Tin Ka Ping Secondary School was established by Tin Ka Ping Foundation in 1994. The Founder, Dr Tin Ka-ping, is a distinguished entrepreneur in Hong Kong. He is renowned for his benevolence and remarkable contributions to education development, in particular in teacher training, elementary education, and moral education.

Our school has been led by a team of experienced professionals and academics with enthusiasm in education development since 1994.

Chairman & Supervisor: Mr. Tin Wing-sin
Members:
- Professor Cheung Yin-cheong
- Professor Lau Kwok-keung
- Professor Lee Chi-kin, John
- Professor Leung Seung-ming
- Professor Wong Heung Sang Stephen
- Professor Man Yee Fun Evelyn
- Mr. Tai Hay-lap, BBS, JP
- Mr. Tin Wing-sin
- Mr. Tin Chee-sin
- Dr. Yuen Pong-yiu (Principal)
- Ms. Chung Wan Ha (PTA Rep)
- Mr. Ip Sum Ming (Teacher Rep)
- Mr. Chun Pak Kei (Alumni Rep)

Our school has been led by a team of experienced professionals and academics with enthusiasm in education development since 1994.

Chairman & Supervisor: Mr. Tin Wing-sin
Members:
- Professor Cheung Yin-cheong
- Professor Lau Kwok-keung
- Professor Lee Chi-kin, John
- Professor Leung Seung-ming
- Professor Wong Heung Sang Stephen
- Professor Man Yee Fun Evelyn
- Mr. Tai Hay-lap, BBS, JP
- Mr. Tin Wing-sin
- Mr. Tin Chee-sin
- Dr. Yuen Pong-yiu (Principal)
- Ms. Chung Wan Ha (PTA Rep)
- Mr. Ip Sum Ming (Teacher Rep)
- Mr. Chun Pak Kei (Alumni Rep)
Student-centred and Whole-person Development

We believe that education is respectable and students are teachable. We insist on the education which is people-oriented, student-oriented and learning-oriented. We aim to establish a learning environment with mutual respect, sincere collaboration, full commitment, strict discipline, and a strong sense of belonging.

我們肯定教育是尊重的，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，注重互信、誠誠協作、親身建立純潔的校風、嚴謹的制度，與及關係親和而切觸感應的學校環境。

Quality Teachers with Full Commitment in Education

We have a team of excellent teachers with professional qualifications and enthusiasm in teaching. All of our teachers possess bachelor degrees and have received professional training, and among them over 40% possess postgraduate qualification and three have obtained a doctoral degree. We emphasize professional development of teachers and encourage them to take part in the mainland and local teaching exchange activities. Our Principal, devoted to serving the education community and society at large, has successively held posts in the EDH and various councils for secondary education in Hong Kong.

本校師資優良，教師經驗豐富，委身教育。全體教師均具大學學位並受專業訓練，其中有逾四成具碩士或以上學歷，當中更有三位具博士學位。此外，本校亦積極發展師資發展，積極參與內地及本地教師交流活動。校長長期參與香港中學會及教育局工作，回饋香港社會及教育界。
A Scenic Campus with Advanced Teaching and Learning Facilities

Facing the mountain ranges, the campus enjoys a scenic and peaceful environment. The school is an ideal place for studying. The facilities in the campus are well-developed. The school hall and all classrooms are air-conditioned and well-equipped with multi-media learning facilities to enhance the effectiveness of teaching and learning.

Teaching and Learning—Pursuing Quality Education

教與學——成就優質教育

School Development Plan

學校發展計劃

Constructivist and co-operative learning, as an effective instructional method, is introduced this academic year (first phase) to all S.1 students in four main subjects, namely Chinese Language, English Language, Mathematics and Liberal Studies. According to researches, co-operative learning can effectively enhance students’ learning. Students learn interactively from one another as they are of different backgrounds, personalities and learning abilities. They can learn from others’ perspectives by helping one another, consolidate learning and reflect what has been taught. Through cooperative learning, students will have a better understanding of concepts as well as their interests in studying aroused.

本學年本校於中一級全面推行構建與協作學習法第一期，於四個主要科目（中文、英文、數學及基礎教育科）全面推行協作學習。大量研究文獻顯示，協作學習能有效提升學生學習效用。它強調同學之間的互相學習。學生可以因著同學不同的背景、性格、學習能力等，從其他人身上學習不同的觀點，亦可通過互相幫助，加深理解自己所學，並反思教師所教的內容。學生之間能透過合作學習相互增進，對學習的興趣和對所學概念的掌握均有所提升。
Enhancing English Language Proficiency by Creating an English-rich Environment

We are committed to enhancing students' bi-literacy and trilingual abilities. English has been adopted as the main medium of instruction and multiple platforms are designed for students to practise English, thereby giving them a solid foundation for developing English skills.

School-based Curriculum and Teaching & Learning Strategy:
校本課程及教學策略

To implement the New Senior Secondary (NSS) Curriculum, we have recruited professional instructors to provide English drama courses for all S1 students, and have introduced English Language Arts courses for senior forms so as to arouse students' interest in learning English. In addition, we put students into different classes according to their English proficiency level, with the purpose of providing them tailored assistance. Besides, our Native-speaking English Teachers (NETs) help sharpen the writing and oral skills of students through the "Collaborative Teaching and Learning" programme. Furthermore, we have implemented "Extensive English Reading Scheme" to enhance students' reading ability. We also encourage students to make use of Internet resources and software for independent learning of English, which can also help them establish a life-long learning attitude.

Cross-curricular English Enhancement Programmes
跨科英語學習

To facilitate students' learning of different subjects with English as the medium of instruction, the English Language Department works closely with other departments on curriculum implementation and teaching materials development. Meanwhile, all teachers adopt ILLIPS and DOLACEE approaches, and an English Supplementary Reading Scheme is in place to boost students' confidence in learning English.

為貫徹學生學習不同學科的基礎，在課程安排及教材設計方面，本校與各學科緊密連繫，各科老師運用ILLIPS及DOLACEE教學法，並有策略地推行英語補充閱讀計劃，加強學生以英語學習的自信心。
**Plenary Resources and Facilities: Creating Multi-element English Learning Environment**

Our school is well facilitated with advanced Language Laboratory, Multi-media Learning Centre and English Corner, which are equipped with large number of audio-visual teaching and learning materials, to be employed by the teachers for improving students’ English skills.

To create a positive English learning environment, various English learning activities are organized regularly to encourage students to use English effectively in different contexts. The morning assemblies and announcements are delivered in English. The English Whiting Garden is published with good writing pieces by students, and the English Corner encourages communication and contact between students and the NETs. Co-curricular activities such as Scripters (An English newspaper produced by students), English drama, and those organized by English Society give students more opportunities to practice English.

In addition, we actively participate in inter-school English activities including English oral training, English debate, English Speech Festival, etc. English overseas study tour is organized every year for providing students greater exposure to English speaking environment, thus helping them build a solid foundation in English language studies.

**New Senior Secondary Curricula**

**Class structure**

The total number of classes will be 27 when NSSC is completely implemented in 2013-2014.

<table>
<thead>
<tr>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Subjects offered:**

**Core**
- Chinese Language, English Language, Mathematics, Liberal Studies

**Electives**

(Two or three subjects should be taken)

**Other Learning Experiences**
- Chinese Culture Award Scheme, community services, moral and civic education, aesthetic and physical development

---

學生設有先進的語音實驗室、多媒體學習中心、英語學習角，並配備大量精選的視聽教學材料，輔以老師悉心開導的各項英語學習計劃，提升學生英語能力。

為培養良好的英語學習環境，本校定期舉辦不同層面及多元化英語學習活動，讓學生在不同的校園環境中，有效地運用英語。校內方面，定期以英語進行學會及宣佈，以英語文寫定期展示學生佳作；設立英語學習角，鼓勵學生多與英語外藉老師溝通，又舉辦各項課外活動，如英文學會、Scripters（英文學生報）、製作英語音樂劇等，增加學生接觸英語的機會。

本校更積極參與校際英語活動，如校際英語節活動、校際英語辯論比賽、校際英語朗誦比賽等，每年舉辦海外英語學習交流團，為學生提供更多學習英語機會，奠定英語學習的良好基礎。
Reading to Learn: Tapping the Fountain of Knowledge

We promote ‘Reading to Learn’ and strive to build a campus environment encouraging students to read habitually. Writers and scholars have been invited to give talks to students, and cross-subject sharing sessions on book reading are organized. In class, there is a fifteen-minute “Language Learning Enhancement Session” every day where both teachers and students can read together and share their insights from reading. Students can share their reading experiences and learn via multi-media, Chinese and English extensive reading schemes, as well as “My Reading Plan” for various subjects.

Catering for Learner Diversity

We encourage students with high calibre to stretch their potential and strive for excellence by participating in various external competitions and programmes. Meanwhile, we provide remedial tutorial programmes systematically in junior forms for three major subjects, viz. Chinese, English, and Mathematics, to supplement students’ learning.

本校積極推動「從閱讀中學習」，建立推動校園閱讀風氣。校邀請作家及學者到校與學生分享，舉辦跨學科的閱讀分享會。更在正規課堂時間內，每天設15分鐘「廣聞時段」，師生一同閱讀、走訪分享，並透過不同的媒體及內、英文科廣泛閱讀計劃及配合各科課程的「我的讀書大計」，分享閱讀經驗和樂趣，讓學生既全面又深入地從閱讀中學習。

本校積極鼓勵學能優異的學生參與校外不同的活動及比賽，發展潛能，追求卓越。同時，為鞏固學生的學習基礎與效能，本校有系統地推行初中、英、數課程輔導計劃，並開展各項課後延伸學習安排。
Establishment of School Ethos: Nurturing Citizens of Tomorrow via Moral Education

After-school Activities: Putting the Subject Knowledge into Practice

Apart from organizing various cultural field trips and overseas exchange activities, we arrange other co-curricular programmes in writing, communication, and sports, and assist students to apply for the International Assessments for Schools and University of Cambridge ESOL Examinations: Key English Test (KET) to widen their horizons and develop their talents. To align with “Other Learning Experiences” of NSSC, we have developed “Student Portfolios” since 2006 to record students’ learning experiences and achievements in various areas within and outside the school. With this portfolio, students are assisted in reflecting systematically on what they have learnt.

Apart from annual excursions, we also organize writing, speaking, and sports activities. To align with “Other Learning Experiences” of NSSC, we have developed “Student Portfolios” since 2006 to record students’ learning experiences and achievements in various areas within and outside the school. With this portfolio, students are assisted in reflecting systematically on what they have learnt.
Pass It On - Assuming the Responsibility of Promoting the Chinese Culture

Our school holds high regards of the ideologies of human relations and morality glorified in the Chinese culture. We believe that the fine Chinese tradition helps establish an “integral personality”. One can utilize his potential and contributes himself to family, community, the motherland, and even the mankind.

At the inception, our school set up “Dr. Tin Ka Ping Chinese Culture Award Scheme” to guide students to appreciate the Chinese culture. It is hoped that acknowledgement of Chinese culture will lead to appreciation, and with appreciation they will further advocate the Chinese culture.

Close Teacher-student Relationship: Influencing Life by Living Testimonies

The whole-person nurture is developed via close teacher-student relationship. The dual class teacher system is adopted for junior forms so that various needs of students can be catered. The living testimonies of teachers can influence students’ lives, which help build up students’ integrity.

We value moral education and have introduced Life Skills to S.1 and S.2 students. Diversified life education courses, which complement with assemblies and school activities, help students establish a good routine of daily life. Besides, we strategically implement volunteer work scheme educating students the significance of serving the community and undertaking the responsibility.

Both the teacher-student relationship and the moral education go hand in hand, aiming at ensuring a holistic development of the students.
Counter Popular Culture: Establishing Quality Life
抗衡社會風氣 建立優質閒暇生活

More than 60 different co-curricular activities, which are led by our teachers, alumni and professional coaches, are offered to our students. These activities are able to enhance the close teacher-student relationship, to develop students' potential, and to assist students counter the unhealthy practices which are celebrated by the society.

我校設有六十多項不同層面的活動，由校內老師、校友及專業教練帶領，以促進師生關係，啓發學生潛能，幫助學生抗衡社會不正之風和玩世不恭，建立優良的生活習慣。

Social Skills and Leadership Training
修己樂群 盡展領袖潛能

To enhance the social skills and build up peer relationship, students are grouped into four houses, form houses, and class committees respectively. The mentoring scheme promotes various co-curricular activities and peer counseling. In 2005, “Student Self-Management Scheme” was launched with the purposes of fostering students’ self-management ability and offering them opportunities to bring their leadership into play.

為加強對學生的群性栽培及建立同窗的默契，本校設立四社。各級級社及班會等不同層面的組織，透過學長制及推動各項聯課活動，培養學生群性及領導能力。
Orientation and Campus Adaptation Programme for S.1 Students

中一新生校園適應計劃

To help S.1 students settle into the new learning environment, we have tailor-made a series of activities and programmes for them. The activities and programmes enable S.1 students to develop a joyful and disciplined campus life while help their parents understand more about the school, which in turn facilitate their effort in assisting their children. The programmes are carried out in three stages:

1. Foundation
To assist parents and students to acquire a basic understanding of the school, we arrange a sharing session for parents of S.1 students during the summer break, and campus adaptation week and English Bridging course for S.1 students.

2. Adaptation
To help S.1 students build up daily routine, to assist them to adapt to the secondary school life, and to strengthen the communication between school and parents, we organize disciplinary training camp for S.1 students and S.1 students Parents’ Night annually.

3. Motivation
To consolidate and strengthen learning routine at school. Outstanding Life Award Scheme and Junior Leader training are available for S.1 students, following the disciplinary training camp, aiming at enhancing students’ sense of belonging to school.

為協助中一新生快速適應中學的學習及校園生活，本校特別設計一系列的活動及課程，讓同學尽快適應，建立準確而愉快的校園生活，並讓家長了解本校的情況，從而作出配合。計劃分三階段進行:

1. 基礎
為讓家長與學生對學校的情況有初步的認識，本校於暑假期間舉辦中一新生家長分享會，並為中一新生舉辦校園適應周及英語銜接課程。

2. 適應
為建立學生生活常規，幫助中一學生適應中學生活，並加強家校溝通，本校每年均舉辦中一生生活規律訓練營及中一家長晚會。

3. 勵導
為鞏固學生所學，強化學生的校園及學習生活習慣。本校提供生活規律訓練營，舉辦中一卓越生活勵導計劃及小領袖訓練，藉以提升學生對學校的歸屬感。