



Tin Ka Ping Secondary School

School Development Plan (2018-2022)

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

II. Major Concerns (2018-2022)

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.

* Highlights of Conceptual Framework of Self-directed Learning (SDL)

	Characteristics of Self-directed Learning (self-directed learning under teacher guidance at both collective / individual level)	
Guidance of Learning	Partly student-directed, partly teacher-guided class activities	
Teacher's Role	Learning taking place inside or outside the school with teachers as the guide facilitating students' learning	
Responsibility to Learn	Shared responsibility by teachers and students	
Learning Style	Learning objectives, contents and progress are well set	
Organization of Learning	Self-directed learning is in essence collective learning activity. Learning activities are carried out within the provision of school resources including teachers, facilities and policies.	
Highlights of Theoretical Framework for Developing Self-directed Learning		
Focus	Academic Achievement	Personal Growth

Desire to learn	Motivation	Academic aspirations/goals, interests, values (significance), self-effectiveness, self-confidence, . . .	Career aspirations/goals, motives behind the pursuit of the life purposes, multiple objectives (in sports, dancing, leadership/competition, etc), rigorous but joyful school life, self-confidence, interests, .
Capability to learn	Learning Methods	Time management, learning strategies (note-taking, outlining, mind-mapping, etc), self-evaluation, organization and transfer of knowledge, seeking help, .	Horizon expansion, attempts, quality training, practices, time management, a balance between academic pursuits and non-academic activities,
Perception of self-learning	Awareness	Meta-cognition, intentionally monitor, control and adjust the learning process including planning, outcome reviewing and remedial measures, . . .	Monitoring of the above balance, re-adjustment of the balance point, outcome reviewing, taking alternative remedies, making choices,
Persistence in Learning	Self-control	Persist in learning regardless of physical and mental weariness, difficulty in understanding, bad feelings, distractions, etc.	Willpower to overcome the life/growth barriers caused by the family, peers or interpersonal relationships between the opposite sex, . .

III. School Development Plan (2018-2022)

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

Focus / Objective	Strategy	Expected Outcome	Schedule						
			18/19	19/20	20/21	21/22			
1. To help students practice TKPSS core values: “love and care” and “perseverance”.									
1.1 Self-care: To develop a positive mind and life attitudes	<ul style="list-style-type: none"> Details of the strategy can be found in the program plans of each unit of Joint Committee on Student Affairs 	<ul style="list-style-type: none"> Details of the expected outcome can be found in the program plans of each unit of Joint Committee on Student Affairs 	✓	✓	✓	✓			
1.2 To build rapport among peers and between teachers and students			✓	✓	✓	✓			
1.3 To care about the needs of the groups, community and society			✓	✓	✓	✓			
1.4 To cultivate perseverance to meet challenges in life			✓	✓	✓	✓			
2. To optimize the functions of “Student Development Framework”.									
2.1 To implement career and life planning and help students construct life blueprint	<ul style="list-style-type: none"> Details of the strategy can be found in the program plans of each unit of Joint Committee on Student Affairs 	<ul style="list-style-type: none"> Details of the expected outcome can be found in the program plans of each unit of Joint Committee on Student Affairs 	✓	✓	✓	✓			
2.2 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			✓	✓	✓	✓			
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.	<ul style="list-style-type: none"> Details of the strategy can be found in the program plans of each unit of Joint Committee on Student Affairs 	<ul style="list-style-type: none"> Details of the expected outcome can be found in the program plans of each unit of Joint Committee on Student Affairs 	✓	✓	✓	✓			

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.

Focus / Objective	Strategy	Expected Outcome	Schedule			
			18/19	19/20	20/21	21/22
1. To Support the Implementation of Self-directed Learning (SDL) at the School Administration Level	1.1 To display students' achievements via different means to enhance learning motivation	<ul style="list-style-type: none"> Record of students' achievement are shown via the school webpage, campus TV etc. Chosen awardees are interviewed by the Campus TV. 	✓	✓	✓	✓
	1.2 To maintain a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	<ul style="list-style-type: none"> Students from all forms who are absent from school tests or the test results are below standard will be entertained. 	✓	✓	✓	✓
	1.3 To provide IT Support to facilitate SDL with special reference to the training of using internet resources and apps (e.g. Google Classroom, Explain Everything)	<ul style="list-style-type: none"> At least one training session is organized for teachers who are interested. 	✓	✓	✓	✓
	1.4 To increase students' learning motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.	<ul style="list-style-type: none"> At least one more reward or scholarship is introduced to encourage students' learning. At least one sharing from alumni is delivered to encourage students' goal setting. 	✓	✓	✓	✓
2. To strengthen the mental health of students	2.1 To create some leisure corners around the campus	<ul style="list-style-type: none"> At least one leisure corner has been set. 		✓	✓	✓
	2.2 To renew classroom environment with desks and chairs of better quality and new wise saying foamboards	<ul style="list-style-type: none"> All home rooms have been equipped with new desks, chairs and foamboards. 		✓	✓	✓

Focus / Objective	Strategy	Expected Outcome	Schedule			
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	2.3 To introduce indoor plants in classrooms	<ul style="list-style-type: none"> At least 10 classes have joined the program 		✓	✓	✓
	2.4 To draft a school-based policy about School Crisis Management	<ul style="list-style-type: none"> The mentioned policy has been drafted. 	✓	✓	✓	✓
3. To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)	3.1 To recognize students' achievements using various means <ul style="list-style-type: none"> S1-3: 1st mid-term, 1st term, 2nd mid-term, S4-6: 1st term 	<ul style="list-style-type: none"> Photo albums of students' achievement are displayed on the school webpage, school notice boards and the TV in the covered playground. Prize giving is arranged in the morning assembly after Uniform Test / first term examination / at the beginning of academic year 2019-20. Students' achievements are displayed near the hall entrance on Parents Night / Day / at the beginning of academic year 2019-20. 	✓	✓	✓	✓
	3.2 Review the implementation of 'Test driven learning' in subjects	<ul style="list-style-type: none"> A review of implementation of each subject is prepared and submitted. A distribution statistic of tests of subjects is completed. 1st term: S1, S4, S5 (September) 2nd term: S1 – S5 (January) Evaluation of the distribution, amount and efficiency of tests and exercises of subjects is conducted. 	✓	✓	✓	✓
	3.3 To integrate and regulate the policy measures of 'Test driven learning'	<ul style="list-style-type: none"> A program is successfully prepared to measure the frequency and distribution of tests. 	✓	✓	✓	✓
	3.4 To optimize Assessment for Learning <ul style="list-style-type: none"> To relieve the pressure of homework so that students have more time for SDL According to the academic need of elite students, adjust the amount and difficulties of the assignments in order to leave more rooms for enhancement 	<ul style="list-style-type: none"> Students' pressure on tests / assignments is relieved About 70% students have positive response to the view that the amount of homework is reasonable. Over 70% students have positive response to the view that learning is challenging and manageable. A policy for elite students is set up successfully 	✓	✓	✓	✓
	3.4 To enhance the teaching and learning	Subjects involved (Chi, Eng, Math, S2 IS, S1 Geo)	✓	✓	✓	✓

Focus / Objective	Strategy	Expected Outcome	Schedule			
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	<p>effectiveness through the implementation of SDL</p> <ul style="list-style-type: none"> - To prepare (i) pre-lesson tasks for student preparation, (ii) assessment tasks for learning and to assess the students' learning in lessons. - To plan and revise the teaching curriculum and plan incorporate with SDL. - Each subject is encouraged to use the various learning strategies (Hattie's) - To prepare the self-learning materials to enhance Self Directed Learning 	<ul style="list-style-type: none"> • At least one material (e.g. notes, exercises) of pre-lesson tasks are prepared successfully • At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully • The pre-lesson tasks can be incorporated with CCL in teaching and assessment. • Lesson time is saved for teachers to teach some difficult parts. • Subject panels should select appropriate strategies among the learning strategies after studying them on SD days. • Experiences of promoting learning strategies can be summarized especially in subjects with CCL seed teachers. • One set of self-learning material is prepared successfully. 				
4. Provide training of and foster exchange among colleagues for implementing SDL	<p>4.1 To conduct seminars/ workshops on concepts and practices of SDL, especially on</p> <ul style="list-style-type: none"> - training students' study routines and habits via instructional design - differentiated teaching/assessment strategies for students with different attainments - instructional materials preparation for SDL e.g. videos for flip classroom 	<ul style="list-style-type: none"> • Seminars/ workshops are conducted on SD Day and positively evaluated. 	✓	✓	✓	✓
	<p>4.2 To aid subjects/committee in deriving practical ways in conducting SDL</p>	<ul style="list-style-type: none"> • Follow-ups on how the 14 elements are implemented in different subjects are done and reported. • Practical ways in conducting SDL are shared in common free period • Subjects design and conduct pilot schemes on their ideas on practical ways in conducting SDL 	✓	✓	✓	✓
	<p>4.3 To exchange with external organisations for stimulating ideas on SDL</p>	<ul style="list-style-type: none"> • External organization visits (for exchanges) are conducted and 	✓	✓	✓	✓

Focus / Objective	Strategy	Expected Outcome	Schedule			
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		positively evaluated				
5. Provide training and support to implementation for SDL	5.1 To review the concept of CCL and to explain its relationship with SDL to colleagues	<ul style="list-style-type: none"> Revisions on CCL concepts with reference to SDL are conducted on SD Day and positively evaluated on the revision 	✓	✓	✓	✓
	5.2 To provide subject-based training and support to teachers in applying CCL with respect to SDL through					
	(a) supporting seed teachers in their co-lesson preparation with subject teachers	<ul style="list-style-type: none"> Co-lesson preparations are carried out mainly by seed teachers in F.1-2 common free periods of different subjects and are positively evaluated. Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated. 	✓	✓	✓	✓
	(b) strengthening F.1-2 CCL utilization by lesson observation and post-lesson discussion	<ul style="list-style-type: none"> Lesson observations and post-lesson discussions are held. Trainings and support provided to teachers are considered to be useful. 	✓	✓	✓	✓
	(c) launching experience sharing sessions in SD Day	<ul style="list-style-type: none"> Experience sharing sessions on conducting CCL/SDL in lessons are held and positively evaluated by subject teachers. 	✓	✓	✓	✓
	(d) providing CCL/SDL lesson preparation sessions on SD Day	<ul style="list-style-type: none"> Sessions for CCL/SDL lesson preparation are held on SD Day and positively evaluated by teachers. 	✓	✓	✓	✓
	5.3 To provide support (training and experience sharing) on preparation of LFP on the following aspects:	<ul style="list-style-type: none"> Subject-based training on the preparation of LFP is held. Supports are given during co-lesson 	✓	✓	✓	✓

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	<ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction ■ learning difficulties identification 	<ul style="list-style-type: none"> • preparation for appraisal. • Teachers positively indicate that they understand the essence of LFP. • Teachers positively indicate that they are able to prepare LFP individually 				
	5.4 To provide support SDL via resources provision	<ul style="list-style-type: none"> • Longer time period in SD days is spared for SDL materials preparation • Reference books are purchased • Teachers positively indicate that resource supports are enough for carrying out SDL 	✓	✓	✓	✓
6. Strike a balance through balancing classroom learning and learning activities outside classroom	<ul style="list-style-type: none"> ■ School-based statistics on all activities held in normal time-table at school is conducted ■ Corresponding policy is set up to strike the balance between learning activities outside classroom and classroom learning. 	<ul style="list-style-type: none"> • Classroom learning and learning activities outside classroom are well-balanced. • Clashes between learning activities outside classroom and classroom learning are minimized 		✓	✓	✓