as reading buddies	4.1 Number of books borrowed in the library and teachers' feedback concerning ERS	4.1 A teacher will train the students 4.2 F.1 and F.2 teachers will spot eligible students to the teacher and help students with script-writing for book sharing.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<p>5. To enhance the teaching and learning effectiveness through the implementation of SDL in senior forms</p> <p>- To plan and revise the writing assessments incorporate with SDL by adopting Strategy 3 (Seeking help from peers).</p> <p>- To prepare pre-assessment tasks by adopting Strategy 2 (organizing and transforming)</p>	Whole year	<p>5.1 At least 10 peer writing assessments per term in F.5</p> <p>5.2 Pre-assessment tasks will be given to students for at least 1 reading, writing and listening UT in F.4 & F.5</p>	<p>5.1 No. of writing UTs</p> <p>5.2 No. and kinds of pre-assessment tasks</p>	<p>5.1 A teacher</p> <p>5.2 UT setters in F.4 & F.5</p>

Major concern (II): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
1. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	Whole year	1.1 Typed and analysed worksheets of live scripts made by teachers concerned will be distributed to F.6 students.	1.1 Results of HKDSE and JUPAS 1.2 Subject meeting minutes (to be reported in 3 rd panel meeting)	- Statistical analysis (Wendy) - Live scripts Reading (Candy) Writing (Tammy) Listening (Pinky)
2. To invite colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	August 2017	2.1 At least four teachers serve as markers and/or oral examiners. 2.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	2.1 DSE Markers record 2.2 Subject meeting minutes	- Writing: Sandy (Part A), Tammy (Part B) - Listening: Leanne - Oral: Winnie
3. To develop split class strategies to strengthen enhancement in F.5	Whole year	3.1 A different syllabus for both F.5BC will be set for top 15 students. More challenging items and more demanding assignments will be included. 3.2 At least 80% of students in this class (12 students) attain Level 5* and 5**.	3.1 2019 HKDSE results	Pinky

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
4. To enhance and strengthen speaking ability in senior forms	Whole year	4.1 Students in classes F.4/5B & C will have one oral assessment and receive written feedback per term outside Eng lessons. 4.2 All students in F.6 will have one oral assessment and receive written feedback outside English lessons.	4.1 Name lists with scores and dates	Tentative (Teachers teaching 2 classes)

Member list

Mr Billy Ko	Ms Chan Kit Yin	Ms Chan Wing Shan
Ms Cheung Kit Kit	Ms Cheung Wing Yee	Ms Lam Sau Ping
Ms Lau Wai Man	Mr Lee Yan Chun	Ms Lo Tsui Shan
Ms Sum Kit Ming	Ms Tam Mei Hing	Mr Tse Yu Hin
Ms Wong Pui Ki		

Tin Ka Ping Secondary School

Program Plan of Mathematics Department for 2017-2018

Major Concern (I): To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. To enhance the teaching and learning effectiveness of F.1-F.3 through the implementation of CCL : 1.1 Optimize the quality of the pre-lesson worksheets 1.2 Preparation of LFPs	Whole Year	<input type="checkbox"/> The content of pre-lesson worksheets can help students to learn a new theory / formula or to have a short revision. <input type="checkbox"/> The pre-lesson worksheets could help students for self-learning. <input type="checkbox"/> Positive response from students. <input type="checkbox"/> 4 LFPs are produced.	<input type="checkbox"/> Feedback from teachers and students involved (questionnaire) <input type="checkbox"/> Lesson preparation meeting <input type="checkbox"/> Lesson observation	KCC	<input type="checkbox"/> Teaching Assistant
2. To recognize F.1-F.3 students' achievements	Whole year	<input type="checkbox"/> The list of top ten students and list of ten students with greatest progress in UT will be displayed in the Mathematics Notice board.	<input type="checkbox"/> Mathematics Notice board.	LCL	<input type="checkbox"/> Teaching Assistant
3. To study the various learning strategies (Hettie's) in order to pave way for SDL in the next year.	Whole year	<input type="checkbox"/> An appropriate strategies is selected among the learning strategies after studying them on SD days.	<input type="checkbox"/> Subject meeting minutes	CWM	

Major Concern (II) : Optimize students' performance in public examination

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
<ol style="list-style-type: none"> 1. Finish the examination syllabus before mid-Oct. 2. From November to February, the past public examination papers, Conquering HKDSE Exam Mathematics and Mock Papers will be used to help the students to prepare for DSE. 3. Additional MC Uniform Tests for F.6 will be held on Saturday. 4. The questions which students handled poorly in the past school exam and public exam will be included in the coming UT or exam 	Whole year	<input type="checkbox"/> The percentage of Level 2 or above is 100% in HKDSE. <input type="checkbox"/> The percentage of Level 4 or above is 60% in HKDSE. <input type="checkbox"/> The percentage of Level 5 or above is 25% in HKDSE.	<input type="checkbox"/> HKDSE results	CWM Form Coordinators	Teaching Assistant

Member List : Chow Wai Ming (Panel Head) Li Chun Lan (Assistant Panel Head) Ku Chun Cheung Liu Lai Ming
 Lo Fung Chun Lo Wing Piu Suen Yat Ming Tong Wai Yau Wong Hau Wo Yu Tak May

田家炳中學

通識教育科周年計劃書(2017-2018)

工作重點(I)：推動自主學習

工作／措施	成功準則	評估方法	負責人
1. 加強學生預習及備課的習慣	1.1 各級的課前預習材料均有所增加 1.2 九成以上學生能在課前完成預習工作後才進行課堂活動	<ul style="list-style-type: none"> ■ 會議檢討 ■ 持續性評估 ■ 科主席觀簿冊 	■ 級聯絡
2. 配合教學及測考，印製知識增益或自學小冊子	3.1 各級按考核密度數目印製適量的自學小冊子 3.2 學生能按時完成八成的小冊子及內容		
3. 推動學生利用小組學習	4.1 大部份課堂利用合作學習法進行 4.2 平均有三分一中五、六的班別能夠自組課後溫習小組 4.3 中五級能夠建立 IES 小組，並能在繳交過程課業時能利用網上評台進行討論和協作		■ 科任老師
4. 善用電子教學	5.1 有在 50%班別能夠建立電子課室，並定期利用平台進行預習或互動交流學習。	■ 會議檢討	<ul style="list-style-type: none"> ■ 科主席 ■ 級聯絡

工作重點(II)：加強學生的多元學習機會

工作／措施	成功準則	評估方法	負責人
1. 知識及實踐並行，擴闊學生視野 <ul style="list-style-type: none"> ■ 配合課程特點，進行課堂以外延伸學習活動 	1.1 中一至中六各級均可進行最少一次不同規模的課外考察活動 1.2 配合各級相關的生活教育課程，其中一半或以上可以建立適切的工作紙，以便提升跨組協作的效能	<ul style="list-style-type: none"> ■ 會議檢討 ■ 課業評分 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任

2. 推動學生閱報習慣	2.1 初中兩級每個學期均舉行最少5次時事MC，當中有50%以上的學生能獲得合格成績	■ 會議檢討	■ 級聯絡
3. 探索自主學習策略的應用	3.1 配合學校教職員培訓階段在科內進行延伸討論 3.2 在不同會議中陸續選出及制訂適切自主學習策略	■ 會議檢討	■ 科主席 ■ 級聯絡

工作重點(III)：提升中六級公開試成績

工作／措施	成功準則	評估方法	負責人
1. 加強學生審題意識及技巧	1.1 每周最少一次解題練習或測考活動	■ 課業評分	■ 級聯絡 ■ 科主席
2. 提升學生對卷一題型的熟練	2.1 本校學生在卷一的平均表現高於全港考生成績達 10%或以上	■ 考試檢討 ■ 共同備課節	
3. 掌握公開試評核趨勢 ■ 印製公開試試題樣本及自學練習 ■ 利用局方數據完成趨勢分析報告	3.1 全部中六學生均完成 2016 年文憑試自學練習 3.2 中六各班老師能根據考評局數據製訂屬班應試策略。	■ 會議檢討 ■ 考評局出版 HKDSE 成績分析報告	
4. 配合自學策略，增進學生課外知識及概念	4.1 考試題目能夠與知識增益小冊子配合，鞏固學生所學 4.2 一半學生能夠在測考時能利用恒常的閱讀作為論證內容 4.3 一半中六學生能夠定期運用 quizlet 軟件建立概念簿及鞏固練習		

Tin Ka Ping Secondary School

Integrated Science Annual School Plan (2017–2018)

Main concern (I) : Modification of Cooperative Learning element

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
In Form 2: Enhance the use of cooperative learning element in lessons.	Whole Year	<input type="checkbox"/> Modification of LFPs, developed in last academic year. <input type="checkbox"/> Enhance student participation in the lesson. <input type="checkbox"/> Improve the student learning in certain selected topics.	<input type="checkbox"/> Test and Exam. results <input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> Form 2 subject teachers

Main concern (II) : To enhance students' motivation through Self- Directed Learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Development of e-learning programme.	Whole Year	<input type="checkbox"/> Students have positive response to the view that e-learning is conducive to enhancing their participation in the lesson. <input type="checkbox"/> Students should do more self-preparation before lessons by watching school-based video. <input type="checkbox"/> At least one e-learning material develops for each unit of teaching.	<input type="checkbox"/> Test and Exam. Results <input type="checkbox"/> Discussion in subject meetings	<input type="checkbox"/> Subject teachers
2. Adjustment of the amount of student assignment		<input type="checkbox"/> To adjust the ratio and items in continuous assessment(調整持續評估項目及分比) <input type="checkbox"/> To decrease the ratio of the homework marks(調低「功課」平時分的比例) <input type="checkbox"/> Increase the resilience of ratio of the daily marks(增加平時分「分比」的彈性)		
3. Setup the Subject ranking list		<input type="checkbox"/> Subject Ranking list; to list out the best preformed and most improved students names (for UT and Exam) in the laboratory for encouragement.		

Main concern (III) : To increase students interest through participating in various science related activity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
To promote F.1 and F.2 students to participate in science related activity	Whole Year	<input type="checkbox"/> At least 10 % of F.1 and 15 % F.2 students to participate in science related activities: Science competitions, Science workshops or science camp.	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers.
To promote the use of STEM in some related topics	Whole Year	<input type="checkbox"/> Conduct at least 2 STEM related courses for elite students. <input type="checkbox"/> Development of cross curriculum programme with D & T in Form 2. <input type="checkbox"/> Demonstrate a STEM related model in school to promote the application of STEM	<input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers.

Team Members

Name	Role
Law Ka Lun	Panel Chairman, F1 subject teacher (F.1 coordinator)
Tang Kin Tung	F.1 subject teacher
Yu Tak May	F.1 subject teacher
Chan Wai Shing	F.2 subject teacher (F.2 coordinator)
Lo Wing Piu	F.2 subject teacher
Tang Kin Tung	F.2 subject teacher
Man Wai Sim	Lab. Technician (F.1)
Cheung Kam Hung	Lab. Technician (F.2)

Tin Ka Ping Secondary School
Program Plan of Chemistry Department (2017–2018)

1. Enhance self-directed learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Design and use student notes or exercises for pre-lesson preparation	whole year	- Each teacher should at least prepare and revise a scaffolding note of ONE chapter, together with set of exercises or tests.	- Teachers' and students' feedback - The quality of the notes and exercises (evaluated by Panel head)	CCY (S5,6) LKL (S4) TKT (S3)
2. Prepare and use E-learning material for lesson preparation or instant assessment on SDL	whole year	- At least one topic is tried. (Flip the class room and google form)	- Teachers' and Students' feedback - The quality of the notes, tests and exercises (evaluated by Panel head) - Test results after the lesson.	TKT (S3, 4) CCY LKL
3. In class instant assessment to check students' self-learning	whole year	- In class instant assessment (group quizzes, pop quizzes) are prepared and used (each unit at least one for form 4-5) - Positive feedback from teachers and students on effectiveness of the feedback in enhancing SDL	- The presence of assessment materials - Feedback from the teachers and students - Test results after the lesson.	CCY (S5,6) LKL (S3,4) TKT (S3,4)
4. Study the various learning strategies (Hettie's) in order to pave way for SDL in 2018-2019.	Whole year	- We can select appropriate strategies among the learning strategies after studying them on SD days. - Experiences of promoting learning strategies can be summarized.	- Subject meeting minutes - Feedback from the teachers	CCY LKL TKT

2. Arouse interest in chemistry

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Arrangement of science activities (competitions or visiting industrial plants) for eligible students.	Whole year	- About 80 entries in two science competitions or activities successfully. - Students show interested in attending the activities.	- Feedback from the teachers and students - Result of the competitions	LKL TKT CCY

3. Increase the competency of students in DSE

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Prepare and use the analysis of DSE results	Before Dec	<ul style="list-style-type: none"> - Analysis for 2014 and 2015 is complete. - Analysis is used in review with students - Students are more confident in DSE. 	<ul style="list-style-type: none"> - Analysis for 2014 and 2015 - Teachers' and Students' feedback 	LKL 2014 CCY 2015
2. Prepare and use the exemplars of different level of 2014 and 2015 in exercise for S6	Before Dec	<ul style="list-style-type: none"> - Exemplars of Lv 3-5** (2014, 2015) for students are set up successfully. - Teachers use the exemplars in public exam paper review with S6 students - Students are more confident in DSE. 	<ul style="list-style-type: none"> - Teachers' and Students' feedback - The quality of the exemplars. 	LKL, CCY

3. Team members (2017 – 2018)

Mr. Cheung Chun Yeung (Panel Head): C.C.Y.

Dr. Law Ka Lun (Teacher): L.K.L.

Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.

Mr. Cheung Kam Hung, Rocky (laboratory technician)

Ms. Man Wai Sim, Fion (laboratory technician)

Tin Ka Ping Secondary School**Annual School Report of Major Concerns of Physics Department for 2016-2017****Major Concerns (I) : Implementation of Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and suggestion
1. Arouse interest of learning	Whole year	<input type="checkbox"/> S3-S5 students read at least one library book per year <input type="checkbox"/> S3-S4 students watch at least 4 You-tube Physics funny experiments per term <input type="checkbox"/> Set up Physics Game Stall in Academic Week <input type="checkbox"/> Monthly challenging Physics quizzes for F.3 and at least 5 students in each class participate	<input type="checkbox"/> Almost achieved <input type="checkbox"/> F.3 monthly challenging quizzes have been held once. <input type="checkbox"/> S3-S4 watched You-tube Physics videos rather than experiments.	<input type="checkbox"/> Most students find interests in Physics Game Stall and watching You-tube Physics videos rather than solving challenging questions. <input type="checkbox"/> The level of difficulty of Physics quiz has to be lower down.
2. Set up pre-lesson preparation habit for F.3 – F.5 students	Whole year	<input type="checkbox"/> More than 80% F.3 students finish the PLWS before class <input type="checkbox"/> More than 50% of S4 students read the worked examples and finish the WS/quiz before/on class	<input type="checkbox"/> Achieved	<input type="checkbox"/> More encouragement and efforts have to be paid on checking the work of students so as to achieve the good effect of pre-lesson preparation.
3. Set up on-line Past Paper explanation videos to help students understand the abstract problems	Whole year	<input type="checkbox"/> Videos for all questions in HKDSE MCQ 2012-2016 prepared and uploaded <input type="checkbox"/> 50% of S5 and S6 students watch the videos and find it helpful in revision	<input type="checkbox"/> Achieved except that S5 students not yet started watching the videos.	<input type="checkbox"/> The feedback from F.6 students is encouraging. <input type="checkbox"/> We will continue to make video for 2017 DSE MC. <input type="checkbox"/> Videos on typical difficulties will be recorded in the near future.

Reflection and follow up:

- ☐ Various Physics activities carried out this year do arouse the interest of our students. Moreover students found interests in watching You-tube Physics videos and they enjoyed doing home investigation at home.
- ☐ More effort has to be paid next year to cultivate a good habit in learning Physics. It is essential for students to prepare before lessons, think and ask during lessons and solve problems after lessons.
- ☐ The feedback from students in watching on-line Past Paper explanation videos is good. We will continue to make video for 2017 DSE MC. Videos on typical difficulties will be recorded in the near future.

Major Concerns (II) : To enhance the HKDSE result

Tasks / Actions	Time Scale	Success Criteria	Achievement	Evaluation and suggestion
1. Re-adjust the S6 teaching schedule and start revision early in September.	1 st term	<input type="checkbox"/> Adjusted teaching schedule tailored made for early revision <input type="checkbox"/> 50% of S6 students pass in the revision quizzes on average.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Good and will be carried on next year.
2. Make good use of enhancement/remedial class	Whole year	<input type="checkbox"/> More than 30% S4 – S6 students join the classes <input type="checkbox"/> At least 70% attendance for each class <input type="checkbox"/> Positive feedback from students and teachers	<input type="checkbox"/> Achieved except that the attendance of S4 remedial class was below 70%.	<input type="checkbox"/> Good and will be carried on next year.

3. In depth study of HKDSE past paper MCQ by encouraging S5 and S6 students watch the video prepared.	Whole year	<input type="checkbox"/> 50% of S5 students watch the selected videos and answer the related further questions. <input type="checkbox"/> 50% of S6 students watch the videos.	<input type="checkbox"/> Only achieved for S6.	<input type="checkbox"/> Good in helping S6 students when they are tackling problems in HKDSE past paper.
4. Sharing of experience by past students	First term	<input type="checkbox"/> At least 10 minutes sharing for S6 students by 2 alumni	<input type="checkbox"/> Achieved	<input type="checkbox"/> good effect and response

Reflection and follow up:

- ☐ S6 teaching schedule has been adjusted and tailored made for early revision. The students found it helpful in the revision Solar quizzes.
- ☐ The attendance for the enhancement and remedial class was good for S5 – S6 but poor for S4. The class can help students in handling the difficult questions on assignments and revision exercises. The tutor gave a good support to the students. This will be carried out in the next academic year.
- ☐ For e-learning, we have developed an e-learning system for S6 students to self- study and review DSE MCQ past paper questions. The effect was good and we will proceed to record DSE MCQ 2017. Moreover, we will make a video for highlighting the important points in handling each section.
- ☐ Sharing of experience by past students will continue in next year as this is a valuable chance for the past students to give advice and present a experience sharing to the fellow students.

Team Members: Chung Yin Ping, Chan Wai Shing, Cheung Kam Hung, Man Wai Sim

Tin Ka Ping Secondary School
Program Plan (2017-2018)
BIOLOGY

Major concerns:

1. To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)
2. To enhance Biology HKDSE Result

Major Concern (I) To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To enhance students' interest in learning and foster their motivation of self-directed learning (SDL) through the development of eLearning programme (e.g. Anatomy 4D, Biodigital human)	whole year	1. Teachers have received training and selected suitable apps. 2. 4 trial lessons in each form are conducted. 3. Students have positive response to the view that eLearning is conducive to enhancing their interest in learning.	<input type="checkbox"/> Attendance in training seminars <input type="checkbox"/> Students' comments on the effectiveness of the eLearning resources. <input type="checkbox"/> Observation of lessons <input type="checkbox"/> Evaluation in subject meetings	CHAN YH, KWOK OC
2. To help students setting learning goals and forming learning plans		1. The learning goals and learning plans are set and formed. 2. Students have positive response to the set learning goals and plans.	<input type="checkbox"/> Evaluation in subject meetings <input type="checkbox"/> Students' comments on the effectiveness of the goal and plan	
3. To foster students' habits of pre-lesson preparation		1. Worksheets of pre-lesson preparation in at least 4 topics are prepared 2. Trial lessons requiring pre-lesson preparation are conducted successfully.	<input type="checkbox"/> Students' comments on the effectiveness of the pre-lesson preparation. <input type="checkbox"/> Observation of lessons <input type="checkbox"/> Teaching and learning survey <input type="checkbox"/> Evaluation in subject meetings	

Major Concern (II) To enhance Biology HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	
1. To revise a question bank of different publishers, HKCEE & HKAL (1989-2011), HKDSE (2012-2017) & other foreign public exams (e.g. AQA) in electronic media and sort them into different topics	whole year	<input type="checkbox"/> The question bank has been updated <input type="checkbox"/> Suitable questions are selected and sorted.	<input type="checkbox"/> The progress report in subject meeting. <input type="checkbox"/> Students' comments on the effectiveness of the question bank.	CHAN YH, KWOK OC	
2. To enhance students' performance by continuous assessment (such as quizzes, UT and internal examination)		<input type="checkbox"/> Students have shown improvement on their performance of pop-quizzes, UT and examinations.	<input type="checkbox"/> Performance of students in various assessments.		
3. To give low-achievers supplementary lessons with tasks with guidance.			<input type="checkbox"/> Observation of lessons <input type="checkbox"/> Performance of these students (e.g. internal & external examination results, test results, homework quality)		
4. To give high-achievers supplementary lessons focusing on examination skills		<input type="checkbox"/> Students have shown improvement on their English communication skills.	<input type="checkbox"/> Performance of students in assessment (e.g. long questions and essay type questions)		
5. To enhance students' English communication skills (LAC) through integrating LAC into the syllabus					
6. To familiarize both teachers and students more about the marking criteria of DSE through past paper analysis and statistics from the HKEAA		<input type="checkbox"/> Teachers have attended most of the relevant seminars or workshops organized by HKEAA and EDB <input type="checkbox"/> Teachers take part in the marking of HKDSE and share experience with each other.	<input type="checkbox"/> Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings.		
7. To arouse interest in Biology e.g. help students to join Biology competitions or activities. e.g. introduce aquaponics (魚菜共生) e.g. introduce biotechnology experiments		<input type="checkbox"/> Students show their interest to join 2 Biology competitions or activities.	<input type="checkbox"/> Feedback from the teachers and students <input type="checkbox"/> Observation of students' participation of competitions or activities <input type="checkbox"/> Evaluation in subject meetings		

Team Members

CHAN YEE HON
CHEUNG KAM HUNG

(Panel chairman)
(Lab. Tech.)

KWOK OI CHI, JACKIE
MAN WAI SIM

(Panel teacher)
(Lab. Tech.)



Request for Funds_
2017-18_Biology.xls

工作重點(I)：發展科本自主學習策略

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
1. 教學：加強備課策略的運用，設計樣本備課工作紙，促成學生有效自學	全年	<input type="checkbox"/> 設計樣本工作紙 <input type="checkbox"/> 年內最少兩次專業交流	<input type="checkbox"/> 科會檢討	郭宇	-
2. 評估：統整各級以測考帶動學習的編排，結合課業與測考，鼓勵學生積極學習	全年	<input type="checkbox"/> 擬訂相關政策文件（上學期） <input type="checkbox"/> 下學期各級最少一次試行	<input type="checkbox"/> 科會檢討 <input type="checkbox"/> 檢視學生成績的進步情況	慧雅	-
3. 課堂延伸：建立科本的讀書計劃，增加學生的歷史知識及興趣，從而促進自主學習精神	全年	<input type="checkbox"/> 擬訂相關政策文件，包括閱讀種類、數量及讀書報告的要求 <input type="checkbox"/> 購置相關書籍	<input type="checkbox"/> 科會檢討 <input type="checkbox"/> 增購合適讀物最少二十本	慧雅	圖書津貼

工作重點(II)：高中課堂延伸活動（講座、參觀、遊學）的發展

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
1. 鼓勵高中學生參加本港各間大學、博物館及學術機構主辦的學術研討會，擴闊學生對歷史的認知範圍，提升習史興趣	全年	<input type="checkbox"/> 每名高中學生每年最少參與一次與中國歷史學習相關的研討會，並完成指定課業。	學生須完成一篇回應文章，字數不少於 500 字。	各級聯絡	學校撥款
2. 鼓勵高中學生參觀與中國歷史相關的博物館(香港或外地)展覽，提升習史的興趣	全年	<input type="checkbox"/> 每名高中學生每年最少參觀一次博物館展覽，並完成指定課業。	學生須完成指定的專題報告	各級聯絡	-
3. 為高中學生籌辦每年至少一次由學科自辦或推薦參與由其他組織籌辦的遊學團，拓闊視野	全年	<input type="checkbox"/> 不少於兩成學生參與遊學團 <input type="checkbox"/> 以學生的反思文章的水平檢視遊學團對提升學生習史的興趣與能力的作用	每名參與遊學團的學生須繳交一篇字數不少 500 字的遊後感	各級聯絡	-

科／組成員名單 Team Members：葉深銘（科主席） 陳麗紅 郭宇 姚慧雅

【附錄：來年度財政預算】

項目	圖書館撥款	常費		
圖書	\$1,500			
為各級學生籌辦學科延伸活動		\$7,200		
額外圖書撥款		\$1,000		
書券		\$1,000		
小計：	\$1,500	\$9,200	總計：	\$10,700

Tin Ka Ping Secondary School
Program Plan of History Department (2017-2018)

Program Plan (2017-2018)

A. Major Concerns (I): Preparing students for the Hong Kong DSE Examination

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. To enhance junior form students' ability in answering data-based questions through self-learning (Routine)	9/2017 Whole academic year	<ul style="list-style-type: none"> - The handbook is distributed to S.2 students. - Meetings with subject teachers are arranged to explain the focus of the materials, clarify any misconception that may arise and evaluate the progress of the students. - Junior form students manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions. 	<ul style="list-style-type: none"> - Subject meetings - Progress report in the minutes - Checking the progress of the students, especially their understanding of the sources and linguistic skills when doing exercises, tests and examinations. 	CCOT KY YWN	<input type="checkbox"/> The handbook <input type="checkbox"/> Reference materials
2. To arrange peer observation of lessons (develop CCL and SDL approach) among subject teachers	First Term	<ul style="list-style-type: none"> - Each subject teacher is an observer and the one to be observed. - CCL approach incorporated Self-directed learning elements - Areas for improvement are identified and teaching strategies are refined. 	<ul style="list-style-type: none"> - Lesson observation reports - Subject meeting minutes 	CCOT KY YWN	<input type="checkbox"/> Evaluation forms <input type="checkbox"/> Reference materials

Major Concerns (II): Enhancing learning through Self-Directed Learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
Self-Directed learning under CCL	First Term	<ul style="list-style-type: none"> - More students are develop and master the study skill in learning history independently and effectively - Update the T&L materials with SDL approaches in selected topics. - There is improvement in the performance in class activities, daily assessments, tests and examinations. 	<ul style="list-style-type: none"> - Lesson observation - Students' performance in assignments and assessment 	CCOT KY YWN	<input type="checkbox"/> SD Day training <input type="checkbox"/> Reference materials
Cultivate Ss' reading habit	Whole academic year	<ul style="list-style-type: none"> - F.2 and F.3 students make use of readings to prepare for historical figures presentations in lessons. - High achievers or selected students form reading group to read and share with Mr.Cho. 	<ul style="list-style-type: none"> - Report of students' performance in subject meeting 	CCOT	Library, textbook and internet resources and newspapers
Learning outside classroom – Field trip study (Senior Form)	Whole academic year	<ul style="list-style-type: none"> - Senior History students participate in field trip about Hong Kong History. 	<ul style="list-style-type: none"> - Feedback from teacher and students. 	CCOT	Teacher's reference, Local organizations

Budget for 2016-2017

Item No.	Description	(A) Estimated total price (School Grant)	(B) Library Grant
1.	Reference books	\$200	
2.	Field Trip (Senior history students)	\$800	-
3.	Library Books	-	\$1,500

Grant Total (A) + (B): \$2,500

Tin Ka Ping Secondary School**Programme Plan of Geography Department (2017-2018)****Major Concern (I): To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To recognize students achievements using various means for motivating students	- Whole year	1.1 Names of top 5 students in UTs and exams are displayed on the notice board outside Geography room and book coupons are awarded to S1 and S3 students 1.2 Students are motivated to perform better.	1.1 The chart of top students displayed and the amount of book coupons awarded 1.2 Results of UTs and exams	CWC LYC
2. To enhance the teaching and learning effectiveness through the implementation of CCL and SDL in junior forms - To prepare pre-lesson tasks for student preparation. Students are needed to do some pre-lesson preparation before the lesson	- Whole year	2.1 Subject teachers become more familiar with SDL in their teaching and are willing to use it. 2.2 Worksheets of pre-lesson tasks are prepared for both Form One and Form Three (at least two topics). 2.3 Pre-lesson preparation can enhance the teaching and learning effectiveness.	2.1 Collaborative preparation lessons 2.2 Collaborative preparation lessons 2.3 Subject meeting minutes 2.4 Results of quizzes/tests/ exams	CWC LYC
3. To study a learning strategy from Hattie's article	- Whole year	3.1 Teachers become more familiar with a learning strategy and are willing to use it. 3.2 Experiences of using the learning strategy can be shared and evaluated.	3.1 Collaborative preparation lessons 3.2 Subject meeting minutes	CWC LYC

Major concern (II): To enhance HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance skills and boost their confidence	- Whole year	1.1 The Form Six curriculum is completed by mid Oct 2017. 1.2 At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curriculum 1.3 At least 50% of students achieve Level Four or above.	1.1 Subject meeting minutes 1.2 Subject meeting minutes 1.3 Results of HKDSE	LYC
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' performance effectively	- Whole year	2.1 The crucial factors of enhancing students' performance in structured questions are identified and documented. 2.2 Those crucial factors are applied and integrated in daily teaching. 2.3 Students are able to master the examination skills effectively through the examination analysis.	2.1 Subject meeting minutes 2.2 Subject meeting minutes 2.3 Examination review	LYC
3. To serve as a HKDSE marker and share the experience in subject meetings	- Whole year	3.1 Exam skills acquired can enhance students' performance in structured questions. 3.2 Acquired marking skills are applied in daily teaching.	3.1 Results of exams and HKDSE 3.2 Subject meeting minutes	LYC
4. To train up the study habit of students	- Whole year	4.1 Acquired study habit can enhance students' academic performance .	4.1 Results of quizzes/tests/exams	LYC

2. Team members

Chan Wai Chun

Lau Yin Chun

Appendix: Budget for 2017-2018

OEBG

Item No.	Description	Estimated total price
1.	Library Grant	1,500
2.	Reference Books	250
3.	Field trip fee for teachers	200
4.	Stationery	300
5.	Book coupons	600
Total		2,850

CFEG

Item No.	Description	Estimated total price
1.	Tables and chairs	28,000
Total		28,000

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2017-2018)

Major Concern 1: To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated	9/2017 – 7/2018	<ul style="list-style-type: none"> Derivation of pre-lesson worksheets of 100% of the Economics topics and 30% of BAFS topics, containing the following elements: <ul style="list-style-type: none"> Spaced vs. mass practice (consolidating surface learning) Seeking help from peers (consolidating deep learning) similarities and differences (transfer) 	<ul style="list-style-type: none"> Worksheets prepared and stored on the server for reference 	<ul style="list-style-type: none"> CWT, CH, CWC
		<ul style="list-style-type: none"> Progress and teaching experience are shared in every subject meeting 	<ul style="list-style-type: none"> Discussion in subject meetings 	<ul style="list-style-type: none"> CWT
		<ul style="list-style-type: none"> Teachers and students indicate that the instructional strategies are effective in enhancing students' learning 	<ul style="list-style-type: none"> Discussion in subject meetings Test and examination results analysis Students' evaluation 	<ul style="list-style-type: none"> CWT, CWC, CH
2. To train students on self-learning techniques (on pre-lesson preparation)	9/2017 – 7/2018	<ul style="list-style-type: none"> Over 90% of students have finished their pre-lesson worksheets before the lesson. 	<ul style="list-style-type: none"> Report on classroom observation in subject meetings File checking 	<ul style="list-style-type: none"> CWT, CWC, CH
		<ul style="list-style-type: none"> Over 90% of students read 20% of their textbook on their own. 	<ul style="list-style-type: none"> Report on classroom observation in subject meetings 	<ul style="list-style-type: none"> CWT, CWC, CH
		<ul style="list-style-type: none"> Three additional videos for flip classroom in each subject were prepared and utilized. 	<ul style="list-style-type: none"> Three videos are produced and stored on the server Report of utilization of videos in subject meetings 	<ul style="list-style-type: none"> CWT

		<ul style="list-style-type: none"> ● Experience on using pre-lesson worksheets, training students textbook reading, and utilization of videos are shared in subject meeting 	<ul style="list-style-type: none"> ● Discussion in common free periods and subject meetings ● Students' survey on effectiveness of flip classroom 	<ul style="list-style-type: none"> ● CWT, CWC, CH
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Major Concern 2: To enhance HKDSE Result

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To develop students' habits in doing past paper questions	9/2017 – 7/2018	<ul style="list-style-type: none"> ● Schedule of finishing typical past paper questions is prepared. 	<ul style="list-style-type: none"> ● Schedules are prepared and stored on the server. 	<ul style="list-style-type: none"> ● CWC, CH
		<ul style="list-style-type: none"> ● Over 90% of students in each form finished the questions on schedule. 	<ul style="list-style-type: none"> ● Report in subject meetings 	<ul style="list-style-type: none"> ● CWT, CWC, CH
		<ul style="list-style-type: none"> ● Students indicate that they have the habit in doing past paper questions. 	<ul style="list-style-type: none"> ● Students' survey 	<ul style="list-style-type: none"> ● CWT, CWC, CH
2. Preparation of worksheet with current issues and data analysis (Economics)	9/2017 – 7/2018	<ul style="list-style-type: none"> ● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised 	<ul style="list-style-type: none"> ● Materials and worksheets prepared and stored on the server. ● Discussion in common free periods and subject meetings 	<ul style="list-style-type: none"> ● CWT, CH

Major Concern 3: Increasing students' learning motivation through CCL and assessment for learning

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out pop-quizzes and biweekly tests	9/2017 – 7/2018	<ul style="list-style-type: none"> ● Pop quiz and biweekly test bank is developed. 	<ul style="list-style-type: none"> ● A bank is developed and stored on the server. 	<ul style="list-style-type: none"> ● CWT, CWC, CH
		<ul style="list-style-type: none"> ● Pop quizzes and biweekly tests are carried out. 	<ul style="list-style-type: none"> ● File checking 	<ul style="list-style-type: none"> ● CWT

2. To implement STAD for motivating students to improve their test performance	9/2017 – 7/2018	● STAD is used for assessment.	● Report in subject meetings	● CWT, CWC, CH
		● STAD is considered effective in motivating students.	● Discussion in subject meetings ● Students' survey	● CWT

3. Team Members

Chung Wai Tak, Joseph (Chairman)

Chan Wai Chun, Carole

Cheung Ho, Alex

Tin Ka Ping Secondary School
Program Plan of Major concerns of
I.C.T. for 2017-18

Date: 28/6/17

Major Concerns (I): To enhance students' learning motivation for self-directed learning

Tasks/ Action	Success Criteria	Methods of Evaluation	Staff in charge
To optimize assessment for learning <ul style="list-style-type: none"> ● To relieve the pressure of homework so that students have more time for SDL. ● To help students monitor their own learning progress. 	Adjust the content/items and ratio of our continuous assessment in order to facilitate SDL.	New arrangement/adjustment of continuous assessment.	Panel head and all subject members.
Provide more learning materials for the purpose of senior students' self-studying such as 'Question and model answer' and reference notes for each chapter. Those questions are public exam type questions which are commonly found in past DSE paper.	80% students are able to learn and understand the Q & A questions by themselves.	<ul style="list-style-type: none"> ● Report in subject meeting. ● The result of the Q & A tests 	Panel head
The self-learning materials should be revised yearly in order to maintain the validity and level of difficulty with the reference to the public examination.	50% students get higher than or equal to level 4 in DSE exam.	Result in public exam.	Panel head.

Program Plan of Major concerns of I.C.T. for 2017-18

Major Concerns (II): To enhance HKDSE result

Tasks/ Action	Success Criteria	Methods of Evaluation	Staff in charge
To keep track of the teaching progress of senior forms so that more HKDSE/Past public exam paper can be arranged to enhance students' examination skills.	<ul style="list-style-type: none"> ● At least four years of HKDSE past paper can be arranged for practice after the completion of F6 curricula. ● 50% students get higher than or equal to level 4 in DSE exam. 	<ul style="list-style-type: none"> ● Results of HKDSE. 	Panel head and all subject members.

TEAM MEMBERS: Iu King Wah, Tong Wai Yau

田家炳中學
普通話科
周年計劃書 (2017-2018)

工作重點 1. 提升同學學習興趣

工作/措施	時間表	成功準則	評估方法	負責人
全年至少兩個班以 e-learning 模式上一堂課	全年	1. 學生投入課堂，並於即堂兩次默書成績提升 10% 2. 有提升的學生能說出他答對的原因	1. 默書成績 2. 課堂提問	科任老師

工作重點 2. 縮小學生普通話能力差異

工作/措施	時間表	成功準則	評估方法	負責人
1. 中一級於每班挑選 5-8 位普通話小專家，集中幫助班中 3-5 位普通話弱的同學 2. 豁免小專家記筆記等日常任務，並根據小專家所幫助同學的默書成績和朗讀表現計算小專家的平時總分。	全年	1. 被幫助的同學每次默書成績合格 2. 被幫助同學的朗讀中明顯錯讀字每次不多於 3 個	1. 默書成績 2. 課堂抽讀	科任老師

- 2017-2018 年度科務成員名單： 潘麗萍
- 來年度財政預算

資訊教學輔導材料	輔助圖象及資訊科技教學之用，文具、掛畫，包括有關軟件及錄音材料。	460
一般教學材料	教師參考書、工具書及教具	200
圖書費	學生用參考書	200
學科活動	普通話大使計劃，普通話交談周活動，校內活動及比賽材料，活動獎品 (如書券)，兩文三語活動	270

Tin Ka Ping Secondary School
Design and Technology
Annual School Plan (2017-2018)

Major Concerns (I): Optimizing curriculum planning

Tasks/Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
Establish subjects cooperation between ICT, IS and DT a) Review the internal syllabus of ICT, IS and DT b) Design and implement inter-subject syllabus	Whole year	<ul style="list-style-type: none"> ● Integrated F.1 and F.2 curriculum will be developed. ● Positive feedback received from subject teachers and students towards the review and coordination of internal syllabus of ICT, IS and DT 	<ul style="list-style-type: none"> ● Subject Meeting ● Review on student's performance 	Suen Y.M. Kwok.T.F Iu K. W. Yu T. M.

Major Concerns (II): Preparation for implementation of self-directed learning

Tasks/Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
Enhancing students' interest in learning and foster their motivation towards self-directed learning through e-learning	Whole year	<ul style="list-style-type: none"> ● Students can utilize the IT tool (Computer-aided design program) as a learning tool ● Students can utilize the technological equipments as a production tool. 85% passing rate in project work is proposed. 	<ul style="list-style-type: none"> ● Subject Meeting ● Review on student's performance 	Suen Y.M. Kwok.T.F Yu T. M.

Member: Suen Y.M., Yu T.M., Kwok.T.F

Major Concerns (I): Keep enhancing E-learning in V. A. lessons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1 In S3 to S6, at least 1 new topic / new App will be developed	S3: 2 nd term S4: 2 nd term S5: once each term S6: 1 st term	1.1 S3: To complete a drawing lesson by using a more professional drawing / painting App (by means of the iPad drawing pen) 1.2 S4: To make a digital drawing of still life drawing 1.3 S.5& 6: To complete a drawing or a painting and put it into use in their SBA art making	<ul style="list-style-type: none"> The completed artwork submission to i-class right after the lesson The feedback and comment of students to i-class right after the designated lesson 	Mo Yi Chun Yin Tsz Fung
2 In S1 and S2 classes, a topic with the application of “Zen Brush” will be continued.	Nov to Dec 2017	2.1 S1: To complete an ink painting of “The Year of Dog” in order to incorporate the Unit relates to Chinese Culture	<ul style="list-style-type: none"> The completed artwork submission to i-class right after the lesson The feedback and comment of students to i-class right after the designated lesson 	Mo Yi Chun Yin Tsz Fung
3 In senior classes, some topics about art criticism and appreciation	S4: 2 nd term S5: once each term S6: 1 st term	3.1 To make use of an App of Art History in the process of Art Criticism 3.2 To conduct a presentation by using an App of Art History	<ul style="list-style-type: none"> Observation of the usage of the students The quality and fluency of the presentation The feedback and comment of students to i-class right after the designated lesson 	Mo Yi Tsz Fung

Major Concerns (II): To enhance students' learning motivation and learning skill for Self- Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To optimize Assessment for Learning in senior class	Whole Year	1.1 To adjust the items and ratio of continuous assessment of S4 to S6 1.2 To increase the number of written test. 1.3 To increase the number of painting test.	<ul style="list-style-type: none"> • Arrangement of continuous assessment • The amount of written tests and the students' performance. • The amount of painting tests and the students' performance. 	Mo Yi Chun Yin
2. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare more pre-lesson tasks for student preparation.	Whole Year	2.1 The students in each class can complete their pre-lesson tasks (like image collection, mini sketching, brain storming) more frequently before each unit. 2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way	<ul style="list-style-type: none"> • The quality of the pre-lesson tasks • The total no. and topics of their image collection. 	

Major Concerns (III): Keep widening the scope and vision of senior students and enhance their OLE:

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To get to know more about visual arts organisation in Hong Kong and to get use to gallery / museum visit.	S4 & S5 : at least once in each term S6: only in Sep and Oct 2016	1.1 2 to 3 external visual arts learning activities; museum/ gallery visit to be organised during school hours. 1.2 Keep visiting the Art Basel in March 2018	<ul style="list-style-type: none"> No. of visits Total no. of participants (in each activity) Comments and feedback given by the participants 	Mo Yi Chun Yin
2. To organise a cross-border art tour for F4 and F5 students - The destination is suggested to be Osaka or Seoul. - The month of departure is November or December 2017. - The main theme of the tour is "Old and modern Architecture" - The focus media of art making is Photography.	Nov / Dec 2017	2.1 Quality of the tour 2.2 Total no. of participants in each activity 2.3 Comments and feedback given by the participants 2.4 Quality of the post trip assignment	<ul style="list-style-type: none"> Post Trip questionnaire Quality of the assignment 	Mo Yi Chun Yin
3. To participate at least of the followings: - Participation of external drawing / painting contests - Art making workshop organised by local artists / art organisation - Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)	S4 & S5 : once in each term	3.1 Total no. of activities organised. 3.2 Total no. of participants in each activity 3.3 Comments and feedback given by the participants 3.4 Link up with Art Club and drawing class activities	<ul style="list-style-type: none"> Comments and feedback given by the participants Completion of art work Quality of art work Application of the art making techniques in their own SBA art making. 	Mo Yi

***Team Members: Ms Woo Mo Yi, Mr. Lai Chun Yin**

Subject Head: Woo Mo Yi

Amended: 12th July 2017

Tin Ka Ping Secondary School

Music Annual School Plan 2017-2018

Major Concerns I: Enhancing Form 2 students interest of Self-Directed Learning through the development of E-learning programme

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> to use the Apps 'Garage Band' to create music during the form 2 music lessons. 	2017-09 to 2018-07	<ul style="list-style-type: none"> at least two lessons in form 2 to use i-pad and the Apps 'Garage Band' to create music. Students response the lesson positively. 	<ul style="list-style-type: none"> Quality of the works created by students with using the i-pad Evaluation during the subject meeting 	<ul style="list-style-type: none"> Chun Yin Lai Ming Tze Fung 	<ul style="list-style-type: none"> Training course for teachers I-pads Apps 'Garage Band' for e-learning

Major Concerns II: Start a new DSE Music curriculum for Form 4 Students in 2017-2018

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> apply the DLG funding to employ: Out-school helpers to train the students' aural and ensemble practicing. . 	2017-0 to 2018-07	<ul style="list-style-type: none"> Complete all the curriculum of Paper IA 	<ul style="list-style-type: none"> Subject Meeting 1st term and yearly exam result 	<ul style="list-style-type: none"> Chun Yin 	<ul style="list-style-type: none"> DLG funding.
<ul style="list-style-type: none"> Join the professional teaching course from EDB for the teacher who will teach the DSE course 		<ul style="list-style-type: none"> The teacher who teaches DSE course has to join at least two training courses from EDB. 	<ul style="list-style-type: none"> Courses are applied online through Websams and recommended by school successfully. 		<ul style="list-style-type: none"> EDB course for DSE music teacher

Major Concerns III: Preparation for the 25th anniversary variety show.

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> ● Set the repertoire of the show ● Arrangement for the instrumental ensemble ● Group the TKP Quintet and choose a suitable repertoire ● A theme song is composed by student or alumnus. 	9/2017 9/2018	<ul style="list-style-type: none"> ● Repertoire is confirmed before Easter holiday ● Arrangement is done during the summer holiday of 2018 ● Members have been confirmed and repertoire is confirmed before Easter holiday. ● The theme song is composed before summer holiday of 2018 	<ul style="list-style-type: none"> ● All programs are prepared and start to rehearse in October of 2018. 	<ul style="list-style-type: none"> ● Chun Yin ● Lai Ming 	<ul style="list-style-type: none"> ● Not applicable
<ul style="list-style-type: none"> ● Recruit string players for the instrumental ensemble 		<ul style="list-style-type: none"> ● String class may be held as a CCA. ● At least 10 string players are trained 	<ul style="list-style-type: none"> ● No. of students are recruit. 		

Team Members: Lai Chun Yin, Liu Lai Ming

Subject Head: Lai Chun Yin (edited on 21/6/2017)

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2017-2018

Major Concern (I): PE lesson as a mean to elevate the fitness level and widen the scope of students

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remark
1. Emphasize fitness training in each PE lesson. Spend about 10 minutes for regular fitness training in each lesson	Whole year	1.1 Whole school participate in the “School Physical Fitness Award Scheme”, 95% of the students pass in the scheme, half of them get “Gold Medal”. 1.2 Students can actively participate in different items during PE lesson and regularly participate in different sports-related activities after school.	1. Perform “School Physical Fitness Scheme” in December to record students’ result. Also, multistage test for cardiovascular function, sit & reach for flexibility, sit-up and push up for muscular endurance and power will be performed at the beginning and the end of the academic year .	Panel and PE teacher	Implement different training method in PE lesson Invite different sports association through LCSD
2. Organize sports related activities such as invite sports demonstration, and organize tour to watch international competition such as HK Rugby Seven.		2.1 Each form of student will be given at least one session of sports demonstration throughout the year. 2.2 Organize at least one outside visit in a year which is open for all students.	2. Evaluate in subject meeting.		

Major Concern (II): Sports-related activities as a mean to develop student's generic skill, attitude towards sports and sense of belonging to school

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks
1. Some of the students will be arranged as student helpers in annual athletic meet and swimming gala and some will act as a leader to prepare inter-house or inter-class competition such as basketball and dodgeball.	Whole year	1.1 100 or above students will act as student helpers to assist the preparation of sports-related activities inside school. 1.2 Student leaders are able to create a proposal of a sport event and then responsible for the whole event.	1.1 Calculate the number of student helpers who service in sports-related activities at the end of the year. 1.2 Students will hold inter-house and inter-class sports event.	Panel and PE teacher All judges involve in sports day	
2. Junior and senior students need to participate at least three events and two events respectively in athletics meet.	Whole year	2. Students are able to follow rules and regulations, and uphold the principles of fair play. No matter in the practice and competition, students should be punctual and conscientious; persevere and never give up	2. Evaluations after athletics meet. Observation in the sports day and collect opinion on athletes' performance from the judges.	Panel and PE teacher	
3. Arrange a gathering for all school sports team at the end of the academic year to enhance the sense of belonging of the athletes towards school.		3. A gathering is held for all school sports team. Over 90% of the athletes will attend the gathering.	3.1 Take attendance of the gathering 3.2 Observe the atmosphere of the gathering. 3.3 Evaluate in subject meeting	Panel, PE teacher, school sports team coordinator	

Major Concern (III): To enhance Self-Directed Learning (SDL) and STEM education through the program “ONE YEAR, ONE MARATHON”

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks
1. All junior students need to complete a marathon distance (42.195km) accumulatively in one year. A chip will be distributed to students to record their result by an electronic device using RFID technology. Also, a laptop with a tailor-made program will be set up at the school car gate to record students' running history (including the lap time, accumulative running distance, etc.).	Whole year	1.1 All students (except those have medical-proved health problems) can complete at least 42.195 km in one year. 1.2 Students' own record can be sent to students monthly to enhance their motivation to run. 1.3 50% of the students can plan their personal schedule which they can run evenly throughout the semester. 1.4 Prizes will be given to the first 3 students in each form who run the longest distance in each semester.	1.1 By analyzing the data generated from the tailor-made program at the end of each semester to see the number of completed students and how the students distribute their time to run throughout the semester. 1.2 Collect the opinions from junior class teachers. 1.3 Evaluate in the 2 nd and 4 th subject meeting.	Panel and PE teacher IT support (Joseph) Supporting staff for handling the laptop everyday	Electronic devices: Machine that detect student running, notebook, apps etc., Online resources

Team members: Mr. Tung Kam Yuen, Miss Lau Ching Lui

Subject head: Mr. Tung Kam Yuen (26-6-2017)