



# 田家炳中學 周年計劃書

Tin Ka Ping Secondary School  
Annual School Plan

(2018-2019)

# 【Index】

## ( 2018-2019 )

<b>A. Committee &amp; Units</b>	
1. Academic Affairs Committee	Page 1-5
① Reading Promotion Unit	Page 6-7
2. Joint Committee on Student Affairs	
① Student Affairs Unit	Page 8-19
② Co-curricular Activities Unit	Page 20-22
③ Life Education Unit	Page 23-25
④ Student Leaders Training Unit	Page 26-27
⑤ Career Guidance Unit	Page 28-32
3. Administrative & Development Committee	Page 33-35
① Information Technology Unit	Page 36-42
② Chinese Culture Promotion Unit	Page 43-44
4. Staff Professional Development Committee	Page 45-48
① Implementation Plan of Self-Directed Learning Unit	Page 49-53
② English Campus Promotion Unit	Page 54-56
<b>B. Subjects</b>	
1. Chinese Language	Page 57
2. Chinese Literature	Page 58
3. English Language	Page 59-62
4. Mathematics	Page 63-65
5. Liberal Studies	Page 66-67
6. Integrated Science	Page 68-69
7. Chemistry	Page 70-71
8. Physics	Page 72-73
9. Biology	Page 74-75
10. Chinese History	Page 76-77
11. History	Page 78-81
12. Geography	Page 82-85
13. Business / Economics	Page 86-88
14. Information and Communication Technology	Page 89-90
15. Putonghua	Page 91
16. Visual Arts	Page 92-93
17. Music	Page 94-95
18. Physical Education	Page 96-98

Tin Ka Ping Secondary SchoolProgramme Plan of the Academic Affairs Committee (2018-2019)Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. To recognize students' achievements using various means - S1-3: 1 <sup>st</sup> mid-term, 1 <sup>st</sup> term, 2 <sup>nd</sup> mid-term, S4-6: 1 <sup>st</sup> term	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 / first term examination / at the beginning of academic year 2019-20. 1.3 Students' achievements are displayed near the hall entrance on Parents Night / Day / at the beginning of academic year 2019-20.	1.1 Teachers and students' feedback	LWM, I.T. Unit
2. Review the implementation of 'Test driven learning' in subjects	Whole year	2.1 A review of implementation of each subject is prepared and submitted. 2.2 A distribution statistic of tests of subjects is completed. 1 <sup>st</sup> term: S1, S4, S5 (September) 2 <sup>nd</sup> term: S1 – S5 (January) 2.3 Evaluation of the distribution, amount and efficiency of tests and exercises of subjects is conducted.	2.1 Subject meeting minutes 2.2 Use of statistic record 2.3 Subject meeting minutes	Subject panels
3 To integrate and regulate the policy measures of 'Test driven learning'	Whole year	3.1 A program is successfully prepared to measure the frequency and distribution of tests.	3.1 Statistic records of tests	Chun Yeung Tsz Fung

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
4. To optimize Assessment for Learning <ul style="list-style-type: none"> <li>- To relieve the pressure of homework so that students have more time for SDL</li> <li>- According to the academic need of elite students, adjust the amount and difficulties of the assignments in order to leave more rooms for enhancement</li> </ul>	Whole year	4.1 Students' pressure on tests / assignments is relieved 4.2 About 70% students have positive response to the view that the amount of homework is reasonable. 4.3 Over 70% students have positive response to the view that learning is challenging and manageable. 4.4 A policy for elite students is set up successfully	4.1 Learning and teaching questionnaires 4.2 Perception of homework questionnaires 4.3 Subject meeting minutes	CCY LWM CYP Subject panels
5. To enhance the teaching and learning effectiveness through the implementation of SDL <ul style="list-style-type: none"> <li>- To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons.</li> <li>- To plan and revise the teaching curriculum and plan incorporate with SDL.</li> <li>- Each subject is encouraged to use the various learning strategies (Hattie's)</li> <li>- To prepare the self-learning materials to enhance Self</li> </ul>	Whole year	Subjects involved (Chi, Eng, Math, S2 IS, S1 Geo) 5.1 At least one material (e.g. notes, exercises) of pre-lesson tasks are prepared successfully 5.2 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 5.3 The pre-lesson tasks can be incorporated with CCL in teaching and assessment. 5.4 Lesson time is saved for teachers to teach some difficult parts. 5.5 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days. 5.6 Experiences of promoting learning strategies can be summarized especially in subjects with CCL seed teachers. 5.7 One set of self-learning material is prepared	5.1 Lesson observation 5.2 Programme plans 5.3 Subject meeting minutes 5.4 Learning and teaching questionnaires 5.5 Frequency of uses of the self-learning materials 5.6 Teachers' and students' feedback on quality of the materials (if any)	KCC, Subject panels



Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
Directed Learning		successfully.		

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 Nov 2018. 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, Subject panels
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 analyse the elite scripts and provide suggestion to enhance students' learning. 2.2 Students are able to master the examination skills effectively through the examination analysis.	2.1 Subject meeting minutes	Subject panels

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 panels

## Member list

Mr. Cheung Chun Yeung      Ms. Lau Wai Man      Ms. Chan Wing Shan      Ms. Cheung Wing Yee      Ms. Chung Yin Ping  
 Mr. Ku Chun Cheung      Mr. Kwok Tsz Fung      Ms. Li Chun Lan      Ms. Tang Lai Chu      Ms. Tsang Yuet Ming  
 Dr. Yuen Pong Yiu (Principal) (In attendance)

**Tin Ka Ping Secondary School****Reading Promotion Unit****School Annual Plan (2018-2019)****Major Concern (I): Enhance students' interest in reading and create reading atmosphere**

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible
1. Providing room for self-directed reading in order to cultivate students' interest in reading.	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 The books recommended by One-minute reading programme have been borrowed at least 5 times. 1.5 There is at least 3 outside school activities or competitions joined.	1.1 Progress reports in the Reading Promotion Unit meetings 1.2 Book Loan Statistical Report 1.3 Turnover of book exhibitions	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 100 post and 200 followers throughout the year.	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 4 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 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 (English Teacher)

## Member list

Ms Chau Wai Yee

Mr. Lai Chun Yin

Ms. Tang Lai Chu

English Teacher

# Tin Ka Ping Secondary School

## Student Affairs Unit

### Program Plan of Major Concerns of SAU for 2018-19

#### A. Major Concerns (2018 – 2019)

Objective (I) : 實踐田中核心價值：關愛

To help students practice TKPSS core values: “love and care” and “perseverance”

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
自愛愛人  To take care of oneself and love others					
a. 關愛自己：塑造健康的心靈及生活態度  Self-care: To develop a positive mind and life attitudes	a) <b>Class Teacher</b> Set core values of the class and address them afterwards <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Board design competition (1st term): Loving Care as the theme</li> <li>▪ At least one class teacher period should be on loving care)</li> </ul>	18-19	<ul style="list-style-type: none"> <li>▪ Class core values are set during the 1st Life Education lesson</li> <li>▪ The core values are addressed by both class teachers and class associations in concrete ways</li> <li>▪ Classes take the core values they set as the theme of board design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questionnaire</li> <li>▪ Reports of the form meetings and conduct meetings</li> <li>▪ Opinions of the form liaisons and class teachers</li> <li>▪ Report by the concerned teachers</li> <li>▪ Board design competition rating</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CH</li> <li>▪ LKL</li> <li>▪ Class teachers</li> <li>▪ Student Affairs Unit members</li> <li>▪ SYM</li> </ul>

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
<p>a. 關愛自己：塑造健康的心靈及生活態度</p> <p>Self-care: To develop a positive mind and life attitudes</p>	<p>b) Guidance</p> <p>i. Shining Hearts</p> <ul style="list-style-type: none"> <li>▪ With a view of promoting the spirit of “Loving and Caring – Self-care (Physical Health)”, 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"> <li>➢ Assembly</li> <li>➢ Love is All Around</li> <li>➢ Game Stalls (“Are you healthy?”)</li> <li>➢ Warm-your-heart Action Team                   <ul style="list-style-type: none"> <li>■ “Cheer-up Buddy!” will be held during pre-exam or DSE.</li> <li>■ “Antifreeze Buddy!” will be held in winter.</li> </ul> </li> </ul> </li> </ul> <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> <li>▪ All the counselling programmes will be designed by different organisations according to the information about students’ characteristics provided by the school.</li> <li>▪ There will be “Caring</li> </ul>	18-19	<p>i. Shining Hearts</p> <ul style="list-style-type: none"> <li>▪ There will be at least FOUR promotions of the programme in the coming academic year.</li> <li>▪ 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.</li> <li>▪ The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%.</li> </ul> <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> <li>▪ The overall participation rate should reach 90%.</li> <li>▪ Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul>



	Ambassadors' training in junior forms, which aims at giving advice on peer relationship and self-care.				
<p>b. 培育深厚的同窗及師生情誼</p> <p>To build rapport among peers and between teachers and students</p>	<p>a) Class Teachers Duties</p> <ul style="list-style-type: none"> <li>Establish close rapport with students by making good use of the system of Dual Class Teachers.</li> <li>It is hoped that students can experience teachers' care and support through Class Teacher Period, Class Committee Meetings and daily routine.</li> <li>Develop the culture of mutual support and appreciation.</li> </ul> <p>b) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> <li>The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment.</li> <li>There will be an advisor, who is a teacher or social worker, in each group.</li> </ul> <p>c) Small Group Counselling</p> <ul style="list-style-type: none"> <li>The themes of the counselling groups will focus on mental health and peer relationship.</li> <li>Variety of activities will be designed to students, e.g.</li> </ul>		<p>a) Class Teachers Duties</p> <ul style="list-style-type: none"> <li>Organise activities which can strengthen class cohesion so that students can build rapport among peers in their daily life</li> </ul> <p>b) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> <li>Each group should have lunch gathering at least four times a year.</li> <li>Each group should organise their own group activities at least once in each term.</li> <li>Lunch gathering and Group activities will be designed by both advisors and students.</li> <li>There will be THREE general meetings. The second meeting will be an excursion. Both advisors and students need to participate in it.</li> </ul> <p>iii. Small Group Counselling</p> <ul style="list-style-type: none"> <li>The overall participation rate should reach 90%.</li> <li>Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Questionnaire</li> <li>Reported by the teachers-in-charge</li> <li>Observation</li> <li>Questionnaire</li> <li>Attendance</li> <li>Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>CLH</li> <li>CH</li> <li>LKL</li> <li>Class teachers</li> <li>CKK</li> <li>CWS (Leanne)</li> <li>CKM</li> <li>CWS (Alex)</li> <li>KY</li> <li>SSW (Christine)</li> <li>form liaisons</li> <li>SYM</li> </ul>



	excursion, camping, voluntary work and work placement. ■ Teachers are invited to join some activities, e.g. excursion.				
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## Objective (II) : 優化「學生成長框架」的功能

### To optimize the functions of “Student Development Framework”

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
建立穩固的成長基礎及良好的生活習慣，實踐個人夢想  To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage	a) Class Teachers : ■ Foster students to utilize their student's handbook for learning . ■ Through the suspension mechanism of punishment, help students to establish good habits of doing homework (the ultimate goal), reduce the negative emotions of students and the adaptation problems ■ Follow the student's personal time schedule to help them building awareness of time management.	18-19	■ Students can follow the instructions to write the recommended completion time of each HW in student handbook with international time mode. ■ Through the Life Education period, students can plan their own timetables according to their individual needs.	■ Reports of the form meetings and conduct meetings ■ Opinions of the form liaisons and class teachers ■ Report by the concerned teachers	■ CLH ■ CH ■ LKL ■ Class teachers ■ Student Affairs Unit members ■ SYM

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
<p>建立穩固的成長基礎及良好的生活習慣，實踐個人夢想</p> <p>To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage</p>	<p>b) “Striving for Excellence”</p> <ul style="list-style-type: none"> <li>All Form 2 classes need to choose TWO targets about good deeds, e.g. tapping cards on time.</li> <li>This activity aims at making a good habit of school work.</li> </ul>	18-19	<p>“Striving for Excellence”</p> <p>Students have to reach certain requirement, which is compromised by both students and their class teachers. When they can achieve the requirement, they will get awards.</p>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comments of form liaisons and class teachers</li> <li>Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>CKK</li> <li>CKM</li> <li>KY</li> <li>form liaisons</li> <li>SYM</li> </ul>

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
<p>建立穩固的成長基礎及良好的生活習慣，實踐個人夢想</p> <p>To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage</p>	<p>c) Prefect</p> <ul style="list-style-type: none"> <li>Provide focused trainings and practice opportunities (on Training Day, Activity Day and Annual Meeting) for prefect leaders, seed prefects and aspiring prefects, to strengthen their management and leadership skills as well as equip them with skills and attitudes to perform their duties</li> </ul>	18-19	<p>d) Prefect</p> <ul style="list-style-type: none"> <li>Trainings are provided according to the needs of prefects</li> <li>Overall participation rate is more than 90%</li> <li>Prefects are effective in their role with exemplary performances</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Comments of instructors both inside and outside school</li> <li>Report by the members-in-charge of S.A.U</li> </ul>	<ul style="list-style-type: none"> <li>LWP</li> <li>LYC</li> <li>SYM</li> <li>SSW (Christine)</li> </ul>

**Objective (III) :** 為不同特質（志向及能力）的學生提供適切（多元化及適量）的發展機會，以建立優質而均衡的中學生活。

To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
為不同特質的學生提供適切的發展機會  To provide diverse and appropriate opportunities for students with different aspirations and abilities	<b>a) Class Teacher</b> <ul style="list-style-type: none"> <li>Class teachers assign students to different posts according to their unique traits</li> <li>Work with the Student Leadership Training Unit to provide training for class association members</li> </ul>	18-19	<b>a) Class Teacher</b> <ul style="list-style-type: none"> <li>Class teachers match tasks to the students</li> <li>Class association members are trained and run the association smoothly</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire</li> <li>Reports of the form meetings and conduct meetings</li> <li>Opinions of the form liaisons and class teachers               <ul style="list-style-type: none"> <li>Report by the concerned teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CLH</li> <li>CH</li> <li>LKL</li> <li>Class teachers</li> <li>Student Affairs Unit members</li> <li>SYM</li> </ul>
為不同特質的學生提供適切的發展機會  To provide diverse and appropriate opportunities for students with different aspirations and abilities	<b>b) Guidance</b> <p><b>i. Shining Hearts</b></p> <ul style="list-style-type: none"> <li>The students whose academic performance is average / below average but overall performance is satisfactory will be the target students as the mentors (sun).</li> <li>Senior mentors (Senior Suns) need to take care of Form 1 students (Seeds).</li> <li>A core group of four to five Suns will be organised to plan activities, including the</li> </ul>	18-19	<b>b) Guidance</b> <p><b>i. Shining Hearts :</b></p> <p>Some students with the following criteria will be chosen to be the suns:</p> <ul style="list-style-type: none"> <li>apply for taking up the post</li> <li>be nice, kind and positive</li> <li>be enthusiastic in school service</li> <li>be nominated by teachers</li> </ul> <p><b>ii. Small Group Counselling :</b></p> <p>Helpers will be selected. They are capable of leading the group.</p>	<ul style="list-style-type: none"> <li>Observation</li> <li>Questionnaire</li> <li>Attendance</li> <li>Comments of form liaisons and class teachers</li> <li>Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>CKK</li> <li>CWS (Leanne)</li> <li>CKM</li> <li>CWS (Alex)</li> <li>KY</li> <li>SSW</li> <li>(Christine)</li> <li>Student Affairs Unit members (form liaisons)</li> <li>SYM</li> </ul>



	<p>training programme for the new mentors (Suns). The target students of the core group are Form 2 &amp; Form 3 students. Some of them would be weak at studying but are responsible and capable for organising activities.</p> <ul style="list-style-type: none"> <li>▪ “Seedlings” can take up the role of “Suns” with Senior Suns’ guidance.</li> <li>▪ The SUN training programme will focus on some counselling skills and how to organise activities.</li> </ul> <p>ii. <b>Small Group Counselling</b></p> <p>Some selected students may not be the targets but they can help organise and lead the group.</p>				
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Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
<p>為不同特質的學生提供適切的發展機會</p> <p>To provide diverse and appropriate opportunities for</p>	<p>c) <b>Prefect:</b></p> <ul style="list-style-type: none"> <li>▪ Provide ample opportunities for prefect leaders to develop their potentials by in charging of activities for prefects and administrative documents of whole-school</li> </ul>	18-19	<p>c) <b>Prefect</b></p> <ul style="list-style-type: none"> <li>▪ Prefect leaders are independent in carrying out the management work</li> <li>▪ Prefects are effective in their role with exemplary performances</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of instructors both inside and outside school</li> <li>▪ Students’ Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ SSW (Christine)</li> </ul>

<p>students with different aspirations and abilities</p>	<p>activities such as Sports Day and Swimming Gala.</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p><b>d) Monitors</b></p> <ul style="list-style-type: none"> <li>▪ In order to build up their important role as student leaders, all junior forms monitors will gain support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. They are assigned to assist their class teachers in managing their class.</li> <li>▪ Building up the confidence of junior forms monitors by increasing the exposure of monitors in whole-school events such as managing the discipline in morning exercise.</li> <li>▪ Experience sharing lunchtime meetings are arranged to monitors of the same form with form liaisons of S.A.U. once a term. Problems may also be shared so teachers can learn</li> </ul>		<p><b>d) Monitors</b></p> <ul style="list-style-type: none"> <li>▪ Monitors master the role of student leaders and assist teachers in managing the class discipline.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Records</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> </ul> <ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Monitors' score given by the class committee</li> <li>▪ Monitors' self-reflections</li> <li>▪ Comments of both class teachers and subject teachers</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>
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	<p>about what monitors are facing and offer support accordingly.</p> <ul style="list-style-type: none"> <li>▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models.</li> </ul> <p><b>e) Chief subject monitors</b></p> <ul style="list-style-type: none"> <li>▪ Training for chief subject monitors through chief subject monitors meetings to acquaint them with the requisite qualities as a chief subject monitor and expectations from the school.</li> <li>▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models</li> </ul>		<p><b>e) Chief subject monitors</b></p> <ul style="list-style-type: none"> <li>▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers.</li> <li>▪ Their performance is recognised by both class teachers and subject teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of both class teachers and subject teachers</li> <li>▪ Comments of Student Affairs Unit members (form liaisons).</li> <li>▪ Report by the members-in-charge of S.A.U</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ SSW (Christine)</li> </ul>
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**Objective (IV) : Enhance the effectiveness of student guidance**

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
Provide counseling and guidance	<p>a) <b>Shining Hearts – Peer Guidance Scheme</b></p> <ul style="list-style-type: none"> <li>▪ The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment.</li> </ul> <p>b) <b>Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	18 - 19	<p>a) <b>Shining Hearts – Peer Guidance Scheme</b></p> <ul style="list-style-type: none"> <li>▪ Each group should have lunch gathering at least four times a year</li> <li>▪ Each group should organise group activities at least once in each term</li> <li>▪ There will be THREE general meetings</li> <li>▪ All members have to organise and participate in voluntary work. They have to learn how to communicate with the people in need. And some basic counselling skills.</li> <li>▪ Warm-your-heart Action Team will be formed and they need to organise some activities about Self-care, e.g. "Cheer-up Buddy!" and "Antifreeze Buddy!"</li> <li>▪ The participation rate should reach 85%.</li> </ul> <p>b) <b>Small Group Counselling</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ The overall participation rate should reach 85%.</li> <li>▪ The organisations holding the groups should submit evaluation reports in order to provide more detail</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Attendance</li> <li>▪ Comments of form liaisons and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Evaluation reports written by the organisations which design and lead the programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS (Leanne)</li> <li>▪ CKM</li> <li>▪ CWS (Alex)</li> <li>▪ KY</li> <li>▪ SSW (Christine)</li> <li>▪ form liaisons</li> <li>▪ SYM</li> </ul>



			information about the students' progress to form liaisons and class teachers.		
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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, LKL, KY

School social worker: Christine

Administrative staff member: Red

**C. Appendix: Budget for 2018–2019**

## Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2018-2019

**Major concern (I):** To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities

Tasks/ Actions	TS	SC	MOE	PIC	RR
<b>1. To help students practice TKPSS core values: “love and care” and “perseverance”</b>					
<b>1.1 To take care of oneself and love others</b>					
1.1.1 Self-care: To develop a positive mind and life attitudes	◆ To plan personal CCA development	Sept-Nov	◆ 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 To build rapport among peers and between teachers and students	◆ Recap teacher-student relationship in various school activities	Whole year	◆ Increase no. of teachers in participating T-S activities	◆ Review in CCAU meeting	CCA members
1.1.3 To care about the needs of the groups, community and society	◆ Enhance students' willingness to serve and their participation in community services	Whole year	◆ Increase in no. of school team for participating volunteer service	◆ Record (e.g. photo)	CCA teachers CCA assistant
<b>1.2 To cultivate perseverance to meet challenges in life</b>					
To build up atmosphere of meeting challenges	◆ To promote the sense of taking up head post in F. 3 & 4	Whole year	◆ Students are responsible in their duties. ◆ Increase in no. of students in taking posts	◆ Statistics from eErolement ◆ Review from both teachers and students ◆	◆ CCAU members ◆ All CCA teachers and co-ordinators CCA assistant

## Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2018-2019

Tasks/Actions	TS	SC	MOE	PIC	RR
◆ To attend CCA regularly and punctually.	Whole year	◆ Over 80% of teacher-in-charge of CCA feel satisfaction with the attendance and punctuality of the students in their students.	◆ Evaluation from teacher-in-charge of CCA.	◆ Teacher-in-charge of CCA ◆ Co-ordinator of CCA	
◆ To take part in different functions of Jubilee Anniversary	Whole year	◆ More than half of students of the whole school have participated in organizing activities or performance.	◆ Statistics	◆ CCAU members	CCA assistant

2. To optimize the functions of “Student Development Framework”						
2.1 To implement career and life planning and help students construct life blueprint	◆ To plan personal CCA development according to “Student Development Framework”	◆ Sept-Nov	◆ 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
2.2 To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage	◆ To introduce CCAU to new S. 1 ◆ To introduce OLE to S. 3 to prepare for senior secondary stage.	◆ August, 2018 ◆ June, 2019	◆ Complete the programme ◆ Students will plan their OLE.	◆ Review from the programme ◆ Students’ planning in the handbook.	◆ CCA members	◆ CCA assistant

## Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2018-2019

3. 為不同特質（志向及能力）的學生提供適切（多元化及適量）的發展機會，以建立優質而均衡的中學生活 To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life

To have a balanced school life	◆ To stock check the distribution and amount of activities disturbing the normal school day.	Whole year	◆ Workout an overview	◆ Data collecting from the programme	◆ Vice-principle of JCSCA ◆ CCA members	Programme designed by IT unit for collecting data
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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 2018-2019

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



**Tin Ka Ping Secondary School**  
**Program Plan of Major Concerns of Life Education Unit (2018-2019)**

**Major Concern (I) - To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities**

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
<b>1.To help students practice TKPSS core values: “love and care” and “perseverance”</b>			
<b>1.1To take care of oneself and love others</b> <ul style="list-style-type: none"> <li>■ To elevate the quality of lesson plans.</li> <li>■ To review and integrate content and strategies about life education in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Form coordinators modify at least half of the lesson plans.</li> <li>■ Framework of the curriculum is constructed.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate the effectiveness in the Joint Student Affairs Committee meetings</li> <li>● Use curriculum evaluation forms to collect teachers' opinions</li> <li>● Review in the meetings of the Life Education Unit</li> <li>● Collect feedback from students who participated in voluntary services.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators\</li> </ul>
<b>1.2To build rapport among peers and between teachers and students</b> <ul style="list-style-type: none"> <li>■ To develop and promote experiential learning activities and to encourage active participation and reflection of both teachers and students so as to facilitate teacher-student as well as student-student relationships.</li> <li>■ To elevate the quality of lesson plans and to strengthen class teachers' consciousness toward Life Education lessons.</li> </ul>	<ul style="list-style-type: none"> <li>■ Form coordinators modify at least half of the lesson plans.</li> <li>■ 70% of students agree with the content and effects of the curriculum.</li> <li>■ 90% of class teachers agree with the content and effects of the curriculum.</li> </ul>		

<p>1.3To care about the needs of the groups, community and society</p> <ul style="list-style-type: none"> <li>■ To optimize the F.2 caring the community scheme through cooperation between units and to motivate students to care for people in need in the society.</li> <li>■ To facilitate senior form volunteer service and to showcase the positive effects of network construction.</li> <li>■ To encourage classes to cultivate team spirit through engaging in volunteer service. <ul style="list-style-type: none"> <li>➢ to include the evaluation of volunteer service in the class management questionnaire</li> <li>➢ to implement class-based volunteer service recognition mechanism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ 90% of students are satisfied with the content and arrangement of volunteer service and activities.</li> <li>■ The division of labour is established between different units and activities are successfully held.</li> <li>■ All the units agree with the effectiveness of the activities.</li> </ul>		
<p>1.4To cultivate perseverance to meet challenges in life</p> <ul style="list-style-type: none"> <li>■ To review and consolidate content and strategies relating to Life Education in the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● Form coordinators modify at least half of the lesson plans.</li> <li>● Framework of the curriculum is constructed.</li> </ul>		

2.To optimize the functions of “Student Development Framework”

<p>2.1 To implement career and life planning and help students construct life blueprint</p> <ul style="list-style-type: none"> <li>■ To promote relevant activities through cooperating with the Student Affair Unit.</li> </ul>	<ul style="list-style-type: none"> <li>■ All the units agree with the effectiveness of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use class management questionnaire to collect students' opinions</li> <li>■ Use curriculum evaluation forms to collect teachers' opinions</li> <li>■ Review in the meetings of the Life Education Unit</li> <li>■ Collect feedback from students who participated in voluntary services.</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators</li> </ul>
<p>2.2 To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage</p> <ul style="list-style-type: none"> <li>■ To modify and integrate the content of the curriculum so as to fit the need of students at different stages.</li> <li>■ To launch volunteer service and life education lessons of different levels</li> </ul>	<ul style="list-style-type: none"> <li>■ Relevant strategies are set by the volunteer service team.</li> <li>■ 80% of participants agree with the effectiveness of the activities.</li> </ul>		

3. To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life			
<ul style="list-style-type: none"> <li>■ To motivate students taking part in different extramural activities according to students' characters and abilities so as to broaden their horizons.</li> <li>■ To pay attention to students' balance of life through maintaining contact with class teachers and other units.</li> </ul>	<ul style="list-style-type: none"> <li>■ All the units agree with the effectiveness of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>■ Use class management questionnaire to collect students' opinions</li> <li>■ Use curriculum evaluation forms to collect teachers' opinions</li> <li>■ Review in the meetings of the Life Education Unit</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head and vice unit head</li> <li>● Form coordinators</li> </ul>

**Tin Ka Ping Secondary School**  
**Student Leaders Training Unit**  
**Programme Plan (2018-19)**

Appendix 1

**Major Concern 1: To help students practice TKPSS core values: “love and care” and “perseverance”**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1.1 To build rapport among peers and between teachers and students	Whole school year	<input type="checkbox"/> The relationship (among peers and between teachers and students) is better after the training. (More than 85% of students show agreement in the questionnaire, like buddy scheme, S1 camp) <input type="checkbox"/> Create more opportunities to build rapport among them (Each training programme should include two activities are related to this theme, like the Basic leadership training, S1 Aspiring leaders and class committee training.) <input type="checkbox"/> Encourage Class Teachers to join activities in training programmes. ( More than 90% of teachers join activities in training programmes, like the S1 camp, Strive for excellence award scheme.)	<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"/> YTM <input type="checkbox"/> TBY
1.2 To cultivate perseverance to meet challenges in life	Whole school year	<input type="checkbox"/> Perseverance should be reminded more in the debriefing of different training like the S1 training camp. (More than 85% of students show agreement in the questionnaire) <input type="checkbox"/> The students should perform well in strive for excellence award scheme. (Like more than 85% students have the foot drill on time.)	<input type="checkbox"/> Students' reflection <input type="checkbox"/> Committee meetings <input type="checkbox"/> Observation in different training	<input type="checkbox"/> WWC <input type="checkbox"/> HYP



**Major Concern 2: To optimize the functions of “Student Development Framework”**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
2.1 To implement career and life planning and help students construct life blueprint	Whole school year	<input type="checkbox"/> Increase cooperation among different units in JCSEA. (At least cooperate with three units in JCSEA)	<input type="checkbox"/> Committee meeting <input type="checkbox"/> JCSEA meeting <input type="checkbox"/> Feedback from colleague	<input type="checkbox"/> KSM <input type="checkbox"/> YTY
2.2 To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage	Whole school year	<input type="checkbox"/> To optimize all training programmes (including rearrange of all training programmes) (Have the first draft of the programmes, like the S2 leaders training.)	<input type="checkbox"/> Committee meeting <input type="checkbox"/> CSA meeting	<input type="checkbox"/> All members

## Team Members

Kwong Siu Man (Chairperson)

Wong Wing Chi

Yu Tak May

Tsang Bo Yu

Ho Yu Pang (Mark)

Yim Tsz Yan (Social worker),

Tin Ka Ping Secondary School

田家炳中學

Program Plan of Major Concerns of Careers Guidance Unit for 2018-2019

1. To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities

1.1 To help students practice TKPSS core values: "love and care" and "perseverance"

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1.1 To take care of oneself and love another.	To set up career Guidance Notice Corner	9/18-05/19	S3-S6 class representatives could help their own class set up a notice corner	Teacher's observation	YCH	Staff Support
1.1.2 To build rapport among peers and between teachers and students	To understand local career and tertiary education development	9/18-05/19	1 university visit at CU 1 workplace visit at Disneyland. 1 Career Sharing at School	Feedback from participants involved	YCH + +	Staff Support
1.1.3 To care about the needs of the groups, community and society	To learn through service, volunteering & caring.	9/18-05/19	30 S2 students joined career related program to serve the community.	Feedback from participants and teachers involved	TKT	Staff Support

2. To optimize the functions of “Student Development Framework”

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.1 To implement career and life planning and help students construct life blueprint	To implement Career Life Planning Lessons in S1-S6	9/18-05/19	Development of Life Education Lesson Plan	Feedback from class teachers and students	All Careers Guidance Teachers	Staff Support
2.2 To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage	To help enhance F.4 students’ employability and reignite the Entrepreneurship spirit.	+ 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	9/18-05/19	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. To develop F.6 Group Counseling and Interview Workshop	Before Dec18	1. 50 F.6 students received individual counseling 2. 20 S6 students joined interview workshop	Feedback from participants and F.6 Class teachers	KCC + 4 Career Teachers KCC + YCH	CLAP for Youth @JC

3. To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
Prepare for students' self-directed learning (Personal Growth) in the next 4-year plan.	To explore Non-JUPAS Opportunities for Ss.	9/18-05/19	25 students got offers from overseas, Taiwan and Mainland universities	Statistics	TYH, MNS	Staff Support
	To organize a Parent Talk for senior form's parents	Nov. 18	50 parents would join the talk	photo + Statistics	MNS + TYH	Staff Support
	To install equipment that improves individual/ group counselling.	9/18-05/19	A school Development Plan & Budget Proposal approved by CLAP for Youth @JC.	Budget Proposal approved	TYH	CLAP for Youth @JC
	To organize Study abroad Information Talk e.g. UK, Australia	Post Exam period	all S4 students	photo + Statistics	KCC	Staff Support



	To organize Information Talk of studying and working in Mainland China and Taiwan	Post Exam period	all S5 students	photo + Statistics	MNS	Staff Support
	To organize a working reality workshop	Post Exam period	All S3 and S4 students	photo + Statistics	TKT +	Staff Support
	To organize one career visit for S1 and S2 students	Post Exam period	40 S1 or S2 students	Photos and Statistics	YCH +	Staff Support

	To organize S6 JUPAS Result Release Guidance Day	Post Exam period		Photos and Statistics	TYH + TKT S6 Class Teachers	Staff Support
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**Team Members (Tentative)**

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

**Tin Ka Ping Secondary School**  
**Administration and Development Committee (ADC)**  
**Programme Plan (2018/19)**

**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.	Yee Hon	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	5.1 A course outline will be revised before January 2019. 5.2 One to two primary schools with about 20 outstanding students will be invited to take part in the STEM programme.	Reviewed by ADC.	Ka Lun	School funds
4. To support the organizing of study tours so to enhance the services learning and broaden the horizons of students	Whole year	4.1 Similar number of study tours which have different learning aims will be organized. 4.2 At least two study tours concerning social services will be held.	Reviewed by ADC.	Yan Chun	School funds Outside Resources
5. To optimize facilities and IT resources to enhance teaching and administrative works	Whole year	5.1 Computer equipment in school are in good state. 5.2 Internet systems (e.g. WEBSAMS, eClass) are well maintained and optimized	Reviewed by ADC and IT Unit	Tsz Fung	School funds

**Major Concern (II): To Support the 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 ADC 1.2 Feedback from students	Yee Hon 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 forms who are absent from school tests or the test results are below standard will be entertained.	Reviewed by ADC	Fung Chun	Book coupons for encouragement
3. To provide IT Support to facilitate SDL with special reference to the training of using internet resources and apps (e.g. Google Classroom, Explain Everything)	Whole year	3.1 At least one training session is organized for teachers who are interested.	3.1 Feedback from teachers by survey	Tsz Fung	School funds
4. To increase students' learning motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.	Whole year	4.1 At least one more reward or scholarship is introduced to encourage students' learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.	Reviewed by ADC.	Yee Hon Nung Shing	School funds Outside Resources



**Major Concern (III): Strengthening the mental health of students**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To create some leisure corners around the campus	Whole year	At least one leisure corner has been set.	1.1 Reviewed by ADC 1.2 Feedback from students	Yee Hon	School funds
2. To renew classroom environment with desks and chairs of better quality and new wise saying foamboards	Whole year	All home rooms have been equipped with new desks, chairs and foamboards.	2.1 Reviewed by ADC 2.2 Feedback from students	Yee Hon Ka Lun	School funds
3. To introduce indoor plants in classrooms	Whole year	At least 10 classes have joined the program	3.1 Reviewed by ADC 3.2 Feedback from students	Yee Hon	School funds
4. To draft a school-based policy about School Crisis Management	Whole year	The mentioned policy has been drafted.	Reviewed by ADC	Yee Hon Ka Lun	EDB information

**Members of the Administration and Development Committee:**

Chan Yee Hon (Chairman), Law Ka Lun (Vice-chairman), Cheung Man Wai, Lee Yan Chun, Lo Fung Chun, Man Nung Shing, Tam Mei Hing, Cheng Tung Cheuk (in attendance), Kwok Tsz Fung (in attendance), Fung Yee Ka (in attendance), Lee Chun Lan (in attendance)

Tin Ka Ping Secondary School

I.T. Unit

Program Plan (2018-2019)

(2nd version - 7 July 2018)

The special task groups under IT Unit (Member lists):

**Daily Operation Group**

Kwok Tsz Fung (Group leader)	Kwan Chi Wa	Lai Ching Tong	Chan Tsz Yung
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**e-Campus Development Group**

Kwok Tsz Fung (Group leader)	Tong Wai Yau	Chan Tsz Yung
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**e-Learning Supporting Group**

Kwok Tsz Fung (Group leader)	Chan Tsz Yung	Tsang Wing Yan
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**Enriched IT Programme Supporting Group**

Kwok Tsz Fung (Group leader)	* Kwok Yu	Tsang Wing Yan	* Fu Ka Kin
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**STEM Supporting Group**

Kwok Tsz Fung (Group leader)	Tsang Wing Yan	* Fu Ka Kin
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\* Not a member of IT Unit, only responsible for particular tasks.

All IT Unit Member list:

Kwok Tsz Fung (Unit head)	Tong Wai Yau	Kwan Chi Wa	Lai Ching Tong	Chan Tsz Yung	Tsang Wing Yan
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## Daily Operation Group

### Major Concern (I): Maintain the IT equipment in proper conditions and ready for effective operations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Create a complete equipment list to find out the outdated items.	1st term	A complete equipment list has been created.	Meeting minutes	Chi Wah, Ching Tong
2. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	Tsz Fung, Chi Wah
3. Renew and replace colleagues' computers and purchase necessary software to increase the data processing speed.	Whole year	The computer processing speed can be increased for at least five staff.	Feedback from supporting staff	Chi Wah, Tsz Yung, Ching Tong

### Major Concern (II): Create maintenance, events submitting and tracking system

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Create an online platform to collect and keep track of the maintenance report. Aim to improve the equipment maintenance process.	Whole year	The equipment maintenance process can be improved.	Meeting minutes	Tsz Yung, Ching Tong
2. Improve the web page modification requests and tracking measures.	Whole year	The web page modification process can be improved.	Meeting minutes	Tsz Yung, Ching Tong
3. Provide a convenient method for colleagues to reserve rooms and equipment.	Whole year	The reservation process can be improved.	Meeting minutes	Tsz Yung, Ching Tong

### Major Concern (III): Provide support in School Silver Jubilee Celebrations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Prepare the equipment for the booths in celebration events.	Celebration days	All requests can be properly handled.	Feedback from colleagues	Chi Wah, Tsz Yung, Ching Tong
2. Photos taking and videos shooting for the activities, keep the proper records for all events.	Celebration days	All events can be properly recorded.	Feedback from colleagues	Chi Wah, Ching Tong

**Major Concern (I): Supporting AAC and SAU to monitor students' burden in learning and activities**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Create a program to collect the subject schedules of quizzes, dictations and other major events in each school term.	Whole year	All data can be collected in a conventional method, and output a suitable report.	Feedback from subject panels and system reports	Tsz Fung, Tsz Yung
2. Create a program to collect the daily homework and assessment schedules.	Whole year	All data can be collected from students daily.	Feedback from students and system reports	Tsz Fung, Tsz Yung
3. Create a program to collect the details of students' activities.	Whole year	Activity data can be collected from the SGC Excel report.	Feedback from SGC, CCAU and system reports	Tsz Fung, Tsz Yung

**Major Concern (II): Supporting ADC to facilitate the communication system through School Apps**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Support ADC to launch Teacher App, Student App and Parent App. Aim to facilitate the school communication system and e-Campus.	Whole year	The three types of apps can be launched.	Meeting minutes	Wai Yau, Tsz Yung



Major Concern (III): Supporting SPDU to implement the e-Campus measures

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Strengthen the electronic method of administrative work. Aim to reduce the workforce of data input and paper processes.	Whole year	At least five administrative tasks can be replaced by an electronic method.	Feedback from supported committees	Tsz Fung, Tsz Yung

Major Concern (IV): Supporting SAU to construct the student's portfolios

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Review and fine-tune the student portfolio database system. Aim to increase work efficiency.	Whole year	A more convenient method can be found out to process the data.	Feedback from SAU	Tsz Fung, Tsz Yung
2. Fine tune the data input and report processing schedule to build up a final working plan.	Whole year	A detailed working plan can be built.	Feedback from SAU	Tsz Fung, Tsz Yung

## e-Learning Supporting Group

### Major Concern (I): Supporting AAC to enhance the teaching and learning measures in SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain the e-Learning equipment in proper conditions and ready for effective operations.	Whole year	A monthly report has been prepared for monitoring.	Meeting minutes	Wing Yan
2. Support colleagues to use e-Learning equipment in lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz Yung, Wing Yan
3. Support colleagues to search and test the applications and tools which are suitable for lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz Yung, Wing Yan
4. Encourage and support colleagues to use Cloud service to minimize file crash and facilitate the external file access.	Whole year	At least five administrative tasks can be processed using the Cloud service.	Feedback from supported committees	Tsz Fung, Tsz Yung, Wing Yan
5. Support colleagues to implement pre-lessons, post-lessons by using e-learning methods, which help develop students' SDL skills.	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz Fung, Tsz Yung, Wing Yan

## Enriched IT Programme Supporting Group

### Major Concern (I): Maintain equipment in proper conditions and ready for efficiency operations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Keep track all equipment and record its status, ensure the equipment is in good condition.	Whole year	All equipment has been properly recorded and in good condition.	Monthly report	Wing Yan
2. Support colleagues to use the equipment and support EITP activities.	Whole year	All requests can be properly handled.	Feedback from colleagues	Wing Yan, Ka Kin

### Major Concern (II): Reform the structure of the EITP courses

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Reform the EITP course structure in task-based.	1st term	The course structure has been reformed.	Meeting minutes	Tsz Fung, Kwok Yu, Wing Yan
2. Keep track students attendance records. Encourage more students to join the activities.	Whole year	The attendance rate is higher than last year.	Meeting minutes	Tsz Fung, Kwok Yu, Wing Yan

### Major Concern (III): Provide support in School Silver Jubilee Celebrations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Prepare the equipment for the booths and the activities on Open Day.	Open Day	All requests can be properly handled.	Meeting minutes	Wing Yan, Ka Kin
2. Give a guide for students to demonstrate EITP products and projects.	Open Day	Students can deliver the presentations to guests properly.	Observation of events	Wing Yan, Ka Kin
3. Photos taking and videos shooting for the activities, keep the proper records for all events.	Open Day	All events have been properly recorded.	Meeting minutes	Wing Yan, Ka Kin

## STEM Supporting Group

### Major Concern (I): Provide support in cross-subject activities

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Assist colleagues to hold the activities. Prepare the equipment and set up the venues for the activities.	Whole year	All requests can be properly handled.	Meeting minutes	Wing Yan, Ka Kin
2. Photos taking and videos shooting for the activities, keep the proper records for all events.	Whole year	All events have been properly recorded.	Meeting minutes	Wing Yan, Ka Kin

### Major Concern (II): Provide support in School Silver Jubilee Celebrations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Prepare the equipment for the booths and the activities on Open Day.	Open Day	All requests can be properly handled.	Meeting minutes	Wing Yan, Ka Kin
2. Guide students to demonstrate STEM products and projects.	Open Day	Students can deliver the presentation to guests properly.	Observation of events	Wing Yan, Ka Kin
3. Photos taking and videos shooting for the activities, keep the proper records for all events.	Whole year	All events have been properly recorded.	Meeting minutes	Wing Yan, Ka Kin



田家炳中學

中華文化推廣組周年計劃書(2018-2019)

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. 整合中文科、中史科、早會等平台，推動整體校園氣氛。 (1) 語文活動計算文化參與時數 (2) 配合早會，有系統地展示及宣傳中華文化或語文活動 (3) 利用《朱子治家格言》自學平台，傳揚傳統道德價值	全年	(1) 能紀錄觀賽及參賽同學的參與時數 (2) 語文活動出席率佔屬級學生 50%或以上 (3) 90%以上學生完成自學平台練習	(1)語文活動參賽者回饋 學生觀眾回饋 (2)同工演講後回饋 (3)70%學生完成自學後能在《治家格言》中選出認同的句子	組長 組員
2. 班主任時間 提早利用中二至中五級班主任時間進行「中華狀元紅」筆試初賽；中一級則利用中文課堂時間進行。	9 月	學生作答表現。	(1)中二至中五級班主任回饋 (2)中一級中文科任老師回饋	組長及 組員
3. 試後活動 (1) 優化初中觀賞文化活動安排，繼續增加學生接觸面。 (2) 優化高中分享會安排，讓學生更投入活動。	6 月	(1)觀賞活動時間不少於 1 小時，並換上另一主題。 (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 ※學生報考獎章人數佔合資格考章人數 50%	組長及 組員
4. 科目 (1) 鼓勵學科推動學生以研習中國文化為專題報告主題	全年	A. 中五全級不少於 20 位學生的通識專題報告設題與中華文化相關 B. 不少於 90%高中中史科學生的完成專題報告：中四(孫中山革命)及中五級(道教史)。	通識科科主席回應及中史科科主席回應。	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. 鼓勵同學透過《朱子治家格言》自學平台，研習傳統道德價值。	9 月	90%以上學生完成自學平台練習	※ 學生作答情況 ※ 中華狀元紅中，參賽者回答《治家格言》相關題目表現	組長
2. 於初中觀賞文化活動中，增設學長分享考章心得。	6 月	分享時間不少於 5 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。	※當值老師回饋 ※初中學生回饋 ※分享學生回饋	組長
3. 國慶升旗禮邀請兩個或以上內地交流團學生分享。	9 月底	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的幫助。	※參與升旗禮的同工及學生回饋	組長及組員
4. 優化展示學生成果的安排：包括以大電視展示金銀章專題報告佳作、優化高中分享會程序。	典禮周及試後活動	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

#### 2018-2019 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	壁報板(小食部旁)	\$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	\$5000	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)	\$4000	合資格考金章人數共 33 人。
5	學校書券(銀章獎品，每人\$30)	\$7500	合資格考銀章人數共 214 人。
6	訂製獎章	\$4400	木章 150 個，銅章 200 個，金章 50 個
7	訂購獎勵計劃文件夾	\$4940	380 個供未來 3 年使用。
8	印製木章記錄卡	\$4000	2000 張，供未來 10 年使用。
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	\$2000	試後活動講座
11	中四內地(大鵬灣)一天考察團 (6 月 28 日)	\$40000	資助學生團費的 50%。
12	中華文化日攤位	\$600	由中華文化推廣小組策劃及推動。
13	圖書館中華文化專架圖書及教材資源	\$15000	

中華文化推廣組名單(2017-2018)：綺嘉、麗萍、慕儀、俊康、穎賢、Rocky

**Tin Ka Ping Secondary School**  
**Staff Professional Development Committee**  
**Implementation Plan (2018-19)**

**Major Concern 1a: Provide training of and foster exchange among colleagues for implementing SDL**

Tasks / Actions	Time period	Success Criteria	Methods of Evaluation	Staff in charge
<ul style="list-style-type: none"> <li>● To conduct seminars/ workshops on concepts and practices of SDL, especially on               <ul style="list-style-type: none"> <li>■ training students' study routines and habits via instructional design</li> <li>■ differentiated teaching/assessment strategies for students with different attainments</li> <li>■ instructional materials preparation for SDL e.g. videos for flip classroom</li> </ul> </li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Seminars/ workshops are conducted on SD Day and positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>● SD Day questionnaire</li> <li>● Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CH, YTM</li> </ul>
<ul style="list-style-type: none"> <li>● To aid subjects/committee in deriving practical ways in conducting SDL</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Follow-ups on how the 14 elements are implemented in different subjects are done and reported.</li> <li>● Practical ways in conducting SDL are shared in common free period</li> <li>● Subjects design and conduct pilot schemes on their ideas on practical ways in conducting SDL</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from subjects/committees</li> <li>● Report and evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CCO</li> </ul>



● To exchange with external organisations for stimulating ideas on SDL	Sept 2018 – July 2019	● External organization visits (for exchanges) are conducted and positively evaluated	● Questionnaire to middle management staff ● Evaluation in Committee meetings	● CWT, CCO
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### **Major Concern 1b: Provide training and support to 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 2018 – July 2019	● 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, CCO, YTM
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2018 – July 2019			
(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, CCO
(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion		● Lesson observations and post-lesson discussions are held. ● 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/SDL 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		<ul style="list-style-type: none"> <li>Sessions for CCL/SDL lesson preparation are held on SD Day and positively evaluated by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire on SD Day</li> <li>Evaluation in Committee meetings</li> </ul>	
<ul style="list-style-type: none"> <li>To provide support (training and experience sharing) on preparation of LFP on the following aspects:               <ul style="list-style-type: none"> <li>identification of key elements in LFP</li> <li>objectives writing</li> <li>learning framework identification/ construction</li> <li>learning difficulties identification</li> </ul> </li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>Subject-based training on the preparation of LFP is held.</li> <li>Supports are given during co-lesson preparation for appraisal.</li> <li>Teachers positively indicate that they understand the essence of LFP.</li> <li>Teachers positively indicate that they are able to prepare LFP individually</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in common free period</li> <li>Feedback from teachers in appraisal</li> <li>SD Day questionnaire</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT</li> </ul>
<ul style="list-style-type: none"> <li>To provide support SDL via resources provision</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>Longer time period in SD days is spared for SDL materials preparation</li> <li>Reference books are purchased</li> <li>Teachers positively indicate that resource supports are enough for carrying out SDL</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from teachers in common free period</li> <li>SD Day questionnaire</li> <li>Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH, CCO</li> </ul>

**Major Concern 2: A thorough review on Groups' work, manpower allocation and appraisal system, aiming at shifting teachers' effort from administrative works to teaching and works on students' growth**

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
<ul style="list-style-type: none"> <li>Review and revise the Appraisal System in school</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>Appraisal procedures and forms of subject teachers, subject heads, committee heads and committee members reviewed and revised in view of positive appraisal</li> <li>E-appraisal system is established</li> <li>Opinions on appraisal system collected</li> </ul>	<ul style="list-style-type: none"> <li>Discussion in Committee meetings</li> <li>Discussion in Administrative Council meetings</li> <li>Report in Staff Meetings</li> </ul>	<ul style="list-style-type: none"> <li>All members</li> </ul>

● Review on Group's work and manpower allocation	Sept 2018 – July 2019	● Formation of ad hoc group ● Review and suggestions are reported in 1+ 4 meetings	● Formal and informal surveys among colleagues on opinions on administrative works in school	● CWT, CKH, MWS, YTM
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### Committee Members

Chung Wai Tak (Chairman)

Cheung Ho

Cho Chun On

Yu Tak May

Cheung Kam Hung

Man Wai Sim

## Implementation Plan of Self-Directed Learning Unit (SDL) 2018-2019

## A. Enhance the teaching and learning effectiveness through the implementation of SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	Related Unit
1. To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons.	Whole year (F1 & F2)	1.1 At least one material (e.g. notes, exercises) of pre-lesson tasks are prepared successfully 1.2 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully	1.1 Lesson observation 1.2 Programme plans 1.3 Subject meeting minutes 1.4 Learning and teaching questionnaires 1.5 Frequency of uses of the self-learning materials 1.6 Teachers' and students' feedback on quality of the materials (if any)	CWT, KCC, seed teachers	AAC
2. To plan and revise the teaching curriculum and plan incorporate with SDL.	Whole year (F1 & F2)	2.1 The pre-lesson tasks can be incorporated with CCL in teaching and assessment. 2.2 Lesson time is saved for teachers to teach some difficult parts.			
3. Each subject is encouraged to use the various learning strategies (Hattie's)	Whole year (F1 & F2)	3.1 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days. 3.2 Experiences of promoting learning strategies can be summarized especially in subjects with CCL seed teachers.			
4. To prepare the self-learning materials to enhance Self Directed Learning	Whole year (F1 & F2)	4.1 One set of self-learning material is prepared successfully.			

Subjects involved (Chi, Eng, Math, S2 IS, S1 Geo)

Teachers in involved: S1 &amp; 2 seed teachers, panel heads of the above subjects, CWT, KCC

## B. (1) Provide training of and foster exchange among colleagues for implementing SDL

Tasks / Actions	Time period	Success Criteria	Methods of Evaluation	Staff in charge
<ul style="list-style-type: none"> <li>● To conduct seminars/ workshops on concepts and practices of SDL, especially on               <ul style="list-style-type: none"> <li>■ training students' study routines and habits via instructional design</li> <li>■ differentiated teaching/assessment strategies for students with different attainments</li> <li>■ instructional materials preparation for SDL e.g. videos for flip classroom</li> </ul> </li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Seminars/ workshops are conducted on SD Day and positively evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>● SD Day questionnaire</li> <li>● Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CH, YTM</li> </ul>
<ul style="list-style-type: none"> <li>● To aid subjects/committee in deriving practical ways in conducting SDL</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Follow-ups on how the 14 elements are implemented in different subjects are done and reported.</li> <li>● Practical ways in conducting SDL are shared in common free period</li> <li>● Subjects design and conduct pilot schemes on their ideas on practical ways in conducting SDL</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from subjects/committees</li> <li>● Report and evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CCO</li> </ul>
<ul style="list-style-type: none"> <li>● To exchange with external organisations for stimulating ideas on SDL</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● External organization visits (for exchanges) are conducted and positively evaluated</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaire to middle management staff</li> <li>● Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CCO</li> </ul>



## (2) Provide training and support to implementing CCL 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 2018 – July 2019	● 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, CCO, YTM
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2018 – July 2019			
(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, CCO
(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion		● Lesson observations and post-lesson discussions are held. ● 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/SDL 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	

<ul style="list-style-type: none"> <li>● To provide support (training and experience sharing) on preparation of LFP on the following aspects:             <ul style="list-style-type: none"> <li>■ identification of key elements in LFP</li> <li>■ objectives writing</li> <li>■ learning framework identification/ construction</li> <li>■ learning difficulties identification</li> </ul> </li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Subject-based training on the preparation of LFP is held.</li> <li>● Supports are given during co-lesson preparation for appraisal.</li> <li>● Teachers positively indicate that they understand the essence of LFP.</li> <li>● Teachers positively indicate that they are able to prepare LFP individually</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers in common free period</li> <li>● Feedback from teachers in appraisal</li> <li>● SD Day questionnaire</li> <li>● Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT</li> </ul>
<ul style="list-style-type: none"> <li>● To provide support SDL via resources provision</li> </ul>	Sept 2018 – July 2019	<ul style="list-style-type: none"> <li>● Longer time period in SD days is spared for SDL materials preparation</li> <li>● Reference books are purchased</li> <li>● Teachers positively indicate that resource supports are enough for carrying out SDL</li> </ul>	<ul style="list-style-type: none"> <li>● Feedback from teachers in common free period</li> <li>● SD Day questionnaire</li> <li>● Evaluation in Committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>● CWT, CH, CCO</li> </ul>

## C. Assist class teachers in building CL Base Groups incorporate with SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Related Unit
<b>Form 1</b> 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	<ul style="list-style-type: none"> <li>Students' reflections</li> <li>Self-evaluation and peer evaluation</li> <li>Feedback from class teachers</li> </ul>	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.	<ul style="list-style-type: none"> <li>Report form class teacher in form meeting</li> <li>Students' survey form</li> </ul>	SYM KSM	JSAC
3. Foster time management towards SDL	Whole year	a. Class teachers help students to establish routine of using students handbook for scheduling study and HW time b. Group leaders help class teacher to monitor group member's performance in time management (student's hand book)	<ul style="list-style-type: none"> <li>Report form class teacher in form meeting</li> <li>Students handbook regular checking (provided by SAU)</li> </ul>	SYM KSM	JSAC
<b>Form 2</b> 1. Foster group dynamic in promoting class activities	Whole year	All F.2 class teachers utilize the group dynamic in class management and conducting (assigned) class activities	<ul style="list-style-type: none"> <li>Students' survey form</li> <li>Feedback from class teachers</li> <li>Report form class teacher in form meeting</li> </ul>	SYM KSM	JSAC
2. Explore a new students training with other units	Whole year	Discussed and set up a draft of a new training programme	<ul style="list-style-type: none"> <li>JSAC meeting</li> </ul>	SYM KSM	JSAC

Tin Ka Ping Secondary School

Programme Plan 2018-2019

English Campus Promotion Unit

3<sup>rd</sup> Draft

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

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 Pinky Wong
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.	2.1 Attendance record submitted by English teachers and reported in unit meetings.	Mr Billy Ko
3.To train student leaders in English as English Ambassadors. <ul style="list-style-type: none"> <li>● translation for Billy and exchange student</li> <li>● F.1 Bridging buddies</li> <li>● Join competition</li> <li>● Teen Time</li> </ul>	Whole year	3.1 Students participating in these events share their fruitful experiences in an assembly.	3.1 Students and teachers indicate their opinions.	Ms Wendy Lau Ms Jane Tsang



<ul style="list-style-type: none"> <li>English Day: emcees and book sharing corner</li> <li>Read aloud for F.1 students</li> </ul>				
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 examples of announcers.	4.1 Comments from teachers / students and reported in committee meetings.	Mr Billy Ko and English TA English TA

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
5. To train reading buddies, tie to SKW Wing Chun Primary School and buddies of our own students.	2 <sup>nd</sup> term	5.1 Around 20 students are recruited to be ambassadors and give positive feedback to the activities.	5.1 Feedback from meetings with SKWWC and our teachers reported in committee meetings.	Ms Leanne Chan

Major Concerns (III) : Widening students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
6. Ensure the posted materials on bulletin boards are in English	Whole year	6.1 All internal posting materials created by both students and teachers on bulletin boards must be written in English.	6.1 Checking the boards once a term and make a record.	Ms Wendy Lau

7	Wise-saying in classrooms	8/18-12/18	7.1 Home rooms of all classes are decorated with newly-designed wise-sayings	7.1 Feedback from teachers	Mr Billy Ko Ms Wendy Lau
8	Organise a study tour to England/ Australia	07/19-08/19	8.1 A two-week tour is held to study English in England/Australia and give positive feedback to the tour.	8.1 Students' feedback form 8.2 Report from escort teacher Both are reported in meetings.	Ms Wendy Lau and Ms Pinky Wong
9	Hold an assembly for students having overseas exchange and one for Intercultural Day.	09/18 02/19	9.1 Two assemblies requested from Life Education Unit and audience appreciate the assembly.	9.1 Feedback from teachers and students and reported in committee meetings.	Ms Wendy Lau and Ms Leanne Chan
10	English Days	5/10/18 22/2/19 15/3/19	10.1 English activities are held with the help from English Society 10.2 Book sharing corner is held and books are promoted to students.	10.1 Statistics in minutes. 10.2 Statistics from the library	Ms Pinky Wong

## 11 Team Members

Ms Lau Wai Man, Ms Chan Wing Shan, Mr Billy Ko, Ms Tsang Po Yu and Ms Wong Pui Ki

**田家炳中學**  
**中國語文科**  
**周年計劃書(2018-2019)**

附件 10

工作／措施	時間表	成功準則	評估方法	負責人
<b>工作重點(1)：優化現有活動，營造校園氣氛，提升語文學習風氣</b>				
1. 與中華文化推廣組合作，舉辦文化日 ①鼓勵本科老師於早會分享以「學習中文及宣揚中國文化」為題的內容。 ②統整本科老師的早會分享及各級語文活動，舉辦文化日。加強有關活動的推廣，於早會宣傳，並計算文化參與時數。	全年	①各項措施能如期進行。 ②最少 80%本科老師認同校內語文風氣有提升。 ③最少 50%學生出席屬級語文活動。	級會及科會報告	全體同工 (麗珠、綺嘉)
2. 建立學生成就感，提升語文學習氣氛 ①借助校外團體 7A 班戲劇組「活現文言篇章 擁抱中華文化」計劃，培訓學生文言大使，提升學生公眾演說能力。 ②邀請本地作家開設初中寫作拔尖課程，鼓勵學生寫作。 ③配合校際朗誦比賽，聘請校外機構教授朗誦技巧，提升學生表現。 ④鼓勵尖子學生參加校外比賽。 ⑤優化「文苑」，增加展示佳作次數，並於中央宣佈中展示作品佳句。	全年	①各項措施能如期進行。 ②最少 80%本科老師認同校內語文風氣有提升。 ③學生參加校外比賽數量較去年提升 50%。	級會及科會報告	全體同工 (麗珠、綺嘉)

**工作重點(2)：提升公開試成績**

1. 中六級應試準備 ①繼續進行應試訓練，並就公開試各卷要求，作針對性回饋。 ②善用 DLG，繼續於試前導讀期間開設中六說話提升班。 ③繼續聘請校友為中六及中五級後進生以小組形式開設「寫作及綜合提升班」。	上學期	①最少 80%學生認同老師就公開試各卷要求，作針對性回饋。 ②最少 80%學生認同說話提升班對應試有幫助。 ③最少 80%學生認同「寫作及綜合提升班」對應試有幫助。	級會及科會報告	級聯絡人 (麗珠)
2. 加強拔尖保底工作 ①於中四及中五級開設精英組，進行拔尖工作，並製作拔尖教材。 ②善用小班優勢，提升中游學生成績。 ③加強寫作及綜合練習前指導，製作筆記，讓後進生有效掌握寫作框架。	全年	①針對公開試需要，製作拔尖教材。 ②最少 80%本科老師認同開設精英組有助拔尖。 ③最少 80%本科老師認同小班有助提升中游學生成績。 ④最少 80%本科老師認同有關資料有助後進生練習掌握寫作框架。	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)

馮綺嘉(副科主席)

陳麗紅

鄭嘉敏

張文慧

蔡慧貞

文能勝

梁建新

劉嘉露

殷俊康

彭穎賢(教學助理)

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 優化校本設計的寫作課程 1.3 要求學生寫作隨筆 1.4 利用社交平台，結集優秀隨筆為佳篇庫	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上學期進步10% 1.3 卷一公開試成績比全港成績高10% 1.4 學生隨筆的質量	1.1 問卷報告 1.2 校內成績 1.3 公開試成績 1.4 會議檢討報告	全體教師
2 提升卷二學生應試能力 2.1 編寫功課測驗導引：標示清楚考核範圍、內容重點及學習進程。 2.2 編寫評分參考筆記：提示問題題眼、指出學生常犯錯誤等 2.3 默寫歷屆試題	全年	2.1 卷二校內考試比上學期合格率提升10% 2.2 卷二公開試成績比全港成績高10% 2.3 完成中四及中五級的功課測驗導引 2.4 完成各級測考的評分參考筆記	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 參加校外文學活動 1.2 參加校外寫作比賽	全年 全年	1.1 中四及中五級，超過半數同學全年至少參加一次文學活動。 1.2 中四及中五級，超過半數同學全年至少參加比賽一次。	1.1 參與人數 1.2 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）



Programme Plan of English Department (2018-2019)

**Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1. To prepare CCL/SDL materials for student preparation and consolidation.	Whole year (F.1, F.2)	At least 3 sets of materials developed in in each form	1.1 Teachers' feedback in common free periods	Oscar & Sandy
2. To modify tasks for assessment for learning and to assess the students' learning in the lesson	Whole year (F.1- F.3)	2.1 Materials (e.g. quizzes, exercises) of assessment for learning are prepared successfully (four topics) 2.2 Teachers use the materials to understand the learning progress of students.	2.2 Lesson observation 2.2 Teachers feedback	F.1 - F.3 Form-co will help refine grammar quizzes
3. To enhance motivation of high-achievers	Whole year	3.1 20 students (top 20%) attend enhancement class in F.1 & F.2	3.1 Attendance record 3.2 Questionnaire	Oscar
4. To strengthen reading in junior forms	Whole year	4.1 Refinement of ERS log books in junior forms 4.2 Library tours for F.1 to F.3 students in the first term	4.1 Number of books borrowed 4.2 No. of library tours	4.1 Wendy 4.2 Form-co in junior forms

5. To optimize Assessment for Learning  - To help students monitor their own learning progress	Whole year	<b>5.1</b> Reading passages/term given before reading UTs for self-revision in F.1 to F.5  <b>5.2</b> Incorporation of grammar items into paragraphing writing in UTs in F.4 & F.5	5.1 No. of reading UTs  5.2 No. of grammar UTs	5.1 F.1-F.5 UT setters  5.2 F.4 & F.5 UT setters
6. To evaluate the distribution amount and efficiency of tests and exercises in each form.	Whole year	<b>6.1</b> Evaluation of homework policies in junior and senior forms  <b>6.2</b> Statistic evaluation of assessments in junior and senior forms	6.1 Report in the 1 <sup>st</sup> minutes  6.2 Statistics reports	Oscar & Pinky
7. To devise strategies for elite students	Whole year	<b>7.1</b> Adjustment of the amount of homework for elite students (exempt 30% amount of HW for top 10 students in form)  <b>7.2</b> Establishment of an elite speaking programme for F.4 (3-5 students) and junior students  <b>7.3</b> Broadening of elites' horizons by encouraging them to join different activities	7.1 Records of HW exemption  7.2 Progress of the F.4 students and attendance records of junior students  7.3 Records of elites	7.1 Subject teachers  7.2 Billy  7.3 Pinky

### 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 <sup>rd</sup> panel meeting)	- Statistical analysis (Wendy) - Live scripts Reading (Candy) Writing (Sandy) Listening (Leanne)
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: Wendy (Part A), Wingyee (Part B) - Listening: Leanne - Oral: Tammy
3. To develop split class strategies to strengthen enhancement in senior forms	Whole year	3.1 A different syllabus for F.4BC, F.5BC and F.6BC 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 HKDSE results	Teachers teaching these elite classes

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 F.5 (2 <sup>nd</sup> term) and F.6 (1 <sup>st</sup> term) students will have two oral assessments and receive written feedback per term outside Eng lessons.	4.1 Name lists with scores and dates 4.2 attendance record of each class and the whole form	Billy, Oscar, Wendy, Sandy, Leanne, David (TA)

#### 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 Tam Mei Hing	Mr Tse Yu Hin	Ms Wong Pui Ki
Ms Tsang Po Yu		

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Tin Ka Ping Secondary School

Program Plan of Mathematics Department for 2018-2019

Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students 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"/> More LFPs are produced.	<input type="checkbox"/> Feedback from teachers and students involved  <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.	KCC	<input type="checkbox"/> Teaching Assistant
3. Implement Hettie's strategy in the lesson	Whole year	<input type="checkbox"/> Each teacher applies one of the Hettie's strategy at least once a year.	<input type="checkbox"/> Subject meeting minutes	LCL	
4. To prepare the self-learning materials to enhance Self-Directed Learning	Whole year	<input type="checkbox"/> useful websites are provided	<input type="checkbox"/> Subject meeting minutes	LCL	<input type="checkbox"/> Teaching Assistant

5. Review the implementation of 'Test driven learning' in Mathematics.  Evaluate the distribution, amount and efficiency of tests and exercises in each form.	Whole Year	<input type="checkbox"/> A review of implementation is prepared and submitted <input type="checkbox"/> To cooperative with AAC with the statistics of tests and related data collection	<input type="checkbox"/> Subject meeting minutes	LCL	<input type="checkbox"/> Teaching Assistant
6. According to the academic need of elite students, adjust the amount of difficulties of the assignments in order to leave more rooms for enhancement	Whole year	<input type="checkbox"/> Teachers identified the elite students (Chapter test or UT score with 80 or above) <input type="checkbox"/> Teachers adjust the amount of assignments to the elite students. <input type="checkbox"/> If the students get 80 marks or above, they can get one HW exemption ticket. <input type="checkbox"/> If the students get 85 marks or above, they can get two HW exemption tickets. <input type="checkbox"/> If the students get 90 marks or above, they can get three HW exemption tickets.	<input type="checkbox"/> Subject meeting minutes <input type="checkbox"/> Check if different assignments were given for top students	LCL	

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
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	LCL Form Coordinators	Teaching Assistant

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

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 各級制訂各個議題的課前預習材料 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"> <li>■ 會議檢討</li> <li>■ 持續性評估</li> <li>■ 科主席觀簿冊</li> </ul>	■ 級聯絡
2. 提升學生時事觸覺	2.1 初中定期進行時事 MC 測驗		
3. 配合教學及測考，印製知識增益及自學小冊子	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		
4. 推動專題管理模式的 IES	4.1 大部份課堂利用合作學習法進行 4.2 各專案老師全年組織不少於三次的小組學習活動，以推動 IES 工作		■ 科任老師
5. 加強電子教學平台的運用 <ul style="list-style-type: none"> <li>■ 高中各班建立屬班電子課室</li> <li>■ 建立電子教學資料檔案庫供老師參考使用</li> </ul>	5.1 有 50%班別能夠建立電子課室及運用電子教學資料檔案庫，進行預習或課堂互動交流學習。 5.2 有 50%老師能利用資料庫預備課堂或製作教材	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 共同備課節</li> </ul>	<ul style="list-style-type: none"> <li>■ 科主席</li> <li>■ 級聯絡</li> </ul>

工作重點(II)：為不同特質(志向及能力)的學生提供適切(多元化及適量)的發展機會,以建立優質而均衡的中學生活（回應學生事務）

工作／措施	成功準則	評估方法	負責人
1. 推動多元學習及成長機會 <ul style="list-style-type: none"> <li>■ 配合課程特點，進行課堂以外延伸學習活動</li> <li>■ 關愛團體、社區及社會的需要</li> <li>■ 配合校內中華文化計劃，</li> </ul>	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，高中各級最少有一節配合課程，以便提升跨組協作的效能 1.3 中一、二級關心社會和世界課程順利推行，全部學生能參與延伸學習活動 1.4 高中級三成課程能回應人文關懷的元素 1.5 中五級 IES 有不少於 20 人以「文化保育」為議題 1.6 參與課程發展處之種籽計劃，完成 5 份非文本專題研	<ul style="list-style-type: none"> <li>■ 會議檢討</li> <li>■ 課業評分</li> <li>■ 學生問卷</li> <li>■ 教育局會議</li> </ul>	<ul style="list-style-type: none"> <li>■ 級聯絡</li> <li>■ 科主任</li> <li>■ 東綽</li> </ul>



推動傳統文化保育 ■ 為學校及教育局發展非文本 IES ■ 推動學生閱報習慣	習製作 1.7 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		
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### 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. 加強學生公開試技巧	1.1 中四及中五級測驗或考試中均能使用歷屆試題進行考評 1.2 學生於中六階段能完成八成歷屆試題作為練習 1.3 八成測考後均能印製自學小冊子 1.4 除模擬試以外，中六生能最少有一次額外參與模擬考試的機會 1.5. 有最少一半班別能運用電子學習模式及平台促進學生自學	■ 考試檢討 ■ 會議檢討 ■ 考試檢討 ■ 共同備課節 ■ 會議檢討 ■ 考評局出版 HKDSE 成績分析報告	■ 級聯絡 ■ 科主席 ■ 科任老師
2. 掌握公開試評核趨勢	2.1 中六科任老師能根據考評局數據製訂屬班應試策略。		
3. 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		

Tin Ka Ping Secondary School

Integrated Science Annual School Plan (2018–2019)

Main concern (I) : Adaption of new curriculum

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Adaption of the new curriculum for form 1 and 2	Whole Year	<input type="checkbox"/> 1.1.1 Preparation of new learning materials towards the new contents of the new syllabus. <input type="checkbox"/> 1.1.2 Enhance teacher confidence in adapting and teaching new curriculum.	<input type="checkbox"/> Test and Exam. results <input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> All 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. Review the implementation of 'Test driven learning' in subjects Evaluate the distribution, amount and efficiency of tests and exercises in each form.	Whole Year	<input type="checkbox"/> 2.1.1 A review of implementation of each subject is prepared and submitted. <input type="checkbox"/> 2.1.2 The distribution statistic of tests of subjects is Completed for Form 1 and 2 <input type="checkbox"/> 2.1.3 Evaluation on tests is conducted. <input type="checkbox"/> 2.1.4 Evaluation of the effectiveness of home exemption card.	<input type="checkbox"/> Test and Exam. Results <input type="checkbox"/> Discussion in subject meetings	<input type="checkbox"/> All subject teachers
2. Video shooting for selected topic to enhance student learning.		<input type="checkbox"/> 2.2.1 To form 1, more than 5 different experimental skill will be recorded and allow students to do preparation of revision before test.		
3. By referring the various learning strategies (Hettie's), prepare one learning task in order to advocate SDL.		<input type="checkbox"/> 2.3.1 To select appropriate strategies among the learning strategies to prepare some learning materials. (SD day) <input type="checkbox"/> 2.3.2 At least one material (e.g. notes, exercises) of pre-lesson tasks are prepared successfully <input type="checkbox"/> 2.3.3 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully <input type="checkbox"/> 2.3.4 Teachers understand the learning progress of students through the materials.	<input type="checkbox"/> Teachers feedback on quality of the materials <input type="checkbox"/> Subject meeting	<input type="checkbox"/> All subject teachers

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
1. To promote F.1 and F.2 students to participate in science related activity	Whole Year	<input type="checkbox"/> 3.1.1 At least 25 % of F.1 and 20% 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.
2. To promote the use of STEM in some related topics	Whole Year	<input type="checkbox"/> 3.1.1 Modification of cross curriculum programme with D & T in Form 2. <input type="checkbox"/> 3.1.2 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)
Pending	F.1
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
Pending	F.2
Man Wai Sim	Lab. Technician (F.1)
Cheung Kam Hung	Lab. Technician (F.2)

**Tin Ka Ping Secondary School**  
**Program Plan of Chemistry Department (2018–2019)**

## 1. Enhance self-directed learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Review the implementation of 'Test driven learning' in chemistry	whole year	- A review of imp implementation of 'Test driven learning' in chemistry is prepared	- Subject meeting - Feedback from the teachers	CCY
2. Hand in the distribution of test. Evaluate the distribution, amount and efficiency of tests and exercises in each form.	First term	- Evaluation handed in in Oct	- Teachers' and Students' feedback - Subject meeting	CCY
3. According to the academic need of elite students, adjust the amount and difficulties of the assignments in order to leave more rooms for enhancement	whole year	- A policy for elite students is set up successfully - The policy can help elite students in learning	- Teachers' and Students' feedback - Subject meeting	CCY
4. By referring the various learning strategies (Hettie's), prepare one learning task in order to advocate SDL.	Whole year	- We can select appropriate strategies among the learning strategies to prepare some learning materials. (SD day) - Experiences of promoting learning strategies can be summarized.	- Subject meeting - Feedback from the teachers	CCY



## 2. Arouse interest in chemistry

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Arrangement of science activities (competitions or visiting university) for eligible students. / Attachment of laboratory in university.	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	TKT

## 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 Feb	- Analysis of and 2018 is complete. - Analysis is used in review with students - Students understand the criteria and common mistakes in DSE.	- Analysis of 2018 - Teachers' and Students' feedback	LKL
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Feb	- Exemplars of 2014 paper 2 and 2018 for students are prepared successfully. - Teachers use the exemplars in public exam paper review with S6 students - Students understand the criteria and common mistakes in DSE.	- Exemplars of 2014 paper 2 and 2018 - Teachers' and Students' feedback - The quality of the exemplars.	LKL
3. Prepare bank of past paper MC in google classroom	Whole year	- Half of past paper MC questions are prepared in google classroom. - Teachers have tried to use the MC with S4-6 students.	- Numbers of past paper MC in the bank - Frequency of use of MC	TKT

## 3. Team members (2018 – 2019)

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)

Mr. Fu Ka Kin, Johnnie (laboratory technician)

**Tin Ka Ping Secondary School**  
**Program Plan of Physics Department for 2018-2019**

**Major Concerns (I) : To enhance students' learning motivation and to relieve the space of students for Self-Directed Learning (SDL)**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Arouse interest of learning	Whole year	<input type="checkbox"/> S3-S4 students watch at least 4 You-tube Physics funny videos per term <input type="checkbox"/> Set up Physics Game Stall in School Open Day <input type="checkbox"/> S3-S5 students try at least one Interactive Simulation on website.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> time for preparation
2. Set up pre-lesson preparation habit for S3 – S5 students	Whole year	<input type="checkbox"/> To review and amend the pre-lesson tasks for S3 PLWS. <input type="checkbox"/> More than 90% S3 students finish the PLWS before class <input type="checkbox"/> More than 60% of S4 students read the worked examples and finish the WS/quiz before/on class <input type="checkbox"/> At least 30% of S5 students finish the on-line quiz before class.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Teachers' checking <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> time for preparation and checking
3. To recognize students' achievements	Whole year	<input type="checkbox"/> Prize giving is arranged for the best achievers in each form and students with great improvement after UT and Examination.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> time for preparation
4. To relieve space of students for Self-Directed Learning (SDL)	Whole year	<input type="checkbox"/> A document of the distribution and amount of tests and HW are prepared and evaluated. <input type="checkbox"/> The efficiency of tests and HW is evaluated. <input type="checkbox"/> Homework assignments are graded especially for low-achievers for S5 and S6.	<input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> time for preparation
5. To encourage students to seek help from peers	Whole year	<input type="checkbox"/> Set up a whatsapp group to encourage students to ask questions from peers.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Teachers' checking <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> ti..me for checking

**Major Concerns (II) : To enhance the HKDSE result**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Start revision early in September for S6 students and finish the S6 curriculum in	1 <sup>st</sup> term	<input type="checkbox"/> 50% of S6 students pass in the revision Solar quizzes on average. <input type="checkbox"/> The S6 curriculum is	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS and YM	<input type="checkbox"/> time for preparation

mid-November.		completed by mid Nov 2018.			
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"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> All	<input type="checkbox"/> time for preparation
3. In depth study of HKDSE past paper MCQ by S6 students	Whole year	<input type="checkbox"/> 80% of S6 students finish 5 years HKDSE past paper IA. <input type="checkbox"/> 50% of S6 students watch the past paper explanation videos.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS and YM	<input type="checkbox"/> time for preparation
4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts.	Whole year	<input type="checkbox"/> The analysis report of students' scripts is discussed thoroughly aiming at applying and integration in daily teaching.	<input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> All	<input type="checkbox"/> time for arrangement
5. Sharing of experience by past students	First term	<input type="checkbox"/> At least 10 minutes sharing for S6 students by 2 past students	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> All	<input type="checkbox"/> time for arrangement

**Budget (EOEBG & Library Grant)**

Item No.	Description	Estimate \$
1	Library Grant	1,500
2	Printing and stationery * Paper for experiment, exhibition, board, etc.	600
3	Consumable stores* First aid kit, dry cells, electric wires, polystyrene cups, etc.	2,500
4	Competition and activities (inter-school, inter-class)	2,000
5	S4-S6 Experiments & teaching aids e.g. Laser pointer	5,000
6	Summer Physics Course (Ocean Park/Disneyland)	1,500
	Total	<b>13,100.00</b>

**Budget (CFEG)**

Item No.	Description	On EMB's List	Present Quantity	Additional Quantity Needed	Estimated Unit Price	Total Estimate \$
1	Geiger Muller counter and rate meter	1	1	1	12000	12,000.00
2	Electronic balance	1	6	3	1000	3,000.00
3	Low voltage power supply	10	23	2	4500	9,000.00
4	Stopwatch	10	16	10	100	1,000.00
	Total					<b>25,000.00</b>

**Team Members:** Chung Yin Ping, Chan Wai Shing, Yu Tak May, Fu Ka Kin



**Tin Ka Ping Secondary School**  
**Program Plan (2018-2019)**  
**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	<ol style="list-style-type: none"> <li>1. Teachers have received training and selected suitable apps.</li> <li>2. 4 trial lessons in each form are conducted.</li> <li>3. Students have positive response to the view that eLearning is conducive to enhancing their interest in learning.</li> </ol>	<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		<ol style="list-style-type: none"> <li>1. The learning goals and learning plans are set and formed.</li> <li>2. Students have positive response to the set learning goals and plans.</li> </ol>	<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		<ol style="list-style-type: none"> <li>1. Worksheets of pre-lesson preparation in at least 4 topics are prepared.</li> <li>2. Trial lessons requiring pre-lesson preparation are conducted successfully.</li> </ol>	<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	
4. To encourage SDL by putting powerpoint files, supplementary exercises, self-learning resources on a Google Drive.		<ol style="list-style-type: none"> <li>1. Resources are put into Google drive.</li> </ol>	<input type="checkbox"/> Evaluation in subject meetings <input type="checkbox"/> Students' comments on the quality and usefulness of the SDL materials	
5. To review the implementation of 'test-driven learning' in the subject and evaluate the distribution, amount and efficiency of tests and exercises in each form.		<ol style="list-style-type: none"> <li>1. A review of implementation of each subject is prepared and submitted.</li> <li>2. The distribution statistic of tests is completed.</li> <li>3. An evaluation on tests is conducted.</li> </ol>	<input type="checkbox"/> Evaluation in subject meetings	CHAN YH



**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 (2012-2018) & 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				
5. To enhance students' English communication skills (LAC) through integrating LAC into the syllabus		<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)	
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 biotechnology experiments (ABE program of CUHK)		<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 (Panel chairman)  
 CHEUNG KAM HUNG (Lab. Tech.)

KWOK OI CHI, JACKIE (Panel teacher)



Request\_for\_Fun  
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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"/> 中一至中三級設計樣本工作紙各一張 <input type="checkbox"/> 年內最少一次專業交流	<input type="checkbox"/> 科會檢討	郭宇	-
2. 課堂延伸：建立科本的讀書計劃，從中一、二擴展至中三級，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  策劃中三升中四同學參加境外交流，提升興趣(廣州之旅)	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		\$8,000		
額外圖書撥款		\$1,500		
書券		\$1,000		
小計：	\$1,500	\$10,500	總計：	\$12,000

Tin Ka Ping Secondary School  
Program Plan of History Department (2018-2019)

**Program Plan (2018-2019)**

**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	Whole academic year	<ul style="list-style-type: none"> <li>- The handbook is distributed to S.2 students.</li> <li>- 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.</li> <li>- Junior form students manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions.</li> <li>- There is improvement in the performance of students in daily assessments, tests and examinations.</li> </ul>	<ul style="list-style-type: none"> <li>- Subject meetings</li> <li>- Progress report in the minutes</li> <li>- Checking the progress of the students, especially their understanding of the sources and linguistic skills when doing exercises, tests and examinations.</li> </ul>	CCOT	<input type="checkbox"/> The handbook  <input type="checkbox"/> Reference materials
2. To prepare senior form students for DSE through 'Test driven learning'	Whole academic year	<ul style="list-style-type: none"> <li>- Organize test timetable for F.4, F.5 and F.6 students</li> <li>- Areas for improvement are identified after tests and help students improve question answering skills.</li> <li>- The current test schedule were</li> </ul>	<ul style="list-style-type: none"> <li>- Tests result statistics</li> <li>- Students performance in assessments (Examinations)</li> </ul>	CCOT	<input type="checkbox"/> Reference materials



		<p>mainly focus on topic based in F.4 : Two World Wars, Cold War and international cooperation, F.5: Hong Kong and China and F.6: Japan. The quiz and test were generally loosely connected to the specify DSE question words. Therefore, a better organization will start in the next academic year.</p> <p>- 18/19: Three years Test Driven Learning schedule. (See Appendix I) / (for more detail on quiz date refer to F.4, F.5 and F.6 Teaching schedule)</p>			
3. To arrange peer observation of lessons among subject teachers	Whole academic year	<p>- Each subject teacher is an observer and the one to be observed.</p> <p>- Areas for improvement are identified and teaching strategies are refined.</p>	<p>- Lesson observation reports</p> <p>- Subject meeting minutes</p>	CCOT	<input type="checkbox"/> Evaluation forms <input type="checkbox"/> Reference materials

**Major Concerns (II): Enhancing learning through Self-Directed learning and learning outside classroom**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
Self- Directed Learning	Whole academic year	<ul style="list-style-type: none"> <li>- More students are engaged in the lessons with pre-study for junior form students and e-learning (Google classroom) become a tool for Self-directed learning.</li> <li>- There is improvement in the performance of students in lesson performance, daily assessments, tests and examinations.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation</li> <li>- Students' performance in assignments and assessment</li> </ul>	CCOT	<ul style="list-style-type: none"> <li><input type="checkbox"/> SD Day training</li> <li><input type="checkbox"/> Reference materials</li> </ul>
Cultivate Students reading habit	Whole academic year	<ul style="list-style-type: none"> <li>- Students read reading materials suggested or provided by teacher</li> <li>- Junior form students form reading groups and present in lessons.</li> <li>- Senior form students read reference books in order to enrich their subject knowledge.</li> <li>- Improvement in assessment in</li> </ul>	<ul style="list-style-type: none"> <li>- In-class presentation / Report of students' performance in subject meeting</li> </ul>	CCOT	Library, textbook and internet resources and newspapers

		terms of content knowledge.			
Cultivate Students historic literacy (素養) through learning outside classroom – Field trip study (Senior Form)	Whole academic year	<ul style="list-style-type: none"> <li>- F.4 Students learning outside classroom through oral history and local history field studies with the support from Dr. Chu Yiu Kwong (CUHK part time lecturer).</li> <li>- F.5 Organize 1-2 Local history field trips in order to enhance the learning in Hong Kong History (Theme A).</li> </ul>	Students' performance in presentation (Assembly), assignments and assessments.	CCOT	Teacher's reference, outer source: Local organizations

**Team Members (2018-2019):** Cho Chun On Thomas

**Budget for 2018-2019**

Item No.	Description	(A) Estimated total price (School Grant)	(B) Library Grant
1.	Reference Books	\$300	-
2	Field Trip (Senior history students – transport fee)	\$1000	
3	Library Books	-	\$1,500

Grant Total (A) + (B): \$2,800

Tin Ka Ping Secondary School

## Appendix 3

Programme Plan of Geography Department (2018-2019)**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.	1.1 The chart of top students displayed and the amount of book coupons awarded	CWC LYC
2. To review the implementation of 'Test driven learning' - To evaluate the distribution, amount and efficiency of tests and exercises	- Whole year	2.1 A review of implementation is prepared and submitted. 2.2. Continuous evaluation on tests is conducted in every subject meeting	2.1 Subject meeting minutes 2.2 Subject meeting minutes	CWC LYC
3. To enhance the teaching and learning effectiveness through the implementation of SDL in junior forms - To prepare (i) pre-lesson tasks for student preparation, (ii) tasks for assessment for learning and to assess the students' learning in	- Whole year	3.1 At least one material (worksheets or exercises) of pre-lesson tasks is prepared for Form One and Form Three successfully. 3.2 At least one material (quizzes or exercises) of assessment for learning is prepared for Form One and Form Three successfully. 3.3 Teachers able to monitor the learning progress of students through the	3.1 Collaborative preparation lessons 3.2 Collaborative preparation lessons 3.3 Subject meeting minutes 3.4 Subject meeting minutes 3.5 Subject meeting minutes 3.6 Subject meeting minutes	CWC LYC



<p>lessons</p> <ul style="list-style-type: none"> <li>- To plan and revise teaching curriculum and plan incorporate with SDL</li> <li>- To prepare the self-learning materials to enhance Self-Directed Learning</li> </ul>		<p>materials</p> <p>3.4 Lesson time is saved in teaching and students attain a higher level of thinking in the difficult parts.</p> <p>3.5 Teachers indicate that they are more familiar with SDL in teaching and willing to use it.</p> <p>3.6 Teachers continue to use the learning strategy chosen</p>		
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**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 Nov 2018. 1.2 All 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 serve as a HKDSE marker and share the experience in subject meetings	- Whole year	2.1 Exam skills acquired can enhance students' performance in structured questions. 2.2 Acquired exam skills are applied and integrated in daily teaching.	2.1 Results of exams and HKDSE 2.2 Subject meeting minutes	LYC
3. To train up the study habit of students	- Whole year	3.1 Acquired study habit can enhance students' academic performance.	3.1 Results of exams and HKDSE	LYC

**2. Team members**

Chan Wai Chun

Lau Yin Chun

Appendix: Budget for 2018-2019

**OEBG**

Item No.	Description	Estimated total price
1.	Reference Books	500
2.	Field trip fee for teachers	200
3.	Stationery	300
4.	Book coupons	1,200
<b>Total</b>		<b>2,200</b>

**CFEG**

Item No.	Description	Estimated total price
1.	Tables and chairs	32,000
<b>Total</b>		<b>32,000</b>

Tin Ka Ping Secondary School  
Program Plan  
Department of Business and Economics (2018-2019)

**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	9/2018 – 7/2019	<ul style="list-style-type: none"> <li>Derivation of pre-lesson worksheets of S3 Economics topics and 30% of BAFS topics, containing the following elements: <ul style="list-style-type: none"> <li>Seeking help from peers (consolidating deep learning)</li> <li>similarities and differences (transfer)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Worksheets prepared and stored on the server for reference</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH, CWC</li> </ul>
		<ul style="list-style-type: none"> <li>Progress and teaching experience are shared in every subject meeting</li> <li>LFP prepared on one topic in each form for each subject</li> </ul>	<ul style="list-style-type: none"> <li>LFP prepared and stored on the server</li> <li>Discussion in subject meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT</li> </ul>
		<ul style="list-style-type: none"> <li>Teachers and students indicate that the instructional strategies are effective in enhancing students' learning</li> </ul>	<ul style="list-style-type: none"> <li>Discussion in subject meetings</li> <li>Test and examination results analysis</li> <li>Students' evaluation</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>
2. To train students on self-learning techniques (on pre-lesson preparation)	9/2018 – 7/2019	<ul style="list-style-type: none"> <li>Over 90% of students have finished their pre-lesson worksheets before the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Report on classroom observation in subject meetings</li> <li>File checking</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>
		<ul style="list-style-type: none"> <li>The content of textbook to be read fixed.</li> <li>Over 90% of students read 20% of their textbook on their own.</li> </ul>	<ul style="list-style-type: none"> <li>Fixed content stored up on the server</li> <li>Report on classroom observation in subject meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>



		<ul style="list-style-type: none"> <li>Three additional videos for flip classroom in each subject were prepared and utilized.</li> <li>Audio clips on explanation of MC on examination prepared</li> </ul>	<ul style="list-style-type: none"> <li>Three videos are produced and stored on the server</li> <li>Report of utilization of videos in subject meetings</li> <li>Audio clips on MC prepared and uploaded to web for students' access</li> </ul>	<ul style="list-style-type: none"> <li>CWT</li> </ul>
		<ul style="list-style-type: none"> <li>Experience on using pre-lesson worksheets, training students on textbook reading, and utilization of videos and audio clips are shared in subject meeting</li> </ul>	<ul style="list-style-type: none"> <li>Discussion in common free periods and subject meetings</li> <li>Students' survey on effectiveness of flip classroom</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>

### 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 Daily Questions, including past paper questions (space vs. mass practice)	9/2018 – 7/2019	<ul style="list-style-type: none"> <li>Schedule of finishing Daily Questions (F.4 and 5) and past paper (F.6) is prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Schedules are prepared and stored on the server.</li> </ul>	<ul style="list-style-type: none"> <li>CWC, CWC, CH</li> </ul>
		<ul style="list-style-type: none"> <li>Over 90% of students in each form finished the questions on schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Report in subject meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>
		<ul style="list-style-type: none"> <li>Students indicate that they have the habit in doing past paper questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students' survey</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CWC, CH</li> </ul>
2. Preparation of worksheet with current issues and data analysis (Economics)	9/2018 – 7/2019	<ul style="list-style-type: none"> <li>Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised</li> </ul>	<ul style="list-style-type: none"> <li>Materials and worksheets prepared and stored on the server</li> <li>Discussion in common free periods and subject meetings</li> </ul>	<ul style="list-style-type: none"> <li>CWT, CH</li> </ul>

**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	9/2018 – 7/2019	● Pop quiz and biweekly test bank is developed.	● A bank of quizzes and tests developed and stored on the server	● CWT, CWC, CH
		● Pop quizzes and biweekly tests are carried out.	● File checking	● CWT
2. To implement STAD for motivating students to improve their test performance	9/2018 – 7/2019	● 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**  
**I.C.T. and C.T.**  
**Program Plan (2018-2019)**

(3rd version - 7 July 2018)

**Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)**

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
1. Encourage students to attend different competitions, so that students can feel their worth.	Photo albums of students' achievements are displayed on the school website and prizes are given in the morning assembly.	Teachers and students' feedback	Tsz Fung, Tak May
2. Optimize the assessment for learning methods for junior form students. Aim to relieve the pressure of homework so that students can have more time for SDL.	Students' pressure on tests / assignments is relieved and about 70% students have positive response to the view that the amount of homework is reasonable.	Results of questionnaires	Tsz Fung, Yat Ming
3. To plan and revise the Hattie's learning strategies and incorporate into curriculums.	The Hattie's learning strategies can be applied to at least one teaching topic.	Subject meeting minutes	Tsz Fung, Yat Ming
4. The reformation of junior form ICT and DT courses.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Yat Ming
5. Review the implementation of 'Test driven learning'	A review report is prepared and submitted.	Subject meeting minutes	Tsz Fung
6. To integrate and regulate the policy measures of 'Test driven learning'	Use the statistical records from the AAC developed program to measure the frequency and distribution of tests.	Subject meeting minutes	Tsz Fung

**Major Concern (II): To enhance HKDSE Result**

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
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.	At least 50% of students achieve Level Four or above in DSE exam.	Results of HKDSE	Tsz Fung, Wai Yau
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively.	Students are able to master the examination skills effectively through the examination analysis.	Results of HKDSE	Tsz Fung, Wai Yau

**Member list:**

Kwok Tsz Fung (Subject panel head)	Tong Wai Yau	Suen Yat Ming	Yu Tak May
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田家炳中學  
普通話科  
周年計劃書 (2018-2019)

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 c-learning 模式上一堂課	全年	學生投入課堂，並於即堂兩次默書成績提升 7%	默書成績	科任老師
嘗試於一個班每堂安排小說朗讀環節	上學期或全年	班中每個同學都能朗讀相關篇章，每次均有合適詞彙讓同學摘錄	檢查筆記，按摘錄認真程度和數量加平時分(上下學期各一次)	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. 中一級於一班挑選 3-4 位普通話小專家，集中幫助班中 1-2 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同時獎勵小專家和被幫助的同學。	全年	1. 被幫助的同學兩次默書成績合格 2. 被幫助同學的朗讀中明顯錯讀字每次不多於 5 個	1. 默書成績 2. 課堂抽讀	科任老師

- 2018-2019 年度科務成員名單：馮綺嘉 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

**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 <sup>nd</sup> term S4: 2 <sup>nd</sup> term S5: once each term S6: 1 <sup>st</sup> 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"> <li>The completed artwork submission to i-class /google classroom right after the lesson</li> <li>The feedback and comment of students to i-class/google classroom right after the designated lesson</li> </ul>	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"> <li>The completed artwork submission to i-class/google classroom right after the lesson</li> <li>The feedback and comment of students to i-class/google classroom right after the designated lesson</li> </ul>	
3 In senior classes, some topics about art criticism and appreciation	S4: 2 <sup>nd</sup> term S5: once each term S6: 1 <sup>st</sup> 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"> <li>Observation of the usage of the students</li> <li>The quality and fluency of the presentation</li> <li>The feedback and comment of students to i-class/google classroom right after the designated lesson</li> </ul>	

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"> <li>• Arrangement of continuous assessment</li> <li>• The amount of written tests and the students' performance.</li> <li>• The amount of painting tests and the students' performance.</li> </ul>	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"> <li>• The quality of the pre-lesson tasks</li> <li>• The total no. and topics of their image collection.</li> </ul>	



**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"> <li>No. of visits</li> <li>Total no. of participants (in each activity)</li> <li>Comments and feedback given by the participants</li> </ul>	Mo Yi Chun Yin
2. To organise a cross-border art tour day-trip or a 5D4N study tour for F4 and F5 students. (this will be further confirmed) - The destination is suggested to be Seoul or Osaka. - The month of departure will be the end of June in 2019. - The main theme of the tour is "Old and modern Architecture" - The focus media of art making is Photography.	June 2019	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"> <li>Post Trip questionnaire</li> <li>Quality of the assignment</li> </ul>	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 guests speakers. (or to visit Artist's studio)	S4 & S5 : once in each term	3.1 No. of activities organised. 3.2 No. of participant (S4 + S5 students) 3.3 Feedback from participants 3.4 Link up with Art Club and drawing class activities	<ul style="list-style-type: none"> <li>Comments and feedback given by the participants</li> <li>Completion of art work</li> <li>Quality of art work</li> </ul>	Mo Yi

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

Subject Head: Woo Mo Yi

First edition: 6<sup>th</sup> July 2018



## Tin Ka Ping Secondary School

### Music Annual School Plan 2018-2019

#### 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"> <li>Continue to use the Apps 'Garage Band' or other related apps to create music during the form 2 music lessons.</li> </ul>	2018-09 to 2019-07	<ul style="list-style-type: none"> <li>at least three lessons in form 2 to use i-pad and the Apps 'Garage Band' or other related apps to create music.</li> <li>Students response the lesson positively.</li> </ul>	<ul style="list-style-type: none"> <li>Quality of the works created by students with using the i-pad</li> <li>Evaluation during the subject meeting</li> </ul>	<ul style="list-style-type: none"> <li>Chun Yin</li> <li>Lai Ming</li> <li>Tze Fung</li> </ul>	<ul style="list-style-type: none"> <li>Training course for teachers</li> <li>I-pads</li> <li>Apps 'Garage Band' or other apps for e-learning</li> </ul>

#### Major Concerns II: Start a Combined DSE Music curriculum for Form 4 Students and Form 5 Students in 2018-2019

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> <li>Apply larger among of the DLG funding to employ: out-school tutors to train the students' aural and ensemble practicing. .</li> </ul>	2018-08 to 2019-07	<ul style="list-style-type: none"> <li>Complete all the curriculum of Paper IB</li> <li>Start the portfolio of Paper II</li> <li>Plan the repertoire of Paper III</li> </ul>	<ul style="list-style-type: none"> <li>Subject Meeting</li> <li>1<sup>st</sup> term and yearly exam result</li> </ul>	<ul style="list-style-type: none"> <li>Chun Yin</li> </ul>	<ul style="list-style-type: none"> <li>\$14,000 funding.</li> </ul>
<ul style="list-style-type: none"> <li>Join the professional teaching course from EDB for the teacher who will teach the DSE course</li> </ul>		<ul style="list-style-type: none"> <li>The teacher who teaches DSE course has to join at least two training courses from EDB.</li> </ul>	<ul style="list-style-type: none"> <li>Courses are applied online through Websams and recommended by school successfully.</li> </ul>		<ul style="list-style-type: none"> <li>EDB course for DSE music teacher</li> </ul>

**Major Concerns III: Practice for the 25<sup>th</sup> anniversary Open Day and Variety Show.**

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> <li>● Set the repertoire of the show</li> <li>● Arrangement for the instrumental ensemble</li> <li>● Group the Recorder Quartet and choose a suitable repertoire</li> <li>● A theme song is composed by student or alumnus.</li> <li>● Invite alumnus to perform during the Open Day and Variety Show</li> </ul>	9/2017   9/2018	<ul style="list-style-type: none"> <li>● Repertoire arrangement finished before September of 2018</li> <li>● Members have been confirmed before October of 2018</li> <li>● The theme song is composed before September of 2018</li> </ul>	<ul style="list-style-type: none"> <li>● All programs are prepared and start to rehearse in October of 2018.</li> <li>● Performance in the Open Day</li> <li>● Performance in the Variety Show</li> </ul>	<ul style="list-style-type: none"> <li>● Chun Yin</li> <li>● Lai Ming</li> </ul>	<ul style="list-style-type: none"> <li>● Budget for the open day and variety show</li> </ul>
<ul style="list-style-type: none"> <li>● Recruit players for the instrumental ensemble</li> </ul>		<ul style="list-style-type: none"> <li>● 50 players are recruit in the instrumental ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>● No. of students are recruit.</li> </ul>		

**Team Members:** Lai Chun Yin, Liu Lai Ming

**Subject Head:** Lai Chun Yin (edited on 20/6/2018)

Tin Ka Ping Secondary School  
Annual School Plan of Major Concerns of Physical Education for 2018-2019

**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 but may carry out in different format in different classes in order to cater for the individual difference.	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.	1.1 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. 1.2 Evaluate in subject meeting	Panel and PE teacher	Implement different training method in PE lesson
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.		Invite different sports association through LCSD



**Major Concern (II): To organize more activities and competitions during school 25<sup>th</sup> anniversary as a mean to develop student's generic skills, attitude towards sports and sense of belonging to school**

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks
1. Certain number of students will be arranged or recruited as student helpers to service in annual athletic meet, swimming gala and 25 <sup>th</sup> anniversary invitational competition.	Whole year	1.1 100 or above students will act as student helpers to assist the preparation of sports-related activities inside school.	1.1 Calculate the number of student helpers who service in sports-related activities at the end of the year.	Panel and PE teacher	
2. Invitational competition a. Athletic meet b. Swimming gala c. Basketball (Secondary) d. Volleyball (Primary)	Whole year	2. Invite at least five schools in athletic meet and swimming gala. Invite at least three schools in basketball and Volleyball competition.	2. Evaluate in subject meeting	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.	Post-exam period	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 each semester. 1.2 Students' own record can be sent to students weekly 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 <sup>nd</sup> and 4 <sup>th</sup> 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 (29-6-2018)**