



田家炳中學 周年計劃書

Tin Ka Ping Secondary School Annual School Plan

(2025 – 2026)

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(2025-2026)

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Programme Plan of the Academic Affairs Committee (2025-2026)

7 learning goals:

Breadth of knowledge, Language proficiency, Generic skills, Information literacy, Life planning, Healthy lifestyle, National global identity 國寬語共資生健

12 values:

Perseverance, Respect for others, Responsibility, National identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity, Filial piety

Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
1. Leveraging Technology for Enhanced Learning 2. Cultivating an active learning environment and developing self-learning habits and skills (Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)	Whole year	1. Effective use of BYOD with educational apps (mentimeter, Kahoot! vocab app e.g. SolidMemory etc) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies. F.1 students will be trained to use the educational apps and note-taking skills effectively through ICT lessons and will apply these in some of the lessons. 2. Develop self-learning material At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully. The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment in F.1 UT and exam. (e.g. e-learning materials, reading, video, SharePoint or MS forms, how to use AI ethically etc) Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.	2.1 Lesson observation 2.2 Subject meeting minutes 2.3 Learning and teaching questionnaires 2.4 Frequency of uses of the self-learning materials 2.5 Teachers' and students' feedback	All subjects	Generic skills, computer literacy

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
<p>Utilizing assessment for curriculum enhancement</p> <p>1. Promote subjects to optimize the distributions, quantity, quality and effectiveness of assessments in different forms</p> <p>- Student perception questionnaires S1-5 of distribution, quantity and effectiveness of assessment)</p>	Whole year	<p>1. Student survey is conducted and the we can understand the workload of students more clearly.</p> <p>2. Students' pressure on tests / assignments is relieved</p> <p>3. About 70% students have positive response to the view that the amount of homework is reasonable.</p> <p>4. About 70% students have positive response to the view that the assignments and tests help them to learn better.</p> <p>5. Based on the survey and assessment results, subject panels reflect their assessment policy and efficiency.</p> <p>6. Collect SBA arrangement for F.5 and F.6 from subjects taking SBA to prevent overloading students simultaneously.</p> <p>7. Collect UT arrangement from all subjects for all forms to avoid cramming students in certain periods.</p>	<p>1. Result of student survey</p> <p>2. Results of UT and exam</p> <p>3. Discussion with subject panels or subject teachers</p>	LWM LCL	Life-planning, perseverance diligence
<p>2. To cater for the diverse learning need of students with different forms and ability. Offer more opportunities to gifted students to develop their special talents.</p> <p>- Arrange subject-based enhancement courses.</p> <p>- Encourage students to take part in</p>	Whole year	<p>1. Promote pull-out enrichment programs and activities through various subjects to explore their interests and talents outside of the regular curriculum.</p> <p>2. Nominate students to join HKAGE, HKU, CUHK and HKUST... for the talented.</p> <p>3. Construct a talent pool for gifted education (excel format)</p>	<p>1. Report students' participation in minutes</p> <p>2. feedback from students.</p>	LWM LCL	Breadth of knowledge, Generic skills

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	In charge	7 learning goals, 12 values
competitions and courses organized by outside bodies.					
4 Promote students' learning motivation ability of self-evaluation - explore the concept of the ability of self-evaluation of learning progress	After UT/exam Whole year	1. More students are more aware on their study 2. Students aim at getting high mark / prize. 3. Motivation of students on learning is enhanced. Encourage students with improvements. 4. A plan on training in self-evaluation of learning progress is prepared 5. Photo-taking for Yearly-exam prize-presentation ceremony 6. Promote subject-based inter-school competition 7. Interview high-achievers and shoot videos (overall and different subjects)	1. Teachers and students' feedback 2. Academic results in school uniform tests and examinations 3. The content of the plans	LWM LCL	Perseverance
5. To strengthen students' sense of national and global identity	Whole year	Integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity.	Subject scheme of work	All subjects	National identity

Major concern (II): To advance academic excellence:

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible	7 learning goals, 12 values
6. To broaden students' knowledge by creating more learning opportunities	Whole year	<p>1. Provide more learning experiences inside and outside classroom so that they can better understand contemporary issues at local, national and global levels, such as STEAM Robotic Team, In-School Coral Nursery Education Programme, Chinese History museum visits on Excursion Day etc.</p> <p>2. Introducing courses of other languages (e.g Japanese) in both junior and senior forms. F.3 students will have one more choice next year.</p>	1. questionnaire	Some subjects	Breadth of knowledge
7. To equip colleagues to be familiar with the requirements in HKDSE and optimize L&T	Whole year	<p>1. Teacher(s) from each subject department has/have experience in marking HKDSE papers and share their experience in department meetings.</p> <p>2. HKDSE subject panels analyse the elite scripts and provide suggestions to enhance students' learning.</p> <p>3. Students are able to master the examination skills effectively from the analysis in the HKDSE analytical report.</p>	Subject meeting minutes	All subject panel heads	Language proficiency, Generic skills, Perseverance, diligence

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff Responsible	7 learning goals, 12 values
8. To optimize various supportive measures and students are nurtured to be proactive learners: Supplementary lessons, Senior Form Uniform Test, After-school revision period, DLG, study groups, Form 5/6 free-lesson arrangement, and Form Six post-mock period	Whole year	1. Optimize after-school learning activities: DLG by employing alumni to help teach students. 2. Optimize after-school learning activities: Study groups held by subject teachers, releasing high achievers.	Feedback in subject meeting minutes Questionnaires from Ss	LLK	Life-planning Perseverance, Healthy lifestyle

Tin Ka Ping Secondary School

Reading Promotion Unit

School Annual Plan (2025-2026)

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 more sharing	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)

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 Tsang Po Yu 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 Tsang Po Yu Panel Heads	(#2、3、4) (**10)

Member list

Ms. Pang Wing Yin Mr. Lai Chun Yin Ms. Tang Lai Chu Ms. Tsang Po Yu

Tin Ka Ping Secondary School

Student Affairs Unit

Program Plan of Major Concerns of SAU for 2025-2026

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 (2025 – 2026)

Objective (I) : To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
1. To develop students to be autonomous and reflective learners via SDL					
1.1 To develop self-managing habits and skills	Class Teachers Affairs				
	a) Utilization of S1 & S2 student handbook <ul style="list-style-type: none">Class teacher periods are reserved for S1 class teachers to trained the students to utilize their student handbook.Spot checking of S1 students' Ipads will be carried out regularly by class teachers and form liaisons.S2 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.	Sept & Oct 			

Objective (II) : Building a Healthy Campus

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
1. Creating a Health-Conducive School Environment					
1.1 To establish a secure and health-promoting school environment for all students	<u>Anti-drug Campaign</u> [#2+#7] [**3+**8] <ul style="list-style-type: none">Anti-drugs information is displayed in the campus.Voluntary drug testing programme are carried out for S1 students.	Whole year	<ul style="list-style-type: none">At least one anti-drugs-themed poster/video is displaced or broadcasted for each school term.At least ten S1 students have participated and negative results are shown in the drug testing.	Feedbacks from students, teachers and parents	CWS2 CKK SSWs
1.4 To integrate discipline with counseling, cultivating a culture of care and mutual support	<u>Counselling & Guidance / Inclusive Education</u> [#4+#6+#7] [**3+**5+**7+**9+**12] <ul style="list-style-type: none">a) Shining Hearts – Peer Guidance Scheme<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.b) Small Counselling Groups / SEN Group Activities<ul style="list-style-type: none">Activities are held by ‘Student Gatekeepers’ to strength the social bonding between students.Group activities are carried out for some selected students which aim at giving a platform for building up peer relationships.	Whole year	<ul style="list-style-type: none">Lunch gatherings of each group are held twice each month.Three general meetings are held during the whole academic year.The attendance rate reaches 80% for the group activities.Positive feedbacks are received.	Feedbacks from form liaisons, S1 class teachers and students Reports by the teachers-in-charge Questionnaire result from students	CKK CWS KY YWH TYL SSWs Form Liaisons
	<u>Class Associations</u> [#2+#4+#6+#7] [**2+**5+**10+**12] <ul style="list-style-type: none">Class activities, such as board-making, school picnic and Christmas celebration parties, are held.	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.	Survey result from classmates Reports in form meetings and conduct meetings	CLH Class teachers

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
1.5 To foster robust home-school-community partnerships	Anti-drug Campaign [#2+#7] [**3+**8] <ul style="list-style-type: none"> Partnership is built up with one external anti-drug community organization. 	Whole year	<ul style="list-style-type: none"> At least one anti-drug talk is carried out by the organization. Drug testing is carried out by the organization. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students, teachers and parents 	CWS2 CKK SSWs
	Counselling & Guidance [#2+#4+#6+#7] [**2+**3+**5+**8+**9+**12] <ul style="list-style-type: none"> Partnerships are built up for the out-source service with external community organizations, including the Police. 	Whole year	<ul style="list-style-type: none"> At least two external organizations are hooked up. At least one talk/workshop is carried out by the organization. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students and teachers Reports by the teachers-in-charge 	CWS2 CKK SSWs
2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy					
2.2 To promote well-being awareness and practices for student happiness	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. Library books concerning emotional regulation are purchased. 	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. Five more books concerning emotional regulation are kept in the school library. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students and teachers 	CWS2 LJ KY SSWs
	Counselling & Guidance / Inclusive Education [#2+#6+#7] [**7+**9+**12] a) “Student Gatekeepers” <ul style="list-style-type: none"> Emotional health care promotion activities are organized and 	Whole year	<ul style="list-style-type: none"> At least one emotional health care promotion activities are organized and held by the student 	<ul style="list-style-type: none"> Feedbacks from students and 	CKK CWS

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
	<p>held by the student gatekeepers.</p> <p>b) Small Counselling Groups / SEN Group Activities</p> <ul style="list-style-type: none"> Small counselling groups concerning learning stress and motivation as well as SEN group activities concerning self-care and healthy life-style are proposed. 		<p>gatekeepers.</p> <ul style="list-style-type: none"> The attendance rate reaches 80% for the training sessions and small counselling groups. Positive feedbacks are received. 	<p>teachers</p> <ul style="list-style-type: none"> Reports by the teachers-in-charge 	<p>KY</p> <p>YWH</p> <p>TYL</p> <p>SSWs</p> <p>Form</p> <p>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. 	Whole year	<ul style="list-style-type: none"> At least fifteen sessions are held for different classes. At least five more videos, articles or PowerPoints are uploaded on the resources bank. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students and teachers Reports by the teachers-in-charge 	<p>CWS2</p> <p>LJ</p> <p>SSWs</p> <p>Form</p> <p>Liaisons</p>
2.3 To build healthy lifestyles and resist negative social trends	<p>Anti-drug Campaign [#2+#7] [**3+**8]</p> <ul style="list-style-type: none"> Anti-drug talk(s) is/are carried out for S1 students. Students are guided to visit HK Jockey Club Drug Info Centre and get to know more facts about drugs. 	Whole year	<ul style="list-style-type: none"> At least one anti-drug talk is carried out for S1 students. One visit is carried out and at least twenty students have joined the visit. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from students and teachers Reports by the teachers-in-charge 	<p>CWS2</p> <p>CKK</p> <p>SSWs</p>
	<p>Counselling & Guidance [#4+#6+#7] [**3+**5]</p> <ul style="list-style-type: none"> Net issue workshop and assembly are held for S1 to build up their healthy habit on internet use. 	Sept & Jan/Feb	<ul style="list-style-type: none"> At least one workshop and one assembly are held for S1 students. Positive feedbacks are received. 	<ul style="list-style-type: none"> Feedbacks from S1 class teachers Questionnaire result from students Evaluation report from the outside- 	<p>CKK</p> <p>SSWs</p> <p>Form</p> <p>Liaisons</p>

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
				school organization	
2.4 To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections	<u>Counselling & Guidance</u> <div style="background-color: yellow; padding: 2px;">[#1 + #2 + #4 + #6 + #7] [**2 + **3 + **5 + **7 + **9 + **11 + **12]</div> Shining Hearts – Peer Guidance Scheme <ul style="list-style-type: none"> The mentors (sun) and mentees (seed) works together and organizes a voluntary work. 	Nov-Jan	<ul style="list-style-type: none"> At least one programme of voluntary work are held. The attendance rate reaches 70%. Positive feedbacks are received. 	Feedbacks from students and teachers Reports by the teachers-in-charge	CKK CWS KY YWH TYL SSWs
3. Establishing and Optimizing Systems for Early Identification, Structured Referral, and Tiered Support					
3.1 "5+2" / "10+2" Collaboration Model	<u>Class Teachers Affairs</u> <ul style="list-style-type: none"> The collaboration between class teachers and form liaisons are reviewed annually. 	May-June	<ul style="list-style-type: none"> More than 70% of feedbacks from class teachers towards their collaboration with form liaisons are positive. Positive feedbacks from form liaisons are received. 	Result from double class teacher questionnaire	CLH Form Liaisons
3.2 Inclusive Education	<u>Inclusive Education</u> <ul style="list-style-type: none"> The school-based SEN handbook (for early identification and structured referral) is reviewed and modified (if necessary). The DASS survey is carried out in S2 students. Students who have shown severe state in DASS are selected and followed up. Discussion are made for different S2 classes between EP and the class teachers. 	June Oct 2nd term Nov	<ul style="list-style-type: none"> A review for handbook and the DASS survey is done. The attendance rate of the follow-up activities reaches 50%. Discussion are made for all S2 classes. 	Feedbacks from teachers and SENCO	CWS2 CKK Form Liaisons Class Teachers
3.3 To maximize out-of-school resources	<u>Counselling & Emotional Support / Inclusive Education</u> <ul style="list-style-type: none"> Frequent communication with different professionals (i.e. SMHSS, EP and CP). 	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. 	Feedbacks from students, teachers	CWS2 KY

Tasks / Actions		TS	SC	MOE	PIC
Items / Targets	Strategies				
	<ul style="list-style-type: none"> Develop different school based or non-school based services for example: Speech Therapy, CP service etc. Establish a Family Support Group (for ASD and ADHD parents). 		<ul style="list-style-type: none"> At least one service provided for every SENs. The attendance rate of the service and support group reaches 70%. Positive feedbacks are received. 	and SENCO	Form Liaisons Class Teachers
3.4 To deliver tiered support for diverse student needs	<u>Counselling & Emotional Support</u> <ul style="list-style-type: none"> Counselling record is systemized, and so the case handling direction and progress can be traced by different caregivers. 	Whole year	<ul style="list-style-type: none"> WhatsApp groups is created for each student case with high-risk. Positive feedbacks are received. 	Feedbacks from teachers and SENCO	CKK Form Liaisons
	<u>Inclusive Education</u> [#2+#6+#7] /**2+**12] The Tiered Autism Intervention Model (AIM Project) <ul style="list-style-type: none"> Tier 1: Optimising the learning and teaching in the regular classroom to create an ASD-friendly environment. Tier 2: Providing supplemental small group training to enhance their social communication, emotional and learning adaptation skills and abilities. Tier 3: Developing individual education plans with individualized and intensive support. 	Whole year	<ul style="list-style-type: none"> At least three ASD students are supported by the project with interlinked support from Tier-1 to Tier-3. Positive feedbacks are received. 	Feedbacks from teachers, SENCO, students and parents	KY CKK YWH Class Teachers

TS : Time Scale

SC : Success Criteria

MOE : Methods of Evaluation

PIC : People in Charge

Members of the Unit

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

School social worker: Christine, Marco

Administrative staff member: Red, Jane

Appendix: Budget for 2025-26

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

關注事項二 (Major concern II) : 建立健康校園 (Building a Healthy Campus)

Tasks／Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
1. Creating a Health-Conducive School Environment (營造健康的校園環境)									
Create a Caring Atmosphere Between School and Students	◆Principal-Students Forum To enhance students' understanding of school policies and demonstrate the school's commitment to addressing students' needs.	Nov, 2025	◆ At least 100 students participates in the forum ◆ Diversity of Voices ◆ Documentation ◆ Facilitator Observations	◆ Questionnaires ◆ Observation ◆ Record/Minutes	◆ teacher-in-charge of the events from CCAU	LWLG	#3	**2 **3 **9 *11	
	◆ Graduation Dinner To strengthen connections between teachers and students, thereby fostering a supportive community.	June, 2026	◆ At least 95% of F. 6 students participate						

Tasks/Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Create a Caring Atmosphere among Students	<ul style="list-style-type: none"> ◆ SU Consultation Forum and Annual General Meeting of SU <p>To serve as inclusive platforms for ensuring diverse student voices are heard. This will help students better understand each other's needs and foster empathy among them.</p>	Sept, Nov, 2025 April, 2026	<ul style="list-style-type: none"> ◆ Diversity of Voices ◆ Documentation ◆ Facilitator Observations 	<ul style="list-style-type: none"> ◆ Questionnaires ◆ Observation ◆ Record/Minutes 	<ul style="list-style-type: none"> ◆ teacher-in-charge of the events from CCAU 	LWLG	#3	**2 **3 **9 *11	
Foster a Caring Atmosphere Among the Four Houses	<ul style="list-style-type: none"> ◆ Annual General Meeting of Houses ◆ Inter-house Competitions ◆ Cheering Team Practices of Houses <p>To enhance interaction among students, thereby strengthening group unity and fostering a sense of belonging.</p>	Oct, 2025 Whole year Sept, 2025	<ul style="list-style-type: none"> ◆ Diversity of Voices ◆ Documentation ◆ House Points and Competition Results 	<ul style="list-style-type: none"> ◆ Questionnaires ◆ Observation ◆ Record/Minutes 	<ul style="list-style-type: none"> ◆ teacher-in-charge of the events from CCAU 	LWLG	#3	**2 **3 **9 *11	

Tasks/Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Foster a Caring Atmosphere Among Forms	<ul style="list-style-type: none"> ◆ Form Association Activities <p>To promotes active participation, making school life more enjoyable and engaging. Additionally, it builds friendships and connections among students, creating a supportive community.</p>	Whole year	<ul style="list-style-type: none"> ◆ Participation Rates ◆ Observational Assessments ◆ Student Feedback 	<ul style="list-style-type: none"> ◆ Questionnaires ◆ Observation ◆ Record/Minutes 	<ul style="list-style-type: none"> ◆ teacher-in-charge of the events from CCAU 	LWLG	#3 #6	**2 **3 **9 *11	

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

2. Nurturing Holistic Well-being(Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈 · 建立成就感及自信心)									
2.1 Enhance Students' Awareness and Practice of Physical and Mental Health 加強學生對身心健康的認識和實踐									
Tasks/Actions	TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE	
Strengthen attention to one's body 加強對自己身體的關注	<ul style="list-style-type: none"> ◆ Fruit Day ◆ Healthy tips poster 	<ul style="list-style-type: none"> ◆ 2nd term 	<ul style="list-style-type: none"> ◆ At least 80% of students participate in the event. 	<ul style="list-style-type: none"> ◆ Distribute surveys to gather feedback on experiences, preferences or suggestions for improvement. ◆ Record attendance and participation rates to assess engagement. 	<ul style="list-style-type: none"> ◆ Form Association & Advisors 	<ul style="list-style-type: none"> ◆ LWLG 	#3 #6	**2 **3 **9 *11	
Promote sports (general participation) 推廣運動 (普及化)	<ul style="list-style-type: none"> ◆ Inter-house Ballgames Competition ◆ Athletic Meets ◆ Swimming Gala ◆ Inter-class Rope-skipping Competition 	<ul style="list-style-type: none"> ◆ 1st term ◆ March -April 	<ul style="list-style-type: none"> ◆ At least 90% of students from each house participate in the various competitions. ◆ Minimum of three different ballgames (e.g., soccer, basketball, volleyball) are included in the competition. ◆ Over 90% of students could grip the skills in rope-skipping 	<ul style="list-style-type: none"> ◆ Observe the competition, noting key aspects such as sportsmanship, teamwork, and engagement levels. ◆ Report from PE teachers/class teachers/class committee 	<ul style="list-style-type: none"> ◆ teacher-in-charge of the events from CCAU 	<ul style="list-style-type: none"> ◆ LWLG 	#3 #6	**2 **3 **9 *11	

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, **12Filial piety

2.2 Establish Good Living Habits to Counteract Negative Social Trends 建立良好生活習慣，抗衡不良的社會風氣									
Tasks／Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Balanced School life	<ul style="list-style-type: none">◆ F. 1 Adaptation Day◆ Various CCAs◆ Post-exam activities◆ Junior Form Cultural Day/Senior Form Arts Experience◆ School Picnic◆ Form Association Activities◆ Singing Contest & Christmas Party	<ul style="list-style-type: none">◆ August, 2025◆ Whole year◆ June to July	<ul style="list-style-type: none">◆ At least 95% of Form 1 students attend the event.◆ At 95% students could follow 1P1M policy◆ A range of activities is offered, (sports, arts, relaxation or academic)	<ul style="list-style-type: none">◆Record in minutes	<ul style="list-style-type: none">◆ teacher-in-charge of the events from CCAU◆ Teacher-in-charge of CCAs, Class teachers, Form Association	LWL G	#3 #5 #6	**1 **2 **3 **5 **9 **12	

2.3 Life Balance, Self-Awareness, and Building Networks 生活平衡、自我認識、建立人際網絡

Tasks / Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
<p>Assist students in developing and expressing personal interests and strengths through various activities, creating a quality leisure life and a pleasant campus atmosphere.</p> <p>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>	<ul style="list-style-type: none"> ◆ F. 1 Adaptation Day ◆ Various CCAs ◆ Post-exam activities 	<ul style="list-style-type: none"> ◆ August 2025 ◆ Whole year ◆ June to July 	<ul style="list-style-type: none"> ◆ At least 95% of Form 1 students attend the event. ◆ At 95% students could follow 1P1M policy ◆ A range of activities is offered, (sports, arts, relaxation or academic) 	<ul style="list-style-type: none"> ◆ Record in minutes 	<ul style="list-style-type: none"> ◆ teacher-in-charge of the events from CCAU ◆ Teacher-in-charge of CCAs, Class teachers, Form Association 	LWLG	#3 #5 #6	**1 **2 **3 **5 **9 **12	
<p>Enhance self-awareness and management skills through managing student organizations and leading organizational activities, thereby boosting confidence (self-efficacy) and achieving success. 透過管理學生組織 / 帶領組織活動，加強學生對自我的認識，並提升自信（自我效能感）及管理能力，建立成功感</p>	<ul style="list-style-type: none"> ◆ Foundation of F. 1 Form Association ◆ Leadership Training programme ◆ Passing-on of leadership from senior forms to junior forms ◆ Daily guidance from advisors 	<ul style="list-style-type: none"> ◆ Whole year 	<ul style="list-style-type: none"> ◆ Completed ◆ Over 75% of students from SU and houses committee agree they have increased their sense of achievement. 	<ul style="list-style-type: none"> ◆ Google form will be sent to students to collect statistics 	<ul style="list-style-type: none"> ◆ SU & house advisors 	LWLG	#3 #5	**1 **2 **3 **5 **7 **9	

2.3 Life Balance, Self-Awareness, and Building Networks 生活平衡、自我認識、建立人際網絡									
Tasks／Actions		TS	SC	MOE	PIC	RR	7 LG	12 PVS	NSE
Through volunteer service, help students care for the needs of groups, communities, and society, fostering gratitude and enhancing self-awareness, confidence (self-efficacy), and management skills. 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，提升自信（自我效能感）及管理能力	◆ Volunteer service	◆ Whole year	◆ At least one students' organization participate in service	◆ record	◆ CCAU members	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 2025-2026

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 (2025-2026)

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

School Major Concern II: Building a Healthy Campus

Briefly list the feedback and follow-up actions from the previous school year:

- The lesson plans of LEU showed effective collaboration with activities held by SLTU and CGU.
- Students actively participated and strongly agreed the effects of Junior Form Volunteer Scheme. F1(School Campus Services w/SAU), F2(Caring for people in the community w/CGU), F3(Care about Social issues) should be kept.
- The Concept of perseverance was successfully promoted.
- Strategies of collection of the data of voluntary services were set.
- The awareness of reporting voluntary hours has enhanced though class teacher period
- Scheme for developing senior form volunteer leaders will be established.
- Self-management of students need to be facilitated via holding or hosting assemblies. More chance of being the opening hosts for the assemblies will be provided
- Lesson plans for Intellectual, Emotional and Practical Dimensions for each Form should be further integrated.
- Rearrange the lesson observation scheme.

School Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

2.1 To create an active learning environment and to foster students' learning confidence

Implementation Strategy	Criteria of Achievement	Evaluation methods	Person-in-charge	Learning Goals (#1 - #7)	12 priority values and attitudes (**1 - **12)
2.1. Design and implement engaging learning experiences that promote student autonomy and self-management skills. Building and reinforcing students' confidence in	<ul style="list-style-type: none"> ■ Integration of curriculum with different teaching methods and volunteer service for Intellectual, Emotional and Practical Dimensions 	<ul style="list-style-type: none"> ■ Evaluate the effectiveness in the Joint Student Affairs Committee meetings ■ Review in the 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinators 	#1 #4 #7	**2 **3 **7 (NSE)

their learning abilities <ul style="list-style-type: none"> ■ To modify and integrate the content of the curriculum and volunteer service so as to fit the need of students and enhance their interest to join the programme at different stages. ■ To encourage student leading assemblies or student activities 	<ul style="list-style-type: none"> ■ 80% of participants agree with the effectiveness of the volunteer service. ■ 30% students participate in volunteer service and share their experience in assembly ■ Promote volunteer sharing through 1 assemblies for Form 2 students. 1-2 assemblies for Form 4-5 students(including sharing of students who went to volunteer trip to Mainland China) ■ 1-2 assemblies are hold by student to facilitate their self-management. ■ At least 1 chance of being the opening hosts for the assemblies will be provided for F.4-5 students. 	meetings of the Life Education Unit <ul style="list-style-type: none"> ■ Collect feedback from students who participated in life education lesson and voluntary services. 	■ Ray		
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School Major Concern II: Building a Healthy Campus

2.1 Creating a Health-Conducive School Environment 營造健康的校園環境					
Implementation Strategy	Criteria of Achievement	Evaluation methods	Person-in-charge	Learning Goals (#1 - #7)	12 priority values and attitudes (**1 -**12)
2.1.1 To integrate discipline with counseling, cultivating a culture of care and mutual support	<ul style="list-style-type: none"> ■ Activities or assemblies will be held in different form to facilitate 	<ul style="list-style-type: none"> ■ Use curriculum evaluation forms to collect teachers' opinions 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinat 	#7	**1 **12

落實訓輔合一，營造關愛互助氛圍 透過建立關愛校園，加強師生間的連繫與關懷，增加學生對學校的歸屬感，讓學生在感到挫敗、失落、無助和困惑時，樂於向同學和師長傾訴和尋求協助。	<ul style="list-style-type: none"> communication and teacher-student Relationships Once the framework of the curriculum is constructed, Form coordinators should modify at least 1 lesson plans with Experiential Learning. 	<ul style="list-style-type: none"> Review in the meetings of the Life Education Unit 	<ul style="list-style-type: none"> ors Wan Ming 		
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2.2 Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy 培養健康的身心靈，建立成就感及自信心					
Implementation Strategy	Criteria of Achievement	Evaluation methods	Person-in-charge	Learning Goals (#1 - #7)	12 priority values and altitudes (**1 **12)
2.2.1 Implement career and life planning and help students construct life blueprint 貫徹生涯規劃，建構人生藍圖	<ul style="list-style-type: none"> Relevant strategies of life education are set by collaborating with the SLTU and CGU to coordinate lesson plans across departments Provide assembly platform for CGU to let senior students understand the factors to consider when choosing university subjects(including information of latest development in HK and Mainland China...), the 	Evaluate the effectiveness in the Joint Student Affairs Committee meetings	<ul style="list-style-type: none"> Unit head Form coordinators OiYing/WanMing 	#2 #4 #6	**1 **3 **4 **5 **10 (NSE)

	importance of work and the skills needed for the future				
2.2.2 Review and restructure the life education framework; develop healthy mentality and life attitudes of our students to promote student happiness <ul style="list-style-type: none"> ■ To elevate the quality of sex education ■ To coordinate with PE subject department to promote the concept of perseverance ■ To elevate the quality of lesson plans towards emotional education ■ To elevate the quality of lesson plans and communication among teachers to strengthen class teachers' consciousness toward Life Education lessons. <p>加強學生對身心健康的認識和實踐，從而提升學生的幸福感</p> <ul style="list-style-type: none"> - 青春期 - 推廣運動（普及化）晨跑（+ 恆毅力） - 推廣精神健康 - 情緒教育（覺察、接納、管理）初中：編定課程 	<ul style="list-style-type: none"> ■ Christine modify at least 1 lesson plans for each form. of sex education to fit the needs of students at different stages. ■ Form coordinators integrate and compile a series of lesson plans for Intellectual, Emotional and Practical Dimensions for each Form. ■ The concept of perseverance , "The Spirit of Sport" and the "Morning Run Scheme" will be promoted in life education lesson /assemblies of (F1-3) and (F4-5) ■ Relevant strategies of life education are set by collaborating with the SAU(Waishing) to coordinate lesson plans towards emotional education ■ When framework of the emotional education curriculum is 	<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 and JCSA ■ Collect feedback from students who participated in voluntary services. ■ Renew the Assessments such as activities evaluations, longitudinal studies, and qualitative evaluations like reflection of students 	<ul style="list-style-type: none"> ■ Unit head ■ Form coordinators ■ Christine(sex education) ■ Christy(promoting perseverance) ■ Christine & Marco(emotional education) 	#2 #4 #5 #6 #7	**1 **7 *9 **12

	constructed, form 1 and form 2 coordinators modify at least 1 lesson plans for his/her form.				
	<ul style="list-style-type: none"> ■ Rearrange the lesson observation scheme 				
2.2.3 Cultivate healthy lifestyles and positive perspective of our students toward life's difficulties or negative social trends by encouraging them to cope with resilience by various means, such as afternoon assemblies, life education lessons, weekly assemblies and different activities. <ul style="list-style-type: none"> - Conducting Anti-Drug Awareness Campaigns - Promoting Information Literacy 建立良好生活習慣，抗衡不良的社會風氣 <ul style="list-style-type: none"> - 禁毒教育（周會） - 資訊素養→辨識對資訊的需要；尋找、評鑑、提取、整理、表達和分享資訊；創造新的意念；應對資訊世界的變化；拒絕不道德地使用資訊及資訊科技；及在數碼世界中保護自己。 	<ul style="list-style-type: none"> ■ Provide anti-drug assemblies in junior form. ■ Provide assemblies/life education lessons about Information Literacy in both junior and senior forms. 	<ul style="list-style-type: none"> ■ Collect feedback from students who participated in anti-drug assemblies. 	<ul style="list-style-type: none"> ■ Unit head ■ MunLa u ■ Marco(Anti-Drug) 	#1 #5 #7	**1 **2 **5 **9
2.2.4 Review and expand the student volunteers service framework in senior forms to help student pursue good and balanced leisure life <ul style="list-style-type: none"> ■ To modify the voluntary work 	<ul style="list-style-type: none"> ■ Relevant strategies of life education are set by the volunteer service team including linking the the volunteer service with the 	<ul style="list-style-type: none"> ■ Use class management questionnaire to collect students' opinions and evaluate the volunteer 	<ul style="list-style-type: none"> ■ Unit head 	#4 #6 #7	**2 **5 **7 **9 (NSE)

<p>recording 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 implement school volunteer service recognition mechanism cooperating with the Student Affairs Committee ■ Scheme for developing senior form volunteer leaders will be established. ■ To explore the possibilities of cooperating with different committee group <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> <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>curriculum and the collection of the 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. ■ To promote volunteer service through 1-2 assemblies/ Life Education lesson for Form 1-3. Emphasize life value in volunteer service to fit the need of junior form students ■ Promote volunteer sharing through 1-2 assemblies for Form 4-5 students(including sharing of students who went to volunteer 	<p>service framework</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 ■ Ray 		
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生活平衡、自我認識、建立人際網絡 - 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。 - 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 - 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，提升自信（自我效能感）及管理能力。	trip to Mainland China...) ■ Collecting data of holding volunteer activities from different committee group				
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Team Members (11)

Miss Choy Ching Yuet, Mr. Chueng Mun Lau, Miss Leung Yui Yan(Christy), Mr. Wong Yiu Long(Ray), Miss Lai Oi Ying(Hidy), Mr. Chan Siu Long, Miss Poon Wan Ming, Mr. Mok Tung Hoi(Math TA), Brian(Eng TA), Christine, Marco

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

- Schools should specify the following major education concerns:

■ 7 learning goals (七個學習宗旨)

(#1 - #7)

編碼	七個學習宗旨	7 learning goals	
#1	國民及全球公民身份認同	National & Global Identity	成為有識見、負責任的公民，認同國民身份，並具備世界視野，持守正確價值觀和態度，珍視中華文化和尊重社會上的多元性
#2	闊廣的知識基礎	Breadth of Knowledge	獲取和建構廣闊而穩固的知識基礎，能夠理解當今影響學生個人、社會、國家及全球日常生活的問題
#3	語文能力	Language Proficiency	掌握兩文三語，有利更好學習和生活
#4	共通能力	Generic Skills	綜合發展和應用共通能力，成為獨立和自主的學習者，以利未來進修和工作

#5	資訊素養	Information Literacy	靈活、有效和合乎道德地運用資訊和資訊科技
#6	生涯規劃	Life Planning	了解本身的興趣、性向和能力，因應志向，為未來進修和就業，發展和反思個人目標
#7	健康的生活方式	Healthy Lifestyle	建立健康的生活方式，積極參與體藝活動，並懂得欣賞運動和藝術

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

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

編碼	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

School Major Concern II: Building a Healthy Campus (建立健康校園)

2.1. Creating a Health-Conducive School Environment (營造健康的校園環境) (JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and altitudes
2.1.1. 落實訓輔合一，營造關愛互助氛圍 (透過建立關愛校園，加強師生間的連繫與關懷，增加學生對學校的歸屬感，讓學生在感到挫敗、失落、無助和困惑時，樂於向同學和師長傾訴和尋求協助。)	<ul style="list-style-type: none"> ● Reinforce these elements in S1 discipline training camp, provide more chance for students and class teachers to communicate 	Whole school year	<ul style="list-style-type: none"> ● At least three programmes are Increased these elements. ● All S.1 students participate actively in the camp (Esp. the second night) 	<ul style="list-style-type: none"> ● Committee meeting ● Teacher Feedback (Form meeting and meeting in the camp) ● Student Feedback (questionnaire) 	ALL Member	-	#4 #7	**1 **5 **9
	<ul style="list-style-type: none"> ● Provide more chances for class teachers to communicate with students in S4 Commencement Ceremony II. 	Whole school year	<ul style="list-style-type: none"> ● Create two sessions for class teachers to have debriefing with the students 	<ul style="list-style-type: none"> ● Committee meeting ● Teacher Feedback (Form meeting) ● Student Feedback (questionnaire) 	ALL Member	-	#2 #4 #6	**2 **3 **5 **12

2.1.2.加強與家長及社區的聯繫	● Meet with S.1 Parents in summer and the parents' night meeting in Oct (about the S.1 training camp)	Whole school year	● 80% of parents attend the meeting and 80% of them agree with the launching of the S.1 training camp.	● Feedback from parents(Questionnaire) ● Committee meeting	ALL Member	Staff Support Social Worker Support	#4 #7	**10 **11
	● Encourage students who joined LIVE programme to join the activities organized by other organization.	Whole school year	● Promote at least three activities for them to join, and ensure that at least 50% of them participate in one of the activities.(OBRIS)	● Committee meeting	ALL Member	Staff Support Social Worker Support	#1 #2 #3 #4	**4 **7

2.2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈，建立成就感及自信心) (JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and attitudes
2.2.1. 貫徹生涯規劃，建構人生藍圖 Implement career and life planning and help students construct life blueprint	● S1 Discipline Training Camp	Whole school year	● Two activities are related to this theme in the morning session	<ul style="list-style-type: none"> ● Committee meeting ● Teacher Feedback (Form meeting and meeting in the camp) ● Student Feedback (questionnaire) 	ALL Member	Staff Support	#6 #7	**3 **5 **8
	● S4 Commencement Ceremony II	Whole school year	● Students can understand and begin planning for their senior school life.	<ul style="list-style-type: none"> ● Committee meeting ● Teacher Feedback (Form meeting) ● Student Feedback (questionnaire) 	ALL Member	Staff Support	#4 #6 #7	**1 **3 **5 **10
2.2.2. 生活平衡、自我認識、建立人際網絡 v 透過不同類	● S1 Strive for Excellence Award Scheme	Whole school year	● 50% of students get better (in the booklet/ foot drill in the morning)	<ul style="list-style-type: none"> ● Booklet ● Teacher Feedback (Form meeting) 	ALL Member	Staff Support	#4 #7	**3 **5 **11
	● S1 Aspiring leaders and class committee training	Whole school year	● Give more chances/ways for them to lead the class	<ul style="list-style-type: none"> ● Committee Meeting ● Questionnaire statistics 	ALL Member	Staff Support	#4 #6	**2 **3 **5

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。。	● Basic Leadership Training Programme	Whole school year	● Students can lead the programme	● Committee Meeting ● Questionnaire statistics	ALL Member	Staff Support	#2 #4	**2 **3 **5 **12
v 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。								
v 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，提升自信（自我效能感）及管理能力。								

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

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

- Schools should specify the following major education concerns:

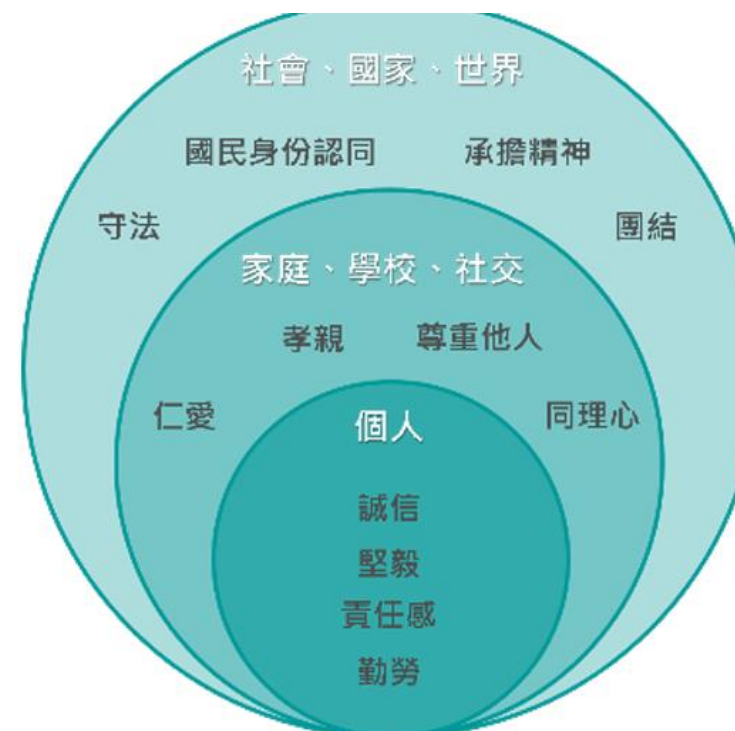
■ 7 learning goals (七個學習宗旨) (#1 - #7)

七個學習宗旨		7 learning goals	
#1	國民及全球公民身份認同	National & Global Identity	成為有識見、負責任的公民，認同國民身份，並具備世界視野，持守正確價值觀和態度，珍視中華文化和尊重社會上的多元性
#2	闊廣的知識基礎	Breadth of Knowledge	獲取和建構廣闊而穩固的知識基礎，能夠理解當今影響學生個人、社會、國家及全球日常生活的問題
#3	語文能力	Language Proficiency	掌握兩文三語，有利更好學習和生活
#4	共通能力	Generic Skills	綜合發展和應用共通能力，成為獨立和自主的學習者，以利未來進修和工作
#5	資訊素養	Information Literacy	靈活、有效和合乎道德地運用資訊和資訊科技
#6	生涯規劃	Life Planning	了解本身的興趣、性向和能力，因應志向，為未來進修和就業，發展和反思個人目標
#7	健康的生活方式	Healthy Lifestyle	建立健康的生活方式，積極參與體藝活動，並懂得欣賞運動和藝術

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

■ 12 priority values and attitudes (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



Tin Ka Ping Secondary School

Program Plan of Major Concerns of Careers Guidance Unit for 2025-26 (Second Draft)

School Major Concern II: Building a Healthy Campus (建立健康校園)

Briefly list the feedback and follow-up actions from the previous school year:

- Students appreciate the teachers' dedication and support, believing that career guidance can help them think more effectively about their subject selection strategies.
- Some students even wish to have more than one teacher providing guidance.
- Students actively participated in activities organized by Cocoon and other organizations.
- Students were very engaged in the working reality activities.
- Individual life education lesson plan may need to be adjusted based on the limited time during lesson. Most lesson plans are smooth.
- Further understanding of students' motivations for attending university and their participation is needed.
- Enhance students' understanding of the development of the Greater Bay Area and the opportunities for further education.

2.1. Creating a Health-Conducive School Environment (營造健康的校園環境) (JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and altitudes
2.1.1. To integrate discipline with counseling, cultivating a culture of care and mutual support (落實訓輔合一，營造關愛互助氛圍) (透過建立關愛校園，加強師生間的連繫與關懷，增加學生對學校的歸屬感，讓學生在感到挫敗、失落、無助和困惑時，樂於向同學和師長傾訴和尋求協助。)	To further implement S.3 Group/individual Counseling	11/25-05/26	<ul style="list-style-type: none"> ● 50 S.3 students received individual counseling ● Students could reflect on their subject selection choices. ● Teachers expressed care and support for the students. 	Worksheets and feedback from S.3 class teachers	PWM KY	Staff Support	#2 #5 #6	**1 **3 **5 **10
	To further implement S.5 Individual Counseling	9/25-05/26	<ul style="list-style-type: none"> ● All S.5 students received individual counseling ● Students were able to select 10 suitable JUPAS choices. ● Teachers expressed care and support for the students. 	Counselling reports/memos from teachers	New Member LOY KY TKT	School Fund Staff Support	#2 #5 #6	**1 **3 **5 **10
	To further implement S.6 Group Counseling	9/25-06/26	<ul style="list-style-type: none"> ● All S.6 students received individual counseling ● Students were able to select 20 suitable JUPAS choices and prepare a contingency plan for further studies ● Teachers expressed care and support for the students. 	Counselling reports/memos from teachers	All members	Staff Support	#2 #5 #6	**1 **3 **5 **10

2.1.2. To foster robust home-school-community partnerships (加強與家長及社區的聯繫)	To organize S3& S6 Parent Talks & S5 Parent Night	10/25-7/26	<ul style="list-style-type: none"> ● At least 50 parents joined each talk. ● Parents could stay updated on the latest higher education trends in Hong Kong, mainland China, and Taiwan. ● Parents could learn how to assist their children in choosing subjects, addressing their emotional needs, and supporting their decisions. 	Feedback from parents (Questionnaire _Microsoft form)	S3: PWM S5: TKT + NEW MEMBER + LOY S6: TKT+MNS	Staff Support Social Worker Support	N.A.	N.A.
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2.2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈，建立成就感及自信心) (JCSA)

Target	Implementation Strategy	Time Scale	Success Criteria	Methods of Evaluation	Responsible person	Resource Required	Learning Goals (#1 - #7)	12 priority values and altitudes
2.2.1. To implement comprehensive career-life planning and guide students in building personalized life blueprints (貫徹生涯規劃，建構人生藍圖)	To implement Career Life Planning lessons for S1-S6 students to help them create a life blueprint.	9/25-05/26	<ul style="list-style-type: none"> Junior students: could understand the importance of career planning, recognize their career aptitude, and consider various factors when selecting subjects. Senior students: could understand the factors to consider when choosing university subjects(including information of latest development in HK and Mainland China...), the importance of work and the skills needed for the future 	Feedback from class teachers after the lessons, student works	S1: KY S2: HYP S3: PWM S4: LOY S5: NEW MEMBER + TKT S6: TKT	Staff Support NGOs Support	#2 #4 #5 #6	**1 **3 **5 **10 ** NSE
	To organize a bridging program for S3-4 students to help them understand the importance of life planning.	8/25	<ul style="list-style-type: none"> Students can understand and begin planning for their senior school life. 	Debriefing by class teachers + Feedback from class teacher	TKT NEW MEMBER LOY	Staff Support	#2 #4 #5 #6	**1 **3 **5 **10
	To understand local career and higher education developments for future planning.	9/25-05/26	<ul style="list-style-type: none"> 1-2 university visit(s) organized 	Feedback from participants involved (Microsoft form) + reflection/sharing from selected participants	HYP + CTA	Staff Support Alumni	#2 #6	**3
			<ul style="list-style-type: none"> 2 careers/degree programme sharing sessions organized/ videos prepared 		TKT PWM NEW MEMBER		#2 #6	**3
			<ul style="list-style-type: none"> 1-2 workplace visit(s) organized 		NEW MEMBER		#2 #6	**3

	To organize information talks about studying abroad to help students become familiar with the details.	Post Exam period	<ul style="list-style-type: none"> All S4 students received the information of multi-pathways in studying overseas. 	Teacher observation	NEW MEMBER	Staff Support	#2 #6	**3
	To create additional S3 subject selection videos to help students familiarize themselves with the subjects.	9/25-5/26	<ul style="list-style-type: none"> 4-6 subject videos prepared 	Teacher's comment	PWM	Alumni	#2 #6	**3
	To enhance students' ability to explore different study opportunity	9/25-07/26	<ul style="list-style-type: none"> 10 students got offers from overseas/ Taiwan /Mainland universities 50 students applied for non-JUPAS courses 	Questionnaire statistics (Microsoft form)	Taiwan: MNS + PWM Mainland: MNS + PWM Non-JUPAS: LOY	Staff Support	#2 #6	**1 **3
	To organize an S6 JUPAS Result Release Guidance Day to help students adjust their plans	5/26	<ul style="list-style-type: none"> All S6 students understand the strategies for modifying their study plan and JUPAS choices. 	Students' work (preparation of subject selection plan)	TKT NEW MEMBER LOY	Staff Support	#2 #5 #6	**1 **3
2.2.2. To foster a balanced life, cultivate self-discovery, and nurture meaningful community connections (生活平衡、自我認識、建立人際網絡)	To organize S2 voluntary services for all S2 classes	11/25-05/26	<ul style="list-style-type: none"> At least 15 students from each class took part in the program, where they learned about the significance of volunteering and the value of gratitude. 	Questionnaire statistics (Microsoft form)	LOY HYP TKT NEW MEMBER CTA	Staff Support LEU members TAs	#4 #6	**1 **2 **3 **5 **7 **9 **10 **11
	To explore Career-related Experience for Students including those with Specific Learning Difficulties	9/25-07/26	<ul style="list-style-type: none"> Organized one career-related courses/ activities 20 students joined the course. 	Questionnaire statistics (Microsoft form)	KY PWM CTA	Staff Support	#2 #4 #6	**3 **10

<p>*透過活動幫助學生發展興趣和強項，營造愉快校園。</p> <p>*透過學生活動增強自我認識和自信。</p> <p>*透過義工服務關心社會，學會感恩。)</p>	Partner with external organizations to develop students' entrepreneurial spirit and offer internship opportunities that enhance their employability and self-efficacy through peer learning.	01/25-08/26	<ul style="list-style-type: none"> ● Over 50% of students understand the concept of running a business and develop a positive work attitude. ● 30 students participated in follow-up activities independently. ● 2 to 5 students took part in the summer internship. 	Reports from Cocoon and feedback from S.4 students	NEW MEMBER LOY TKT	Cocoon Staff Support	#2 #4 #6	**3 **5 **10
	To organize working reality workshops for students to learn teamwork and run a small business, while creating happy memories.	03/05-07/26	<ul style="list-style-type: none"> ● Over 15 student groups operated their own small businesses. ● Students were recognized for their efforts and creativity. ● Students can learn soft skills such as teamwork. ● Students enjoyed the entire activity. 	Debriefing by teachers + Feedback from students (Microsoft form)	TKT NEW MEMBER LOY CTA	Staff Support	#2 #4 #6	**2 **5 **8 **10 **12

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, CTA, New member(s)

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

- Schools should specify the following major education concerns:

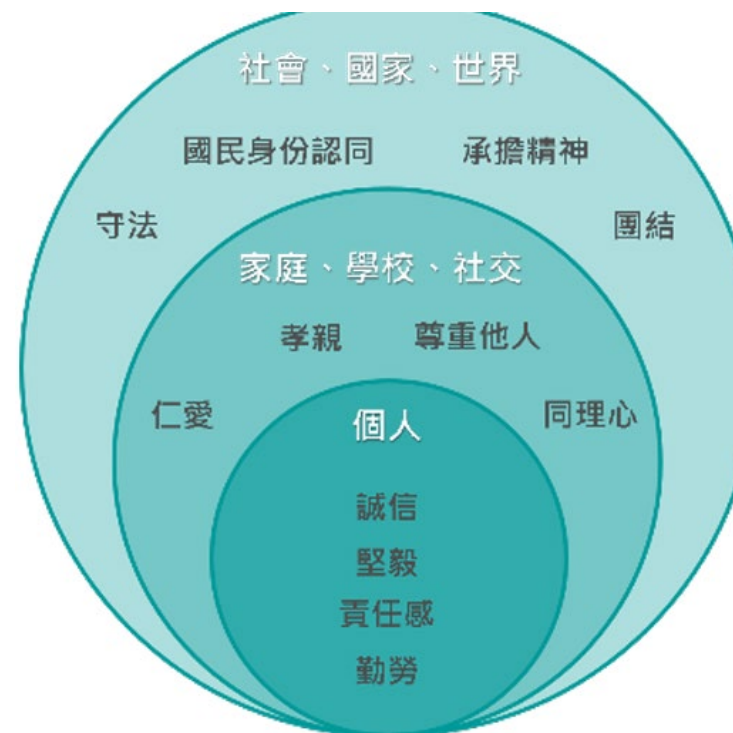
■ 7 learning goals (七個學習宗旨) (#1 - #7)

七個學習宗旨		7 learning goals	
#1	國民及全球公民身份認同	National & Global Identity	成為有識見、負責任的公民，認同國民身份，並具備世界視野，持守正確價值觀和態度，珍視中華文化和尊重社會上的多元性
#2	闊廣的知識基礎	Breadth of Knowledge	獲取和建構廣闊而穩固的知識基礎，能夠理解當今影響學生個人、社會、國家及全球日常生活的問題
#3	語文能力	Language Proficiency	掌握兩文三語，有利更好學習和生活
#4	共通能力	Generic Skills	綜合發展和應用共通能力，成為獨立和自主的學習者，以利未來進修和工作
#5	資訊素養	Information Literacy	靈活、有效和合乎道德地運用資訊和資訊科技
#6	生涯規劃	Life Planning	了解本身的興趣、性向和能力，因應志向，為未來進修和就業，發展和反思個人目標
#7	健康的生活方式	Healthy Lifestyle	建立健康的生活方式，積極參與體藝活動，並懂得欣賞運動和藝術

■ 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
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**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 (2025/26)

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

Reviews and suggestions from 2024/25: The school is operating efficiently at the managerial level, ensuring smooth and effective administration. The ongoing schedule for upgrading IT and computer facilities has become increasingly systematic, reflecting the school's commitment to enhancing technological infrastructure.

The Academic Development Committee (ADC) remains dedicated to encouraging students to participate in study tours organized by external organizations. These opportunities not only broaden students' horizons but also enable more of them to benefit from valuable exchange programs. Additionally, the ADC continues to support various subjects in organizing study tours, utilizing them as a practical tool to promote Self-Directed Learning (SDL) among students.

The STEM program, which provides primary school students with a glimpse into secondary school life, has been highly successful and will continue to be implemented in the upcoming academic year. This program not only fosters a deeper understanding of secondary education but also creates meaningful opportunities for TKPSS students to engage in acts of service and contribute to their community.

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	Whole year	4.1 Computer equipment and network system in school are in good state.	4.1 Reviewed by ADC	Tsz Fung	School funds	#2, #5

teaching and administrative works	2-3 years	4.2 Support CGU to refine Student Learning Portfolio will be issued to students. (New SLP data system will be designed and implemented)	and IT Unit 4.2 Reviewed by ADC, IT Unit and CGU Unit			
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Major Concern (II): To enhance the effectiveness of learning & teaching in pursue of learning excellence at the School Administration Level

Reviews and suggestions from 202/25 The IT team will continue to explore and expand the integration of AI and its diverse applications to enhance teaching and learning experiences. To further support this vision, the Academic Development Committee (ADC) will collaborate closely with the I.T. Unit to provide staff with e-learning tools, modern facilities, and comprehensive technical support, ensuring the seamless implementation of Self-Directed Learning (SDL).

To foster a more conducive environment for SDL among students, the ADC remains committed to continuously improving the school's learning atmosphere. Showcasing students' achievements not only celebrates their success but also inspires and motivates others to set and strive for ambitious goals.

In addition, the introduction of a lunchtime invigilation student support team has proven valuable in creating opportunities to assess students' performance and provide targeted support.

Finally, the school's ongoing transition toward electronic processes in administration has significantly boosted efficiency, reducing manual workloads and streamlining operations. These best practices, established throughout the year, should be sustained to provide solid, long-term support for various subjects in advancing SDL initiatives.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals 12 Priority values and attitudes**
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	Jeffery	Book coupons for encouragement	#4 **10
3. To provide IT Support and	Whole year	At least one new training session is organized	3.1 Feedback from	Tsz Fung	School funds	#4, #5, #7

facilities to enhance SDL with special reference to the training of using internet resources and apps (e.g. Zoom, Microsoft Teams)		for all teachers.	teachers by survey			**1, **10
4. To increase students' learning motivation by setting up or introducing more rewards and scholarships, inviting alumni to share their successful learning strategies.	Whole year	4.1 At least one more reward or scholarship is introduced to encourage students' learning. 4.2 At least one sharing from alumni is delivered to encourage students' goal setting.	Reviewed by ADC.	Nung Shing Chun Yeung	School funds Outside Resources	#4 **1, **10
5. Leveraging Technology for Enhanced Learning and teaching	2-3 years	5.1 Optimize our Bring Your Own Device (BYOD) policy to implement effective e-learning strategies. We'll enrich our SharePoint with a wealth of graded learning materials and utilize e-learning tools to boost student engagement and autonomy. 5.2 Equipping teachers with Diverse Teaching Strategies, e.g. CCL skills, eLearning skills	5.1 Reviewed by ADC 5.2 Feedback from teacher by survey	Tsz Fung	School funds	#2, #4, #5 **1, **8, **10

Major Concern (III): Building a Healthy Campus (建立健康校園)

Reviews and suggestions from 2024/25 : To create a more positive and supportive environment for everyone in the school, initiatives such as setting up a leisure corner, displaying positive emotion slogans, and providing well-equipped classrooms can enhance the overall school experience. These efforts aim to make school life more enjoyable while improving both working and learning efficiency.

The (ADC) will continue to explore additional strategies to alleviate students' learning stress, strengthen their sense of belonging to the school, and promote mental well-being. This includes fostering deeper connections with sister schools in Mainland China, which offer valuable opportunities for cultural exchange and collaboration.

Additionally, raising students' awareness of and commitment to environmental protection remains a key objective. By encouraging active participation in eco-friendly practices, the school strives to cultivate responsible and environmentally conscious individuals.

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources	Seven Learning Goals# 12 Priority values and altitudes**
1. Advocating for Healthy Lifestyle Choices: Educate students on the importance of healthy eating habits and a balanced diet.	Whole year	1.1 Provide fruit two times a week for students who order lunch via lunch box provider 1.2 Selling fruits and more healthy food and snacks in tuck shop 1.3 Provide healthy eating habits booth or exhibition once in each school team.	1.1 Reviewed by ADC 1.2 Feedback from students	Chun Cheung, Pending	School funds	#7 **7
2. Provide vaccination programmes co-operated with Department of Health	Whole year	2.1 Provide and organize different vaccination programmes for students to strengthen their immune system	2.1 Reviewed by ADC 2.2 Feedback from students	Ka Lun	CFEG	#7 **7
3. .Introducing the "Animal in School" program : By allowing students to interact with animals, we can improve their mood and help them learn the value of cherishing life.	2-3 years	3.1 Build a permanent and well-facilitated cat house in school. 3.2 Set up a 'cat caring' team, then, to provide various training and sharing sessions to introduce skill in taking care of cats entirely. 3.3 Students pressure and inter-personal skill can be improved.	3.1 Reviewed by ADC 3.2 Feedback from students	Kalun Tsz Fung	CFEG	#2, #4 **2, **3, **5, **7, **10
4. Beautify the campus and let students enjoy the	1-2 years	4.1 To renovate and to beautify some area in school, such as Laying artificial turf	4.1 Reviewed by ADC	Kalun		#7, **2, **7

beautiful environment: To relief student pressure		in school gardens	4.2 Feedback from students	Chung Cheung		
5. To renew classroom environment with teacher desk and book cabinet	2-3 years	5.1 All home rooms have been equipped with new teacher desks and book cabinet	5.1 Reviewed by ADC 5.2 Feedback from students	Ka Lun	MR CFEG	#4, #7 **7
6. Continue to hold a 'Candle light Project'	Whole years	6.1 Invite F.4 students to participate and join 2 trips to China to visit Dr Tin former residence and visit the local students	6.1 Reviewed by ADC 6.2 Feedback from students	Ka Lun Tsz Hang	EOEBG	#1, #3, #4, #6 **2, **3, **4, **5, **7, **9

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)

十二種首要價值觀		12 priority values & altitudes
**1	堅毅	Perseverance
**2	尊重他人	Respect for Others
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**9	同理心	Empathy
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**11	孝親	Filial Piety
**12	團結	Unity

■ 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

Tin Ka Ping Secondary School
3-Years Plan of the Administrative and development Committee (ADC)
(2025–2028)

2025.06.30

Major Concerns	School Year		
	2025–2026	2026–2027	2027–2028
(I) To enhance the effectiveness of learning & teaching in pursue of learning excellence			
1. Building and reinforcing students' confidence in their learning abilities.			
1.1 Leveraging Technology for Enhanced Learning: Optimize our Bring Your Own Device (BYOD) policy to implement effective e-learning strategies. We'll enrich our SharePoint with a wealth of graded learning materials and utilize e-learning tools to boost student engagement and autonomy.	✓	✓	✓
1.2 Equipping teachers with Diverse Teaching Strategies, e.g. CCL skills, eLearning skills	✓	✓	✓

(II) Building a Healthy Campus (建立健康校園)	2025–2026	2026–2027	2027–2028
1. Creating a Health-Conducive School Environment (營造健康的校園環境)			
1.1 Advocating for Healthy Lifestyle Choices: Educate students on the importance of healthy eating habits and a balanced diet.	✓	✓	✓
1.2 Provide vaccination programmes co-operated with Department of Health	✓	✓	✓
2. Nurturing Holistic Well-being (Physical/Mental/Spiritual) to Cultivate Competence and Self-Efficacy (培養健康的身心靈，建立成就感及自信心)			
Organizing Mental Health Awareness Activities			
2.1 Introducing the "Animal in School" program : By allowing students to interact with animals, we can improve their mood and help them learn the value of cherishing life.	✓	✓	✓
2.2 Beautify the campus and let students enjoy the beautiful environment: To relief student pressure	✓	✓	

十二種首要價值觀		12 priority values & attitudes
**1	堅毅	Perseverance
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■ 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

Tin Ka Ping Secondary School
Program Plan (2025-2026): IT Unit

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	Lok-yan
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	Lok-yan, Tsz-yin
3. Equipment should be set up and ready for use 15 mins before each event starts.	Whole year	Smooth implementation	Feedback from colleagues	Lok-yan, Tsz-yin
4. Create a 3-year equipment replacement plan and workflow.	1st term	A plan and workflow have been created.	Meeting minutes	Lok-yan, Tsz-yin
5. Submit a QEF plan to support STEAM development	Whole year	Smooth implementation	Meeting minutes	Tsz-fung, Lok-yan

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	Lok-yan
2. Maintain the tracking measures of the web page modification requests effectively.	Whole year	Colleagues satisfy with the new system.	Feedback from colleagues	Tsz-yin, Man-luk
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	Lok-yan

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	Tsz-fung
2. Update the SDL Room equipment and tailor-made program	Whole year	Smooth implementation	Meeting minutes	Tsz-yin
3. Maintain the eClass daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	Wai-yau
4. Maintain the WebSAMS daily operation effectively.	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung, Tsz-shan
5. Update the Staff Library System	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung
6. Update the Learning & Teaching Questionnaire System	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung
7. Renew the School Web Page	Whole year	All requests and events can be properly handled.	Meeting minutes	Tsz-fung, Tsz-yin, Man-luk

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

Major Concern (IV): Leveraging Technology for Enhanced Learning

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	Man-luk
2. Support colleagues to use e-learning equipment in lessons to <u>implement effective e-learning strategies</u> .	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-fung
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	Tsz-fung, Tsz-yin
4. <u>Encourage and support colleagues to use Goodnotes Classroom for instant note-taking interactions.</u>	Whole year	At least five administrative tasks can be processed using the Cloud service.	Feedback from supported committees	Tsz-fung, Tsz-yin
5. <u>Support colleagues to implement eBooks in S1 BYOD lessons.</u>	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-yin, Man-luk
6. Support colleagues to use AI tools in L&T	Whole year	All requests can be properly handled.	Feedback from colleagues	Tsz-fung

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

Team Members

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

Tong Wai-yau,
Wong Lok-yan Michael,

Chau Tsz-shan Ariel,
Chan Man-luk

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(2025-2026)

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。	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 (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，加入觀賞文化活動，增加學生的接觸面及讓學生更投入活動	6 月	(1) 觀賞活動時間不少於 1 小時，並換上另一主題。 (2) 分享會環節不少於 30 分鐘	(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. 交流團學習活動經驗分享	6 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 (2025-26)

Major Concern 1: To enhance the effectiveness of learning & teaching in pursue of learning excellence via SDL and CCL

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 ■ e-learning, with special emphasis on AI, in aiding preparation of lessons and provision of feedback (#2, #3, #4, #5, **1, **3, **5, **10)	Sept 2025 – July 2026	<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” (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)	Sept 2025 – July 2026	<ul style="list-style-type: none"> Teachers should be able to show that they can utilize at least one way to train students in SDL. Practical ways are suggested and evaluated in subject meetings/ common free period in terms of learning effectiveness with evidences supported. The list of SDL materials is review and modified in each subject. 	<ul style="list-style-type: none"> Feedback/ minutes from subjects/committees Report and evaluation in Committee meetings 	<ul style="list-style-type: none"> CWT, YTM

<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 2025 – July 2026	<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. New 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>	Sept 2025 – July 2026	<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 and SDL through 	Sept 2025 – July 2026			
<p>(a) supporting subject teachers in their co-lesson preparation with subject teachers</p>		<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 and experience sharing in enhancing and developing students' self-learning habits are continued to share and promote in common free periods. 	<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
<p>(b) supporting subjects in developing systematic SDL strategies</p>		<ul style="list-style-type: none"> systematic strategies on training students on <ul style="list-style-type: none"> self-study habits self-study methods self-study attitude/ motivation in different forms are derived in subjects 	<ul style="list-style-type: none"> Minutes in subject meetings 	

(c) strengthening CCL/SDL 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 	
(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 	
● To provide support SDL and CCL via resources provision (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12)	Sept 2025 – July 2026	<ul style="list-style-type: none"> ● Time in SD days is spared for CCL/ SDL materials preparation. ● Reference books are purchased ● Teachers positively indicate that resource supports are enough for carrying out CCL/ SDL 	<ul style="list-style-type: none"> ● Feedback from teachers in common free period ● SD Day questionnaire ● Evaluation in Committee meetings 	● CWT, LST

Major Concern 2: Provide training and support to teachers on building a health campus

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 promoting and taking care of students' mental health (#7, **1, **7, **8, **9, **10, **12)	Sept 2025 – July 2026	<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

<ul style="list-style-type: none"> To provide support teachers in promoting and taking care of students' mental health via resources provision (#2, #3, #4, #5, **1, **3, **5, **7, **9, **10, **12) 	Sept 2025 – July 2026	<ul style="list-style-type: none"> Reference books are purchased Teachers positively indicate that resource supports are enough for their self-learning on promoting students' mental health 	<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, LST
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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"> Optimizing the mentoring system 	Sept 2025 – July 2026	<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 2025 – July 2026	<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 2025-2026

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 and active learning 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		#1	**1
1.1 To carry on and modify the competitions during <i>English Weeks</i>		1.2 Books are promoted to students by F.1 & F.2 students and English Ambassadors.	1.2 Statistics from library		#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		#3	**5
1.3 <i>TKPSS Has Got Talent</i> – Scrabble Competition (1 st term) and F.1 & F.3 Spellathon (2 nd term)		Contestants / Students give positive feedback to the events.	1.4 Feedback from teachers and students		#4	**6
1.4 <i>Video Show</i> and <i>Student Leaders' Wise Saying Sharing</i> through TVs in campus (English Weeks, 2 times/term)		1.4 Students give positive feedback.	1.5 Feedback from teachers and students		#5	**7
1.5 Lunchtime Podcast (English Weeks, 2 times/term)		1.5 Students give positive feedback.	1.6 Statistics reported in unit meetings; and feedback from teachers and students			**9
1.6 <i>Operation Santa Claus Christmas Carnival</i> (Dec 2025)		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 in committee meetings			**12
1.7 Foster exchange students		1.7 English ambassadors will take care of the exchange students. Exchange students will be involved in English activities.				

2. To train students to be active English users and English Ambassadors.	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 committee meetings.		#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 English Ambassadors and elite students are selected as announcers to demonstrate good examples of announcers.	3.1 Comments from teachers / students and reported in committee meetings.		#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 are written in English.	4.1 Checking the boards once a term.		#2 #3	---
5. To promote the use of English through cross-curricular activities.	Whole year	5.1 At least one cross-curricular activity is carried out.	5.1 Students and teachers indicate their opinions.		#2 #3 #4	---

Major Concerns (II) : To foster reading atmosphere and develop students' reading habit

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 SKH 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 activity.	1.1 Feedback from meetings with SKHWC and our teachers reported in committee meetings.		#2 #3 #4	**2 **3 **5 **9
2. To build a team of Bookworms	Whole year	2.1 Around 10 F.1 students are recruited. 2.2 Three meetings are arranged.	2.1 Report in committee meetings.		#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 are recruited to join the activity and give positive feedback to the event.	3.1 Feedback from students and reported in committee meetings.		#2 #3 #4	**5 **12

Major Concerns (III) : To widen students' horizons and foster students' confidence in speaking and using English

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge	7 Learning Goals	12 Priority Values
1. To send students to take part in different activities so as to broaden their exposure and enhance their multicultural awareness.	Whole year	1.1 Students participate in different events: external activities, Wing Chun Reading Buddies, Common Room (RTHK). 1.2 An intercultural activity (ICE) is held in the post-exam period for elites / English Ambassadors.	1.1 & 1.2 Attendance record submitted by English teachers and reported in committee meetings.		#1 #2 #3 #4	**2 **3 **5 **12

1. To organize a study tour to England/ Australia.	Jul – Aug 2025	2.1 A two-week tour is held to help students gain an immersive English learning experience in England/Australia. Students give positive feedback to the tour.	2.1 Students' feedback form 2.2 Report from escort teachers Both are reported in meetings.		#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.	3.1 Feedback from teachers and students and reported in committee meetings.		#1 #2 #3 #4	**2
3. To send students to join <i>Impromptu Speaking</i> / <i>Chamber Debate Club</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.		#3 #4	---

Team Members

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(2025-2026)

附件 10

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，並設廣泛閱讀獎，提升學生的閱讀量。 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初中指定閱讀書目結合學科活動及課業布置，期望學生讀得更深入。	全年	①各項措施能如期進行。 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 寬廣的知識基礎 #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，加入更多中國傳統文化元素，配合高中課程。 ②配合初中語文活動，將學生語文活動精華片段上載平台，供學生觀摩學習。	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握自學習慣。	級會及科會報告	全體同工	#1 國民及全球公民身份認同 #2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養
3. 引導學生訂立目標及自學方向 初中學生須按「語文學習尋寶圖」上列寫的任務，完成與閱讀、中華文化及校內外比賽相關的目標。	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握自學習慣。	級會及科會報告	全體同工	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
工作重點(2)：追求卓越，提升公開試成績					
1. 運用資訊科技促進學與教 ①配合自攜平板電腦計劃(BYOD)，善用教育應用程式教學，並教導中一學生善用平板電腦整理筆記，積學儲寶 ②指導學生運用 AI 促進學習(優化寫作及準備自習篇章) ③善用 AI 巫筆多作片段寫作及寫作回饋，提升學生的寫作能力。 ④運用資訊科技促進教學	全年	①各項措施能如期進行。 ②同工認同資訊科技有效促進學與教	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力 #5 資訊素養
2. 優化評核內容，鼓勵學生追求卓越 ①各級於測考卷中加入「加分題」，鼓勵學生追求卓越 ②各級課後問答題加強審題訓練，並提供答題框架 ③優化中一及中二朗讀篇章內容，加強學生對文字情感的掌握，培養學生的語感	全年	①各項措施能如期進行。 ②學生在審題及答題框架有改善。 ③中一及中二學生對語感掌握有提升。	級會及科會報告	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力

3. 中六級應試準備 ①繼續進行應試訓練，就公開試各卷要求，作針對性回饋；並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。 ③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。	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。 ③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	級聯絡人	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力
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工作重點(3)：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 寬廣的知識基礎 #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結合中華文化推廣組活動，紀錄學生參加校外校內活動，並作為中文科平時分的參考。 ②舉辦拔尖課程(初中寫作班及朗誦技巧班)，升學生表現。 ③優化「文苑報」，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。 ④加強拔尖工作，舉辦不同活動凝聚初、高中菁英學生。 ⑤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各項措施能如期進行。 ③ ④最少80%本科老師認同校內語文風氣有提升。 ⑤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	#2 寬廣的知識基礎 #3 語文能力 #4 共通能力

中文科成員名單

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

馮錦鴻(教學助理)

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 寬廣的知識基礎

#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(2025-2026)

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

<p>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，大程度減省功課，以每課兩次的單元測驗，帶動學生主動溫習題庫。</p> <p>2. 設立獎勵制度</p> <p>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、與 中文科《文苑報》合作刊登學生佳 作、舉辦四次主題讀書會、可邀請不 同作家來校分享等。</p>	<p>全年</p> <p>全年</p>	<p>1.1 至少 80%同學平日能使用佳作示範答案資源庫</p> <p>1.2 至少 80%同學平日能整理所學</p> <p>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</p>	<p>1.1 完成量</p> <p>1.2 加分統計</p> <p>1.3 參與人數、比 賽成績</p>	<p>全體教師</p>	<p>**1 堅毅</p> <p>**10 勤勞</p>	<p>#2 闊廣的知識基礎</p> <p>#3 語文能力</p> <p>#4 共通能力</p>
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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 (2025-2026)

Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
1. To leverage technology for enhanced teaching and learning	Whole year	1.1 Integrate BYOD into teaching strategies in F.1 1.2 At least 2 modules/term with pre-lesson e-worksheets in F.1 1.3 One assigned short writing in F.1-F.4/term will be self-corrected using the AI platform (Wiseman/Penso) before submission	1.1 Teachers feedback & subject meeting sharing (Meeting 2 & 3) 1.2 WS on server & Teachers feedback 1.3 One writing product/group before and after self-correction, generate the whole report saved on server (for book inspection), subject meeting sharing (Meeting 3 & 4)	1.1 Jane 1.2 Jane 1.3 Jack	#2 #3 #4 #5	**1 **3 **10
2 To ensure consistency and coherence in the content of teaching	Whole year	2.1 Revamp of reading curriculum in F.3. A booklet related to the reading curriculum in F.3 2.2 Library tours for junior form students in the 1 st term. 2.3 100% of F.1 to F.4 students borrow at least 1 ebook from the online reading platforms	2.1 Teachers feedback & subject meeting sharing (Meeting 2 & 3) 2.2 No. of library tours 2.3 Statistics (Meeting 4)	2.1 Jack 2.2 Form-co in junior forms 2.3 Jack & Veronica	#2 #3 #5	**3 **8 **9 **10 **12

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
		2.4 Revamp of speaking curriculum in junior forms (daily & F.2 enhancement class)	2.4 Attendance records & evaluation report (Meeting 4)	2.4 Billy		
3 To strengthen students' self-management and self-directed learning (SDL) capacity	Whole year	<p>3.1 A self-directed speaking booklet for F.1 to F.3 students (SAYO)</p> <p>3.2 At least 80% of F.1-F.4 students accomplish self-directed speaking activities using the AI platform (SAYO)</p> <p>3.3 At least 80% of the F.1 & F.2 students whose <i>previous</i> UT/exam marks are at the bottom (at most 5 Ss) do revision exercises in the English Corner with Eng TA.</p> <p>3.4 At least 50% of the junior students whose UT/exam marks are 40-49% do revision exercises in the SDL room.</p> <p>3.5 At least 60% of F.1-F.3 students complete self-directed learning exercises and activities in the Miles Scheme.</p> <p>3.6 At least 60% of F.1-F.3 students foster their habit of jotting notes in their notebooks and do evaluations after UTs & exams</p>	<p>3.1 Teachers' feedback (Meeting 2 & 4)</p> <p>3.2 Statistics (Meeting 3 & 4)</p> <p>3.3 Finished WS and attendance records (Meeting 2 & 4)</p> <p>3.4 Attendance records from SDL room (Meeting 2 & 3)</p> <p>3.5 Statistics (Meeting 3 & 4)</p> <p>3.6 Teachers' feedback, notebooks inspection (Meeting 3 & 4)</p>	<p>3.1 Jane</p> <p>3.2 Jane & Jack</p> <p>3.3 Jane & Leanne</p> <p>3.4 Jack</p> <p>3.5 Vivian</p> <p>3.6 Victor</p>	<p>#2</p> <p>#3</p> <p>#4</p> <p>#5</p>	<p>**1</p> <p>**3</p> <p>**6</p> <p>**10</p>

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
4 To cater for the diverse learning needs of students with different forms and abilities.	Whole year	4.1 Extra speaking support for 5A and 5B in the second term 4.2 Elites will be invited to join external activities (HKFYG, Harvard Book Prize, 21 st Century Cup) 4.3 An elite class for junior form students (1 form) taught by an external experienced Eng teacher 4.4 An additional section on assessments in junior forms in UTs 4.5 One group of speaking enhancement class in 2 nd term (F.2 low achievers in speaking) 4.6 HW exemption policy for elites (F.1-F.4)	4.1 Attendance records and scoresheets 4.2 Record of external competitions (Meeting 2 & 4) 4.3 results of elites (Meeting 2 & 4) 4.4 Teachers' feedback in common free period (Meeting 3 & 4) 4.5 Attendance records & evaluation report (Meeting 2 & 4) 4.6 Teachers' feedback in common free period (Meeting 4)	4.1 Clarence 4.2 Christy 4.2 Victor 4.4 Jane 4.5 Billy 4.6 David	#2 #3 #4	**1 **2 **3 **10

Major concern (III): To advance academic excellence.

Action Item	Time scale	Success Criteria	Method of Evaluation	Staff in charge	7 Learning Goals	12 Priority Values
1. To equip colleagues to be familiar with the requirements in HKDSE and optimize teaching and learning.	2 nd term	1.1 Typed and analysed worksheets of live scripts will be distributed to students in senior forms. 1.2 To find out the crucial factors from the analysis report of HKDSE results and the elite students' scripts to enhance students' achievement effectively. 1.3 At least 1 teacher serves as DSE marker in each paper and share their experience in subject meetings.	1.1 type and distribute live scripts of HKDSE 1.2 Subject meeting sharing (Markers' sharing: meeting 1, Live script: meeting 3/4) 1.3 Record from Office (Pinky)	1.1 senior form-coordinators 1.2 Statistical analysis: Veronica Markers' sharing: KK, Joyce, Sandy, Wendy, Leanne, Clarence Live scripts analysis: Reading: Victor, Writing: Jack (A), Sandy (B), Listening: Candy	#2 #3	**1
2. To enhance and strengthen speaking ability in senior forms.	Whole year	2.1 Three tasks/ term (discussion) in SAYO for daily assignments	2.1 Records of each class & whole form & teachers' feedback (Meeting 3 & 4)	Leanne	#2 #3 #4 #5	**1 **10

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 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 2025-2026

Major Concern (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
<p>1. Addressing the diverse learning needs of students of different forms</p> <p>(a) Motivate students to do challenging questions actively.#2</p> <p>(b) F.4 mentoring program for F.1 & F.2 students.</p> <p>2. Cultivating an Active Learning Environment: Design and implement F.1 – F.3 SDL worksheets and videos that promote student autonomy and self-management skills.</p> <p>#2,#4,#5,**1,**10</p> <p>3. Equipping teachers with Diverse Teaching Strategies, e.g. eLearning skills</p> <p>#5</p>	Whole Year	<p><input type="checkbox"/> 10% of Junior form students attempt the bonus part in the examination.</p> <p><input type="checkbox"/> Positive feedback from students and teachers.</p> <p><input type="checkbox"/> more than 50% of students find that the SDL worksheets and MC video are useful for them to prepare the assessment.</p> <p><input type="checkbox"/> All teachers at least apply one time by using the e-learning app in their lesson.</p>	<p><input type="checkbox"/> Feedback from teachers and students involved</p> <p><input type="checkbox"/> Common Free Period</p> <p><input type="checkbox"/> Lesson observation</p>	<p>CML</p> <p>CKK</p>	<p><input type="checkbox"/> Teaching Assistant</p>

4. 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	CML	<input type="checkbox"/> Teaching Assistant
5. To optimize Assessment for Learning 5.1 To relieve the pressure of homework so that students have more time for SDL 5.2 Monitor the policy for elite students is set up successfully 5.3 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) : To advance academic excellence in HKDSE

Tasks / Actions (**1 & **10)	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. The above papers should be marked by subject teachers, where regular feedback and evaluation are also provided by subject teachers throughout the F.6 whole year. 3. 6C, 6D & 6E students should finish at least 10 years HKDSE past paper. 6A & 6B students should finish at least 10 years HKDSE past paper (Section A). 4. Additional MC Uniform Tests for F.6 will be held on study group. MC Full solutions and video explanation will be provided to students. 5. DataExam Pre-Mock (Dec 2025) and Post-Mock (Feb 2026) will be held before and after final examination respectively. 6. To find out the crucial factors from the analysis reports of HKDSE results and the elite students' scripts to enhance students' achievement.	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 and mathematical modelling activities. #2,#4,#5	Whole Year	<input type="checkbox"/> Conduct STEAM activities which can be implemented into the curriculum. <input type="checkbox"/> Conduct F.1 and F.2 mathematical modelling activities in the post-exam period.	<input type="checkbox"/> Feedback from teachers and students involved	JCW KCC & CML	

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 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

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

田家炳中學

公經社科/公民及社會發展科 周年計劃書 (2025-2026)

工作重點(I)：提升學習與教學的有效性，以追求卓越

工作 / 措施	成功準則	評估方法	負責人
1. 運用科技提升學習效果	<p>1.1 中一級老師能掌握電子書的運用(至少 80%課堂使用)及 80%同學能使用 GOODNOTE 寫下筆記。</p> <p>1.2 各級同工應多用不同的教學媒介 (mentimeter, Kahoot! vocab app e.g. SolidMemory etc)以提升教學效能(善用我們科所買的 IPAD)，(至少 50%課堂使用)</p> <p>1.3 設立相關 SHAREPOINT 影片庫供學生自學(至少兩個課題運用影片庫)</p> <p>1.4 設立相關 SHAREPOINT 題目庫(特別是多項選擇</p>	<ul style="list-style-type: none">■ 科會議檢討■ 共同備課節■ 科主席觀簿冊	<ul style="list-style-type: none">■ 級聯絡■ 科主任■ 科任老師

	答題)供學生自學(測驗/考試前的溫習範圍)		
2. 加強學生的國家及全球身份認同感	2.1 每一年級的課題也應重點回應這目標 2.2 今年至少舉行兩個活動能回應這目標	<ul style="list-style-type: none"> ■ 科會議檢討 ■ 共同備課節 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 科任老師

工作重點(II)：推動學術卓越

工作 / 措施	成功準則	評估方法	負責人
1.透過創造更多學習機會來拓展學生的知識	1.1 今年至少舉行兩個活動能回應這目標 1.2 全校訂閱公民+，拓展學生的知識，提升時事觸覺(每級至少有兩次 MC 測驗配合) 1.3 與生活教育科的課程配合，會有講座/其他課程外的相關資料以拓展學生知識。	<ul style="list-style-type: none"> ■ 科會議檢討 ■ 共同備課節 ■ 教與學問卷 ■ 功課觀感問卷 ■ 科主席觀簿冊 	<ul style="list-style-type: none"> ■ 級聯絡 ■ 科主任 ■ 科任老師

<p>2. 建立初中課程</p> <ul style="list-style-type: none"> 配合教育局政策，建立中一至中三級課程框架、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>2.1 各功課設計能回應教學目標</p> <p>2.2 學生評核及格率達七成</p> <p>2.3 至少有兩項的評估方式(多元化評估)</p> <p>2.4 大部份學生認同教與學成效</p> <p>2.5 全部任教老師對教材感到滿意</p> <p>2.6 初中各級均在統測及考試前兩周，進行總結性評估</p>		
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Tin Ka Ping Secondary School
Integrated Science Annual School Plan (2025–2026)

Main concern (I) : Establish BYOD materials

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible
1. To modify previous materials to BYOD materials as to enhance teaching and SDL	Whole Year	1.1 All S1 Unit Worksheets are modified to fit BYOD policy 1.2 Students' notes are well organized. 1.3 Related videos/simulations/apps are introduced.	<input type="checkbox"/> Discussion in subject meeting <input type="checkbox"/> By-stage device checking	<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 in each form 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

#3	(b) Less able students: - To provide assistance of MOI	Whole year	2.2.5 Demonstrate phonics in worksheets of different units (e.g. ‘ver/te/brate photo/’syn/the/sis)	<input type="checkbox"/> Teachers feedback on quality of the materials <input type="checkbox"/> Discussion in subject meeting	<input type="checkbox"/> All subject teachers
			2.2.6 Utilize the BYOD policy to strengthen the pronunciation and spelling		

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 50 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 Modify existing and develop one new 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 (2025–2026)

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

Reviews and suggestions from 2024-2025 : Students have found it easier to develop learning habits and organizational skills since the introduction of the BYOD program. Providing online multiple-choice questions can enhance students' motivation to practice past papers. Teachers should adjust the difficulty level of assessments in Form 4 and the first term of Form 5 to help students build confidence. To improve teaching efficiency and reduce teaching time, more time could be allocated for revision for S.6 students before the mock exams. Keep updating the past paper video bank (chem daily) which can enhance student SDL requirements.

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 (S4,6) TKT (S3,5,6) YYC (S3)	#4, #7 **10
2. Leveraging Technology for Enhanced Learning	whole year	<ul style="list-style-type: none"> - Effective use of BYOD with educational apps (mentimeter, Kahoot! vocab app e.g. SolidMemory etc) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies. 	<ul style="list-style-type: none"> - Subject meeting to evaluating effectiveness - Feedback from the teachers - Learning and teaching questionnaires - Frequency of uses of the self-learning materials 	LKL TKT YYC	#2, #5 **1, **10
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	<ul style="list-style-type: none"> - A policy for elite students is set up successfully - The policy can help elite students in learning 	<ul style="list-style-type: none"> - Teachers' and Students' feedback - Subject meeting 	LKL TKT	#2, #7 **1, **10

	<ul style="list-style-type: none"> - Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning - Arrange subject-based enhancement courses / activities or encourage students to take part in competitions and courses organized by outside bodies. - Low achievers: study habit development/ study group/ DLG 		<ul style="list-style-type: none"> - Subject-based enhancement courses / activities / competitions are held successfully. At least 4 students are willing to join. - A policy for low achievers is set up successfully. 			
4.	Knowledge bank of Videos and Teams MC for self-learning	Whole year	<ul style="list-style-type: none"> - Experiences of promoting learning strategies can be summarized. - Develop self-learning material (e.g. E-learning materials, chem daily explanatory video, SharePoint or MS forms etc) 	<ul style="list-style-type: none"> - Subject meeting - Teachers' and students' feedback - The quality of the videos + MC - Use of videos + MC 	LKL (S46) TKT (S45) YYC(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	<ul style="list-style-type: none"> - Students believe they can and are willing to improve themselves - Students do not give up easily 	<ul style="list-style-type: none"> - Feedback from the teachers and students - Numbers of students dropped out 	LKL	#2, #4 **9

2. To advance academic excellence:in HKDSE

Reviews and suggestions from 2024-2025: Strong recommend teacher to apply as DSE marker, which enable teachers to improve the understanding of the DSE marking and teaching focus. And share the experience among teachers is also important. To improve teaching efficiency and reduce teaching time, more time could be allocated for revision for S.6 students before the mock exams.

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 2025 is complete. - Analysis is used in review with students - Students understand the criteria and common mistakes in DSE.	- Use of analysis of 2025 - Teachers' and Students' feedback	LKL	#2 **1, **10
2. Prepare and use the exemplars of different level in DSE practice for S6	Before Feb	- Exemplars of 2024 and 2025 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.	- Exemplars of 2024 and 2025 - 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	- 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.	- DSE Markers record - Subject meeting minutes	ALL	#2

3. Team members (2025 – 2026)

Dr Law Ka Lun (Panel Head): L.K.L
Mr. Tang Kin Tung, Jenkins (Teacher): T.K.T.
Ms Yu Yuet Chi (Teacher): Y.Y.C..
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
2025-2026

12 priority values & altitudes	
**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 enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	Resources
1. Arouse interest of learning (Be motivated to learn) [#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 (navigate the path to learn) [#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 (navigate the path to learn) [#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 (navigate the path to learn, be reflective in 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. (navigate the path to learn) [#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 students'	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"/> Teachers' and	<input type="checkbox"/> WS <input type="checkbox"/> TM <input type="checkbox"/> PT	<input type="checkbox"/> time for preparation and checking

senses of autonomy and competence. (Be motivated to learn) [#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.	students' feedback <input type="checkbox"/> Discuss in subject meetings		
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Major Concerns (II) : To advance academic excellence

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.	First term	<input type="checkbox"/> The S6 curriculum is completed by late Nov 2025.	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<input type="checkbox"/> PT	<input type="checkbox"/> time for preparation
2. Make good use of enhancement/remedial class (cater for the diverse learning need of students) [#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"/> PT <input type="checkbox"/> TM	<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"/> 2025 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"/> 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"/> 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 5 minutes sharing for S6 students by 1 past students	<input type="checkbox"/> Students' feedback <input type="checkbox"/> Discuss in subject meetings	<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 (2025-2026)

B I O L O G Y

7 learning goals:

#1Breadth of knowledge, #2Language proficiency, #3Generic skills, #4Information literacy, #5Life planning, #6Healthy lifestyle, #7National global identity

12 values:

**1Perseverance, **2Respect for others, **3Responsibility, **4National identity, **5Commitment, **6Integrity, **7Benevolence, **8Law-abidingness, **9Empathy, **10Diligence, **11Unity, Filial piety

Major Concern (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

1. **Leveraging Technology for Enhanced Learning**
2. **Cultivating an active learning environment and developing self-learning habits and skills** 7 LG 12PVS NSE

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	7LG 12PVS NSE
1. Leveraging Technology for Enhanced Learning	Whole year	<p>1. Effective use of BYOD with educational apps (Quizizz game, Kahoot! etc), resources in learning and teaching and Goodnotes (note-taking app) as teaching strategies.</p> <p>2. Develop self-learning material</p> <p>At least one material (e.g. quizzes, exercises) of assessment for learning are prepared successfully. The pre-lesson tasks can be incorporated with CCL/SDL in teaching and assessment. (e.g. e-learning materials, reading, video, SharePoint or MS forms etc).</p> <p>Exploration on how AI (Poe bot can help in teaching and assessment is conducted and positively evaluated.</p>	<ul style="list-style-type: none"> ● Subject meeting minutes ● Frequency of uses of the self-learning materials ● Teachers' and students' feedback 	KWOK OC, CHIU ML	#3 #4
2. Cultivating an active learning environment and developing self-learning habits and skills (Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)					

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	7LG 12PVS NSE
2.1 To optimize the distributions, amount and effectiveness of assessments in different forms -Student perception questionnaires S3-5 of distribution, distribution, amount and efficiency of assessment)	whole year	1. About 70% students have positive response to the view that the amount of homework is reasonable. 2. About 70% students have positive response to the view that the assignments and tests help them to learn better.	Result of student survey Results of UT and exam	KWOK OC, CHIU ML	#2#3#4#5 **1**3**5**6**10
2.2 To cater for the diverse learning need of students with different forms and ability. Offer more opportunities to gifted students to develop their special talents. -Encourage students to take part in competitions and courses organized by outside bodies. -introduce biotechnology experiments (ABE program of CUHK)		1. Students find the programs interesting and useful 2. Students are willing to attend the courses. 3. Good student performance	1. Subject meeting minutes 2. Numbers of students attending the programs 3. feedback from students. 4. Analysis of the results of competitions		#2#3#4#5 **1**10
3. Promote students' learning motivation ability of self-evaluation -explore the concept of the ability of self-evaluation of learning progress		1. More students are more aware on their study 2. Students aim at getting high mark / prize. 3. Motivation of students on learning is enhanced. Encourage students with improvements. 4. A plan on training in self-evaluation of learning progress is prepared.	1. Teachers and students' feedback 2. The content of the plans	KWOK OC, CHIU ML	**1
4. To strengthen students' sense of national and global identity	Whole year	Integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity.	Subject scheme of work	KWOK OC, CHIU ML	**4

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	7LG 12PVS NSE
5. To broaden students' knowledge by creating more learning opportunities	Whole year	Provide more learning experiences inside and outside classroom so that they can better understand contemporary issues at local, national and global levels, such as iGem, University Talk, In-School Coral Nursery Education Programme, Sustainable Development Talk, Coral field trip, etc .	1. Subject meeting minutes 2. Numbers of students attending the programs 3. feedback from students.	KWOK OC, CHIU ML	#1

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	KWOK OC, CHIU ML	#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	#2#3#4#5**1 **3**5**6**10
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.		

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	7 LG 12PVS NSE
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

CHIU MAN LAI (Acting panel chairperson)

KWOK OI CHI, JACKIE

(Panel teacher)

TAM YU TING

(Lab. Tech.)

Appendix : Budget for 2025-2026

工作重點(I)：為追求卓越學習而提升學習與教學的成效——強化科本學習策略及處理學習差異

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: 建立一份具評估功能的自學教材, 促進學生有效自學	全年	<input type="checkbox"/> 中一至開發一份具評估功能的自學教材, 可納入單元測驗與考試中, 善用如影片、閱讀材料、MS Forms 及 AI 應用 <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"/> 科會檢討測驗或考試自學表現	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華文化知識, 並學習中國歷史。
2. 課堂延伸: 建立科本的讀書計劃, 從初中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	
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 #4 共通能力	**1 堅毅、**10 勤勞	
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): 從課堂延伸活動(講座、參觀、遊學)的推廣提升學生學習效能

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,同時培養同學的國家安全意識	全年	<input type="checkbox"/> 每名學生每年最少參與一次與中國歷史學習相關的研討會或參觀一次博物館展覽,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 #6 生涯規劃	**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
2. 強化國民身份認同與全球視野	全年	<input type="checkbox"/> 中三級同學參與國民教育及歷史周會。	每班學生須完成相關國家安全歷史劇及問答	各級聯絡及任老師	學校撥款及LWL			
3. 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"/> 高中兩級各有不少於一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			

								化是國民應有的責任。
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工作重點(III)： 初中新課程的優化

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。

2. 中一級使用 BYOD 的教學策略	全年	<input type="checkbox"/> 使用電子筆記完成一個課題	<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	App: goodnotes	#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	**1 堅毅 **10 勤勞 **5 承擔精神	
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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		\$18,000		
額外圖書撥款		\$900		
書商電子教材收費		\$3,000		
書券		\$2,020		
小計：	\$1,500	\$23,920		
			總計：	\$25,420

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 (2025-2026)

A. Major Concerns (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 learning goals & 12 values	Staff Responsible	Resources
1. To create an active learning environment	Whole academic year	<ul style="list-style-type: none"> - <u>Cultivating an Active Learning Environment:</u> <ol style="list-style-type: none"> 1. Design and implement engaging learning experiences that promote student autonomy and self-management skills. (e.g. design time-to-time DBQs discussion in junior and senior form lessons; design essay plan discussions and debate in senior form lessons) 2. Equipping teachers with CCL skills 	<ul style="list-style-type: none"> - Checking the design of lesson materials 	<ul style="list-style-type: none"> - Language proficiency - Generic skills 	LMF LLK	<input type="checkbox"/> Reference materials <input type="checkbox"/> Teaching materials
2. To foster students' learning confidence and ability in answering data-based questions.	Whole academic year	<ul style="list-style-type: none"> - <u>Building and reinforcing students' confidence in their learning abilities:</u> <ol style="list-style-type: none"> 1. Through on-lesson-practices and SDL materials, Junior form students should manage to understand various sources such as cartoons, written sources and statistics, and express their ideas through answering data-based questions. There should be improvement in the performance of students after going through the materials 2. At least one SDL materials on DBQ is prepared for F.2 and F.3 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. - <u>Addressing the diverse learning needs of students of different forms</u> <ol style="list-style-type: none"> 1. To design a set of notes with more condensed information and examples (and with less detail)(if possible, with glossary) for senior form low-achievers. 2. To provide more DBQs and essay plans for senior form high-achievers for self-directed learning. 	<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. 	<ul style="list-style-type: none"> - National global identity - Breadth of knowledge - Language proficiency - Generic skills 	LMF LLK	<input type="checkbox"/> Reference materials <input type="checkbox"/> Teaching materials

3. Leveraging Technology for Enhanced Learning	Whole academic year	<ul style="list-style-type: none"> - <u>Leveraging Technology for Enhanced Learning by optimizing our Bring Your Own Device (BYOD) policy</u> - to implement more effective e-learning strategies by: <ol style="list-style-type: none"> 1. Enriching our SharePoint with a wealth of graded learning materials and utilize e-learning tools to boost student engagement and autonomy; 2. To prepare for F.2 BYOD materials in the academic year 2026-27. 3. To equip teachers with BYOD and eLearning skills to better prepared for 2026-27. 	<ul style="list-style-type: none"> - Materials checking - Discussion in subject meetings 	Information literacy	LMF LLK	<input type="checkbox"/> Teaching materials
4. To prepare senior form students for DSE through 'Test driven learning'	Whole academic year	<ul style="list-style-type: none"> - <u>Ensuring consistency and coherence in the content of teaching and assessment.</u> <ol style="list-style-type: none"> 1. Actively assess the consistency of skills taught in lessons and in assessments. - <u>Regularly adjusting assessment difficulty to accurately reflect learning progress and curriculum demands.</u> <ol style="list-style-type: none"> 1. To balance different types of sources in junior form examinations, matching the trend in HKDSE (e.g. balancing written sources, numbers and figures, year lists, cartoons, etc.); More than 50% written sources should be avoided. 2. Different question types should be taught and difficulties should be enhanced regularly in progress. (A document/ schedule indicating how question types are taught should be designed) - 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 	<ul style="list-style-type: none"> - Breadth of knowledge - Language proficiency - Generic skills 	LLK LMF	<input type="checkbox"/> Reference materials
5. To arrange peer observation of lessons among subject teachers	Whole academic year	<ul style="list-style-type: none"> - Peer lesson observations are carried out at least once in each term - Feedback on lesson observations was given in both post-lesson discussion (specific) and subject meetings (general) - Foci on collaboration: F.2 - 3 new curriculum. Areas for improvement are identified and teaching strategies are refined. 	<ul style="list-style-type: none"> - Lesson observation reports - Discussion in subject meetings 	/	LLK LMF	<input type="checkbox"/> Evaluation forms

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

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	7 learning goals & 12 values	Staff Responsible	Resources
1. Self- Directed Learning with e-learning element	Whole academic year	<ul style="list-style-type: none"> - <u>Developing Self-Learning Habits and Skills:</u> To integrate more explicit instruction and practice of essential self-learning techniques (E.g. Note-taking, eNote-taking, mind-mapping, reflection training, pre-lesson preparation, daily revision, self-initiated learning) across both formal and informal curricula. 	<ul style="list-style-type: none"> - Lesson trial by subject teacher with peer lesson observation - Students' performance in assessment 	<ul style="list-style-type: none"> - Generic skills - Information literacy 	LMF LLK	<ul style="list-style-type: none"> ● SD Day training ● Reference materials
2. Cultivate Students reading habit	Whole academic year	<ul style="list-style-type: none"> - Students read reading materials suggested or provided by teacher - To encourage Junior form Ss to join ‘初中歷史科電子閱讀獎勵計劃’ orgnizaed by EDB - Senior form students read reference books in order to enrich their subject knowledge. - Raise students learning motivation and interest through reading. 	<ul style="list-style-type: none"> - Report of students' performance in subject meeting 	<ul style="list-style-type: none"> - Language proficiency - Generic skills 	LMF LLK	<ul style="list-style-type: none"> ● Library, textbook and internet resources and newspapers

Team Members (2024-2025): Leung Man Fai, Li Lik Kei

Tin Ka Ping Secondary School

Programme Plan of Geography Department (2025-2026)

Major Concern (I): To enhance the effectiveness of learning & teaching in pursuit of excellence

Tasks / Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff Responsible	7 learning goals, 12 values (Refer to Appendix 1)
1. To recognize students' achievements using various means for motivating students	- Whole year	1.1 Book coupons are awarded to top 5 students in UTs and exams in class.	1.1 Amount of book coupons awarded	LYC WWC	(**1, 10) (#2)
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	- 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 focus on the 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. 2.6 Teachers integrate BYOD into teaching and learning	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 2.6 Subject meeting minutes	LYC WWC	(**1,3,10) (#2,4,7)

<p>3. To cater for the diverse learning need of students with different forms and ability. Review and amend the corresponding policy and measures</p> <p>3.1 Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning</p> <ul style="list-style-type: none"> - Arrange subject-based enhancement courses. - 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. 	- Whole year	<p>3.1 Students find the enhancement classes useful</p> <p>3.2 High participation rate (80%) of enhancement classes</p> <p>3.3 Good student performance in exam</p>	<p>3.1 Feedback from students</p> <p>3.2 Attendance</p> <p>3.3 Results of exams</p>	LYC	<p>(**1,2,3,10)</p> <p>(#2,7)</p>
<p>4. To strengthen students' sense of national and global identity</p>	- Whole year	<p>4.1 Integrate elements of National Security Education into teaching or designing learning activities to strengthen students' sense of national and global identity.</p>	<p>4.1 Subject scheme of work</p>	<p>LYC</p> <p>WWC</p>	<p>(**4)</p> <p>(#1)</p>

Major concern (II): To advance academic excellence

Tasks / Actions	Time Scale	Success Criteria	Methods 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 curriculum is completed by late Nov 2026. 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 and marking. 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 and marking.	3.1 Results of exams and HKDSE 3.2 Subject meeting minutes	LYC	/

2. Team members

Lau Yin Chun

Wong Wing Chi

3. Appendix 1

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

12 priority values and 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

4. Appendix 2: Budget for 2025-2026

Gov't Fund (EOEBG)

Item No.	Description	Estimated total price
1.	Field trip fee for teachers	100
2.	Stationery	250
3.	Teaching material-Rock Specimen	3,000
4.	Teaching material-Abney Level	1,640
5.	Learning Materials from Publishers	1,000
Total		5,990

TKPF

Item No.	Description	Estimated total price
1.	Book coupons	1,500
Total		1,500

Tin Ka Ping Secondary School
Program Plan
Department of Business and Economics (2025-2026)

Major Concern 1: To enhance the effectiveness of learning & teaching in pursuit of learning excellence

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)	9/2025 – 7/2026	● Question bank on Daily Questions according to topics should be modified.	● A Question Bank on Daily Questions is modified and stored on Teams.	● CSL, CWT, WYL
		● Over 90% of students in each form finished the questions on schedule.	● Report in subject meetings	● CSL, CWT, WYL
		● Students indicate that they have the habit in doing past paper questions (including both school and public exam).	● Students' survey ● Discussion in subject meetings	● CSL, CWT, 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)	9/2025 – 7/2026	● 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	● CSL, CWT, WYL
3. Use AI tools to generate questions similar to DSE exam questions.	9/2025 – 7/2026	● Teachers regularly use AI tools to set questions for daily assignments, tests, and exams. ● Teachers review and approve over 50% of AI-generated questions that are relevant to the syllabus for use in assessments.	● Discussion in common free periods and subject meetings	● CSL, CWT, LST, WYL

Major Concern 2: To enhance students' learning motivation and learning skills for Self-Directed Learning (SDL)

Tasks/ Actions	Time Scale	Success Criteria	Methods of Evaluation	Staff-in-charge
1. To derive suitable CCL strategies that contained high-effect-size SDL factors with effectiveness evaluated (**1,3,5,6,10,12) (#2,4,5,7)	9/2025 – 7/2026	<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"> ● CSL, CWT LST, WYL
		<ul style="list-style-type: none"> ● Progress and teaching experience are shared in every subject meeting ● Learning Facilitation Plan (LFP) 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"> ● CSL, CWT LST, WYL
2. To train students on self-learning techniques (on pre-lesson preparation) (**1,3,10) (#2,4,7)	9/2025 – 7/2026	<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"> ● CSL, CWT 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"> ● CSL, CWT 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"> ● CSL, CWT 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"> ● CSL, CWT LST, WYL

Major Concern 3: Increasing students' learning motivation through leveraging technology 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)	9/2025 – 7/2026	<ul style="list-style-type: none"> ● Pop quiz and biweekly test bank is developed. 	<ul style="list-style-type: none"> ● A bank of quizzes and tests developed and stored on Teams 	<ul style="list-style-type: none"> ● CSL, CWT LST, WYL
		<ul style="list-style-type: none"> ● Pop quizzes and biweekly tests are carried out. 	<ul style="list-style-type: none"> ● File checking 	<ul style="list-style-type: none"> ● CSL, WYL
2. To utilize e-learning tools to boost student engagement and autonomy. (#4,5)	9/2025 – 7/2026	<ul style="list-style-type: none"> ● At least 70% of students participate actively in online discussions, group quizzes, or interactive activities (e.g. Kahoot group quizzes). 	<ul style="list-style-type: none"> ● Report in subject meetings 	<ul style="list-style-type: none"> ● CSL, CWT LST, WYL
		<ul style="list-style-type: none"> ● To prepare for BYOD materials in the academic year 2025-26 	<ul style="list-style-type: none"> ● Materials checking ● Discussion in subject meetings 	<ul style="list-style-type: none"> ● CSL, WYL

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)	9/2025 – 7/2026	<ul style="list-style-type: none">● Topics and contents suggested by EDB on national security education are taught	<ul style="list-style-type: none">● Teaching materials/ references are stored in Teams● Report in subject meetings	<ul style="list-style-type: none">● CSL, CWT LST, 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, Going Concern (Post-exam booth) requiring investment from both students and teachers. (**1,3,5,10,12 #2,4,6)	9/2025 – 7/2026	<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."	<ul style="list-style-type: none">● CSL, CWT, WYL

3. Team Members

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

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 (2025-2026)

Major Concern (I): To enhance the effectiveness of learning & teaching in pursue of learning excellence

Tasks / Actions	Success Criteria	Methods of Evaluation	Staff in Charge
1. Encourage students to attend different competitions and school STEAM activities, 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 and e-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, Yat Ming
3. To develop students to be autonomous and reflective learners via SDL (active learning environment, learning confidence)	Students found the programs interesting and useful.	Subject meeting minutes	Tsz Fung, Yat Ming, Tsz Shan
4. 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, Wai Yau
5. Elite students: Adjust the amount and difficulty of the assignments in order to do enhancement and free more space for self-learning.	Students found the programs interesting and useful.	Subject meeting minutes	Tsz Fung, Wai Yau
6. Leveraging Technology for Enhanced Learning (S1 BYOD and eBook)	Students can use Goodnotes Classroom and other e-learning tools to enhance their learning.	Teachers and students' feedback	Tsz Fung, Yat Ming
7. Promoting Information Literacy	Create new learning topics in AI and BYOD literacy.	Subject meeting minutes	Tsz Fung, Tsz Shan

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 AI Tools and 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 Tsz Shan
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

2025-2026 年度 普通話科周年計劃

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. 詞句正音錄音 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. 善用普通話自主學習平台及 BYOD APPs，提升同學普通話學習興趣和能力

工作/措施	時間表	成功準則	評估方法	負責人	七個學習宗旨
<p>1. 中一二每位同學安排自主學習平台帳號，定期檢視，一定比例的學習成果計入平時分。上下學期期末獎勵善用的同學。</p> <p>2. 中一普通話劇目表演（基於 CCL 小組），表演或展示出色，可加分或獎勵。</p>	全年	<p>1. 七成或以上同學完成要求的學習內容</p> <p>2. 各組發音準確，投入表演，獲得良好評分</p>	<p>1. 平台匯出報告</p> <p>2. 同儕評分表格中「態度」及「音準」兩項的平均分達 7 成或以上</p>	科任老師	<ul style="list-style-type: none"> ● 共通能力（創造力、協作、溝通） ● 語文能力 ● 資訊素養

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 Sin Ting Suet Ngai
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 (II): 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 Sin Ting Suet Ngai
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 Horse” 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	<p>3.1 To make use of an App of Art History in the process of Art Criticism</p> <p>3.2 To conduct a presentation by using an App of Art History</p> <p>3.3 To complete a presentation by creating PowerPoint slides that are prepared by students themselves</p>	<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	
4	<p>Leveraging Technology for Enhanced Learning</p> <p>Cultivating an active learning environment and developing self-learning habits and skills</p> <p>(Be motivated to learn, navigate the path to learn, be reflective in learning, be persistent in learning)</p>	S1- S6 Whole year	<p>4.1 Effective use of BYOD with educational apps (mentimeter, Kahoot! vocab app e.g. SolidMemory etc) and resources in learning and teaching and Goodnotes (note-taking app) will be selected for all subjects to integrate BYOD into teaching strategies.</p> <p>4.2 F.1 students will be trained to use the educational apps and note-taking skills effectively through ICT lessons and will apply these in some of the VA lessons.</p> <p>4.3 Develop self-learning material At least one material of assessment for learning. Exploration on how AI can help in teaching and assessment is conducted and positively evaluated.</p>	<ul style="list-style-type: none"> • Lesson observation • Subject meeting minutes • Learning and teaching questionnaires • Frequency of uses of the self-learning materials • Teachers' and students' feedback 	#1 #2 #4 #5 #7	Lai On Sin Ting Suet Ngai

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 Sin Ting Suet Ngai
2. To organise a cross-border art tour day-trip or a 5D4N/3D2N study tour for F4 and F5 students. (this will be further confirmed) - The destination is suggested to be Seoul/ Taiwan/ Japan / China - The month of departure will be March/April/ July . - The focus media of art making is Photography, Sculpture and Architecture appreciation.	March/April/ July in every year	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	<ul style="list-style-type: none"> Post Trip questionnaire Quality of the assignment 		Lai On Sin Ting Suet Ngai

3. To participate at least of the followings: - Participation of external drawing / painting contests - Art making workshop organised by local artists / art organisation - Sharing / demo sessions by inviting local artists or designers as the guest speakers. (or to visit Artist's studio)	S4 & S5 : once in each term	3.1 No. of activities organised. 3.2 No. of participant (S4 + S5 students) 3.3 Feedback from participants 3.4 Link up with Art Club and drawing class activities	<ul style="list-style-type: none"> • Comments and feedback given by the participants • Completion of art work • Quality of artwork 	#1 #2 #3 #4 #5 #6 #7	Lai On
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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
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<p>Strand 1 The concept and importance of national security</p> <ul style="list-style-type: none"> • 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	<p>For students who choose NS related as their SBA Topics/ Painting Practice Theme Approach</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Strand 7 Major domains of national security</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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, Ms. Law Sin Ting, Ms. Ng Suet Ngai**

Subject Head: Chin Lai On

First edition: 4th July 2025

Tin Ka Ping Secondary School
Music Annual School Plan 2025-2026

Major Concern I: To enhance the effectiveness of learning & teaching in pursue of learning excellence

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 ● Junior form (F.1 BYOD) will use related apps to create music during the lessons. ● Encourage students to take part in out-school music competitions. ● Give students more opportunities to prepare and organize the inter-class singing contest. 	9/2025 7/2026	<ul style="list-style-type: none"> ● Students enjoy the songs and singing happily. ● Feedback with sharing during the lessons. ● Increase 10% of applicants to join the music festival/competitions. ● Students will have more ample time to prepare and practice. Collaboration and performance among classmates yield better effect. 	<ul style="list-style-type: none"> ● Lai Ming ● Suet Ngai 	<ul style="list-style-type: none"> ● Interaction during the music lessons ● Number of participants for the competition. ● Post-competition self-evaluation by each class. 	#1, 4, 7 *1-12

Major Concern II : To build a healthy campus

Tasks / Strategies	Time Schedule	Success Criteria	Staff Responsible	Resources required	7 learning goals, 12 values
<ul style="list-style-type: none"> ● To introduce more healthy songs and sound therapy tools for students relieve stress, improve mood, and promote mental health. ● Arrange for a piano to be placed in the covered playground for students to play freely. Provide a supportive school environment. 	9/2025 7/2026	<ul style="list-style-type: none"> ● The students' sharing and feedback are positive. ● Not less than 10 students performed in the covered playground. ● Not less than 50 people appreciated and enjoyed listening to the music in the covered playground. 	<ul style="list-style-type: none"> ● Lai Ming ● Suet Ngai 	<ul style="list-style-type: none"> ● Instruments ● Tools 	#2, 7 *2, 7, 12

Team Members: Liu Lai Ming and Ng Suet Ngai

Subject Head: Liu Lai Ming (edited on 4/7/2025)

Tin Ka Ping Secondary School
Annual School Plan of Major Concerns of Physical Education for 2025-2026

Major Concern (I): Through physical activities, thoroughly enhance fitness levels and promote holistic physical well-being.

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	<p>1.1 Students need to record their physical fitness test results in their portfolio to track their progress. Under the BYOB plan, F.1 students will begin using an E-portfolio this year to assist them in effectively managing and monitoring their personal fitness records.</p> <p>1.2 Whole school participate in the “School Physical Fitness Award Scheme”, 95% of the students pass in the scheme, half of them get “Gold Medal”.</p> <p>1.3 Students can actively participate in different items during PE lesson and regularly participate in different sports-related activities after school.</p>	<p>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.</p> <p>1.2 Evaluate in subject meeting</p> <p>1.3 Calculate the number of sports team member and Evaluate in subject meeting</p>	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.	Whole year	<p>2.1 Each form of student will be given at least one session of sports demonstration throughout the year.</p> <p>2.2 Organize at least one outing trip in a year which is open for all students.</p>	2.1 Evaluate in subject meeting.		Invite different sports associations through LCSD	#2 #7	/	2.18
3. Organize training sessions for Athletics Meet and different inter-class competitions.	Whole year	<p>3.1 Organize at least 10 morning and after-school training sessions for 4-House members before Athletics Meet.</p> <p>3.2 Organize practice lessons for inter-class rope skipping competition and Round-The-School Relay.</p>	<p>3.1 Calculate the present number of 4-House members.</p> <p>3.2 Collect opinions from class teachers.</p>			#7	**12	2.18

Major Concern (II): To cultivate competence and self-efficacy 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 for sports events, enabling them to gain valuable experience and enhance their sense of belonging.	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	2.18
2. To hold prize presentations, organize the Outstanding Athletes Award Election, and arrange a gathering for all school sports teams to encourage and celebrate achievements, thereby building confidence and motivating continued participation.	Whole year	2.1 Organize prize presentations during assembly for the Inter-school Swimming Championships, Cross Country Competition, and Athletics Championships. 2.2 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. 2.3 A gathering is held for all school sports team. Over 70% of the athletes will attend the gathering.	2.1 Evaluate in subject meeting 2.2 Evaluate in subject meeting 2.3 Take attendance of the gathering and evaluate in subject meeting	Panel, PE teachers, school sports team coordinator		/	**2 **12	/

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. The self-learning materials of the National Games and traditional Chinese sports will be prepared.	Whole year	1.1 Videos and relevant assignments of the National Games and traditional Chinese sports 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	**4	3.2
						#2	**10	3.5
						#4		4.5
2. Organize fitness theory lessons for all F.3 students under the Gym Room and Fitness & Assessment Centre Scheme (QEF).		1.2 Students should watch the videos and finish an assignment.	1.2 Evaluate in the 2 nd and 4 th subject meeting.					
		2.1 All boys have to complete the practical test at the end of the lesson.	2.1 Mark calculation of the test given to students.	Panel and PE teachers		#7	**10	/
3. To promote the use of the newly opened Gym Room by granting students access and providing self-learning materials.		2.2 Over 50% of the students can develop their own fitness training plan.		Panel and PE teachers				
		3.1 Allow qualified students to access the Gym Room after school.	3.1 Calculate the number of students who use the gym room at the end of the year.	Panel and PE teachers		#4	**10	/
		3.2 Videos on the proper usage of the various exercise equipment will be uploaded to SharePoint for different forms of students.	3.2 Evaluate in subject meeting			#7		

Team members: Mr. Chan Hong Yin, Miss Lau Ching Lui, Miss Tsoi Yin Ling

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