



# 學校報告

## SCHOOL REPORT

(2012/I3)

## 辦學宗旨 School Mission

本校為田家炳基金創辦，懷抱全人培育的教育理想，並願意為實踐理想付上代價，致力提供優質教育，在開展教學、生活輔導、聯課活動及造就時代公民四方面作整全及均衡的培育。

我們肯定教育是尊貴的，學生是可教的：強調以人為中心、以學生為中心、以學習為中心的教育，互重互愛，衷誠協作，委身建立純樸的校風、嚴謹的制度，與及關係親和而歸屬感強的學校環境。重視教師的專業成長，從而達致教學相長，實踐我們的教育理想。

我們以嚴謹的態度，因應學生能力及興趣，設計教學課程及活動，配合優良的視聽教材，幫助學生發揮潛質，提升自學能力，培育追求學問的精神，奠定終生學習的基礎。我們本著訓育與輔導相互整合的精神，透過良好的師生關係，致力開展對學生的全人關顧，建立嚴謹而愉快的校園生活。透過與家庭密切的聯繫，建立良好的協作關係，共同關顧學生的需要，開展細緻、適切的生活輔導。

我們認定聯課活動為完整課程的一部分，致力開展有益身心的活動，抗衡不良風氣和玩意，幫助學生建立優質的閒暇生活。

我們因應時代需要，提供多元化的生活教育課程，配合早會、周會等校園活動，幫助學生建立良好的生活習慣，提升生命素質，從而深化家國情懷，發揚中華文化，拓展國際視野，承擔時代使命。

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

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

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner. We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

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

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

## 我們的學校 School Profile

### 學校簡介 General Information

本校於 1994 年由田家炳基金創立，創辦人田家炳博士乃本港傑出企業家，素以教育為志業，熱心興學，致力倡導辦師範教育、基礎教育及道德教育，為社會培育英才。

學校類別：資助

學校性質：文法

學生類別：男女

校監：田榮先

校長：阮邦耀

創校年份：1994

校園面積：7,000 平方米

課室總數：30

特別教室：18

球場：2

Tin Ka Ping Secondary School was founded in 1994 by the Tin Ka Ping Foundation, with Dr. Tin Ka Ping, the distinguished entrepreneur in Hong Kong, as her founder. Dr. Tin has been an ardent advocate and supporter of education, particularly in teacher education, elementary education, and moral education.

School type: Aided grammar school, co-educational

School Supervisor: Mr. TIN Wing Sin Principal: Dr. YUEN Pong Yiu

Commencement of operation: 1994 Area: 7,000m<sup>2</sup>

Classrooms: 30

Special rooms: 18

Playgrounds: 2

### 學校管理 School Management

- 學校於1994年推行校本管理。 *School-based Management (SBM) has been implemented since 1994.*

法團校董會組合 Constitution of the Incorporated Management Committee (IMC)

成員 Members 年度Year	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
09/10	3	1	1	1	1	6
10/11	3	1	1	1	1	6
11/12	3	1	1	1	1	6
12/13	3	1	1	1	1	6

## 我們的學生 Students

### 班級組織 Classes

- 2012/2013 年度各級開設的班別數目及學生人數(男生/女生/總數)如下
- *The number of the classes and students in 2012-2013*

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
班數 Classes	4	4	5	5	5	5	28

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
男生人數 Boys	55	59	76	75	69	89	423
女生人數 Girls	89	91	96	119	118	90	603
學生總數 Total	<b>144</b>	<b>150</b>	<b>172</b>	<b>194</b>	<b>187</b>	<b>179</b>	<b>1026</b>

Figures are as at 01/09/2012

### 學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	98.7
中二 S.2	98.0
中三 S.3	98.3
中四 S.4	98.8
中五 S.5	97.8
中六 S.6	99.4
中七 S.7	98.5

全校學生的平均出席率達 98.5%

The average attendance rate is 98.5%

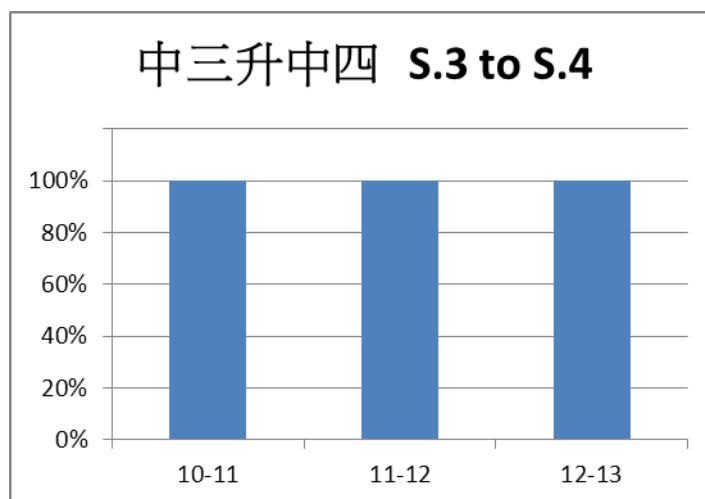
## 學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

10-11 100%

11-12 100%

12-13 100%



## 離校學生出路 Pathways of S.6 graduates

中六同學分別有 39%升讀本地學位課程，36.9%升讀本地副學位課程，2.2%修讀其他課程，8.9%重讀，6.1%往外地升學，2.8%就業，4.5%為其他情況。

Degree – 39%;

High Diploma or Associate-degree – 36.9%;

Other courses – 2.2%;

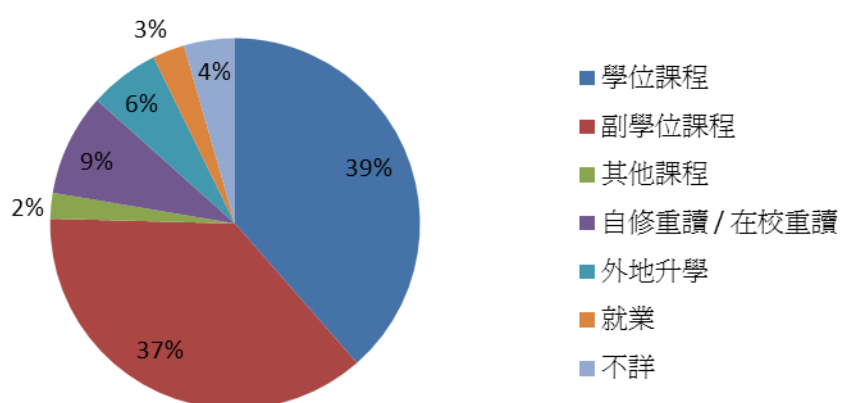
Repeating F6 – 8.9%;

Study aboard – 6.1%;

Employment – 2.8%

Others – 4.5%.

## 中六畢業同學出路統計



## 在學年內提早離校學生 Dropouts

級別 Level	退學人數 Number of students
中一 S.1	4
中二 S.2	3
中三 S.3	4
中四 S.4	7
中五 S.5	6
中六 S.6	1

## 我們的教師 Teaching Staff

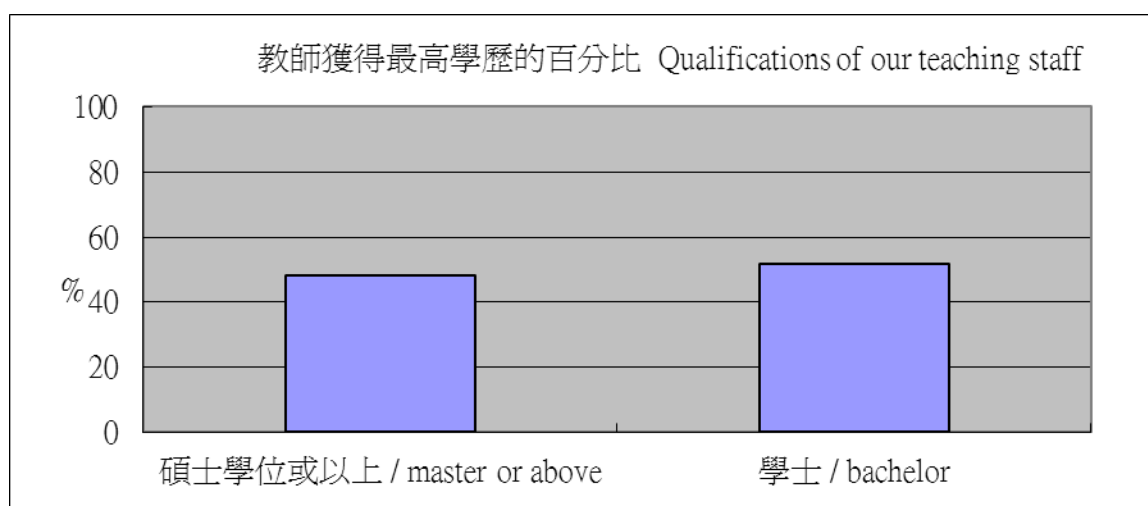
### 教師資歷 Qualifications

#### 1. 教師獲得最高學歷的百分比

2012-2013 年度本校教師數目（編制內人數）為 53 人，合約教師 11 人，合共 64 人，其中 43.8% 持有碩士學位或以上資歷，56.2% 為學士學位持有人。

#### Qualifications of our teaching staff

There were 53 regular and 11 contracted teachers in 2012-2013, altogether with 43.8% having a master or above degree and 56.2% a bachelor degree.



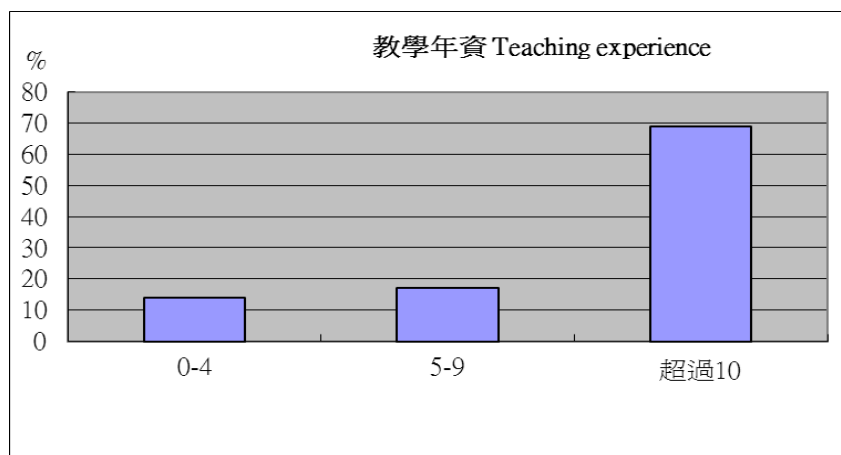
#### 2. 已接受專業訓練教師的百分比為 97%.

97% of our teaching staff have received relevant professional training.



## 教學經驗 Teaching Experience

年 Years	0-4	5-9	超過 10 over 10
百分比 %	14	17	69



## 教師專業發展 (2012/13) Teachers' professional development

- 在整學年內，教師參與持續專業發展的時數  
 總時數 = 4165 小時  
 平均每名教師參與持續專業發展的時數 = 63 小時  
 Total hours that teachers spent on professional development in 2012/13 = 4165 hours  
 Total hours one teacher spent on professional development in 2012/13 = 63 hours
- 在整學年內，校長參與持續專業發展的時數  
 61 小時  
 Total hours the Principal spent on professional development in 2012/13 = 61 hours
- 在整學年內，教學人員參與持續專業發展方面的平均預算支出  
 \$937.50  
 The budget for teachers' continuous professional development in 2012/13: \$937.50
- 在整學年內，教學人員參與持續專業發展方面的平均實際支出  
 $\$70,410.00 / 64 \text{ 人} = \$1,100.20$   
 Actual expenditure on continuous professional development of one teacher in 2012/13:  $\$70,410.00 / 64 \text{ 人} = \$1,100.20$

## 我們的學與教 Teaching and Learning

### 學校實際上課日數 School days

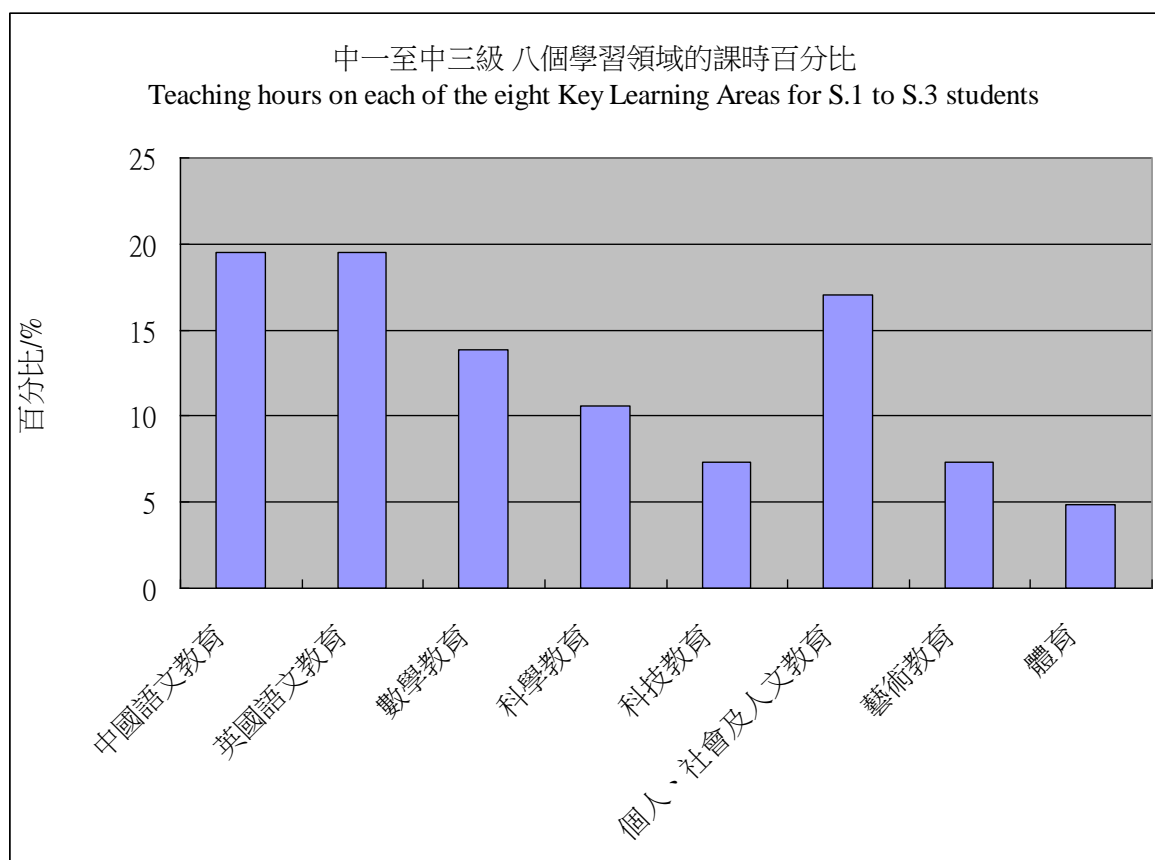
1. 中一至中三整學年，實際上課日數 191 日  
School day for S.1 to S.3 students : 191 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 17 日（包括生活紀律訓練營、周年旅行、陸運會、校慶日、試後活動日）  
Activity days (school-wide or form-wide) for S.1 to S.3 students: 17 days  
(including the Discipline Camp, School Picnic, Athletic Meet, School Development Day and Post-exam Activities Days)

### 中一至中三級八個學習領域的課時

#### Teaching hours on each of the eight Key Learning Areas for S.1 to S.3 students

八個學習領域 Eight Key Learning Areas	相關科目 Relevant subjects	課節 Lessons	百分比 / Percentage
中國語文教育 Chinese Language Education	中國語文+普通話 Chinese Language + Putonghua	21+3	20
英國語文教育 English Language Education	英國語文 English Language	24	20
數學教育 Mathematics Education	數學 Mathematics	17	14
科學教育 Science Education	綜合科學 Integrated Science	13	11
科技教育 Technology Education	電腦+科技教育+生活技能 Computer Literacy +	2+4+3	7

Technology Education +Life Skills			
個人、社會及人文教育 <b>Personal, Social and Humanities Education</b>	生活教育+世史+中史+ 地理+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+2+2+2+10+2	17
藝術教育 <b>Arts Education</b>	視覺藝術+音樂 Arts + Music	Visual 5+4	7
體育 <b>Physical Education</b>	體育 Physical Education	6	5
<b>總數 : Total:</b>		<b>123</b>	<b>100</b>



## 學生閱讀習慣 Students' Reading Habits

### 學生借用閱讀資料頻次 Frequency of Borrowing Reading Materials by Students

2012-2013 上學期(05/09/2012-19/12/2013)			
	1A-3E	4A-6E	全校
每周一次或以上	1.50%	0.54%	0.98%
每兩星期一次	7.30%	4.13%	5.57%
每月一次	14.59%	11.49%	12.90%
每月少於一次	46.35%	37.70%	41.64%
從不	30.26%	46.14%	38.91%
2012-2013 下學期(21/01/2013-31/05/2013)			
	1A-3E	4A-5E	全校
每周一次或以上	1.29%	0.26%	0.71%
每兩星期一次	7.30%	3.69%	4.50%
每月一次	15.24%	6.33%	9.59%
每月少於一次	37.98%	33.77%	39.05%
從不	38.20%	55.94%	46.15%
2012-2013 全年(05/09/2012-31/05/2013)			
	1A-3E	4A-6E	全校
每周一次或以上	0.21%	0.18%	0.20%
每兩星期一次	5.58%	1.97%	3.42%
每月一次	14.59%	5.57%	9.87%
每月少於一次	61.16%	56.01%	58.36%
從不	18.45%	36.27%	28.15%

總借出次數：6083

## 融合教育 Integrated Education

本校成立融合教育小組統籌全校參與融合教育的工作，包括由教育局教育心理學家為學童評估、針對個別學生的需要設立個別學習計劃、小組訓練、朋輩輔助等等，提升有特殊教育需要的學生的學能、社交各方面的能力，協助他們融入校園生活。

We have an Inclusive Education Unit to facilitate the pertaining work in a whole-school approach. We help the SENs integrate into campus life by enhancing their learning capacity, social skills, etc. The work includes evaluation by the educational psychologists from the EDB, a tailored study plan for students in need, group training, peer counseling, and so on.

## 主要關注事項 (成就與反思) Major Concerns (Achievement and Reflection)

### Major Concern I : To Optimize the Teaching and Learning

#### Achievements :

1. To enhance performance of the students in public examinations
  - 1.1 To review regularly the NSS curriculum framework
    - 1.1.1 Optimization of the NSS curriculum framework would be continued to suit students' learning abilities and interests, as well as to maximize their chances in entering universities. The optimized framework of the fifth cohort of NSS has been endorsed by AC.
    - 1.1.2 Add/drop elective subject mechanism was optimized to take care of students with different learning abilities.
  - 1.2 To raise concern on the teaching and learning effectiveness of all subjects.
    - 1.2.1 Learning and Teaching Survey was conducted for all subject in senior forms and part of the subjects in junior forms. From the survey results, teachers could learn about students' opinions on their teaching and improve their teaching strategies.
    - 1.2.2 Consultants were hired to optimize the cross-curricular English teaching materials in Humanities subjects. It was in good progress. The teaching materials for subjects using English as a medium of instruction were further enhanced in junior forms.
    - 1.2.3 The revised draft of the IS handbook on cross-curriculum was produced. The first draft of the Geography and History handbooks would be produced by the end of term.
    - 1.2.4 The production of the videos by the teachers was smooth on the whole. Some videos were selected to be broadcasted during the Language Learning Enhancement Session. The feedback was good.
    - 1.2.5 A smooth arrangement for the F.6 Pre-DSE revision period was made. It would help F.6 students to prepare the DSE more confidently. Teachers were satisfied with the arrangements.
    - 1.2.6 To employ part time staffs to organize the teaching and learning materials to

improve the examination strategies.

### 1.3 To optimize teaching and learning assessment qualitatively and quantitatively

- 1.3.1 Dr. Yuen and AAC have communicated with respective subject panel heads on the review of the result of DSE.
- 1.3.2 Various examination strategies were adopted in different departments through lots of sharing and communications with a view to enhance students' DSE results. It was in smooth progress.
- 1.3.3 From analyzing the DSE results and the rate of entering universities, important factors affecting students for enrolling in universities were identified.
- 1.3.4 The outstanding DSE scripts and the HKDSE Examination Statistical Report issued by the HKEAA have been purchased. AAC and subjects members have made in-depth analysis about the performance of the students so as to allow teachers to grasp students' strengths and weaknesses more accurately and to find ways to advance students' public examination results accordingly.
- 1.3.5 Uniform test in junior forms was held smoothly and successfully. Junior forms students could consolidate what they have learnt progressively. Through this, teachers could also review the teaching progress and its effectiveness.

### 1.4 To facilitate senior form students to use free period effectively

- 1.4.1 The implementation of the free periods arrangement was smooth and satisfactory. This arrangement could facilitate students with different learning ability to use their time better. The supervision and discipline have been improved.

### 1.5 To implement supporting measures for after-school learning activities.

- 1.5.1 All after-school learning activities were systematic, well arranged and smoothly carried out.
- 1.5.2 Teachers eventually gained more teaching time to finish the long and difficult NSS syllabus.

1.5.3 Parents' invigilators were very helpful in the invigilation work of the Saturday Uniform Test.

2. To develop students' potential with learning diversity effectively

2.1 To implement Constructivist & Cooperative Learning

2.1.1 Cooperative Learning was implemented in F.1 and trials were done in other forms. It was in smooth progress. All related teachers practised and gained precious experience, which optimized the teaching and learning and enhanced teaching effectiveness.

2.1.2 After gaining experience from CL, it is preferred to develop individual subject's learning framework instead of a universal template of teaching framework.

2.2 To provide avenues for and recommend top students to participate in external activities and competitions.

2.2.1 The external gifted programme was being coordinated by the teacher responsible for SENs.

2.2.2 Subject teachers encouraged eagerly and recommended students to participate in external activities and competitions.

### **Reflections/Recommendations**

1. To enhance performance of the students in public examinations

1.1 AAC should follow up with respective subject panel heads on a regular basis so as to provide suitable support and back up when needed.

1.2 Predictions of DSE result should be conducted periodically so as to allow teachers to grasp students' strengths and weaknesses more accurately and to find ways to advance students' public examination results accordingly.

1.3 Outstanding DSE scripts and the HKDSE Examination Statistical Report issued by the HKEAA would be purchased. DSE Review Reports should be effectively consolidated/summarized.

2. To develop students' potential with learning diversity effectively

2.1 Carrying out of Constructivist and Cooperative Learning would be continued out in

F.1 and F.2 with a view to sharpening teaching effectiveness in each subject. It was hoped that through appropriate cooperative teaching strategies, students in various abilities, attributes and potentials could learn effectively.

2.2 The implementation pace of CCL for F.1 would be slowed down. The scale of implementation will be stayed put as that in this year. Optimization of the existing materials will be required.

2.3 The wisdom bank for CCL should be continued to develop in each subject.



## **Major Concern II : Enhancement of Using English in Learning and Teaching**

### Achievements:

#### ***Refined English Enhancement Scheme (REES)***

This is the second year of the scheme, which is a continuity of the MOI fine-tuned arrangements implemented last year. The purpose of the scheme is to entrust the whole school, including the English teachers, with the responsibility of enhancing English learning and teaching environment.

Similar to last year, the major measure is the staff development in terms of consultancy. Two experienced lecturers from Hong Kong Institute of Education hold meetings with teachers in different disciplines including I.S. and Humanities. Teachers involved are committed to develop teaching materials scaffolding students' English proficiency in learning the subject contents.

Another major concern falls on video-shooting prepared by teachers. A five-minute video produced by our teachers aims at arousing students' interest in the topic concerned. The videos were broadcast during Language Learning Enhancement Session and welcomed by students.

Students were also invited to produce videos concerning certain teaching topics. Subject teachers guided students to search for an interesting topic to do the video-shooting and broadcast during Language-learning Enhancement Session.

Granted nearly one million from the EDB, some school-based measures have been implemented to help enhance the capacity of our teachers and students to use English across the curriculum and to continue to strengthen the support for the learning and teaching of English.

#### ***English Days***

Six English Days are held this year in order to boost students' confidence in learning English and create an English environment and atmosphere inside our campus. There are a variety of activities, including English morning assemblies by teachers, Have Your Say sharing by students and Talent Shows during lunchtime. The highlight was the Talent Shows, which provided a platform for both teachers and

students to perform through using English. Mr Wong Yat Hang and Mr Lee Yan Chun were our guests of honour. Our exchange student, Alex, from Austria also took part in it. They performed singing, which attracted large audience. Overall, it was a great success and it is expected that the atmosphere of using English can be strengthened.

### ***England Study Tour***

Eleven students took part in a study tour to Kent, England, escorted by Ms Tammy Lo in July. The purpose of the visit was to enable students to be exposed to an English-speaking country where students could learn English authentically and were nurtured an understanding of a foreign culture through home stay and studying at the college.

Students had some full or half day excursions in the trip. One-day excursions included visits to London, Oxford and Cambridge while half day-excursions to Dover Castle, Canterbury Cathedral. A wide range of activities such as interest classes like art, dance and sports were offered. During the excursions, students were arranged to visit some famous tourist scenic spots, for example, Big Ben, Westminster Abbey and Buckingham Palace in London so as to widen their horizons.

#### Recommendations:

- In order to strengthen communication between the consultant and us, all teaching materials involved in discussion should be emailed to us one week before the meetings.
- Teachers of Humanities are very cooperative and helpful. The effort and enthusiasm of the panel heads is highly appreciated. Mr Joseph Chung expressed that there was little need for development in Economics in terms of English language due to the requirements of HKDSE, accepting short answers and low accuracy of the language.
- More effort should be put in how to promote the use of the video due to the low hit rate. However, teachers' effort should be appreciated.

- The English Days are evenly distributed. Since there are a number of activities, a better planning is needed in order to avoid time clashes.

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

**Achievements :**

**1. Promotion of personality development and pursuit of excellence --- Cater for learner diversity**

- 1.1 - Some class teachers on the 2012-2013 appraisal list shared at the Form Meeting and the result was satisfactory.
  - Form Liaisons worked closely with class teachers through Form Meetings and daily communications.
  - A series of career planning and to support Student Affairs Committee to promote students enhancement program for students with average abilities has been established.
  - The number of form assemblies are increased to meet the needs of students in various forms.
  - Students' strengths and characteristics can be identified in the S1 Training and follow-up activities.
- 1.2 - Teachers have given more chance for students (not cream students) to in charge activities to increase their sense of achievement.
  - Leadership training programs provide different opportunities for achievements outside classroom.

**2. Promotion of personality development and pursuit of excellence --- Optimize the class teachers' work**

- 2.1 - Panels and units well utilized Monday class teacher periods to carry out moral-education related work. The arrangements went smoothly.
  - More resources like videos and articles have been added into the moral education data bank.
- 2.2 Teachers are more aware of focusing their effort when taking care of students. And

parent-school cooperation is to be promoted continually.

2.3 - Class teacher can access moral education resources data bank and make use of them to facilitate teaching.

- Form coordinators can contact class teachers regularly through e-mails or oral contact according to the needs of the course.

- Lesson observation activities aiming for learning circle among class teachers are carried out.

2.4 - Contact between form coordinators and class teachers is increased.

- Relevant teaching materials are formulated and to meet the needs of class teachers and students.

- Lesson observation activities aiming for learning circle among class teachers are carried out.

2.5 More resources like videos and articles have been added into the moral education data bank.

### **3. Promotion of personality development and pursuit of excellence --- Optimize the student development course / system**

3.1 - Relevant units or staff members were informed of the counseling particulars.

Communication between form liaisons and relevant teachers was improved.

- Have good cooperation with coaches in the training programs. Staff development is also worked out in the cooperation with the professionals.

- Alumni students get involved in the training programs as trainers.

- Increase the number of outside school tutors for CCAs (e.g. math. training class).

- Increase the number of students choosing charged-CCAs as many tutors were good.

3.2 - The amount of life education lessons and form assemblies is in right balanced, which suited the needed for student development and relief the workload of the class teachers.

- Career planning series for all Forms has been updated and modified.
- 3.3 - Clarify the number of post offering in the committee for different CCA.
  - The number of case over "1P1M" was only 6 which reflected quite successful for the system & clarification.
- 3.4 The framework for training activities at different levels is set, with activities optimized. The record system is established as internal use with trail as reference for colleagues.
- 3.5 The career guidance unit has held the JUPAS Seminar in Life Education Period earlier, right after the JUPAS online launched. We ended the internal deadline earlier for following up action so class teachers could further provide guidance. With PTA support, we provided parents talk to help them familiar with the JUPAS system and overseas studies, especially in Mainland china and Taiwan.
- 3.6 - All training programs are reviewed to ensure the concepts are aroused.
  - All S1 students are required to set personal goals according to oneself strengths and weaknesses in the discipline training camp and the related follow-up activities.

Improvements are clearly seen and recognized by the parents.

#### **4. Reinforcement of students' moral values --- Reinforcement of students' moral values**

- 4.1 - Class-based major concern(s) can be selected (one from Care, Honesty, Diligence and Perseverance) in the first Life Education lesson.
  - An exhibition of "Building Our Future through Honesty" was organized for F1 and F2 students; a class on Honesty was given in F3, F4 & F5 during the class teacher period, with a view to helping them be honest and appreciating the importance of honesty in society. The results were satisfactory.
  - Moral Education data bank: To enhance students' moral values, a series of activities about moral education has been implemented on Monday class-teacher period in November, December and March respectively. Good responses were received from

both teachers and students.

- Many experts from various aspects are invited to give talks and hold the assemblies.
- We have provided more sharing chances to promote positive work ethic and working attitudes. Alumni students were invited to share their working experience and career path to all students in our school. F.4 students shared their study strategies and subject selection. Students shared their workplace visit experience through writing articles.

4.2 Setting up the rewarding system of 'active participation' to encourage the punctuality, consistency & involvement in CCAs.

## **5. Reinforcement of students' moral values --- Widening students' horizons**

5.1 - Different programs are carried out such as listening period of news and editorials, news bulletin board, current affairs quizzes and forums, etc.

- Students can have more chances to participate in the community affairs.
- Current events are implemented in the training programs. Students have positive feedback and self-reflection.

5.2 - Senior form students maintain the momentum in participating voluntary work; more junior form students participate in voluntary service outside school.

- Through life education lessons and assemblies, students' awareness on voluntary work is raised and students are motivated to do voluntary work.
- The network with external organizations is extended.
- Volunteer work is incorporated in the training programs.

5.3 We worked with NGO to provide workplace visit to help students get familiar with the popular sector such as hospitality and catering service. Some seminars, like studying in Taiwan and US were organized to help them know more about studying abroad. We also organized career counseling group for F.4 and F.5 students. The workshop was well received.

## **Reflections :**

### **1. Promotion of personality development and pursuit of excellence --- Cater for learner diversity**

- 1.1 - Self-reflection in three-year cycles should continue with items to be optimized and target students at middle and low-performance levels.
  - Form 1 students still encountered great difficulties in their learning and homework. It reflected that students have adaptation problems when switching from primary Six to Form One.
  - Suggest to concern of sustaining the improvements of the S1 students after the S1 Training and follow-up activities.
- 1.2 - Because there were many items to be discuss in the form meeting, therefore, ccau representatives have not ask the information about this area in the meeting.
  - In the following year, ccau representatives will collect information from different CCA teachers & class teachers regularly instead.
  - More encouragements and clear standards of leadership training programs are suggested.

### **2. Promotion of personality development and pursuit of excellence --- Optimize the class teachers' work**

- 2.1 - Follow the existing arrangements in general (class teacher periods); facilitate class teachers' moral education lessons and class-based initiatives. Continue to carry out planned activities to address major concerns.
  - With accumulated experience, teachers and related subject or committee groups also provide educational resources for teachers so that teachers do not rely so much on the moral education data bank as before.
- 2.2 Follow the existing arrangements in general (double class teacher system).



- 2.3 - A survey will be conducted as last year, but with senior and junior form edition respectively and more school-based questions.
- Contact between form coordinators and class teachers is increased as new lesson plans are created.
  - For the regular lesson plans, little demand for additional discussion is needed as class teachers are experienced as a whole.
- 2.4 We can rely more on class teachers to amend the lesson materials in order to improve our efficiency.
- 2.5 With accumulated experience, teachers and related subject or committee groups also provide educational resources for teachers so that teachers do not rely so much on the moral education data bank as before.

**3. Promotion of personality development and pursuit of excellence --- Optimize the student development course / system**

- 3.1 - Communication between the form liaisons, class teachers and relevant teachers should be improved continuously so that the class teachers can be informed of the particulars of a counseling service, its outcome, students' participation and response, and any follow-up needed.
- Better documentary work and sharing can help the deliberation of work among colleagues.
  - Have better constancy communication with alumni students.
  - Investigate more opportunities for external resources.
  - To explore more good tutors or alumni to help in CCAs.
- 3.2 - To further strengthen the career planning series, the Form 1 lessons can be more coherent.
- Career planning programs must be compatible with the teacher education and parent

education.

- 3.3 Review the schedule of early selection (shortlist) of students in order to reduce over "1P1M".
- 3.4 - The recording system should be tied in with other school systems. Suggest a study on the feasibility of showing the training records in official system.
- To study the feasibility of tie-in the internal training programs and external related competitions.
- 3.5 - To help students gain confidence in academics and career planning, we could ask alumni who are now in professionals.
- We have launched JUPAS seminar to students, but students still lack confidence in JUPAS program choices and they are not well prepared to make a right choice in careers planning.
- Career counseling group was well received but only a few students had a chance to conduct career life planning from career social workers. We need to explore more NGO to provide career guidance service.
- 3.6 The ratio of the teachers for supporting students with special educational needs is below the requirement by the EDB. Thus we will recommend interested / target teachers to pursue further studies in that area. At the same time the Staff Professional Development Unit will introduce them to relevant courses.
- 3.7 The theme of balanced lifestyle is not so focused. Suggest incorporating the concepts into the training programs and letting students to experience.

#### **4. Reinforcement of students' moral values --- Reinforcement of students' moral values**

- 4.1 - Following the model last year, select one core value and focus on achieving its goal and building school culture / atmosphere through various approaches. To keep a class' own characteristic, other core value(s) are allowed but they should be revisited at other

Monday class teacher period or class committee time.

- More flexibility of the data bank by the class teachers is expected in the future. Now, it is mainly implemented in the life education lessons. Although it is completed, and students are able to build awareness, but to build up the atmosphere as a whole, it relies greatly on the promotion of the class teachers through daily infusion. The overall effect was not prominent.

4.2 The promotion of the rewarding system (active participation) is not enough.

## **5. Reinforcement of students' moral values --- Widening students' horizons**

5.1 - There may not have been able to grasp some teacher or forget to implement.

- A minority of the students wrote something irresponsibly, causing destruction.

- Have to be more organized and focus in the programs.

5.2 To strike a balance between volunteerism and chasing honor of voluntary work.

## 財務報告 Financial Report

### 田家炳中學 校管文件-財務報告 2012-13

2012-13

承上結餘 (政府資助及學校津貼)	收入 (\$)	支出 (\$)
3,514,623.88		
<b>I. 政府資助</b>		
1. 行政津貼	3,573,012.00	3,218,960.32
2. 擴大的營辦開支整筆津貼	1,849,632.96	2,077,150.04
3. 資訊科技綜合津貼	377,467.00	351,842.60
4. 學校發展津貼	516,616.00	523,892.68
5. 有關學生支援津貼 ((NAC) (包括為新來港學童而設的校本支援計劃)	-	-
小 結 :	6,316,727.96	6,171,845.64
其他津貼 (School-based After-school Learning and Support Programmes)	137,600.00	63,611.00
小 結 :	137,600.00	63,611.00
<b>II. 學校津貼 (一般津貼)</b>		
1. 堂費	423,859.34	330,457.39
2. 捐款	6,121.20	6,121.20
3. 具特定用途的收費 (包括空調電費)	333,040.19	453,683.25
小 結 :	763,020.73	790,261.84
總 結 :	7,217,348.69	7,025,718.48
2012-13 年度總盈餘 / (赤字)	191,630.21	
2012-13 年度終結總盈餘	3,706,254.09	

## 學生表現 Student Performance

### 全港性系統評估（中三）TSA (S.3)

科目 Subject	完成紙筆評估的學生人數 Students who were evaluated with written tests	已達基本水平的學生人數 Students who reached the basic level	學校已達基本水平的學生百分率 Percentage of students who reached the basic level	全港已達基本水平的學生百分率 Overall percentage of students in HK who reached the basic level
中國語文 Chinese Language	171	165	96	77
英國語文 English Language	171	162	95	69
數學 Mathematics	171	160	94	80

## 公開試成績 2013

2013 香港中學文憑考試成績	<p>整體及格率（按考評局統計的 4 科核心科 [3322]成績）為 <b>79.77%</b>（*全港日校考生成績為 38.9%）</p> <p>英文科及格率為 <b>100%</b>（*全港及格率為 77.8%） 達 3 級比率為 <b>85.4%</b>（*全港達 3 級比率為 48.8%）</p> <p>中國語文科及格率為 <b>98.9%</b>（*全港及格率為 80.7%）。 達 3 級比率為 <b>86.5%</b>（*全港達 3 級比率為 52.3%）</p> <p>數學科及格率（達 2 級）為 <b>100%</b>（*全港及格率為 80.8%）。 通識科及格率（達 2 級）為 <b>99.4%</b>（*全港及格率為 88.5%）。</p> <p><u>成績最好的兩個選修科</u></p> <p>(1) 物理：達 4 級比率為 <b>78.0%</b>（*全港達 4 級比率為 49.5%） (2) 化學：達 4 級比率為 <b>70.5%</b>（*全港達 4 級比率為 48.9%）</p>
最佳成績	<b>2(5**)、3(5*)、2(5)</b>

\*全港日校考生及格率及優良率，資料來自香港考評局

## Public Exam Results 2013

2013 HKDSE	<p>Overall passing rate (4 core subjects at 3322 or above) : <b>79.77%</b> (*Hong Kong average: 38.9%)</p> <p>Passing percentage (at Level 2) of:</p> <p style="padding-left: 40px;">English Language – <b>100%</b> (*Hong Kong average: 77.8%)  Chinese Language – <b>98.9%</b> (*Hong Kong average: 80.7%)  Mathematics – <b>100%</b> (*Hong Kong average: 80.8%)  Liberal Studies – <b>99.4%</b> (*Hong Kong average: 88.5%)</p> <p>Percentage at Level 3 or above:</p> <p style="padding-left: 40px;">English Language – <b>85.4%</b> (*Hong Kong average: 48.8%)  Chinese Language – <b>86.5%</b> (*Hong Kong average: 52.3%)</p> <p><b><u>Best two electives:</u></b></p> <p>(1) Physics at Level 4 or above: <b>78.0%</b> (*Hong Kong average: 49.5%)  (2) Chemistry at Level 4 or above: <b>70.5%</b> (*Hong Kong average: 48.9%)</p>
Best performance	<b>2(5**) 、3(5*) 、2(5)</b>

*\*Passing percentage of Day School Candidates, from the HKEAA*

### 2012-2013年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2012-2013

見附錄《2012-2013 校際 / 公開比賽獲獎項目總錄》

Appendix – 2012-2013 Award List for Inter-School and Public Competitions

## 聯課活動的參與 Participation in Co-curricular Activities (CCA)

### 1. 聯課活動的數目：Types

聯課活動 CCA	數目 Types
學術 Academic	15
體育及運動類 PE	15
文娛康樂類 (Performing) Arts	13
制服及服務類 Services	10
興趣類 Hobby	6
靈育類 Spirituality	1
<b>總數 Total</b>	60

### 2. 中一至中三及中四至中七各學習階段，由學習領域科目組織的全校性或全級性學習活動的總數 School-wide or form-wide learning activities for S.1 to S.3 & S.4 to S.7 students by subjects in different learning areas:

	學習活動 Learning Activities	總數 Total
中一至中三 S.1 to S.3	<p>演閱時段、中一生活紀律訓練營、社際問答比賽、社際英文辯論比賽、試前溫習、學校文化日計劃活動、升中一暑假英語提升課程、Interclass Speech Arts Contest、陸運會、水運會、數學競賽培訓課程、學術周、書展、中華文化薪火相傳禮、中華狀元紅、初中說話技巧工作坊、中三物理科飲管比賽</p> <p>Reading Enhancement Period, S.1 Discipline Training Camp, Inter-house Quiz, Inter-house English Debate Contest, Pre-exam Revision, School Culture Day Preparations, S.1 Summer English Bridging Course, Interclass Speech Arts Contest, Athletic Meet, Swimming Gala, Courses for Maths Competition, Academic Week, Books Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, Chinese Culture Prince, Junior Form Speech Arts Workshop, S.3 Straw Competition (Physics)</p>	17

中四 至中 六 S.4 to S.6	<p>演閱時段、社際問答比賽、中五生物科野外考察營、中五地理考察、高中四川文化交流、中四級國內文化交流、周年學術講座、社際英文辯論比賽、中文辯論比賽、試前溫習、中四級班際辯論比賽、陸運會、中四藝術新體驗計劃、中四及預科散文創作班、學術周、書展、中華文化薪火相傳禮、高中散文創作班、中四物理科飲管比賽、中五級辯論比賽、物理玩具及電路工作坊</p> <p>Reading Enhancement Period, Inter-house Quiz, S.5 Biology Field Camp, S.5 Geography Field Trip, Sichuan Cultural Exchange, S.4 Mainland Cultural Exchange, Academic Talks, Inter-house English Debate Contest, Chinese Debate Contest, Pre-exam Revision, S.4 Interclass Debate Contest, Athletics Meet, S.4 Arts New Experience Scheme, S.4 Prose Writing Class, Academic Week, Book Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, S.4 Straw Competition (Physics), S.5 Debate Contest, Physics Toys/ Circuit Workshop</p>	21
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3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況

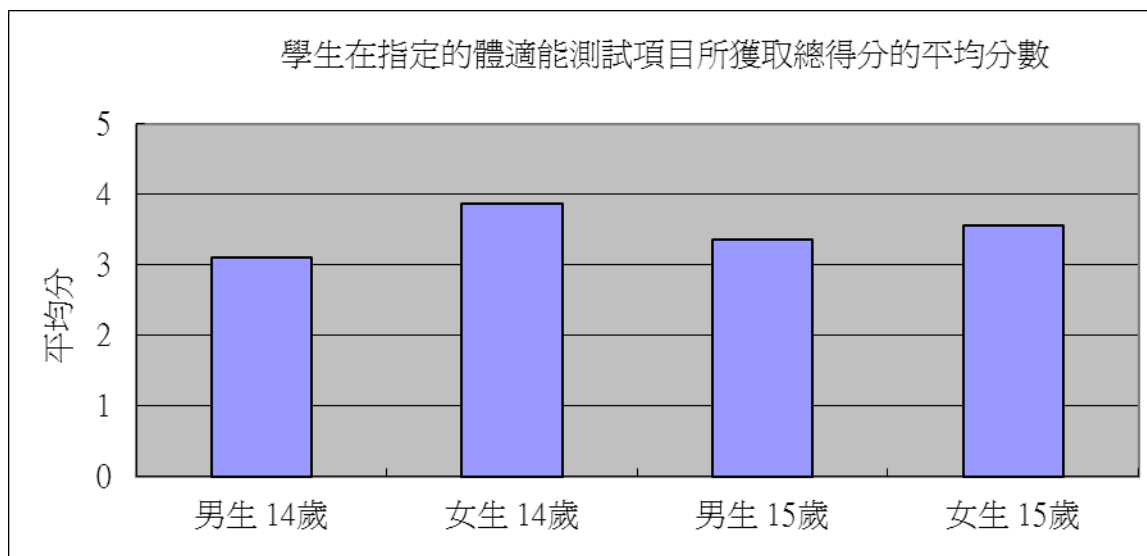
**Students' Participation in external events in 2012/13.**

	中一至中三 S.1 to S.3	中四至中六 S.4 to S.6
香港學校音樂節 Hong Kong Schools Music Festival	110 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (24 人) Chinese – 24	中文 (55 人) Chinese – 55
	英文 (約 140 人次) English – about 140	
香港學校戲劇節 Hong Kong School Drama Festival	41 人 Students	
學校舞蹈節 Schools Dance Festival	31 人 Students	
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	304 人 Students	

## 學生的體格發展 Physical Development

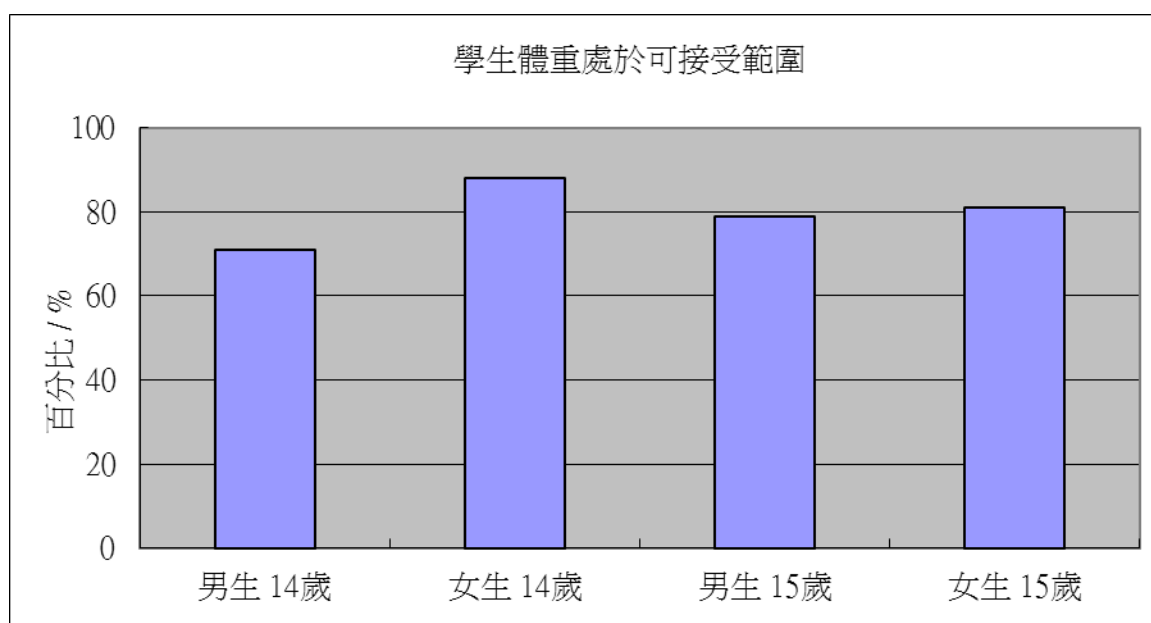
### 體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.10
女生 14 歲 Girls at 14	3.86
男生 15 歲 Boys at 15	3.36
女生 15 歲 Girls at 15	3.56



### 學生體重處於可接受範圍 Percentage of students whose weight is within the normal range

	百分比 / %
男生 14 歲 Boys at 14	70.91
女生 14 歲 Girls at 14	88.17
男生 15 歲 Boys at 15	78.79
女生 15 歲 Girls at 15	80.90



## 學校未來發展計劃的關注事項 Major Concerns in Future Development

1. To Optimize the Teaching and Learning
2. Enhancement of Using English in Learning and Teaching
3. Striking a Balance Between Conformity and Individuality / Collective and Individual Development