



學校報告

SCHOOL REPORT

(2018/19)

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

	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
成員 Members	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2018/2019 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 2018-2019*

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	5	4	4	4	4	4	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	69	58	52	42	57	53	331
女生人數 Girls	96	78	71	76	83	65	469
學生總數 Total	165	136	123	118	140	118	800

(01/09/2018 入學人數, Admitted on 01/09/2018)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	100
中二 S.2	98.5
中三 S.3	100
中四 S.4	98.3
中五 S.5	100
中六 S.6	100

全校學生的平均出席率達 99.5%

The average attendance rate is 99.5%

學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

2018-19 99.2%

離校學生出路 Pathways of S.6 graduates

中六同學分別有 73.7%升讀本地學位課程，19.4%升讀本地副學位課程，1.6%修讀其他課程，0.8%重讀，4.2%往外地升學，0%就業，0%為其他情況。

Degree – 73.7%;

High Diploma or Associate-degree – 19.4%;

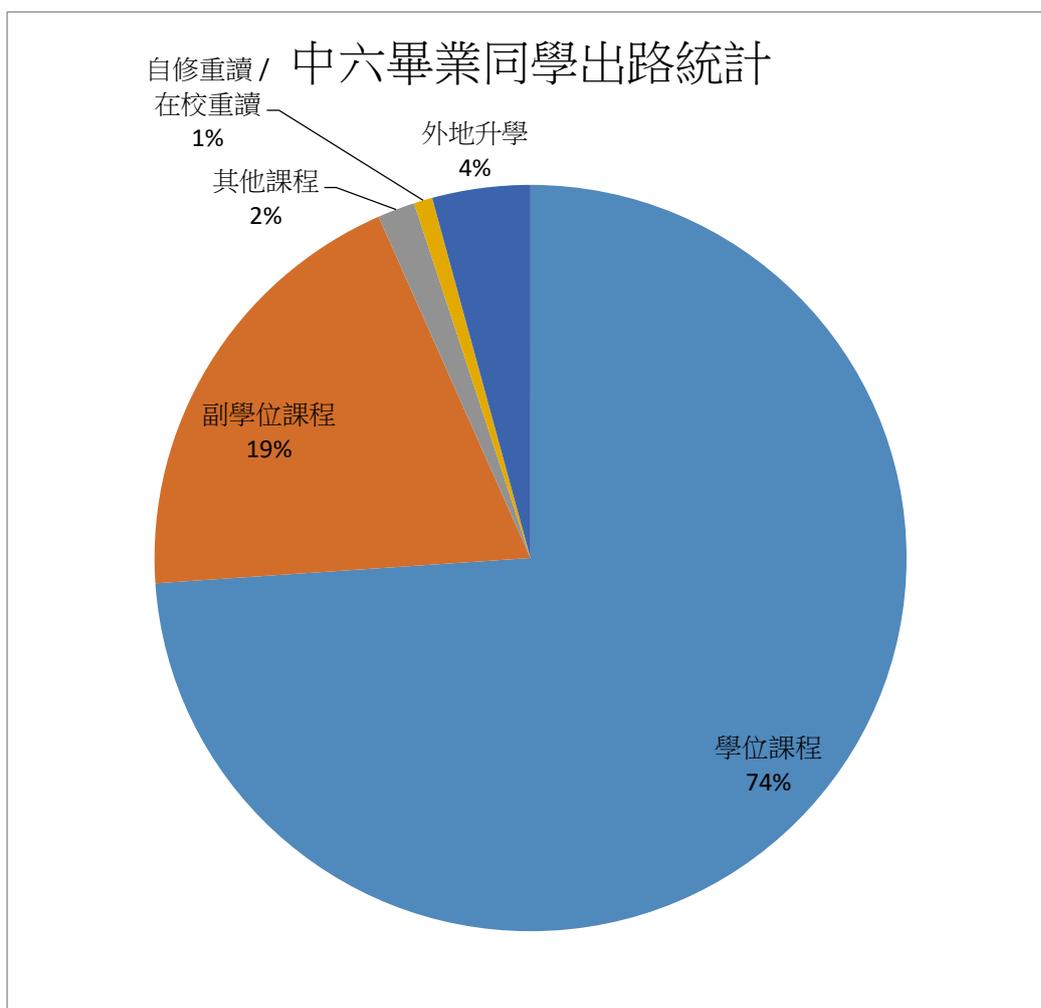
Other courses – 1.6%;

Repeating S.6 – 0.8%;

Study abroad – 4.2%;

Employment – 0%

Others – 0%.



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	0
中二 S.2	2
中三 S.3	1
中四 S.4	1
中五 S.5	3
中六 S.6	0

我們的教師 Teaching Staff

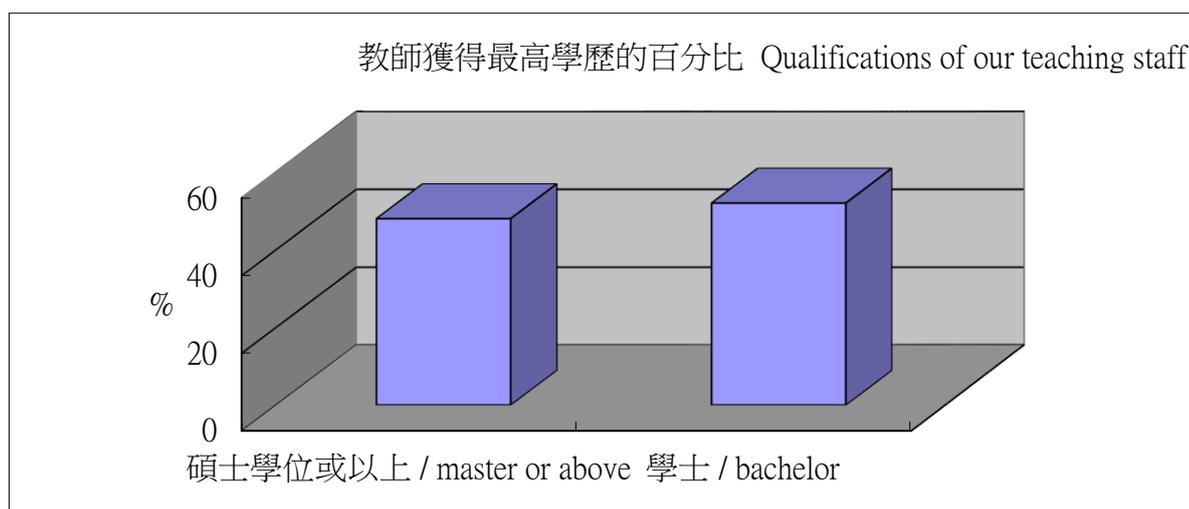
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2018-2019 年度本校教師數目（編制人數）為 55 人，所有教師均為學士學位持有人，其中 47% 更持有碩士學位或以上資歷。

Qualifications of our teaching staff

There were 55 entitled members of staff in 2018-2019, all have a bachelor degree. 47% of them even have a master or above degree.

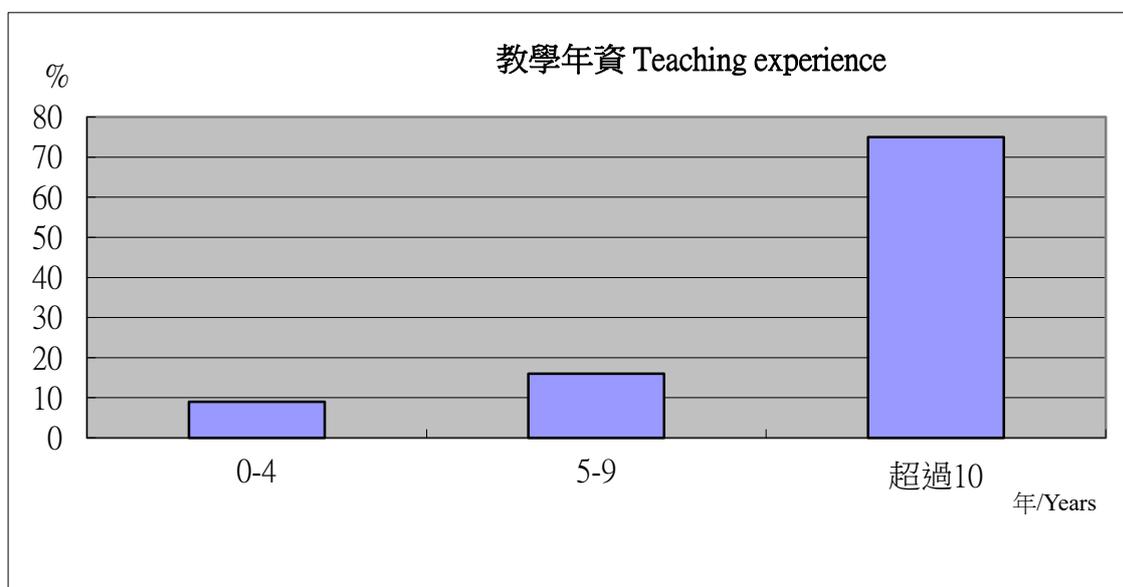


2. 已接受專業訓練教師的百分比為 97%.

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 %	10%	15%	75%



教師專業發展 (2018/19) Teachers' professional development

1. 在整學年內，教師參與持續專業發展的時數
總時數 = 3488.5 小時
平均每名教師參與持續專業發展的時數 = 58.1 小時
Total hours that teachers spent on professional development in 2018/19 = 3488.5 hrs
Total hours one teacher spent on professional development in 2018/19 = 58.1 hrs
2. 在整學年內，校長參與持續專業發展的時數
15 小時
Total hours the Principal spent on professional development in 2018/19 = 15 hours
3. 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 \$500.00
The budget for teachers' continuous professional development in 2018/19: \$500.00
4. 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
\$62,966.21/60 人 = \$1,049.4
Actual expenditure on continuous professional development of one teacher in 2018/19: \$62,966.21/60 人 = \$1,049.4

我們的學與教 Teaching and Learning

學校實際上課日數 School days

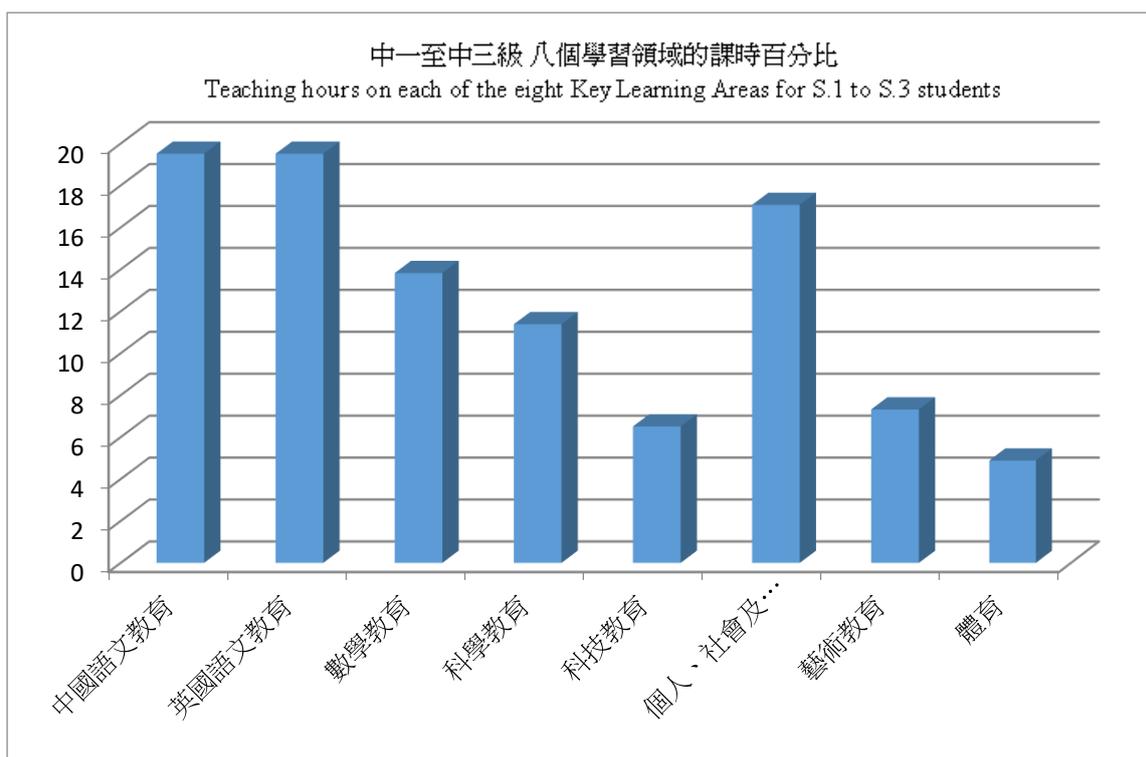
1. 中一至中三整學年，實際上課日數 190 日
School day for S.1 to S.3 students: 190 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 22 日
(包括生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)
Activity days (school-wide or form-wide) for S.1 to S.3 students: 22 days
(including the Discipline Camp, CL Base Group Training for S.2 Students, 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 Education	電腦+D&T Computer Literacy + Design of Technology	4+2+2	7

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



學生閱讀習慣 Students' Reading Habits

田家炳中學

學生借用閱讀資料頻次 2018-2019

2018-2019 全年(05/09/2018-31/5/2019)						
	1A-3D		4A-6D		全校	
	18-19	17-18	18-19	17-18	18-19	17-18
每周一次或以上	0%	0%	0%	0%	0%	0%
每兩星期一次	3%	2.2%	0%	0%	2%	1.2%
每月一次	28%	25.7%	7%	10.5%	19%	18.2%
每月少於一次	85%	78.4%	104%	74.1%	93%	76.3%
從不	0%	0%	0%	14.9%	0%	4.03%

2018-2019 上學期(05/09/2018-19/12/2018)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	7%	1%	4%
每月一次	37%	9%	25%
每月少於一次	69%	82%	74%
從不	0%	6%	0%
2018-2019 下學期(22/01/2019-31/5/2019)			
	1A-3D	4A-5D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	5%	0%	3%
每月一次	25%	10%	18%
每月少於一次	50%	50%	50%
從不	18%	39%	27%
2018-2019 全年(05/09/2018-31/5/2019)			
	1A-3D	4A-6D	全校
每周一次或以上	0%	0%	0%
每兩星期一次	3%	0%	2%
每月一次	28%	6%	19%
每月少於一次	85%	97%	93%
從不	0%	0%	0%

總借出次數：5771

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: 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

Achievements:

- 1. To help students practice TKPSS core values: “love and care” and “perseverance” --- To take care of oneself and love others**
 - 1.1 Class-based major concern(s) relating to core values had be selected in Life Education lessons. (SAU)
 - 1.2 From student’s survey: ‘Part 5’, most of the students showed appreciation towards class teacher’s effort of helping them to establish a positive living and learning attitude in daily and school life. (SAU)
 - 1.3 According to the same survey, most of the students highly appreciated the Dual-class Teacher system and the class management of class teachers. (SAU)
 - 1.4 Shining Hearts organized an assembly. They prepared and performed well in the activity. (SAU)
 - 1.5 “Cheer up Buddies”: There were two activities. They gave some presents (i.e. stationery), showed some banners as well as greeted their schoolmates at the school gate in the very early morning. Students were happy to receive the gifts. Some Shining Hearts members performed well. (SAU)
 - 1.6 Shining Hearts: Teachers and students had lunch gathering regularly, attendance of all activities: about 80% -- 95%. Teachers also participated in voluntary work and excursion with the students. (SAU)
 - 1.7 The attendance rate of Caring Ambassadors’ training in junior forms was satisfactory (about 90%). (SAU)
 - 1.8 All form’s curriculum contained the element of life education, like treasure of life and resilience. (LEU)
 - 1.9 40% of F.2 students took part in the community services and over 90% of them satisfied with the activities. (LEU)
 - 1.10 Teachers’ sharing during morning assemblies and weekly assemblies enhanced the connection between students and teachers. (LEU)
 - 1.11 Both students and teachers expressed satisfaction with the design of the lessons.
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(LEU)

1.12 Whilst introducing the S2 voluntary service program to students, the role of class teachers in the service program could be further enhanced. More positive encouragement could be offered for students who are engaged in the service program. The S2 voluntary service program could be extended to S3 level in the next academic year. Secondly, it is a new attempt for all S3-S6 class representatives help their own classes set up a CGU notice corner so that their classmates could get up-to-date careers' information that would be further adopted next year. Thirdly, more than 20 alumni have been invited to join the university visit at Chinese University of Hong Kong and career sharing at school.

(CGU)

1.13 Students could set goal in CCA development at the beginning of the year.

(CCAU)

1.14 Students have selected appropriate amount and suitable CCA. There are 54 CCAs provided for students. 790 out of 829 students have participated in CCA (95.3%), the situation is good. (CCAU)

1.15 Refer to the data base in e-Enrolment, there were 432 times that students have participate in advanced programme or various intramural or extramural activities.

(CCAU)

1.16 Many classes (more than 10) have invited more than one teacher to take part in the inter-class relay in the Athletics Meets. The minimum requirement is one teacher for each class only. (CCAU)

1.17 More class teachers have attended the inter-class competitions (e.g. English activities, inter-class ball games competition) to support the students. (CCAU)

1.18 Student Union and some CCAs have organized various activities to involve both teachers and students. (CCAU)

- Students invited target teachers to form teams for football competition.
- The principal and some teachers were invited to participate in table-tennis competition.
- Nearly all classes participated in 1994m Run in the Athletics Meets. The atmosphere of class association was very family like.

1.19 Class teachers get-involved whole-heartedly with the students in class activities during Christmas Party. (CCAU)

- 1.20 Students and teachers formed cheer-leader team to support their respective class unintentionally among the various inter-class ball games competition such as dodge ball competition. (CCAU)
- 1.21 All classes enjoyed the inter-class rope-skipping competition. Whole class of 5B entered the rope successfully and broke the school record by the participation of teachers. (CCAU)
- 1.22 Most students were eager to serve and responsible in their duties, though some of them were lack of experience to organize activity. (CCAU)
- 1.23 There were 3 proposed cabinets for the election of SU. The vote rate was over 95%. (CCAU)
- 1.24 Increase in no. of active participation (not achieved, only 242 students got active participation.) (CCAU)
- 1.25 No increase in no. of school team for participating volunteer service. Just the same to the previous year, badminton team and table-tennis team have participated. (CCAU)
- 1.26 Some school sports teams helped in the inter-flow programme with students from Shanghai Tin Ka Ping Secondary School. (CCAU)
- 1.27 The questionnaire result of the S1 camp shows the relationships among peers and between teachers and students are better after the camp. The statistic are 3.85 and 3.73 out of 4. (SLTU)
- 1.28 Each training programme had two activities are related to this theme, like the Basic leadership training, S1 Aspiring leaders and class committee training. (SLTU)
- 1.29 All class teachers joined activities in training programmes, e.g. S1 camp, Strive for excellence award scheme. (SLTU)

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

“perseverance” --- To cultivate perseverance to meet challenges in life

- 2.1 “Grit” concept was adopted and cooperation among units were launched. (LEU)
- 2.2 S4 Working Reality organized by Coccon helps enhance all F.4 students’ employability. More than 50% of students are able to understand the concept of running a business and acquire right working attitude. (CGU)
- 2.3 The House Captain of Yellow is coming from F.4 instead of F.5. (CCAU)

- 2.4 Students are responsible in their duties. Nearly 95% of the committee members got B in service grade given by teacher-in-charge. (CCAUI)
- 2.5 Increase in no. of students in taking posts. 240 students (over 25% of whole school) have taken posts in various CCAs. (CCAUI)
- 2.6 The questionnaire result of the S1 camp shows they are more willing to face more challenges (after the camp). The statistic is 3.55 out of 4. This is related to the perseverance since they have to show this characteristic when they face challenges. (SLTU)
- 2.7 The S1 students were on time in the strive for excellence award scheme. But they did not perform very well at the beginning of the scheme, they had improvement at the end of the scheme. (83/163 achieved the award of Good and Excellence) (SLTU)
- 2.8 More than 85% students are on time in the foot drill. (SLTU)
- 2.9 Our group members can help class teachers to launch the scheme at the beginning. (SLTU)

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

- 3.1 From class teacher’s report, most of the students in F.1 can follow the instructions to write the recommended completion time of each HW in student handbook with international time mode. (SAU)
- 3.2 Starting from January, office staff was responsible to check F.1 student’s handbook. Reports were given every school day for class teachers as follow-up materials. Rewards were given to well-performed students. (SAU)
- 3.3 Focused trainings provided for the prefect leaders and the seed prefects enhanced their leadership skills and abilities to organize activities; focused trainings provided for the aspiring prefects equipped them with skills and attitudes needed for performing their duty. (SAU)
- 3.4 Overall attendance rate of all prefect trainings was nearly 100%. (SAU)
- 3.5 Through the co-operation with Career Unit, the curriculum ran smoothly. (LEU)
- 3.6 Volunteer service assemblies for both lower form and upper form ran smoothly. (LEU)
- 3.7 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 S6 students and they find it useful and helped them make informed choices in the JUPAS system. To implement career and life planning and help students construct life blueprint, S1-S6 Career Life planning has been constructed and it is being refined to fit students' needs in different levels. (CGU)

- 3.8 Most F.1 to F.5 students could choose appropriate amount of CCA. (CCAU)
- 3.9 Most F.5 students and almost all F.6 students could shift their effort to study rather than CCA. Lesser students participated in inter-house ball games compared with the previous year. (CCAU)
- 3.10 F.1 programme for introduction of CCAU was completed. (CCAU)
- 3.11 F.3 programme for introduction of OLE has already launched during post-exam and aroused students to plan their OLE accordingly. (CCAU)
- 3.12 Cooperation of different groups in JCSA is increased, e.g. the F.1 follow-up activities with SAU; voluntary work with LEU / CGU. (SLTU)
- 3.13 Cooperate with ADC is under discussion. (SLTU)

4. 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

- 4.1 Most students agree that their class teachers assigned posts / tasks matching their abilities. (SAU)
- 4.2 Class associations have run smoothly and most association members obtained desirable grades. (SAU)
- 4.3 Shining Hearts: They were enthusiastic about organizing and participating in the activities, such as School Assembly, voluntary work and "Cheer up Buddies". (SAU)
- 4.4 Shining Hearts: Some students were chosen to be the representatives to introduce our school counseling activities to students and their parents. (SAU)
- 4.5 Some students in Form 5 were selected to join the counselling group (伴逆天使). The participants have learnt different ways to release stress. (SAU)
- 4.6 The performance of most monitors was satisfactory as evaluated by their class committee members and self-reflection. Most of them are positive towards their

- roles and performance. (SAU)
- 4.7 Messages about life balance were enhanced in the weekly assemblies. (LEU)
- 4.8 To explore non-Jupas opportunities, around 20 students got offers from overseas, Taiwan and Mainland universities and a parent talk of multi-pathways was organized and more than 50 parents joined the talk. During the post-exam periods, Working Reality was again organized so as to help S4 students nurture their working attitude and improve their soft skills. (CGU)
- 4.9 Stock checking frequency of meetings, amount of extra meetings, peak seasons of various competitions and evaluation of “IPIM” have already commenced. (CCAU)
- 4.10 New guideline of choosing CCA will be announced the following year to reduce the overburden of CCA of students. (CCAU)

Reflections:

1. To help students practice TKPSS core values: “love and care” and “perseverance” --- To take care of oneself and love others

- 1.1 Aligned with the counselling services, loving care will remain the major concern of class associations next year and activities concerning other three core values will also be arranged. (SAU)
- 1.2 Encourage class teachers to motivate class association to organize activities which can strengthen class cohesion so that students can build rapport among peers in their daily life. (SAU)
- 1.3 Shining Hearts: The members can take up more responsibility of counselling work. (SAU)
- 1.4 It is suggested that the preparation session of “Cheer-up Buddies!”, which is also a lunch gathering, should be kept. The activity is proposed to be held one to two weeks before yearly examination. (SAU)
- 1.5 Shining Hearts: As the activities can really build rapport between teachers and students, the arrangement of the activities is suggested to remain unchanged. (SAU)
- 1.6 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. (SAU)
- 1.7 To include the evaluation of volunteer service in the class atmosphere questionnaire. (LEU)
- 1.8 More opportunities can be created for promoting positive teacher-student relationship. (LEU)
- 1.9 The values of “love and care” and “perseverance” could be further enhanced by introducing promote mentoring culture in the community and develop a vision for future and make preparation for achieving education, training and career goals. (CGU)
- 1.10 Due to the imbalance of time allocation of different CCAs, hope that the fine-tune of 1P1M policy could help to ease the situation. (CCAU)
- 1.11 Keep on encourage colleagues to take part in students’ activities though in busy school life. (CCAU)
- 1.12 Invite CCAs to involve in student activities day or school promotion day.

(CCAU)

2. To help students practice TKPSS core values: “love and care” and “perseverance” --- To cultivate perseverance to meet challenges in life

- 2.1 Joint units project about GRIT need to be carried out. (LEU)
- 2.2 The existing Working Reality could be refined. The ideas of running a business needs improvement to make it more creative and interactive. (CGU)
- 2.3 Set target for over 85% of teacher-in-charge of CCA feel satisfaction with the attendance and punctuality of the students in their students. (CCAU)
- 2.4 More than half of students of the whole school have participated in organizing activities or performance. (CCAU)
- 2.5 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.
- 2.6 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.)

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

- 3.1 Great diversity observed in planning their own timetables and self-reflection. (SAU)
- 3.2 F.1: It’s about to use present arrangement while fine-tuned adjustment will be made. (SAU)
- 3.3 F.2: Select Pilot class to implement F.1 specific arrangement in order to continue the established habit of students. (SAU)
- 3.4 Continue to provide focused trainings for the prefect leaders and aspiring prefects to strengthen their skills in leadership, organizing activities and conducting reflection. (SAU)
- 3.5 Prefect leaders continue to in charge of activities for prefects as well as the whole school. (SAU)
- 3.6 More announcements promoting volunteer service can be made in the staff meeting. (LEU)
- 3.7 More supports for the class-based volunteer services. (LEU)
- 3.8 It is suggested that the HKFYG individual counselor could conduct more cases in

the first term so that students have more time to receive counseling in the second term. Moreover, the counselor could give more JUPAS information to students.
(CGU)

3.9 Increase no. of F.3 and 4 students will take posts in CCAs. (CCAU)

3.10 Decrease no. of F.5 students will take key posts in CCAs. (CCAU)

3.11 Remind students to well plan CCAs in senior secondary stage. (CCAU)

3.12 Invite senior form students to share experience in OLE workshop. (CCAU)

3.13 To optimize all training programmes (esp. the new training programme, like the base group training and the new co-operations with other units)

4. 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

4.1 Class association members will be required to apply what they have learned from the student leadership training programs in their daily work. (SAU)

4.2 Small Group Counselling: The participants will learn different ways to release stress and they need to teach their fellow schoolmates how to relax themselves.
(SAU)

4.3 Continue to provide opportunities for prefect leaders to develop their potentials and to increase the exposure of prefect leaders in whole-school events to build up their confidence. (SAU)

4.4 There should be careers guidance needs of SEN students. It is suggested that we should explore more career chances and opportunities for SEN students in the coming academic years. (CGU)

4.5 Launching new guideline of choosing CCA in the following year. (CCAU)

Major concern II :

Address students' different learning needs and create space for them to succeed in SDL*

1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the "Test Driven Learning" policies and its implementation.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.

Achievements:

- Two SD Days were dedicated to SDL and related workshops are conducted.
 - One is on video-production for self-directed learning such as flip classroom. Another is for experience sharing and relating CCL and SDL. The average rating on both SD Days is satisfactory.
 - The following opinions should be noted:
 - For the video-production workshop,
 - training of video production was unable to suit teachers with different IT levels
 - time for video production is sufficient
 - video production may not be necessary as there are actually lots of materials on the web
 - For the CCL/SDL workshop,
 - lesson plan/worksheet shared was able to inspire colleagues in implementing SDL
 - importance of success criteria and learning framework in learning were noted
 - colleagues were still not very confident to incorporate SDL elements in their lessons
 - Subject heads had submitted plans on how the 14 elements to be implemented in their subjects.
 - However, due to the busyness of the person-in-charge (Wai Tak), the plans were not well followed up.
 - Practical ways in conducting SDL were shared in common free period of some
-

subjects. For other subjects, teachers spent much time in reporting and discussing subject routines. Teaching approach incorporating SDL was not discussed.

- English Department has designed worksheets on self-learning and tried. Results were satisfactory in motivating students to self-learn from English songs. All subjects have designed self-learning worksheet for pre-lesson preparation and modified worksheet that was previously designed.
- Members of Administrative Council were invited to attend the visit of newly appointed principals. They indicated that the visit can inspire them to reflect on what they are practicing.
- Revision on concept of CCL and SDL was done in the 3rd SD Day. However, as the time was insufficient for the workshop, the relationship between CCL and SDL had not been fully elaborated. Hence it is not evaluated in the SD Day survey.
- Experience sharing sessions were held and were rated as satisfactory. Some of the examples used were too subject-specific and difficult for non-subject teachers to understand.

Reflections/ Recommendations

- It is suggested that two SDL elements, namely feedback and seeking peers for help, should be selected as focus of development. Also, time should be shifted from training to instructional materials preparation in the future.
- The plan on aiding subjects/committee in deriving practical ways in conducting SDL should be continued in the next year but narrowed down to the focus elements to be developed for better follow up.
- Manpower should be increased in follow up the plans of subjects.
- The practice of exchanging with external organization should continue in the next year as it is helpful for the middle management to understand more on SDL.
- The relationship between CCL and SDL should be fully explained with reference to the focus elements in SDL i.e. feedback and seeking help from peers.
- Co-lesson preparation was proved to be a good way to support CCL and SDL. Students' weaknesses and misconceptions were identified. Also, practical ways in using CCL/SDL were also discussed. The practice should be continued in the next

year.

- However, more time should be spent on lesson preparation instead of discussing subject routines.
- Also, easier subject content should be selected so that teachers could focus on the teaching approach, not on understanding the content.

財務報告 Financial Report

Statement 17
(Page 1 of 3)

THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2019 (Ref. Nos. 72 - 82 in Annex 3B)

31/8/2018 \$		\$	31/8/2019 \$	Notes
5,961,610.26	ACCUMULATED FUND (as per Statement 16)		6,846,892.14	
15,624,603.41	NON-RECURRENT AND CAPITAL GRANTS FOR BUILDING	15,634,654.59		16
1,848,035.36	NON-RECURRENT AND CAPITAL GRANTS FOR FURNITURE AND EQUIPMENT	1,705,212.36		17
1,783,950.24	FURNITURE AND EQUIPMENT GRANTS UTILIZED	1,991,509.20		18
-	TRANSITION FURNITURE AND EQUIPMENT GRANT / COMPOSITE FURNITURE AND EQUIPMENT GRANT AND OTHER GRANTS UTILIZED	-		
19,256,589.01			19,331,376.15	
25,218,199.27	TOTAL		26,178,268.29	
	RESERVES AND FUNDS			
-	Gratuity Reserve Account (as per Statement 5)	-		
-	Set-up Fund Account (as per Statement 14)	-		
-	School's Furniture & Equipment Account (as per Statement 15)	-		
500,000.00	Dr. Tin Ka Ping Memorial Fund	-		
11,600.00	Scholarship Fund Account - Honorary Principal Chan Kin Hung	10,000.00		
150,000.00	Scholarship Fund Account - Loletta Kwong Yeung	148,000.00		
91,036.20	Student Union Fund Account	93,106.05		
34,976.70	Alumni Association Fund Account	39,563.14		
272,440.36	Student Smart Card System Fund Account	328,659.87		
351,731.40	Fund Raising for Enhancement of IT Infrastructure	433,806.40		
189,702.82	Tin Ka Ping Foundation Account	204,959.63		
1,601,487.48	TOTAL RESERVES AND FUNDS		1,258,095.09	
	SURPLUS RETAINED			
1,077,688.70	Grant Accounts in EOEBG (as per Statement 3.1)	1,353,975.07		
-	Salaries Grant (School Section) (as per Statement 4.1)	-		
-	Salaries Grant (Boarding Section) (as per Statement 4.2)	-		
2,152,340.13	Teacher Relief Grant (as per Statement 4.3A)	2,936,362.05		
-	Teacher Training Grant - Special Education Needs (SEN) (as per Statement 4.3B)	-		
1,097,162.52	Grant Accounts Outside EOEBG (as per Statement 4.4)	986,201.75		



Note: The net total surplus of all government grants should be represented by cash (at bank and in hand) and/or other current assets for Government Funds. To facilitate audit purpose, a fund reconciliation should be provided in the Notes to the Financial Statements (Statement 18).

(to be continued)

THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2019
(Ref. Nos. 72 - 82 in Annex 3B)

31/8/2018 \$		\$	31/8/2019 \$	Notes
	Others			
-	Mortgage Interest Subsidy Scheme Account (as per Statement 6)	-		
-	Other Charges: Income and Expenditure Account / Per Caput Grant Account (I) (as per Statement 7)	-		
-	Non-Recurrent and Capital Grants for Building and Furniture and Equipment Account (as per Statement 8)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (School Section)(as per Statement 9)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (Boarding Section)(as per Statement 10)	-		
2,689,491.69	Capital Reserve Fund (1) - Subscriptions: Income and Expenditure Account (as per Statement 11)	3,052,495.23		
-	Capital Reserve Fund (2) - Sale of Textbooks Account (as per Statement 12)	-		
231,058.95	Capital Reserve Fund (3) - Approved Collection for Specific Purposes Account (as per Statement 13)	-		
	(Please list out other grants / funds with surplus balance as at 31 August 2019, where necessary)			
7,247,741.99	TOTAL SURPLUS RETAINED		8,329,034.10	
	LONG TERM LIABILITIES			
-	Loan originally contracted (Please provide details)	-		
-	Less: Amount repaid to date (Please provide details)	-		
-	TOTAL LONG TERM LIABILITIES			
	CURRENT LIABILITIES			
-	Salaries Grant Received in Advance	-		
764,695.00	Grants Received in Advance	673,367.83		19
-	Alumni 25th Anniversary Dinner Party Fee Received in Advance	5,720.00		
60,000.00	Tuck Shop Rental Deposit Received	60,000.00		
2,000.00	Accounts Payable to EDB	1,529.32		20
92,585.10	Sundry Creditors	98,569.51		21
919,280.10	TOTAL CURRENT LIABILITIES		839,186.66	
34,986,708.84	TOTAL		36,604,584.14	

(to be continued)



THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2019

(Ref. Nos. 72 - 82 in Annex 3B)

31/8/2018 \$		\$	31/8/2019 \$	Notes
	FIXED ASSETS (AT COST)			
18,328,563.41	Buildings (including Major Repairs)	18,328,563.41		
	Additions during the year	622,951.18		
6,889,635.86	Furniture and Equipment (including T.V. sets, etc.)	6,889,635.86	18,951,514.59	22
	Less : Write off of Damaged Furniture and Equipment as approved by the Supervisor and endorsed by the IMC Committee of the School	(217,703.00)		
	Additions during the year	6,671,932.86		
		554,820.84		
			7,226,753.70	23
25,218,199.27	TOTAL FIXED ASSETS		26,178,268.29	
-	INVESTMENT AT COST	-		
-	TOTAL INVESTMENT	-		
	CURRENT ASSETS			
52,359.50	Stock of Books and Stationery	88,414.85		
2,697.00	Stock of School Uniform, etc.	1,053.00		
-	Stock of Tuckshop Items	-		
8,735.56	Accounts Receivable from EDB	990.84		24
63,525.00	Utility Deposits	63,825.00		25
	Bank Fixed Deposits:			
762,219.51	Govt. Funds	763,822.74		26A
955,280.33	Capital Reserve Funds (1)	957,787.41		26B
	Cash at Bank:			
4,400,209.58	Govt. Funds	5,269,464.58		27A
3,513,483.09	Capital Reserve Funds (1)	3,270,957.43		27B
10,000.00	Cash in Hand	10,000.00		
9,768,509.57	TOTAL CURRENT ASSETS		10,426,315.85	
	DEFICIT ON SALARIES GRANT ACCOUNT			
-	- Teaching Staff	-		
-	- Supply Staff	-		
-	- Teaching Supporting Staff	-		
	DEFICIT ON CAPITAL RESERVE FUND (1) - SUBSCRIPTIONS : INCOME & EXPENDITURE ACCOUNT (as per Statement 11)			
34,986,708.84	TOTAL		36,604,584.14	



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	123	115	93	76
英國語文 English Language	121	108	89	70
數學 Mathematics	122	116	95	80

2019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%	78.6%
中文科	100%	86.2%
數學科	100%	80.8%
通識科	99.2%	90.7%

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	89.8%	52.4%
中文科	83.1%	56.3%

3. 超過 50%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
生物	56.8%	46.8%
企業、會計及財務概念	64.7%	44.5%
化學	62.1%	53.0%
中國歷史	83.9%	39.0%
中國語文	58.5%	29.6%
經濟	77.5%	47.2%
地理	50.0%	38.1%
資訊及通訊科技	57.1%	30.1%
通識教育	61.9%	39.2%
數學 (必修部份)	73.7%	39.9%
數學延伸 (代數與微積分)	84.2%	59.6%
體育	100%	10.3%
物理	60.6%	49.8%
視藝	50.0%	26.0%

本校所有科目取後 4 級或以上的百份比均高於全港。

2019 年中六同學升學情況

- 78.6%學生考獲符合本港大學入學要求之成績 (即核心科目取得「3322」或更佳成績，及一個選修科目取得 2 級或以上成績)，全港則為 35.0%。
- 82.9%學生成功獲取大學聯合招生課程學額，其中 73.5%同學獲取學士學位課程學額。

Public Exam Results 2019

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

Subject	TKPSS	Hong Kong average
English Language	100%	78.6%
Chinese Language	100%	86.2%
Mathematics	100%	80.8%
LS	99.2%	90.7%

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

Subject	TKPSS	Hong Kong average
English Language	89.8%	52.4%
Chinese Language	83.1%	56.3%

3. Subjects with over 50 percent of students at Level 4 or above include:

科目	本校百份比	全港百份比
Biology	56.8%	46.8%
BAFS	64.7%	44.5%
Chemistry	62.1%	53.0%
Chinese History	83.9%	39.0%
Chinese Language	58.5%	29.6%
Economics	77.5%	47.2%
Geography	50.0%	38.1%
ICT	57.1%	30.1%
Liberal Studies	61.9%	39.2%
Mathematics (Core)	73.7%	39.9%
Mathematics (M2)	84.2%	59.6%
PE	100%	10.3%
Physics	60.6%	49.8%
VA	50.0%	26.0%

The percentages are substantially higher than the Hong Kong average.

2019 S6 Student Further Studies

- 78.6% of our graduates met the admission requirements for local universities (Core Subjects+1 best Elective Subject at ‘3322+2’ or higher attainment), which was higher than that of Hong Kong schools (35.0%).
- 82.9% of our graduates received JUPAS offers. Among them, 73.5% successfully received university-degree courses’ offers.

2018-2019年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2018-2019

見附錄《2018-2019 校際 / 公開比賽獲獎項目總錄》

Appendix – 2018-2019 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	16
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	50

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</p>	21

	Voice 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</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</p>	18

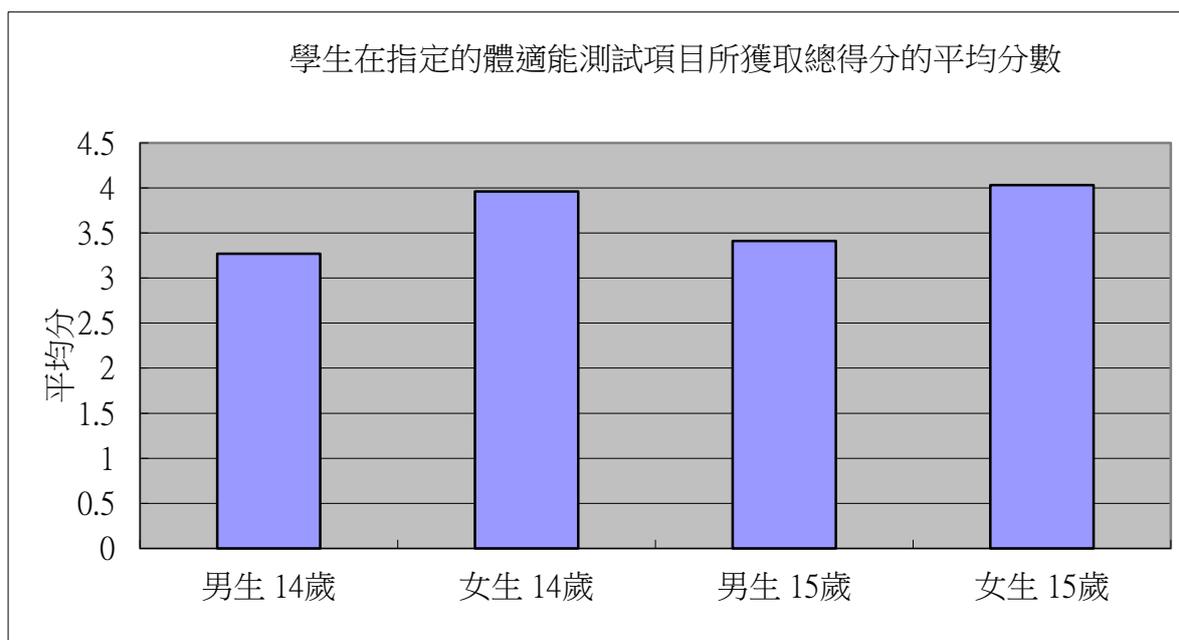
3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況
Students' Participation in external events in 2017/18.

	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 (88 人次) English – 88	
香港學校戲劇節 Hong Kong School Drama Festival	0 人 Students	
學校舞蹈節 Schools Dance Festival	0 人 Students	9 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	160 人 Students	120 人 Students

學生的體格發展 Physical Development

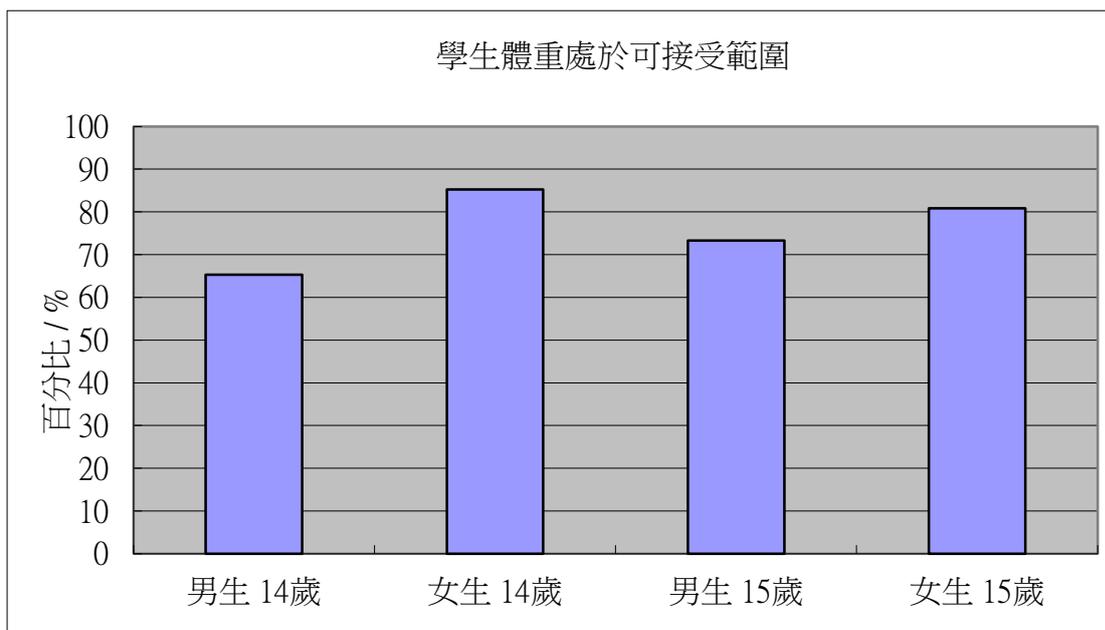
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.27
女生 14 歲 Girls at 14	3.96
男生 15 歲 Boys at 15	3.41
女生 15 歲 Girls at 15	4.03



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	65.31
女生 14 歲 Girls at 14	85.29
男生 15 歲 Boys at 15	73.33
女生 15 歲 Girls at 15	80.82



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

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

1. To help students practice TKPSS core values: “love and care” and “perseverance”.
2. To optimize the functions of “Student Development Framework”.
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 concern II :

Address students' different learning needs and create space for them to succeed in SDL*

1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the “Test Driven Learning” policies and its implementation.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.