



田家炳中學 周年計劃書

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

(2019-2020)

【Index】

(2019-2020)

A. Committee & Units	
1. Academic Affairs Committee	Page 1-4
❶ Reading Promotion Unit	Page 5-6
2. Joint Committee on Student Affairs	
❶ Student Affairs Unit	Page 7-15
❷ Co-curricular Activities Unit	Page 16-17
❸ Life Education Unit	Page 18-21
❹ Student Leaders Training Unit	Page 22-23
❺ Career Guidance Unit	Page 24-28
3. Administrative & Development Committee	Page 29-31
❶ Information Technology Unit	Page 32-38
❷ Chinese Culture Promotion Unit	Page 39-40
4. Staff Professional Development Committee	Page 41-44
❶ Implementation Plan of Self-Directed Learning Unit	Page 45-49
❷ English Campus Promotion Unit	Page 50-52
B. Subjects	
1. Chinese Language	Page 53-54
2. Chinese Literature	Page 55
3. English Language	Page 56-59
4. Mathematics	Page 60-62
5. Liberal Studies	Page 63-64
6. Integrated Science	Page 65-66
7. Chemistry	Page 67-68
8. Physics	Page 69-70
9. Biology	Page 71-72
10. Chinese History	Page 73-74
11. History	Page 75-83
12. Geography	Page 84-86
13. Business / Economics	Page 87-89
14. Computer & Tech. (C&T / Information & Communication Tech.(I.C.T.)	Page 90-95
15. Putonghua	Page 96
16. Visual Arts	Page 97-99
17. Music	Page 100-101
18. Physical Education	Page 102-104

Tin Ka Ping Secondary School**Programme Plan of the Academic Affairs Committee (2019-2020)****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 - Prize giving ceremony - Inter-house academic competition	1 st mid-term, 1 st term, 2 nd mid-term, Yearly	1.1 More students are more aware on their study 1.2 Students target at getting high mark / prize. 1.3 Motivation of students on learning is enhanced.	1.1 Teachers and students' feedback 1.2 Academic results in school uniform tests and examinations	LWM
2. To monitor the distribution, amount and efficiency of assessments - Record of assessments (S1-3) - Student perception questionnaires (S4-5) of distribution, distribution, amount and efficiency of assessment	1 st term (Sept) and 2 nd term (Jan)	2.1 Evaluation of the distribution and amount of tests is performed. 2.2 Student survey is conducted and the we can understand the workload of senior form students more clearly.	2.1 Subject meeting minutes 2.2 Use of statistic record 2.3 Result of student survey	CCY
3 A computer program is prepared to trace the frequency and distribution of assessments.	Whole year	3.1 A statistic is successfully produced. Students workload on assessment is monitored.	3.1 Statistic of assessment	CCY
4. To optimize Assessment for Learning - To relieve the pressure of homework of elite students so that the students have more time for SDL - Monitor the policy for elite students is set up successfully	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 About 70% students have positive response to the view that learning is challenging and manageable.	4.1 Learning and teaching questionnaires 4.2 Perception of homework questionnaires 4.3 Subject meeting minutes	CCY

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
- To cater for the diverse learning need of students with different ability				
5. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons. - To plan and revise the teaching curriculum and plan incorporate with SDL. - To prepare the self-learning materials to enhance Self Directed Learning	Whole year	Subjects involved (Chi, Eng, Math, S2 IS, S1 Geo) 5.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 5.2 The pre-lesson tasks can be incorporated with CCL in teaching and assessment. 5.3 Lesson time is saved for teachers to teach some difficult parts. 5.4 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days. (All subjects) 5.5 One set of self-learning material is prepared successfully.	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	CCY
6. To streamline the supplementary examination	whole year	6.1 numbers of students attending supplementary examination decreases	6.1 statistics of exam results	CCY
7. To encourage elite students to join some elite programs	Whole year	7.1 Students find the programs interesting and useful 7.2 More than 10 elite students are willing to attend the courses.	7.1 numbers of students attending the programs 7.2 feedback from students.	LWM

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% of HKDSE subjects, at least 60% of students achieve Level Four or above. 1.4 Positive value-addedness is obtained in 50% HKDSE subjects.	1.1 Subject meeting minutes 1.2 Results of HKDSE and JUPAS	CCY
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 Feedback in subject meeting minutes	CCY

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	CCY

Member list

Mr. Cheung Chun Yeung	Ms. Lau Wai Man	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	Ms. Wong Pui Ki

New Teacher

(In attendance)

Dr. Yuen Pong Yiu	Ms Cheung Pui Yu
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Tin Ka Ping Secondary School**Reading Promotion Unit****School Annual Plan (2019-2020)****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 Chan Wing Shan

Member list

Ms Chau Wai Yee

Mr. Lai Chun Yin

Ms. Tang Lai Chu

Ms Chan Wing Shan

Tin Ka Ping Secondary School

Student Affairs Unit

Program Plan of Major Concerns of SAU for 2019-20

A. Major Concerns (2019 – 2020)

Objective (I) : To help students practice TKPSS core values: “love and care” and “perseverance” 實踐田中核心價值：關愛

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) Class Teacher Set core values of the class and address them afterwards <ul style="list-style-type: none"> Work with the Life Education Unit to kick off the core values program during the 1st Life Education lesson and set core values of the class, one of which must be loving care Board design competition (1st term): Loving Care as the theme At least one class teacher period should be on loving care) 	19-20	Class Teacher <ul style="list-style-type: none"> Class core values are set during the 1st Life Education lesson The core values are addressed by both class teachers and class associations in concrete ways Classes take the core values they set as the theme of board design 	<ul style="list-style-type: none"> Questionnaire Reports of the form meetings and conduct meetings Opinions of the form liaisons and class teachers Report by the concerned teachers Board design competition rating 	CLH CH LKL Class teachers Student Affairs Unit members SYM
	b) Guidance i. Shining Hearts <ul style="list-style-type: none"> With a view of promoting the spirit of “Loving and Caring – Self-care (Mental Health)”, senior mentors (suns) will promote and help organize a series of activities echoing the theme. The activities are as follows: 	19-20	i. Shining Hearts <ul style="list-style-type: none"> There will be at least FOUR promotions of the programme in the coming academic year. There should be effective collaboration among Student Affairs Unit members, class teachers and Life Education Department for the activity “Love is All Around” and preparations for the yearly 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Comments of form liaisons and class teachers Reported by the teachers-in-charge 	CKK CWS1 CWS2 CKM KY SSW1 SSW2 Form Liaisons

	<ul style="list-style-type: none"> ➤ <i>Assembly</i> ➤ <i>Love is All Around</i> ➤ <i>Warm-your-heart Action Team</i> <ul style="list-style-type: none"> ■ “Cheer-up Buddy!” will be held during pre-exam period. <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> ■ All the counselling programmes will be designed by different organisations according to the information about students’ characteristics provided by the school. ■ There will be “Caring Ambassadors” training which aims at giving advice on peer relationship and self-care. 		<p>assembly.</p> <ul style="list-style-type: none"> ■ The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%. <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> ■ The overall participation rate should reach 90%. ■ Whether the programmes should be kept or modified depends on the comments given by teachers and students (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> ■ Evaluation reports written by the organisations which design and lead the programmes 	
<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"> ■ Establish close rapport with students by making good use of the system of Dual Class Teachers ° ■ It is hoped that students can experience teachers’ care and support through Class Teacher Period, Class Committee Meetings and daily routine ° ■ Develop the culture of mutual support and appreciation ° 		<p>a) Class Teachers Duties</p> <ul style="list-style-type: none"> ■ Organize activities which can strengthen class cohesion so that students can build rapport among peers in their daily life 	<ul style="list-style-type: none"> ■ Observation ■ Questionnaire ■ Reported by the teachers-in-charge 	<p>CLH</p> <p>CH</p> <p>LKL</p> <p>Class teachers</p> <p>Student Affairs Unit members</p> <p>SYM</p>
	<p>b) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> ■ The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment. 	19-20	<p>b) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> ■ Each group should have lunch gathering at least four times a year. ■ Each group should organise their own group activities at least once in each term. 	<ul style="list-style-type: none"> ■ Observation ■ Questionnaire ■ Attendance ■ Reported by the teachers-in-charge 	<p>CKK</p> <p>CWS1</p> <p>CWS2</p> <p>CKM</p> <p>KY</p>

	<ul style="list-style-type: none"> There will be an advisor, who is a teacher or social worker, in each group. <p>c) Small Group Counselling</p> <ul style="list-style-type: none"> The themes of the counselling groups will focus on mental health and peer relationship. Variety of activities will be designed to students, e.g. excursion, camping, voluntary work and work placement. Teachers are invited to join some activities, e.g. excursion. 		<ul style="list-style-type: none"> Lunch gathering and Group activities will be designed by both advisors and students. There will be THREE general meetings. The second meeting will be an excursion. Both advisors and students need to participate in it. <p>c) Small Group Counselling</p> <ul style="list-style-type: none"> The overall participation rate should reach 85%. Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.) 		SSW1 SSW2 Form Liaisons
<p>c. 關愛團體、社區及社會的需要</p> <p>To care about the needs of the groups, community and society</p>	<p>a) Shining Hearts</p> <ul style="list-style-type: none"> The members have to participate in and help organise voluntary work Visiting the elderly home and kids in the hospital are recommended. <p>b) Small Group Counselling</p> <ul style="list-style-type: none"> Voluntary Work must be part of the counselling activities. Pet care will be recommended. 	19-20	<p>a) Shining Hearts</p> <ul style="list-style-type: none"> There will be at least TWO programmes about voluntary work in the coming academic year. The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%. <p>b) Small Group Counselling</p> <ul style="list-style-type: none"> The overall participation rate should reach 85%. Whether the programmes should be kept or modified depends on the comments given by teachers and students (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Reported by the teachers-in-charge 	CKK CWS1 CWS2 CKM KY SSW1 SSW2 Form Liaisons
<p>d. 培育堅毅的意志，勇於面對生命中的挑戰</p> <p>To cultivate perseverance to meet challenges in life</p>	<p>a) Provide for class teacher period for Life ed.</p>	19-20	<p>a) Students enjoy the class teacher period and show positive feedback in survey.</p>	<ul style="list-style-type: none"> Questionnaire Opinions of the form liaisons and class teachers Report by the concerned teachers 	CLH, CH, LKL Class teachers Student Affairs Unit members SYM

	<p>b) Shining Hearts</p> <ul style="list-style-type: none"> With a view of promoting the spirit of “Loving and Caring – Self-care (Mental Health)”, senior mentors (suns) will promote and help organize a series of activities echoing the theme. The theme is about “Facing the Adversity” The activities are as follows: <ul style="list-style-type: none"> ➢ Assembly ➢ Love is All Around <p>c) Small Group Counselling</p> <ul style="list-style-type: none"> All the counselling programmes will be designed by different organisations according to the information about students’ characteristics provided by the school. There will be “Caring Ambassadors” training which aims at giving advice on peer relationship and self-care. 	19-20	<p>b) Shining Hearts</p> <ul style="list-style-type: none"> There will be at least FOUR promotions of the programme in the coming academic year. There should be effective collaboration among Student Affairs Unit members, class teachers and Life Education Department for the activity “Love is All Around” and preparations for the yearly assembly. The participation rate of organising, preparing for voluntary work and visiting the needy should reach 85%. <p>c) Small Group Counselling</p> <ul style="list-style-type: none"> The overall participation rate should reach 85%. Whether the programmes should be kept or modified depends on the comments given by teachers and 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Reported by the teachers-in-charge 	CKK CWS1 CWS2 CKM KY SSW1 SSW2 Form Liaisons
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Objective (II) : To optimize the functions of “Student Development Framework” 優化「學生成長框架」的功能

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	<p>a) Class Teachers :</p> <ul style="list-style-type: none"> 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 	19-20	<p>a) Class Teachers :</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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

and senior secondary stage	<p>students and the adaptation problems</p> <ul style="list-style-type: none"> Follow the student's personal time schedule to help them building awareness of time management. 				
	<p>b) “Striving for Excellence”</p> <ul style="list-style-type: none"> Planting will be proposed as the theme of the programme in the coming academic. As our aim is “Love and Care”, the Form 2 students will be asked to take care of plants. The growth of their plants will be recorded. Each class will be given a plant and asked to give a name of that plant. That plant is also one of the members in their class. Each group needs to take turn to take care of their plant. There will be a birth certificate for each plant. However, when the plant “passes away”, there will also be a death certificate. 		<p>b) “Striving for Excellence”</p> <ul style="list-style-type: none"> Each group has to take turn take care of the plant in their class. The students have to observe and record of the plant, e.g. taking photos. If the class can keep the plant for a school term, they will get awards. 	<ul style="list-style-type: none"> Observation Comments of form liaisons and class teachers Reported by the teachers-in-charge 	CKK CKM KY Form Liaisons
	<p>c) Prefect</p> <ul style="list-style-type: none"> 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 	19-20	<p>c) Prefect</p> <ul style="list-style-type: none"> Trainings are provided according to the needs of prefects Overall participation rate is more than 90% Prefects are effective in their role with exemplary performance 	<ul style="list-style-type: none"> Observation Comments of instructors both inside and outside school Report by the members-in-charge of S.A.U 	LWP LYC SYM SSW (Christine)

Objective (III) : 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 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

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 students with different aspirations and abilities</p>	<p>a) Class Teacher</p> <ul style="list-style-type: none"> Class teachers assign students to different posts according to their unique traits Work with the Student Leadership Training Unit to provide training for class association members 	19-20	<p>a) Class Teacher</p> <ul style="list-style-type: none"> Class teachers match tasks to the students Class association members are trained and run the association smoothly 	<ul style="list-style-type: none"> Questionnaire 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
	<p>b) Guidance</p> <p>i. Shining Hearts</p> <ul style="list-style-type: none"> The students whose academic performance is average / below average but overall performance is satisfactory will be the target students as the mentors (sun). Senior mentors (Senior Suns) need to take care of Form 1 students (Seeds). A core group of four to five Suns will be organised to plan activities, including the training programme for the new mentors (Suns). The target students of the core group are Form 2 & Form 3 students. Some of them would be weak at studying but are responsible and capable for organising activities. "Seedlings" can take up the role of "Suns" with Senior Suns' 		<p>b) Guidance</p> <p>i. Shining Hearts :</p> <p>Some students with the following criteria will be chosen to be the suns:</p> <ul style="list-style-type: none"> apply for taking up the post be nice, kind and positive be enthusiastic in school service be nominated by teachers 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Comments of form liaisons and class teachers Reported by the teachers-in-charge 	CKK CWS1 CWS2 CKM KY SSW1 SSW2 Form Liaisons

	<p>guidance.</p> <ul style="list-style-type: none"> ▪ The SUN training programme will focus on some counselling skills and how to organise activities. <p>ii. Small Group Counselling</p> <ul style="list-style-type: none"> ▪ Some selected students may not be the targets but they can help organise and lead the group. 		<p>ii. Small Group Counselling :</p> <ul style="list-style-type: none"> ▪ Helpers will be selected. They are capable of leading the group. 		
	<p>c) Prefect:</p> <ul style="list-style-type: none"> ▪ Provide ample opportunities for prefect leaders to develop their potentials by in charging of activities for prefects and administrative documents of whole-school activities such as Sports Day and Swimming Gala. ▪ 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. <p>d) Monitors</p> <ul style="list-style-type: none"> ▪ 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. ▪ Experience sharing lunchtime meetings are arranged to 	19-20	<p>c) Prefect</p> <ul style="list-style-type: none"> ▪ Prefect leaders are independent in carrying out the management work ▪ Prefects are effective in their role with exemplary performances <p>d) Monitors</p> <ul style="list-style-type: none"> ▪ Monitors master the role of student leaders and assist teachers in managing the class discipline. 	<ul style="list-style-type: none"> ▪ Observation ▪ Comments of instructors both inside and outside school ▪ Students' Survey ▪ Records ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the members-in-charge of S.A.U 	<p>LWP LYC SYM SSW (Christine)</p> <p>LWP LYC SYM Student Affairs Unit members (form liaisons) SSW (Christine)</p>

	<p>monitors of the same form with form liaisons of S.A.U. once a term. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly.</p> <ul style="list-style-type: none"> ▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models. <p>e) Chief subject monitors</p> <ul style="list-style-type: none"> ▪ 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. ▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models 		<p>e) Chief subject monitors</p> <ul style="list-style-type: none"> ▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers. ▪ Their performance is recognised by both class teachers and subject teachers. 	<p>liaisons).</p> <ul style="list-style-type: none"> ▪ Report by the members-in-charge of S.A.U ▪ Observation ▪ Comments of both class teachers and subject teachers ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the members-in-charge of S.A.U 	<p>LWP LYC SYM Student Affairs Unit members (form liaisons) SSW (Christine)</p>
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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) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> ▪ The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment. ▪ All members have to organise and participate in voluntary 	19-20	<p>a) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> ▪ Each group should have lunch gathering at least four times a year ▪ Each group should organise group activities at least once in each term. ▪ There will be THREE general meetings. ▪ The participation rate should reach 85%. 	<ul style="list-style-type: none"> ▪ Observation ▪ Survey ▪ Questionnaire ▪ Attendance ▪ Comments of form liaisons and class teachers 	<p>CKK CWS1 CWS2 CKM KY SSW1 SSW2</p>

	<p>work. They have to learn how to communicate with the people in need. And some basic counselling skills.</p> <ul style="list-style-type: none"> ▪ Warm-your-heart Action Team was formed and they organised some activities about Self-care, i.e.. “Cheer-up Buddy!” <p>b) Small Group Counselling</p> <ul style="list-style-type: none"> ▪ There will be one or two different themes in each form. The themes are designed according to the students’ need. For junior forms, the themes focus on net issue and peer relationship. The themes of senior forms are about studies, e.g. learning motivation and learning stress. 		<p>b) Small Group Counselling</p> <ul style="list-style-type: none"> ▪ There should be effective collaboration among social workers, form liaisons and form teachers in selecting target students, the work progress and the follow-up work. ▪ The overall participation rate should reach 85%. ▪ The organisations holding the groups should submit evaluation reports in order to provide more detail information about the students’ progress to form liaisons and class teachers. 	<ul style="list-style-type: none"> ▪ Reported by the teachers-in-charge ▪ Evaluation reports written by the organisations which design and lead the programmes 	Form Liaisons
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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 2019–2020

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2019-2020

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
1. To help students practice TKPSS core values: "love and care" and "perseverance"					
1.1 To take care of oneself and love others					
1.1.1 Self-care: To develop a positive mind and life attitudes	◆ To plan personal CCA development	Sept-Nov	◆ Over 80% of students can set goal in CCA development through life-edu lesson	◆ Google form will be sent to students to collect statistics for analysis at the end of the school year	CCAU members CCAU assistant
1.1.2 To build rapport among peers and between teachers and students	◆ Recap teacher-student relationship in various school activities	Whole year	◆ Maintain the atmosphere of teachers in participating T-S activities	◆ Review in CCAU meeting	CCAU 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	◆ Invite CCAs to involve in student activities day or school promotion day.	◆ Successfully invited.	CCA teachers CCAU assistant
1.2 To cultivate perseverance to meet challenges in life					
To build up atmosphere of meeting challenges	◆ To introduce the Grit programme	Whole year	◆ Successfully launched in 6 pilot CCAs	◆ Review from teacher-in-charge	◆ teacher-in-charge of the pilot CCAS ◆ CCAU members ◆ eEnrolment
	◆ 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

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2019-2020

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	◆ Over 80% of students can set goal in CCA development through life-edu lesson	◆ Google form will be sent to students to collect statistics	◆ 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, 2019 ◆ June, 2020	◆ Complete the programme ◆ Invite senior form students to share experience in OLE workshop	◆ Review from students’ planning in the handbook. ◆ Sharing from students	◆ CCA members	◆ CCA assistant

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	◆ Fine tune of 1P1M policy	Whole year	◆ Time requirement of each CCAs was shown in school notice for reference. Over 80% of student agree the information is useful.	◆ Google form will be sent to students to collect statistics	◆ Vice-principle of JCSA ◆ CCA members	◆ CCA assistant

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

4. Appendix : Budget for 2019-2020

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 (2019-2020)

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
1.To help students practice TKPSS core values: “love and care” and “perseverance”			
1.1 To take care of oneself and love others <ul style="list-style-type: none"> ■ To elevate the quality of lesson plans. ■ To review and integrate content and strategies about life education in the curriculum. 	<ul style="list-style-type: none"> ■ Form coordinators modify at least 1-2 <ul style="list-style-type: none"> ● of the lesson plans, which enhances the perseverance of student to meet challenges and treasure life. ■ Online resource center of lesson materials for supporting form coordinator is set up ■ Framework of the curriculum is constructed and provide the materials for teacher. 	<ul style="list-style-type: none"> ● Evaluate the effectiveness in the Joint Student Affairs Committee meetings ● Use curriculum evaluation forms to collect teachers' opinions ● Review in the meetings of the Life Education Unit ● Collect feedback from students who participated in voluntary services. 	<ul style="list-style-type: none"> ● Unit head and vice unit head ● Form coordinators
1.2 To build rapport among peers and between teachers and students <ul style="list-style-type: none"> ■ 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. ■ To elevate the quality of lesson plans and to strengthen class teachers' consciousness toward Life Education lessons. 	<ul style="list-style-type: none"> ■ Form coordinators modify at least half of the lesson plans. ■ 70% of students agree with the content and effects of the curriculum. ■ 90% of class teachers agree with the content and effects of the curriculum. 		

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

2.To optimize the functions of “Student Development Framework”			
2.1 To implement career and life planning and help students construct life blueprint	<ul style="list-style-type: none">■ All the units agree with the effectiveness of the curriculum.	<ul style="list-style-type: none">■ Use class management questionnaire to collect students’ opinions■ Use curriculum evaluation forms to collect teachers’ opinions	<ul style="list-style-type: none">● Unit head and vice unit head● Form coordinators
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	<ul style="list-style-type: none">■ Relevant strategies are set by the volunteer service team.■ 80% of participants agree with the effectiveness of the activities.■ 30-40% F2 student participate in volunteer service and share their experience in assembly■ Emphasize life value and importance of family to fit the need of junior form students	<ul style="list-style-type: none">■ Review in the meetings of the Life Education Unit■ Collect feedback from students who participated in voluntary services.	
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">■ To motivate students taking part in different extramural activities according to students’ characters and abilities so as to broaden their horizons.■ To pay attention to students’ balance	<ul style="list-style-type: none">■ All the units agree with the effectiveness of the curriculum.■ To deliver the idea of balance of life during assemblies.	<ul style="list-style-type: none">■ Use class management questionnaire to collect students’ opinions■ Use curriculum evaluation forms to	<ul style="list-style-type: none">● Unit head and vice unit head● Form coordinators

of life through maintaining contact with class teachers and other units.		collect teachers' opinions	
		<ul style="list-style-type: none"> ■ Review in the meetings of the Life Education Unit 	

Tin Ka Ping Secondary School
Student Leaders Training Unit
Programme Plan (2019-20)

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 care about the needs of the groups, community and society	Whole school year	<input type="checkbox"/> There are at least three programmes in LIVE training which are related to care about the needs of the groups, community and society. <input type="checkbox"/> To help S.2 students to prepare for the volunteer activity. (Cooperate with CGU unit). At least three preparation meetings will be held with the students.	<input type="checkbox"/> Details of training programme <input type="checkbox"/> Meeting of students <input type="checkbox"/> JCSA meetings	<input type="checkbox"/> YTM <input type="checkbox"/> TBY <input type="checkbox"/> KSM
1.2 To cultivate perseverance to meet challenges in life	Whole school year	<input type="checkbox"/> The element of perseverance can be added in the in strive for excellence award scheme. (Can become one of the elective task of the scheme). And this can cooperate with CCAU and LEU. <input type="checkbox"/> The students should perform well in strive for excellence award scheme. (Like there are 50% of students can achieve " good" in the mid-term evaluation.)	<input type="checkbox"/> Students' booklet <input type="checkbox"/> Committee meetings <input type="checkbox"/> Feedback of class teacher	<input type="checkbox"/> WWC <input type="checkbox"/> YTM <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. (At least has cooperation with three units) . <input type="checkbox"/> One activity should be held with ADC	<input type="checkbox"/> Committee meeting <input type="checkbox"/> JCSA meeting <input type="checkbox"/> Feedback from colleague	<input type="checkbox"/> All members

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 (esp. the new training programme, like the base group training and the new cooperations with other units)	<input type="checkbox"/> Committee meeting <input type="checkbox"/> JCSA meeting	<input type="checkbox"/> All members
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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 2019-2020

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	9/19-05/20	S3-S6 class representatives could help their own class set up a notice corner	Teacher's observation	YCH + LSY	Staff Support
1.1.2 To build rapport among peers and between teachers and students	To understand local career and tertiary education development	9/19-05/20	1 university visit at CU 1 workplace visit at Disneyland. 1 Career Sharing at School	Feedback from participants involved	YCH + LSY + Alumni	Staff Support
1.1.3 To promote mentoring culture in the community and develop a vision for future, and make preparation for achieving education, training and career goals.	To implement a "Life Buddies" mentoring programme with Build King construction company	9/19-05/20	6 school based mentoring activities to help students develop a vision.	Feedback from participants involved	TYH + 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	9/19-05/20	Development of Life Education Lesson Plan	Feedback from class teachers and students	S1: KY S2: MNS S3: YCH S4: TKT S5: TKT S6: TYH	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	CLAP for Youth @JC
	To further implement F.5 Individual Counseling	9/19-05/20	50 F.5 students received individual counseling	Reports from HKFYG and feedback from F.5 Ss	TKT (15 Ss) +HKFYG + LSY	Government Grant
	1. To develop F.6 Group Counseling and Interview Workshop	Before Dec	1. 70 F.6 students received individual counseling 2. 20 S6 students joined interview workshop	Feedback from participants and F.6 Class teachers	1. KY, TKT (32 Ss), TYH, MNS 2. KY	Staff Support

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.	9/19-05/20	15 students got offers from overseas, Taiwan and Mainland universities	Statistics	MNS	Staff Support
	To explore Career-related Experience for Students with Specific Learning Difficulties	9/19-05/20	Explore "Pathway To Enrichment Project" Resources Kit.	A school-based plan for "Pathway To Enrichment Project" Resources Kit.	KY	Staff Support
	To organize a Parent Talk for senior form's parents	10/19-11/20	50 parents would join the talk	photo + Statistics	*MNS + TYH	Staff Support
	To organize Study abroad Information Talk e.g. UK, Australia and USA	Post Exam period	S4 students understand the multi-pathways in studying overseas.	photo + Statistics	KY	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 + YCH	Staff Support
	To organize one career visit for S1 and S2 students	Post Exam period	40 S1 or S2 students	Photos and Statistics	YCH + LSY	Staff Support

	To organize S6 JUPAS Result Release Guidance Day	Post Exam period	All S6 students	Photos and Statistics	TYH + TKT + MNS S6 Class Teachers	Staff Support
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Team Members

Mr. Tse Yu Hin, Mr. Kwok Yu, Mr. Man Nung Shing, Mr. Tang Kin Tung, Mr. Yan Chun Hong, Miss Lam Sui Ying.

Tin Ka Ping Secondary School
Administration and Development Committee (ADC)
Programme Plan (2019/20)

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.	Reviewed by ADC.	Yee Hon	School funds
2. To promote school image through academic programmes (STEM) with primary schools	Whole year	2.1 A course outline will be revised before January 2020. 2.2 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
3. To support the organizing of study tours so to enhance the services learning and broaden the horizons of students	Whole year	3.1 Similar number of study tours which have different learning aims will be organized. 3.2 At least two study tours concerning social services will be held.	Reviewed by ADC.	Yan Chun	School funds Outside Resources
4. To optimize facilities and IT resources to enhance teaching and administrative works	Whole year	4.1 Computer equipment in school are in good state. 4.2 Internal calendar optimization	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	Record of students' achievement are shown via the school webpage, campus TV etc.	1.1 Reviewed by ADC 1.2 Feedback from students	Yee Hon Tsz Fung	-
2. To maintain a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	Whole year	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 and facilities to enhance SDL with special reference to the training of using internet resources and apps (e.g. Google Classroom, Explain Everything)	Whole year	At least one new training session is organized for all teachers.	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
5. To renovate 103 to become an SDL room	2-3 years	5.1 The renovation of SDL room has completed.	Review by ADC	Yee Hon Ka Lun	School funds QEF

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To optimize the environment of “Sky Garden”	Whole year	The “Sky Garden” have been visited by students frequently.	1.1 Reviewed by ADC 1.2 Feedback from students	Yee Hon	School funds
2. To renew classroom environment new wise saying foamboards and LED TV	Whole year	Classrooms of one more floor have been equipped with new desks, chairs, foamboards and LED TV.	2.1 Reviewed by ADC 2.2 Feedback from students	Yee Hon Ka Lun	School funds
3. To introduce plants in the “Sky Garden”	Whole year	Some plants are introduced.	Reviewed by ADC	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 Pui Yu, Cheung Man Wai, Lee Yan Chun, Lo Fung Chun, Man Nung Shing, Tam Mei Hing, Kwok Tsz Fung (in attendance), Fung Yee Ka (in attendance), Lee Chun Lan (in attendance)

Tin Ka Ping Secondary School
Program Plan (2019-2020): IT, EITP, e-Learning

IT

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. Maintain a complete and up-to-date equipment list, ensure all equipment is in good condition and enough backup parts are in stock.	Whole year	A complete equipment list has been created.	Meeting minutes	*Joseph, Johnnie, Helen, Jane
2. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	*Joseph, Johnnie
3. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	*Tsz-fung, Joseph

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain 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	*Anson, Helen
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Feedback from colleagues	*Johnnie, Helen
3. Maintain an effective and convenient method for colleagues to reserve IT equipment.	Whole year	Colleagues satisfy with the new reservation system	Feedback from colleagues	*Johnnie, Helen

Major Concern (III): Providing supports to difference committees (by writing tailor-made computer programs)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Supporting AAC: Maintain a program to collect the subject schedules of quizzes, dictations, homework, assessment schedules, etc., 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	*Helen, Jane
2. Supporting JCSA: Maintain a program to collect the details of students' activities.	Whole year	All data can be collected from students daily.	Feedback from SGC, CCAU and system reports	*Helen, Jane
3. Supporting SPDU: Strengthen the electronic method of administrative work. Aim to reduce the workload of data input and paper processes.	Whole year	At least five administrative tasks can be replaced by an electronic method	Feedback from SPDU	*Tsz-fung, Helen, Jane
4. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*Wai-yau, Joseph
5. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*Wai-yau, Joseph

EITP

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	*Jane, Anson
2. Support colleagues to use the equipment and support EITP activities.	Whole year	All requests can be properly handled.	Feedback from colleagues	*Jane, Anson, Johnnie

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Reform EITP course structure into task-based programmes.	1st term	The course structure has been reformed.	Meeting minutes	*Tsz-fung, Anson, Jane
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, Anson, Jane

e-Learning

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	Monthly report be prepared for monitoring.	Reports signed by Chairperson after checking	*Jane
2. Support colleagues to use e-learning equipment in lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	*Jane, Johnnie, Helen
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	*Jane, Helen
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	*Helen, Jane
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, Helen, Jane

Team Members (IT, EITP, e-Learning)

Kwok Tsz-fung (Head),
Chan Tsz-yung Helen,

Tong Wai-yau,
Wong Chun-yuen Anson,

Kwan Chi-wa Joseph,
Tsang Wing-yen Jane,

Fu Ka-kin Johnnie

田家炳中學
資訊科技組 – 工作分配 (2019-2020)

專責工作：

郭子豐	組長、統籌及發展
唐偉佑	eClass, WebSAMS, 程式開發
關智華	行政工作、成績表、數據處理
Johnnie	電腦維修、活動支援
Anson	EITP 教學及管理
Helen	TSS、伺服器及網絡管理
Jane	e-learning 資源管理、EITP 恆常運作

日常工作 (人手分配優次)：

- 早會、生活教育課、典禮：

- 常規人手編排

關生	Johnnie	Anson	Helen	Jane
統籌工作	主責	後備 1	後備 2	後備 3

- 若遇需要同時支援數個不同場地的活動，或活動需要多於一位同工，方可動用後備人手。
- 後備同工將按 1, 2, 3 優次協助活動支援工作
- 一般活動：IT 組同工只需於活動前準備好器材及開啟設備，無需全程當值。如負責老師沒有要求，亦無需留下拍照。
- 大型活動：需要 1 位 IT 同工當值進行影音控制，以及協助拍照。
- 典禮：需要 2-3 位 IT 同工當值，1 位進行影音控制，另外 2 位協助拍照。
- 活動器材借用申請由 Johnnie 負責收集及記錄。
- 關生需預早協調活動人手，若遇需要動用後備人手，應先告知組長。

- iPad 借用

- 常規人手編排

Jane	Johnnie	關生	Helen	Anson
主責	協助	後備 1	後備 2	後備 3

- 一般在活動/課堂前推送足夠數量的 iPad 到活動地點。
- 如有需要 (同工第一次使用/活動較複雜) 應留下作支援，協助老師解決技術問題。
- 活動/課堂後，應盡快將 iPad 推回指定存放處，不應讓 iPad 留在走廊而無人看管。
- 平常應注意充電，確保 iPad 有足夠電量，隨時可供使用。
- iPad 借用申請由 Jane 負責收集及記錄。
- 如有新 Apps 需要安裝，應先獲得組長批准。

- OMR 評改工作

- 常規人手編排

Johnnie	Jane	關生
主責	協助	後備 1

- 一般而言，盡量做到今天收，明天完成。
 - 請跟據老師要求，交回電子版 或/及 硬本報告。
 - 非標準 MC 紙，需要先進行測試，及由組長批准方可使用。

- 電腦技術支援

- 常規人手編排

Johnnie	Helen	關生	Anson	Jane
課室 / 其餘	教員室	統籌工作	後備 1	後備 2

- 收到查詢時，請盡量記錄詳情。
 - 無法即時完成的工作，或與設備故障有關的工作，需要記錄於系統中，以便日後追查。
 - 若未能即時解決問題，或不懂處理，應記錄詳情，再聯絡相關專責同工協助跟進。
 - 如問題影響上課，或有即時危險，應馬上通知關生或組長進行協調處理。

- 軟件更新安裝

- 常規人手編排

Helen	Johnnie	關生	Anson	Jane
測試軟件	主責安裝	協助安裝	後備 1	後備 2

- 若遇軟件需要大型更新或安裝，可按上述優次協助進行。
 - 應盡量避免手動更新或安裝工作，盡量使用自動代程式進行。
 - 新軟件需要經過組長批准後，方可安裝使用。

當值時間及座位安排 (第一階段)

IT 同工	當值時間*	座位
Johnnie	08:00 – 10:00	RM106
	10:00 – 14:30	實驗室
	14:30 – 16:30	RM106
Anson	08:00 – 17:00 (正常上課天)	教員室
	09:00 – 18:00 (有課後 EITP 課堂)	教員室
Helen	08:00 – 17:00	教員室
Jane	08:00 – 17:00	教員室

當值時間及座位安排 (第二階段)

IT 同工	當值時間*	座位
Johnnie	08:00 – 10:00	RM106
	10:00 – 14:30	實驗室
	14:30 – 16:30	RM106
Anson	08:00 – 17:00 (正常上課天)	教員室
	09:00 – 18:00 (有課後 EITP 課堂)	教員室
Helen	08:00 – 17:00	教員室
Jane	08:00 – 17:00	RM106

當值時間及座位安排 (第三階段)

IT 同工	當值時間*	座位
Johnnie	08:00 – 10:00	RM106
	10:00 – 14:30	實驗室
	14:30 – 16:30	RM106
Anson	08:00 – 17:00 (正常上課天)	RM106
	09:00 – 18:00 (有課後 EITP 課堂)	RM106
Helen	08:00 – 17:00	教員室
Jane	08:00 – 17:00	RM106

*預計時間，確實當值時間按新學年簽定的合約為準。

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，向中一傳揚傳統道德價值	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%以上中一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%中一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. 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
3. 鼓勵高中學生報考獎章 (1) 鼓勵學科推動學生以研習中國文化為專題報告主題 (2) 配合中三語文活動，讓中三同學更有動機繼續考取銀章。	全年	(1) 中五全級不少於 20 位學生的通識專題及不少於 90%高中中史科學生的完成專題報告。 (2) 中三已完成銅章的同學中，有不少於 50%報考銀章。	(1) 通識科科主席回應 (2) 中史科科主席回應 (3) 報考獎章人數	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. 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
2. 優化內地交流團學習活動，加深活動成效。	4 月	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。	※參與活動的同工及學生回饋	組長及組員
3. 優化中四級考察日安排，加深學習成效。	4 月	60% 參與學生透過問卷，對考察安排回應正面。	※參與活動的同工及學生回饋	組員

2019-2020 年度財政預算 (中華文化推廣組)

	項目 / 活動名稱	來年	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	(嘉賓車敬列於校慶活動財政預算) 印製證書及相關雜費
4	校外書券(金章獎品，每人\$100)	9500	合資格考金章人數共 89 人。
5	學校書券(銀章獎品，每人\$30)	7500	合資格考銀章人數共 222 人。
6	訂製獎章	4400	木 200 個，銅 50 個，銀 50 個，金 150 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	資助中四一天考察團 (暫定澳門)	70000	資助額為學生團費 50%。
12	「圖情萬里」團	20000	資助學生每人\$1000，預計 20 人。
13	中華文化日攤位	3400	由中華文化推廣小組策劃及推動。
14	資助中五文化交流團(暫定成都)		
15	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(2018-2019)：綺嘉、錦洪、穎賢、麗萍、慕儀、俊康

Tin Ka Ping Secondary School
Staff Professional Development Committee
Implementation Plan (2019-20)

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"> ● To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL, especially on <ul style="list-style-type: none"> ■ training students' study routines and habits via instructional design ■ differentiated teaching/assessment strategies for students with different attainments ■ instructional materials preparation for SDL e.g. videos for flip classroom 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Seminars/ workshops/ experience sharing sessions are conducted on SD Day and positively evaluated. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, CH, YTM
<ul style="list-style-type: none"> ● To aid subjects/committee in deriving practical ways in conducting SDL, with focus on “feedback” and “seeking help from peers” 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● At least one instructional material on SDL is produced in every subject. ● The instructional material is tried and evaluated in terms of learning effectiveness with evidences support. ● Practical ways in conducting SDL are shared in common free period 	<ul style="list-style-type: none"> ● Feedback from subjects/committees ● Report and evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, CCO, WSM, YTM

● To exchange with external organisations for stimulating ideas on SDL	Sept 2019 – July 2020	● 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 of 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, with emphasis on feedback and seeking help from peers	Sept 2019 – July 2020	● Revisions on CCL concepts with reference to two SDL elements (feedback and seeking help from peers) are conducted on SD Day and positively evaluated on the revision	● SD Day questionnaire ● Evaluation in Committee meetings	● CWT, CCO, WSM, YTM
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2019 – July 2020			
(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. ● Focus SDL elements were incorporated in instructional designs and the designs are tried and evaluated. ● Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated.	● Discussion in Committee and SDL Working Group meetings ● Feedback from teachers in common free periods ● Discussion in Committee and SDL Working Group meetings ● Discussion in subject meetings	● CWT, CCO, WSM, YTM, seed teachers
(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"> Sessions for CCL/SDL lesson preparation are held on SD Day. The sessions are positively evaluated by teachers with special reference to the focus SDL elements. 	<ul style="list-style-type: none"> Questionnaire on SD Day Evaluation in Committee meetings 	
<ul style="list-style-type: none"> To provide support (training and experience sharing) on preparation of LFP on the following aspects: <ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction ■ learning difficulties identification 	Sept 2019 – July 2020	<ul style="list-style-type: none"> Subject-based training on the preparation of LFP is held. Supports are given during co-lesson preparation for appraisal through identification of students' weaknesses and the corresponding solutions. Teachers positively indicate that they understand the essence of LFP. Teachers positively indicate that they are able to prepare LFP individually 	<ul style="list-style-type: none"> Feedback from teachers in common free period Feedback from teachers in appraisal SD Day questionnaire Evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT, seed teachers
<ul style="list-style-type: none"> To provide support SDL via resources provision 	Sept 2019 – July 2020	<ul style="list-style-type: none"> Longer time period in SD days is spared for SDL materials preparation. Reference books are purchased Teachers positively indicate that resource supports are enough for carrying out SDL 	<ul style="list-style-type: none"> Feedback from teachers in common free period SD Day questionnaire Evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT, WSM, YTM

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
● Review and revise the Appraisal System in school	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Appraisal procedures and forms of subject teachers, subject heads, committee heads and committee members reviewed and revised in view of positive appraisal ● E-appraisal system is established ● Opinions on appraisal system collected ● Appraisal system for office clerical staff is proposed. ● Appraisal procedures and forms for office clerical staff are proposed. 	<ul style="list-style-type: none"> ● Discussion in Committee meetings ● Discussion in Administrative Council meetings ● Report in Staff Meetings 	● All members
● Exploring the possibility on mutual support system	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Proposal on mutual support system is made. ● Opinions on the support system are collected. 	<ul style="list-style-type: none"> ● Discussion in Committee meetings ● Formal and informal opinion collection 	● All members

Committee Members

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

Implementation Plan of Self-Directed Learning Unit (SDL) 2019-2020

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	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.	1.5 Frequency of uses of the self-learning materials 1.6 Teachers' and students' feedback on quality of the materials (if any)		
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 & 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"> ● To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL, especially on <ul style="list-style-type: none"> ■ training students' study routines and habits via instructional design ■ differentiated teaching/assessment strategies for students with different attainments ■ instructional materials preparation for SDL e.g. videos for flip classroom 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Seminars/ workshops/ experience sharing sessions are conducted on SD Day and positively evaluated. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, CH, YTM
<ul style="list-style-type: none"> ● To aid subjects/committee in deriving practical ways in conducting SDL, with focus on “feedback” and “seeking help from peers” 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● At least one instructional material on SDL is produced in every subject. ● The instructional material is tried and evaluated in terms of learning effectiveness with evidences support. ● Practical ways in conducting SDL are shared in common free period 	<ul style="list-style-type: none"> ● Feedback from subjects/committees ● Report and evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, CCO, WSM, YTM
<ul style="list-style-type: none"> ● To exchange with external organisations for stimulating ideas on SDL 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● External organization visits (for exchanges) are conducted and positively evaluated 	<ul style="list-style-type: none"> ● Questionnaire to middle management staff ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, CCO

(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, with emphasis on feedback and seeking help from peers	Sept 2019 – July 2020	● Revisions on CCL concepts with reference to two SDL elements (feedback and seeking help from peers) are conducted on SD Day and positively evaluated on the revision	● SD Day questionnaire ● Evaluation in Committee meetings	● CWT, CCO, WSM, YTM
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2019 – July 2020			
(a) supporting seed teachers in their co-lesson preparation with subject teachers		<ul style="list-style-type: none"> ● Co-lesson preparations are carried out mainly by seed teachers in F.1-2 common free periods of different subjects and are positively evaluated. ● Focus SDL elements were incorporated in instructional designs and the designs are tried and evaluated. ● Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated. 	<ul style="list-style-type: none"> ● Discussion in Committee and SDL Working Group meetings ● Feedback from teachers in common free periods ● Discussion in Committee and SDL Working Group meetings ● Discussion in subject meetings 	● CWT, CCO, WSM, YTM, seed teachers
(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion		<ul style="list-style-type: none"> ● Lesson observations and post-lesson discussions are held. ● Trainings and support provided to teachers are considered to be useful. 	<ul style="list-style-type: none"> ● Feedback from teachers during post-lesson discussions ● Questionnaire on training and supports 	
(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.	<ul style="list-style-type: none"> ● Questionnaire on SD Day ● Evaluation in Committee meeting 	
(d) providing CCL/SDL lesson preparation sessions on SD Day		<ul style="list-style-type: none"> ● Sessions for CCL/SDL lesson preparation are held on SD Day. ● The sessions are positively evaluated by teachers with special reference to the focus SDL elements. 	<ul style="list-style-type: none"> ● Questionnaire on SD Day ● Evaluation in Committee meetings 	

<ul style="list-style-type: none"> ● To provide support (training and experience sharing) on preparation of LFP on the following aspects: <ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction ■ learning difficulties identification 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Subject-based training on the preparation of LFP is held. ● Supports are given during co-lesson preparation for appraisal through identification of students' weaknesses and the corresponding solutions. ● Teachers positively indicate that they understand the essence of LFP. ● Teachers positively indicate that they are able to prepare LFP individually 	<ul style="list-style-type: none"> ● Feedback from teachers in common free period ● Feedback from teachers in appraisal ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, seed teachers
<ul style="list-style-type: none"> ● To provide support SDL via resources provision 	Sept 2019 – July 2020	<ul style="list-style-type: none"> ● Longer time period in SD days is spared for SDL materials preparation. ● Reference books are purchased ● Teachers positively indicate that resource supports are enough for carrying out SDL 	<ul style="list-style-type: none"> ● Feedback from teachers in common free period ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, WSM, YTM

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
Form 1 1. Tie grouping in with the Discipline Training Camp	Sep- Nov	a. There are at least two practices about the group leaders help groupmates to check the work b. Students have the sense of seeking help from peers when facing difficulties	<ul style="list-style-type: none"> Students' reflections Self-evaluation and peer evaluation Feedback from class teachers 	SYM KSM	JSAC
2. Set up groups and maintain cooperation between group members	Whole year	Enhanced the group cooperation in F.2: 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"> Report form class teacher in form meeting Students' survey form 	SYM KSM	JSAC
3. Foster time management towards SDL	Whole year	a.F.1 and Individual F.2 Class teachers help students to establish routine of using student's 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"> Report form class teacher in form meeting Students handbook regular checking (provided by SAU) 	SYM KSM	JSAC
Form 2 1. Foster group dynamic in promoting class activities	Whole year	All class teachers utilize the group dynamic in class management and conducting (assigned) class activities	<ul style="list-style-type: none"> Students' survey form Feedback from class teachers Report form class teacher in form meeting 	SYM KSM	JSAC
2. Explore a new students training with other units (especially S.2 training)	Whole year	a. Modify the S.1 training and discussed and set up a draft of S.2 training programme (That means there are S.1 and S.2 training in 2020-2021)	<ul style="list-style-type: none"> JSAC meeting 	SYM KSM	JSAC

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: Spellathon and Scrabble. 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"> ● translation for Billy and exchange student ● F.1 Bridging buddies ● Join competition ● Teen Time ● English Day: emcees and book sharing corner ● Read aloud for F.1 students 	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

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
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Major Concerns (II) : To 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 nd 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) : To widen students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
6. To 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 Exchange with Chua Chu Kang Secondary School	15/11/19	7.1 Around 15 students are recruited to be ambassadors and give positive feedback to the activity.	7.1 Feedback from teachers of the school and our teachers reported in committee meetings.	Mr Billy Ko Ms Wendy Lau
8 To organise a study tour to England/	07/20-08/20	8.1 A two-week tour is held to study English in	8.1 Students' feedback form 8.2 Report from escort teachers	Ms Wendy Lau and Ms Pinky Wong

	Australia.		England/Australia and give positive feedback to the tour.	Both are reported in meetings.	
9	To hold an assembly for students having overseas exchange and one for Intercultural Day.	09/19 02/20	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	13/9, 11/10, 15/11, 6/12, 7/2, 21/2, 13/3, 24/4	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(2019-2020)

附件 10

工作／措施	時間表	成功準則	評估方法	負責人
工作重點(1)：提升學生自學能力				
1. 推介優質文章，提升學生閱讀質素 ①本科老師於每周印發一篇優質文章，供全體學生於演閱時段閱讀，藉以培養學生閱讀興趣，擴闊閱讀層面，並提升其閱讀質素。 ②鼓勵學生善用《積學筆記》記錄字詞、佳句等資料。	全年	①措施能如期進行。 ②最少 80%本科老師認同措施有助提升學生閱讀質素。	級會及科會報告	全體同工 (麗珠)
2. 優化高中寫作及綜合寫作指導工作紙 ①優化中四及中五級寫作及綜合練習寫作指導工作紙，幫助學生掌握寫作框架，加強學生寫作該類文體的遷移能力。	全年	①措施能如期進行。 ②最少 80%本科老師認同措施有助提升學生掌握寫作框架。	級會及科會報告	全體同工 (麗珠)
3. 朋輩分享自學經驗，掌握摘星要訣 ①邀請中六級或校友中文尖子與精英組學生分享自學經驗，讓學生掌握語文摘星要訣。(同工作重點(3)/2.加強拔尖工作①) ②鼓勵精英組學生通過自學，提升成績。	九月	①各項措施能如期進行。 ②科任老師認同措施有助學生建立良好的自學習慣。	級會及科會報告	麗珠
工作重點(2)：優化現有活動，營造校園氣氛，提升語文學習風氣				
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邀請本地作家開設初中寫作拔尖課程，鼓勵學生寫作。 ②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。 ③鼓勵尖子學生參加校外比賽。 ④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(3)：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善用中六學生的退修空堂，替學生練習說話。 ④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. 加強拔尖工作 ①繼續於中四及中五級開設精英組，進行拔尖工作，並邀請中六級或校友中文尖子分享自學經驗，讓學生掌握語文摘星要訣。(同工作重點(1)/3.朋輩分享自學經驗，掌握摘星要訣①) ②善用小班優勢，提升中游學生成績。 ③中四精英組少收學生，務求貴精不貴多，待學生升讀中五時，再將有能力的學生轉到精英組，讓精英學生更集中，以助拔尖。	全年	①最少 80%本科老師認同有關措施有助學生掌握語文摘星要訣。 ②最少 80%本科老師認同小班有助提升中游學生成績。 ③最少 80%本科老師認同有關措施有助拔尖。	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)

張文慧

陳麗紅

鄭嘉敏

蔡慧貞

文能勝

彭穎賢

殷俊康

劉嘉露

林穗盈(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(2019-2020)

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
<p>1 提升卷一學生寫作興趣及能力</p> <p>1.1 開設寫作班</p> <p>1.2 優化校本設計的寫作課程，每課加入片段寫作</p> <p>1.3 要求學生寫作隨筆，隨筆加入學生互評</p> <p>1.4 利用社交平台，結集優秀隨筆為佳篇庫</p>	全年	<p>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。</p> <p>1.2 卷一校內考試平均分比上學期進步 10%</p> <p>1.3 卷一公開試成績比全港成績高 10%</p> <p>1.4 學生隨筆的質量</p>	<p>1.1 問卷報告</p> <p>1.2 校內成績</p> <p>1.3 公開試成績</p> <p>1.4 會議檢討報告</p>	全體教師
<p>2 提升卷二學生應試能力</p> <p>2.1 優化功課測驗導引：標示清楚考核範圍、內容重點及學習進程。</p> <p>2.2 建立有系統的答題框架及明晰的批改準則</p> <p>2.3 編寫評分參考筆記：提示問題題眼、指出學生常犯錯誤等</p>	全年	<p>2.1 卷二校內考試比上學期合格率提升 10%</p> <p>2.2 卷二公開試成績比全港成績高 10%</p> <p>2.3 完成中四及中五級的功課測驗導引</p> <p>2.4 完成各級測考的評分參考筆記</p>	<p>2.1 校內成績</p> <p>2.2 公開試成績</p>	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」

1.1 參加校外文學活動	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。	1.1 參與人數	全體教師
1.2 參加校外寫作比賽	全年	1.2 中四及中五級，超過半數同學全年至少參加一次比賽。	1.2 參與人數、比賽成績	

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 (2019-2020)

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 join a QEF project to enhance SDL teaching	Whole year (F.2-F.3)	1.1 At least 2 sets of materials developed for each form 1.2 Teachers use the materials in the lessons to enhance learning effectiveness.	1.1 Teachers' feedback in common free periods 1.2 Lesson observation 1.3 Teachers' sharing	1.1 Sandy 1.2 Oscar, Sandy & Pinky 1.3 F.2 &F.3 teachers
2. To strengthen reading in junior forms	Whole year	2.1 Library tours for F.1 to F.3 students in the first term	2.1 No. of library tours	2.1 Form-co in junior forms

3. To optimize Assessment for Learning - To help students monitor their own learning progress	Whole year	3.1 Reading passages/term given before reading UTs for self-revision in F.1 to F.5 3.2 Incorporation of grammar items into paragraphing writing in UTs in F.4 & F.5	3.1 No. of reading UTs 3.2 No. of grammar UTs	3.1 F.1-F.5 UT setters 3.2 F.4 & F.5 UT setters
4. To evaluate the distribution amount and efficiency of tests and exercises in each form.	Whole year	4.1 Evaluation of homework policies in junior and senior forms 4.2 Statistic evaluation of assessments in junior and senior forms	4.1 Report in the 1 st minutes 4.2 Statistics reports	Oscar & Pinky
5. To devise strategies for elite students	Whole year	5.1 Adjustment of the amount of homework for elite students in junior forms (exempt 30% amount of HW for top 10 students in form) 5.2 12-15 students (top 10%) attend enhancement class in F.1-F.3 5.3 Broadening of elites' horizons by encouraging them to join different activities	5.1 Teachers' feedback 5.2 Attendance record 5.3 Records of elites	5.1 Subject teachers 5.2 Oscar 5.3 Eric

Major concern (II): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
1. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	Whole year	1.1 Typed and analysed worksheets of live scripts made by teachers concerned will be distributed to F.6 students.	1.1 Results of HKDSE and JUPAS 1.2 Subject meeting minutes (to be reported in 3 rd panel meeting)	- Statistical analysis (Wendy) - Live scripts Reading (Wendy) 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 2019	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: Jane (Part A), Tammy & Wingyee (Part B) - Listening: Leanne - Oral: Eric
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 (2nd term) and F.6 (1st 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, Pinky, Sandy & Leanne

Member list

Mr Billy Ko	Mr Chan Chun Ho	Ms Chan Kit Yin
Ms Chan Wing Shan	Ms Cheung Kit Kit	Ms Cheung Wing Yee
Ms Lau Wai Man	Mr Lee Yan Chun	Ms Lo Tsui Shan
Ms Tam Mei Hing	Ms Tsang Po Yu	Mr Tse Yu Hin
Ms Wong Pui Ki	Ms Wong Wing Chi	Teresa

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Tin Ka Ping Secondary School

Program Plan of Mathematics Department for 2019-2020

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 SDL : 1.1 Optimize the quality of the pre-lesson worksheets 1.2 Preparation of LFPs 1.3 To plan and revise the teaching curriculum and plan incorporate with SDL.	Whole Year	<input type="checkbox"/> The content of pre-lesson worksheets can help students to learn a new theory / formula or to have a short revision. <input type="checkbox"/> The pre-lesson worksheets could help students for self-learning. <input type="checkbox"/> Positive response from students. <input type="checkbox"/> 4 LFPs are produced.	<input type="checkbox"/> Feedback from teachers and students involved (questionnaire) <input type="checkbox"/> Lesson preparation meeting <input type="checkbox"/> Lesson observation	KCC	<input type="checkbox"/> Teaching Assistant
2. To recognize F.1-F.3 students' achievements	Whole year	<input type="checkbox"/> The list of top ten students and list of ten students with greatest progress in UT will be displayed in the Mathematics Notice board.	<input type="checkbox"/> Mathematics Notice board.	KCC	<input type="checkbox"/> Teaching Assistant

<p>3. To optimize Assessment for Learning</p> <p>3.1 To relieve the pressure of homework so that students have more time for SDL</p> <p>3.2 Monitor the policy for elite students is set up successfully</p>	Whole year	<p><input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that the amount of homework is reasonable.</p> <p><input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that learning is challenging and manageable.</p> <p><input type="checkbox"/> Teachers adjust the amount of assignments to the elite students.</p>	<p><input type="checkbox"/> Perception of homework questionnaires</p> <p><input type="checkbox"/> Subject meeting minutes</p>	LCL	
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Major Concern (II) : Optimize students' performance in public examination

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
<ol style="list-style-type: none"> 1. Finish the examination syllabus before mid-Oct. 2. From November to February, the past public examination papers 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 Yu Tak May

田家炳中學

通識教育科周年計劃書(2019-2020)

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. 提升學生時事觸覺	1.1 初中每學期最少有 5 次時事 MC 擬題練習及測驗	<ul style="list-style-type: none"> ■ 會議檢討 ■ 持續性評估 ■ 科主席觀簿冊 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科任老師
2. 配合教學或測考，印製知識增益及自學小冊子	2.1 各級按考核密度數目印製適量的自學小冊子供學生預習或練習		
3. 推動專題管理模式的 IES	3.1 按議題及導師建立獨立專題小組 3.2 利用學校補課環節進行 IES 工作坊，以便學生能夠按部就班完成工作 3.3 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		
4. 加強電子教學平台的運用 <ul style="list-style-type: none"> ■ 高中各班建立屬班電子課室 ■ 建立電子教學資料檔案庫供老師參考使用 	4.1 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。 4.2 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"> ■ 會議檢討 ■ 共同備課節 	<ul style="list-style-type: none"> ■ 科主席 ■ 級聯絡

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"> ■ 配合課程特點，進行課堂以外延伸學習活動 ■ 關愛團體、社區及社會的需要 ■ 配合校內中華文化計劃，推動傳統文化保育 ■ 推動學生閱報習慣 	1.1 中一至中五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 50%中二學生參與義工服務計劃 1.4 中五級 IES 有不少於 10%學生以「文化保育」為議題 1.5 初中兩級每個學期均舉行最少 5 次時事 MC 擬題及測驗	<ul style="list-style-type: none"> ■ 會議檢討 ■ 課業評分 ■ 學生問卷 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 生活教育組聯絡人 ■ 地理科聯絡人

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最近五年的文憑試試題練習 1.3 設立雲端資料庫供學生取閱所有文憑試材料	<ul style="list-style-type: none"> ■ 考試檢討 ■ 會議檢討 	<ul style="list-style-type: none"> ■ 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	<ul style="list-style-type: none"> ■ 考試檢討 ■ 共同備課節 ■ 會議檢討 	
3. 配合自學策略，增進學生課外知識及概念	3.1 50%學生能運用電子學習模式及平台促進學生自學 3.2 一半學生能夠在測考時能利用恒常的閱讀作為論證內容	<ul style="list-style-type: none"> ■ HKDSE 成績分析報告 	

Tin Ka Ping Secondary School

Integrated Science Annual School Plan (2019–2020)

Main concern (I) : Modification of F.2 subject curriculum

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Modification of F.2 curriculum, by modifying the depth, width and difficulty, in order to suit student learning ability 2. Enhance students learning confidence and interest in the new curriculum.	Whole Year	1.1 Re-modify the Form 2 content by adjust the difficulty, depth and width of the curriculum. 1.2 Modify the setting of examination papers, including the knowledge learning converge and difficulty. 1.3 Refer to (III) 3.1.1	<input type="checkbox"/> Test and Exam. results <input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<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. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons. - To plan and revise the teaching curriculum and plan incorporate with SDL. To prepare the self-learning materials to enhance Self Directed Learning	Whole Year	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 2.2 The pre-lesson tasks can be incorporated with SDL in teaching and assessment. 2.3 To select appropriate strategies among the learning strategies after studying them on SD days. One set of self-learning material is prepared successfully. (supports for <u>feedback</u> and chances for <u>seeking help from peers</u>)	<input type="checkbox"/> Evaluation of the effectiveness of material by formal / informal questionnaire for students and/or teachers. <input type="checkbox"/> Discussion in subject meetings <input type="checkbox"/> Teachers feedback on quality of the materials <input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> All subject teachers <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 50 F.1 students and 40 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 C & T in Form 2. <input type="checkbox"/> 3.1.2 Demonstrate a STEM related equipment in school to promote the application of STEM learning	<input type="checkbox"/> Discussion in subject meeting <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)
Chung Yin Ping	F.1 subject teacher
Yu Tak May	F.1 subject teacher
Chan Wai Shing	F.2 subject teacher (F.2 coordinator)
Lo Wing Piu	F.2 subject teacher
Tang Kin Tung	F.2 subject teacher
Man Wai Sim	Lab. Technician (F.1)
Cheung Kam Hung	Lab. Technician (F.2)

Tin Ka Ping Secondary School
Program Plan of Chemistry Department (2019–2020)

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 implementation of 'Test driven learning' in chemistry is prepared - Effectiveness is raised.	- Subject meeting to evaluating effectiveness - Feedback from the teachers	CCY
2. According to the academic need of low achievers, adjust the amount and difficulties of the assignments in order to leave more rooms for enhancement	whole year	- A policy for low achievers is set up successfully - The policy can help low achievers in learning	- Teachers' and Students' feedback - Subject meeting	LKL
3. By referring the various learning strategies (Hattie's), prepare one learning task in order to advocate SDL. (focus on <i>feedback</i> and <i>seeking help from peers</i>)	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
4. Adjust the pace of giving past paper in S5 and S6	Whole year	- Students complete the past paper assignments on time and the quality if acceptable - Students can learn more from the past paper	- Teachers' and students' feedback - The quality of the exercises in past paper - Performance in assessment	TKT
5. Adjust the level of difficulties of assessment of assignments and give more support to S4 students gain more confidence in learning chemistry	Whole year	- Students believe they can and are willing to improve themselves - Students do not give up	- Feedback from the teachers and students - Numbers of students dropped out	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 50 entries in two science competitions or activities successfully. (T-park, Green Island or others university) - 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 Mar	- Analysis of and 2019 is complete. - Analysis is used in review with students - Students understand the criteria and common mistakes in DSE.	- Analysis of 2019 - Teachers' and Students' feedback	CCY
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Mar	- Exemplars of 2019 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 2019 - Teachers' and Students' feedback - The quality of the exemplars.	CCY

3. Team members (2019 – 2020)

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 2019-2020

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 and to recognize students' achievements	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"/> 80% of S3 students finish their home experiments <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"/> 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
2. Set up pre-lesson preparation habit for S3 – S5 students	Whole year	<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 optimize Assessment for Learning	Whole year	<input type="checkbox"/> The efficiency of tests and HW is evaluated. <input type="checkbox"/> Homework assignments are graded and selected according to students' abilities especially for low-achievers for S5 and S6. <input type="checkbox"/> Elite student policy is set up and carried out successfully.	<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 enhance the teaching and learning effectiveness through the implementation of SDL.	Whole year	<input type="checkbox"/> One appropriate strategy among the learning strategies is selected after studying them on SD days. <input type="checkbox"/> One set of self-learning material is prepared successfully.	<input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP <input type="checkbox"/> WS <input type="checkbox"/> TM	<input type="checkbox"/> time 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 mid-November.	1 st term	<input type="checkbox"/> 60% of S6 students complete the summary and common mistakes for each unit. <input type="checkbox"/> 50% of S6 students pass in the revision Solar quizzes on average. <input type="checkbox"/> The S6 curriculum is completed by mid Nov 2019.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> YP	<input type="checkbox"/> time for preparation

2. Make good use of enhancement/remedial class	Whole year	<input type="checkbox"/> More than 30% S6 students join the classes <input type="checkbox"/> At least 70% attendance for each class <input type="checkbox"/> At least 60% S6 students learn how to solve difficult questions in enhancement class and they hand in their assignment on time. <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 especially the favorable distractors	Whole year	<input type="checkbox"/> 80% of S6 students finish 5 years HKDSE past paper MCQ and 8 years HKCEE past paper MCQ. <input type="checkbox"/> Difficult favorable distractor questions are grouped into quiz paper to further check the concepts of students	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> All	<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 to enhance students' learning <input type="checkbox"/> Students are able to master the skill in answering experimental questions	<input type="checkbox"/> Students' feedback <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
7	S3 and S4 Home experiments and projects for S3 to S5	1,000
	Total	14,100.00

Budget (CFEG)

Item No.	Description	On EMB's List	Present Quantity	Additional Quantity Needed	Estimated Unit Price	Total Estimate \$
1	Tray	0	0	1		1,000.00
2	Energy conservation kit	0	0	1	1500	1,500.00
3	Galvanometer, internal light beam	1	0	1	5200	5,200.00
4	Vacuum cleaner	0	0	1	1500	1,500.00
5	EHT power supply	1	0	1	5000	5,000.00
6	Monkey & Hunter	0	0	1	2000	2,000.00
	Total					16,200.00

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

Tin Ka Ping Secondary School
Program Plan (2019-2020)
BIOLOGY

Major concerns:

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

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To enhance students' interest in learning and foster their motivation of self-directed learning (SDL) through the development of eLearning programme (e.g. Anatomy 4D, Biodigital human)	whole year	1. Teachers have received training and selected suitable apps. 2. 4 trial lessons in each form are conducted. 3. Students have positive response to the view that eLearning is conducive to enhancing their interest in learning.	<input type="checkbox"/> Attendance in training seminars <input type="checkbox"/> Students' comments on the effectiveness of the eLearning resources. <input type="checkbox"/> Observation of lessons <input type="checkbox"/> Evaluation in subject meetings	CHAN YH, KWOK OC
2. To help students setting learning goals and forming learning plans		1. The learning goals and learning plans are set and formed. 2. Students have positive response to the set learning goals and plans.	<input type="checkbox"/> Evaluation in subject meetings <input type="checkbox"/> Students' comments on the effectiveness of the goal and plan	
3. To foster students' habits of pre-lesson preparation		1. Worksheets of pre-lesson preparation in at least 4 topics are prepared. 2. Trial lessons requiring pre-lesson preparation are conducted successfully.	<input type="checkbox"/> Students' comments on the effectiveness of the pre-lesson preparation. <input type="checkbox"/> Observation of lessons <input type="checkbox"/> Teaching and learning survey <input type="checkbox"/> Evaluation in subject meetings	
4. To encourage SDL by putting powerpoint files, supplementary exercises, self-learning resources on a Google Drive.		1. Resources are put into Google drive.	<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.		1. A review of implementation of each subject is prepared and submitted. 2. The distribution statistic of tests is completed. 3. An evaluation on tests is conducted.	<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		<input type="checkbox"/> Students have shown improvement on their English communication skills.	<input type="checkbox"/> Performance of students in assessment (e.g. long questions and essay type questions)	
5. To enhance students' English communication skills (LAC) through integrating LAC into the syllabus			<input type="checkbox"/> Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings.	
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"/> Feedback from the teachers and students <input type="checkbox"/> Observation of students' participation of competitions or activities <input type="checkbox"/> Evaluation in subject 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.		

Team Members

CHAN YEE HON (Panel chairman)
 CHEUNG KAM HUNG (Lab. Tech.)

KWOK OI CHI, JACKIE (Panel teacher)



Request_for_Funds_2019-2020_bic

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	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	-

工作重點(III)：初中新課程的修訂及推展

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
按初中各級學生的學習能力及課程重點，調整及修訂目前的論述題課業安排及歷史資料題，回應初中課程改革	9/2019- 7/2020	<input type="checkbox"/> 重整各級課程重點，並製作相關課業 <input type="checkbox"/> 各級課業能平均分配不同能力層次，如理解、分析及評鑑	<input type="checkbox"/> 科會檢討課業的設計及成效 <input type="checkbox"/> 老師批改學生課業並紀錄成績	各初中級聯絡 各初中科任老師	-

科／組成員名單 Team Members：姚慧雅（科主席） 郭宇 曾珮明

【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		\$1,000		
書券		\$1,020		
One-off Grant for the Promotion of Chinese History and Culture (交流團、購買教學工具)		\$8,000		
小計：	\$1,500	\$90,020	總計：	\$91,520

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	5.1 Reading passages/term given before reading UTs for self-revision in F.1 to F.5 5.2 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	6.1 Evaluation of homework policies in junior and senior forms 6.2 Statistic evaluation of assessments in junior and senior forms	6.1 Report in the 1 st minutes 6.2 Statistics reports	Oscar & Pinky
7. To devise strategies for elite students	Whole year	7.1 Adjustment of the amount of homework for elite students (exempt 30% amount of HW for top 10 students in form) <u>7.1.docx</u> 7.2 Establishment of an elite speaking programme for F.4 (3-5 students) and junior students 7.3 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 rd 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 nd term) and F.6 (1 st 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	Ms Wong Wing Chi	

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Tin Ka Ping Secondary School

Annual School Report of Major Concerns of Mathematics Department for 2018-2019

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

Tasks / Actions	Success Criteria	Results	Recommendations
<p>1. To enhance the teaching and learning effectiveness of F.1-F.3 through the implementation of CCL :</p> <p>1.1 Optimize the quality of the pre-lesson worksheets</p>	<p><input type="checkbox"/> The content of pre-lesson worksheets can help students to learn a new theory / formula or to have a short revision.</p> <p><input type="checkbox"/> The pre-lesson worksheets could help students for self-learning.</p> <p><input type="checkbox"/> Positive response from students.</p>	<p>- Pre-lesson worksheets have been modified this year with the help of teaching assistant.</p> <p>- Pre-lesson preparations have been successfully implemented throughout the whole year.</p> <p>- Students do the pre-lesson WS seriously before the lesson.</p>	<p>- Pre-lesson worksheets should further be modified.</p> <p>- Common free period is quite important for teachers. Some learning difficulties can be identified by teachers sharing.</p>
1.2 Preparation of LFPs	<p><input type="checkbox"/> More LFPs should be produced in F.1 and F.2</p>	<p>- Achieved</p> <p>- More LFPs will be produced in the coming academic year.</p>	
2. To recognize F.1-F.3 students' achievements	<p><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.</p>	Achieved	

3. Implement Hattie's strategy in the lesson	<input type="checkbox"/> Each teacher applies one of the Hattie's strategy at least once a year.	Partly achieved	
4. To prepare the self-learning materials to enhance Self-Directed Learning	<input type="checkbox"/> useful websites are provided	Achieved	
5. Review the implementation of 'Test driven learning' in Mathematics. Evaluate the distribution, amount and efficiency of tests and exercises in each form.	<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	Achieved	
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	<input type="checkbox"/> Teachers identified the elite students (Chapter test or UT score with 80 or above)	Achieved	

Overall Evaluation :

1. The pre-lesson worksheets had been reviewed and modified.
2. Through the common free period in whole year, teachers can identify the learning difficulties of each chapter.
3. Students' learning motivation and learning skills for Self-Directed Learning (SDL) were improved.

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

Tasks / Actions	Success Criteria	Results	Recommendations
<input type="checkbox"/> Finish the examination syllabus before mid-Oct so teachers could have sufficient time to do revision with students. <input type="checkbox"/> 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. <input type="checkbox"/> Additional MC Uniform Tests for F.6 will be held on Saturday. <input type="checkbox"/> The questions which students handled poorly in the past school exam and public exam will be included in the coming UT or exam.	<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.		
Overall Evaluation : Pending for the result of HKDSE			

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

Tin Ka Ping Secondary School
Program Plan of History Department (2019-2020)

Program Plan (2019-2020)

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"> - The handbook is distributed to S.2 students. - Meetings with subject teachers are arranged to explain the focus of the materials, clarify any misconception that may arise and evaluate the progress of the students. - Junior form students manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions. - There is improvement in the performance of students in daily assessments, tests and examinations. 	<ul style="list-style-type: none"> - Subject meetings - Progress report in the minutes - Checking the progress of the students, especially their understanding of the sources and linguistic skills when doing exercises, tests and examinations. - Performance in assessments in terms of marks and answer formats in junior and senior forms. 	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"> - Organize test timetable for F.4, F.5 and F.6 students - Areas for improvement are identified after tests and help students improve question answering skills through feedback. 	<ul style="list-style-type: none"> - Tests result statistics - Students performance in assessments (Examinations) - Students feedback 	CCOT	<input type="checkbox"/> Reference materials

		- Followed the History DSE syllabus, provide students with systematic training and time to time feedback. Performance of all students in summative assessment (i.e UT and Exam) maintain level 3 standard.			
3. To arrange peer observation of lessons among subject teachers	Whole academic year	<ul style="list-style-type: none"> - Each subject teacher is an observer and the one to be observed. - Focus on collaboration: Areas for improvement are identified and teaching strategies are refined. 	<ul style="list-style-type: none"> - Lesson observation reports - Subject meeting minutes 	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"> - 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 in senior form. - Junior form topics designed will continue. - One trial will design for F.4 history class. - There is improvement in the performance of students in lesson performance, daily assessments, tests and examinations in terms of learning motivation and marks performance. 	<ul style="list-style-type: none"> - Lesson trial by Chun On and Yuet Ming, follow with observation - Students' performance in assignments and assessment 	CCOT TYM	<input type="checkbox"/> SD Day training <input type="checkbox"/> Reference materials
Cultivate Students reading habit	Whole academic year	<ul style="list-style-type: none"> - Students read reading materials suggested or provided by teacher 	<ul style="list-style-type: none"> - In-class presentation / Report of students' performance in subject meeting 	CCOT TYM	Library, textbook and internet resources and newspapers

		<ul style="list-style-type: none"> - Junior form students form reading groups and present in lessons. - Senior form students read reference books in order to enrich their subject knowledge. - Raise students learning motivation and interest through reading. 			
Cultivate Students historic literacy (素養) through learning outside classroom – Field trip study (Senior Form)	Whole academic year	<ul style="list-style-type: none"> - 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). - F.5 Organize 1-2 Local history field trips in order to enhance the learning in Hong Kong History (Theme A). 	<ul style="list-style-type: none"> - Students' performance in presentation (Assembly), assignments and assessments. 	CCOT	Teacher's reference, outer source: Local organizations

Team Members (2019-2020): Cho Chun On Thomas Tsang Yuet Ming

Budget for 2018-2019

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

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

History – Three years Test Driven Learning schedule

F.4 DSE

Term 1

	<u>Question type focus</u>	<u>Assignment</u>	<u>Exam / Test / Past Papers quiz</u>	<u>Marking focus</u>
DBQ:	Attitude, Identify, view, clue	<ul style="list-style-type: none"> - Inclass writing task one lesson every week for skill training. - Home assignment (At least 5 DBQs pick from Theme B DQB exercises in term1) 	Frequency: <ul style="list-style-type: none"> - Quiz every two weeks as formative assessment. - Past paper training (3 times in term 1) - Chapter test (3 times, in term 1) - Exam (First Term exam) 	Topic sentence
Essay:	To what extent / Do you agree?	<ul style="list-style-type: none"> - Inclass writing tasks two times a month (Break up a complete essay into small paragraphs in order to provide detail feedback) - Home assignment (one essay) every month. 	Frequency: <ul style="list-style-type: none"> - Essay quiz every month (WWI and WWII) - UT (1) - Exam (1) 	Basic format

Term 2

	<u>Question type focus</u>	<u>Assignment</u>	<u>Exam / Test / Past Papers quiz</u>	<u>Marking focus</u>
DBQ:	Infer the purpose, language and argument, Role, characteristics, elaboration, changes,	<ul style="list-style-type: none"> - Inclass writing task one lesson every week for skill training. 	Frequency: <ul style="list-style-type: none"> - Quiz every two weeks as formative assessment. 	Topic sentence Clue + explanation

		<ul style="list-style-type: none"> - Home assignment: (At least 5 DBQs pick from Theme B DBQ exercises (Cold War and international cooperation) in term 2. 	<ul style="list-style-type: none"> - Past paper training (3 times in term 1) - Chapter test (3 times, in term 2) - Exam (Yearly exam) 	
Essay:	To what extent / Do you agree? / Trace and explain / Discuss / In what ways / most	<ul style="list-style-type: none"> - Inclass writing tasks two times a month (Break up a complete essay into small paragraphs in order to provide detail feedback) - Home assignment (one essay) every month. 	Frequency: <ul style="list-style-type: none"> - Essay quiz every month (Cold War and International economic cooperation) - Chapter test (1 + 1) - UT (1) - Exam (1) 	Elaboration with consolidated examples

F.5 DSE

Term 1

	<u>Question type focus</u>	<u>Assignment</u>	<u>Exam / Test / Past Papers quiz</u>	<u>Marking focus</u>
DBQ:	Compare, share the same view, bias,	<ul style="list-style-type: none"> - Inclass writing task one lesson every week for skill training. - Home assignment (At least 5 DBQs pick from Theme B DBQ exercises in term1) 	Frequency: <ul style="list-style-type: none"> - Quiz every two weeks as formative assessment. - Past paper training (3 times in term 1) - Chapter test (3 times, in term 1) 	Complete dbq format

			- Exam (First Term exam)	
Essay:	To what extent / Do you agree? / Discuss / In what ways / Compare / Assess / How/ turning point	<ul style="list-style-type: none"> - Inclass writing tasks two times a month (Break up a complete essay into small paragraphs in order to provide detail feedback) - Home assignment (one essay) every month. 	Frequency: <ul style="list-style-type: none"> - Essay quiz every month (Hong Kong) - UT (1) - Exam (1) 	Overall Essay requirement

Term 2

	<u>Question type focus</u>	<u>Assignment</u>	<u>Exam / Test / Past Papers quiz</u>	<u>Marking focus</u>
DBQ:	(Overall question types)	<ul style="list-style-type: none"> - Inclass writing task one lesson every week for skill training. <p>Home assignment (At least 5 DBQs pick from Theme B DQB exercises in term1)</p>	Frequency: <ul style="list-style-type: none"> - Quiz every two weeks as formative assessment. - Past paper training (3 times in term 2) - Chapter test (3 times, in term 2) - Exam (First Term exam) 	DSE standard
Essay:	(Overall question types)	<ul style="list-style-type: none"> - Inclass writing tasks two times a month (Break up a complete essay into small paragraphs in order to provide 	Frequency: <ul style="list-style-type: none"> - Essay quiz every month (China) - Chapter test (3 times, in term 	DSE standard

		detail feedback)	2)	
		- Home assignment (one essay) every month.	- UT (1) - Exam (1)	

F.6 Revision schedule

Term 1

<u>Date</u>	<u>Topics: Questions focus</u>	<u>Specific question types and Past Papers</u>	<u>Follow up</u>
12/9	WWI	DBQ (2) Essay (1) – test, Home assignment	Students need to obtain level 4 (D) for passing grade. For those below standard, students needed to study the good samples and re-quiz during lunch time or study group periods.
26/9	WWII	DBQ (2) Essay (2)	
12/10	Cold War	DBQ (2) Essay (2)	
26/10	International cooperation:	DBQ (2) Essay (2)	
9/11	Hong Kong	DBQ (2) Essay (1)	
23/11	China – (1900-1949)	DBQ (2) Essay (1)	
7/12	China – (1950-2000)	DBQ (2) Essay (1)	

- Inter-school mock exam in late December or early January

Teacher duty

Major tasks: (To follow up)

- 1.) Overall schedule will be distributed to students
- 2.) Feedback with good sample will be given each time, time to time individual feedback will be given for encouragement.
- 3.) Marked tests will be given back to students within a week.

Tin Ka Ping Secondary School**Programme Plan of Geography Department (2019-2020)****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 Book coupons are awarded to top 5 students in UTs and exams in class.	1.1 Amount of book coupons awarded	CWC LYC
2. To enhance the teaching and learning effectiveness through the implementation of SDL in junior forms <ul style="list-style-type: none"> - To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons - To plan and revise teaching curriculum and plan incorporate with SDL - To prepare the self-learning materials to enhance Self-Directed Learning 	- Whole year	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared for Form One successfully. 2.2 At least one pre-lesson task can be incorporated with CCL in teaching and assessment for Form One. 2.3 At least one set of self-learning material is prepared for Form One and Form Three successfully. 2.4 Lesson time is saved for teachers to teach some difficult parts. 2.5 Teachers continue to use the learning strategy chosen.	2.1 Collaborative preparation lessons 2.2 Collaborative preparation lessons 2.3 Collaborative preparation lessons 2.4 Subject meeting minutes 2.5 Subject meeting minutes 2.6 Subject meeting minutes	CWC LYC

Major concern (II): To enhance HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	- Whole year	1.1 The Form Six curriculum is completed by mid Nov 2019. 1.2 All HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 1.3 At least 50% of students achieve Level Four or above.	1.1 Subject meeting minutes 1.2 Subject meeting minutes 1.3 Results of HKDSE	LYC
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	- Whole year	2.1 The crucial factors of enhancing students' performance in structured questions are identified and documented. 2.2 Those crucial factors are applied and integrated in daily teaching. 2.3 Students able to master the examination skills effectively through the examination analysis.	2.1 Subject meeting minutes 2.2 Subject meeting minutes 2.3 Results of HKDSE	LYC
3. To serve as a HKDSE marker and share the experience in subject meetings	- Whole year	3.1 Exam skills acquired can enhance students' performance in structured questions. 3.2 Acquired exam skills are applied and integrated in daily teaching.	3.1 Results of exams and HKDSE 3.2 Subject meeting minutes	LYC

2. Team members

Lau Yin Chun, Chan Wai Chun

Appendix: Budget for 2019-2020

OEBG

Item No.	Description	Estimated total price
1.	Field trip fee for teachers	100
2.	Stationery	300
Total		400

CFEG

Item No.	Description	Estimated total price
1.	Curtains	2,400
Total		2,400

TKPF

Item No.	Description	Estimated total price
1.	Book coupons	12,000
Total		12,000

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2019-2020)

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	7/2019 – 7/2020	<ul style="list-style-type: none"> Derivation of pre-lesson worksheets of S3 Economics topics and 30% of BAFS topics, containing the following elements: <ul style="list-style-type: none"> Feedback Seeking help from peers (consolidating deep learning) similarities and differences (transfer) 	<ul style="list-style-type: none"> Worksheets prepared and stored on the server for reference 	<ul style="list-style-type: none"> CWT, CH, CWC
		<ul style="list-style-type: none"> Progress and teaching experience are shared in every subject meeting LPF prepared on one topic in form 4 for each subject 	<ul style="list-style-type: none"> LFP prepared and stored on the server Discussion in subject meetings 	<ul style="list-style-type: none"> CWT
		<ul style="list-style-type: none"> Teachers and students indicate that the instructional strategies are effective in enhancing students' learning 	<ul style="list-style-type: none"> Discussion in subject meetings Test and examination results analysis Students' evaluation 	<ul style="list-style-type: none"> CWT, CWC, CH
2. To train students on self-learning techniques (on pre-lesson preparation)	9/2019 – 7/2020	<ul style="list-style-type: none"> Over 90% of students have finished their pre-lesson worksheets before the lesson. Experience sharing on building students' habits in pre-lesson study was done 	<ul style="list-style-type: none"> Report on classroom observation and sharing in subject meetings File checking 	<ul style="list-style-type: none"> CWT, CWC, CH
		<ul style="list-style-type: none"> The content of textbook to be read fixed (for group quizzes and in pre-lesson worksheet). Over 90% of students read 20% of their textbook on their own. 	<ul style="list-style-type: none"> Fixed content stored up on the server Report on classroom observation in subject meetings 	<ul style="list-style-type: none"> CWT, CWC, CH

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

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)	9/2019 – 7/2020	<ul style="list-style-type: none"> Schedule of finishing Daily Questions (F.4 and 5) and past paper (F.6) is modified. 	<ul style="list-style-type: none"> Schedules are prepared and stored on the server. 	<ul style="list-style-type: none"> CWC, CWC, CH
		<ul style="list-style-type: none"> Over 90% of students in each form finished the questions on schedule. 	<ul style="list-style-type: none"> Report in subject meetings 	<ul style="list-style-type: none"> CWT, CWC, CH
		<ul style="list-style-type: none"> Students indicate that they have the habit in doing past paper questions. 	<ul style="list-style-type: none"> Students' survey Discussion in subject meetings 	<ul style="list-style-type: none"> CWT, CWC, CH
2. Preparation of worksheet with current issues and data analysis (Economics) (based on publisher's materials provided)	9/2019 – 7/2020	<ul style="list-style-type: none"> Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised. 	<ul style="list-style-type: none"> Materials and worksheets prepared and stored on the server Discussion in common free periods and subject meetings 	<ul style="list-style-type: none"> CWT, CH

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

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out pop-quizzes and biweekly tests	9/2019 – 7/2020	● 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	9/2019 – 7/2020	● 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 (2019-2020)

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 have a chance to build their self-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, New Teacher
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, New Teacher
3. To prepare more pre-lesson tasks for S1 and S2 C&T lessons to enhance SDL	At least two topics are prepared for SDL.	Subject meeting minutes	Tsz Fung, New Teacher
4. The reformation of junior form CL and DT courses to C&T.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Yat Ming

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 60% 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 reports 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	New Teacher
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Tin Ka Ping Secondary School
Program Plan (2019-2020): IT, EITP, e-Learning

IT

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. Maintain a complete and up-to-date equipment list, ensure all equipment is in good condition and enough backup parts are in stock.	Whole year	A complete equipment list has been created.	Meeting minutes	*Joseph, Johnnie, Helen, Jane
2. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	*Joseph, Johnnie
3. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	*Tsz-fung, Joseph

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain 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	*Anson, Helen
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Feedback from colleagues	*Johnnie, Helen
3. Maintain an effective and convenient method for colleagues to reserve IT equipment.	Whole year	Colleagues satisfy with the new reservation system	Feedback from colleagues	*Johnnie, Helen

Major Concern (III): Providing supports to difference committees (by writing tailor-made computer programs)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Supporting AAC: Maintain a program to collect the subject schedules of quizzes, dictations, homework, assessment schedules, etc., 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	*Helen, Jane
2. Supporting JCSA: Maintain a program to collect the details of students' activities.	Whole year	All data can be collected from students daily.	Feedback from SGC, CCAU and system reports	*Helen, Jane
3. Supporting SPDU: Strengthen the electronic method of administrative work. Aim to reduce the workload of data input and paper processes.	Whole year	At least five administrative tasks can be replaced by an electronic method	Feedback from SPDU	*Tsz-fung, Helen, Jane
4. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*Wai-yau, Joseph
5. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*Wai-yau, Joseph

EITP

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	*Jane, Anson
2. Support colleagues to use the equipment and support EITP activities.	Whole year	All requests can be properly handled.	Feedback from colleagues	*Jane, Anson, Johnnie

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Reform EITP course structure into task-based programmes.	1st term	The course structure has been reformed.	Meeting minutes	*Tsz-fung, Anson, Jane
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, Anson, Jane

e-Learning

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	Monthly report be prepared for monitoring.	Reports signed by Chairperson after checking	*Jane
2. Support colleagues to use e-learning equipment in lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	*Jane, Johnnie, Helen
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	*Jane, Helen
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	*Helen, Jane
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, Helen, Jane

Team Members (IT, EITP, e-Learning)

Kwok Tsz-fung (Head),
Chan Tsz-yung Helen,

Tong Wai-yau,
Wong Chun-yuen Anson,

Kwan Chi-wa Joseph,
Tsang Wing-yen Jane,

Fu Ka-kin Johnnie

田家炳中學
普通話科
周年計劃書 (2019-2020)

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
中一級普通話劇目小組表演	下學期	學生投入表演，台下同學能按組完成評分表	評分表交齊，表格「投入」一項的全班平均分達 6 成或以上	科任老師
中二級選歌學普通話	全年	1. 各班每組均按要求提交兩首普通話歌，其中一首必須有勵志的元素。 2. 其中至少兩首歌曲能於堂上採用（作語音練習或表演之用），且該堂的投入參與度良好	1. 歌曲按要求交齊 2. 迷你問卷（兩堂完成後請同學反饋）中表示歡迎的比例達 6 成或以上	科任老師
中二級普通話體驗團	下學期	1. 每個同學均有機會於活動中運用普通話進行溝通 2. 同學對團的滿意度可達 6 成	問卷	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. 中二級至少於兩班各挑選 2 組，安排強的同学幫助弱的同學 2. 根據被幫助同學的默書成績和朗讀表現，同時獎勵幫助和被幫助的同學（加分及書券）。	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 3 個	1. 默書成績 2. 課堂抽讀或朗讀口試中錯讀字數達標	科任老師

- 2019-2020 年度科務成員名單： 潘麗萍
- 來年度財政預算

圖書費	教師參考書、工具書及學生用參考書	500
學科活動	普通話校內活動及比賽材料，活動獎品（書券）	360
交流團	中二級普通話深圳體驗團（35-40 人）	1500（若參觀景點，如錦繡中華，則 5500，含門票費用）

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	S4: 2 nd term S5: once each term S6: 1 st term	1.1 S4: To make a digital drawing of still life drawing 1.2 S.5& 6: To complete a drawing or a painting and put it into use in their SBA art making	<ul style="list-style-type: none"> The completed artwork submission to Google drive right after the lesson The quality of works. 	Mo Yi Chun Yin
2 In S1, a topic with the application of “Zen Brush” will be continued.	Nov to Dec 2019	2.1 S1: To complete an ink painting of “The Year of Mouse” in order to incorporate the Unit relates to Chinese Culture	<ul style="list-style-type: none"> The completed artwork submission to i-class/google classroom right after the lesson The feedback and comment of students to i-class/google classroom right after the designated lesson 	
3 In senior classes, some topics about art criticism and appreciation	S4: 2 nd term S5: once each term	3.1 To make use of an App of Art History in the process of Art Criticism 3.2 To conduct a presentation by using an App of Art History	<ul style="list-style-type: none"> Observation of the usage of the students The quality and fluency of the presentation The feedback and comment of students to i-class/google classroom right after the designated lesson 	

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To optimize Assessment for Learning in senior class	Whole Year	1.1 To adjust the items and ratio of continuous assessment of S4 to S6 1.2 To increase the number of written test. 1.3 To increase the number of painting test.	<ul style="list-style-type: none"> • Arrangement of continuous assessment • The amount of written tests and the students' performance. • The amount of painting tests and the students' performance. 	Mo Yi Chun Yin
2. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare more pre-lesson tasks for student preparation.	Whole Year	2.1 The students in S4 to 6 class can complete their pre-lesson tasks (like image collection, mini sketching, brain storming) more frequently before each unit. 2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way	<ul style="list-style-type: none"> • The quality of the pre-lesson tasks • The total no. and topics of their image collection. 	

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To get to know more about visual arts organisation in Hong Kong and to get use to gallery / museum visit.	S4 & S5 : at least once in each term S6: only in Sep and Oct 2019	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 2020	<ul style="list-style-type: none"> No. of visits Total no. of participants (in each activity) Comments and feedback given by the participants 	Mo Yi Chun Yin
2. To organise a cross-border art tour 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 Mid Nov 2019 or Mar 2020. - The focus media of art making is Photography, Sculpture and Architecture appreciation.	Nov 2019 Or Mar 2020	2.1 Quality of the tour 2.2 Total no. of participants (in each activity) 2.3 Comments and feedback given by the participants 2.4 Quality of the post trip assignment	<ul style="list-style-type: none"> Post Trip questionnaire Quality of the assignment 	Mo Yi Chun Yin
3. To participate at least of the followings: - Participation of external drawing / painting contests - Art making workshop organised by local artists / art organisation - Sharing / demo sessions by inviting local artists or designers as the 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"> Comments and feedback given by the participants Completion of art work Quality of art work 	Mo Yi

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

Subject Head: Woo Mo Yi

First edition: 11th July 2019

Tin Ka Ping Secondary School

Music Annual School Plan 2019-2020

Major Concern I : Practice for the 25th anniversary Variety Show.

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> ● Set the repertoire of the show ● Arrangement for the instrumental ensemble ● Group the Recorder Quartet and choose a suitable repertoire ● A theme song is composed by student or alumnus. ● Invite alumnus to perform during the Variety Show 	9/2019 9/2020	<ul style="list-style-type: none"> ● Repertoire arrangement finished before September of 2019 ● Members have been confirmed before October of 2019 ● The theme song is composed before September of 2019 	<ul style="list-style-type: none"> ● All programs are prepared and start to rehearse in October of 2019. ● Performance in the Variety Show 	<ul style="list-style-type: none"> ● Chun Yin ● Lai Ming 	<ul style="list-style-type: none"> ● Budget for the variety show
<ul style="list-style-type: none"> ● Recruit players for the instrumental ensemble 		<ul style="list-style-type: none"> ● 50 players are recruit in the instrumental ensemble. 	<ul style="list-style-type: none"> ● No. of students are recruit. 		

Major Concerns II: Continue the combined DSE Music curriculum for Form 5 Students and Form 6 Students in 2019-2020

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none"> ● Apply larger among of the DLG funding to employ: out-school tutors to train the students' aural and ensemble practicing. . 	2019-08 to 2020-07	<ul style="list-style-type: none"> ● Finish the portfolio of Paper II in November of 2019 ● Finish the repertoire of Paper III in January of 2020 	<ul style="list-style-type: none"> ● Form 6: Result of DSE ● Form 5: 1st term and yearly exam result 	<ul style="list-style-type: none"> ● Chun Yin 	<ul style="list-style-type: none"> ● \$14,000 funding.
<ul style="list-style-type: none"> ● Join the professional teaching course from EDB for the teacher who will teach the DSE course 		<ul style="list-style-type: none"> ● The teacher who teaches DSE course has to join at least two training courses from EDB. 	<ul style="list-style-type: none"> ● Courses are applied online through Websams and recommended by school successfully. 		<ul style="list-style-type: none"> ● EDB course for DSE music teacher

Major Concerns III: Keep Enhancing Form 2 and 3 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"> Continue to use the Apps ‘Garage Band’ or other related apps to create music during the form 2 and form 3 music lessons. 	2019-09 to 2020-07	<ul style="list-style-type: none"> at least three lessons in form 2 and form 3 to use i-pad and the Apps ‘Garage Band’ or other related apps to create music. Students response the lesson positively. 	<ul style="list-style-type: none"> Quality of the works created by students with using the i-pad Evaluation during the subject meeting 	<ul style="list-style-type: none"> Chun Yin Lai Ming Tze Fung 	<ul style="list-style-type: none"> Training course for teachers I-pads Apps ‘Garage Band’ or other apps for e-learning

Team Members: Lai Chun Yin, Liu Lai Ming

Subject Head: Lai Chun Yin (edited on 20/6/2019)

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2019-2020

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 fitness 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 25th 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 serve in annual athletic meet, swimming gala and 25 th 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 respond to “GRIT program” in junior form through “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	<p>1.1 All students (except those have medical-proved health problems) can complete at least 42.195 km in each academic year.</p> <p>1.2 Students' own record can be sent to students monthly to enhance their motivation to run.</p> <p>1.3 50% of the students can plan their personal schedule which they can run evenly throughout the year.</p> <p>1.4 Prizes will be given to the first 3 students in each form who run the longest distance in each year.</p>	<p>1.1 By analyzing the data generated from the tailor-made program at the end of each month to see the number of completed students and how the students distribute their time to run throughout the year. Meanwhile, class teachers will also involve in the program to encourage students to achieve the target.</p> <p>1.2 Collect the opinions from junior class teachers.</p> <p>1.3 Evaluate in the 2nd and 4th subject meeting.</p>	<p>Panel and PE teacher</p> <p>IT support (Joseph)</p> <p>Class teachers in junior form</p> <p>Supporting staff for handling the laptop everyday</p>	<p>Electronic devices:</p> <p>Machine that detect student running, notebook, apps etc.,</p> <p>Online resources</p>

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

Subject head: Mr. Tung Kam Yuen (28-6-2019)