



田家炳中學 周年計劃書

Tin Ka Ping Secondary School Annual School Plan

(2023-2024)

【Index】

(2023-2024)

A. Committee & Units	
1. Academic Affairs Committee	Page 1-4
❶ Reading Promotion Unit	Page 5-6
2. Joint Committee on Student Affairs	
❶ Student Affairs Unit	Page 7-17
❷ Co-curricular Activities Unit	Page 18-20
❸ Life Education Unit	Page 21-24
❹ Student Leaders Training Unit	Page 25-27
❺ Career Guidance Unit	Page 28-32
3. Administrative & Development Committee	Page 33-35
❶ Information Technology Unit, EITP, E-learning	Page 36-38
❷ Chinese Culture Promotion Unit	Page 39-40
4. Staff Professional Development Committee	Page 41-45
❶ English Campus Promotion Unit	Page 46-47
B. Subjects	
1. Chinese Language	Page 48-49
2. Chinese Literature	Page 50
3. English Language	Page 51-54
4. Mathematics	Page 55-57
5. Life & Society / Liberal Studies / Citizenship & Social Development	Page 58-60
6. Integrated Science	Page 61-63
7. Chemistry	Page 64-65
8. Physics	Page 66-67
9. Biology	Page 68-70
10. Chinese History	Page 71-73
11. History	Page 74-75
12. Geography	Page 76-80
13. Business / Economics	Page 81-83
14. Computer & Tech. (C&T / Information & Communication Tech.(I.C.T.)	Page 84-85
15. Putonghua	Page 86
16. Visual Arts	Page 87-90
17. Music	Page 91-92
18. Physical Education	Page 93-95

Tin Ka Ping Secondary School**Programme Plan of the Academic Affairs Committee (2023-2024)****Major Concern (I): To strengthen students' self-management and self-directed learning (SDL) capacity**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms - Student perception questionnaires S1-5 of distribution, distribution, amount and efficiency of assessment)	Nov Mar May Jul	1.1 Student survey is conducted and the we can understand the workload of students more clearly. 1.2 Students' pressure on tests / assignments is relieved 1.3 About 70% students have positive response to the view that the amount of homework is reasonable. 1.4 About 70% students have positive response to the view that the assignments and tests help them to learn better. 1.5 Based on the survey and assessment results, subject panels reflect their assessment policy and efficiency.	1.1 Result of student survey 1.2 Results of UT and exam 1.3 Discussion with subject panels or subject teachers	CCY
2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning - To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self Directed Learning - To plan and revise the teaching curriculum and plan incorporate with SDL.	Whole year	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 2.2 The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment. 2.3 Lesson time is saved for teachers to teach some difficult parts. 2.4 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days. 2.5 One set of self-learning material is prepared successfully. (e.g. E-learning materials, reading, video, SharePoint or MS forms etc)	2.1 Lesson observation 2.2 Programme plans 2.3 Subject meeting minutes 2.4 Learning and teaching questionnaires 2.5 Frequency of uses of the self-learning materials 2.6 Teachers' and students' feedback	CCY

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> - Offer more opportunities to gifted students to develop their special talents. - Arrange subject-based enhancement courses. - Encourage students to take part in competitions and courses organized by outside bodies. - To relieve the pressure of homework of elite students so that the students have more time for SDL <p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <p>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.</p>	Whole year	<p>3.1 Students find the programs interesting and useful</p> <p>3.2 More than 10 gifted students are willing to attend the courses.</p> <p>3.3 High participation rate (80%)</p> <p>3.4 Good student performance</p> <p>3.5 A plan on helping average ability students is prepared</p> <p>3.6 A plan on helping low achievers is prepared</p>	<p>3.1 Learning and teaching questionnaires</p> <p>3.2 Perception of homework questionnaires</p> <p>3.3 Subject meeting minutes</p> <p>3.4 numbers of students attending the programs</p> <p>3.5 feedback from students.</p> <p>3.6 Teacher observation</p> <p>3.7 Analysis of the results of competitions</p> <p>3.8 The content of the plans</p>	LWM

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
4 Promote students' 4.1 learning motivation <ul style="list-style-type: none"> - To recognize students' achievements using various means - Prize giving ceremony - Academic Championship 4.2 ability of self-evaluation <ul style="list-style-type: none"> - explore the concept of the ability of self-evaluation of learning progress 	After UT/exam Whole year	4.1 More students are more aware on their study 4.2 Students aim at getting high mark / prize. 4.3 Motivation of students on learning is enhanced. 4.4 A plan on training in self-evaluation of learning progress is prepared	4.1 Teachers and students' feedback 4.2 Academic results in school uniform tests and examinations 4.3 The content of the plans	LWM
5. Integrate after-school learning activities, free up space for students, and provide support as needed to cultivate students' self-study habits.	Whole year	5.1 A plan on integration of activities is prepared	5.1 The content of the plans	CCY

Major concern (II): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	Whole year	1.1 The Form Six curricula of all subjects are completed by late Nov 2023. 1.2 At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 1.3 For 70% of HKDSE subjects, at least 60% of students achieve Level Four or above. 1.4 Positive value-addedness is obtained in 50% HKDSE subjects.	1.1 Subject meeting minutes 1.2 Results of HKDSE and JUPAS	CCY
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	Whole year	2.1 HKDSE subject panels analyse the elite scripts and provide suggestion to enhance students' learning. 2.2 Students are able to master the examination skills effectively through the examination analysis.	2.1 Feedback in subject meeting minutes	CCY
3. To request colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	Whole year	3.1 At least 50% senior form teachers from each HKDSE subject department apply to serve as markers and/or oral examiners. 3.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	3.1 DSE Markers record 3.2 Subject meeting minutes	CCY

Tin Ka Ping Secondary School

Reading Promotion Unit

School Annual Plan (2023-2024)

Major Concern (I): Enhance students’ interest in reading and create reading atmosphere

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible
1. To provide room for self-directed reading in order to cultivate students’ interest in reading.	Whole year	1.1 Most students can focus on reading during the Language Learning Enhancement Session. 1.2 An increase in the number of books borrowed 1.3 Positive feedback towards book exhibition 1.4 At least 50 numbers of books sharing recommended on the eclass library plus platform. 1.5 At least 1 outside school activities or competitions joined.	1.1 Progress reports in the Reading Promotion Unit meetings 1.2 Book Loan Statistical Report 1.3 Turnover of book exhibitions	Chau Wai Yee Class Teachers Panel Heads
2 To make use of two platforms: ‘Teachers’ Book Recommendations’ and ‘Library Fanpage’ so as to enhance reading atmosphere and encourage students to do more sharing	Whole year	1. An increase in the number of borrowed books recommended by teachers. 2. At least 50 posts and 450 followers throughout the year.	1. Book Loan Statistical Report 2. Facebook Page Post and Likes	Chau Wai Yee

Major concern (II): Supporting the teaching and learning of each department

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible
1. To build up electronic resources	whole year	1.1 An increase in the number of electronic books and magazines borrowed. 1.2 The implementation of electronic resources of different subjects. 1.3 The implementation of KOBO readers.	1. Book Loan Statistical Report 2. Teachers’ observation	Chau Wai Yee Tang Lai Chu Chan Wing Shan Panel Heads
2. To combine the curriculum and activities organized by different departments and committee , a theme-based strategy will be adopted to promote reading.	Whole year	2.1 An increase in the number of Chinese and English books borrowed. 2.2 At least 1 department or committee join together to promote reading.	2.1 Book Loan Statistical Report 2.2 Participation reports	Chau Wai Yee Tang Lai Chu Chan Wing Shan

Member list

Ms Chau Wai Yee

Mr. Lai Chun Yin

Ms. Tang Lai Chu

Ms Chan Wing Shan

Tin Ka Ping Secondary School

Student Affairs Unit

Program Plan of Major Concerns of SAU for 2023-2024

Major Concerns (2023 – 2024)

Objective (I) : To strengthen students' self-management and self-directed learning (SDL) capacity 強化學生自我管理及自主學習

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning					
1.1 建立穩固的成長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage	<u>Class Teachers :</u> <ul style="list-style-type: none"> Train students to utilize their student's handbook for learning in F.1-F.2 . Foster group leaders to help checking student handbook of group members (F.1-2) (F.1-F.2) Follow the student's personal time schedule to help them building awareness of time management. 	23-24	<u>Class Teachers :</u> <ul style="list-style-type: none"> Students can follow the instructions to write the recommended completion time of each HW in student handbook with international time mode. Through the Life Education period, students can plan their own timetables according to their individual needs. 	<ul style="list-style-type: none"> Reports of the form meetings and conduct meetings Opinions of the form liaisons and class teachers Report by the concerned teachers 	CLH LKL SMY LTY Class teachers Form Liaisons
	<u>Guidance</u> a. <u>Shining Hearts – Peer Guidance Scheme</u> <ul style="list-style-type: none"> The mentors (suns) give advice and take care of the mentees (seeds) in order to let the seeds adapt our new school environment. Each group needs to organize their own group activities by themselves. At the end of the academic year, some capable mentees will be trained to be 	23-24	<u>Guidance</u> a. <u>Shining Hearts – Peer Guidance Scheme</u> <ul style="list-style-type: none"> Each group should have regular gathering. The activities will be designed by both advisors and students. b. <u>Small Group Counselling</u> <ul style="list-style-type: none"> The overall participation rate should reach 85%. 	<ul style="list-style-type: none"> Observation Comments of form liaisons and class teachers Reported by the teachers-in-charge Attendance 	CKK CWS KY YWH TYL SSW1 SSW2 Form

	<p>mentors in the next academic year.</p> <ul style="list-style-type: none"> Some Form 1 students who need special care will still be the members of Shining Hearts in the coming academic year but they are not mentors. <p>b. <u>Small Counselling Group</u></p> <ul style="list-style-type: none"> Career counselling will be part of small group counselling, particularly for those students who have low learning motivation or even do not have any learning motivation. Cosmetology and coffee making are suggested. 		<ul style="list-style-type: none"> Whether the programmes should be kept or modified depends on the comments given by teachers and students (e.g. questionnaires, observation, etc.) 		Liaisons
<p>1.2 按學生的成長發展，逐步由「他管」轉移至「自管」模式</p> <p>Pace students' growth and facilitate their shift from "being managed" to "self-management"</p>	<p>a) <u>Shining Hearts</u></p> <ul style="list-style-type: none"> The mentors (suns) also need to help promote and organize all the counselling activities, such as assembly, voluntary work and annual theme of school guidance. <p>b) <u>"Striving for Excellence"</u></p> <ul style="list-style-type: none"> Planting will still be the theme of the programme in the coming academic. As our aim is "Love and Care", the Form 2 students will be asked to take care of plants. The growth of their plants will be recorded. Each class will be given a plant and asked to give a name of that plant. That plant is also one of the members in their 	23-24	<p>a) <u>Shining Hearts – Peer Guidance Scheme</u></p> <ul style="list-style-type: none"> Each group should have regular gathering. The activities will be designed by both advisors and students. <p>b) <u>"Striving for Excellence"</u></p> <ul style="list-style-type: none"> Each group has to take turn to take care of the plant in their class. The students have to observe and record of the plant, e.g. taking photos. If the class can keep the plant for a school term, they will get awards. The one who is willing to continue the planting will be awarded book coupons. 	<ul style="list-style-type: none"> Observation Reported by the teachers-in-charge Comments of form liaisons and class teachers 	<p>CKK</p> <p>CWS</p> <p>KY</p> <p>YWH</p> <p>TYL</p> <p>SSW1</p> <p>SSW2</p> <p>Form Liaisons</p>

	<p>class. Students need to make arrangement of taking care of their plants, e.g. setting timetable, work allocation, etc.</p> <ul style="list-style-type: none">▪ There will be a birth certificate for each plant. However, when the plant “passes away”, there will also be a death certificate.				
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Objective (II) : To nurture students' positive values 培養學生積極、正面的人生觀

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
1. Encourage students to face failure and difficulties positively					
1.1 透過不同平台及機會（如早會、生活教育課、周會、班主任課、各類活動、輔導等等），鼓勵學生正面、積極地面對困難，提升抗逆力 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	<u>Class Teachers</u> <ul style="list-style-type: none"> Enhance class teacher period to echo the related values 	23-24	<u>Class Teachers</u> <ul style="list-style-type: none"> Students enjoy the class teacher period and show positive feedback in survey. 	<ul style="list-style-type: none"> Questionnaire Opinions of the form liaisons and class teachers Report by the concerned teachers 	CLH LKL SMY LTY Class teachers Form Liaisons
	<u>Guidance</u> <p>a) <u>Shining Hearts</u></p> <ul style="list-style-type: none"> With a view of promoting the spirit of “Love and Care – People (Family)”, senior mentors (suns) will help organize a series of activities echoing the theme. The activities are as follows: <ul style="list-style-type: none"> ➢ Assembly ➢ Love is All Around ➢ Warm-your-heart Action Team <ul style="list-style-type: none"> ■ “Cheer-up Buddy!” will be held during pre-exam period. <p>b) <u>Small Group Counselling</u></p> <ul style="list-style-type: none"> All the counselling programmes will be 	23-24	<p>a) <u>Shining Hearts</u></p> <ul style="list-style-type: none"> There should be effective collaboration among Student Affairs Unit members, class teachers and Life Education Department for the activity “Love is All Around” and preparations for the yearly assembly. <p>b) <u>Small Group Counselling</u></p> <ul style="list-style-type: none"> The overall participation rate should reach 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Comments of form liaisons and class teachers Reported by the teachers-in-charge Evaluation reports written by the organisations which design and lead the programmes 	CKK CWS KY YWH TYL SSW1 SSW2 Form Liaisons

	<p>designed according to the information about students' characteristics provided by the school.</p> <ul style="list-style-type: none"> ▪ There will be “Caring Ambassadors” training as well as School Adaptation which aim at giving advice on peer relationship and self-care. 		<p>85%.</p> <ul style="list-style-type: none"> ▪ Whether the programmes should be kept or modified depends on the comments given by teachers and students (e.g. questionnaires, observation, etc.) 		
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Objective (II) : To nurture students' positive values 培養學生積極、正面的人生觀

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
2. Cultivate students to build habits of gratitude and service					
2.1 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我的認識，並提升自信（自我效能感）及管理 能力 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	Guidance a) <u>Shining Hearts</u> <ul style="list-style-type: none"> The members have to join and help organise voluntary work. b) <u>Small Group Counselling</u> <ul style="list-style-type: none"> Voluntary Work could be part of the counselling activities. 	23-24	a) <u>Shining Hearts</u> <ul style="list-style-type: none"> There will be at least ONE programme of voluntary work in the coming academic year. The participation rate of organising, preparing for voluntary work should reach 85%. b) <u>Small Group Counselling</u> <ul style="list-style-type: none"> The overall participation rate should reach 85%. Whether the programmes should be kept or modified depends on the comments given by teachers and students (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Reported by the teachers-in-charge 	CKK CWS KY YWH TYL SSW1 SSW2 Form Liaisons

Objective (II) : To nurture students' positive values 培養學生積極、正面的人生觀

Tasks / Actions					
Items / Targets	Strategies	TS	SC	MOE	PIC
3. Reinforce students' sense of belongings at school					
3.1 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感 Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement	<u>Class Teacher</u> <ul style="list-style-type: none"> Class teachers assign students to different posts according to their unique traits Work with the Student Leadership Training Unit to provide training for class association members 	23-24	<u>Class Teacher</u> <ul style="list-style-type: none"> Class teachers match tasks to the students Class association members are trained and run the association smoothly 	<ul style="list-style-type: none"> Questionnaire Reports of the form meetings and conduct meetings Opinions of the form liaisons and class teachers Report by the concerned teachers 	CLH LKL SMY LTY Class teachers Form Liaisons
	<u>Guidance</u> <p>a) <u>Shining Hearts – Peer Guidance Scheme</u></p> <ul style="list-style-type: none"> The suns give advice and take care of the seeds in order to let the seeds adapt our new school environment. Some Form 1 students who need special care will still be the members of Shining Hearts in the coming academic year but they are not mentors. There will be an advisor, who is a teacher or social worker, in each group. The mentors (suns) also need to help promote and organize all the counselling activities, such as assembly, voluntary work 		<u>Guidance</u> <p>a) <u>Shining Hearts – Peer Guidance Scheme</u></p> <ul style="list-style-type: none"> Each group should have regular gathering. The activities will be designed by both advisors and students. <p>b) <u>Small Group Counselling</u></p> <ul style="list-style-type: none"> The overall participation rate should reach 85%. Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> Observation Questionnaire Attendance Reported by the teachers-in-charge 	CKK CWS KY YWH TYL SSW1 SSW2 Form Liaisons

	<p>and annual theme of school guidance.</p> <ul style="list-style-type: none"> ▪ The mentors are those students whose academic performance is average or below average but they are enthusiastic of organizing school activities. ▪ Some mentors will be chosen to form a core group and they need to help plan some of the activities. <p>b) <u>Small Group Counselling</u></p> <ul style="list-style-type: none"> ▪ Some students will be selected as leaders of the counselling groups. They need to help the target students and organize the activities. 				
	<p><u>Prefects:</u></p> <ul style="list-style-type: none"> ▪ Provide ample opportunities for prefect leaders to develop their potentials by in charging of activities for prefects and administrative documents of whole-school activities such as Sports Day and Swimming Gala. ▪ Increase the exposure of prefect leaders in whole-school events such as holding junior-form morning exercise and delivering event reminders to build up their confidence. 	23-24	<p><u>Prefects</u></p> <ul style="list-style-type: none"> ▪ Prefect leaders are independent in carrying out the management work ▪ Prefects are effective in carrying out their roles with exemplary performances 	<ul style="list-style-type: none"> ▪ Observation ▪ Comments of instructors both inside and outside school ▪ Students' Survey ▪ Records ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the members-in-charge of S.A.U 	<p>LWP LYC CWS SSW (Christine)</p>

	<p><u>Monitors</u></p> <ul style="list-style-type: none"> ▪ In order to build up their important roles as student leaders, all junior forms monitors will gain support from both class teachers, form liaisons of S.A.U. and members-in-charge of S.A.U. They are assigned to assist their class teachers in managing their class. ▪ Experience sharing lunchtime meetings are arranged to monitors of the same form with form liaisons of S.A.U. once a term. Problems may also be shared so teachers can learn about what monitors are facing and offer support accordingly. ▪ Strong emphasis is put on praising monitors who perform satisfactorily and act as role models. <p><u>Chief subject monitors</u></p> <ul style="list-style-type: none"> ▪ Training for chief subject monitors through chief subject monitors meetings to acquaint them with the requisite qualities as a chief subject monitor and management skills. ▪ Strong emphasis is put on praising chief subject monitors who perform satisfactorily and act as role models 		<p><u>Monitors</u></p> <ul style="list-style-type: none"> ▪ Monitors master the role of student leaders and assist teachers in managing the class discipline. <p><u>Chief subject monitors</u></p> <ul style="list-style-type: none"> ▪ Chief Subject Monitors are effective in assisting subject monitors, subject teachers and class teachers. Homework record is accurate. ▪ Their performance is recognized by both class teachers and subject teachers. 	<ul style="list-style-type: none"> ▪ Observation ▪ Monitors' score given by the class committee ▪ Monitors' self-reflections ▪ Comments of both class teachers and subject teachers ▪ Comments of Student Affairs Unit members (form liaisons). ▪ Report by the member-in-charge of S.A.U 	<p>LYC CWS Student Affairs Unit members (form liaisons) SSW (Christine)</p> <p>LYC CWS Student Affairs Unit members (form liaisons) SSW (Christine)</p>
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<p>3.2 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍</p> <p>With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience</p>	<p><u>Guidance</u></p> <p>a) <u>Shining Hearts – Peer Guidance Scheme</u></p> <ul style="list-style-type: none"> ▪ The mentors (suns) give advice and take care of the mentees (seeds) in order to let the seeds adapt our new school environment. ▪ Each group needs to organize their own group activities by themselves. ▪ All the activities aim to nurture students how to care about themselves and take care of others. ▪ Group gathering lets students release stress and relieve their pressure on studies, e.g. board games, singing, dancing and sharing, etc. The members design and hold the activities themselves. <p>b) <u>Small Counselling Group</u></p> <ul style="list-style-type: none"> ▪ Career counselling will be part of small group counselling, particular for those students who have low learning motivation or even do not have any learning motivation. Cosmetology and coffee making will be suggested. ▪ In order to release their learning stress, some counselling group of making artwork will be organised 	23-24	<p><u>Guidance</u></p> <p>a) <u>Shining Hearts – Peer Guidance Scheme</u></p> <ul style="list-style-type: none"> ▪ Each group should have regular gathering. ▪ The activities will be designed by both advisors and students. <p>b) <u>Small Group Counselling</u></p> <ul style="list-style-type: none"> ▪ The overall participation rate should reach 85%. ▪ Whether the programmes should be kept or modified depends on the comments given by teachers and students. (e.g. questionnaires, observation, etc.) 	<ul style="list-style-type: none"> ▪ Observation ▪ Questionnaire ▪ Attendance ▪ Reported by the teachers-in-charge 	<p>CKK</p> <p>CWS</p> <p>KY</p> <p>YWH</p> <p>TYL</p> <p>SSW1</p> <p>SSW2</p> <p>Form</p> <p>Liaisons</p>
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TS : Time Scale

SC : Success Criteria

MOE : Methods of Evaluation

PIC : People in Charge

RR : Resources Required

Members of the Unit

Members: CWS, SYM, LWP, LYC, CWS, CKK, CLH, LKL, KY, CHY, YWH, TYL, TY, SMY

School social worker: Christine, Marco

Administrative staff member: Red

Appendix: Budget for 2023-24

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2023-2024

Major concern (I): To strengthen students' self-management and self-directed learning (SDL) capacity 強化學生自我管理及自主學習

Tasks／Actions	TS	SC	MOE	PIC
1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning				
1.2 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建立穩固的成長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想				
1.2.1To build up atmosphere of self-discipline in participation of CCAs.	◆ The Grit programme	Whole year	◆Recap the attainment of ‘active participation’ in CCAs ◆Data from eEnrolment ◆Review from teacher-in-charge	◆ teacher-in-charge of the CCAs
1.2.2 To build up high quality balanced life	◆ Refer to the ‘Student Development Framework’	Whole year	◆ 80% of students could follow the ‘Student Development Framework’ ◆ 60% of students take part in 30 th Anniversary activities.	◆ Teacher-in-charge of CCAs
1.3 Pace students’ growth and facilitate their shift from “being managed” to “self-management” 按學生的成長發展，逐步由「他管」轉移至「自管」模式				
1.3 To recap the concept of self-management for leaders.	◆Training programme ◆Daily guidance from advisors	Whole year	◆Leaders could understand the concept of self-management and role model. ◆Leaders could alert the transactions of experience to the junior form members.	◆CCAU members ◆Teacher-in-charge of CCAs

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2023-2024

Major concern (II): To nurture students' positive values 培養學生積極、正面的人生觀

1. Encourage students to face failure and difficulties positively					
1.2 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 透過不同平台（如早會、生活教育課、周會、班主任課、各類活動等），鼓勵學生正面、積極地面對困難，提升抗逆力	<ul style="list-style-type: none"> ◆ To introduce CCAU to new S. 1 and emphasize the purpose of CCA. ◆ Organize activities for promotion. 	<ul style="list-style-type: none"> ◆ August, 2023 ◆ Whole year 	<ul style="list-style-type: none"> ◆ Complete the programme ◆ At least one activity was organized from SU and 4 houses respectively. 	<ul style="list-style-type: none"> ◆ Review from students' planning in the handbook. ◆ Record in minutes 	<ul style="list-style-type: none"> ◆ CCA members ◆ SU & house advisors

2. Cultivate students to build habits of gratitude and service					
2.2 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 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我的認識，並提升自信（自我效能感）及管理能力	<ul style="list-style-type: none"> ◆ Keep emphasize the idea to students' organization in training programme ◆ Participation of volunteer services from selected students' groups. 	<ul style="list-style-type: none"> ◆ Oct, 2023 ◆ Whole year 	<ul style="list-style-type: none"> ◆ Complete the programme ◆ At least 3 groups have participated in volunteer services. 	<ul style="list-style-type: none"> ◆ Record in minutes 	Teacher-in-charge of CCAs

Tin Ka Ping Secondary School-Program Plan of Major Concerns of Co-curricular Activities Unit for 2023-2024

3. Reinforce students' sense of belongings at school						
3.1 Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力	◆ Training programme ◆ Daily guidance from advisors	◆ Oct, 2023 ◆ Whole year	◆ Over 70% of students from SU and houses committee agree they have increased their sense of achievement.	◆ Google form will be sent to students to collect statistics	◆ SU & house advisors	CCAU Assistant LWLG
3.2 With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活	◆ Introduction of short-term interest class	◆ Whole year	◆ Short-term interest class was launched.	◆ record	◆ CCAU members	CCAU Assistant LWLG

3. Members of the Unit: Choi Ching Yuet, Lo Tsui Shan, Lau Ching Lui, Pan Liping, Li Lek Ki, Tsoi Yin Ling, Leung Man Fai, Wong Yiu Long, Tam Yu Ting (Noel)

4. Appendix : Budget for 2023-2024

TS : Time Scale SC : Success Criteria MOE : Methods of Evaluation PIC : People in Charge RR : Resources Required

Tin Ka Ping Secondary School
Program Plan of Major Concerns of Life Education Unit (2023-2024)

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

Tasks / Actions	Criteria of Achievement	Evaluation methods	Person-in-charge
1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning			
1.2 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage <ul style="list-style-type: none"> To modify and integrate the content of the curriculum so as to fit the need of students at different stages. To launch volunteer service and life education lessons of different levels 	<ul style="list-style-type: none"> Relevant strategies of life education are set by the volunteer service team. 80% of participants agree with the effectiveness of the activities. 30% students participate in volunteer service and share their experience in assembly Integration of curriculum with different teaching methods and volunteer service for Intellectual, Emotional, Volitional and Practical Dimensions 	<ul style="list-style-type: none"> Evaluate the effectiveness in the Joint Student Affairs Committee meetings Use curriculum evaluation forms to collect teachers' opinions Review in the meetings of the Life Education Unit Collect feedback from students who participated in life education lesson and voluntary services. 	<ul style="list-style-type: none"> Unit head Form coordinators
1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management." <ul style="list-style-type: none"> To facilitate students' development of interests and talents 	<ul style="list-style-type: none"> 1-2 assemblies are hold by student to facilitate their self-management and promote school volunteer service 		

Major Concern (II) To nurture students' positive values

1. Encourage students to face failure and difficulties positively			
<p>1.1 Review and restructure the life education framework; develop healthy mentality and life attitudes of our students</p> <ul style="list-style-type: none"> ■ To elevate the quality of lesson plans. ■ To elevate the quality of lesson plans and communication among teachers to strengthen class teachers' consciousness toward Life Education lessons. 	<ul style="list-style-type: none"> ■ Form coordinators integrate and compile a series of lesson plans for Intellectual, Emotional, Volitional and Practical Dimensions for each Form. ■ Framework of the curriculum is constructed, and Form coordinators modify at least 1 lesson plans with Experiential Learning. ■ Rearrange the lesson observation scheme 	<ul style="list-style-type: none"> ■ Use class management questionnaire to collect students' opinions ■ Use curriculum evaluation forms to collect teachers' opinions ■ Review in the meetings of the Life Education Unit ■ Collect feedback from students who participated in voluntary services. ■ Renew the Assessments such as activities evaluations, longitudinal studies, and qualitative evaluations like reflection of students 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinators
<p>1.2 Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience by various means, such as afternoon assemblies, life education lessons, weekly assemblies, class teacher periods, different activities, and counselling.</p> <ul style="list-style-type: none"> ■ To plan how to promote volunteer service through assemblies by students 	<ul style="list-style-type: none"> ■ Relevant strategies of life education are set by the volunteer service team. The volunteer service and the curriculum have to be linked. ■ Promote volunteer service through 1-2 assemblies/ Life Education lesson for Form 1-3 students 		

2. Cultivate students to build habits of gratitude and service			
2.1 Review and build student volunteers service framework <ul style="list-style-type: none"> ■ To modify the voluntary work recording system ■ To facilitate F1-3 volunteer service and to showcase the positive effects of network construction. ■ To encourage F1-3 classes to cultivate team spirit through engaging in volunteer service. ■ to include the evaluation of volunteer service in the class management questionnaire ■ to implement school volunteer service recognition mechanism cooperating with the Student Affairs Committee 	<ul style="list-style-type: none"> ■ Relevant strategies of life education are set by the volunteer service team include the collection of the data of voluntary services. ■ 80% of students are satisfied with the content and arrangement of volunteer service and activities. ■ 30% students participate in volunteer service and share their experience in assembly. ■ The division of labour is established between different units and activities are successfully held. ■ All the units agree with the effectiveness of the activities. 	<ul style="list-style-type: none"> ■ Use class management questionnaire to collect students' opinions ■ Use curriculum evaluation forms to collect teachers' opinions ■ Review in the meetings of the Life Education Unit ■ Collect feedback from students who participated in voluntary services. 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinators

2.2 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

- To modify and integrate the content of the curriculum so as to fit the needs of students at different stages.

- Emphasize life value in volunteer service to fit the need of junior form students

Tin Ka Ping Secondary School
Student Leaders Training Unit
Programme Plan (2023-24)

To strengthen students' self-management and self-directed learning (SDL) capacity 強化學生自我管理及自主學習

Major Concern 1: Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1.1 建立穩固的成長基礎（升中、升高中適應）及良好的生活習慣，實踐個人夢想 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage	Whole school year	<input type="checkbox"/> We will hold S1 Discipline Training Camp and Strive for Excellence Award Scheme to help S.1 students to build solid foundation of personal growth and sound life habits. We will add two target goals which are related to life habits in the booklet. <input type="checkbox"/> We will mention about pursuing their dream in the debriefing in S.4 bridging programme II.	<input type="checkbox"/> Committee meeting <input type="checkbox"/> Booklet of the Strive for Excellence Award Scheme <input type="checkbox"/> Student feedback	<input type="checkbox"/> KSM <input type="checkbox"/> HYP <input type="checkbox"/> New colleague

To nurture students' positive values 培養學生積極、正面的人生觀

Major Concern 2: Encourage students to face failure and difficulties positively

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1.1 透過不同平台及機會（如早會、生活教育課、周會、班主任課、各類活動、輔導等等），鼓勵學生正面、積極地面對困難，提升抗逆力 Cultivate positive perspective of our students toward life's difficulties and encourage them to cope with resilience	Whole school year	<input type="checkbox"/> At least three programmes in F.1 training camp (Reinforce these messages in the debriefing session). <input type="checkbox"/> We will mention it in the Strive for Excellence Award Scheme. (Debriefing after foot drill.)	<input type="checkbox"/> Committee meeting <input type="checkbox"/> Feedback from students (for example, their reflections)	<input type="checkbox"/> WWC <input type="checkbox"/> YTY <input type="checkbox"/> MPM <input type="checkbox"/> KSM

by various means, such as morning assemblies, life education lessons, weekly assemblies, class teacher periods, different activities and counselling				
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Major Concern 3: Cultivate students to build habits of gratitude and service

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<p>1.2 透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我的認識，並提升自信（自我效能感）及管理能力</p> <p>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</p>	Whole school year	<input type="checkbox"/> We hold the S2 volunteer service with CGU and LEU. The leaders from LIVE programme will lead their classmates to hold the community service. Through this volunteer work, they can learn gratitude and improve their self-efficacy. We can reinforce this message in the debriefing.	<input type="checkbox"/> Committee meeting <input type="checkbox"/> Feedback from students (for example, their reflections) <input type="checkbox"/> JCSA meeting	<input type="checkbox"/> New colleague <input type="checkbox"/> CHY <input type="checkbox"/> MARCO MA <input type="checkbox"/> MARCO TSANG

Major Concern 4: Reinforce students' sense of belongings at school

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
<p>1.3 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感</p> <p>Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement</p>	Whole school year	<input type="checkbox"/> At least 80% of the trained students in LIVE will join different school organizations in the coming year. To let them have a chance to improve their self-confidence. <input type="checkbox"/> We can still cooperate and promote our leaders to different committees/ units/ societies/ 30 th Open Day organizers. Hope it will give more platforms to show their leading talents. We can cooperate with at least two unit committees/ units/ societies.	<input type="checkbox"/> Feedback from colleague <input type="checkbox"/> JCSA meeting <input type="checkbox"/> Statistic (about their posts in the coming year) <input type="checkbox"/> Feedback from students	<input type="checkbox"/> All members

Team Members

Kwong Siu Man(Chairperson)

Wong Wing Chi

Tsang Bo Yu

Put Wing Yee

Chan Hon Yin

Ho Yu Pang

Tsang Tsz Ming (Marco)

Yim Tsz Yan (Social worker)

Ma Pui Ming (Social worker)

Tin Ka Ping Secondary School

Program Plan of Major Concerns of Careers Guidance Unit for 2023-24

Major Concern I: To strengthen students' self-management and self-directed learning (SDL) capacity (強化學生自我管理及自主學習)

1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1.1 Implement career and life planning and help students construct life blueprint 貫徹生涯規劃, 建構人生藍圖	To implement Career Life Planning Lessons in S1-S6	9/23-05/24	<ul style="list-style-type: none"> Modification on Life Education Lesson Plan Enhance connections between lessons in each form 	Feedback from class teachers collected by form coordinator.	S1: KY S2: MNS S3: CCH S4: TKT + PWY S5: TKT + KKY S6: TKT & PWM	Staff Support
1.2 Help students build solid foundation of personal growth and sound life habits to pursue their dream, especially during their transition to the first junior and senior secondary stage 建立穩固的成長基礎(升中、升高中適應)及良好的生活習慣, 實踐個人夢想	To organize a S3-4 bridging program	8/23	<ul style="list-style-type: none"> More than 50% of students understand the concept of life planning in senior form 	Debriefing by class teachers + Feedback from class teacher	TKT PWY KKY	Staff Support
	To understand local career and tertiary education development	9/23-05/24	<ul style="list-style-type: none"> 1-2 university visit organized 	Feedback from participants involved (Microsoft form) + sharing of selected participants	PWM	Staff Support Alumni
			<ul style="list-style-type: none"> 2 Careers/degree programme sharing sessions organized 		PWY CTA	
			<ul style="list-style-type: none"> 1-2 workplace visit organized 		KKY	
	To organize Study Abroad Information Talk e.g. UK, Australia and USA	Post Exam period	<ul style="list-style-type: none"> All S4 students received the information of multi-pathways in studying overseas. 	Teacher observation	KKY	Staff Support
	To organize Information Talk of studying and working in Mainland China and Taiwan	Post Exam period	<ul style="list-style-type: none"> All S5 students received the information of multi-pathways in studying in Mainland and Taiwan. 	Teacher observation	TKT MNS PWM	Staff Support

<p>1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management"</p> <p>按學生的成長發展，逐步由「他管」轉移至「自管」模式</p>	To organize S6 JUPAS Result Release Guidance Day	5/24	<ul style="list-style-type: none"> All S6 students understand the strategies for modifying their study plan and JUPAS choice. 	Students' work (preparation of subject selection plan)	TKT KKY PWM	Staff Support
	To organize S3, S5 & S6 Parent Talks	10/23-7/24	<ul style="list-style-type: none"> 50 parents would join each talk and learned how to help their children in subject selection. 	photo + Statistics (Microsoft form)	S3: TKT + CCH S5: TKT + KKY S6: TKT+MNS+PWM	Staff Support
	To enhance S.4-5 students' employability and reignite the entrepreneurship spirit.	01/23-08/24	<ul style="list-style-type: none"> More than 50% of students are able to understand the concept of running a business and acquire right working attitude. 30 students participated in follow-up activities on their own 	Reports from Cocoon and feedback from S.4 Ss	PWY KKY TKT	Cocoon Staff Support
	To enhance students' ability to explore different study opportunity	9/23-07/24	<ul style="list-style-type: none"> 10 students got offers from overseas, Taiwan and Mainland universities 50 Ss applied for non-JUPAS courses 	Statistics (Microsoft form)	Taiwan: MNS + PWM Mainland: MNS + PWM Non-JUPAS: TKT	Staff Support
	To set up Career Guidance Notice Corner	10/23-05/24	<ul style="list-style-type: none"> S3-S6 class representatives could help their own class set up a notice corner Class representatives helps forward and remind students to read the information 	Teacher's observation	KKY CTA	Staff Support

Major Concern II: To nurture students' positive values (培養學生積極、正面的人生觀)

2.1. Encourage students to face failure and difficulties positively

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible*	Resources / Support
2.1.1. 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 透過不同平台及機會(如早會、生活教育課、周會、班主任課、各類活動、輔導等等), 鼓勵學生正面、積極地面對困難, 提升抗逆力	To further implement S.3 Group Counseling	9/23-05/24	<ul style="list-style-type: none"> 50 S.3 students received individual counseling Students are able to prepare a contingency plan for further studies 	Feedback from participants and S.3 Class teachers	CCH KY	Staff Support
	To further implement S.5 Individual Counseling	9/23-05/24	<ul style="list-style-type: none"> 70 S.5 students received individual counseling 	Reports from HKFYG and feedback from S.5 Ss and class teachers	KKY PWY KY TKT	School Fund Staff Support
	To further implement S.6 Group Counseling and Interview Workshop	9/23-05/24	<ul style="list-style-type: none"> 70 S.6 students received individual counseling 20 S6 students joined interview workshop Students are able to prepare a contingency plan for further studies 	Feedback from participants and S.6 Class teachers	TKT PWM KY	Staff Support

2.2. Cultivate students to build habits of gratitude and service

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible*	Resources / Support
<p>2.2.1. 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</p> <p>透過義工服務，讓學生關愛團體、社區及社會的需要，從而學懂感恩，並加強學生對自我的認識，並提升自信（自我效能感）及管理能力</p>	To organize S2 voluntary services for all S2 Classes	11/23-05/24	<ul style="list-style-type: none"> 12-15 students from each class participate in the programme and learnt the importance of volunteering (spirit of voluntary work) 	Debriefing by class teachers + Feedback from social worker / teachers + Sharing by representatives from each class.	CCH PWY CTA	Staff Support

2.3. Reinforce students' sense of belongings at school

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
2.3.1. Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感	To organize a working reality workshop	04/23-07/24	<ul style="list-style-type: none"> ● All S3 and S4 students participated in ● 15 groups of student ran their business ● Students received recognition on their effort and creativity 	Debriefing by teachers + Feedback from students (Microsoft form)	TKT PWY KKY CTA	Staff Support
2.3.2. With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience 透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍	To explore Career-related Experience for Students including those with Specific Learning Difficulties	9/23-07/24	<ul style="list-style-type: none"> ● Organized 1-2 career-related courses/ activities ● 20 students joined each courses. 	Feedback from participants	KY	Staff Support

Team Members

Mr. Tang Kin Tung, Mr. Man Nung Shing, Mr. Kwok Yu, Mr. Chan Chun Ho, Miss Kwan Ka Ying, Miss Pat Wing Yee, Miss Poon Wan Ming, CTA

Tin Ka Ping Secondary School
Administration and Development Committee (ADC)
Programme Plan (2023/24)

Major Concern (I): To Optimize the School Administration and Management

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To keep good maintenance of the school premises and facilities / equipment	Whole year	1.1 The reporting and follow-up procedure should be improved in this school year.	Reviewed by ADC.	Ka Lun Chun Cheung	School funds
2. To promote school image through academic programmes (STEM) with primary schools	Whole year	2.1 A course outline will be revised before January 2023 2.2 One to two primary schools with about 2.3 outstanding students will be invited to take part in the STEM programme.	Reviewed by ADC.	Chun Cheung	School funds
3. To support the organizing of study tours so to enhance the services learning and broaden the horizons of students	Whole year	3.1 Similar number of study tours which have different learning aims will be organized. 3.2 At least two study tours concerning social services will be held.	Reviewed by ADC.	Nung Shing	School funds Outside Resources
4. To optimize facilities and IT resources to enhance teaching and administrative works	Whole year 2-3 years	4.1 Computer equipment and network system in school are in good state. 4.2 Support CGU to refine Student Learning Portfolio will be issued to students. (New SLP data system will be designed and implemented)	4.1 Reviewed by ADC and IT Unit 4.2 Reviewed by ADC, IT Unit and CGU Unit	Tsz Fung	School funds
5. Preparative work for 30 th Anniversary	2 years	Coordinate and organize the work allocation	Reviewed by ADC.	Kalun Chun Cheung Nung Shing	School fund

Major Concern (II): To Support the Implementation of Self-directed Learning (SDL) at the School Administration Level

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1. To display students' achievements via different means to enhance learning motivation	Whole year	Record of students' achievement are shown via the school webpage, Honorary Gallery and etc.	1.1 Reviewed by ADC 1.2 Feedback from students and teachers	Pending	-
2. To maintain a support team to assist the invigilation work of supplementary tests to back up the assessment for learning	Whole year	Students from all forms who are absent from school tests or the test results are below standard will be entertained.	Reviewed by ADC	Pending	Book coupons for encouragement
3. 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)	Whole year	At least one new training session is organized for all teachers.	3.1 Feedback from teachers by survey	Tsz Fung	School funds
4. To increase students' learning motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.	Whole year	4.1 At least one more reward or scholarship is introduced to encourage students' learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.	Reviewed by ADC.	Nung Shing	School funds Outside Resources
5. To adopt SDL strategies in SDL room	2-3 years	5.1 All Subjects should modify their SharePoint once a year. And started to be used by students	5.1 Reviewed by ADC 5.2 Feedback from teacher by survey	Ka Lun Chun Cheung	School funds

Major Concern (III): Strengthening the mental health of students

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources
1.To beautify the environment of “SDL Room”	Whole year	The “SDL Room” has been visited by students frequently.	1.1 Reviewed by ADC 1.2 Feedback from students	Chun Cheung, pending	School funds
2.To create some leisure corners around the campus	Whole year	At least one leisure corner has been set on 5/F or 6/F.	2.1 Reviewed by ADC 2.2 Feedback from students	Ka Lun Nung Shing	CFEG
3. To renovate special room smart TV systems	2-3 years	At replace the aging projectors by smart TV systems for all special room, school laboratory, geography room, English corner and others	Reviewed by ADC	Kalun Chun Cheung Tsz Fung	CFEG
4. To renew classroom environment with teacher desk and Chinese culture wisdom boards	2-3 years	All home rooms have been equipped with new teacher desks and foamboards.	3.1 Reviewed by ADC 3.2 Feedback from students	Ka Lun Kar Man	CFEG and school funds
5. To decorate the school corridor with Positive Emotions slogans	1-2 years	At least 2 floors has been decorated with 3 to 4 slogans displaces.	4.1 Reviewed by ADC 4.2 Feedback from students	Pending x2	School funds
6. To install installing a solar power renewable energy system on school premise	Two years	<ul style="list-style-type: none"> ● A renewable energy system is designed and installed on school premise ● Cooperate with different subject(s) to explore the educational activity 	5.1 Reviewed by ADC and subjects 5.2 Feedback from students	Kalun Chun Cheung	EDB and CLP information

Members of the Administration and Development Committee:

Law Ka Lun (Chairman), Ku Chun Cheung (Vice-chairman), Ng Tsz Shuen, Cheung Man Wai, Man Nung Shing, Kwok Tsz Fung, Li Chun Lan, Leung Wing Yan
Cheng Kar Man (in attendance)

Tin Ka Ping Secondary School
Program Plan (2023-2024): IT Unit, E-learning

IT

Major Concern (I): Maintain the IT equipment in proper conditions and ready for effective operations

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep good maintenance of the school IT premises and facilities / equipment	Whole year	The follow-up procedure should be improved	Meeting minutes	*KTF, Joseph, Abby
2. Maintain a complete and up-to-date equipment list, ensure all equipment is in good condition and enough backup parts are in stock.	Whole year	A complete equipment list has been created.	Meeting minutes	*Joseph, Abby
3. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	*Joseph, Abby, Felix
4. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	*KTF, Felix
5. To renovate special room smart TV systems	Whole year	Smooth implementation	Feedback from colleagues	*KTF, Joseph

Major Concern (II): Create maintenance, events submitting and tracking system

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain an online platform to collect and keep track of the maintenance report. Aim to improve the equipment maintenance process.	Whole year	The equipment maintenance process can be improved.	Meeting minutes	*KTF, Joseph
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Feedback from colleagues	*KTF, Abby

3. Maintain an effective and convenient method for colleagues to reserve IT equipment.	Whole year	Colleagues satisfy with the new reservation system	Feedback from colleagues	*KTF, Joseph, Abby
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Major Concern (III): Providing supports to difference committees (by writing tailor-made computer programs)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Supporting AAC: Maintain a program to collect the subject schedules of quizzes, dictations, homework, assessment schedules, etc., in each school term.	Whole year	All data can be collected in a conventional method and output a suitable report.	Feedback from subject panels and system reports	*KTF, Ariel
2. Supporting JCSEA: Maintain a program to collect the details of students' activities.	Whole year	All data can be collected from students daily.	Feedback from SGC, CCAU and system reports	*KTF, Ariel
3. Supporting SPDU: Strengthen the electronic method of administrative work. Aim to reduce the workload of data input and paper processes.	Whole year	At least five administrative tasks can be replaced by an electronic method	Feedback from SPDU	*KTF, Felix
4. Update the SDL Room equipment and tailor-made program	Whole year	Smooth implementation	Meeting minutes	*KTF, Felix
5. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*TWY, KTF, Ariel
6. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	*KTF, TWY, Ariel
7. Refine the Student Learning Portfolio. (New SRS/SLP data system will be designed and implemented)	Whole year	All requests and events can be properly handled.	Meeting minutes	*KTF, Ariel
8. Preparative work for 30th Anniversary	Whole year	All requests and events can be properly handled.	Meeting minutes	*KTF, Felix

e-Learning

Major Concern (I): Supporting AAC to enhance the teaching and learning measures in SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain the e-learning equipment in proper conditions and ready for effective operations.	Whole year	Monthly report be prepared for monitoring.	Reports signed by Chairperson after checking	*KTF, Abby
2. Support colleagues to use e-learning equipment in lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	*KTF, Abby
3. Support colleagues to search and test the applications and tools which are suitable for lessons.	Whole year	All requests can be properly handled.	Feedback from colleagues	*KTF, Abby
4. Encourage and support colleagues to use Cloud service to minimize file crash and facilitate the external file access.	Whole year	At least five administrative tasks can be processed using the Cloud service.	Feedback from supported committees	*KTF, Abby
5. Support colleagues to implement pre-lessons, post-lessons by using e-learning methods, which help develop students' SDL skills.	Whole year	All requests can be properly handled.	Feedback from colleagues	*KTF, Abby

Team Members (IT, EITP, e-Learning)

Kwok Tsz-fung (Head),
Cheong Tsz-yin Felix,

Tong Wai-yau,
Chung Chun Fai Joseph,

Chau Tsz-shan Ariel,
Zhang Mingwen Abby,

Siu Man Yung,
Chan Man Luk

田家炳中學
中華文化推廣組周年計劃書(2023-2024)

工作重點(1)：整合校園活動，提昇中華文化氛圍，讓學生體認中華文化，深化家國情懷。

工作 / 措施	時間表	成功準則	評估方法	負責同工
<p>1. 整合中文科、中史科、早會等平 台，推動整體校園氣氛。</p> <p>(1) 文化參與時數用作計算中文科 平時分</p> <p>(2) 配合早會，有系統地展示及宣 傳中華文化或語文活動</p> <p>(3) 利用《朱子治家格言》自學平 台，向中一傳揚傳統道德價值。</p> <p>(4) 協助中史科推動「年度中國歷 史人物選舉」，於「文化感知角」及 中華文化壁報板設年度中國歷史 人物介紹，並推動高中同學參與投 票。</p>	全年	<p>(1) 學期終提供各班文化 參與時數統計資料</p> <p>(2) 文化及語文活動出席 率佔屬級學生 50%或 以上</p> <p>(3) 90%以上中一學生完 成自學平台練習</p> <p>(4) 完成壁報板及於「文 化感知角」設最少一 星期的宣傳活動</p>	<p>(1) 中文科平時分數據</p> <p>(2) 同工演講後回饋</p> <p>(3) 70%中一學生完成自學 後能在《治家格言》中選出 認同的句子</p> <p>(4) 中史科同工回饋</p>	組長 組員
<p>2. 聯課活動</p> <p>(1) 舉辦不同的文化體驗活動，如 茶道、書法、剪紙及漢服穿著體 驗，提升學生對中華文化的興 趣。</p> <p>(2) 增設「文化感知角」及「文化會 客室」，由組內同學策劃不同的 文化活動供校內的同學參與。</p>	全年	<p>(1) 全年舉行不少於兩次 組內文化體驗活動</p> <p>(2) 全年舉行不少於兩次 全校文化體驗活動</p>	<p>(1) ※參與學生回饋 ※負責老師回饋</p> <p>(2) ※參與學生回饋 ※負責老師回饋 ※ 50%全校學生曾參與 文化體驗活動</p>	組長及 組員
<p>3. 試後活動</p> <p>(1) 優化初中觀賞文化活動安排， 繼續增加學生的接觸面。</p> <p>(2) 優化高中分享會安排，讓學生 更投入活動</p>	6月	<p>(1) 觀賞活動時間不少 於 1 小時，並換上另 一主題。</p> <p>(2) 分享會時間不少於 1 小時</p>	<p>(1)※初中學生回饋 ※當值老師回饋</p> <p>(2)※高中學生回饋 ※當值老師回饋 ※學生報考獎章人數佔 合資格考章人數 50%</p>	組長及 組員

工作重點(2)：透過總結學習經歷，培養自主學習的知識轉化及能力遷移能力。

工作 / 措施	時間表	成功準則	評估方法	負責同工
1. 於初中觀賞文化活動中，增設學長分享考章心得。	6 月	分享時間不少於 5 分鐘；學長能總結考章時所學，並提出考章對個人成長的幫助。	※當值老師回饋 ※初中學生回饋 ※分享學生回饋	組長
2. 優化交流團學習活動(考慮海外景點，如台灣、馬來西亞、新加坡等華人聚居地)，擴闊學生視野，務求加深活動成效。	4 月	分享時間不少於 10 分鐘；演講學生能總結交流團經歷，並提出考章對個人成長的幫助。	※參與活動的同工及學生回饋	組長及組員
3. 優化中四級考察日安排，考察本地文化景點，加深學習成效。	7 月	60% 參與學生透過問卷，對考察安排回應正面。	※參與活動的同工及學生回饋	組員

2023-2024 年度財政預算 (中華文化推廣組)

	項目 / 活動名稱	來年	備註
1	壁報板(小食部旁)	400	
2	本地文物考察活動交通費津貼(共 2 次)	6000	每次約\$3000
3	薪火相傳禮	5000	(嘉賓車敬列於校慶活動財政預算) 印製證書及相關雜費
4	校外書券(金章獎品，每人\$100)	9500	來年合資格考金章人數共 80 人。
5	學校書券(銀章獎品，每人\$30)	7500	來年合資格考銀章人數共 201 人。
6	訂製獎章	4800	木 100 個，銅 200 個，金 100
7	訂購獎勵計劃文件夾	0	(1920 年度訂購 380, 11/2019 已用 160 個, 11/20 無派)
8	印製木章記錄卡	0	(1920 年度訂購 2000 張, 11/2019 已用 160 張, 11/20 無用)
9	學校書券	225	活動獎勵
10	短期校內文化參與活動／講座／周會	7000	試後活動講座
11	資助中四一天考察團 (暫定澳門)	86320	資助額為學生團費 50%。
12	「圖情萬里」團	20000	資助學生每人\$1000，預計 20 人。
13	中華文化日攤位	3400	由中華文化推廣小組策劃及推動。
14	資助中五文化交流團(暫定台灣)	90000	
15	圖書館中華文化專架圖書及教材資源	15000	
16	文化活動體驗 (約 10 位學生參與)	1800	資助額為學生活動費用 50%

中華文化推廣組名單(2023-2024)：嘉敏、穎賢、麗萍、麗安、彭勁

Tin Ka Ping Secondary School
Staff Professional Development Committee
Implementation Plan (2023-24)

Major concern I

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.

Major Concern 1a: Provide training of and foster exchange among colleagues for helping students' self-management and self-directed learning

Tasks / Actions	Time period	Success Criteria	Methods of Evaluation	Staff in charge
<ul style="list-style-type: none"> ● To conduct seminars/ workshops/ experience sharing sessions on concepts and practices of SDL, especially on <ul style="list-style-type: none"> ■ training students' study routines and habits via instructional/curriculum/ assessment design ■ differentiated teaching/assessment strategies for students with different attainments ■ instructional materials preparation for SDL e.g. videos for flip classroom 	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● Seminars/ workshops/ experience sharing sessions are conducted on SD Day and positively evaluated. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, YTM

● To aid subjects/committee in deriving practical ways in conducting SDL, with focus on “feedback”, “seeking help from peers” and “helping students to monitor and evaluate their own learning”	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● At least one instructional material on SDL is produced in every subject. ● The instructional material is tried and evaluated in subject meetings/ common free period in terms of learning effectiveness with evidences supported. ● Practical ways in conducting SDL, especially on “seeking help from peers”, are shared in common free period. ● The list of SDL materials is review and modified in each subject. 	<ul style="list-style-type: none"> ● Feedback from subjects/committees ● Report and evaluation in Committee meetings 	● CWT, YTM
● To exchange with external organisations for stimulating ideas on SDL	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● External organization visits (for exchanges) are conducted and positively evaluated. 	<ul style="list-style-type: none"> ● Questionnaire to middle management staff ● Evaluation in Committee meetings 	● CWT, YTM

Major Concern 1b: Provide training and support to implementation of CCL for SDL

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
● To introduce the concept of CCL and to explain its relationship with SDL to new colleagues, with emphasis on feedback, seeking help from peers and e-learning	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● Training on CCL concepts with reference to two SDL elements (feedback and seeking help from peers) are conducted on SD Day for new colleagues and positively evaluated on the revision. ● Colleagues can point out the relationship between CCL and SDL. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	● CWT, YTM, CSL
● To provide subject-based training and support to teachers in applying CCL with respect to SDL through	Sept 2023 – July 2024			

(a) supporting subject teachers in their co-lesson preparation with subject teachers		<ul style="list-style-type: none"> ● Co-lesson preparations are carried out in F.1-2 common free periods of different subjects and are positively evaluated. ● Ideas to enhance whole-school approach in developing students' self-learning habits are continued to share and promote in common free periods. ● Focus SDL elements were incorporated in instructional designs and the designs are tried and evaluated. ● Supports to seed teachers are carried out through individual discussions and inter-subject exchanges and are positively evaluated. 	<ul style="list-style-type: none"> ● Discussion in Committee and SDL Working Group meetings ● Feedback from teachers in common free periods ● Discussion in Committee and SDL Working Group meetings ● Discussion in subject meetings 	● CWT, YTM
(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. 	<ul style="list-style-type: none"> ● Feedback from teachers during post-lesson discussions ● Questionnaire on training and supports 	
(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. 	<ul style="list-style-type: none"> ● Questionnaire on SD Day ● Evaluation in Committee meeting 	
(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. ● The sessions are positively evaluated by teachers with special reference to the focus SDL elements. 	<ul style="list-style-type: none"> ● Questionnaire on SD Day ● Evaluation in Committee meetings 	
<ul style="list-style-type: none"> ● To provide support (training and experience sharing) on preparation of LFP on the following aspects: <ul style="list-style-type: none"> ■ identification of key elements in LFP ■ objectives writing ■ learning framework identification/ construction 	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● Subject-based training on the preparation of LFP is held. ● Supports are given during co-lesson preparation for appraisal through identification of students' weaknesses and the corresponding solutions. ● Teachers positively indicate that they understand the essence of LFP. ● Teachers positively indicate that they are able to prepare LFP individually 	<ul style="list-style-type: none"> ● Feedback from teachers in common free period ● Feedback from teachers in appraisal ● Evaluation in Committee meetings 	● CWT, YTM

■ learning difficulties identification				
● To provide support SDL via resources provision	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● Time 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 	<ul style="list-style-type: none"> ● Feedback from teachers in common free period ● SD Day questionnaire ● Evaluation in Committee meetings 	● CWT, CSL, LOY

Major concern II :

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.

Major Concern 2: Provide training to teachers on supporting students to adopt positive values

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
● Provide training and promote professional development of teachers in helping students in adopting positive values	Sept 2023 – July 2024	<ul style="list-style-type: none"> ● Relevant training is launched on SD Day. ● Relevant professional development programs are promoted. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	● CWT, CSL, LOY

Major Concern 3: Foster the sustainable development of school culture

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
● Strengthen the mentoring system	Sept 2023 – July 2024	● The mentoring system is reviewed and is modified if necessary.	<ul style="list-style-type: none"> ● Discussion in Committee meetings ● Formal and informal opinion collection 	● All members

● Provide opportunities for sharing of values/ rationales of existing practices	Sept 2022 – July 2023	● Sharing of values/ rationales of existing practices are done in SD Day and in different meetings.	<ul style="list-style-type: none"> ● Discussion in Committee meetings ● Formal and informal opinion collection 	● All members
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Committee Members

Chung Wai Tak (Chairman)
 Yu Tak May (Vice-chairman)
 Chan Siu Long, Allen
 Lai Oi Ying, Hidy
 Cheung Pui Yu, Kate
 Cheung Kam Hung, Rocky
 Man Wai Sim, Fion

Tin Ka Ping Secondary School
Programme Plan 2023-2024
English Campus Promotion Unit

Major Concerns (I) : To create an English-rich environment which further enhances the effectiveness of teaching and learning

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To launch a series of activities during English Days to promote an English-rich environment. 1.1 To carry on and modify the competitions on <i>English Days</i> . 1.2 F.1 Library Book Cover Challenge and F.2 Audio Book Challenge will be held. 1.3 <i>TKPSS Has Got Talent</i> – Scrabble Competition (1 st term) and Spellathon F.1 (2 nd term). 1.4 Foster exchange student.	Whole year	1.1 At least one-third of junior form students take part in each activity; as performers or audiences. 1.2 Books are promoted to students by F.1 & F.2 students. Students do cross-form voting via Teams to their favourite book cover or audio book. Promotion PPT will be prepared. 1.3 At least a quarter of junior form students take part in each activity; as contestants or audiences. Contestants / Students give positive feedback to the events. 1.4 English ambassadors will take care of the exchange student. The exchange student will be involved in English Day activities.	1.1 Attendance record provided by English Society and reported in unit meetings. 1.2 Statistics 1.3 Attendance record provided by English Society; and feedback from teachers and students. 1.4 Feedback from teachers and students and report them in committee meetings	Overseers: David Chan & Vivian Lam 1.1 Vivian Lam, Billy Ko & Victor Ng & Eng T (Hannah Lee) 1.2 David Chan 1.3 Billy Ko 1.4 Victor Ng & English teacher (Clarence Law)
2. To make English announcements and wise-sayings during recess and assemblies.	Whole year	2.1 Students selected from English Ambassadors as announcers to make announcements regularly and demonstrate good examples of announcers.	2.1 Comments from teachers / students and reported in committee meetings.	Billy Ko and Eng TA
3. To ensure the posted materials on bulletin boards are in English.	Whole year	3.1 All internal posting materials created by both students and teachers on bulletin boards must be written in English.	3.1 Checking the boards once a term and making a record.	David Chan
4. To promote the use of English through cross-curricular activities.	Whole year	4.1 At least one cross-curricular activity will be carried out.	4.1 Students and teachers indicate their opinions.	Rice Yu

Major Concerns (II) : To foster reading atmosphere

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To train reading buddies, tie to SKW Wing Chun Primary School and buddies of our own students.	2 nd term	1.1 Around 20 students will be recruited	1.1 Feedback from meetings with SKWWC and our teachers reported in committee meetings.	English teachers (Joyce Lo and Clarence Law)
2. To build a team of Bookworms	Whole year	2.1 Around 10 F.1 students will be recruited. 2.2 Three meetings will be arranged. 2.3 One to two promotion will be carried out.	2.1 Report in committee meetings.	Joseph Chung
3. To join an activity related to reading (e.g. <i>Reader's Theater</i>) organized by SCOLAR . (Pending!)	1st term (2 week days)	3.1 F.1 & F.2 students will be recruited to join the activity.	3.1 Feedback from students and reported in committee meetings.	English teachers (Hannah Lee/ Christy Leung)

Major Concerns (III) : To widen students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To join different activities so as to broaden students' exposure and multicultural awareness.	Whole year	1.1 Students participating in different events: external activities, Wing Chung Reading Buddies, Common Room (RTHK)... 1.2 An extra cultural activity will be held in post-exam period for elites.	1.1 & 1.2 Attendance record submitted by English teachers and reported in unit meetings.	1.1 English teachers (Joyce Lo/ Hannah Lee/ Christy Leung) 1.2 David Chan
2. To organize a study tour to England/ Australia. (Charming Holiday replied that the fee will be more expensive due to limited airline selection and less host families can be assigned. Suggestion: 2324 Suspend!)	07/24-08/24	2.1 A two-week tour is held to study English in England/Australia and give positive feedback to the tour.	2.1 Students' feedback form 2.2 Report from escort teachers. Both are reported in meetings.	Wendy Lau and David Chan
3. To send students to join the Chamber <i>Debate Club</i> organized by SCOLAR. (Pending!)	2 nd term	3.1 A team of five F.3-F.6 students are recruited to join the activity and give positive feedback to the event.	3.1 Feedback from students and reported in committee meetings.	English Teachers (Hannah Lee/ Christy Leung)

Team Members

Ms Lau Wai Man, Ms Vivian Lam, Mr Victor Ng, Mr Billy Ko, Mr Yu Tak May, Mr David Chan

田家炳中學
中國語文科
周年計劃書(2023-2024)

附件 11

工作／措施	時間表	成功準則	評估方法	負責人
工作重點(1)：提升學生自學能力				
1. 提升學生閱讀質素 ①初中三級廣泛閱讀均設指定書目 5 本，以提升學生閱讀質素及擴闊學生的閱讀層面，並進行考核，計算分數。 ②高中除指定閱讀書籍外，另於每單元設指定閱讀篇章，要求學生撰寫讀後感，藉以提升其閱讀質素。 ③初中於學期初設一節圖書館課，鼓勵學生借閱圖書館書籍、電子書或電子雜誌，並鼓勵學生分享閱讀心得，計算分數。	全年	①措施能如期進行。 ②最少 80% 本科老師認同措施有助提升學生閱讀質素。 ③學校電子書平台借閱量增加。	級會及科會報告	全體同工
2. 配合數碼自學室，優化網上自學平台 ①優化及豐富網上自學平台。 ②配合初中語文活動，將優異作品上載平台，供學生自習。	全年	①措施能如期進行。 ②最少 80% 本科老師認同措施有助提升學生掌自學習慣。	級會及科會報告	全體同工
工作重點(2)：優化現有活動，營造校園氣氛，提升語文學習風氣				
1. 與中華文化推廣組合作，舉辦文化日 ①鼓勵本科老師於早會分享以「學習中文及宣揚中國文化」為題的內容。 ②統整本科老師的早會分享及各級語文活動，舉辦文化日。加強有關活動的推廣，於早會宣傳，並計算文化參與時數及作為中文科平時分的參考。	全年	①各項措施能如期進行。 ②最少 80% 本科老師認同校內語文風氣有提升。 ③最少 50% 學生出席屬級語文活動。	級會及科會報告	全體同工
2. 建立學生成就感，提升語文學習氣氛 ①邀請本地作家開設初中寫作拔尖課程，鼓勵學生寫作。 ②配合校際朗誦比賽，聘請校外機構教授朗誦技巧，提升學生表現。 ③鼓勵學生參加校外比賽，並作為中文科平時分的參考。 ④優化「文苑」，增加展示佳作次數，並於中央宣佈中展示作品佳句。	全年	①各項措施能如期進行。 ②最少 80% 本科老師認同校內語文風氣有提升。 ③學生參加校外比賽數量較去年提升 50%。	級會及科會報告	全體同工

工作重點(3)：提升公開試成績

1. 中六級應試準備 ①繼續進行應試訓練，並就公開試各卷要求，作針對性回饋。 ②善用補課時段進行限時操練。 ③繼續聘請校友為中六及中五級後進生以小組形式開設提升班。	上學期	①最少 80%學生認同老師就公開試各卷要求，作針對性回饋。 ②最少 80%學生認同「寫作及綜合提升班」對應試有幫助。	級會及科會報告	級聯絡人
2. 朋輩分享自學經驗，掌握摘星要訣 邀請應屆文憑試校友尖子分卷拍攝影片，分享學習及備試經驗，並於課堂播放上述影片，讓學生掌握語文摘星要訣。	九月	①各項措施能如期進行。 ②科任老師認同措施有助學生建立良好的自學習慣。	級會及科會報告	中六同工
3. 設中四及中五分組教學 中四及中五設分組教學，將兩級成績較佳的班別分為三組，善用小班形式，針對公開試的考核要求，進行拔尖。	全年	①最少 80%老師及學生認同有助提升學生成績。	級會及科會報告	拔尖班同工

科／組成員名單

鄧麗珠(科主席)
 蔡慧貞
 潘允明

鄭嘉敏(副科主席)
 文能勝
 魏盈瑩(教學助理)

蔡程月(副科主席)
 劉嘉露

張文慧
 彭穎賢

陳麗紅
 彭勁

附錄：來年度財政預算（見另表）

田家炳中學
中國文學科
周年計劃書(2023-2024)

工作重點(1)：提升公開試成績

工作／措施	時間表	成功準則	評估方法	負責人
1 提升卷一學生寫作興趣及能力 1.1 開設寫作班 1.2 優化「寫作指導及評講」 1.3 每日練筆	全年	1.1 中四及中五級開設寫作班，同學作品質素。 1.2 卷一校內考試平均分比上學期進步 10% 1.3 卷一公開試成績比全港成績高 10% 1.4 學生練筆的質量	1.1 同學作品 1.2 校內成績 1.3 公開試成績 1.4 會議檢討報告	全體教師
2 提升卷二學生應試能力 2.1 多做答題，比較上品和中品，以鞏固學習 2.2 整理歷屆試題及測考題目，以提升「扣題」及「闡述」能力	全年	2.1 卷二校內考試比上學期合格率提升 10% 2.2 卷二公開試成績比全港成績高 10% 2.3 完成 2024 及 2019 文憑試	2.1 校內成績 2.2 公開試成績	全體教師

工作重點(2)：建立學習常規，鼓勵學生自學及自我完善

1 建立滿分示範答案資源庫	全年	1.1 每課至少完成一題，總數完成至少 80%題目	1.1 完成量	全體教師
2. 設立獎勵制度	全年	1.2 至少 80%同學平日能整理所學	1.2 加分統計	
3. 利用不同活動，提升學生寫作動力及興趣：出版文集、鼓勵投稿、可邀請不同作家來校分享等。		1.3 中四及中五同學參加校外寫作比賽及文學活動至少一次	1.2 參與人數、 比賽成績	

科／組成員名單

周惠儀(科主席) 鄭嘉敏

附錄：來年度財政預算（見另表）

Tin Ka Ping Secondary School

Programme Plan of English Department (2023-2024)

Major Concern (I): To enhance students' learning motivation and learning skills

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge
1. To strengthen reading in junior forms.	Whole year	1.1 Library tours will be organized for junior forms students in 1 st term. 1.2 'Read to Achieve' to promote reading in junior forms 1.3 100% of F.1 to F.4 students borrow at least 1 ebook from the new online reading platforms	1.1 No. of library tours 1.2 Questionnaire from students of the target classes 1.3 Statistics	1.1 Form-co in junior forms 1.2 Leanne 1.3 Jack & Veronica
2 To devise strategies for elite students and low achievers.	Whole year	2.1 HW exemption policy for elites (F.1-F.4) 2.2 Elites will be invited to join different activities to broaden their horizons. 2.3 Two groups of speaking enhancement classes (F.1 or F.3 and F.2 for low achievers /CBS/ elites) will be organized.	3.1 Teachers' record 3.2 Attendance record of elites 3.3 Attendance records & evaluation report	3.1 David 3.2 Vivian Kwan 3.3 Billy (F.2) & Vivian Lam (F.1 or F.3)

Major concern (II): To strengthen students' self-management and self-directed learning (SDL) capacity

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge
1. To incorporate <i>English Miles Scheme</i> in F.1-F.3 to enhance self-directed learning (SDL).	Whole Year	1.1 At least 60% of F.1-F.3 students accomplish the self-directed learning exercise.	1.1 Teachers' feedback in common free period 1.2 Subject meeting minutes	Vivian Lam
2. To utilize Digital SDL Room	Whole year	2.1 50% of the junior students whose UT/exam marks are 40-49% do revision exercises. 2.2 50 junior students/term experience VR learning related to junior curriculum. 2.3 20 F.1 students/term watch videos related to TKP English activities.	2.1 Attendance records from SDL room 2.2 Statistics 2.3 Statistics	Jack
3 To help students strengthen their self-learning process	Whole year	3.1 At least 60% of F.1-F.3 students foster their habit of jotting notes in their notebooks and evaluating after UTs & exams 3.2 Reading passages/term will be given before reading UTs for self-revision in F.1 to F.5.	3.1 Teachers' feedback 3.2 No. of reading UTs	3.1 Victor 3.2 F.1-F.5 UT setters
4 To refine junior forms curriculum	Whole year	4.1 Focused teaching on one reading passage and self-study for the second one with target question types of DSE formats	4.1 Teachers' feedback in common free period	Junior forms-co

Major concern (III): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge
1. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	2 nd term	1.1 Typed and analysed worksheets of live scripts made by teachers concerned will be distributed to F.6 students.	1.1 Results of HKDSE and JUPAS 1.2 Subject meeting minutes <i>(to be reported in 4th panel meeting)</i>	- Statistical analysis (Wendy) - Live scripts Reading (Candy) Writing (Sandy) Listening (Leanne)
2. To invite colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	August 2021	2.1 At least four teachers serve as markers and/or oral examiners. 2.2 The experience gained from being markers and/or oral examiners can be integrated in daily teaching.	2.1 DSE Markers record 2.2 Subject meeting minutes <i>(to be reported in 1st panel meeting)</i>	- Writing: David - Reading: KK
3. To develop split class strategies to strengthen enhancement in senior forms.	Whole year	3.1 A different syllabus for elite groups in senior forms will be set. More challenging items and more demanding assignments will be included. 3.2 At least 70% of students in this class (11 students) attain Level 5 or above.	3.1 Subject meeting minutes 3.2 DSE results	David & Clarence

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge
4. To enhance and strengthen speaking ability in senior forms.	Whole year	4.1 F.5 (2nd term) and F.6 (1st term) students will have 1-2 oral assessments and receive written feedback per term outside Eng lessons.	4.1 Name lists with scores and dates 4.2 attendance record of each class and the whole form	Leanne

Member list

Mr Billy Ko	Mr Chan Chun Ho	Ms Chan Kit Yin	Ms Chan Wing Shan
Ms Cheung Kit Kit	Ms Kwan Ka Ying	Ms Lam Wai Yan	Ms Lau Wai Man
Mr Law Chu Ming	Ms Lee Hang Yung	Ms Leung Yui Yan	Ms Joyce Lo
Mr Ng Chun Yeung	Ms Ng Tsz Shuen	Ms Tam Mei Hing	Mr Yip Wing Hang

Tin Ka Ping Secondary School

Program Plan of Mathematics Department for 2023-2024

Major Concern (I): To strengthen students' self-management and self-directed learning (SDL) capacity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Motivate Junior students to do challenging questions actively. 2. Modify the quizzes 3. Modify F.1, F.2 and F.4 SDL worksheets 4. Create F.3 SDL worksheets with video 5. Create F.1 – F.3 textbook MC video explanation	Whole Year	<input type="checkbox"/> 10% of Junior students attempt the bonus part in the examination. <input type="checkbox"/> more than 50% of students find that doing the quizzes can help them to have a good preparation for the tests and examinations. <input type="checkbox"/> more than 50% of students find that the SDL worksheets is useful for them to prepare the assessment. <input type="checkbox"/> more than 50% of students find that the SDL MC video is useful for them to prepare the assessment.	<input type="checkbox"/> Feedback from teachers and students involved <input type="checkbox"/> Common Free Period <input type="checkbox"/> Lesson observation	All teachers	<input type="checkbox"/> Teaching Assistant

2. To recognize F.1-F.6 students' achievements	Whole year	<input type="checkbox"/> The list of top three students in each class will be displayed in each classroom. <input type="checkbox"/> The list of top ten students in each form will be displayed in the Mathematics board.	<input type="checkbox"/> Classroom display	New Teacher	<input type="checkbox"/> Teaching Assistant
3. To optimize Assessment for Learning 3.1 To relieve the pressure of homework so that students have more time for SDL 3.2 Monitor the policy for elite students is set up successfully	Whole year	<input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that the amount of homework is reasonable. <input type="checkbox"/> About 70% students have positive response in the perception of homework questionnaires to the view that learning is challenging and manageable. <input type="checkbox"/> Teachers adjust the amount of assignments to the elite students.	<input type="checkbox"/> Perception of homework questionnaires <input type="checkbox"/> Subject meeting minutes	LCL	<input type="checkbox"/> Teaching Assistant

Major Concern (II) : Optimize students' performance in public examination

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Finish the examination syllabus before mid-Oct. 2. From November to February, the past public examination papers and Mock Papers will be used to help the students to prepare for DSE. 3. Additional MC Uniform Tests for F.6 will be held on Saturdays. 4. The questions which students handled poorly in the past school exam and public exam will be included in the coming UT or exam 5. Canotta Mock exam will be held after final examination .	Whole year	<input type="checkbox"/> The percentage of Level 2 or above is 100% in HKDSE. <input type="checkbox"/> The percentage of Level 4 or above is 60% in HKDSE. <input type="checkbox"/> The percentage of Level 5 or above is 25% in HKDSE.	<input type="checkbox"/> HKDSE results	LCL Form Coordinators	Teaching Assistant

Member List : Li Chun Lan (Panel Head) Ku Chun Cheung (Assistant Panel Head) Cheung Mun Lau Ho Yu Pang, Leung Man Fai
 Liu Lai Ming Lo Fung Chun Lo Wing Piu Suen Yat Ming Tong Wai Yau Wong Hau Wo Yu Tak May

田家炳中學

生活與社會科/公民及社會發展科 周年計劃書檢討(2023-2024)

工作重點(I)：推動自主學習

工作 / 措施	成功準則	評估方法	負責人
1. 提升學生時事觸覺	1.1 高中: 運用報章專題製作 2-3 份精讀筆記了解時事 初中: 每學期的統測及考試以時事 MC 擬題	<ul style="list-style-type: none"> ■ 會議檢討 ■ 持續性評估 ■ 科主席觀簿冊 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科任老師
2. 配合教學或測考，製作知識增益及自學教材	2.1 各級按考核密度數目製作適量的實體或電子自學小冊子供學生預習或練習 2.2 各級均設立相關影片庫及題目庫供學生自學		
3. 加強電子教學平台的運用 ■ 各級建立屬班的 TEAMS 教室及電子教材庫 Sharepoint ■ 建立電子教學資料檔案庫配合實體教學材料供老師參考使用	4.1 所有班別能夠建立電子課室及運用電子教學資料檔案庫，進行預習或課堂互動交流學習。 4.2 所有老師能利用資料庫預備課堂或製作教材	<ul style="list-style-type: none"> ■ 會議檢討 ■ 共同備課節 	<ul style="list-style-type: none"> ■ 科主席 ■ 級聯絡

工作重點(II)：優化新課程內容

工作 / 措施	成功準則	評估方法	負責人
<p>改善中一、二及四、五、六的課程</p> <ul style="list-style-type: none"> 配合教育局政策，建立各級課程框架、教學進度、教材及教學策略 建立學習常規和培養自信心，並安排適切補底活動，引導學生訂立多元學習目標，釋放學生空間 培養學生成為有識見、負責任的公民，懂得尊重法治，認同國民身份，並具備世界視野，以及願意對共同維護國家安全作出貢獻。(NSE) 	<ul style="list-style-type: none"> 各工作紙設計能回應教學目標 學生評核及格率達七成 大部份學生認同教與學成效 全部任教老師對教材感到滿意 各級增加 1 次測考外評估方法 	<ul style="list-style-type: none"> ■ 會議檢討 ■ 課業評分 ■ 教與學問卷 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 教務主任

1.1 強化學生自我管理及自主學習，透過不同類型的活動，協助學生發展及發揮個人興趣及強項，建立優質的閒暇生活，塑造愉悅的校園氛圍

(回應學生事務)

工作 / 措施	成功準則	評估方法	負責人
1. 推動多元學習及成長機會 <ul style="list-style-type: none"> ■ 配合課程特點，進行課堂以外延伸學習活動 ■ 關愛團體、社區及社會的需要 ■ 配合校內中華文化計劃，推動傳統文化保育及國民身分認同(NSE) ■ 推動學生閱報習慣 	1.1 各中四五級公民科考察活動中完成學習探究，參加中華文化獎勵計劃 1.2 配合各級相關的生活教育課程，初高中各有一節配合課程，以便提升跨組協作的效能 1.3 30% 中二學生參與義工服務計劃 1.4 初中兩級每學年均舉行最少 2 次時事 MC 擬題及測驗	<ul style="list-style-type: none"> ■ 會議檢討 ■ 課業評分 ■ 教與學問卷 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 教務主任

工作重點(III)：中六級公開試成績

工作 / 措施	成功準則	評估方法	負責人
1. 加強學生公開試技巧	1.1 中六級測驗或考試中均能使用出版社資源進行功課練習，然後作考評 1.2 各班學生均能使用 Teams / Sharepoint 功能掌握公開試題目答題合格要求 1.3 整合聯校試題庫及出版社試題，並按題型/課題進行分類，讓科任老師按學生能力進行焦點訓練	<ul style="list-style-type: none"> ■ 考試檢討 ■ 會議檢討 ■ 共同備課節 ■ 會議檢討 ■ HKDSE 成績分析報告 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主席 ■ 科任老師
2. 配合自學策略，增進學生課外知識及概念	3.1 80%學生能運用電子學習模式及平台促進學生自學 3.2 80%學生能夠在測考時能利用恒常的閱讀材料作為論證內容		

Tin Ka Ping Secondary SchoolIntegrated Science Annual School Plan (2023–2024)Main concern (I) : Organization of E-learning material

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To prepare the self-learning materials to enhance Self Directed Learning (e.g. E-learning)	Whole Year	1.1 E-learning Learning materials are uploaded to the SharePoint	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers

Main concern (II) : **To strengthen students' self-management and self-directed learning (SDL) capacity**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
2.1 To enhance the teaching and learning effectiveness through the implementation of SDL <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. - To prepare the self-learning materials to enhance Self Directed Learning (E-learning) 	Whole Year	2.1.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 2.1.2 The pre-lesson tasks can be incorporated with SDL in teaching and assessment. 2.1.3 To select appropriate strategies among the learning strategies after studying them on SD days. One set of self-learning material is prepared successfully.	<input type="checkbox"/> Evaluation of the effectiveness of material by formal / informal questionnaire for students and/or teachers. <input type="checkbox"/> Discussion in subject meetings	<input type="checkbox"/> All subject teachers <input type="checkbox"/> All subject teachers
2.2 To cater for the diverse learning need of students with different forms and ability.	Whole year	2.2.1 Students find the programs interesting and useful 2.2.2 More than 10 gifted students are willing to attend the courses.	<input type="checkbox"/> Evaluation of the effectiveness of material by formal / informal questionnaire for students	<input type="checkbox"/> All subject teachers

<p>Review and amend the corresponding policy and measures</p> <ul style="list-style-type: none"> - Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning - Arrange subject-based enhancement courses. - To relieve the pressure of homework of elite students so that the students have more time for SDL 		<p>2.2.3 Elite classes (at least 2 times) for elite student to participate</p> <p>2.2.4 Setup a system with criteria in which to relieve elite student learning pressure.</p>	<p>and/or teachers.</p> <p><input type="checkbox"/> Discussion in subject meetings</p>		
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Main concern (III) : To increase students' interest through participating in various science related activity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To promote F.1 and F.2 students to participate in science related activity	Whole Year	<input type="checkbox"/> 3.1.1 At least 50 F.1 students and 40 F.2 students to participate in science related activities: Science competitions, Science workshops or science camp.	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers
2. To promote the use of STEM in some related topics	Whole Year	<input type="checkbox"/> 3.2.1 Conduct F.1 and F.2 STEM activity which can be implemented the course	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers

Main concern (IV) : Implementation of National Security education into Curriculum

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Implementation of National Security education into Curriculum	Whole Year	1.1 At least one topic would be added to F.1 and F.2 curriculum 1.2 2~5 % of marks in examination paper about NSE would be added. 1.3 50% of students should be passed in NSE questions.	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Result of students in the examination	<input type="checkbox"/> All subject teachers

Team Members

Name	Role
Law Ka Lun	Panel Chairman, F1 subject teacher (F.1 coordinator)
Chiu Man Lai	F.1 subject teacher
Law Pak Tsun	F.1 and F.2 subject teacher (F.2 coordinator)
Tang Kin Tung	F.2 subject teacher
Siu Man Yung	F.2 subject teacher
Man Wai Sim	Lab. Technician
Ng Fung Ling	Lab. Technician
Noel	Lab. Technician
Rocky	Lab. Technician

Tin Ka Ping Secondary School**Program Plan of Chemistry Department (2023–2024)**

1. To improve student performance with better curriculum design and pedagogy

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Optimize the distributions, amount and effectiveness of assessments in different forms	whole year	<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. - About 70% students have positive response to the view that the assignments and tests help them to learn better 	<ul style="list-style-type: none"> - Result of student survey - Students' daily feedback 	CCY (S5,6) LKL (S3,4) TKT (S3,4)
2. Review the curriculum design and suggest improvements with reference to the students' learning problems and the changes in the HKDSE.	whole year	<ul style="list-style-type: none"> - Improvements in curriculum design - More support to students to improve their learning - Improvements in student performance - Effectiveness is raised. 	<ul style="list-style-type: none"> - Subject meeting to evaluating effectiveness - Feedback from the teachers 	CCY LKL
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures <ul style="list-style-type: none"> - Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning - Arrange subject-based enhancement courses / activities or encourage students to take part in competitions and courses organized by outside bodies. - Low achievers: study habit development 	whole year	<ul style="list-style-type: none"> - A policy for elite students is set up successfully - The policy can help elite students in learning - Subject-based enhancement courses / activities / competitions are held successfully. At least 4 students are willing to join. - A policy for low achievers is set up successfully. 	<ul style="list-style-type: none"> - Teachers' and Students' feedback - Subject meeting 	CCY
4. Knowledge bank of Videos and Teams MC for self-learning	Whole year	<ul style="list-style-type: none"> - Experiences of promoting learning strategies can be summarized. - Set of videos is prepared in each form (two topics) 	<ul style="list-style-type: none"> - Subject meeting - Teachers' and students' feedback - The quality of the videos + MC - Use of videos + MC 	CCY (S56) LKL (S4) TKT (S34)

5. Adjust the level of difficulties of assessment of assignments and give more support to S4 students gain more confidence in learning chemistry	Whole year	<ul style="list-style-type: none"> - Students believe they can and are willing to improve themselves - Students do not give up easily 	<ul style="list-style-type: none"> - Feedback from the teachers and students - Numbers of students dropped out 	TKT
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2. Raise the competency of students in DSE

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge
1. Prepare and use the analysis of DSE results	Before Mar	<ul style="list-style-type: none"> - Analysis of and 2023 is complete. - Analysis is used in review with students - Students understand the criteria and common mistakes in DSE. 	<ul style="list-style-type: none"> - Use of analysis of 2023 - Teachers' and Students' feedback 	CCY
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Mar	<ul style="list-style-type: none"> - Exemplars of 2020, 2021 and 2022 for students are prepared successfully. - Teachers use the exemplars in public exam paper review with S6 students - Students understand the criteria and common mistakes in DSE. 	<ul style="list-style-type: none"> - Exemplars of 2020, 2021 and 2022 - Teachers' and Students' feedback - The quality of the exemplars. 	CCY

3. Team members (2023 – 2024)

Mr. Cheung Chun Yeung (Panel Head): C.C.Y.

Dr. Law Ka Lun (Teacher): L.K.L.

Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.

Ms. Man Wai Sim, Fion (laboratory technician)

Ms Ng Fung Ling, Ling (laboratory technician)

Ms. Tam Yu Ting, Noel (laboratory technician)

Tin Ka Ping Secondary School
Annual School Plan of Physics Department for 2022-2023

Major Concerns (I) : To enhance students' learning motivation and to relieve the space of students for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Arouse interest of learning	Whole year	<input type="checkbox"/> At least 4 You-tube Physics funny videos / simulations are delivered to S3-S4 students per term. <input type="checkbox"/> Set up Physics Game Stall in Academic Week. <input type="checkbox"/> 80% of S3 students finish their home experiments and video reviews.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Teachers' checking <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
2. Set up pre-lesson preparation habit for S3 – S5 students	Whole year	<input type="checkbox"/> More than 90% S3 students finish the PLWS before class. <input type="checkbox"/> More than 60% of S4 students read the worked examples and finish the WS/quiz before/on class. <input type="checkbox"/> At least 30% of S5 students finish the on-line quiz before class.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Teachers' checking <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation and checking
3. To optimize Assessment for Learning	Whole year	<input type="checkbox"/> The efficiency of HW is evaluated. <input type="checkbox"/> Detailed reviews for UT and examinations are prepared / carried out.	<input type="checkbox"/> Student survey <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
4. To enrich and organize SDL materials for students' learning.	Whole year	<input type="checkbox"/> The online platform (Microsoft Teams & Radian website) is well utilized for studying material publishing and documentation. <input type="checkbox"/> SharePoint SDL station is launched and is kept updating. <input type="checkbox"/> S3 UT & Exam review videos are prepared. <input type="checkbox"/> A list of SDL e-learning materials is compiled.	<input type="checkbox"/> Frequency of uses of the self-learning materials <input type="checkbox"/> Teachers' and students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation and checking
5. To cater for the diverse learning need of students and develop students' senses of autonomy and competence.	Whole year	<input type="checkbox"/> S5 Assignment Exception policy is carried out successfully. <input type="checkbox"/> S5 students are able to have a limited right to choose suitable level of assignments throughout the whole school year. <input type="checkbox"/> S5 low achievers is allowed to open textbook in at least one UT (but with 20% of marks deducted). <input type="checkbox"/> Prize giving is arranged for the best achievers in each form and students with great improvement after UT and Examination.	<input type="checkbox"/> Frequency of uses of the self-learning materials <input type="checkbox"/> Teachers' and students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation and checking

Major Concerns (II) : To enhance the HKDSE result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Start revision early in September for S6 students and finish the S6 curriculum in mid-November.	1 st term	<input type="checkbox"/> The S6 curriculum is completed by mid Nov 2022.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
2. Make good use of enhancement/remedial class	Whole year	<input type="checkbox"/> More than 30% S5 & S6 students join the classes <input type="checkbox"/> At least 70% attendance for each class <input type="checkbox"/> Positive feedback from students and teachers	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
3. In depth study of HKDSE past papers	Whole year	<input type="checkbox"/> HKDSE past paper questions are differentiated with different level of difficulties so that students can choose to finish suitable questions for studying. <input type="checkbox"/> A data bank with past paper MCQ correct rate and distraction rate is established. <input type="checkbox"/> 2022 DSE Physics report on assessment is discussed and shared in subject meeting. <input type="checkbox"/> 80% of S6 students has finished 5 years HKDSE past paper. And the papers are discussed on the lessons.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts.	Whole year	<input type="checkbox"/> The analysis report of students' scripts is discussed thoroughly aiming at applying and integration in daily teaching to enhance students' learning <input type="checkbox"/> Students are able to master the skill in answering experimental questions	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> TM <input type="checkbox"/> WS	<input type="checkbox"/> time for arrangement
5. Sharing of experience by past students	First term	<input type="checkbox"/> At least 10 minutes sharing for S6 students by 2 past students	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> TM <input type="checkbox"/> WS <input type="checkbox"/> PT	<input type="checkbox"/> time for arrangement

Team Members: Chan Wai Shing, Yu Tak May, Law Pak Tsun, Lab Tech

Tin Ka Ping Secondary School
Program Plan (2023-2024)
B I O L O G Y

Major concerns:

1. To strengthen students' self-management and self-directed learning (SDL) capacity
2. To enhance Biology HKDSE Result

Major Concern (I) To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Promote subjects to optimize the distributions, amount and effectiveness of assessments in different forms -Student perception questionnaires S1-5 of distribution, distribution, amount and efficiency of assessment)	whole year	1. About 70% students have positive response to the view that the amount of homework is reasonable. 2. About 70% students have positive response to the view that the assignments and tests help them to learn better.	Result of student survey Results of UT and exam	KWOK OC, CHIU ML
2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning - To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self Directed Learning - To plan and revise the teaching curriculum and plan incorporate with SDL.		1. At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully 2. The pre-lesson tasks can be incorporated with CCL in teaching and assessment. 3. Lesson time is saved to teach some difficult parts. 4. Select appropriate strategies among the learning strategies after studying on SD days. 5. One set of self-learning material is prepared successfully. (e.g. E-learning materials, reading, video, SharePoint or MS forms etc)	1. Lesson observation 2. Programme plans 3. Subject meeting minutes 4. Learning and teaching questionnaires 5. Frequency of using the self-learning materials 6. Teachers' and students' feedback	

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> - Offer more opportunities to gifted students to develop their special talents. - Arrange subject-based enhancement courses. - Encourage students to take part in competitions and courses organized by outside bodies. - To relieve the pressure of homework of elite students so that the students have more time for SDL -introduce biotechnology experiments (ABE program of CUHK) <p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <p>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.</p>		<ol style="list-style-type: none"> 1. Students find the programs interesting and useful 2. Students are willing to attend the courses. 3. High participation rate (80%) 4. Good student performance 5. A plan on helping average ability students is prepared. 6. A plan on helping low achievers is prepared. 	<ol style="list-style-type: none"> 1. Learning and teaching questionnaires 2. Perception of homework questionnaires 3. Subject meeting minutes 4. numbers of students attending the programs 5. feedback from students. 6. Teacher observation 7. Analysis of the results of competitions 8. The content of the plans 	

Major Concern (II) To enhance Biology HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence		1. The Form Six curricula of all subjects are completed by late Nov 2023. 2. At least three years of HKDSE past paper can be arranged for practice after the completion of Form Six curricula. 3. At least 60% of students achieve Level Four or above.	1. Subject meeting minutes 2. Results of HKDSE and JUPAS	
2. To revise a question bank of different publishers, HKDSE (2012-2022) & other foreign public exams (e.g. AQA) in electronic media and sort them into different topics	whole year	1. The question bank has been updated 2. Suitable questions are selected and sorted.	1. The progress report in subject meeting. 2. Students' comments on the effectiveness of the question bank.	KWOK OC, CHIU ML
3. To enhance students' performance by continuous assessment (such as quizzes, UT and internal examination)		<input type="checkbox"/> Students have shown improvement on their performance of pop-quizzes, UT and examinations.	<input type="checkbox"/> Performance of students in various assessments.	
4. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively		1. Teachers have attended most of the relevant seminars or workshops organized by HKEAA and EDB 2. Teachers take part in the marking of HKDSE and share experience with each other.	<input type="checkbox"/> Through subject meetings, teachers can evaluate the sufficiency & usefulness of the seminars and meetings.	

Team Members

KWOK OI CHI, JACKIE (Panel chairperson) CHIU MAN LAI (Panel teacher) TAM YU TING (Lab. Tech.)

Appendix : Budget for 2023-2024

田家炳中學
中國歷史科周年計劃書(2023-2024)

工作重點(I)： 強化科本自主學習策略

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
1. 教學：加強備課策略的運用，設計樣本備課工作紙，促成學生有效自學	全年	<input type="checkbox"/> 中一至中三級設計樣本工作紙各一張 <input type="checkbox"/> 初中各班有一次電子學習經歷 <input type="checkbox"/> 年內最少一次專業交流	<input type="checkbox"/> 科會檢討	郭宇	-
2. 課堂延伸：建立科本的讀書計劃，從中一、二擴展至中三級，增加學生的歷史知識及興趣，從而促進自主學習精神	全年	<input type="checkbox"/> 擬訂相關政策文件，包括閱讀種類、數量及讀書報告的要求 <input type="checkbox"/> 購置相關書籍	<input type="checkbox"/> 科會檢討 <input type="checkbox"/> 增購合適讀物最少二十本	慧雅	圖書津貼
3. 教材:Sharepoint 等自學材料整理，強化學生自學。	全年	<input type="checkbox"/> 初中各班有一次電子學習經歷 <input type="checkbox"/> 和備課工作結合	<input type="checkbox"/> 每級有一次電子學習經歷	各級聯絡	-
4. 教學尖子--調整功課量及難度，釋放空間以進行拔尖及讓學生自學。	全年	<input type="checkbox"/> 乎合尖子學生在初、高中的相關要求	<input type="checkbox"/> 科會檢討	各級聯絡	-
5. 處理學習差異-中能力的同學的課堂教學及評估工作	全年	<input type="checkbox"/> 提升中能力學生在學科的成績	<input type="checkbox"/> 科會檢討	各級聯絡	

工作重點(II)： 從高中課堂延伸活動（講座、參觀、遊學）的推廣提升學生對歷史的興趣及公開試成績

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
1. 鼓勵高中學生參加本港各間大學、博物館及學術機構主辦的學術研討會，擴闊學生對歷史的認知範圍，提升習史興趣	全年	<input type="checkbox"/> 每名高中學生每年最少參與一次與中國歷史學習相關的研討會，並完成指定課業。	學生須完成一篇回應文章，字數不少於 500 字。	各級聯絡	學校撥款及LWL
2. 鼓勵高中學生參觀與中國歷史相關的博物館(香港或外地)展覽，提升習史的興趣	全年	<input type="checkbox"/> 每名高中學生每年最少參觀一次博物館展覽，並完成指定課業。	學生須完成指定的專題報告	各級聯絡	-

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
3. 為高中學生籌辦每年至少一次由學科自辦或推薦參與由其他組織籌辦的遊學團，拓闊視野 發展網上歷史導賞/由師兄姐帶師弟妹到歷史徑等參觀	全年	<input type="checkbox"/> 不少於兩成學生參與遊學團 <input type="checkbox"/> 以學生的反思文章的水平檢視遊學團對提升學生習史的興趣與能力的作	每名參與遊學團的學生須繳交一篇字數不少 500 字的遊後感	各級聯絡	校外活動撥款
4. 挑選高中尖子同學參加比賽及活動，提升學生公開試成績	全年	<input type="checkbox"/> 不少於兩位學生參與中史學術性比賽	學生須完成指定的專題報告	各級聯絡	校外活動撥款

工作重點(III)：初中新課程的修訂及檢視

工作／措施 Tasks / Actions	時間表 Time Scale	成功準則 Success Criteria	評估方法 Methods of Evaluation	負責人 Staff Responsible	所需資源 Resources
按初中各級學生的學習能力及課程重點，調整及修訂目前的論述題課業安排及歷史資料題，回應初中課程改革	9/2023-7/2024	<input type="checkbox"/> 重整各級課程重點，並製作相關課業 <input type="checkbox"/> 各級課業能平均分配不同能力層次，如理解、分析及評鑑	<input type="checkbox"/> 科會檢討課業的設計及成效 <input type="checkbox"/> 老師批改學生課業並紀錄成績	各初中級聯絡 各初中科任老師	-

科／組成員名單 Team Members：姚慧雅（科主席） 郭宇 李力祺 陳康彥 梁文輝 黎藹盈

【附錄：來年度財政預算】

項目	圖書館撥款	常費
圖書	\$1,500	
為各級學生籌辦學科延伸活動		\$20,000
額外圖書撥款		\$1,500
書商電子教材收費		\$4,000
書券		\$1,020

小計：	\$1,500	\$26,520	
			總計：\$28,020

Tin Ka Ping Secondary School
Program Plan of History Department (2023-2024)

Program Plan (2023-2024)

A. Major Concerns (I): Preparing students for the Hong Kong DSE Examination

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. To enhance junior form students' ability in answering data-based questions through self-directed learning	Whole academic year	<ul style="list-style-type: none"> - At least one SDL materials on DBQ is prepared for F.2 and F.3 - Meetings with subject teachers are arranged to explain the focus of the materials, clarify any misconception that may arise and evaluate the progress of the students. - Junior form students manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions. - There is improvement in the performance of students after going through the materials 	<ul style="list-style-type: none"> - Progress report in the subject meetings - Checking the progress of the students, especially their understanding of the sources and linguistic skills when doing exercises, tests and examinations. - Performance in assessments in terms of marks and answer formats in junior and senior forms. 	LHY LMF LLK	<input type="checkbox"/> Reference materials
2. To prepare senior form students for DSE through 'Test driven learning'	Whole academic year	<ul style="list-style-type: none"> - Areas for improvement are identified after tests and help students improve question answering skills through feedback. - Provide students with systematic training and time to time feedback during lesson or in e-form. - Subject teachers indicate that students' knowledge and skills improved at the end of each term. 	<ul style="list-style-type: none"> - Tests result statistics - Students performance in assessments (Examinations) - Students feedback - Discussion in subject meetings 	CWT LLK LMF	<input type="checkbox"/> Reference materials
3. To arrange peer observation of lessons among subject teachers	Whole academic year	<ul style="list-style-type: none"> - Peer lesson observations are carried out at least once in each term - Feedback on lesson observations was given in both post-lesson discussion (specific) and subject meetings (general) - Foci on collaboration: F.2 - 3 new curriculum. Areas for improvement are identified and teaching strategies are refined. 	<ul style="list-style-type: none"> - Lesson observation reports - Discussion in subject meetings 	CWT LLK LMF	<input type="checkbox"/> Evaluation forms <input type="checkbox"/> Reference materials

Major Concerns (II): Enhancing learning through Self-Directed learning and learning outside classroom

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
Self- Directed Learning with e-learning element	Whole academic year	<ul style="list-style-type: none"> - More students are engaged in the lessons with pre-study for junior form students and e-learning (Microsoft teams) become a tool for Self-directed learning in senior form. - Junior form topics designed will follow new curriculum. - One trial will be designed for F.2 history class. - The materials/ instructional strategies designed are positively evaluated 	<ul style="list-style-type: none"> - Lesson trial by subject teacher with peer lesson observation - Students' performance in assessment 	CWT LMF LLK	SD Day training Reference materials
Cultivate Students reading habit	Whole academic year	<ul style="list-style-type: none"> - Students read reading materials suggested or provided by teacher - Junior form students form reading groups and present in lessons - Junior form students join ‘初中歷史科電子閱讀獎勵計劃’ orgnizaed by EDB - Senior form students read reference books in order to enrich their subject knowledge. - Raise students learning motivation and interest through reading. 	<ul style="list-style-type: none"> - In-class presentation / Report of students' performance in subject meeting 	CWT LMF LLK	Library, textbook and internet resources and newspapers

Team Members (2023-2024): Chung Wai Tak, Lai Oi Ying, Leung Man Fai, Li Lik Kei

Tin Ka Ping Secondary School**Programme Plan of Geography Department (2023-2024)****Major Concern (I): To strengthen students' self-management and self-directed learning (SDL) capacity**

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To recognize students' achievements using various means for motivating students	- Whole year	1.1 Book coupons are awarded to top 5 students in UTs and exams in class.	1.1 Amount of book coupons awarded	LYC WWC
2. To optimize self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning <ul style="list-style-type: none"> - To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self-Directed Learning - To plan and revise the teaching curriculum and plan incorporate with SDL 	- Whole year	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared for Form One successfully. 2.2 At least one pre-lesson task can be incorporated with CCL/SDL in teaching and assessment for Form One. 2.3 Lesson time is saved for teachers to teach some difficult parts. 2.4 Teachers continue to use the learning strategy chosen. 2.5 One set of self-learning material (e.g. E-learning materials, reading, video, SharePoint or MS forms etc.) is prepared successfully for Form One.	2.1 Collaborative preparation lessons 2.2 Collaborative preparation lessons 2.3 Subject meeting minutes 2.4 Subject meeting minutes 2.5 Subject meeting minutes	LYC WWC
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures	Whole year		3.1 Feedback from students 3.2 Attendance 3.3 Results of exams	LYC
3.1 Elite students: Adjust the amount and		3.1 Students find the enhancement classes		

<p>difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none">- Arrange subject-based enhancement courses.- To relieve the pressure of homework of elite students so that the students have more time for SDL <p>3.2 Average ability students: develop a learning routine and consolidate their learning method or strategy</p> <ul style="list-style-type: none">- Arrange subject-based enhancement courses. <p>3.3 Low achievers: develop a learning routine and advocate self-esteem.</p> <ul style="list-style-type: none">- Arrange subject-based enhancement courses.		<p>useful</p> <p>3.2 High participation rate (80%) of enhancement classes</p> <p>3.3 Good student performance in exam</p>		
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Major concern (II): To enhance HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence	- Whole year	1.1 The Form Six curriculum is completed by late Nov 2023. 1.2 All HKDSE past paper can be arranged for practice after the completion of Form Six curriculum. 1.3 At least 50% of students achieve Level Four or above.	1.1 Subject meeting minutes 1.2 Subject meeting minutes 1.3 Results of HKDSE	LYC
2. To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively	- Whole year	2.1 The crucial factors of enhancing students' performance in structured questions and short essays are identified and documented. 2.2 Those crucial factors are applied and integrated in daily teaching. 2.3 Students are able to master the examination skills effectively through the examination analysis.	2.1 Subject meeting minutes 2.2 Subject meeting minutes 2.3 Results of HKDSE	LYC
3. To serve as a HKDSE marker and share the experience in subject meetings	- Whole year	3.1 Exam skills acquired can enhance students' performance in structured questions. 3.2 Acquired exam skills are applied and integrated in daily teaching.	3.1 Results of exams and HKDSE 3.2 Subject meeting minutes	LYC

2. Team members

Lau Yin Chun

Wong Wing Chi

Appendix: Budget for 2023-2024

OEBG

Item No.	Description	Estimated total price
1.	Field trip fee for teachers	200
2.	Stationery	300
Total		500

Gov’t Fund (EOEBG)

Item No.	Description	Estimated total price
1.	Teaching material-Ranging Poles	2,000
2	Teaching material-Abney Level	2,050
Total		4,050

TKPF

Item No.	Description	Estimated total price
1.	Book coupons	1,800
Total		1,800

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2023-2024)

Major Concern 1: To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated	9/2023 – 7/2024	<ul style="list-style-type: none"> Derivation of pre-lesson worksheets of S3 Tech Ed topics and 30% of BAFS topics, containing the following elements: <ul style="list-style-type: none"> Feedback Seeking help from peers (consolidating deep learning) similarities and differences; success criteria (transfer) e-learning 	<ul style="list-style-type: none"> Worksheets prepared and stored on Teams for reference 	<ul style="list-style-type: none"> CWT, CSL, WYL
		<ul style="list-style-type: none"> Progress and teaching experience are shared in every subject meeting LPF prepared on one topic in Form 4 for each subject 	<ul style="list-style-type: none"> LFP prepared and stored on Teams Discussion in subject meetings 	<ul style="list-style-type: none"> CWT
		<ul style="list-style-type: none"> Teachers and students indicate that the instructional strategies are effective in enhancing students' learning 	<ul style="list-style-type: none"> Discussion in subject meetings Test and examination results analysis Students' evaluation 	<ul style="list-style-type: none"> CWT, CSL, WYL
2. To train students on self-learning techniques (on pre-lesson preparation)	9/2023 – 7/2024	<ul style="list-style-type: none"> Over 90% of students have finished their pre-lesson worksheets before the lesson. Experience sharing on building students' habits in pre-lesson study was done 	<ul style="list-style-type: none"> Report on classroom observation and sharing in subject meetings File checking 	<ul style="list-style-type: none"> CWT, CSL, WYL
		<ul style="list-style-type: none"> The content of textbook to be read fixed (for group quizzes and in pre-lesson worksheet). Over 90% of students read 20% of their textbook on their own. 	<ul style="list-style-type: none"> Fixed content stored up on Teams Report on classroom observation in subject meetings 	<ul style="list-style-type: none"> CWT, CSL, WYL

		<ul style="list-style-type: none"> ● Six additional videos (including those on YouTube) for flip classroom in each subject were prepared and utilized. ● Written, audio or video explanation of MC on examination prepared. ● One differentiated levels of worksheet with feedback should be developed in each form. 	<ul style="list-style-type: none"> ● Six additional videos are produced and stored systematically on Teams or YouTube ● Report of utilization of videos in subject meetings ● Written, audio or video explanation on MC prepared and uploaded to web for students' access 	● CWT, CSL, WYL
		<ul style="list-style-type: none"> ● Experience on using pre-lesson worksheets, training students on textbook reading, and utilization of videos and written explanations on MC are shared in subject meeting 	<ul style="list-style-type: none"> ● Discussion in common free periods and subject meetings ● Students' survey on effectiveness of flip classroom 	● CWT, CSL, WYL

Major Concern 2: To enhance HKDSE Result

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To develop students' habits in doing Daily Questions, including past paper questions (space vs. mass practice)	9/2023 – 7/2024	<ul style="list-style-type: none"> ● A question bank on Daily Questions according to topics should be developed in the next academic year. 	<ul style="list-style-type: none"> ● A Question Bank on Daily Questions is prepared and stored on Teams. 	● CWT, CSL, WYL
		<ul style="list-style-type: none"> ● Over 90% of students in each form finished the questions on schedule. 	<ul style="list-style-type: none"> ● Report in subject meetings 	● CWT, CSL, WYL
		<ul style="list-style-type: none"> ● Students indicate that they have the habit in doing past paper questions. 	<ul style="list-style-type: none"> ● Students' survey ● Discussion in subject meetings 	● CWT, CSL, WYL
2. Preparation of worksheet with current issues and data analysis (Economics) (based on publisher's materials provided)	9/2023 – 7/2024	<ul style="list-style-type: none"> ● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised. 	<ul style="list-style-type: none"> ● Materials and worksheets prepared and stored on Teams ● Discussion in common free periods and subject meetings 	● CWT, CSL, WYL

Major Concern 3: Increasing students' learning motivation through CCL and assessment for learning

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out pop-quizzes and biweekly tests	9/2023 – 7/2024	● Pop quiz and biweekly test bank is developed.	● A bank of quizzes and tests developed and stored on Teams	● CWT, CSL, WYL
		● Pop quizzes and biweekly tests are carried out.	● File checking	● CWT
2. To implement STAD for motivating students to improve their test performance	9/2023 – 7/2024	● STAD is used for assessment.	● Report in subject meetings	● CWT, CSL, WYL
		● STAD is considered effective in motivating students.	● Discussion in subject meetings ● Students' survey	● CWT

Major Concern 4: Carrying out National Security Education

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To carry out national security education as suggested by EDB	9/2023 – 7/2024	● Topics and contents suggested by EDB on national security education are taught	● Teaching materials/ references are stored in Teams ● Report in subject meetings	● CWT, CSL, WYL

3. Team Members

Chung Wai Tak, Joseph (Chairman)

Chan Sui Long, Allen

Wong Yiu Long, Ray

Tin Ka Ping Secondary School
I.C.T. and C&T
Program Plan (2023-2024)

Major Concern (I): To enhance students' learning motivation and learning skills, and to relieve the space of students for Self-Directed Learning (SDL)

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
1. Encourage students to attend different competitions, so that students can have a chance to build their self-worth.	Photo albums of students' achievements are displayed on the school website and prizes are given in the morning assembly.	Teachers and students' feedback	Tsz Fung, Tsz Shan
2. Optimize the assessment for learning methods for junior form students. Aim to relieve the pressure of homework so that students can have more time for SDL.	Students' pressure on tests / assignments is relieved and about 70% students have positive response to the view that the amount of homework is reasonable.	Results of questionnaires	Tsz Fung, Tsz Shan
3. To prepare more self-learning materials and pre-lesson tasks for S1 and S2 C&T lessons to enhance SDL	At least two topics are prepared for self-learning and SDL.	Subject meeting minutes	Tsz Fung, Yat Ming
4. The reformation of junior form CL and DT courses to C&T.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Yat Ming
5. To cater for the diverse learning need of students with different forms and ability.	A plan on helping average ability and low achievers students is prepared.	Subject meeting minutes	Tsz Fung
6. Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning.	Students find the programs interesting and useful.	Subject meeting minutes	Tsz Fung

Major Concern (II): To enhance HKDSE Result

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
1. To keep track of the teaching progress of senior forms so that more HKDSE revision tests/practices can be arranged to enhance students' examination skills and boost their confidence.	At least 60% of students achieve Level Four or above in DSE exam.	Results of HKDSE	Tsz Fung, Wai Yau
2. To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance students' achievement effectively.	Students are able to master the examination skills effectively through the examination analysis.	Results of HKDSE	Tsz Fung, Wai Yau

Member list:

Kwok Tsz Fung (Subject panel head)	Tong Wai Yau	Suen Yat Ming	Chau Tsz Shan
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田家炳中學

2023-2024 年度 普通話科周年計劃

工作重點 1. 提升同學學習興趣

工作/措施	時間表	成功準則	評估方法	負責人
1. 中二才藝表演（CCL 小組代表或整組，詩詞朗誦、PTH 勵志歌曲表演、繞口令、配音、拍 KOL 節目等）（上學期） 2. 中一普通話劇目表演（基於 CCL 小組或跨組，下學期） 3. 小組代表/整組表演或展示出色，可加分或獎勵	全年	1. 組員互相糾正發音 2. 各組發音準確，投入表演，獲得良好評分	評分表格中「態度」及「音準」兩項的平均分達 7 成或以上	科任老師

工作重點 2. 縮小學生普通話能力差異

工作/措施	時間表	成功準則	評估方法	負責人
1. 基於 CCL 小組，至少於三班各挑選 1-2 對夥伴，安排強的同学幫助弱的同學 2. 根據被幫助同學的說話或朗讀表現，同時獎勵幫助和被幫助的同學（加分及書券）。	全年	1. 被幫助同學的說話/朗讀錯讀字減少	1. 拍攝短片或錄音 2. 朗讀或說話口試評分	科任老師

Major Concerns (I): Keep enhancing E-learning in V. A. lessons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1 In S4 to S6, at least 1 new topic / new App will be developed	S4: 2 nd term S5: once each term S6: 1 st term	1.1 S4: To make a digital drawing 1.2 S.5 & 6: To complete a drawing or a painting and put it into use in their SBA art making 1.3 S.5 & 6: To do some art experiments by using photography editing apps/ digital drawing apps in their SBA research workbook	● The completed artwork submission to Google drive/ Teams Assignment right after the lesson ● The quality of work.	Lai On Chun Yin Sin Ting
2 In S1, a topic with the application of “Zen Brush” will be continued.	Nov to Dec	2.1 S1: To complete an ink painting of “The Year of Rabbit” in order to incorporate the Unit relates to Chinese Culture	● The completed artwork submission to Teams right after the lesson ● The feedback and comment of students to Teams right after the designated lesson	
3 In senior classes, some topics about art criticism and appreciation	S4: 2 nd term S5: once each term	3.1 To make use of an App of Art History in the process of Art Criticism 3.2 To conduct a presentation by using an App of Art History 3.3 To complete a presentation by creating PowerPoint slides that are prepared by students themselves	● Observation of the usage of the students ● The quality and fluency of the presentation ● The feedback and comment of students to Teams /google classroom right after the designated lesson	

Major Concerns (II): To enhance students' learning motivation and learning skill for Self- Directed Learning (SDL)

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To optimise Assessment for Learning in senior class	Whole Year	1.1 To adjust the items and ratio of continuous assessment of S4 to S6 1.2 To increase the number of written tests. 1.3 To increase the number of painting tests.	● Arrangement of continuous assessment ● The amount of written tests and the students' performance. ● The amount of painting tests and the students' performance.	Lai On Chun Yin Sin Ting
2. To enhance the teaching and learning effectiveness through the implementation of SDL - To prepare more pre-lesson tasks for student preparation. - To optimise useful self-learning materials. Strengthen students' self-learning	Whole Year	2.1 The students in S4 to 6 class can complete their pre-lesson tasks (like image collection, mini sketching, brainstorming) more frequently before each unit. 2.2 To build up their image research data bank (both soft and hard copies) in a more systematic way 2.3 One set of self-learning material is prepared successfully. (e.g. E-learning video, SharePoint)	● The quality of the pre-lesson tasks ● The total no. and topics of their image collection.	
3. To cater for the diverse learning needs of students with different forms and abilities. - Elite students: Encourage students to take part in competitions and courses organised by outside bodies.	Whole Year	3.1 Students find the programs interesting and useful 3.2 Good student performance	● Learning and teaching questionnaires ● Feedback from students. ● Teacher observation ● Analysis of the results of competitions	

Major Concerns (III): Keep widening the scope and vision of senior students and enhance their OLE:

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
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1. To get to know more about visual arts organisations in Hong Kong and to get used to gallery / museum visits.	<u>S4 & S5</u> : at least once in each term <u>S6</u> : only in Sep and Oct	1.1 2 to 3 external visual arts learning activities; museum/ gallery visits to be organised during school hours. 1.2 Keep visiting the Art Basel	● No. of visits ● Total no. of participants (in each activity) ● Comments and feedback given by the participants	Lai On Chun Yin Sin Ting
2. To organise a cross-border art tour day-trip or a 5D4N/3D2N study tour for F4 and F5 students. (this will be further confirmed) - The destination is suggested to be Seoul/ Taiwan - The month of departure will be Mid Nov 2023 or Mar 2024. - The focus media of art making is Photography, Sculpture and Architecture appreciation.	Nov 2022 Or Mar 2023	2.1 Quality of the tour 2.2 Total no. of participants (in each activity) 2.3 Comments and feedback given by the participants 2.4 Quality of the post trip assignment	● Post Trip questionnaire ● Quality of the assignment	Lai On Chun Yin Sin Ting
3. To participate at least of the followings: - Participation of external drawing / painting contests - Art making workshop organised by local artists / art organisation - Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)	<u>S4 & S5</u> : once in each term	3.1 No. of activities organised. 3.2 No. of participant (S4 + S5 students) 3.3 Feedback from participants 3.4 Link up with Art Club and drawing class activities	● Comments and feedback given by the participants ● Completion of art work ● Quality of artwork	Lai On

Major Concerns (IV): Implement National Security Education through classroom teaching

Tasks / Actions: To introduce the importance of National Security Education (SBA Topics Discussion/ Painting Practice Theme Approach)	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
Strand 1 The concept and importance of national security • Concept of the State • Concept of national security • Importance of safeguarding national security • Holistic view of national security • Threats and risks	S4 -S6: 1st Term & 2nd Term	For students who choose NS related as their SBA Topics/ Painting Practice Theme Approach ● Students can show understanding on our country's opportunities and challenges in international affairs through examples (e.g. climate change) through their SBA data research ● Students can analyse the development and crises our country is facing today, and willingly assume the responsibility for safeguarding national security	● The completed artwork/ reflections of data research. ● The context of work. ● The feedback and comments of students.	Lai On
Strand 7 Major domains of national security • Basic content and importance of major domains of national security • The threats and challenges our country is facing • Ways and methods to safeguard national security		● Students can show understanding on the impressive cultural tradition of our country, and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country ● Students can analyse how our participation in international affairs affects the development of our country, and recognise that it is important to safeguard social security.		

*Team Members: Ms Chin Lai On, Mr. Lai Chun Yin, Ms, Law Sin Ting

Subject Head: Chin Lai On

First edition: 4th July 2023

Tin Ka Ping Secondary School
Music Annual School Plan 2022-2023

Major Concern I : Actualize the Programs of the 30th Variety Show

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none">● Apply funding to employ: out-school tutors to train the students● Group students to practice the programs	7/2023 7/2024	<ul style="list-style-type: none">● Funds are applied● All rehearsals can be executed.● Performances are prepared well and performed satisfactory.	<ul style="list-style-type: none">● Comments by the audiences and performers	<ul style="list-style-type: none">● Chun Yin/Lai Ming	<ul style="list-style-type: none">● Funds● More time for music teachers to follow the practise and programs.

Major Concerns II: Actualize the Programs of the Open days

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
<ul style="list-style-type: none">● Apply funding to employ: out-school tutors to train the students● Group students to practice the programs	7/2023 12/2023	<ul style="list-style-type: none">● Funds are applied● All rehearsals can be executed.● Performances are prepared well and performed satisfactory.	<ul style="list-style-type: none">● Comments by the audiences and performers●	<ul style="list-style-type: none">● Chun Yin/Lai Ming	<ul style="list-style-type: none">● Funds● More time for music teachers to follow the practise and programs.

Major Concerns III: Response for National Security Education

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources required
● Strengthen the teaching content of National Song	9/2023 To 7/2024	● Teaching the background of the song and its application how it relates to National Security	● Every students can sing the song ● Include the song’s background and meaning in the 社際常識問答比賽	● Chun yin/Lai Ming	● More visual and audio materials from internet.

Team Members: Lai Chun Yin, Liu Lai Ming

Subject Head: Lai Chun Yin (edited on 4/7/2023)

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2023-2024

Major Concern (I): PE lesson as a mean to elevate the fitness level and widen the scope of students

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remark
1. Emphasize fitness training in each PE lesson. Spend about 10 minutes for regular fitness training in each lesson but may carry out in different format in different classes in order to cater for the individual difference.	Whole year	1.1 Whole school participate in the “School Physical Fitness Award Scheme”, 95% of the students pass in the scheme, half of them get “Gold Medal”. 1.2 Students can actively participate in different items during PE lesson and regularly participate in different sports-related activities after school.	1.1 Perform “School Physical Fitness Scheme” in December to record students’ result. Also, multistage fitness test for cardiovascular function, sit & reach for flexibility, sit-up and push up for muscular endurance and power will be performed at the beginning and the end of the academic year. 1.2 Evaluate in subject meeting	Panel and PE teachers	Implement different training method in PE lesson
2. Organize sports related activities such as invite sports demonstration, and organize outing trips for all students.		2.1 Each form of student will be given at least one session of sports demonstration throughout the year. 2.2 Organize at least one outing trip in a year which is open for all students.	2. Evaluate in subject meeting.		Invite different sports association through LCSD

Major Concern (II): To nurture students' positive values and reinforce their sense of belonging at school through sports

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks
1. Certain number of students will be arranged or recruited as student helpers to serve in annual athletic meet, swimming gala and inter-house competition.	Whole year	1.1 100 or above students will act as student helpers to assist the preparation of sports-related activities inside school.	1.1 Calculate the number of student helpers who service in sports-related activities at the end of the year.	Panel and PE teachers	
2. Organize training sessions for Athletics Meet and different inter-class competitions.	Whole year	2.1 Organize at least 10 morning and after-school training sessions for 4-House members before Athletics Meet. 2.2 Organize practice lessons for inter-class rope skipping competition and Round-The-School Relay.	2.1 Calculate the present number of 4-House members. 2.2 Collect opinions from class teachers.	Panel, PE teachers and student helpers	
3. To organize Outstanding Athletes Award Election and arrange a gathering for all school sports team at the end of the academic year to enhance the sense of belonging of the athletes towards school.	May-June	3.1 6-8 candidates from different sports team will participate in the election. The rationale of different student-athletes can be promoted during the election period. 3.2 A gathering is held for all school sports team. Over 90% of the athletes will attend the gathering.	3.1 Evaluate in subject meeting 3.2 Take attendance of the gathering and evaluate in subject meeting	Panel, PE teachers, school sports team coordinator	

Major Concern (III): To strength students' Self-Directed Learning (SDL) capacity

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks
1. Prepare self-learning materials about Olympic development, sports industry and policy of China for students to enhance Self Directed Learning.	Whole year	1.1 Videos and relevant assignments of different outdoor activities will be uploaded to SharePoint for different forms of students. 1.2 Students should watch the videos and finish an assignment.	1.1 Mark calculation of the assignment given to students. 1.2 Evaluate in the 2 nd and 4 th subject meeting.	Panel and PE teachers IT support (Tsz Fung)	Online resources DSE-PE resources
2. Organize fitness theory lessons for all F.3 students under the Fitness and Assessment Centre Scheme (QEF).		2.1 Students have to complete a written test at the end of the lesson. 2.2 Over 50% of the students can develop their own fitness training plan.	2 Mark calculation of the test given to students.	Panel and PE teachers	

Team members: Mr. Chan Hong Yin, Miss Lau Ching Lui, Miss Tsoi Yin Ling**Subject head: Miss Lau Ching Lui (22-7-2022)**