



田家炳中學 周年計劃書

**Tin Ka Ping Secondary School
Annual School Plan**

(2024 – 2025)

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(2024-2025)

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Tin Ka Ping Secondary School

Programme Plan of the Academic Affairs Committee (2024-2025)

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	7 learning goals, 12 values
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. 1.6 Collect SBA arrangement for F.5 and F.6 from subjects taking SBA to prevent overloading students simultaneously. 1.7 Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods. 1.8 A plan on after-class academic activities is prepared	1.1 Result of student survey 1.2 Results of UT and exam 1.3 Discussion with subject panels or subject teachers	LWM LCL	#2 #4 #7

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
<p>2. Promote subjects to optimize the subject-based self-learning materials in appropriate amount and useful self-learning materials. Strengthen students' self-learning</p> <p>- To prepare self-learning materials (i) pre-lesson tasks for student preparation, (ii) assessment tasks to enhance Self Directed Learning</p> <p>- To plan and revise the teaching curriculum and plan incorporate with SDL.</p>	Whole year	<p>2.1 At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully</p> <p>2.2 The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment.</p> <p>2.3 Lesson time is saved for teachers to teach some difficult parts.</p> <p>2.4 Subject panels should select appropriate strategies among the learning strategies after studying them on SD days.</p> <p>2.5 Develop self-learning material (e.g. E-learning materials, reading, video, SharePoint or MS forms, with AI as one of the emphases etc) Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.</p>	<p>2.1 Lesson observation</p> <p>2.2 Programme plans</p> <p>2.3 Subject meeting minutes</p> <p>2.4 Learning and teaching questionnaires</p> <p>2.5 Frequency of uses of the self-learning materials</p> <p>2.6 Teachers' and students' feedback</p>	LWM LCL	<p>- #2</p> <p>- #3</p> <p>- #4</p> <p>- #5</p> <p>- **1</p> <p>- **10</p>
<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>	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 Invite elite students to do sharing</p>	<p>3.1 Learning and teaching questionnaires</p> <p>3.2 Perception of homework questionnaires</p>	LWM	<p>- #2</p> <p>- #3</p> <p>- #4</p>

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
<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</p>		<p>3.6 Encourage Chin Eng Maths to develop school-based talented programme for junior forms</p> <p>3.7 A plan on helping average ability students is prepared</p> <p>3.8 A plan on helping low achievers is prepared</p> <p>3.8 DSE subjects: graded WS e.g Eng, Maths, Chinese History, Econ</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> <p>Level 2, 3 prediction</p>		<p>- **1</p> <p>- **10</p>

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
learning method or strategy 3.3 Low achievers: develop a learning routine and advocate self-esteem. With the aids of suitable remedial activities, they can set their own learning target.					
4 Promote students' learning motivation 4.1 learning motivation - To recognize students' achievements using various means - Prize giving ceremony - Academic Championship 4.2 ability of self-evaluation - 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 4.5 Photo-taking for Yearly-exam prize-presentation ceremony 4.6 Promote subject-based inter-school competition 4.7 Interview high-achievers and shoot videos	4.1 Teachers and students' feedback 4.2 Academic results in school uniform tests and examinations 4.3 The content of the plans	LWM	- #2 - #3 - #4 - **1 **10

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
5. To keep encourage different subjects to be concerned about teaching national security education elements	Whole year	Subjects keep teaching materials of relevant topics in the folder established on Teams.	Subject meeting minutes	LPT	#1

Major concern (II): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible	7 learning goals, 12 values
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 2024. 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	LWM	#2 #3 #4 #6 **1 **3 **10
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	LWM and KLA coordinators	#2 #3 #4 #6 **1 **3 **10

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible	7 learning goals, 12 values
6. To request colleagues to serve as HKDSE markers and/or oral examiners and share their experience in subject meetings	Whole year	甲、At least 50% senior form teachers from each HKDSE subject department apply to serve as markers and/or oral examiners. 乙、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	LWM and KLA coordinators	#2 #3 #4 #6 **1 **3 **10

Tin Ka Ping Secondary School

Reading Promotion Unit

School Annual Plan (2024-2025)

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

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible	7 learning goals, 12 value
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	Pang Wing Yin Class Teachers Panel Heads	(#2、3、4) (**1、10)
2 To make use of two platforms: 'Teachers' Book Recommendations' and 'Library Fanpage' so as to enhance reading atmosphere and encourage students to do	Whole year	1. An increase in the number of borrowed books recommended by teachers. 2. At least 30 posts and 400 followers throughout the year.	1. Book Loan Statistical Report 2. Instagram Page Post and Likes	Pang Wing Yin	(#2、3、4) (**10)

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

Tasks / Actions	Timeframe	Success Criteria	Methods of Evaluation	Staff Responsible	7 learning goals, 12 value
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	Pang Wing Yin Tang Lai Chu Chan Wing Shan Panel Heads	(#2、3、4、5) (**3、10)
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	Pang Wing Yin Tang Lai Chu Chan Wing Shan	(#2、3、4) (**10)

Member list

Ms. Pang Wing Yin 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 2024-2025

7 learning goals	
#1	National & Global Identity
#2	Breadth of Knowledge
#3	Language Proficiency
#4	Generic Skills
#5	Information Literacy
#6	Life Planning
#7	Healthy Lifestyle

12 priority values & attitudes	
**1	Perseverance
**2	Respect for Others
**3	Responsibility
**4	National Identity
**5	Commitment
**6	Integrity
**7	Benevolence
**8	Law-abidingness
**9	Empathy
**10	Diligence
**11	Filial Piety
**12	Unity

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	S1 Accommodation & Transition [#4+#6+#7] [**1+**2+**12] <ul style="list-style-type: none"> Events for new S1 students and parents are held for their accommodation and transition. A "P.A.T.H.S." programme is established for the S1 students for consolidation of personal growth. 	Aug June/ July	<ul style="list-style-type: none"> Two events and the programme are successfully held. The attendance rate reaches 85%. Positive feedbacks are received. 	Feedbacks and reports from teachers	CWS2 SSWs
	Class Teachers Affairs [#4+#6+#7] [**3+**10] a) Utilization of S1 & S2 student handbook <ul style="list-style-type: none"> Class teacher periods are reserved for S1 class teachers to train the students to utilize their student handbook. Students' handbooks are checked by school office once a week. The result is followed by the class teachers. Group leaders are fostered to help checking student handbook of group members. b) Extra care by S1 class teachers before 1 st term UT <ul style="list-style-type: none"> S1 students are requested arrive the classroom before 0745 to establish good school arrival habit. 	Sept & Oct Whole year Sept & Oct	<ul style="list-style-type: none"> More than 70% of students have marked down their HW each day. More than 50% of students have written down the recommended completion time for each HW. S2 students perform better than their previous year (2022-2023 S1) for the usage of student handbook. More than 80% of students have arrived the classroom in time (0745) before 1st term UT. 	Reports in form meetings and conduct meetings Feedbacks from parents and teachers	CLH LKL SMY LJ Class teachers Form Liaisons

	<ul style="list-style-type: none"> Class teachers will take care the students and handle the class affairs. <p>c) S1 Life education lesson</p> <ul style="list-style-type: none"> Students are guided to plan their own study timetables in the lesson. <p>d) S1 & S2 Award scheme</p> <ul style="list-style-type: none"> Outstanding students are awarded according to the title of each month. 	<p>Jan/Feb</p> <p>Whole year</p>	<ul style="list-style-type: none"> A life education lesson concerning ‘time management’ is conducted successfully. Positive feedbacks are received. 		
	<p>Counselling & Guidance [#4+#6+#7] [**3+**5+**7+**9+**12]</p> <p>a) Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> Mentees (seeds) is recruited and is taken care by a group of mentors (suns). Regular lunch gatherings are held for each peer group. <p>b) Small Counselling Group</p> <ul style="list-style-type: none"> Some S1 students are selected to be the ‘Accommodation Ambassadors’. “Caring Ambassadors” training is carried out for some selected students which aim at giving advice on peer relationship and self-care. Net issue workshop and assembly are held for S1 to build up their healthy habit on internet use. 	<p>Whole year</p> <p>Sept & Jan/Feb</p>	<ul style="list-style-type: none"> Lunch gatherings of each group are held twice each month. Four general meetings are held during the whole academic year. The attendance rate reaches 85% for small counselling group. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from form liaisons, S1 class teachers and students Reports by the teachers-in-charge Questionnaire result from students Evaluation report from the outside-school organization 	<p>CKK</p> <p>CWS</p> <p>KY</p> <p>YWH</p> <p>TYL</p> <p>SSWs</p> <p>Form</p> <p>Liaisons</p>
<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>Trainings [#4+#6] [**3+**5+**6+**8+**9]</p> <ul style="list-style-type: none"> Training sessions are conducted for class monitors, chief subject monitors and subject monitors. 	<p>Whole year</p>	<ul style="list-style-type: none"> Three training sessions for class monitors, chief subject monitors and subject monitor are successfully held. The attendance rate reaches 80%. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students Reports by the teachers-in-charge 	<p>LYC</p> <p>LWP</p> <p>SSWs</p>

	Prefects [#4+#6] [**2+**3+**5+**9+**12] <ul style="list-style-type: none"> Prefect leaders are in charging of prefects activities and administrative documents of whole-school activities. 	Whole year	<ul style="list-style-type: none"> Prefect team activities (training camp, general meeting and lunch gatherings) are organized and held by prefect leaders successfully. Administrative documents and management work of prefect duties for parents' day, athletic meet and swimming gala are done by prefect leaders. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from SAU members and other teachers Reports by the teachers-in-charge 	LWP LYC CWS2 SSW
	Class Monitors & Monitress [#4+#6] [**3+**5+**6+**8+**12] <ul style="list-style-type: none"> Lunchtime meetings with form liaisons are conducted for experience sharing. Form liaisons learn about what monitors are facing and offer support accordingly. Junior form class monitors and monitress are requested to stand out and maintain the order and discipline of their classes before lessons and morning exercise sessions. 'Class order records sheet' policy is introduced for junior form class teachers and form liaisons to understanding and supporting monitors' class order control work each week. 	Once per term Whole year	<ul style="list-style-type: none"> Lunch meetings are successfully held. More than 60% of class monitors and monitress are stood out of the class for order control before lessons and morning exercise sessions. 'Class order records sheet' policy is introduced in junior forms for at least 2 months. Positive feedbacks are received. 	<ul style="list-style-type: none"> Survey result from class committee members Monitors' self-reflections Reports in form meetings and conduct meetings Reports by the teachers-in-charge 	LWP LYC Form Liaisons Class Teachers
	Class Association [#4+#6] [**2+**3+**5+**10+**12] <ul style="list-style-type: none"> Class rules is established and executed by the class teachers and class committee. Class association committee meetings are conducted. Class teacher can know about the operation of the class association and offer support. 	Whole year	<ul style="list-style-type: none"> Clear class rules are established and posted. Four class association committee meetings are successfully held. Positive feedbacks are received. 	<ul style="list-style-type: none"> Survey result from classmates Reports in form meetings and conduct meetings 	CLH LKL SMY LJ Class

				<ul style="list-style-type: none"> Feedbacks from class teachers 	teachers Form Liaisons
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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	Campus Atmosphere [#2+#7] [**7+**9] <ul style="list-style-type: none"> Mental health information is frequently posted on the class bulletin board. Quotes with positive meaning are displayed in the campus. 	Whole year	<ul style="list-style-type: none"> New mental health information is released twice a month. Quotes are displayed in 30 days and different quotes are displayed each day. Positive feedbacks are received. 	Feedbacks from students and teachers	CWS2 LJ KY SSWs
	Counselling & Emotional Support [#2+#6+#7] [**7+**9] <ul style="list-style-type: none"> Frequent communication with different professionals (i.e. SMHSS, EP and CP). Counselling record is systemized, and so the case handling direction and progress can be traced. 	Whole year	<ul style="list-style-type: none"> At least one case-conference is held for each student case with high-risk each school term. WhatsApp groups is created for each student case with high-risk. Positive feedbacks are received. 	Feedbacks from teachers and SENCO	CWS2 CKK Form Liaisons Class Teachers
	Counselling & Guidance [#2+#6+#7] [**7+**9+**12] a) "Peer Power – Student Gatekeeper Training Programme" <ul style="list-style-type: none"> Training sessions are carried out for students to act as a 	Whole year	<ul style="list-style-type: none"> At least two training sessions are carried out for student gatekeepers. 	Feedbacks from students and teachers	CKK CWS

	<p>gatekeeper in school.</p> <ul style="list-style-type: none"> Emotional health care promotion activities are organized and held by the student gatekeepers. <p>b) Small Counselling Group</p> <ul style="list-style-type: none"> Small counselling groups concerning learning stress and motivation as well as social skills are proposed. 		<ul style="list-style-type: none"> At least one emotional health care promotion activities are organized and held by the student gatekeepers. The attendance rate reaches 70% for the training sessions and small counselling groups. Positive feedbacks are received. 	<p>Reports by the teachers-in-charge</p>	<p>KY YWH TYL SSWs Form Liaisons</p>
	<p>Class Teachers Affairs [#2+#4+#6+#7] [**2+**7+**9]</p> <ul style="list-style-type: none"> Support from SAU members or SSWs are offered to class teachers to hold emotional education activities during the class teacher periods. Emotional education resources bank is established for class teacher to carry out emotional education activities during the class teacher periods. 	<p>Whole year</p>	<ul style="list-style-type: none"> At least ten sessions are held for different classes. At least ten videos, articles or PowerPoints are uploaded on the resources bank. Positive feedbacks are received. 	<p>Feedbacks from students and teachers</p> <p>Reports by the teachers-in-charge</p>	<p>CWS2 LJ SSWs Form Liaisons</p>

2. Cultivate students to build habits of gratitude and service

<p>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</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-</p>	<p>Counselling & Guidance</p> <p>[#1+#2+#4+#6+#7] [**2+**3+**5+**7+**9+**11+**12]</p> <p>Shining Hearts – Peer Guidance Scheme</p> <ul style="list-style-type: none"> The mentors (sun) and mentees (seed) works together and organizes a voluntary work. 	<p>Nov-Jan</p>	<ul style="list-style-type: none"> At least one programme of voluntary work are held. The attendance rate reaches 70%. Positive feedbacks are received. 	<p>Feedbacks from students and teachers</p> <p>Reports by the teachers-in-charge</p>	<p>CKK CWS KY YWH TYL SSWs</p>
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management skills increase					
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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	Trainings [#4+#6] [**3+**5+**6+**8+**9+**12]	Whole year	<ul style="list-style-type: none"> Training sessions are conducted for the prefect leaders, aspiring prefects and the seeded prefects. 	<ul style="list-style-type: none"> Three trainings for different perfect team levels are successfully held. The attendance rate reaches 80%. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students Reports by the teachers-in-charge Comments from of instructors both inside and outside school 	LYC LWP SSWs
	Prefects [#2+#3+#4+#6] [**3+**5+**8+**9+**12]		<ul style="list-style-type: none"> Head prefect is invited to report for the campus situations and prefect team spirits in the SAU meeting. Prefect leaders are requested to expose themselves and give speech in different school events. 	<ul style="list-style-type: none"> Reports by head prefect is done in more than half of the SAU meetings. An afternoon assembly sharing session is given to the newly-appointed head prefect. Junior-form morning exercise sessions and reminders for seasonal school uniform changes, athletic meets and swimming gala are successfully held by prefect leaders. Prefect team activities (training camp, general meeting and lunch gatherings) are organized 	<ul style="list-style-type: none"> Feedbacks from SAU members and other teachers Reports by the teachers-in-charge Comments from of instructors both inside and outside school 	LWP LYC CWS2 SSW

			and held by prefect leaders successfully. ▪ Positive feedbacks are received.		
	<u>Class Associations</u> <div> <div> <div>#2+#4+#6+#7</div> <div>**2+**3+**5+**10+**12</div> </div> </div> <ul style="list-style-type: none"> Class associations are in-charge of holding class activities, such as board-making, school picnic and Christmas celebration parties. 	Whole year	<ul style="list-style-type: none"> Class activities, such as board-making, school picnic and Christmas celebration parties, are successfully organized and held by the class associations. 	<ul style="list-style-type: none"> Survey result from classmates Reports in form meetings and conduct meetings Feedbacks from class teachers 	CLH LKL Class teachers
	<u>Counselling & Guidance</u> <div> <div> <div>#2+#4+#6+#7</div> <div>**2+**3+**5+**7+**9+**10+**12</div> </div> </div> <p>Shining Hearts – Peer Guidance Scheme / “Peer Power – Student Gatekeeper Training Programme”</p> <ul style="list-style-type: none"> Some mentors will be chosen to form a core group and they need to plan some of the general activities. Mentors are responsible to organize an activity for their mentees in each group. Emotional health care promotion activities are organized and held by the student gatekeepers. 	Whole year	<ul style="list-style-type: none"> At least one general activity is planned by the core mentor group. At least one group activity for mentees is organized by the mentors in each group. At least one emotional health care promotion activity organized by the student gatekeepers. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students and teachers Reports by the teachers-in-charge 	CKK CWS KY YWH TYL SSWs
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	<u>Prefects</u> <div> <div> <div>#4+#6+#7</div> <div>**3+**5+**10+**12</div> </div> </div> <ul style="list-style-type: none"> Activities are organized so as to develop and show students communication and co-operation skills. 	Whole year	<ul style="list-style-type: none"> At least two prefect team activities (i.e. training camp and activity day) are held. The attendance rate reaches 70%. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students Reports by the teachers-in-charge 	LWP LYC SSW

With various activities, facilitate students' development of interests and talents, build for them quality leisure life and joyful campus ambience	Counselling & Guidance	Whole year	<ul style="list-style-type: none"> At least two activities are held for both Shining Hearts and Small counselling group. The attendance rate reaches 70%. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students Reports by the teachers-in-charge 	CKK CWS KY YWH TYL SSWs
	a) Shining Hearts – Peer Guidance Scheme <ul style="list-style-type: none"> Activities are organized so as to facilitate the development of students' inter-personal skills. b) Small Counselling Group <ul style="list-style-type: none"> Activities are organized so as to facilitate the development of students' inter-personal skills and their interest in art therapy. 				

TS : Time Scale

SC : Success Criteria

MOE : Methods of Evaluation

PIC : People in Charge

RR : Resources Required

Members of the Unit

Members: CWS2, CLH, LWP, LYC, CKK, LKL, CHY, YWH, TYL, LJ, SMY, KY, CWS

School social worker: Christine, Marco

Administrative staff member: Red

Appendix: Budget for 2024-25

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	RR	7 LG	12 PVS	NSE
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								
1.2.1 To build up atmosphere of self-discipline in participation of CCAs.	◆ The Grit programme	Whole year	◆ promote the attainment of 'active participation' in CCAs	◆ Data from eEnrolment ◆ Review from teacher-in-charge	◆ teacher-in-charge of the CCAs	CCA members eEnrolment	#7 **1 **3 **10	
1.2.2 To build up high quality balanced life	◆ Refer to the 'Student Development Framework'	Whole year	◆ 85% of students could follow the 'Student Development Framework'	◆ Statistics	◆ Teacher-in-charge of CCAs	CCA assistant	#2 #4 #6 #7 **1 **3	
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.	◆ Survey at the end of programme ◆ Survey in each term	◆ CCAU members ◆ Teacher-in-charge of CCAs	CCA assistant IT unit	#2 #4 #6 **1 **3 **5 **12	

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									
Tasks/Actions	TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE	
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	<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, 2024 ◆ 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 #4 #6 #7	**1 **3 **5	

2. Cultivate students to build habits of gratitude and service									
Tasks/Actions	TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE	
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	<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, 2024 ◆ Whole year 	<ul style="list-style-type: none"> ◆ Complete the programme ◆ At least 4 groups have participated in volunteer services. 	<ul style="list-style-type: none"> ◆ Record in minutes 	Teacher-in-charge of CCAs		#2 #4 #6	**1 **2 **3 **5 **9 **12	

3. Reinforce students' sense of belongings at school									
Tasks / Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
3.1 Through managing student organizations / organizing activities, reinforce students' self-knowledge, self-confidence (self-efficacy), management skills and sense of achievement	◆ Training programme Daily guidance from advisors	◆ Oct, 2024 ◆ Whole year	◆ Over 75% 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	#2 #4 #6	**1 **3 **5 **12	
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	#2 #4 #7		

3. Members of the Unit: Lau Ching Lui, Pan Liping, Li Lik Kei, Tsoi Yin Ling, Leung Man Fai, Wong Yiu Long, Tam Yu Ting (Noel), Ng Suet Ngai, Ng Fung Ling, Leung Yui Yan.

4. Appendix : Budget for 2024-2025

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 (2024-2025)

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			
1.1 Implement career and life planning and help students construct life blueprint **2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy #4Generic Skills, #6 Life Planning	■ Relevant strategies of life education are set by collaborating with the SLTU and CFU to coordinate lesson plans across departments	■ Evaluate the effectiveness in the Joint Student Affairs Committee meetings	■ Unit head ■ Form coordinators
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 ■ 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 **2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy, **10 Diligence #4Generic Skills, #6 Life Planning	■ 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	■ 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	■ Unit head ■ Form coordinators

<p>1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management."</p> <ul style="list-style-type: none"> ■ To facilitate students' development of interests and talents <p>**1 Perseverance, **2 Respect for Others, **3 Responsibility, **5 Commitment, **6 Integrity, **7 Benevolence, **10 Diligence #2 Breadth of Knowledge , #4Generic Skills, #5 Information Literacy , #6 Life Planning</p>	<ul style="list-style-type: none"> ■ 1-2 assemblies are hold by student to facilitate their self-management and promote school volunteer service 	<p>life education lesson and voluntary services.</p>	
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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. <p>**1 Perseverance, **2 Respect for Others, **3 Responsibility, **4 National Identity, **5 Commitment, **6 Integrity, **7 Benevolence, **8 Law-abidingness , **9 Empathy, **10 Diligence, **11</p>	<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. 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinators

Filial Piety, **12 Unity #1 National and Global Identity , #2 Breadth of Knowledge , #4Generic Skills, #5 Information Literacy , #6 Life Planning		■ Renew the Assessments such as activities evaluations, longitudinal studies, and qualitative evaluations like reflection of students	
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. ■ To plan how to promote volunteer service through assemblies by students **1 Perseverance, **2 Respect for Others, **3 Responsibility, **4 National Identity ,**5 Commitment, **6 Integrity, **7 Benevolence, **8 Law-abidingness ,**9 Empathy, **10 Diligence, **11 Filial Piety, **12 Unity #1 National and Global Identity , #2 Breadth of Knowledge , #3 Language Proficiency , #4Generic Skills, #5 Information Literacy , #6 Life Planning, #7Healthy Lifestyle	■ 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 ■ To modify the voluntary work recording	■ Relevant strategies of life education are set by the volunteer service team include the collection of the	■ Use class management questionnaire to collect	■ Unit head

<p>system</p> <ul style="list-style-type: none"> ■ 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 <p>**2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy #4Generic Skills, #6 Life Planning</p>	<p>data of voluntary services.</p> <ul style="list-style-type: none"> ■ 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. ■ Emphasize life value in volunteer service to fit the need of junior form students 	<p>students' opinions</p> <ul style="list-style-type: none"> ■ 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"> ■ Form coordinators
<p>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</p> <ul style="list-style-type: none"> ■ To modify and integrate the content of the curriculum so as to fit the needs of students at different stages. <p>**2 Respect for Others, **3 Responsibility, **5 Commitment, **7 Benevolence, **9 Empathy #4Generic Skills, #6 Life Planning</p>			

Tin Ka Ping Secondary School
Student Leaders Training Unit
Programme Plan (2024-25)

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	7 learning goals and 12 priority values and attitudes
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 keep the two target goals which are related to life habits in the booklet. <input type="checkbox"/> We will optimize the S.4 Commencement Ceremony II. We hope it can help them to transit to the senior secondary stage. Like the cooperation and communication skills are benefit to pursue their dream. We emphasis it in the debriefing.	<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"/> CHY <input type="checkbox"/> LST	#4 #7 **1 **3
Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
1.3 按學生的成長發展，逐步由「他管」轉移至「自管」模式 Pace students' growth and facilitate their shift from "being managed" to "self management"	Whole school year	<input type="checkbox"/> We need to train up students to hold the training programme in at least two trainings. For example, Basic Leadership Training, LIVE training programme.	<input type="checkbox"/> Committee meeting	<input type="checkbox"/> All members	#4 **2 **5

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	7 learning goals and 12 priority values and attitudes
<p>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），鼓勵學生正面、積極地面對困難，提升抗逆力</p> <p>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</p>	Whole school year	<input type="checkbox"/> We can reinforce these messages in the debriefing session in S1 camp and LIVE programme.(At least two training programmes)	<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	#7 **1 **10

Major Concern 3: Cultivate students to build habits of gratitude and service

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<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）及管理能力的</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 can have the volunteer services in LIVE programme and let them to plan the service. <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"/> LHY <input type="checkbox"/> MARCO MA <input type="checkbox"/> MTK <input type="checkbox"/> KSM	#1 #2 #4 **4 **7 **9

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 learning goals and 12 priority values and attitudes
<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，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	<p><input type="checkbox"/> We can give more encouragement to LIVE leaders. We should hold at least two gatherings in a year. We hope they can take up more leading post in school.</p> <p><input type="checkbox"/> We can keep cooperate and promote our leaders to different committees/ units/ societies. Hope it will give them more platforms to show their leading talents. We can cooperate with at least two unit committees/ units/ societies.</p>	<p><input type="checkbox"/> Feedback from colleague</p> <p><input type="checkbox"/> JCSEA meeting</p> <p><input type="checkbox"/> Statistic (about their posts in the coming year)</p> <p><input type="checkbox"/> Feedback from students</p>	<input type="checkbox"/> All members	#4 #6 **2 **3 **5 **6 **12
<p>1.4 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>	Whole school year	<p><input type="checkbox"/> We can hold at least two different outings in LIVE training.</p> <p><input type="checkbox"/> We hold the S.4 Commencement Ceremony II training on Saturday, hope it can help them to build the quality leisure life and joyful campus ambience.</p>	<p><input type="checkbox"/> Committee meeting</p> <p><input type="checkbox"/> Feedback from students</p>	<input type="checkbox"/> All members	#1 #2 #7 **1 **10

Team Members

Kwong Siu Man(Chairperson)

Wong Wing Chi

Chan Hon Yin

Ho Yu Pang

Lee Hang Yung

Law Sin Ting

Yim Tsz Yan (Social worker)

Ma Pui Ming (Social worker)

Mok Tung Hoi

Tin Ka Ping Secondary School

Program Plan of Major Concerns of Careers Guidance Unit for 2024-25

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	Learning Goals (#1 - #7)	12 priority values and attitudes
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 with minor modification	9/24-05/25	<ul style="list-style-type: none"> Connections between lessons in each form are enhanced 	Feedback from class teachers collected by form coordinator.	S1: KY S2: HYP S3: PWM S4: LOY + TKT S5: LYN + TKT S6: TKT	Staff Support NGOs Support	#2 #4 #6	**1 **2 **3 **10
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	8/24	<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 LYN LOY	Staff Support	#2 #6	**1 **5 **10
	To understand local career and tertiary education development	9/24-05/25	<ul style="list-style-type: none"> 1-2 university visit(s) organized 	Feedback from participants involved (Microsoft form) + sharing of selected participants	HYP +	Staff Support Alumni	#2 #6	Nil
			<ul style="list-style-type: none"> 2 careers/degree programme sharing sessions organized/ videos prepared 		TKT PWM LYN		#2 #6	Nil
			<ul style="list-style-type: none"> 1-2 workplace visit(s) organized 		LYN		#2 #6	Nil
	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	LYN	Staff Support	#2 #6	Nil
	To organize Information Talk of studying and	Post Exam	<ul style="list-style-type: none"> All S5 students received the information of 	Teacher observation	MNS PWM		#2 #6	Nil

	working in Mainland China and Taiwan	period	multi-pathways in studying in Mainland and Taiwan.			Staff Support		
	To organize S6 JUPAS Result Release Guidance Day	5/25	<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 PWM LYN LOY	Staff Support	#2 #6	Nil
	To organize S3, S5 & S6 Parent Talks	10/24-7/25	<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: PWM S5: TKT + LYN + LOY S6: TKT+MNS	Staff Support	N.A.	N.A.
	To prepare S3 subject selection videos	9/24-5/25	<ul style="list-style-type: none"> 4-6 subject videos prepared 	Teacher's comment	PWM	Alumni	#2 #6	Nil
1.3 Pace students' growth and facilitate their shift from "being managed" to "self-management"	To enhance S.4-5 students' employability and reignite the entrepreneurship spirit.	01/24-08/25	<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	LYN LOY TKT	Cocoon Staff Support	#2 #4 #6	**3
按學生的成長發展，逐步由「他管」轉移至「自管」模式	To enhance students' ability to explore different study opportunity	9/24-07/25	<ul style="list-style-type: none"> 10 students got offers from overseas/ Taiwan /Mainland universities 50 Ss applied for non-JUPAS courses 	Statistics (Microsoft form)	Taiwan: MNS + PWM Mainland: MNS + PWM Non-JUPAS: LOY	Staff Support	#2 #6	**1 **3
	To set up Career Guidance Notice Corner	10/24-05/25	<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	LOY CTA	Staff Support	#2 #5 #6	Nil

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	Learning Goals	12 priority values and attitudes
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	9/24-05/25	<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	PWM KY	Staff Support	#2 #6	**1 **5 **10
	To further implement S.5 Individual Counseling	9/24-05/25	<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	LYN LOY KY TKT	School Fund Staff Support	#2 #6	**1 **5 **10
	To further implement S.6 Group Counseling and Interview Workshop	9/24-05/25	<ul style="list-style-type: none"> 70 S.6 students received individual counseling 20 S6 students joined interview workshops Students are able to prepare a contingency plan for further studies 	Feedback from participants and S.6 Class teachers	All members KY	Staff Support	#2 #6	**1 **5 **10

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	Learning Goals	12 priority values and attitudes
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 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	To organize S2 voluntary services for all S2 Classes	11/24-05/25	● About 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.	LOY HYP TKT LYN CTA	Staff Support LEU member	#4 #7 #6	**1 **2 **5 **7 **9 **10

2.3. Reinforce students' sense of belongings at school

Major Concerns	Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources	Learning Goals	12 priority values and attitudes
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 ability，建立成功感	To organize working reality workshops	04/24-07/25	<ul style="list-style-type: none"> All S3 and S4 students participated in 15 groups of students ran their business Students received recognition on their effort and creativity 	Debriefing by teachers + Feedback from students (Microsoft form)	TKT LYN LOY CTA	Staff Support	#2 #4 #6	**2 **5 **10
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	9/24-07/25	<ul style="list-style-type: none"> Organized 1-2 career-related courses/ activities 5-10 students joined each courses. 	Feedback from participants	KY PWM CTA	Staff Support	#2 #4 #6	**3

Team Members (8)

Mr. Tang Kin Tung, Mr. Man Nung Shing, Mr. Kwok Yu, Miss Poon Wan Ming, Miss Lai Oi Ying, Mr. Ho Yu Pang, Mr. Lam Yin Ngai, Mr. Fung Kam Hung

Appendix 1 – Learning Goals, NSE and 12 priority values and altitudes

- Schools should specify the following major education concerns:

■ 7 learning goals (七個學習宗旨) (#1 - #7)

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

■ National Security Education elements (國安教育元素) (NSE)

■ 12 priority values and altitudes (價值觀教育) (**1 - **12)

十二種首要價值觀		12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

Tin Ka Ping Secondary School
Administration and Development Committee (ADC)
Programme Plan (2024/25)

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

Reviews and suggestions from 2023/24: In general, school is running smoothly at the managerial level. The schedule of upgrading IT and computer facilities is getting more systematic. ADC will keep encouraging students to join study tours organized by outside bodies in order to facilitate more students benefiting from exchange programmes. The ADC also keeps supporting subjects in organizing study tours as a tool for SDL. The STEM programme can give an opportunity for primary students to understand more about secondary school life, it will keep conducting in next academic year. It also gives a chance for TKPSS students to serve others.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals# 12 Priority values and altitudes**
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 Man Nung Shing	School funds	#7 **12
2. To promote school image through academic programmes (STEM) with primary schools	Whole year	2.1 A course outline will be revised before January 2025 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 - to be confirmed)	School funds	#2
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	#1, #2, #4, #6 **4
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	4.1 Reviewed by ADC and IT Unit 4.2 Reviewed by	Tsz Fung	School funds	#2, #5

		implemented) • introduce AI teaching functions to help improve the efficiency of marking in different subjects and improve student learning results.	ADC, IT Unit and CGU Unit			
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Major Concern (II): To Support the Implementation of Self-directed Learning (SDL) at the School Administration Level

Reviews and suggestions from 2023/24: The IT team will continue to expand the use of AI and its different possibilities to assist teaching. The ADC will work closely with the I.T. Unit to equip staff by introducing e-learning tools, facilities and technical support to allow SDL to run smoothly.

To facilitate SDL of students, ADC keeps creating an improved learning environment in school. Displaying some students' achievements helps to set goals for all students.

A lunchtime invigilation student support team helps to provide opportunities for assessing students' performance.

Finally, the practices towards electronification in school administration help to enhance the efficiency of the schoolwork. All these good practices this year should be kept in order to give solid support to subjects for the implementation of SDL.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals 12 Priority values and altitudes**
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	Ka Kit	-	#4, #7 **1, **2, **10
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	Tsz Hang	Book coupons for encouragement	#4 **10
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, #5, #7 **1, **10
4. To increase students' learning	Whole year	4.1 At least one more reward or scholarship is	Reviewed by ADC.	Pending	School funds	#4

motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.		introduced to encourage students' learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.			Outside Resources	**1, **10
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	Chun Cheung	School funds	#2, #5 **1, **10

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

Reviews and suggestions from 2023/24: In order to provide a more positive environment for all people in school, by setting up a leisure corner, positive Emotions slogans and well-equipped classrooms would help and favor people to enjoy school time and improve working and learning efficiency. ADC will explore other possible ways to relieve students' stress in learning and enhance their mental health.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals# 12 Priority values and altitudes**
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, #4 **1
2.To create a 'School Maintenance Team	Whole year	10 students participation in forming a 'School Maintenance Team' To do maintenance and fixing for school damage	2.1 Reviewed by ADC 2.2 Feedback from students	Ka Lun	CFEG	#4 **3, **5, **7, **12
3. To renovate special room smart TV systems	2-3 years	At replace the aging projectors by smart TV systems for teaching room	Reviewed by ADC	Kalun Tsz Fung	CFEG	#5
4. To renew classroom environment with teacher desk and book cabinet	2-3 years	All home rooms have been equipped with new teacher desks and book cabinet	3.1 Reviewed by ADC 3.2 Feedback from students	Ka Lun	MR CFEG	#4, #7 **7
5. To start a 'Candle light Project'	Whole years	Invite F.4 students to participate and join 2 trips to China to visit Dr Tin former residence and visit the local students	4.1 Reviewed by ADC 4.2 Feedback from students	Ka Lun Tsz Hang	EOEBG	#1, #3, #4, #6 **2. **3, **4, **5, **7, **9
6. To install (Phase II) a solar power renewable energy system on school premise	Whole year	<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	Chun Cheung	EDB and CLP informatio n	#1, #2, #4 **3

Members of the Administration and Development Committee:

Law Ka Lun (Chairman), Ku Chun Cheung (Vice-chairman), Man Nung Shing, (Vice-chairman), Cheung Man Wai, Kwok Tsz Fung, Chu Ka Kit, Ng Chun Yeung
Cheng Kar Man (in attendance)

Seven Learning Goals

#1 National and Goals identity, #2 Breadth of Knowledge, #3 Language Proficiency #4 Generic Skills, #5 Information Literacy, #6 Life Planning, #7 Healthy Lifestyle

十二種首要價值觀

**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Tin Ka Ping Secondary School
Program Plan (2024-2025): 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, Michael, Felix
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	Michael, Felix
3. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	Michael, 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. Submit a QEF plan to replace all smart TVs in classrooms	Whole year	Smooth implementation	Meeting minutes	KTF

Remarks: #2, #5, #7, **3, **6, **8

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. Maintain the tracking measures 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, Michael, Felix
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, Michael, Felix

Remarks: #2, #5, #7, **3, **6

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 the SRMS system Provide support for newly developed SRMS program.	Whole year	Smooth implementation	Feedback from colleagues	KTF, CTS, TWY, SMY
2. Update the SDL Room equipment and tailor-made program	Whole year	Smooth implementation	Meeting minutes	KTF, Felix
3. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	TWY, KTF, Ariel
4. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	KTF, TWY, Ariel
5. Update the Staff Library System	Whole year	All requests and events can be properly handled.	Meeting minutes	KTF
6. Update the Learning & Teaching Questionnaire System	Whole year	All requests and events can be properly handled.	Meeting minutes	KTF
7. Renew the School Web Page	Whole year	All requests and events can be properly handled.	Meeting minutes	KTF, Abby

Remarks: #2, #5, #7, NSE, **3, **6, **8

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 to enhance SDL.	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
6. Support colleagues to use AI tools in L&T	Whole year	All requests can be properly handled.	Feedback from colleagues	KTF, Michael, Felix

Remarks: #2, #5, #7, NSE, **3, **6, **8

Team Members (IT, e-Learning)

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

Tong Wai-yau,
Wong Lok Yan Michael,

Chau Tsz-shan Ariel,
Zhang Mingwen Abby

Siu Man Yung,

Remarks:

7 Learning Goal

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

National Security Education Elements

Tag	National Security Education Elements	國安教育元素
NSE	National Security Education Elements	國安教育元素

12 Priority Values and Altitudes

Tag	十二種首要價值觀	12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

田家炳中學
中華文化推廣組周年計劃書(2024-2025)

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	國安教育元素	價值觀教育	七個學習宗旨	負責同工
1. 整合中文科、中史科、早會等平台，推動整體校園氣氛。 (1) 文化參與時數用作計算中文科平時分 (2) 配合早會，有系統地展示及宣傳中華文化或語文活動 (3) 利用《朱子治家格言》自學平台，向中一傳揚傳統道德價值。 (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。	全年	(1) 學期終提供各班文化參與時數統計資料 (2) 文化及語文活動出席率佔屬級學生 50%或以上 (3) 90%以上中一學生完成自學平台練習 (4) 完成壁報板及於「文化感知角」設最少一星期的宣傳活動	(1) 中文科平時分數據 (2) 同工演講後回饋 (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 (4) 中史科同工回饋	透過不同的活動及教師分享，讓學生有系統地認識不同的中華文化知識，並學習中國傳統道德價值。	**1 堅毅 **4 國民身份認同 **6 誠信 **9 同理心 **10 勤勞 **11 孝親	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長 組員
2. 聯課活動 (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。 (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。	全年	(1) 全年舉行不少於兩次組內文化體驗活動 (2) 全年舉行不少於兩次全校文化體驗活動	(1) ※參與學生回饋 ※負責老師回饋 (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	利用不同的體驗活動，讓學生有機會透過有趣的方式認識中華文化知識，親身體會中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #4 共通能力	組長及 組員

3. 試後活動 (1) 優化初中觀賞文化活動安排，繼續增加學生的接觸面。 (2) 優化高中分享會安排，讓學生更投入活動	6 月	(1) 觀賞活動時間不少於 1 小時，並換上另一主題。 (2) 分享會時間不少於 1 小時	(1)※初中學生回饋 ※當值老師回饋 (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%	透過不同的觀賞活動及學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長及組員
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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	國安教育元素	價值觀教育	七個學習宗旨	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	透過不同的學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	<u>組長</u>
2. 交流團學習活動(圖情萬里曾梅千禧小學北京交流團)	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	透過不同的學生分享，讓學生整理活動中的得著，以明白中華文化中寶貴的價值，並明白愛護及承傳中華文化是國民應有的責任。	**4 國民身份認同	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	組長及組員

中華文化推廣組名單(2024-2025)：嘉敏、麗萍、麗安、彭勁、梓鏗、詠儀

Tin Ka Ping Secondary School
Staff Professional Development Committee
Implementation Plan (2024-25)

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 ■ AI in aiding preparation of lessons and provision of feedback <p>(#2, #3, #4, #5, **1, **3, **5, **10)</p>	Sept 2024 – July 2025	<ul style="list-style-type: none"> ● Seminars/ workshops/ experience sharing sessions are conducted on SD Day and experience sharing sessions, and are positively evaluated. 	<ul style="list-style-type: none"> ● SD Day questionnaire ● Evaluation in Committee meetings 	<ul style="list-style-type: none"> ● CWT, YTM

<ul style="list-style-type: none"> 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” <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>	Sept 2024 – July 2025	<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 	<ul style="list-style-type: none"> CWT, YTM
<ul style="list-style-type: none"> To promote professional development via external organisations for SDL 	Sept 2024 – July 2025	<ul style="list-style-type: none"> Promotions of professional development on SDL offered by external organisations are done. 	<ul style="list-style-type: none"> Evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT, NCY, 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
<ul style="list-style-type: none"> 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 <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>	Sept 2024 – July 2025	<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 	<ul style="list-style-type: none"> CWT, YTM, CSL
<ul style="list-style-type: none"> To explore the possibilities of using AI in teaching and assessment <p>(#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)</p>		<ul style="list-style-type: none"> Exploration on how AI can help in teaching and assessment is conducted and positively evaluated. 	<ul style="list-style-type: none"> Evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT, YTM

<ul style="list-style-type: none"> To provide subject-based training and support to teachers in applying CCL with respect to SDL through 	Sept 2024 – July 2025			
(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 (with AI as one of the emphases) 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 	<ul style="list-style-type: none"> 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 (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)		<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 SDL via resources provision (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)	Sept 2024 – July 2025	<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 	<ul style="list-style-type: none"> CWT, CSL, LST

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
<ul style="list-style-type: none"> ● Provide training and promote professional development of teachers in helping students in adopting positive values (#7, **1, **7, **8, **9, **10, **12)	Sept 2024 – July 2025	<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 	<ul style="list-style-type: none"> ● CWT, CSL, NCY

Major Concern 3: Foster the sustainable development of school culture

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
<ul style="list-style-type: none"> ● Strengthen the mentoring system 	Sept 2024 – July 2025	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● All members
<ul style="list-style-type: none"> ● Provide opportunities for sharing of values/ rationales of existing practices (**1-12)	Sept 2024 – July 2025	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● All members

Committee Members

Chung Wai Tak (Chairman)
Ng Chun Yeung, Victor

Yu Tak May (Vice-chairman)
Cheung Pui Yu, Kate

Chan Siu Long, Allen
Cheung Kam Hung, Rocky

Law Sin Ting, Ruby
Man Wai Sim, Fion

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and altitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Tin Ka Ping Secondary School

Programme Plan 2024-2025

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	7 Learning Goals	12 Priority Values
1. To launch a series of activities during English Weeks to promote English-rich environment.	Whole year	1.1 At least one-third of junior form students take part in each activity; as performers or audiences.	1.1 Attendance record provided by English Society (or TEAMS form data) and reported in unit meetings.	<u>Teachers-in-charge:</u> Mr David Chan	#1	**1
1.1 To carry on and modify the competitions on <i>English Days</i> .		1.2 Books are promoted to students by F.1 & F.2 students and English Ambassadors.	1.2 Statistics from library.	1.1 Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	#2	**3
1.2 F.1 & F.2 Library Book Cover Challenge will be held.		1.3 At least one-third of junior form students take part in each activity; as contestants or audiences.	1.3 Attendance record provided by English Society; and feedback from teachers and students.	1.1 Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	#3	**5
1.3 <i>TKPSS Has Got Talent</i> – Scrabble Competition (1 st term) and Spellathon F.1 & F.3 (2 nd term)		Contestants / Students give positive feedback to the events.	1.4 Feedback from teachers and students.	1.2 Ms Vivian Lam	#4	**6
1.4 <i>Video Show</i> and <i>Student Leaders' Wise Saying Sharing</i> through TVs in campus (English Weeks – on Mondays, 3 times/term)		1.4 Students give positive feedback.	1.5 Feedback from teachers and students.	1.3 Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	#5	**7
1.5 Lunchtime Radio Show (English Weeks – on Mondays & Tuesdays, 6 times/term)		1.5 Students give positive feedback.	1.6 Statistics reported in unit meetings; and feedback from teachers and students.	1.2 Ms Vivian Lam		**9
1.6 <i>Operation Santa Claus Christmas Carnival</i> (Dec 2024)		1.6 At least a quarter of junior form students take part in it and give positive feedback.	1.7 Feedback from teachers and students and report them in committee meetings	1.3 Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko; Eng Soc & Eng Amb		**12
1.7 Foster exchange student (suspended)		1.7 English ambassadors will take care of the exchange student. Exchange student will be involved in English Day activities.				

2.	To train and strengthen student leaders in English as English Ambassadors. ● F.1 SKW Reading buddies ● Join competitions / external activities ● Common Room Interviewees ● Intercultural Day student helpers ● English Days: emcees in activities and activity promotion in assemblies	Whole year	2.1 Students participating in different events share their fruitful experiences in different occasions.	2.1 Attendance record submitted by English teachers and reported in unit meetings.	Mr David Chan & Ms Vivian Lam; English teachers: Joyce & Clarence	#2 #3 #4 #5	**2 **3 **5 **9 **12
3.	To make English announcements and wise-sayings during recesses and assemblies.	Whole year	3.1 Students selected from English Ambassadors as announcers regularly and demonstrate good examples of announcers.	3.1 Comments from teachers / students and reported in committee meetings.	Mr Billy Ko and English TA (Brian)	#2 #3	**1 **6 **7 **9
4.	To ensure the posted materials on bulletin boards are in English.	Whole year	4.1 All internal posting materials created by both students and teachers on bulletin boards must be written in English.	4.1 Checking the boards once a term and making a record.	Mr David Chan	#2 #3	---
5.	To promote the use of English through cross-curricular activities.	Whole year	5.1 At least one cross-curricular activity will be carried out.	5.1 Students and teachers indicate their opinions.	Mr Rice Yu & Mr David Chan	#2 #3 #4	---

Major Concerns (II) : To foster reading atmosphere

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	7 Learning Goals	12 Priority Values
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 are recruited to be ambassadors and give positive feedback to the activities.	1.1 Feedback from meetings with SKWWC and our teachers reported in committee meetings.	English teachers: Joyce & Clarence; Mr David Chan	#2 #3 #4	**2 **3 **5 **9
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. 2.1 One to two promotion(s) will be carried out.	2.1 Report in committee meetings.	Mr Joseph Chung & Mr Clarence Law	#2 #3	**1 **6 **7 **9
3. To send students to join <i>Reader's Theatre</i> organized by SCOLAR. (Pending)	1st term (2 weekdays)	3.1 F.1 & F.2 students will be recruited to join the activity and give positive feedback to the event.	3.1 Feedback from students and reported in committee meetings.	Ms Jane Tsang & Mr David Chan	#2 #3 #4	**5 **12

Major Concerns (III) : To widen students' horizons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	7 Learning Goals	12 Priority Values
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 Chun Reading Buddies, Common Room (RTHK)... 1.2 An extra cultural activity (ICE) 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 & Clarence; Mr David Chan 1.2 Mr David Chan & Ms Vivian Lam	#1 #2 #3 #4	**2 **3 **5 **12

1. To organize a study tour to England/ Australia.	07-08/25	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.	Ms Wendy Lau & Mr David Chan	#1 #2 #3 #4 #5 #7	**1 **2 **3 **8 **9 **12
2. To hold an assembly for students on Intercultural Day.	2 nd Term	3.1 An assembly requested from Life Education Unit and audience appreciate the assembly. 3.2 Service will be hired for the Intercultural Day.	3.1 Feedback from teachers and students and reported in committee meetings.	Ms Wendy Lau, Mr David Chan, Ms Jane Tsang, Ms Vivian Lam & Mr Billy Ko	#1 #2 #3 #4	**2
3. To send students to join <i>Impromptu Speaking</i> organized by SCOLAR. (Pending)	2 nd term (2 weekdays)	4.1 F.3-F.5 students will be recruited to join the activity and give positive feedback to the event.	4.1 Feedback from students and reported in committee meetings.	Mr David Chan	#3 #4	---

Team Members

Mr David Chan, Ms Lau Wai Man, Mr Billy Ko, Mr Yu Tak May, Ms Vivian Lam, Ms Jane Tsang

Seven Learning Goals of Secondary Education

#1: National and Global Identity	#2: Breadth of Knowledge	#3: Language Proficiency	#4: Generic Skills
#5: Information Literacy	#6: Life Planning	#7: Healthy Lifestyle	

Twelve Priority Values:

**1: Perseverance	**2: Respect for Others	**3: Responsibility	**4: National Identity
**5: Commitment	**6: Integrity	**7: Benevolence	**8: Law-abidingness
**9: Empathy	**10: Diligence	**11: Filial Piety	**12: Unity

田家炳中學
中國語文科
周年計劃書(2024-2025)

2024.10.15 稿

工作／措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
工作重點(1)：提升學生自學能力					
1. 善用學校資源提升學生閱讀質量 ①初中三級廣泛閱讀除了設指定書目5本外，更增設廣泛閱讀獎，以提升學生的閱讀量。優化現存廣泛閱讀冊。 ②高中除指定閱讀書籍及每單元設指定閱讀篇章外，更以計算平時分的方法，鼓勵學生多閱讀不同書籍。 ③初中於學期初設一節圖書館課，並規定各級學生必須借閱圖書館藏書、師長推介的書籍、電子書或電子雜誌。	全年	①措施能如期進行。 ②學生全年閱書量增加。 ③學校實體書及電子書平台借閱量增加。	級會及科會報告	全體同工	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
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	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養
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	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力
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」，刊登校友老師的文章，並增加 IG 平台及印發限量「文苑報」推廣，改善張貼方式，期望引起同學對「文苑」的關注。 ⑤於 TEAMS 建立初、高中菁英群組，凝聚中國語文精英學生，進行拔尖工作。 ⑥向全校公開展示各級語文活動的成果，以提升校園整體的語文學習氣氛。	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	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力

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 闊廣的知識基礎 #3 語文能力 #4 共通能力
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	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
3. 善用 AI 巫筆批改作文 以巫筆批改作文增加回饋的及時性，藉以提升學生的寫作能力。	全年	①最少 80%老師及學生認同有助提升寫作能力。	級會及科會報告	級聯絡人	#3 語文能力 #4 共通能力
科／組成員名單 <div> 鄧麗珠(科主席) 鄭嘉敏(副科主席) 蔡程月(副科主席) 張文慧 陳麗紅 蔡慧貞 文能勝 劉嘉露 彭穎賢 彭勁 潘允明 莫梓鏗 李詠儀 魏盈瑩(教學助理) </div>					
附錄：來年度財政預算（見另表）					

備註：七個學習宗旨

- #1 國民及全球公民身份認同
- #2 闊廣的知識基礎
- #3 語文能力
- #4 共通能力
- #5 資訊素養
- #6 生涯規劃
- #7 健康的生活方式

田家炳中學
中國文學科
周年計劃書(2024-2025)

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	價值觀教育	七個學習宗旨
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	**1 堅毅 **10 勤勞	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
2 提升卷二學生應試能力 2.1 多做公開試題型問答題，比較不同等級答案的差異，測驗加入功課題目，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	**1 堅毅 **10 勤勞	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力

工作重點(2)：建立學習常規，鼓勵學生自學及自我完善

1 建立佳作示範答案資源庫，邀請尖子製作上品示例，以強帶弱。	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	**1 堅毅 **10 勤勞	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力
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			
4. 設補默班，由文學班同學輪留當值，協助及監察補默工作。		1.4 班中 90%的同學能按要求完成補默				

科／組成員名單

周惠儀

李詠儀

鄭嘉敏 (科主席)

附錄：來年度財政預算（見另表）

Tin Ka Ping Secondary School
Programme Plan of English Department (2024-2025)

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
1. To strengthen reading in junior forms.	Whole year	1.1 Revamp of reading curriculum in F.2 & F.3. A booklet related to the reading curriculum in F.2 and F.3 1.2 Library tours for junior forms students in 1 st term. 1.3 'Read to Achieve' to promote reading in junior forms 1.4 100% of F.1 to F.4 students borrow at least 1 ebook from the online reading platforms	1.1 Teachers feedback & subject meeting sharing (Meeting 2/3) 1.2 No. of library tours 1.3 Questionnaire from students of the target classes (Meeting 4) 1.4 Statistics (Meeting 4)	1.1 Jack (F.2) & Vivian (F.3) 1.2 Form-co in junior forms 1.3 Leanne 1.4 Jack & Veronica	#2 #3 #5	**3 **10

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	7 Learning Goals	12 Priority Values
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 sharing (Meeting 2 & 4))	Vivian	#2 #3 #4 #5	**1 **3 **10
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.	2.1 Attendance records from SDL room (Meeting 2 & 4)	Jack	#3	**1 **10
3 To help students strengthen their self-learning process	Whole year	3.1 AI teaching & learning: One short writing in F.1-F.5/ term will be self-corrected using an AI platform before submission 3.2 At least 60% of F.1-F.3 students foster their habit of jotting notes in their notebooks and do evaluations after UTs & exams	3.1 One writing product/ group before and after self-correction, subject meeting sharing (Meeting 2 & 4) 3.2 Teachers' feedback, notebooks inspection after 1 st exam (Meeting 3)	3.1 Jack 3.2 Victor	#2 #3 #4 #5	**1 **3 **10

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
4 To cater for the diverse learning need of students with different forms and ability.	Whole year	<p>4.1 A learning circle will be set up in Teams for elites in F4 & F5. Elites will be invited to join external activities (HKFYG, Harvard Book Prize, 21st Century Cup)</p> <p>4.2 An elite class for junior form students (1 form) on Sat taught by an external experienced Eng T</p> <p>4.3 An additional section in assessments in junior forms</p> <p>4.4 Revamp of speaking curriculum in junior forms</p> <p>4.5 Organise one group of speaking enhancement class (F.2 for low achievers in speaking)</p> <p>4.6 HW exemption policy for elites (F.1-F.4)</p>	<p>4.1 subject meeting sharing, Teams records, records of TEAMS (Meeting 2 & 4)</p> <p>4.2 results of elites (Meeting 4)</p> <p>4.3 Teachers' feedback in common free period (Meeting 2 & 4)</p> <p>4.4 Attendance records & evaluation report (Meeting 2 & 4)</p> <p>4.5 Teachers' feedback in common free period (Meeting 4)</p>	<p>4.1 Clarence</p> <p>4.2 Jane</p> <p>4.3 Jane</p> <p>4.4 Billy</p> <p>4.5 Billy</p> <p>4.6 David</p>	<p>#2</p> <p>#3</p> <p>#4</p>	<p>**1</p> <p>**10</p>

Major concern (III): To enhance HKDSE Result

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
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 4.6 Subject meeting sharing ((Meeting 3)	- Statistical analysis (Veronica) - Live scripts Reading: Candy Writing: Sandy Listening: Leanne	#3	**1
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 sharing (Meeting 1)	- Writing: David (Part A), Sandy (Part B Q5), Clarence (Part B Q2)	#3	**1
3. To develop split class strategies to strengthen enhancement in senior forms.	Whole year	3.1 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 sharing (Meeting 3) 3.2 DSE results	David & Clarence	#2 #3 #4	**1 **10

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
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 attendance record of each class and the whole form (Meeting 2 & 4)	Leanne	#2 #3 #4	**1 **11

Member list

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

Seven Learning Goals of Secondary Education

#1: National and Global Identity	#2: Breadth of Knowledge	#3: Language Proficiency	#4: Generic Skills
#5: Information Literacy	#6: Life Planning	#7: Healthy Lifestyle	

Twelve Priority Values:

**1: Perseverance	**2: Respect for Others	**3: Responsibility	**4: National Identity
**5: Commitment	**6: Integrity	**7: Benevolence	**8: Law-abidingness
**9: Empathy	**10: Diligence	**11: Filial Piety	**12: Unity

Tin Ka Ping Secondary School

Program Plan of Mathematics Department for 2024-2025

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	Whole Year	<input type="checkbox"/> 10% of Junior students attempt the bonus part in the examination.	<input type="checkbox"/> Feedback from teachers and students involved	CKK, SMY, CML	<input type="checkbox"/> Teaching Assistant
2. Modify the quizzes		<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"/> Common Free Period		
3. Modify F.1 – F.4 SDL worksheets and videos			<input type="checkbox"/> Lesson observation		
4. Create F.1 – F.3 textbook MC video explanation		<input type="checkbox"/> more than 50% of students find that the SDL worksheets and MC video are useful for them to prepare the assessment.			
5. Develop e-learning materials and e-learning app for teaching #5		<input type="checkbox"/> All teachers at least apply one time by using the e-learning app in their lesson.			

6. To recognize F.1-F.6 students' achievements	Whole year	<input type="checkbox"/> The list of top 3 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"/> Top 3 students of Exam in each form will be awarded. (Book coupons and Reading materials)	<input type="checkbox"/> Classroom display	CKK	<input type="checkbox"/> Teaching Assistant
7. To optimize Assessment for Learning 7.1 To relieve the pressure of homework so that students have more time for SDL 7.2 Monitor the policy for elite students is set up successfully 7.3 Arrange a whole year UT timetable for all forms to avoid cramming students in certain periods	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 of elite students.	<input type="checkbox"/> Perception of homework questionnaires <input type="checkbox"/> Subject meeting minutes	KCC	<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 study group. 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	KCC	Teaching Assistant

Major Concern (III) : To increase students' interest through participating in STEAM activity

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
To promote F.1 & F.2 students to participate in STEAM activities. #2	Whole Year	<input type="checkbox"/> Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.	<input type="checkbox"/> Feedback from teachers and students involved	SMY	

Major Concern (IV) : To raise students' sense of national identity through learning about the development of Mathematics in China

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
Implementation of National Security education into Curriculum #1, **4	Whole Year	<input type="checkbox"/> Hardcopy materials of great mathematician in China are given to all F.1 – F.6 students. <input type="checkbox"/> The above content will be included in F.1-F.2 Mathematics Competition.	<input type="checkbox"/> Feedback from teachers and students involved	All subject teachers	Teaching Assistant EDB website

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and altitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Member List : Ku Chun Cheung (Panel Head) Cheung Mun Lau (Assistant Panel Head) Chu Ka Kit Ho Yu Pang Li Chun Lan Liu Lai Ming
 Lo Wing Piu Siu Man Yung Suen Yat Ming Tong Wai Yau Wong Hau Wo Mok Tung Hoi (Teaching Assistant)

田家炳中學

生活與社會科/公民及社會發展科 周年計劃書(2024-2025)

工作重點(I)：推動自主學習

工作 / 措施	成功準則	評估方法	七個學習宗旨和十二種首要價值觀	負責人
1. 提升學生資訊素養及時事觸角	1.1 高中: 每學期的考試以時事 MC 擬題 初中: 每學期的統測及考試以時事 MC 擬題 學生表現: 自發於演閱時段閱讀新聞刊物，能判別資料來源的可信性及思考議題的探究問題	<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"> ■ #1 ■ #2 ■ #3 ■ #5 ■ **3 ■ **4 ■ **8 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科任老師
2. 配合教學或測考，善用教育局及出版社資源庫作知識增益及教材	2.1 各級按考核上載適量的實體或電子課本供學生預習或練習 (如資料回應題及多項選擇題) 2.2 設立相關影片庫及題目庫供學生自學 學生表現: 透過觀看影片延伸學習加強推論解說能力，應用於評估項目上，如匯報及分享交流。			
3. 加強電子教學平台的運用 ■ 建立電子教材庫 Sharepoint ■ 建立電子教學資料檔案庫配合教學材料供老師參考使用	3.1 建立電子課室及運用電子教學資料檔案庫，進行預習或課後重溫同時促進課堂互動交流學習。 3.2 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 ■ 電子平台的學生使用量 	<ul style="list-style-type: none"> ■ #5 ■ #7 ■ **3 ■ **10 	<ul style="list-style-type: none"> ■ 科主席 ■ 級聯絡

	學生表現: 定期應用 Sharepoint 材料學習，如測考/匯報等			
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工作重點(II)：優化新課程內容，強化學生共通能力及正面價值觀 (國家安全教育)

工作 / 措施	成功準則	評估方法	七個學習宗旨和十二種首要價值觀	負責人
<p>改善初高中課程</p> <ul style="list-style-type: none"> 配合教育局政策，建立中一級課程框架、教學進度、教材及教學策略，引導學生訂立多元學習目標，釋放學生空間 建立學習常規和學生共通能力及正面價值觀 (國家安全教育) 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) 	<p>課程安排</p> <ul style="list-style-type: none"> 各功課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 <p>學生表現: 能掌握課程目標內容</p> <p>多元化課堂活動所培養的共通能力</p> <p>基礎能力: 溝通能力/ 運用資訊科技能力</p> <p>思考能力: 慎思明辨/ 解決問題能力</p> <p>個人及社交能力: 協作能力/ 自學能力</p> <p>學生表現: 能以匯報方式，就課程議題作分組報告，同時展示公民責任，並具備世界視野，以及願意對共同維護國家安全作出貢獻。</p>	<ul style="list-style-type: none"> 會議檢討 課業評分 教與學問卷 功課觀感問卷 多元化評估 	<ul style="list-style-type: none"> #1 #2 #4 #5 **2 **7 **9 	<ul style="list-style-type: none"> 級聯絡 科主任 教務主任

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	七個學習宗旨和十二種首要價值觀	負責人
<p>1. 推動多元學習及成長機會</p> <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) ■ 推動學生閱讀習慣 	<p>1.1 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</p> <p>1.2 30% 初中學生參與義工服務計劃 2024-25 建立學校的情：F1 個人權利與義務 2025-26 關心社區的人：F2 跨越成長的挑戰</p> <p>1.3 初中每學年均舉行最少 2 次時事 MC 擬題及測驗</p> <p>學生表現: 在知情行三方面，確立自己國民身分認同，參與推動傳統文化保育的探究及延伸學習活動，如中華文化活動、交流團等</p>	<ul style="list-style-type: none"> ■ 會議檢討 ■ 課業評分 ■ 教與學問卷 ■ APASO 	<ul style="list-style-type: none"> ■ #1 ■ #2 ■ #4 ■ **2 ■ **3 ■ **4 ■ **9 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 教務主任

	<p>跨科組協作</p> <p>1.4 完成高中公民科考察活動中的學習探究，配合中史科教學同時參加校內中華文化獎勵計劃</p>			
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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	七個學習宗旨和十二種首要價值觀	負責人
1. 加強學生公開試技巧	<p>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</p> <p>1.2 各班學生均能使用 Sharepoint，功能掌握公開試題目答題合格要求</p> <p>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</p>	<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"> ■ #4 ■ #5 ■ **1 ■ **3 ■ **10 	<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	<p>3.1 80%學生能運用電子學習模式及平台促進學生自學</p> <p>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</p>			

Tin Ka Ping Secondary School

Integrated Science Annual School Plan (2024–2025)(Amended)

Main concern (I) : Organization of E-learning materials

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 1.2 Related video clips for understanding the concepts can be organized in 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 - (i) Pre-lesson tasks/contents for students - (ii) Assessment of the pre-lesson tasks/contents #2	Whole Year	2.1.1 At least one set of new SDL material is prepared successfully (pre-lesson + assessment) 2.1.2 Some strategies among 14 SDL strategies should be applied in this set of material.	<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
2.2 To cater the learning diversities of students. (a) Elite students: - To free more space and relieve the pressure due to the homework - Arrange subject-based enhancement courses.	Whole year	2.2.1 Refine the homework exemption system 2.2.2 The academic performances of students can be maintained 2.2.3 Elite classes (at least 2 times) for Elite students participate in our elite classes (Phy,Chem,Bio) 2.2.4 10 or more elite students are willing to attend the courses by external organizations.	<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

(b) Less able students: - To provide assistance of MOI #3	Whole year	2.2.5 Demonstrate phonics in worksheets of different units (e.g. ‘ver/te/brate photo/’syn/the/sis) 2.2.6 Utilize/Implement bilingual notes of Aristo so that less able students can follow the pace.	<input type="checkbox"/> Teachers feedback on quality of the materials <input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> All subject teachers
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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 activities	Whole Year	<input type="checkbox"/> 3.1.1 At least 50 F.1 students and 40 F.2 students participate in science related activities: Whole-School Science competition, Elite Classes and external enhancement courses.	<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 STEAM in some related topics #2	Whole Year	<input type="checkbox"/> 3.2.1 Conduct F.1 and F.2 STEAM activities which can be implemented into the curriculum.	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> Formal / informal questionnaire for students and/or teachers.	<input type="checkbox"/> All subject teachers + C&T + MATH teacher

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 #1 **4	Whole Year	1.1 Some contents related to national security are added to each unit in F.1 and F.2 curriculum.	<input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> All subject teachers

Team Members

Name	Role
Yu Tak May	Panel Chairman, F.2 subject teacher (F.2 coordinator)
Chiu Man Lai	F.1 subject teacher
Ho Yu Pang	F.1 subject teacher
Law Pak Tsun	F.1+F.2 subject teacher (F.1 coordinator)
Lam Yin Ngai	F.2 subject teacher
Tang Kin Tung	F.2 subject teacher
Man Wai Sim, Fion	Lab. Technician
Ng Fung Lingm Ling	Lab. Technician
Tam Yu Ting, Noel	Lab. Technician

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and attitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Tin Ka Ping Secondary School
Program Plan of Chemistry Department (2024–2025)

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

Reviews and suggestions from 2023-2024: In order to keep balance the life and study of students and catering student with difference ability, we have to keep the modification of teaching pace, including the frequency of homework, quiz and test, the teaching sequence, the way to encourage student learning and implementation of more use of e-learning materials.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	Seven Learning Goals# 12 Priority values and altitudes**
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 	LKL (S5,6) TKT (S3,4) XXX (S3,4)	#4, #7 **10
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 	LKL TKT	#2 **1
3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures - Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free	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. 	<ul style="list-style-type: none"> - Teachers' and Students' feedback - Subject meeting 	LKL	#2, #7 **1, **10

	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/ study group/ DLG		- A policy for low achievers is set up successfully.			
4.	Knowledge bank of Videos and Teams MC for self-learning	Whole year	- Experiences of promoting learning strategies can be summarized. - Develop self-learning material (e.g. E-learning materials, chem daily explanatory video, SharePoint or MS forms etc)	- Subject meeting - Teachers' and students' feedback - The quality of the videos + MC - Use of videos + MC	LKL (S56) TKT (S45) XXX (S34)	#2, #5 **1, **10
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	- Students believe they can and are willing to improve themselves - Students do not give up easily	- Feedback from the teachers and students - Numbers of students dropped out	LKL TKT	#2, #4 **9

2. Raise the competency of students in DSE

Reviews and suggestions from 2023-2024: In order to make improvement of student confidence and ability in HKDSE, teachers have to implement different learning tools and gain experience from students' performance via analyzing the past paper and act as a public exam marker.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	Seven Learning Goals# 12 Priority values and altitudes**
1. Prepare and use the analysis of DSE results	Before Mar	- Analysis of 2024 is complete. - Analysis is used in review with students	- Use of analysis of 2024 - Teachers' and Students' feedback	LKL	#2 **1, **10

		- Students understand the criteria and common mistakes in DSE.			
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Mar	<ul style="list-style-type: none"> - Exemplars of 2021, 2022 and 2023 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 2021, 2022 and 2023 - Teachers' and Students' feedback - The quality of the exemplars. 	LKL	#2 **1, **10
3. To request colleagues to serve as HKDSE markers and share their experience in subject meetings	Whole year	<ul style="list-style-type: none"> - Invite all chemistry teachers to apply to serve as markers. - The experience gained from being markers and/or oral examiners can be integrated in daily teaching. 	<ul style="list-style-type: none"> - DSE Markers record - Subject meeting minutes 	ALL	#2

3. Team members (2024 – 2025)

Dr Law Ka Lun (Panel Head): L.K.L
Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.
Mr. Lam Yin Ngan (Teacher): L.Y.N.
Ms. Man Wai Sim, Fion (laboratory technician)
Ms Ng Fung Ling, Ling (laboratory technician)
Ms. Tam Yu Ting, Noel (laboratory technician)

Seven Learning Goals

#1 National and Goals identity, #2 Breadth of Knowledge, #3 Language Proficiency #4 Generic Skills, #5 Information Literacy, #6 Life Planning, #7 Healthy Lifestyle

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

7 learning goals	
#1	National & Global Identity
#2	Breadth of Knowledge
#3	Language Proficiency
#4	Generic Skills
#5	Information Literacy
#6	Life Planning
#7	Healthy Lifestyle

Tin Ka Ping Secondary School
Annual School Plan of Physics Department for
2024-2025

12 priority values & attitudes	
**1	Perseverance
**2	Respect for Others
**3	Responsibility
**4	National Identity
**5	Commitment
**6	Integrity
**7	Benevolence
**8	Law-abidingness
**9	Empathy
**10	Diligence
**11	Filial Piety
**12	Unity

Major Concerns (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. Arouse interest of learning [#2+#4+#6] [**3+**5+**10]	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"/> 70% 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 [#2+#4+#6] [**1+**10]	Whole year	<input type="checkbox"/> More than 70% 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 pre-lesson exercise 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 the distributions, amount and effectiveness of assignments [#2+#4+#6] [**1+**10]	Whole year	<input type="checkbox"/> The efficiency of assignments is evaluated. <input type="checkbox"/> A new HW guide for S5 textbooks is developed.	<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 optimize Assessment for Learning [#2+#6] [**1+**10]	Whole year	<input type="checkbox"/> Detailed reviews for UT and examinations are prepared / carried out. <input type="checkbox"/> At least 50% of students has finished the assessment corrections with review and reflection on mistakes. <input type="checkbox"/> The efficiency of assessment is evaluated.	<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
5. To enrich and organize SDL materials for students' learning. [#2+#6] [**1+**10]	Whole year	<input type="checkbox"/> The online platform (Microsoft Teams & Radian website) is well utilized for studying material publishing and documentation <input type="checkbox"/> S3 UT & Exam review videos are prepared. <input type="checkbox"/> The use of SharePoint SDL station is reviewed.	<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
6. To cater for the diverse learning need of students and develop	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	<input type="checkbox"/> Frequency of uses of the self-learning materials	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation and checking

students' senses of autonomy and competence. [#2+#6] [**1]		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"/> Teachers' and students' feedback <input type="checkbox"/> Discuss in subject meetings		
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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]	First term	<input type="checkbox"/> The S6 curriculum is completed by late Nov 2024.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> WS	<input type="checkbox"/> time for preparation
2. Make good use of enhancement/remedial class [#2] [**1 + **10]	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"/> WS <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
3. In depth study of HKDSE past papers [#2] [**1 + **10]	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"/> 2024 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. [#2]	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 [#4 + #6 + #7] [**1 + **12]	First term	<input type="checkbox"/> At least 10 minutes sharing for S6 students by 1 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"/> time for arrangement

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

Tin Ka Ping Secondary School
Program Plan (2024-2025)
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	7 LG	12PVS	NSE
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	<ol style="list-style-type: none"> 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. 3. Prepare Graded WS (Trial) 	Result of student survey Results of UT and exam	KWOK OC, CHIU ML	#2 #3 #4 #5	**1 **3 **5 **6 **10	
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.		<ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 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 		#2 #3 #4 #5	**1 **3 **5 **10	

3.	To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures			1. Learning and teaching questionnaires	#2	**1	
3.1	Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning	1. Students find the programs interesting and useful		2. Perception of homework questionnaires	#3	**10	
	- Offer more opportunities to gifted students to develop their special talents.	2. Students are willing to attend the courses.		3. Subject meeting minutes	#4		
	- Arrange subject-based enhancement courses.	3. High participation rate (80%)		4. numbers of students attending the programs	#5		
	- Encourage students to take part in competitions and courses organized by outside bodies.	4. Good student performance		5. feedback from students.			
	- To relieve the pressure of homework of elite students so that the students have more time for SDL			6. Teacher observation			
	-introduce biotechnology experiments (ABE program of CUHK)	5. A plan on helping average ability students is prepared.		7. Analysis of the results of competitions			
3.2	Average ability students: develop a learning routine and consolidate their learning method or strategy	6. A plan on helping low achievers is prepared.		8. The content of the plans			
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.						

Major Concern (II) To enhance Biology HKDSE Result

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	7 LG	12PVS	NSE
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		#6	**1 **10	✓
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.		#2 #3 #4 #5	**1 **3 **5 **6 **10	
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 2024-2025

中國歷史科周年計劃書(2024-2025)(修訂)

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	七個學習宗旨	價值觀教育	國安教育元素
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 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅、**10 勤勞、**4 國民身份認同	透過不同的活動及教學，讓學生有系統地認識不同的中
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	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #6 生涯規劃	**1 堅毅、**10 勤勞、**5 承擔精神**4 國民身份認同	華文化知識，並學習中國歷史。
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	-	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養	**1 堅毅、**10 勤勞、**5 承擔精神	
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	-	#2 闊廣的知識基礎 #3 語文能力	**1 堅毅、**10 勤勞	

						#4 共通能力		
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	-	#2 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅、**10 勤勞	

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	七個學習宗旨	價值觀教育	國安教育元素
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	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力	**1 堅毅 **10 勤勞 **5 承擔精神 **4 國民身份認同	利用不同的參觀、體驗活動，讓學生透過有趣的方式認識中華文化知識。通過親身體會中華文化中寶貴的價值，以明白愛護及承傳中華文化是國民
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	-	#6 生涯規劃		
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於 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			應有的責任。
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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	七個學習宗旨	價值觀教育	國安教育元素
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	全年	<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	-	#1 國民及全球公民身份認同 #2 闊廣的知識基礎 #3 語文能力 #4 共通能力 #6 生涯規劃	**1 堅毅 **10 勤勞 **5 承擔精神 **4 國民身份認同	學生透過學習中國歷史知識親身體會中華文化中寶貴的价值，以明白愛護及承傳中華文化是國民應有的責任。

科／組成員名單 Team Members：姚慧雅（科主席） 郭宇 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		\$2,020		
小計：	\$1,500	\$27,520		
			總計：	\$29,020

價值觀教育) (**1 - **12)

十二種首要價值觀		12 priority values & attitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy

**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

(七個學習宗旨)

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

Tin Ka Ping Secondary School
Program Plan of History Department (2024-2025)

Program Plan (2024-2025)

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. 	LLK LOY LMF	<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 	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 	<ul style="list-style-type: none"> - Lesson observation reports - Discussion in subject meetings 	LLK LMF	<input type="checkbox"/> Evaluation forms <input type="checkbox"/> Reference materials

		teaching strategies are refined.			
4. Field trip		Increase exposure of students so as to better learn HK history in DSE curriculum		LLK LMF	<input type="checkbox"/> Funds from school

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 comply with the 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 	LLK LMF	<input type="checkbox"/> SD Day training <input type="checkbox"/> Reference materials
Cultivate Students reading habit	Whole academic year	<ul style="list-style-type: none"> - Students read reading materials suggested or provided by teacher - 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"> - Report of students' performance in subject meeting 	LLK LOY LMF	<input type="checkbox"/> Library, textbook and internet resources and newspapers
Reflection system on learning	Whole academic year	<ul style="list-style-type: none"> - A system on reflection on students' own learning is developed - 80% of students have used the system for reflection 	<ul style="list-style-type: none"> - Reflection system was development - Record on students' utilization of the system 	LLK LMF	<input type="checkbox"/> Teams platform

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 (2024-2025)

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 (**1, 10) (#2)	- 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 - 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 (**1,3,10) (#2,4,7)	- Whole year	2.1 At least one material (e.g. quizzes, exercises) of assessment for learning is 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 Students find the enhancement classes useful 3.2 High participation rate (80%) of enhancement classes	3.1 Feedback from students 3.2 Attendance 3.3 Results of exams	LYC

<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"> - 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>(**1,2,3,10)</p> <p>(#2,7)</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 2024. 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 with suggestions. 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

3. Appendix

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and attitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Appendix: Budget for 2024-2025

Gov't Fund (EOEBG)

Item No.	Description	Estimated total price
1.	Field trip fee for teachers	200
2.	Stationery	300
3.	Teaching material-Ranging Pole	2,000
4.	Teaching material-Abney Level	2,050
5.	Teaching material-Rock Specimen	3,000
6.	Learning Materials from Publishers	1,000
Total		8,550

TKPF

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

LWL

Item No.	Description	Estimated total price
1.	Study tour to Jeju Island	25,000
Total		25,000

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2024-2025)

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

Tasks/ Actions	Time Scale	Success Criteria (Achievement on major education concern)	Methods of Evaluation	Staff-in-charge
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated (**1,3,5,6,10,12) (#2,4,5,7)	9/2024 – 7/2025	<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 (AI) 	<ul style="list-style-type: none"> ● Worksheets prepared and stored on Teams for reference 	<ul style="list-style-type: none"> ● CWT, CSL, LST, 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, LST, WYL

2. To train students on self-learning techniques (on pre-lesson preparation) (**1,3,10) (#2,4,7)	9/2024 – 7/2025	<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, LST, 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, LST, 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 	<ul style="list-style-type: none"> ● CWT, CSL, LST, 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 	<ul style="list-style-type: none"> ● CWT, CSL, LST, 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) (**1,3,6,10) (#2,4,5,7)	9/2024 – 7/2025	● Question bank on Daily Questions according to topics should be modified.	● A Question Bank on Daily Questions is modified and stored on Teams.	● CWT, CSL, WYL, LST
		● Over 90% of students in each form finished the questions on schedule.	● Report in subject meetings	● CWT, CSL, WYL
		● Students indicate that they have the habit in doing past paper questions.	● 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) (**1,5) (#1,2,4,5,7)	9/2024 – 7/2025	● Instructional materials/ worksheet on analysis of current issues and numerical data developed, reviewed and revised.	● 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 (**1,6) (#2,4)	9/2024 – 7/2025	● Pop quiz and biweekly test bank is developed.	● A bank of quizzes and tests developed and stored on Teams	● CWT, CSL, LST, WYL
		● Pop quizzes and biweekly tests are carried out.	● File checking	● CWT
2. To implement STAD for motivating students to improve their test performance (**1,2,10,12) (#2,4,5,7)	9/2024 – 7/2025	● Spreadsheet on STAD is developed and used for assessment.	● Report in subject meetings	● CWT, CSL, LST, 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 (**4,8) (#1,7)	9/2024 – 7/2025	● 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

Major Concern 5: Enhance Students' motivation through Co-Curricular Activities

Tasks/Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. Encourage students to enroll in co-curricular activities independently and form their own groups. For example: Lunar Fair, requiring investment from both students and teachers.	9/2024 – 7/2025	<ul style="list-style-type: none"> - Increased student participation in co-curricular activities. - Application of school knowledge in practical settings. - Development of soft skills such as teamwork and leadership. 	<ul style="list-style-type: none"> - Review forms with feedback from participants. - Less than 20% of respondents rate their experience as "dissatisfactory." 	CWT, CSL, WYL

3. Team Members

Chung Wai Tak, Joseph
 Chan Siu Long, Allen (Chairman)
 Law Sin Ting, Ruby
 Wong Yiu Long, Ray (Chairman)

4. Appendix

7 learning goals

七個學習宗旨	
#1	國民及全球公民身份認同
#2	闊廣的知識基礎
#3	語文能力
#4	共通能力
#5	資訊素養
#6	生涯規劃
#7	健康的生活方式

12 priority values and attitudes

十二種首要價值觀	
**1	堅毅
**2	尊重他人
**3	責任感
**4	國民身份認同
**5	承擔精神
**6	誠信
**7	仁愛
**8	守法
**9	同理心
**10	勤勞
**11	孝親
**12	團結

Tin Ka Ping Secondary School
I.C.T. and C&T
Program Plan (2024-2025)

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/CCL.	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/CCL	At least two topics are prepared for self-learning and SDL/CCL.	Subject meeting minutes	Tsz Fung, Yat Ming
4. To prepare more interdisciplinary activities for STEAM.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Tsz Shan
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

Remarks: #1, #2, #4, #5, NSE, **1, **2, **3, **5, **10, **12

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 keep track of the usage of the HKEdCity MC Online Question Bank, to enhance students' examination skills.	Positive feedback collected from subject teachers and students.	Subject meeting minutes	Tsz Fung, Wai Yau
3. 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

Remarks: #2, #4, #5, **5, **10, **12

Member list:

Kwok Tsz Fung (Subject panel head)	Tong Wai Yau	Suen Yat Ming	Chau Tsz Shan
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Remarks:

7 Learning Goal

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

National Security Education Elements

Tag	National Security Education Elements	國安教育元素
NSE	National Security Education Elements	國安教育元素

12 Priority Values and Altitudes

Tag	十二種首要價值觀	12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
**3	責任感	Responsibility
**4	國民身份認同	National Identity
**5	承擔精神	Commitment
**6	誠信	Integrity
**7	仁愛	Benevolence
**8	守法	Law-abidingness
**9	同理心	Empathy
**10	勤勞	Diligence
**11	孝親	Filial Piety
**12	團結	Unity

田家炳中學

2024-2025 年度 普通話科周年計劃

(附件二)

工作重點 1. 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	七個學習宗旨
1. 基於 CCL 小組，至少於三班各挑選 1-2 對夥伴，安排強的同學幫助弱的同學 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）。 3. 為不接觸普通話的中二同學安排深圳一日遊活動	全年	1. 被幫助同學的說話/朗讀錯讀字減少 2. 參加一日遊的同學主動用普通話溝通，自信增加	1. 拍攝短片或錄音 2. 朗讀或說話口試評分 3. 參加一日遊同學的回饋表正面回應達七成	科任老師	<ul style="list-style-type: none"> ● 語文能力 ● 寬廣的知識基礎 ● 國民和全球公民身份認同 ● 共通能力（溝通）

工作重點 2. 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	七個學習宗旨
1. 中二才藝表演（CCL 小組代表或整組，PTH 勵志歌曲表演、繞口令、配音、拍 KOL 節目等） 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（中二會酌情安排同儕評分或參與即可）	科任老師	<ul style="list-style-type: none"> ● 共通能力（創造力、協作能力） ● 語文能力

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
1. To optimise the distributions, amount and effectiveness of assessments in different forms especially for F.3 & senior form students	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. 1.4 Collect SBA arrangement for S5 and S6 from subjects taking SBA to prevent overloading students simultaneously. 1.5 Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.	<ul style="list-style-type: none"> Arrangement of continuous assessment The amount of written tests and the students' performance. The amount of painting tests and the students' performance. Arrangement of SBA schedule 	#1 #2 #3 #4 #5 #6 #7	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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • Learning and teaching questionnaires • Feedback from students. • Teacher observation • Analysis of the results of competitions 	#1 #2 #3 #4 #5 #6 #7	
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Major Concerns (I): Keep enhancing E-learning in V. A. lessons

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 Learning Goals (Related to the learning goals of secondary education)	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	<ul style="list-style-type: none"> • The completed artwork submission to Google drive/ Teams Assignment right after the lesson • The quality of work. 	#1 #2 #4 #5 #7	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 Snake” in order to incorporate the Unit relates to Chinese Culture	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	#1 #2 #3 #4 #5 #7	
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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	7 Learning Goals (Related to the learning goals of secondary education)	Staff Responsible
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 Looking forward visiting the Art Basel again if possible	<ul style="list-style-type: none"> • No. of visits • Total no. of participants (in each activity) • Comments and feedback given by the participants • Art Appreciation Sharing by the participants 	#1 #2 #3 #4 #5 #6 #7	Lai On Chun Yin Sin Ting

<p>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)</p> <ul style="list-style-type: none"> - The destination is suggested to be Seoul/ Taiwan - The month of departure will be Mid Nov 2024 or April 2025. - The focus media of art making is Photography, Sculpture and Architecture appreciation. 	<p>Nov 2023 Or Mar 2024</p>	<p>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</p>	<ul style="list-style-type: none"> • Post Trip questionnaire • Quality of the assignment 		<p>Lai On Chun Yin Sin Ting</p>
<p>3. To participate at least of the followings:</p> <ul style="list-style-type: none"> - 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) 	<p><u>S4 & S5</u> : once in each term</p>	<p>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</p>	<ul style="list-style-type: none"> • Comments and feedback given by the participants • Completion of art work • Quality of artwork 	<p>#1 #2 #3 #4 #5 #6 #7</p>	<p>Lai On</p>

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	7 Learning Goals (Related to the learning goals of secondary education)	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/ the rise of AI/network security...) 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.	#1 #2 #3 #4 #5 #6 #7	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: 31th Oct 2024

Tin Ka Ping Secondary School
Music Annual School Plan 2024-2025

Major Concern I: To activate students' positive values

Tasks / Strategies	Time Schedule	Success Criteria	Staff Responsible	Methods of Evaluation	7 learning goals, 12 values
<ul style="list-style-type: none"> Sing and share more songs with healthy themes that matches the 7 learning goals, 12 values during the music lessons 	7/2024 7/2025	<ul style="list-style-type: none"> Students enjoy the songs and sing them loudly Feedback with sharing during the lessons 	<ul style="list-style-type: none"> Lai Ming Chun Yin Ashely 	<ul style="list-style-type: none"> Interaction during the music lessons 	#1, 4 *1-12

Major Concern II : Handover to the next generation

Tasks / Strategies	Time Schedule	Success Criteria	Staff Responsible	Resources required	7 learning goals, 12 values
<ul style="list-style-type: none"> List and tidy the teaching materials of form 1 to 3 systemetically Record the lessons of form 4 to 6 as a reference for new music teacher 	7/2024 7/2025	<ul style="list-style-type: none"> Teaching materials are well prepared to new teacher A video data base is recorded before 7/2025 Lesson obeservations 	<ul style="list-style-type: none"> Lai Ming Chun Yin 	<ul style="list-style-type: none"> Mentor is need to guide the new teacher. 	N/A

Team Members: Lai Chun Yin, Liu Lai Ming

Subject Head: Lai Chun Yin (edited on 15/7/2024)

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2024-2025

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	7 LG	12 PVS	NSE
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	#7	**1	/
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 associations through LCSD	#2 #7	/	/

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	7 LG	12 PVS	NSE
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		#4	**3 **5	/
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		#7	**12	/
3. To organize Outstanding Athletes Award Election and arrange a gathering for all school sports team at the end of the	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.	3.1 Evaluate in subject meeting	Panel, PE teachers, school sports team coordinator		/	**2 **12	/

academic year to enhance the sense of belonging of the athletes towards school.		3.2 A gathering is held for all school sports team. Over 90% of the athletes will attend the gathering.	3.2 Take attendance of the gathering and evaluate in subject meeting					
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Major Concern (III): To strength students' Self-Directed Learning (SDL) capacity

Tasks / Strategies	Time Schedule	Success Criteria	Methods of Evaluation	Staff Responsible	Resources/ Remarks	7 LG	12 PVS	NSE
1. To capture the spirit of the Olympic Game, the self-learning materials of urban sports and accomplishments of China athletes will be prepared.	Whole year	1.1 Videos and relevant assignments of different urban sports and accomplishments of China athletes will be uploaded to SharePoint for different forms of students.	1.1 Mark calculation of the assignment given to students.	Panel and PE teachers	Online resources	#1 #2 #4	**4	1 & 7
		1.2 Students should watch the videos and finish an assignment.	1.2 Evaluate in the 2 nd and 4 th subject meeting.	Panel and PE teachers				
2. Organize fitness theory lessons for all F.3 students under the Gym Room and Fitness & 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		#7	/	/
3. To promote the use of the newly opened Gym Room, instructional		3 Videos on the proper usage of the various exercise equipment will be uploaded to SharePoint for	3 Evaluate in subject meeting	Panel and PE teachers		#4 #7	/	/

videos on the proper usage of the various exercise equipment will be prepared.		different forms of students.						
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Team members: Mr. Chan Hong Yin, Miss Lau Ching Lui, Miss Tsoi Yin Ling

Subject head: Miss Lau Ching Lui (19-6-2024)