



**Tin Ka Ping Secondary School**  
**Annual School Plan**  
**(2013-2014)**

## **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**

# **Tin Ka Ping Secondary School**

## **Annual School Plan**

**(2013-2014)**

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#### **Major Concerns**

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## Major Concern (I) : To optimize the Teaching and Learning

### I. Implementation of Constructivist & Cooperative Learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Setting standards of LFP	Before September	<ol style="list-style-type: none"> <li>Standards are set up successfully</li> <li>The standards include the elements of CCL</li> </ol>	<ol style="list-style-type: none"> <li>Feedback from AC and CCL unit</li> <li>Feedback from other teachers</li> </ol>	CWT CCY	
2. LFP: Form 2	Whole year	<ol style="list-style-type: none"> <li>Standards of LFP are achieved.</li> <li>Full version LFP of one fourth of total teaching contents (1/4) are prepared.</li> <li>Partial version LFP of half of total teaching contents (1/2) are prepared.</li> <li>Teachers could make use of the LFP to enhance students' learning.</li> </ol>	<ol style="list-style-type: none"> <li>Feedback from teachers</li> <li>Lesson preparation</li> <li>Lesson observation</li> <li>Quality of LFP</li> </ol>	CWT CCY CYH	Classroom setting: projector and chalkboard
3. LFP: Form 1	Whole year	<ol style="list-style-type: none"> <li>Standards of LFP are achieved.</li> <li>Certain amounts of LFP are prepared. (subject based)</li> <li>Teachers could make use of the LFP to enhance students' learning.</li> </ol>	<ol style="list-style-type: none"> <li>Oral preparation with teachers / LFP full version for one lesson is prepared.</li> <li>Feedback from teachers</li> <li>Quality of LFP</li> <li>Video shooting</li> </ol>	CWT CCY CYH	Classroom setting: chair and desk
4. LFP: Other forms	Whole year	<ol style="list-style-type: none"> <li>Each teacher constructs a LFP in at least one unit. (either refine or start a new unit)</li> <li>Teachers could make use of the LFP to enhance students' learning.</li> </ol>	<ol style="list-style-type: none"> <li>Oral preparation with teachers / LFP full version for one lesson is prepared.</li> <li>Feedback from teachers</li> <li>Quality of LFP</li> <li>Video shooting</li> </ol>	CWT CCY	

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
5. Academic exchange	Whole year	1. Exchanges are conducted. (frequency of exchanges: subject base) 2. Reflections on the use of CL / LFP are shared within subject.	1. Feedback from teachers 2. Discussion and sharing in subject meeting	CWT CCY	Common free periods of teachers in charge

## Major Concern ( II ) : Enhancement of Using English in Learning and Teaching

### I. Hire consultants for cross- curriculum training and planning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Experts on cross-curriculum will be invited as consultants for training and planning in Science, History, Geography and Economics departments.	09/13-01/14 for Humanities Department IS (pending).	● About 12 contact hours with consultants in 1 <sup>st</sup> Term.	● report	● Ms Lau Wai Man ● Staff Professional Development Unit ● Yin Chun, Wai Ping and Wai Tak ● Ka Lun (?)	➤ REES
2. A handbook on cross-curriculum will be produced by teachers under the guidance and supervision of the consultants.	09/13-01/14	● English vocab, sentence patterns, genres and linguistic features in learning other subjects are introduced to students.	● The first draft is produced.	● TA ● Subject teachers	➤ REES

## II. Enhancing the Professional Capability of Teachers

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Non-English teachers are required to produce videos to demonstrate their teaching effectiveness in terms of English across the curriculum. Target teachers are required to produce teaching materials, mainly videos, which embeds techniques learned from cross-curriculum trainings and in which the topics should be part of the curriculum.	09/13-01/14	● About 7 video clips are produced.	➤ Videos produced will be uploaded to the school intranet as teaching and learning resources for teachers and students	➤ Mr Chung Wai Tak ➤ Technician/TA ➤ Chun Lan, Ralph, Wai Chun, Yat Hang, Wai Tak, Kam Yuen, Ching Yui	REES

## III. Providing English Learning Activities for Students

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Teachers will assign a group of students from each form a topic to produce a video. 2. Students will have to research, collect information and write their own scripts. 3. Subject teachers will then proofread their scripts to ensure the accuracy of the contents.	09/13-01/14	■ F.1 & F.2 IS ■ F.3: Econ, Hist, Geog ● F.4: Phy, Chem, Bio, Econ, Hist, Geog, ICT, VA	● Video clips submitted to teachers in the relevant departments. ● 13 video clips will be produced.	● Ms Candy Chan ● Technician	REES

**Major Concern (III) : Striking a Balance Between Conformity and Individuality / Collective and Individual Development**

Major Concerns	Student Affairs Unit (SAU)	Life Education Unit (LEU)	Co-curricular Activities Unit (CCAU)	Student Leaders Training Unit (SLTU)	Careers Guidance Unit (CGU)
1. Promotion of personality development and pursuit of excellence					
1.1 Cater for learner diversity	✓	✓	✓	✓	✓
1.2 Optimize the class teachers' work	✓	✓			
1.3 Optimize the student development course / system	✓	✓	✓	✓	✓
2. Civic leadership development					
2.1 Reinforcement of students' moral values	✓	✓	✓	✓	✓
2.2 Widening students' horizons		✓	✓	✓	✓

**Details of this major concern can be found in the units' plans as appended below.**

## Appendix : Unit plans of Student Affairs Committee

### Student Affairs Unit 2013–2014 Annual School Plan

#### Objective (I) : Promotion of personality development and pursuit of excellence

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
A) Cater for learner diversity	<p>1. Building on the strengths of students and providing them with avenues for gaining a sense of achievement</p> <p>1.1 Let the notion take hold in the school that “students grow at varying paces so we ought to build on their strengths and provide avenues for them to live their full potential and thus gain a sense of achievement.”</p> <p>1.2 Students will be grouped by class teachers according to their varying traits. Teachers will set respective goals for groups and track their progress, providing support when deemed appropriate.</p> <p>1.3 A self- reflection session every three years for class teachers to offer their thoughts on this objective. (We suggest designing follow-up guidelines and activities according to the needs of slow learners / weaker students.) A sharing and feedback session among teachers will also be scheduled.</p> <p>1.4 The form liaisons will render their</p>	13–14	<ul style="list-style-type: none"> <li>▪ Class teachers are familiar with the varying traits that are displayed in different groups</li> <li>▪ Students from all groups have clear goals</li> <li>▪ Teachers are fully aware of their students' strengths and ready to be their facilitators in bringing their strengths into play</li> <li>▪ The self-reflection session is on schedule</li> <li>▪ The sharing and feedback session is on schedule</li> <li>▪ Progress in students' performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Reports of form meetings and conduct meetings</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Meeting minutes</li> <li>▪ Students' performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CWC</li> <li>▪ SYM</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ Class teachers</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> </ul>



Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	full support to class teachers.					
	<p>2. Provide ample opportunities for students to gain a sense of achievement</p> <p>2.1 Self-management Scheme (for prefects)</p> <ul style="list-style-type: none"> <li>▪ Provide focused trainings and opportunities to strengthen the leadership skills in leading the summary and reflection for the prefect leaders.</li> <li>▪ Regulate the trainings' focus for seed prefects to enhance their planning ability and leadership skills.</li> <li>▪ Implement unit team responsible for a particular project to enhance team members' planning ability and sense of belonging.</li> <li>▪ Improve the content and form of gatherings to enhance the sense of belonging and mission.</li> <li>▪ Increase the opportunities for prefects to facing students in certain situations, for example, conduct family sharing in junior-form assemblies and emcee at School Year Closing Ceremony, to enhance uniqueness of the role of prefects.</li> </ul> <p>2.2 Self-management Scheme (for class committees)</p> <ul style="list-style-type: none"> <li>▪ Continue to work with the Student Leaders Training Unit in providing</li> </ul>	13–14	<ul style="list-style-type: none"> <li>▪ Training has been provided according to the prefects' needs</li> <li>▪ Overall participation rate at 90%</li> <li>▪ Students' responsiveness and commitment</li> <li>▪ Prefects are effective in their role with exemplary performances</li> <li>▪ Prefects' positive image and good rapport with other students</li> <li>▪ Class committee members are playing their roles effectively</li> <li>▪ Team spirit and positive attitudes are developed through Life Education lessons</li> <li>▪ Monitors are mastering the role of student leaders and assisting class teachers in managing the class.</li> <li>▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Comments of instructors both inside and outside the school</li> <li>▪ Survey</li> <li>▪ Records</li> <li>▪ Monitors' scores given by the class committee</li> <li>▪ Monitors' self-reflections</li> <li>▪ Comments of subject teachers</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>▪ LWP</li> <li>▪ LYC</li> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CWC</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> </ul>

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	<p>training for class committee members.</p> <ul style="list-style-type: none"> <li>▪ Life Education lessons: “Design our board”.</li> <li>▪ Life Education lessons and Class Teacher Periods: “Manage our class”.</li> </ul> <p>2.3 Training for monitors through monitors meetings, workshops and lunchtime meetings</p> <ul style="list-style-type: none"> <li>▪ In order to build up their important role as student leaders, all form one monitors will be offered more support from both class teachers and form liaisons of S.A.U. Duties are assigned to assist their class teachers in managing their class.</li> <li>▪ Monitors are equipped with leadership skills through training and workshop.</li> <li>▪ Development of skills on interpersonal relationships and conflict management through the training organized by the Student Leaders Training Unit.</li> <li>▪ Monitors’ performance will be reported by their class teachers in form meetings.</li> <li>▪ Their performance will also be evaluated by both their class committee members and themselves.</li> <li>▪ Evaluation will be done with reference to the score given by the</li> </ul>					

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	<p>class committee members and their own self-reflections.</p> <ul style="list-style-type: none"> <li>▪ Through peer appraisal and self-reflections, monitors can be more assured of their good work while knowing the areas to improve.</li> <li>▪ Experience sharing lunchtime meetings are arranged to monitors at the same form with form liaisons of S.A.U. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly.</li> <li>▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models.</li> </ul> <p>2.4 Training for chief subject monitors through chief subject monitors meetings and lunchtime meetings</p> <ul style="list-style-type: none"> <li>▪ Integrity is cultivated through training / workshop.</li> <li>▪ Homework collecting procedures are demonstrated with practice.</li> <li>▪ Continue to acquaint them with the requisite qualities as a chief subject monitor and expectations from the school.</li> <li>▪ Their performance will be reported by their class teachers in form meetings.</li> <li>▪ Experience sharing lunchtime meetings are arranged to chief subject</li> </ul>					

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	<p>monitors of the same form with the S.A.U. member. Problems may also be shared so teachers can learn about what they are facing and offer support accordingly.</p> <ul style="list-style-type: none"> <li>▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models.</li> <li>▪ Punishment will be imposed if they deviate from the guidance over record management with deliberation.</li> </ul>					
B) Optimize the class teachers' work	<ol style="list-style-type: none"> <li>1. There will be double class teachers for F1 &amp; F2 forms, whereas it depends on the actual needs of a class for other forms.</li> <li>2. Continue to stabilize / optimize job allocation between two class teachers to facilitate their focus on students' different needs and communication with parents.</li> <li>3. Continue to assist class teachers in carrying out moral education and further enhance the quality of class teacher periods. Give one lesson in each form by a SAU member during the class teacher period. Shoot a video of the lesson in each class hosted by the student(s) during the class teacher period.</li> <li>4. Review the outcomes of class management and class teachers' work through student surveys (with the questions about school-based</li> </ol>	13–14	<ul style="list-style-type: none"> <li>▪ Reception from class teachers and students</li> <li>▪ Involvement of class teachers</li> <li>▪ Good understanding and effective work allocation between two class teachers; strengthened communication with parents</li> <li>▪ Better use of the class teacher period in carrying out moral education</li> <li>▪ Goal settings in appraisals for class teachers' performance with collaboration of the Staff Professional Development Unit and implement pilot scheme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Reports of form meetings and conduct meetings</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CWC</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ Class teachers</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> <li>▪ Questionnaire</li> </ul>

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	<p>management) on their learning atmosphere, team spirit and presence of daily life routines. Conduct the survey respectively in junior and senior forms, and put in more school-based questions. Use the findings of the survey continuously to facilitate class teachers' managing of the class.</p> <p>5. Work closely with the Staff Professional Development Unit on the goals of appraisal for class teachers, implement pilot scheme and discuss how to implement them. And make the most of the surveys and other materials to facilitate further implementation of appraisal for class teachers.</p>					
C) Optimize the student development course / system	<p>1. Tapping into external resources</p> <p>1.1 Invite guests to share at the weekly assemblies.</p> <p>1.2 Continue to use or introduce external resources to provide counseling and related services for target groups; improve the outcome through communication between staff members.</p> <p>1.3 Use the evaluation of counseling groups more effectively.</p> <p>2. Optimize the school-based system for caring for students with different educational needs</p> <p>2.1 Strengthen the support system for SENs. Tap into external resources, assign staff members, and set up a team</p>	13–14	<ul style="list-style-type: none"> <li>▪ Reception from class teachers and Student Affairs Unit members (form liaisons)</li> <li>▪ Better care provided for students</li> <li>▪ Smooth running of the support system for SENs</li> <li>▪ Attendance of related courses by certain teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Reports of form meetings and conduct meetings</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Records of course attendance</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ SYM</li> <li>▪ KY</li> <li>▪ SSW (Natalie)</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> </ul>

<b>Tasks / Actions</b>						
<b>Items / Targets</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Staff Responsible</b>	<b>Resources Required</b>
	<p>to take care of students with special educational needs, at the same time strengthening the support of form liaisons for the class teachers, parents as well as students.</p> <p>2.2 Work with the Staff Professional Development Unit and introduce courses to teachers from Chinese and English Department for improving their skills in taking care of students with special needs practically.</p>					

**Objective (II) : Civic leadership development**

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
A) Reinforcement of students' moral values	<p>1. Reinforcement of core values : care, honesty, diligence, and perseverance</p> <p>1.1 Continue to optimize and enrich the resources bank to facilitate class teachers' undertaking of core values education.</p> <p>1.2 Continue to work with the Life Education Unit on Life Education lessons, selecting in the first lesson at least one core value as the major concern of respective class committee.</p> <p>1.3 Class teachers will address the major concern(s) during class teacher periods whereas the class committee will follow up through activities or other arrangements. Meanwhile, 'Honesty' has been chosen as the major concern of the school this year. Some school-wide / junior or senior secondary level / form association activities will be arranged to encourage students' effort in building their core values.</p> <p>1.4 Use the core values as the themes of the Board Design Competition during the first term.</p>	13-14	<ul style="list-style-type: none"> <li>▪ Materials from the resources bank can be utilized by class teachers</li> <li>▪ Major concern(s) can be selected during the first Life Education lesson</li> <li>▪ Both class teachers and class committees have addressed the major concern(s) with actions</li> <li>▪ Classes responded well to the initiative and activities at the school level / junior or senior secondary level / form association level</li> <li>▪ Major concerns are echoed in the board design of each class</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Reports of form meetings and conduct meetings</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> <li>▪ Meeting minutes</li> <li>▪ Scores in the board design competition</li> </ul>	<ul style="list-style-type: none"> <li>▪ CLH</li> <li>▪ CKM</li> <li>▪ CWC</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ Class teachers</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> </ul>

**Objective (III) : Tap into resources to enhance the effectiveness of student guidance**

Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
A) Provide counseling and guidance	<ol style="list-style-type: none"> <li>1. Regular distribution and collection of “Student Counseling Record Forms” and clear guidelines on filling out the form to monitor students and to ensure their well being. Review of the filing system of “Student Counseling Record” at the end of the school year.</li> <li>2. Enhance the role of form liaisons in coordinating the target groups; improve communication between the school social worker, form liaisons and class teachers.</li> <li>3. Counseling groups are probably held on Wednesday and Saturday to avoid any time clash with CCA and school team training.</li> <li>4. More specific information about the counseling group will be provided for the teacher-in-charge, class teachers and form liaisons to select the students who are suitable to join the groups.</li> <li>5. Consolidate the circulation of reviews of target groups between related parties.</li> <li>6. “Shining Hearts” programme:               <ol style="list-style-type: none"> <li>6.1 The teacher-in-charge should continue to select “Suns” at their own discretion for enhancing mutual cooperation.</li> <li>6.2 The school social workers continue to be responsible in training of “Suns”;</li> </ol> </li> </ol>	13–14	<ul style="list-style-type: none"> <li>▪ Relevant teachers and students are informed</li> <li>▪ Effective collaboration between Student Affairs Unit members and class teachers for the programme “Love is all around”, Life Education lessons, preparations for weekly assemblies, and recruitment of target group members, etc</li> <li>▪ Effective collaboration between the Student Affairs Unit members and students, for example, on “Shining Hearts”</li> <li>▪ Teachers know their target group members and how they have progressed after receiving counseling</li> <li>▪ Overall participation rate at 90%</li> <li>▪ Students' responsiveness and commitment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Survey</li> <li>▪ Questionnaire</li> <li>▪ Records</li> <li>▪ Comments of Student Affairs Unit members (form liaisons) and class teachers</li> <li>▪ Reported by the teachers-in-charge</li> </ul>	<ul style="list-style-type: none"> <li>▪ CKK</li> <li>▪ CWS ( Leanne )</li> <li>▪ CKM</li> <li>▪ CWS ( Alex )</li> <li>▪ KY</li> <li>▪ SSW ( Natalie )</li> <li>▪ Student Affairs Unit members (form liaisons)</li> <li>▪ WHW</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pertaining expenses (as per annual budget)</li> </ul>



Tasks / Actions						
Items / Targets	Strategies	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
	<p>and be the coordinator of some groups.</p> <p>6.3 “Seedlings” can take up the role of “Suns” with Senior Suns’ guidance.</p> <p>7. “Striving for Excellence” programme:</p> <p>7.1 The programme will be held in F2 only.</p> <p>7.2 Promotion of the programme through the Form Association (Chairs of the class committees).</p> <p>7.3 The programme will mainly focus on their daily performance, i.e. punctuality, homework and tidiness.</p> <p>8. “Twinkle Tin Teen” scheme:</p> <p>8.1 With a view of developing a spirit of “Thriving in Adversity” among students, organize a series of activities echoing the theme and make use of the class teacher periods in providing opportunities for students to participate in.</p> <p>8.2 The scheme consists of the following activities: “Love is all around”, “Themed Weekly Assembly (junior and senior forms)” and other activities.</p>					

**Life Education Unit**  
**Annual Plan (2013-2014)**

**Major Concerns (I) Promotion of Personality Development and Pursuit of Excellence**

Tasks / Actions	Criteria of Success	Method of Evaluation	Staff Responsible	Resources Required
<b>1.1 Cater for learning diversity</b>				
<p>1.1.1 To set up Form 1 Career Planning Scheme(生涯規劃). Give support to the Student Affairs Unit to optimize the performance of students of medium abilities.</p> <p>1.1.2 To systemize and design life education lessons to suit the needs of students of various levels.</p>	<ul style="list-style-type: none"> <li>● To strengthen Form 1 students the awareness in goal setting and time management</li> <li>● To facilitate class teachers to run the related programmes</li> <li>● To increase the number of form assemblies to suit the special needs of students in various forms</li> </ul>	<ul style="list-style-type: none"> <li>● To evaluate the effectiveness of the programmes in the Joint Student Affairs Committee meetings</li> <li>● To collect class teachers' feedback through course evaluation forms</li> <li>● To evaluate the results in the Life Education Unit meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Our unit and Career Guidance Unit</li> <li>● Unit head and the members involved</li> </ul>	<ul style="list-style-type: none"> <li>● Reference books</li> <li>● Teaching kits</li> </ul>
<b>1.2 Optimize the class teachers' work</b>				
<p>1.2.1 To reinforce the rapport between class teachers, to enhance their comprehension on life education lessons and related preparatory work.</p> <p>1.2.2 To provide support to class teachers and teachers, to facilitate the implementation of moral and civic education</p> <p>1.2.3 To perfect the bank of moral education, to make it user-friendly to teachers</p> <p>1.2.4 To encourage class teachers and students to give feedback to the messages delivered in the morning assemblies. To provide resources and materials for both teachers and students for exchanging ideas.</p>	<ul style="list-style-type: none"> <li>● Form coordinators can contact class teachers orally or through e-mails according to the needs of the lessons</li> <li>● To give encouragement to class teachers through e-mails and meetings.</li> <li>● More teachers can make good use of the resources provided by the data bank.</li> <li>● Teachers feel satisfied with the materials provided in the bank.</li> <li>● To provide channels for teacher- student communication</li> </ul>	<ul style="list-style-type: none"> <li>● To evaluate the results in the form meetings, Student Affairs Unit and Life Education Unit meetings</li> <li>● To interview class teachers for their feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Unit head</li> <li>● Form coordinators</li> </ul>	

Tasks / Actions	Criteria of Success	Method of Evaluation	Staff Responsible	Resources Required
<b>1.3 Optimize the student development course / system</b>				
1.3.1 Optimize life education lessons <ul style="list-style-type: none"> <li>To optimize the key lessons with the other units</li> </ul>	<ul style="list-style-type: none"> <li>To further strengthen the career planning series, the Form 1 lessons can be more coherent</li> <li>To increase the no of form assemblies to suit the needs of certain levels</li> <li>Teachers are generally satisfied with the design of life education lessons</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate students' performance in the Students' Affairs Unit meetings</li> <li>To collect class teachers' opinions by using the evaluation forms</li> <li>To conduct the reviews in the Life Education Unit meetings</li> </ul>	<ul style="list-style-type: none"> <li>Life Education Unit and Career and Guidance Unit</li> <li>Unit head and members involved</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Teaching kits</li> </ul>

### Major Concern (II): Civic leadership development

Tasks / Actions	Criteria of Success	Method of Evaluation	Staff Responsible	Resources Required
<b>2.1 Reinforcement of students' moral value</b>				
2.1.1 To reinforce the 4 core values  To strength the design of morning assemblies, life education lessons and assemblies, to instill the messages conveyed by the 4 core values to the students appropriately  2.1.2 Introduction of external resources <ul style="list-style-type: none"> <li>To invite guest speakers or organizations to give talks or hold the assemblies</li> <li>To introduce diversified topics by conducting form assemblies</li> </ul>	<ul style="list-style-type: none"> <li>The Class Committees can set the 4 core values as their annual goals and implement the related activities successfully</li> <li>The messages brought by the 4 core values can be strengthened in the morning assemblies</li> <li>Students' awareness and recognition in the 4 core values can generally be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>To review the general performance of the students in the Student Affairs Unit meetings</li> <li>To collect feedback from class teachers through evaluation forms</li> <li>To collect feedback from class teachers through form meetings</li> <li>To review the results in the Life Education Unit</li> </ul>	<ul style="list-style-type: none"> <li>Joint Student Affairs Committee</li> <li>Unit leaders and the members involved</li> <li>Class teachers and class committees</li> </ul>	<ul style="list-style-type: none"> <li>Fees for the guest speakers</li> <li>Reference books</li> <li>Teaching kits</li> </ul>

Tasks / Actions	Criteria of Success	Method of Evaluation	Staff Responsible	Resources Required
		meetings <ul style="list-style-type: none"> <li>The class committees have to evaluate the effectiveness of the related activities in their meetings</li> </ul>		
<b>2.2 Widening students' horizons</b>				
<p>2.2.1 To enhance students' awareness of current affairs</p> <ul style="list-style-type: none"> <li>To block a time period to let students listen to the daily news on current affairs and editorial links</li> <li>To set up news bulletin board</li> <li>To conduct the current affairs quizzes</li> <li>To strengthen the message conveyed by the morning assemblies so as to build up the atmosphere</li> </ul> <p>2.2.2 To optimize the Voluntary Service Scheme</p> <ul style="list-style-type: none"> <li>To strengthen the support to the scheme</li> <li>To develop students' organizations to implement and organize voluntary service</li> <li>To promote and raise students' awareness in doing voluntary work through life education lessons and assemblies</li> <li>To keep a close contact with external organizations so as to provide different types of voluntary work to students</li> <li>To co-operate with the Welfare Department of the Student Union, to distribute the voluntary service record cards</li> </ul>	<ul style="list-style-type: none"> <li>Both teachers and students can have more chances to get in touch and to investigate into current affairs through class teachers periods, morning assemblies, assemblies and life education lessons</li> <li>To conduct current affairs forum with Student Union and Co-curricular Activities Unit</li> <li>With the co-operation of the teaching assistants, to organize forums to discuss current issues and to provide a platform for students to show their viewpoints of the issues</li> <li>Both teachers and students are satisfied with the related activities</li> <li>To create annual off-campus collaboration groups list</li> <li>Senior form students can sustain their motivation to participate in voluntary work. More junior form students can participate in external voluntary work.</li> <li>Students can have more chances to participate in the community affairs.</li> </ul>	<ul style="list-style-type: none"> <li>To review the results through form meetings, Students Affairs Unit and Life Education Unit meetings</li> <li>To get teachers and students' feedback through evaluation forms</li> <li>To understand students' participation in doing voluntary work from their declaration</li> </ul>	<ul style="list-style-type: none"> <li>Wan Keung</li> <li>Ka Lun</li>   <li>Wai Nga</li> <li>Teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>Bulletin board</li> <li>Support from the I.T.group</li> <li>Website of Ming Pao</li> <li>Website of RTHK</li> </ul>

Tasks / Actions	Criteria of Success	Method of Evaluation	Staff Responsible	Resources Required
<p>2.2.3 To set an example for our students by promoting the educational philosophy of Mr. Tin Ka Ping and appreciating his attitude towards others and his work.</p> <ul style="list-style-type: none"> <li>● In the first two life education lessons, the following information is added:               <ol style="list-style-type: none"> <li>(1) the founder of the school and its deeds;</li> <li>(2) the implications of Tin Ka Ping spirits</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Starting from Form 1, students begin to recognise the practice of Dr. Tin Ka Ping in realising his educational dream and understand the history of Tin Ka Ping Secondary School. His sacrifice and dedication will develop and strengthen students' sense of superiority of being students of our school. This sense will be fully expressed in every detail in their school life.</li> </ul>	<ul style="list-style-type: none"> <li>● To review the results through form meetings, Students Affairs Unit and Life Education Unit meetings</li> <li>● To collect feedback from class teachers through evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>● Ka Lun</li> </ul>	

## Annual School Plan of Co-curricular Activities Unit (2013-14)

### Major concern (1): Building on strength, striving for excellence 促進個性發展、追求卓越

Tasks/Actions	Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required	
Catering for learner diversity ◆ Review different strengths of students	◆ Set up a data base for students' record ◆ Reinforce the use of eclass front page to promote the participation of outside school competition (esp. starting from new F. 1) ◆	Whole year	◆ Students with special strengths are recommended for subject heads ◆ Increase no. of students in participating outside school competition.	◆ Comments of teachers ◆ Survey	◆ CCA assistant ◆ CCA members	◆ CCA assistant
Catering for learner with special need	◆ Collect information from class teachers (CCA co-ordinators) and follow the case	Whole year	◆ Sharing from teachers	◆ Observation and no. of cases reported	◆ CCA members ◆ All CCA teachers and co-ordinators	
Review and optimize the student development system (CCA)	◆ Reinforce the promotion of leadership among F.3 & 4 students ◆ Cross check the shortlist of CCA ◆ Review and evaluate the type and number of CCA	Whole year	◆ Reception from teachers and students ◆ Reduce no. of cases exceeding 1P1M ◆ Reception from students	◆ Observation ◆ Survey	◆ CCA co-ordinators of all categories	◆ CCA assistant
Promote balanced lifestyle ◆ Review and evaluate the type and number of CCA ◆ Overview after school activities	◆ Collect information and opinions from teachers and students ◆ Gather information to get the whole picture	Whole year	◆ Reports of the review and evaluation ◆ Reports on students' interest ◆ Complete the overview	◆ Survey ◆ Questionnaire ◆ Analysis	◆ CCAU members ◆ CCA teachers ◆ Board of Student Affairs members	◆ CCA assistant

Tasks/Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Tapping into external resources ◆ Increase outside school coaches for CCA(if applicable)	◆ Promotion of charged CCA	Whole year	◆ Inviting suitable coaches	◆ Questionnaire ◆ Analysis	◆ CCAU members ◆ CCA teachers	◆ CCA assistant ◆ Subsidy of coach fee

**Major concern (2): To elevate the quality of civic leader 提升公民領袖素質**

Tasks/Actions		Time Scale	Success Criteria	Method of Evaluation	Staff Responsible	Resources Required
Reinforcement of students' moral values : Sense of responsibility, perseverance and care	◆ Reinforce promotion of 'active participation' ◆ Discuss the possibility of the election of the best school team/CCA ◆ Follow the long term absentee	Whole year	◆ Increase no. of students getting 'active participation' ◆ Suggest criteria for election	◆ Survey ◆ Collection of opinions	◆ CCAU members ◆ CCA teachers ◆ Other teachers (if applicable)	◆ CCA assistant
Broaden students' horizon	◆ Organize or co-organize activities in community ◆ Organize activities related to civic education ◆ Interflow with leaders of other school ◆ Participate outside school activities	Whole year	◆ Organize related activities	◆ Records or reports of activities	◆ CCAU members ◆ CCA teachers ◆ Other teachers (if applicable)	◆ CCA assistant

## Annual School Plan of Major Concerns of Student Leaders Training Unit for 2013-2014

### Major concern (I): Building on strength, striving for excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1.1 Review and optimize the framework of student leaders training program <input type="checkbox"/> Optimize the leadership training framework and recording system <input type="checkbox"/> Study on optimizing existing leadership training activities and tie in related activities outside school	Whole school year	<input type="checkbox"/> Recording system optimized <input type="checkbox"/> Training activities refined	<input type="checkbox"/> Optimizing training framework <input type="checkbox"/> Optimizing recording system <input type="checkbox"/> Tie-in related activities outside school with existing leadership training activities	<input type="checkbox"/> Student Leaders Training Unit	<input type="checkbox"/> IT support <input type="checkbox"/> Relevant documents
1.2. Pilot training on CCL high effective base groups	09/2013	<input type="checkbox"/> Training program planned and implemented <input type="checkbox"/> More than 80 percent of the students confirm the positive outcome	<input type="checkbox"/> Clear objectives <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Review by colleagues <input type="checkbox"/> Students' reflection	<input type="checkbox"/> Student Leaders Training Unit <input type="checkbox"/> External service provider	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Evaluation forms
1.3 S1 Campus Adaptation Scheme 中一校園適應計劃 <input type="checkbox"/> S1 Discipline Training Camp <input type="checkbox"/> S1 Excellent Living Award Scheme 中一卓越生活獎勵計劃 <input type="checkbox"/> S1 aspiring leaders training 中一班會職員暨組長訓練	09/2013-11/2013	<input type="checkbox"/> Students exhibit team spirit and collaborate with one another <input type="checkbox"/> More than 80 percent of the parents confirm the positive outcome of the program <input type="checkbox"/> Students' engagement <input type="checkbox"/> Students have learned their own traits	<input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Parents survey <input type="checkbox"/> Reflections by students <input type="checkbox"/> Review by colleagues	<input type="checkbox"/> Student Leaders Training Unit <input type="checkbox"/> Student Affairs Committee members and class teachers of S1 <input type="checkbox"/> External trainers	<input type="checkbox"/> Allocated funds <input type="checkbox"/> Evaluation forms
1.4 Training for senior students (Decision making and strategy training)	07/2014	<input type="checkbox"/> Students have learned thinking and decision making skills <input type="checkbox"/> Students' engagement <input type="checkbox"/> 80 percent of students accept the outcome of the programme	<input type="checkbox"/> Program review by students <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Collect feedback from pertaining teachers	<input type="checkbox"/> Student Leaders Training Unit <input type="checkbox"/> External service provider	<input type="checkbox"/> Evaluation forms <input type="checkbox"/> Allocated funds



<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Staff Responsible</b>	<b>Resources Required</b>
1.5 Promote balanced lifestyle	Whole school year	<input type="checkbox"/> Activities schedule reviewed <input type="checkbox"/> The theme of a balanced lifestyle was promoted during the training	<input type="checkbox"/> Review the details of activities <input type="checkbox"/> Students' reflection	<input type="checkbox"/> Student Leaders Training Unit	<input type="checkbox"/> Relevant documents <input type="checkbox"/> Evaluation forms

**Major concern (II): To elevate the quality of civic leader**

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Staff Responsible</b>	<b>Resources Required</b>
2.1 Basic leadership skills training programs	9/2013	<input type="checkbox"/> Students' engagement <input type="checkbox"/> Students have acquired basic operation and management skills	<input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Programs review <input type="checkbox"/> Reflection and review by students	<input type="checkbox"/> Student Leaders Training Unit	<input type="checkbox"/> Relevant materials <input type="checkbox"/> Evaluation forms
2.2 Strengthen the implementation of moral education and current affairs	Whole school year	<input type="checkbox"/> Emphasizes the focus of the training <input type="checkbox"/> Students can build up positive values <input type="checkbox"/> Elevate reflections after training	<input type="checkbox"/> Reflections by students <input type="checkbox"/> Observation on students' performance <input type="checkbox"/> Feedback from colleagues	<input type="checkbox"/> Student Leaders Training Unit <input type="checkbox"/> External service provider	<input type="checkbox"/> Relevant evaluation and questionnaire

## Annual School Plan of Major Concerns of Careers Guidance Unit for 2013-2014

Major Concern (I) : Provide more chances to build up confidence 及 Reinforcement of students' moral values

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. Encourage participating in workplace visit	10/13-05/14	1 time	Feedback from participants and teachers involved	Team members	Traveling Fee subsidies, NGO service fee.
2. Provide more sharing chances: 2.1 Morning Assembly in Life Planning 2.2 S.4 representatives for S.3 Program Selection Talk 2.3 Share in writings after workplace visits	10/13-05/14	1 time	Feedback from audiences and speakers.	Team members	Assembly
		3 S.4 students shared		Team members	Talk
		1 time	Feedback from students.	Team members	Board

Major Concern (II) : Optimize the student development system

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources Required
1. S.6 JUPAS Held the Jupas Seminar in Life Education Period earlier, right after the JUPAS online launched.	Before 12/10	Held on time	Feedback from audiences and class teachers	Team members	Hall, Life Education Period.
1.2 Jupas Online Application (A) Starts collecting SRR for academic performance and personal & General Abilities earlier. (B) Ends the internal deadline earlier for following up	Before 19/10	Complete on time	Feedback from S.6 students	Team members	IT support, School exam mark.

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Staff Responsible</b>	<b>Resources Required</b>
action. (C) Modify the procedure on input SLP, OEA and additional Information.	Before 27/11	Complete on time		Team members	
	Before 27/11	Complete on time		Team members	
1.3 Parents Talk: (A) Held in Mid November, before the internal choices submission deadline; all parents from Senior forms will be entertained.	Before 27/11	Held on time	Feedback from audiences.	Team members	Hall, PTA support.
(B) Co-operate with PTA in promotion.	Before 27/11	Increase participation.	Feedback from audiences.	Team members	PTA support
2. Optimize whole school structure if needed.	10/13-05/14	Modify when the year ends.	Feedback from class teachers and students.	Team members	

Major Concern (III) : Widening students' horizons

<b>Tasks / Actions</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Staff Responsible</b>	<b>Resources Required</b>
1. Study abroad information talk (1) Mainland (2) Overseas	10/13-05/14	1 time 1 time	Feedback from audiences.	Team members	Hall/N504
2. Encourage participating in workplace visit	10/13-05/14	1 time	Feedback from participants and teachers involved	Team members	NGO promotion
3. Career Planning Counseling Group Workshop - targets on suitable S.5 students nominated by class teachers	10/13-05/14	1 Group	Feedback from participants and teachers involved	Team members	NGO service fee, Traveling fee subsidies.

