Tin Ka Ping Secondary School

School Development Plan (2022-2025)

I. Mission

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.

We Have a Dream:

Quality Education for Leaders of Tomorrow

Holistic Review of School Performance

a. Effectiveness of the School Development Plan in the cycle of 2018- 2022

Major Concern and target	Extent of the target achieved, e.g. Fully achieved; Partly achieved; Not achieved	Follow-up action(s), e.g. Incorporated as routine work; Continue to be a major concern for the next development cycle with adjusted target(s); Others	Remarks
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			
Targets: 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.	Partly achieved; Partly achieved; Partly achieved;	• These three targets have been incorporated as the daily routine of teachers and students. Positive impact to students were observed. • They will be further developed in the next 3-year cycle with enhanced measures	Some planned activities were postponed or cancelled due to pandemic
Major concern II： Address students' different learning needs and create space for them to succeed in SDL			

Targets:			
1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the "Test Driven Learning" policies and its implementation.	Partly achieved;		
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.	Partly achieved;	• These three targets have been incorporated as the daily routine of teachers and students. Positive impact to students were observed. • They will be further developed in the next 3-year cycle with enhanced measures	Some planned activities were postponed or cancelled due to pandemic
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.	Partly achieved;		

b. Based on the reflection against the seven learning goals[1], conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.

◆ How good is my students' performance in achieving the seven learning goals?

Our school has consistently aligned its plans and strategies with the overarching framework of the seven learning goals. These goals have been seamlessly integrated across various subjects, functional committees, and the broader scope of school development. As a result, students have made steady progress toward these objectives and have generally demonstrated satisfactory performance.

In terms of academic achievement, the results of the Hong Kong Diploma of Secondary Education (HKDSE) examinations have shown remarkable improvement compared to previous development cycles. The percentage of students meeting university entrance requirements has steadily increased over the years, rising from 68.2% in 2017 to 78.4% in 2020.

These accomplishments attest to our students' strong commitment to learning and their acquisition of essential life skills. In the upcoming development cycle, our school aims to build upon these strengths to further enhance students' understanding and proficiency in relation to the seven learning goals. We will continue to cultivate self-directed learning habits and skills while promoting positive values and elements of national education.

◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?

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.

More than 50 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 elicit students' potential, and to assist students counter the unhealthy practices which are celebrated by the society.

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 help S.1 students adapt to 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 and allow parents to understand more about the school, which facilitate them to take

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[1] The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

complementary actions with the school's policies.

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.

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 15 minutes "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. This is especially important to encourage students' life-long learning.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

Our school demonstrates a strong commitment to continuous improvement and the holistic development of our students. We align our strategies with established learning goals, ensuring that students receive a well-rounded education that fosters both academic achievement and essential life skills.

The integration of these learning goals across various subjects and committees facilitates a cohesive approach to education. Our positive outcomes, such as the notable increase in the percentage of students meeting university entrance requirements, reflect the effectiveness of our practices.

We are dedicated to continuously reviewing and revising our programs to support students' holistic development and lifelong learning. In response to the challenges posed by the pandemic, we actively sought feedback from both students and teachers to better understand their experiences.

In addition to stakeholder surveys and APASO surveys, our school conducts annual teaching and learning surveys, as well as classroom atmosphere surveys, to engage in self-evaluation and pursue ongoing improvement.

c. How Can My School Be Better

◆   What are my students' needs?

Based on evaluation surveys, feedback from stakeholders, and teachers' observations, we have identified several key areas where our students need reinforcement:

1. **Values Education**: Our students require a stronger foundation in values education to help them develop ethical reasoning and social responsibility. This includes fostering respect, empathy, and integrity, which are essential for navigating complex social environments and becoming conscientious members of society.

2. **Nurturing National Identity**: In an increasingly globalized world, it is vital for students to cultivate a sense of national identity. This involves understanding and appreciating their cultural heritage, history, and the values that define our community. Programs that emphasize civic responsibility and national pride can help students connect more deeply with their identity and community.

3. **Promoting Overall Well-Being**: Students' mental, emotional, and physical well-being is crucial for their overall development. We need to enhance our support systems that promote wellness, such as mental health resources, stress management workshops, and physical education initiatives. Fostering a healthy school environment where students feel safe and supported will encourage their holistic growth.

4. **Cultivating Good Habits of Self-Learning and Self-Management**: Encouraging students to take ownership of their learning processes is essential for fostering lifelong learners. We must focus on developing skills in self-directed learning, time management, and goal-setting. Providing strategies and tools for effective self-management will empower students to navigate their educational journeys with confidence and independence.

By addressing these needs, we can create a more supportive and enriching educational environment that not only enhances academic performance but also prepares our students for success in all aspects of life.

◆   What is my school's capacity for continuous improvement and development?

Our school has consistently demonstrated a strong capacity for continuous improvement and development through several key practices that underpin our daily operations. Central to our approach is our commitment to the P-I-M-E framework—Planning, Implementation, Monitoring, and Evaluation—which serves as a solid foundation for our growth.

1. **Planning**: We prioritize strategic planning that involves all stakeholders, including teachers, students, and parents. This collaborative approach ensures that our goals are aligned with the needs of our community and that we remain responsive to emerging trends and challenges in education. Our planning processes are data-driven, utilizing insights from surveys and assessments to inform our strategies.

2. **Implementation**: Our dedicated teaching staff is highly receptive to new development plans and strategies. They embrace innovative teaching methods

and curricular enhancements designed to enrich students' learning experiences. Professional development opportunities are regularly provided, allowing our educators to stay current with best practices and pedagogical advancements.

3. **<u>Monitoring</u>**: We maintain a robust system for monitoring our initiatives and programs. Regular assessments and feedback mechanisms are in place to evaluate the effectiveness of our strategies. This includes lesson observations, student performance metrics, and stakeholder feedback, ensuring that we can identify areas of success as well as those requiring further attention.

4. **<u>Evaluation</u>**: Evaluation is an integral part of our continuous improvement cycle. We conduct comprehensive reviews of our programs and practices, analyzing outcomes against our established goals. This reflective process allows us to celebrate achievements while also identifying lessons learned, which informs future planning and implementation efforts.

5. **<u>Cultivating a Growth Mindset</u>**: Our school culture encourages a growth mindset among both staff and students. We foster an environment where experimentation and learning from failure are valued. This openness to change and innovation enhances our capacity to adapt and improve continuously.

6. **<u>Community Engagement</u>**: We actively engage with our community to gather insights and support for our initiatives. Collaboration with parents, local organizations, and educational partners enriches our programs and amplifies our impact.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

Our school has identified several key development priorities aimed at enhancing the whole-person development and lifelong learning of our students. Each of these priorities is designed to equip students with the skills, values, and knowledge necessary for success in both their academic and personal lives.

1. Values Education
We place a strong emphasis on values education, focusing on core principles such as responsibility, respect, caring, and perseverance. By integrating these values into our curriculum and school culture, we aim to foster a sense of ethical responsibility among students. This includes:

2. Nurturing National Identity
We recognize the importance of nurturing a strong national identity among our students. This involves helping them understand and appreciate China as their motherland. Our initiatives include:

3. Promoting Overall Well-Being
The well-being of our students is a top priority. We implement various programs aimed at promoting mental, emotional, and physical health, including:
-Stress Management: Providing workshops and resources that teach effective stress management techniques, such as mindfulness, time management, and relaxation strategies.
- Mental Health Support: Ensuring access to counseling services and mental health resources, helping students navigate challenges and maintain emotional

I. Major Concerns (2022-2025)

Major concern I:

强化學生自我管理及自主學習

To strengthen students' self-management and self-directed learning (SDL) capacity

1. Optimize the amount and effectiveness of assessment and assignments.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with suitable materials and environment.
3. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning.

Major concern II：

培養學生積極、正面的人生觀

To nurture students' positive values

1. Encourage students to face failure and difficulties positively.
2. Cultivate students to build habits of gratitude and service.
3. Reinforce students' sense of belongings at school.

II. School Development Plan (2022-2025)

Major concern I:

強化學生自我管理及自主學習

To strengthen students' self-management and self-directed learning (SDL) capacity

1. Optimize the amount and effectiveness of assessment and assignments.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with suitable materials and environment.
3. Reinforce the construction of student self-management plan; strike the balance between students' participation in activities and learning.

Focus / Objective	Strategy		Expected Outcome	7 learning goals	Schedule		
					22/23	23/24	24/25
1. To promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms			Details of the expected outcome can be found in the program plans of the various units of the Academic Affairs Committee (AAC)	**#2-5**	✔	✔	
2. To promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning					✔	✔	✔
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures	3.1	Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning		**#2-3**	✔	✔	
	3.2	Average ability students: develop a learning routine and consolidate their learning method or strategy			✔	✔	✔
	3.3	Low achievers: develop a learning routine and advocate self-esteem. With the aids of suitable remedial activities, they can set their own learning target.			✔	✔	✔
4. To promote students' learning motivation and ability of self-evaluation	4.1	Learning motivation		**#4, 6**	✔	✔	
	4.2	Ability of self-evaluation on learning progress and learning effectiveness			✔	✔	✔
5. To integrate high school after-school learning activities, free up space for students, and provide support as needed to cultivate students' self-study habits.				**#4**	✔	✔	✔

Focus / Objective		Strategy	Expected Outcome	7 learning goals	Schedule		
					22/23	23/24	24/25
6. To provide training of and foster exchange among colleagues for helping students' self-management and self-directed learning	6.1	To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL	Details of the expected outcome can be found in the program plan of the Staff Professional Development Committee (SPDC)	#2-5	✔	✔	✔
	6.2	To aid subjects/committee in deriving practical ways in conducting SDL			✔	✔	✔
	6.3	To exchange with external organizations for stimulating ideas on SDL			✔	✔	✔
7. To provide training and support to implementation of CCL for SDL	7.1	To introduce the concept of CCL and to explain its relationship with SDL to new colleagues			✔	✔	
	7.2	To provide subject-based training and support to teachers in applying CCL with respect to SDL			✔	✔	✔
	7.3	To provide support (training and experience sharing) on preparation of LFP				✔	✔
	7.4	To provide support SDL via resources provision			✔	✔	✔
8. To reinforce the construction of student self-management plan; watch over the balance of student activities and learning	8.1	To implement career and life planning and help students construct life blueprint	Details of the expected outcome can be found in the program plans of the various units of the Joint Committee on Student Affairs (JCSA)	#6	✔	✔	✔
	8.2	To help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transitions to the first junior and senior secondary stage			✔	✔	✔
	8.3	To pace students' growth and facilitate their shift from "being managed" to "self-management"			✔	✔	✔
9. To promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with suitable materials and environment.	9.1	To provide IT Support and facilities to enhance SDL with special reference to the training of using internet resources and apps (e.g. Zoom, Microsoft Teams, SharePoint, etc)	Details of the expected outcome can be found in the program plan of the Administration and Development Committee (ADC)	#4-5	✔		
	9.2	To beautify the environment of "SDL Room" which improves the learning environment for students			✔	✔	✔

Major concern II：

培養學生積極、正面的人生觀

To nurture students' positive values

1. Encourage students to face failure and difficulties positively.
2. Cultivate students to build habits of gratitude and service.
3. Reinforce students' sense of belonging at school.

Focus / Objective		Strategy	Expected Outcome	7 learning goals[2]	Schedule		
					22/23	23/24	24/25
1. To provide training and promote professional development of teachers in helping students in adopting positive values			Details of the expected outcome can be found in the program plan of the Staff Professional Development Committee (SPDC)	#7	✔	✔	✔
2. To encourage students to face failure and difficulties positively	2.1	To review and restructure the life education framework; develop healthy mentality and life attitudes of our students	Details of the expected outcome can be found in the program plans of the various units of the Joint Committee on Student Affairs (JCSA)		✔	✔	✔
	2.2	To cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling			✔	✔	✔
3. To cultivate students to build habits of gratitude and service	3.1	To review and build student volunteers service framework		#4, 6, 7	✔	✔	✔
	3.2	Through volunteer services, by learning to care about the needs of the teams, communities and society, students may learn gratitude and their self-knowledge, self-confidence (self-efficacy) and self-management skills increase			✔	✔	✔
4. To reinforce students' sense of belongings at school	4.1	Through managing student organizations / organizing activities, reinforce		#1	✔	✔	✔

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[2] According to the Seven Learning Goals proposed by EDB

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Focus / Objective		Strategy		Expected Outcome	7 learning goals[2]	Schedule		
						22/23	23/24	24/25
			students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement					
		4.2	With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience			✓	✓	✓
5.	To encourage students to face failure and difficulties positively	5.1	To decorate the school corridor with Positive Emotions slogans.	Details of the expected outcome can be found in the program plan of the Administration and Development Committee (ADC)	#7		✓	✓
		5.2	To create Chinese culture wisdom boards to cultivate positive thinking with tradition Chinese culture.		#1	✓	✓	
		5.3	To support the organizing of study tours so to enhance the services learning and broaden the horizons of students		#1		✓	✓
6.	To cultivate students to build habits of gratitude and service	6.1	To renew classroom environment with teacher desk and Chinese culture wisdom boards to teach student in appreciating the improvement of school environment		#1, #7		✓	✓
7.	To reinforce students' sense of belongings at school	7.1	To create some leisure corners around the campus to relieve learning pressure		#7	✓	✓	

7 learning goals (七個學習宗旨)" proposed by the EDB (#1 - #7)
(https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html)

	七個學習宗旨	7 learning goals
#1	國民及全球公民身份認同	National & Global Identity
#2	闊廣的知識基礎	Breadth of Knowledge
#3	語文能力	Language Proficiency
#4	共通能力	Generic Skills
#5	資訊素養	Information Literacy
#6	生涯規劃	Life Planning
#7	健康的生活方式	Healthy Lifestyle