



學校報告

SCHOOL REPORT

(2015/16)

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: 7,000m²

Classrooms: 30

Special rooms: 18

Playgrounds: 2

學校管理 School Management

- 學校於1994年推行校本管理。SBA has been implemented since 1994.

校董會組合 Constitution of the School Management Board

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
12/13	3	1	1	1	1	6
13/14	3	1	1	1	1	6
14/15	3	1	1	1	1	6
15/16	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2015/2016 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 2015-2016*

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	4	4	4	5	25

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	50	58	58	50	47	76	339
女生人數 Girls	82	82	75	92	87	85	503
學生總數 Total	132	140	133	142	134	161	842

(01/09/2015 入學人數, Admitted on 01/09/2015)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	99
中二 S.2	99
中三 S.3	100
中四 S.4	100
中五 S.5	100
中六 S.6	100

全校學生的平均出席率達 99.7%

The average attendance rate is 99.7%

學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4
15-16 97.0%

離校學生出路 Pathways of S.6 graduates

中六同學分別有 62.7%升讀本地學位課程，28.0%升讀本地副學位課程，0.6%修讀其他課程，3.1%重讀，3.7%往外地升學，0.6%就業，1.2%為其他情況。

Degree – 62.7%;

High Diploma or Associate-degree – 28.0%;

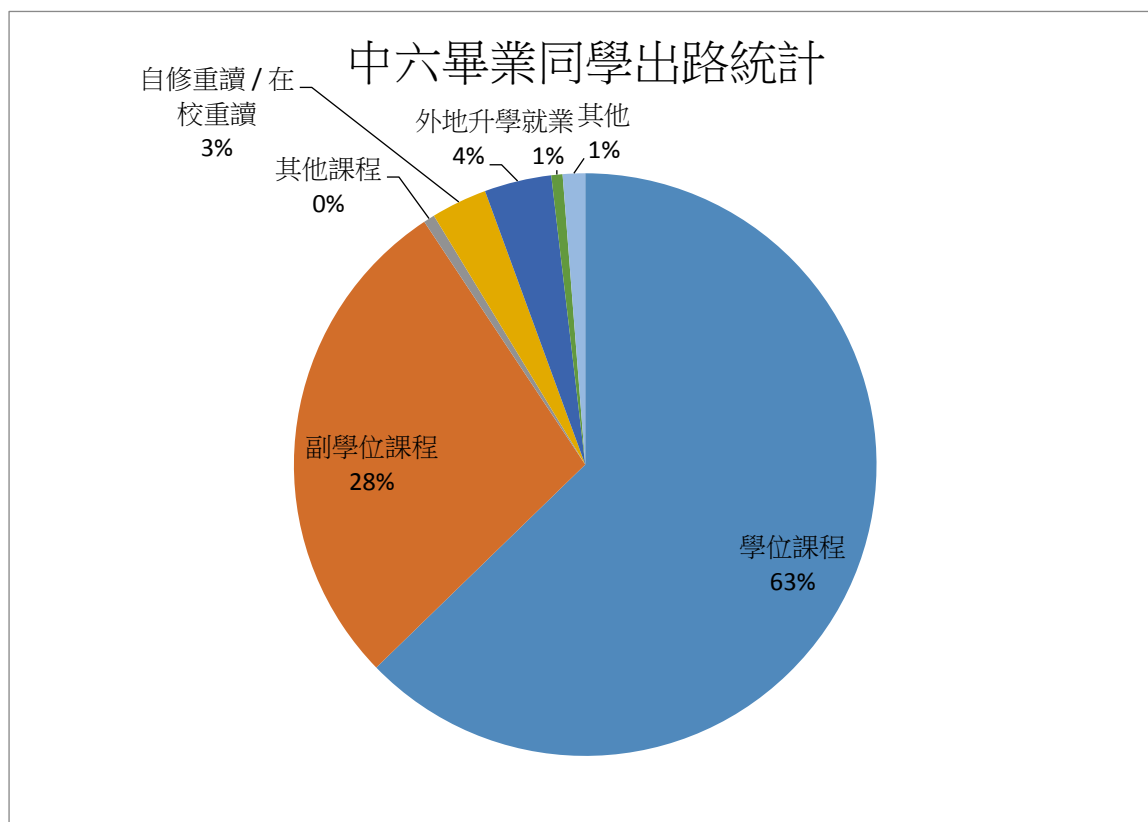
Other courses – 0.6%;

Repeating S.6 – 3.1%;

Study abroad – 3.7%;

Employment – 0.6%

Others – 1.2%.



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	2
中二 S.2	2
中三 S.3	3
中四 S.4	3
中五 S.5	0
中六 S.6	0

我們的教師 Teaching Staff

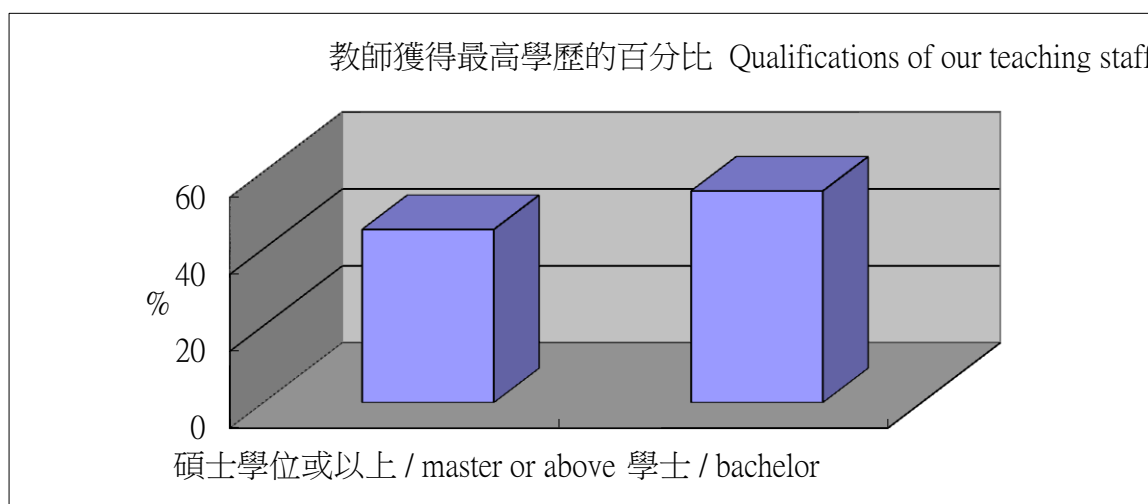
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2015-2016 年度本校教師數目(編制人數)為 49 人，其中 45% 持有碩士學位或以上資歷，55% 為學士學位持有人。

Qualifications of our teaching staff

There were 49 entitled members of staff in 2015-2016, with 45% having a master or above degree and 55% a bachelor degree.

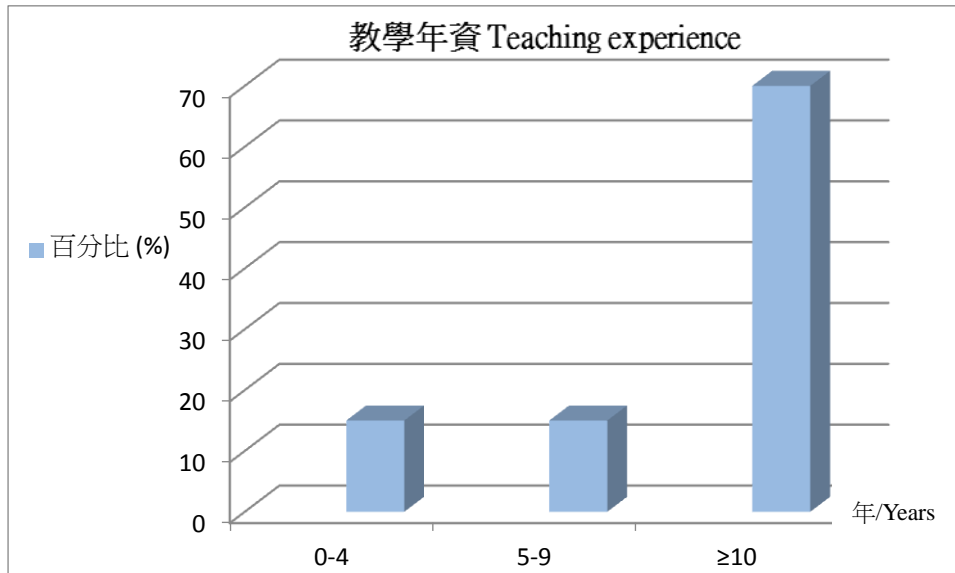


2. 已接受專業訓練教師的百分比為 94%.

94% 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 %	15	15	70



教師專業發展 (2015/16) Teachers' professional development

- 在整學年內，教師參與持續專業發展的時數
 總時數 = 3553.5 小時
 平均每名教師參與持續專業發展的時數 = 54.6 小時
 Total hours that teachers spent on professional development in 2015/16 = 3553.5 hrs
 Total hours one teacher spent on professional development in 2015/16 = 54.6 hrs
- 在整學年內，校長參與持續專業發展的時數
 53 小時
 Total hours the Principal spent on professional development in 2015/16 = 53 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 \$450.00
 The budget for teachers' continuous professional development in 2015/16: \$450.00
- 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
 $\$64,091.42 / 62 \text{ 人} = \$1,033.73$
 Actual expenditure on continuous professional development of one teacher

in 2015/16: $\$64,091.42/62 = \$1,033.73$

我們的學與教 Teaching and Learning

學校實際上課日數 School days

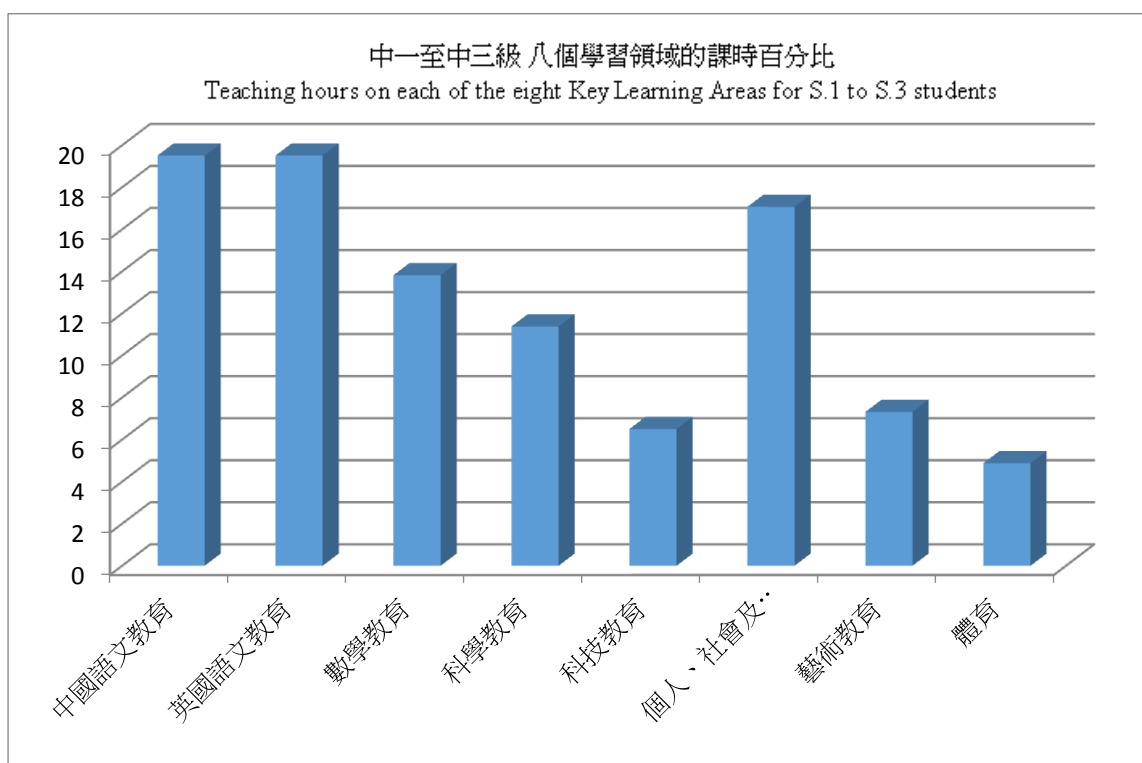
1. 中一至中三整學年，實際上課日數 191 日
School day for S.1 to S.3 students : 191 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 19 日（包括生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日）
Activity days (school-wide or form-wide) for S.1 to S.3 students: 19 days (including the Discipline Camp, CL Base Group Training for S.2 Students, School Picnic, Athletics Meet, Inter-class Singing Contest & Christmas Celebration, School Dedication Day, Open 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	14	11
科技教育 Technology	電腦+D&T+HL Computer Literacy +	4+2+2	7

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



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

2015-2016 全年(04/09/2015-31/05/2016)						
	1A-3D		4A-6E		全校	
		14-15		14-15		14-15
每周一次或以上	0%	0%	0%	0%	0%	0%
每兩星期一次	3%	4%	2.5%	2%	2.7%	3%
每月一次	15.8%	19%	7.1%	8%	11.3%	13%
每月少於一次	77.3%↑	68%	64.8%	68%	70.8%	68%
從不	4%↑	7%	25.6%↓	21%	15.2%	14%

2015-2016 上學期(04/09/2015-18/12/2016)			
	1A-3D		全校
每周一次或以上	0%		0%
每兩星期一次	5.7%		4.4%
每月一次	24.8%		19.4%
每月少於一次	58.2%		52.9%
從不	11.3%		23.3%
2015-2016 下學期(25/01/2016-31/05/2016)			
	1A-3D		全校
每周一次或以上	0%		0%
每兩星期一次	5.0%		5%
每月一次	17.0%		15.0%
每月少於一次	50.0%		47.6%
從不	28.1%		32.5%
2015-2016 全年(04/09/2015-31/05/2016)			
	1A-3D		全校
每周一次或以上	0%		0%
每兩星期一次	3.0%		2.7%
每月一次	15.8%		11.3%
每月少於一次	77.3%		70.8%
從不	4.0%		15.2%

總借出次數： 6124

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、言語表達訓練等等，校方亦有為融合生提供生涯規劃、外展等活動，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及走進社會。

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

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

Major Concern (I) : Maintain the effectiveness of existing strengths with focuses on Teaching and Learning and Student Development

Achievements :

1. **Enhance students' civic leadership skills --- Career planning and pursuit of excellence**
 - 3.1 Shining Hearts: Most of the mentors (SUN) showed their enthusiasm (more than 90% attendance of every gathering). (SAU)
 - 3.2 Small Group Counselling: The students who were chosen to help lead the group performed well and have potential to be outstanding leaders. (SAU)
 - 3.3 Focused trainings provided for the prefect leaders, aspiring prefects and the seed prefects enhanced their leadership skills and abilities to organize activities and equipped them with skills needed for performing their duty. (SAU)
 - 3.4 All form one monitors gained support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. Duties are assigned to assist their class teachers in managing their class. (SAU)
 - 3.5 Most students agree that their class teachers assigned posts / tasks matching their abilities. Class associations have run smoothly and most association members obtained desirable grades. (SAU)
 - 3.6 Value education was strengthened in F.4 courses and the results were satisfactory. (LEU)
 - 3.7 F.2 lessons were re-organised and five new lesson plans were added, together with the original courses. It fulfilled the needs of the secondary two students. It also could strengthen the smoothness of the lessons in the classroom, coupled with the cooperative learning elements in the curriculum, the effectiveness of classroom teaching was enhanced. (LEU)
 - 3.8 The running of most of the assemblies could raise the awareness of students and they showed active participation and involvement in them. (LEU)
 - 3.9 Class teachers as a whole felt satisfied with the new teaching materials. (LEU)
 - 3.10 The topics in life education lessons and weekly assemblies are diverse and substantial. Students could get a balanced development in personal growth, interpersonal relationship and awareness of social needs. For personality development, we made use of life education lessons, weekly assemblies and daily assemblies to meet the needs of various forms. (LEU)
 - 3.11 More than seventy F.5 students received individual career counseling co-organized by the HKFYG and TKPSS. Students could identify their strengths and weaknesses in academics and other learning experience so as to find their study paths. They were well informed of multi-pathways of career choices. Group Career Counseling was again introduced to F.6 students and they find it useful and helped them make informed choices in the JUPAS system. (CGU)
 - 3.12 80% of students agreed they have chosen suitable and adequate number of CCA which was related to the planning of personal CCA development. (CCAU)
 - 3.13 The number of participants and prize-winners of different extramural competitions or activities were kept rising every year. (Refer to the prize list in Greenfield 2015-2016) (CCAU)
 - 3.14 65% of students agreed they can get the suitable posts in CCA. (CCAU)
 - 3.15 Badminton team has organized and completed the interflow visit to Japan successfully which has broadened the horizon of students. (CCAU)
 - 3.16 Standards and focus of training are specified, training activities are refined. (SLTU)
 - 3.17 More than 90% of the students showed good and positive comments in the questionnaire and highly motivated in the training. (SLTU)
 - 3.18 All training includes elements about goal setting. Students show good participation and acquire the skills and attitude in collaboration. (SLTU)
 - 3.19 Standards and focus of training are specified, training activities are refined. Provide opportunities for knowing personal characters. Students show good participation and self-reflection in the qualitative review. (SLTU)

2. **Enhance students' civic leadership skills --- Nurture the core value: loving and caring**
 - 2.1 About 90% students of Shining Hearts attended the voluntary work (visiting rehabilitation centres, taking care of the needy and organizing activities to the needy.). They showed their enthusiasm for voluntary work. (SAU)
 - 2.2 Prefect Leaders tried to reinforce the idea of 'care' in their daily work. They were positive towards this ideology. (SAU)
 - 2.3 Competition was held and core values were reflected in students' beautiful posters. Most classes took loving care as their theme while stressed the other three core values. Form-based activities were carried out as needed. Class-based activities were also arranged in some classes, such as festival celebration, volunteer services. (SAU)
 - 2.4 To increase the sharing sessions of the internal and external volunteer teams and the promotion sessions in the weekly assemblies. The overall performance of the participants was outstanding. The sessions were rich in content with a strong universal appeal. (LEU)
 - 2.5 Social workers of Lutheran Community Centre could directly support the volunteer training activities. (LEU)
 - 2.6 The overall situation of senior form volunteer participation was satisfactory. 61% of the students could meet the requirement. The no. of students who got 0 volunteer hours was 18 less than last year. (LEU)
 - 2.7 This year, the situation of volunteer service in Form 4 and 5 has improved significantly with the help of class association. (LEU)
 - 2.8 Student Union (SU) helped in distributing volunteer service record card and promoting the atmosphere of participation of volunteer service. (CCAU)
 - 2.9 Moreover, SU also continued to sponsor a child from World Vision. Some CCAs such as Badminton Team, Science Club or CYC had organized fund-raising activities intramural during post-exam activities. (CCAU)
 - 2.10 The activity of Blood Donation was held as usual during September. (CCAU)
 - 2.11 Most members of Badminton Team have participated in a volunteer service together enthusiastically. (CCAU)
 - 2.12 Students showed positive progress in attitude and skills in training process. A team of lower form and higher form students work as volunteers in the training programs throughout the school year, showing great initiative in service. Some of the graduates from LIVE training act as an active participant in the community social services. (SLTU)

3. **Enhance the effectiveness of teachers' work on nurturing students --- Enhance the effectiveness of our committee members at both administrative and managerial levels**
 - 3.1 Could still maintain the previous routine, developed according to the expertise and interest of the administrative staff in various groups. (LEU)
 - 3.2 The job description of each CCAU member in different categories was clarified. Totally, 7 procedure guidelines and working schedule for mass programme were completed. Therefore, different members can help to hold different mass programme. (CCAU)
 - 3.3 Training scopes and guidelines are optimized. All grading system and procedures are simplified and standardized. (SLTU)

4. **Enhance the effectiveness of teachers' work on nurturing students --- Foster our committee members' professional development**
 - 4.1 Different Committee members took part in the following professional training course or seminars: SEN course, Guidance seminar and Discipline conference. (SAU)
 - 4.2 Form 2 and 4 lesson plans were revised with the use of the reference materials from various organizations. The results were desirable as new teaching ideas and elements were added. (LEU)
 - 4.3 2 teachers attended the Certificate course of Career and Life Planning and therefore they could keep the career life planning curriculum and strategies abreast. (CGU)
 - 4.4 More practices were made in the training programs in order to provide opportunities in experiencing planning, implementing, evaluating and debriefing. (SLTU)

5. **Enhance the effectiveness of teachers' work on nurturing students --- Optimize class teachers' work**
 - 5.1 Class teacher appraisal: looking for indicators to conduct class teacher appraisal. Performance appraisal documents for class teachers have been discussed at meetings but no consensus could be reached. (SAU)
 - 5.2 Form liaisons took up one class teacher period with a view to creating communication channel

between form liaisons and class teachers. They cooperated well and utilized their expertise as well. (SAU)

- 5.3 Class teachers generally accustomed to the peer lesson observation program of the life education. It not only can help improve the teaching quality of the lessons, but also promote the atmosphere of self- reflection. (LEU)
- 5.4 All class teachers were equipped with professional career workshop on one staff development day. E-counseling platform was first introduced to S5 class teachers who could start individual counseling with S5 students. (CGU)
- 5.5 All routines in Buddy scheme are simplified and more focused. Performance and progress of students are reviewed and clearly stated by weeks. (SLTU)

6. Subject-based support to CCL implementation has been provided with positive evaluation through

- 6.1 lesson observations and post-lesson discussions during appraisal
 - 6.2 co-lesson preparation with teachers of core subjects in F.1 and F.2
 - 6.3 provision of lesson preparation period in SD days. (SPDC)
7. Resources such as reference books on instructional strategies in implementing CCL are purchased and kept in Teachers' Resource Centre. (SPDC)
 8. Obvious improvement has been made in 2016 DSE compared to that in previous year. In 2016 DSE, over 80% HKDSE subjects, at least 50% of students achieved Level 4 or above. The number of subjects with more than 50% students achieving Level 4 or above was gradually increased. Percentage of students achieving Level Five or above has also been elevated. In terms of 2016 value-added scores, 1 subject achieved '9' and 3 subjects achieved '8'. The overall performance was very good.
 9. Colleagues' sharing of how to motivate students' learning through assessments has inspired other teachers to think of how to implement assessment for learning in their own subject panels.
 10. To hold more English Days and more students' sharing in morning assembly with a collaboration with Life Education Unit, and to conduct Daily English announcements and wise-sayings by students in English
 11. To keep good maintenance of the school premises and facilities / equipment
 - Maintenance of the school premises is under good practices. Two meetings which focused on reviewing the present situation and sorting out improvement items have been held.
 12. To organize study tours to broaden the horizon of students
 - 13 study tours have been organized in the year with 151 students participated in total. 2 more tours have been held when compared with last years. Most of the students participated were inspired.
 13. To monitor all bulletin boards in the campus so as to ensure English language is used
 - Checking is carried out regularly
 - more than 90% posters are in English
 - A prize of English usage for bulletin board has been set up to encourage the design

Reflections/Recommendations

- 1. Enhance students' civic leadership skills --- Career planning and pursuit of excellence**
 - 1.1 Shining Hearts: The mentors should be encouraged to organize more activities. (SAU)
 - 1.2 Small Group Counselling: We should look for more potential students to be the group leader although they may not be the target students. (SAU)
 - 1.3 Continue to provide focused trainings for the prefect leaders to strengthen their skills in leadership, planning activities and conducting reflection and in charge of activities for prefects as well as the whole school. (SAU)
 - 1.4 It is difficult for the form one monitors to establish their discipline role. However, most of them tried to accomplish their duty. Continue to build up their role as student leaders. (SAU)
 - 1.5 The existing arrangements will remain in the coming year. Class association members will be required to apply what they have learned from the student leadership training programmes in their daily work. (SAU)
 - 1.6 More integration of related courses of life education should be made to optimize the courses about personality development. (LEU)
 - 1.7 Apart from career teachers, class teachers could be further equipped with individual and group counseling skills so as to keep abreast of the local and overseas career paths and students' needs. (CGU)
 - 1.8 Before choosing CCAs, one more item relating to the goal setting in CCA will be suggested to be added in the whole-person development of the students during the life education period at the beginning of the year. (CCAUC)
 - 1.9 There were some trained students without post after election, focused follow-up will be done to create more opportunities for them. (CCAUC)

- 2. Enhance students' civic leadership skills --- Nurture the core value: loving and caring**
 - 2.1 Junior form mentors of Shining Hearts should be provided more opportunities to help promote "Loving and Caring" activities. All the activities are proposed to continue in the next academic year. We should keep voluntary work as part of each counseling programme. (SAU)
 - 2.2 Continue to emphasize the idea of 'care' in training Prefect's programmes and performing their daily work. (SAU)
 - 2.3 Aligned with the counselling services, loving care will remain the major concern of class associations next year. The focus will be on concerned groups/community. Activities concerning other three core values will also be arranged should the need arise. (SAU)
 - 2.4 The collaboration with NGOs of Northern District need be strengthened. (LEU)
 - 2.5 Promotion about class-based volunteer services should be promoted more in the staff meetings to raise the attention of class teachers. (LEU)
 - 2.6 Rather than doing routine work, student organization could help to share, to promote, to discover the needs of the community. (e.g. the need of intramural first) (CCAUC)
 - 2.7 Invite the school team to share after participation of service to promote the atmosphere and to influence the other organization. (CCAUC)
 - 2.8 For training programs, more promotion and sharing are suggested. Cooperation with NGO is an important practice. (SLTU)

- 3. Enhance the effectiveness of teachers' work on nurturing students --- Enhance the effectiveness of our committee members at both administrative and managerial levels**
 - 3.1 Selected members will be invited to hold the different mass programme. (CCAUC)
 - 3.2 Suggested to set up e-platform in grading system. (SLTU)

- 4. Enhance the effectiveness of teachers' work on nurturing students --- Foster our committee members' professional development**

NIL

- 5. Enhance the effectiveness of teachers' work on nurturing students --- Optimize class teachers' work**
 - 5.1 Class Teacher: Adjust the aim of the appraisal which is only one aspect of class teacher related work. Comments of the teachers on this issue will further be collected. (SAU)
 - 5.2 Trial teaching of class teacher periods by Form Liaisons will continue, serving as a bridge between the SAU and class teachers, for getting the picture of planned class teacher periods and paving the way for future lesson observations. (SAU)

- 5.3 Emphasize the application principle of the class teacher period. Cancellation of accepted application should be avoid in order not to disturb the normal overall arrangement of class teacher period. (SAU)
 - 5.4 Form coordinators of LEU should report the aims and progress regularly in the form meetings, so class teachers can master the framework of the curriculum. (LEU)
 - 5.5 HKFYG could be invited to deliver practical individual counseling skills in staff development day. Life Career Planning could be introduced to junior class teachers. (CGU)
6. In 2015-16, training and supports were provided on a subject-based basis, and they were considered to be useful to subject teachers in utilizing CCL in their lessons. However, the pace of further developing teachers in practicing CCL in the whole school was still a bit slow because the development came to a bottleneck that needed breakthrough: the well-equipped teachers became more proficient in practicing CCL, while those who were not familiar with the pedagogy rarely try it.
 7. Experience sharing and concepts recapitulation sessions are needed, and it is suggested that these should be done in the next two years, integrating with the SDL in school. Work on LFP has little progress due to the heavy workloads of subject teachers, but, in order to help other teachers better follow the prepared materials, it should be still a task that is worthwhile to complete in the next year.
 8. In view of class management, as teachers are more receptive to utilizing group dynamics as a means for managing classroom, it is appropriate to step further in training teachers in developing CL Base Groups in their classes. Training on utilizing CL Base Groups for class management should be launched in the next year to help class teachers in trying out the new class management method. (SPDC)
 9. There is still room for improvement concerning students' performance in DSE, especially the achievement of Level 5 or above in certain subjects, university admission rate etc.
 10. All subject panels have to carry out Assessment for Learning so as to enhance students' awareness of DSE preparation as soon as possible.
 11. The amount of after-school assignments should be adjusted. More effort should be put into marking students' tests and quizzes instead of marking homework so as to grasp students' needs and difficulties as soon as possible.
 12. All clubs and student union are reminded to use English in the future. ADC and ECPU are responsible to monitor the language used in bulletin boards.
 13. Keep eight English days in the coming year. Since there is no exchange student for the coming year, our students who had exchanged will be invited to deliver in Sept assembly. Intercultural Day will be held as usual. Request from AFS has to be done by teacher-in-charge.
 14. A procedural manual will be produced to consolidate the improvement practices. Communications with staff members will be done once the manual has been finished in order to keep good condition of and capitalize the use of the school premises.
 15. The exiting practices will be kept in order to maintain a stable running of the programme. The ADC will explore the development of service learning through study tours with join effort of QSIP.

Major Concern (II) : Equip staff members (especially middle managers) with concepts and practices of self-directed learning (SDL)

Achievements :

1. Development of theoretical framework on self-directed learning (SDL)
 - Theoretical framework on self-directed learning was developed
 - Administrative Council has adopted the framework and discussed on ways to apply the framework in our school. The framework is considered practical by middle management. (SPDC)

2. Invite professionals to conduct seminars/workshops on SDL
 - Dr. Leung Shing Him had been invited to deliver a talk on 2nd SD Day. His talk was welcomed by most teachers. The elements of motivation in his sharing are discussed among teachers on implementing SDL. (SPDC)

Reflections/Recommendations

The equipment of SDL concepts is in progress, especially the middle management. The pace is small, since SDL is not a familiar concept to colleagues, but is considered appropriate as a start of a new learning and teaching paradigm. Exploration of concepts concerning is still needed, and should launch some workshops/forums for stimulation of more discussion. In view of potential cooperation with QSIP, the equipment may be better enhanced with the aid of external resources. Also external school visits by Mainland educators frequently held in school provided an opportunity for our middle management to understand more on CCL and SDL, and should be considered as an opportunity on exchanges. (SPDC)

Major Concern (III) : Reflection and planning on implementation of SDL in the school at different levels

Achievements :

- 1. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Set development frameworks for students of different stages**
 - 1.1 Some parts of the life education curriculum have been revised in junior forms. It helps further consolidate the foundation of junior forms. (LEU)
 - 1.2 Career Life Planning Lessons have been restructured in each form so as to carry out different objectives and goals to different levels of students. Career Life Planning Grants have been optimized in individual and group counseling, Career Life Planning Curriculum, facilitating learning experiences about work, and organizing school-wide career guidance activities. (CGU)
 - 1.3 The framework of CCA development has been reviewed and refined to follow the direction of SDL. (CCAU)
 - 1.4 The framework aim at fundamental development of cultivate independence is set and run piloting in programs. Grading system and objectives are clearly set. (SLTU)

- 2. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Modify the work of different units to build a solid foundation for development**
 - 2.1 Shining Hearts: Senior mentors (Senior Suns) not only took care of junior form students (Seeds), but also organised the activities, including the training programme for the new mentors (Suns) of Shining Hearts. Form 5 students are more mature and well organized. (SAU)
 - 2.2 23 mentors showed their initiative to continue their role in the coming academic year. (SAU)
 - 2.3 Small Group Counselling: The students who were chosen to help lead the group performed well and have potential to be outstanding leaders. (SAU)
 - 2.4 Prefect: As the prefects got more capable, the activities led by the prefect leaders extended from the Networking Day to Activity Day & even Training Day. (SAU)
 - 2.5 Effective liaison and communication can be achieved in career planning programs in various forms. (LEU)
 - 2.6 Life Education lessons in F.1 and 2 were basically run in the form cooperative learning. It facilitated teaching and promotion in related work. (LEU)
 - 2.7 A few e-templates were designed for collection of data and information. (CCAU)
 - 2.8 After co-operating with PE Department, some similar activities organizing by SU or Form Association were merged. (CCAU)
 - 2.9 Some after school activities (e.g. ball games) were tried to take place during lunchtime (CCAU)

- 3. Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Tap into the external resources for optimizing student development frameworks**
 - 3.1 Shining Hearts: All the programmes are designed by HKLSS Jockey Club Yung Shing Lutheran Integrated Service Centre. (SAU)
 - 3.2 Net issue: The activities provided by both Hong Kong Christian and The Boys' & Girls' Clubs Association of Hong Kong were well designed and suitable for students' need. (SAU)
 - 3.3 It was a good way to discover some net addicts in the seminar of "Healthy Use of Internet". (SAU)
 - 3.4 Some positive feedback on the seminar of "Cyber Crime" was received and the case study was very useful for our students. (SAU)
 - 3.5 External resources have been added to the servers. (LEU)
 - 3.6 Professionals in different career aspects, government posts and flight attendant were invited to deliver career workshops to students. Students joined university visit in Hong Kong. Senior form students joined career workshop in Hong Kong Disneyland. One Taiwan Study Tour was organized to help Students explore more studying paths overseas. All S4 students have joined one career visit. (CGU)
 - 3.7 Different CCAs had participated inter-school competition and friendly matches. (CCAU)
 - 3.8 Some PE related summer programme were introduced for students. (CCAU)
 - 3.9 A draft of appraisal form was used as trial on 2 extramural school tutors of CCA. (CCAU)
 - 3.10 More external resources are included in the training programs. Potential students joined the competition organized by Hok Yau Club in summer vocation and had good attainments in past two years. (SLTU)

- 3.11 E-platform grading system will be launched in next academic year. (SLTU)
4. To work out a scheme of work to facilitate the implementation of the SDL in different aspects of school administration
 5. To consolidate a list showing the administrative works to be rendered by ADC to different committees / units / subjects regarding the implementation of SDL in school.
 - As most of the committees / units / subjects consolidated their implementation plan for the SDL in the latter time of school year, however useful discussions among the ADC and the committees / units / subjects were carried out which was helpful to formulate the support measures.
 6. Implementation of pre-lesson preparations varies in different subjects, but awareness to have pre-lesson preparation is increased in every subject.
 7. In order to enhance students' interest in learning and foster their motivation of SDL, implementation of e-learning program is included in the annual plans in 14 subject panels, carrying 70% of all subject panels. The response has been positive among different subject panels.
 8. Helping students to master the learning methods is included in the annual plans in 5 subject panels. The workshops for Junior Forms were held. The participation and attendance were good. Besides, the workshops have raised the students' awareness of 'how to learn'.
 9. Cultivation of a Positive and Cooperative Working Culture in School for implementation of SDL was continued. Mutual support programs such as sharing sessions and team building activities have been held in SD days, and teachers have highly positive evaluation on these programs. (SPDC)

Reflections/Recommendations

1. **Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Set development frameworks for students of different stages**
 - 1.1 The framework should be further reviewed to see whether it is aligned with other JCSA units. (CCAU)
2. **Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Modify the work of different units to build a solid foundation for development**
 - 2.1 Shining Hearts: Junior form mentors should be provided more opportunities to help organize activities. (SAU)
 - 2.2 Networking Day will continue. The event will be planned and organized by the prefect leaders themselves so as to enhance their self-regulation and leading skills. (SAU)
 - 2.3 In order to build up prefects' sense of honor and positive image, prefect leaders will continue to lead the morning exercises. (SAU)
 - 2.4 Each career life planning lessons should be correlated. More collaboration work with other units could be strengthened to help students in goal setting, time management and career life planning. (CGU)
 - 2.5 Try on more e-administration in order to shift the manpower of teachers on development of students through CCA. (CCAU)
3. **Prepare for students' self-directed learning (personal growth) in the next 3-year plan --- Tap into the external resources for optimizing student development frameworks**
 - 3.1 For the seminar of "Healthy Use of Internet", the service provided by Tung Wah Hospital is suggested as the social worker can deliver detailed information to students. (SAU)
 - 3.2 Shining Hearts: HKLSS Jockey Club Yung Shing Lutheran Integrated Service Centre will be still the organization of designing the programmes. We will also keep the seminar of "Cyber Crime", which is prepared by Hong Kong Police Force. (SAU)
 - 3.3 Alumni could be invited to help our group organize career activities and sharing. (CGU)
 - 3.4 To explore new OLE activities to broaden the students' horizon. (CCAU)
4. The work plan should be part of the programme plan of the ADC for the coming school year.

5. The ADC will co-work with other committees / units / subjects under the common goals as learning motivation, assessment for learning etc to foster the SDL in the coming year.
6. The SDL is still in the preparation stage. Except CCL, which is in a more mature stage, other major concerns need further exploration.
7. Pre-lesson preparation is highly recommended in order to foster Self-Directed Learning (SDL).
8. Statistics of students' perception of homework have been collected. How to follow up needs further exploration by AAC. Concrete arrangements concerning the adjustment of homework policies among different panels have not been made.
9. Assessment for Learning should be implemented so as to reduce the home work making room for the SDL.
10. The policy of relieving high potential students from pressure of homework should been set up.
11. The implementation of e-learning program has been developed faster than expected. Due to the constraints of manpower, it is suggested that the development should not be too fast. For certain subjects, or certain topics, the adoption of e-learning is conducive to SDL.
12. Activities for team building were well-received, indicating that the development of a positive working culture is feasible. The school could try to take a bigger step in development the culture in the next year. (SPDC)

田家炳中學
校管文件-財務報告 2015-16

2015-16

承上結餘（政府資助及學校津貼）	收入（\$）	支出（\$）
3,103,093.01		
I. 政府資助		
1. 行政津貼 (Admin. Grant)	3,683,219.00	3,651,761.05
2. 擴大的營辦開支整筆津貼 (EOEBG)	1,898,052.59	1,953,325.21
3. 資訊科技綜合津貼 (CITG)	419,709.00	378,830.10
4. 學校發展津貼 (CEG)	574,415.00	646,869.00
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)	5,206.00	2,970.00
小 結：	6,580,601.59	6,633,755.36
其他津貼 (School-based After-school Learning and Support Programmes)	98,000.00	59,631.20
小 結：	98,000.00	59,631.20
II. 學校津貼（一般津貼）		
1. 堂費	383,890.64	586,494.52
2. 捐款	89,492.90	89,492.90
3. 具特定用途的收費 (包括空調電費)	313,045.90	206,471.01
小 結：	786,429.44	882,458.43
總 結：	7,465,031.03	7,575,844.99
2015-16 年度總盈餘/(赤字)	(110,813.96)	
2015-16 年度終結，累積總盈餘	2,992,279.05	

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	132	118	89	77
英國語文 English Language	132	114	86	70
數學 Mathematics	132	127	96	80

2016香港中學文憑考試成績

1. 主修科取得 2 級或以上成績：

科目	本校百份比	全港百份比
英文科	100%	80.3%
中文科	99.4%	85.2%
數學科	100%	81.3%
通識科	100%	89.4%

2. 中、英文科取得 3 級或以上成績：

科目	本校百份比	全港百份比
英文科	90.1%	55.1%
中文科	87.0%	55.2%

3. 超過 60%或以上學生取得 4 級或以上成績的科目如下：

科目	本校百份比	全港百份比
(1) 數學	68.9%	38.6%
(2) 通識	70.2%	36.3%
(3) 生物	73.3%	44.5%
(4) BAFS	60.7%	43.4%
(5) 化學	84.3%	52.4%
(6) 中國歷史	70.2%	36.8%
(7) 經濟	72.2%	45.2%
(8) 地理	61.5%	37.1%
(9) 物理	85.4%	50.7%
(10) M2	100%	61.9%

本校所有科目取後 4 級或以上的百份比均高於全港。

入讀本地大學率*	學位課程	63.35%
	學位課程+副學士+高級文憑	73.29%

* 根據 JUPAS 第一階段公佈結果 (截至 9/8/2016)。

Public Exam Results 2016

1. Passing percentage (at Level 2) of major subjects:

Subject	TKPSS	Hong Kong average
English Language	100%	80.3%
Chinese Language	99.4%	85.2%
Mathematics	100%	81.3%
LS	100%	89.4%

2. Percentage at Level 3 or above of English and Chinese Language subjects:

Subject	TKPSS	Hong Kong average
English Language	90.1%	55.1%
Chinese Language	87.0%	55.2%

3. Subjects with over 60 percent of students at Level 4 or above include:

Subject	TKPSS	Hong Kong average
Mathematics	68.9%	38.6%
LS	70.2%	36.3%
Biology	73.3%	44.5%
BAFS	60.7%	43.4%
Chemistry	84.3%	52.4%
Chinese History	70.2%	36.8%
Economics	72.2%	45.2%
Geography	61.5%	37.1%
Physics	85.4%	50.7%
M2	100%	61.9%

The percentages are substantially higher than the Hong Kong average.

Percentage of students enrolled in universities*	Degree	63.35%
	Degree + Associate Degree + Higher Diploma	73.29%
* <i>Results of JUPAS – phase 1 (9/8/2016)。</i>		

2015-2016年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2015-2016

見附錄《2015-2016 校際 / 公開比賽獲獎項目總錄》

Appendix – 2014-2015 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	17
體育及運動類 PE	11
文娛康樂類 (Performing) Arts	8
制服及服務類 Services	9
興趣類 Hobby	5
靈育類 Spirituality	1
總數 Total	51

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、初中科學比賽、中二英文科校外考察、初中英文科配音比賽、中二英文朗誦比賽、中一英文演講比賽、。</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.1-3 Science Competition, S.2 Excursion Day, S.1-3 Voice</p>	21

	Dubbing Competition, S.2 Choral Speaking Competition, S.1 Public Speaking Competition	
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、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、中五級辯論比賽、中四五視藝科深圳藝術一天遊</p> <p>Reading Enhancement Period, Inter-house Quiz, S.5 Biology Field Camp, S.5 Geography Field Trip, 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.5 Debate Contest, S.4-5 VA Study Tour to Shenzhen</p>	19

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

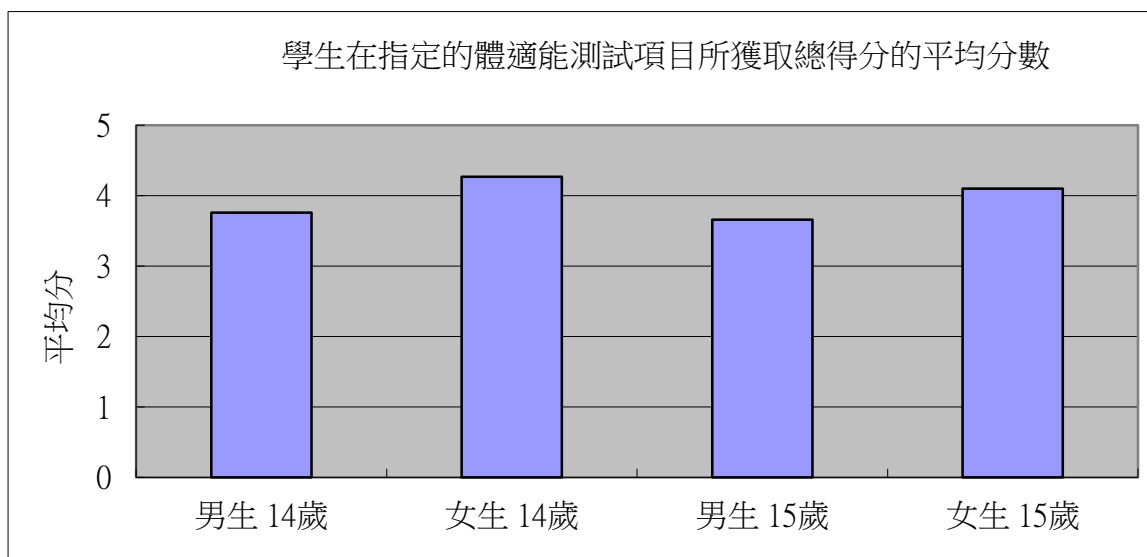
Students' Participation in external events in 2015/16.

	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	約 80 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (12 人) Chinese – 12	
	英文 (76 人次) English – 76	
香港學校戲劇節 Hong Kong School Drama Festival	25 人 Students	
學校舞蹈節 Schools Dance Festival	0 人 Students	0 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	260 人 Students	

學生的體格發展 Physical Development

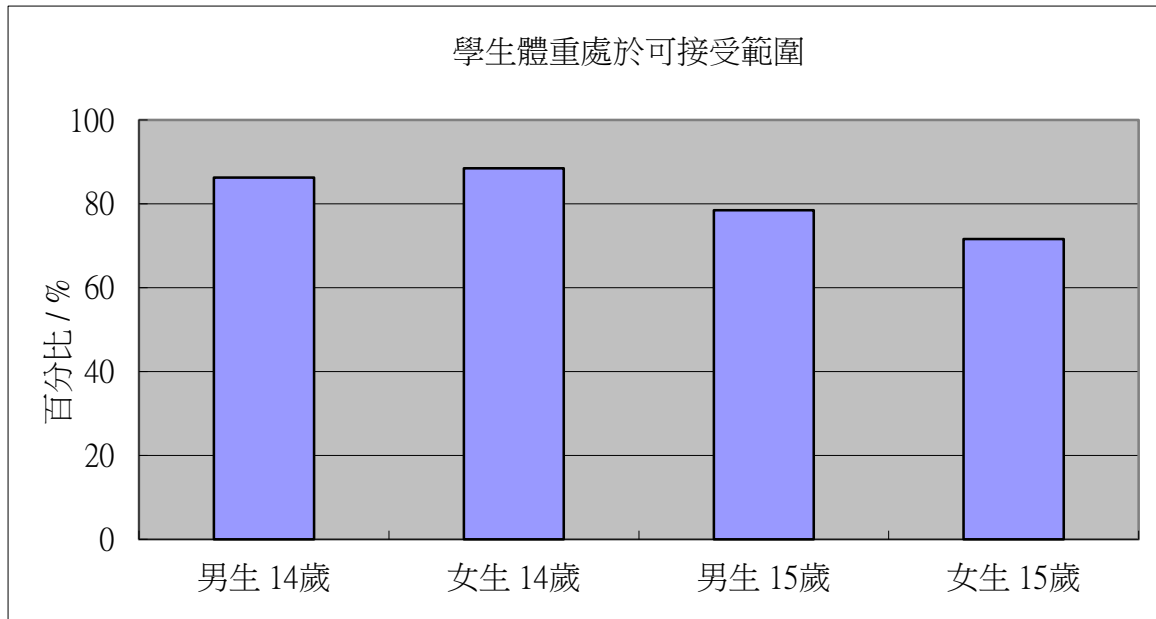
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.76
女生 14 歲 Girls at 14	4.27
男生 15 歲 Boys at 15	3.66
女生 15 歲 Girls at 15	4.10



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	86.27
女生 14 歲 Girls at 14	88.46
男生 15 歲 Boys at 15	78.43
女生 15 歲 Girls at 15	71.60



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

1. Maintain the effectiveness of existing strengths with focuses on Teaching and Learning and Student Development
2. Equip staff members (especially middle managers) with concepts and practices of self-directed learning (SDL)
3. Reflection and planning on implementation of SDL in the school at different levels