



學校報告

SCHOOL REPORT

(2013/14)

辦學宗旨 School Mission

本校為田家炳基金創辦，懷抱全人培育的教育理想，並願意為實踐理想付上代價，致力提供優質教育，在開展教學、生活輔導、聯課活動及造就時代公民四方面作整全及均衡的培育。

我們肯定教育是尊貴的，學生是可教的：強調以人為中心、以學生為中心、以學習為中心的教育，互重互愛，衷誠協作，委身建立純樸的校風、嚴謹的制度，與及關係親和而歸屬感強的學校環境。重視教師的專業成長，從而達致教學相長，實踐我們的教育理想。

我們以嚴謹的態度，因應學生能力及興趣，設計教學課程及活動，配合優良的視聽教材，幫助學生發揮潛質，提升自學能力，培育追求學問的精神，奠定終生學習的基礎。我們本著訓育與輔導相互整合的精神，透過良好的師生關係，致力開展對學生的全人關顧，建立嚴謹而愉快的校園生活。透過與家庭密切的聯繫，建立良好的協作關係，共同關顧學生的需要，開展細緻、適切的生活輔導。

我們認定聯課活動為完整課程的一部分，致力開展有益身心的活動，抗衡不良風氣和玩意，幫助學生建立優質的閒暇生活。

我們因應時代需要，提供多元化的生活教育課程，配合早會、周會等校園活動，幫助學生建立良好的生活習慣，提升生命素質，從而深化家國情懷，發揚中華文化，拓展國際視野，承擔時代使命。

Founded by the Tin Ka Ping Foundation, our school upholds the ideal of whole-person education and puts it into practice. We provide a holistic and balanced curriculum infused with instructional programmes, guidance services, co-curricular activities, and civic/life education programmes to shape students into lifelong learners with sound values and good habits.

We believe education is noble and students are teachable; we value the importance of every student and we place their pursuit of learning as our primary concern. We unite efforts from our staff, who respect, care, and support one another, to demonstrate the shared beliefs and values. They have fostered a deep sense of belonging to the school, where modest ethos, rigorous standards, and unity from school members are valued. Moreover, we promote professional development of our staff, an essential part of the teaching-learning synergy and key to fulfilling our commitment.

We cater to students' capabilities and interests by providing fine-structured lessons and activities aided with audio-visual materials. We commit ourselves to enhancing students' potential, motivating them to become self-learners and developing their passion for learning; the prerequisite for a lifelong learner. We integrate discipline with counseling on the basis of conducive teacher-student relationship and with collaboration from parents, to encircle our students with love, care and guidance. Though our academic standards and code of conduct are rigorous, students will find their campus experience enjoyable above all.

We deem co-curricular activities part of the curriculum/students' learning experience and launch activities for students' overall well-being, at the same time withstand the world's degenerating values and practices.

We address the demands of the changing world; we provide diverse life/civic education lessons, along with morning and weekly assemblies, to facilitate students' character development and habit formation, and furthermore, to deepen their love for their homes and the country. We look forward to seeing our students become ambassadors of Chinese culture, citizens with global outlook, and leaders of their generation.

我們的學校 School Profile

學校簡介 General Information

本校於 1994 年由田家炳基金創立，創辦人田家炳博士乃本港傑出企業家，素以教育為志業，熱心興學，致力倡導辦師範教育、基礎教育及道德教育，為社會培育英才。

學校類別：資助

學校性質：文法

學生類別：男女

校監：田榮先

校長：阮邦耀

創校年份：1994

校園面積：7,000 平方米

課室總數：30

特別教室：18

球場：2

Tin Ka Ping Secondary School was founded in 1994 by the Tin Ka Ping Foundation, with Dr. Tin Ka Ping, the distinguished entrepreneur in Hong Kong, as her founder. Dr. Tin has been an ardent advocate and supporter of education, particularly in teacher education, elementary education, and moral education.

School type: Aided grammar school, co-educational

School Supervisor: Mr. TIN Wing Sin Principal: Dr. YUEN Pong Yiu

Commencement of operation: 1994 Area: 7,000m²

Classrooms: 30

Special rooms: 18

Playgrounds: 2

學校管理 School Management

- 學校於1994年推行校本管理。 *School-based Management (SBM) has been implemented since 1994.*

法團校董會組合 Constitution of the Incorporated Management Committee (IMC)

成員 Members 年度Year	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
10/11	3	1	1	1	1	6
11/12	3	1	1	1	1	6
12/13	3	1	1	1	1	6
13/14	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2013/2014 年度各級開設的班別數目及學生人數(男生/女生/總數)如下
- *The number of the classes and students in 2013-2014*

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
班數 Classes	4	4	4	5	5	5	27

級別 Level	中一 S.1	中二 S.2	中三 S.3	中四 S.4	中五 S.5	中六 S.6	總數 Total
男生人數 Boys	61	56	56	80	67	67	387
女生人數 Girls	78	89	90	94	115	109	575
學生總數 Total	139	145	146	174	182	176	962

Figures are as at 01/09/2013

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	98.6
中二 S.2	98.8
中三 S.3	98.7
中四 S.4	98.5
中五 S.5	98.7
中六 S.6	99.1

全校學生的平均出席率達 98.7%

The average attendance rate is 98.7%

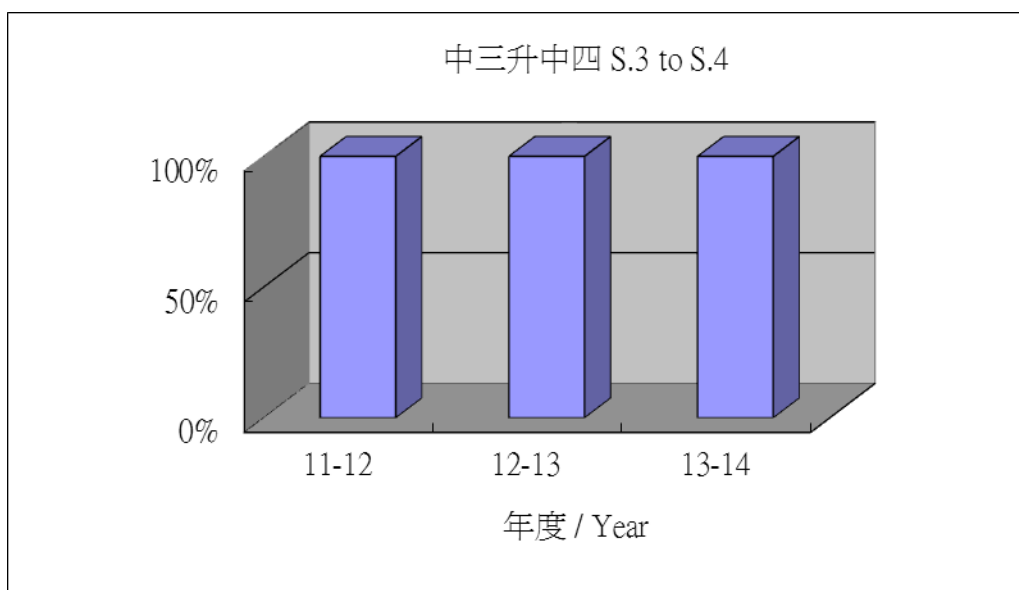
學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

11-12 100%

12-13 100%

13-14 100%



離校學生出路 Pathways of S.6 graduates

中六同學分別有 43.4%升讀本地學位課程，26.3%升讀本地副學位課程，8.6%修讀其他課程，7.4%重讀，10.3%往外地升學，1.7%就業，2.3%為其他情況。

Degree – 43.4%;

High Diploma or Associate-degree – 26.3%;

Other courses – 8.6%;

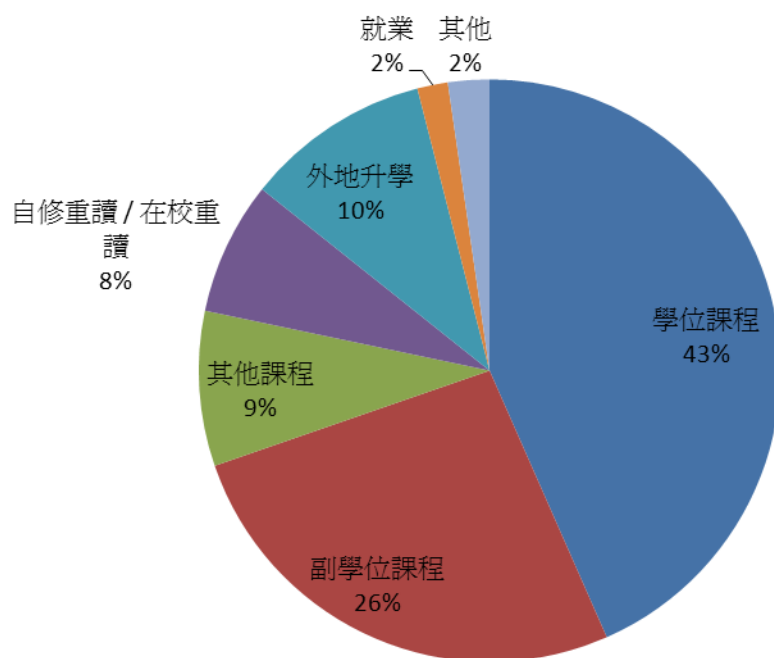
Repeating S.6 – 7.4%;

Study abroad – 10.3%;

Employment – 1.7%

Others – 2.3%.

中六畢業同學出路統計



在學年內提早離校學生 Dropouts

級別 Level	退學人數 Number of students
中一 S.1	1
中二 S.2	5
中三 S.3	3
中四 S.4	4
中五 S.5	3
中六 S.6	1

我們的教師 Teaching Staff

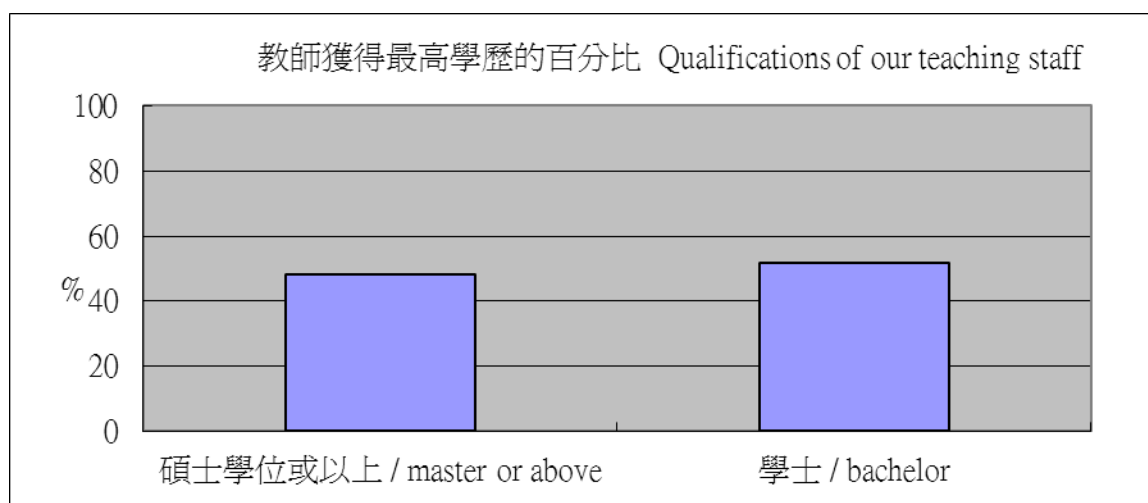
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2013-2014 年度本校教師數目（編制人數）為 53 人，合約教師人數為 11 人，合共 64 人，其中 43.8% 持有碩士學位或以上資歷，56.2% 為學士學位持有人。

Qualifications of our teaching staff

There were 53 regular and 11 contracted teachers in 2013-2014, altogether with 43.8% having a master or above degree and 56.2% a bachelor degree.

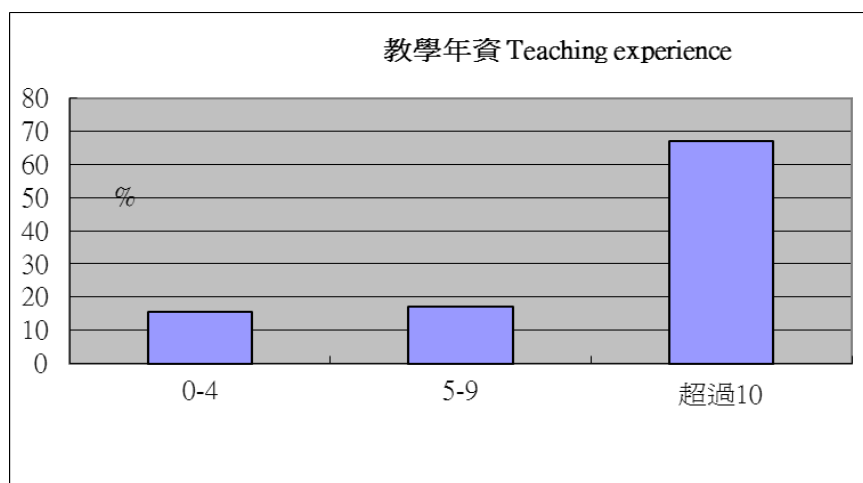


2. 已接受專業訓練教師的百分比為 97%.

97% of our teaching staff have received relevant professional training.

教學經驗 Teaching Experience

年 Years	0-4	5-9	超過 10 over 10
百分比 %	16	17	67



教師專業發展 (2013/14) Teachers' professional development

1. 在整學年內，教師參與持續專業發展的時數
總時數 = 3716 小時
平均每名教師參與持續專業發展的時數 = 63 小時
Total hours that teachers spent on professional development in 2013/14 = 3716 hours
Total hours one teacher spent on professional development in 2013/14 = 63 hours
2. 在整學年內，校長參與持續專業發展的時數
58 小時
Total hours the Principal spent on professional development in 2013/14 = 58 hours
3. 在整學年內，教學人員參與持續專業發展方面的平均預算支出 \$1,281.00
The budget for teachers' continuous professional development in 2013/14: \$1,281.00
4. 在整學年內，教學人員參與持續專業發展方面的平均實際支出
 $\$42,141.90 / 64 \text{ 人} = \658.50
Actual expenditure on continuous professional development of one teacher in 2013/14: $\$42,141.90 / 64 \text{ 人} = \658.50

我們的學與教 Teaching and Learning

學校實際上課日數 School days

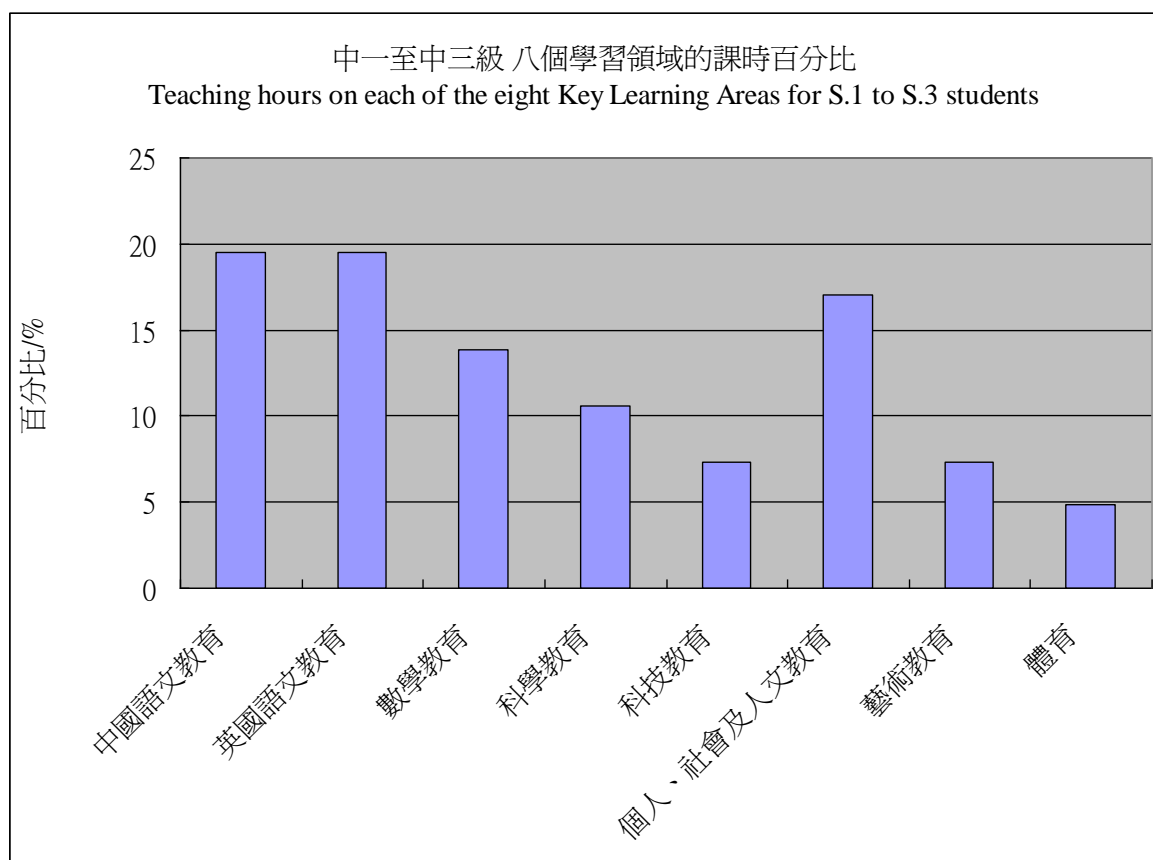
1. 中一至中三整學年，實際上課日數 190 日
School day for S.1 to S.3 students : 190 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 25 日（包括生活紀律訓練營、周年旅行、陸運會、校慶日、試後活動日）
Activity days (school-wide or form-wide) for S.1 to S.3 students: 25 days
(including the Discipline Camp, School Picnic, Athletic Meet, School Anniversary Day, Open Day and Post-exam Activities Days)

中一至中三級八個學習領域的課時

Teaching hours on each of the eight Key Learning Areas for S.1 to S.3 students

八個學習領域 Eight Key Learning Areas	相關科目 Relevant subjects	課節 Lessons	百分比 / Percentage
中國語文教育 Chinese Language Education	中國語文+普通話 Chinese Language + Putonghua	21+3	20
英國語文教育 English Language Education	英國語文 English Language	24	20
數學教育 Mathematics Education	數學 Mathematics	17	14
科學教育 Science Education	綜合科學 Integrated Science	13	11
科技教育 Technology Education	電腦+科技教育+生活技能 Computer Literacy +	2+4+3	7

Technology Education +Life Skills			
個人、社會及人文教育 Personal, Social and Humanities Education	生活教育+世史+中史+ 地理+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+2+2+2+10+2	17
藝術教育 Arts Education	視覺藝術+音樂 Arts + Music	Visual 5+4	7
體育 Physical Education	體育 Physical Education	6	5
總數 : Total:		123	100



學生閱讀習慣 Students' Reading Habits

學生借用閱讀資料頻次 Frequency of Borrowing Reading Materials by Students

2013-2014 上學期(04/09/2013-19/12/2014)			
	1A-3D	4A-6E	全校
每周一次或以上	0%	0%	0%
每兩星期一次	5%	3%	4%
每月一次	16%	11%	13%
每月少於一次	44%	43%	43%
從不	34%	41%	37%
2013-2014 下學期(20/01/2014-30/05/2014)			
	1A-3D	4A-5E	全校
每周一次或以上	0%	0%	0%
每兩星期一次	5%	5%	5%
每月一次	13%	13%	13%
每月少於一次	41%	47%	44%
從不	39%	33%	37%
2013-2014 全年(03/09/2013-30/05/2014)			
	1A-3D	4A-6E	全校
每周一次或以上	0%	0%	0%
每兩星期一次	5%	2%	3%
每月一次	11%	8%	10%
每月少於一次	63%	59%	61%
從不	19%	28%	23%

總借出次數：5389

融合教育 Integrated Education

本校成立融合教育小組統籌全校參與融合教育的工作，包括由教育局教育心理學家為學童評估、針對個別學生的需要設立個別學習計劃、小組訓練、朋輩輔助等等，提升有特殊教育需要的學生的學能、社交各方面的能力，協助他們融入校園生活。

We have an Inclusive Education Unit to facilitate the pertaining work in a whole-school approach. We help the SENs integrate into campus life by enhancing their learning capacity, social skills, etc. The work includes evaluation by the educational psychologists from the EDB, a tailored study plan for students in need, group training, peer counseling, and so on.

主要關注事項 (成就與反思) Major Concerns (Achievement and Reflection)

Major Concern I : To Optimize the Teaching and Learning Achievements :

1. To enhance performance of the students in public examinations
 - 1.1 To review regularly the NSS curriculum framework
 - 1.1.1 Due to the **Voluntary Optimisation of Class Structure Scheme** (「自願優化班級結構」計劃), the sixth cohort of NSS only had four classes. The sixth cohort of NSS curriculum framework would be divided into two categories: two classes for 4+2X and two for 4+3X in next academic year. The combination of the elective subjects has been modified.
 - 1.1.2 Period allocation for senior forms has been revised.
 - 1.2 To raise concern on the teaching and learning effectiveness of all subjects.
 - 1.2.1 Learning and Teaching Survey was continually conducted for all subject in senior forms and part of the subjects in junior forms. From the survey results, teachers could learn about students' opinions on their teaching and improve their teaching strategies.
 - 1.2.2 Consultants were continually hired to optimize the cross-curricular English teaching materials in Humanities subjects. Communication between the consultant and our teachers have been strengthened by dispatching of documents before meetings. As such, both the consultant and the teachers were well-prepared for the meeting. The final draft of the Geography and History handbooks was completed.
 - 1.2.3 All videos were smoothly produced on the whole. Teachers put a lot of effort in it. Some videos were selected to be broadcasted during the Language Learning Enhancement Session. The feedback was good.
 - 1.2.4 A smooth arrangement for the F.6 Pre-DSE revision period was made. It would help F.6 students to prepare the DSE more confidently. Teachers were satisfied with the arrangements.

1.3 To optimize teaching and learning assessment qualitatively and quantitatively

- 1.3.1 Dr. Yuen and AAC have communicated with respective subject panel heads on the review of the result of DSE.
- 1.3.2 All DSE syllabuses should be completed on or before mid-October 2013 in F.6 for more practices in preparing public examination
- 1.3.3 Predictions of HKDSE result for F.5 students would be conducted to provide supporting measures if needed.
- 1.3.4 Teachers were highly encouraged to act as HKDSE markers. We had 17 HKDSE markers this year.
- 1.3.5 Various examination strategies were adopted in different departments through lots of sharing and communications with a view to enhancing students' DSE results. It was in smooth progress.
- 1.3.6 The outstanding DSE scripts and the HKDSE Examination Statistical Report issued by the HKEAA have been purchased. AAC and subjects members have made in-depth analysis about the performance of the students so as to allow teachers to grasp students' strengths and weaknesses more accurately and to find ways to advance students' public examination results accordingly.
- 1.3.7 Uniform Test in junior forms was held smoothly and successfully. Junior forms students could consolidate what they had learnt progressively. Through this, teachers could also review the teaching progress and its effectiveness.

1.4 To facilitate senior form students to use free period effectively

- 1.4.1 The implementation of the free periods arrangement was smooth and satisfactory. The supervision and discipline was also satisfactory.

1.5 To implement supporting measures for after-school learning activities.

- 1.5.1 All after-school learning activities were systematic, well arranged and smoothly carried out.
- 1.5.2 Teachers eventually gained more teaching time to finish the long and difficult NSS syllabus.
- 1.5.3 Parents' invigilators were very helpful in the invigilation work of Uniform

Test on Saturday.

2. To develop students' potential with learning diversity effectively

2.1 To implement Constructivist & Cooperative Learning

2.1.1 Constructivist & Cooperative Learning was implemented in F.1 and F.2 and trials were done in other forms. It was in smooth progress. All related teachers practised and gained precious experience, which optimized the teaching and learning and enhanced teaching effectiveness.

2.1.2 Standards of Learning Facilitation Plan (LFP) have been set up successfully in F.1 and were achieved in F.2. Colleagues should be encouraged to prepare LFP basing on the standards. Seed teachers should share with colleagues on how to fully utilize the LFPs.

2.1.3 Experience sharing of CCL were conducted in common free periods and SD Days. Experience sharing with United Christian College was also conducted. Feedback was in general positive.

2.1.4 A special consultant (Ms. Virginia Ko 高慕蓮) from the Faculty of Education, the Chinese University of Hong Kong was hired to help the Chinese Department with the development of one module in March 2014. The Chinese Department has obtained valuable experience.

2.2 To provide avenues for and recommend top students to participate in external activities and competitions.

2.2.1 Subject teachers encouraged eagerly and recommended students to participate in external activities and competitions. The results were satisfaction.

Reflections/Recommendations

1. To enhance performance of the students in public examinations

1.1 AAC should follow up with respective subject panel heads on a regular basis so as to provide suitable support and back up when needed.

1.2 Predictions of DSE result should be conducted periodically so as to allow teachers to grasp students' strengths and weaknesses more accurately and to find ways to advance students' public examination results accordingly.

- 1.3 Concern on teaching schedule of senior forms should be raised by all DSE subject teachers. The fourth cohort of NSS should finish the DSE syllabuses in or before mid-November 2014. The fifth cohort of NSS should finish in or before mid-October 2015.
 - 1.4 Colleagues should be encouraged to be HKDSE markers so that to have a clear understanding of the requirements of DSE.
 - 1.5 Outstanding DSE scripts and the HKDSE Examination Statistical Report issued by the HKEAA would be purchased. DSE Review Reports should be effectively consolidated/summarized.
2. To develop students' potential with learning diversity effectively
 - 2.1 The implementation plan for Cooperative and Constructivist Learning would be fine-tuned. CCL will be mainly adopted in F.1 and F.2 in coming year, and will not be extended to F.3.
 - 2.2 Priority would be given to the curriculum reform including the bridging of the junior and senior forms curricula. Moreover, in depth evaluation of junior form curriculum would be essential.
 - 2.3 Peer observation and LFP would be encouraged and developed next year so that teachers could share their teaching skills and methods.

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

Achievements:

Refined English Enhancement Scheme (REES)

Thanks to the grant from EDB, our teachers Ms Wong Wai Ping and Ms Lau Yin Chun continued the scheme by meeting Dr Philip Hoare in order to enhance English learning and teaching in History and Geography.

Another major concern falls on video-shooting prepared by students. Five-minute videos aiming at arousing students' interest in the topic concerned were produced and broadcast during Language Learning Enhancement Session.

English Musical

To commemorate the 20th Anniversary of our school, the English Drama Club presented a renowned Broadway musical “*The King and I*”, which turned out to be a splendid one-hour performance of our students. It was evident that our students' commitment and effort in script recitation, singing and dance choreography paid off when it ended with a big round of applause.

Junior Form Excursion and Competition

To improve students' English speaking skills and communication skills in authentic situations and to provide students a chance to explore and boost their knowledge outside school, all Form Two students were taken to Tsim Sha Tsui to conduct an interview with foreign visitors about tourism in Hong Kong after searching information and setting the questionnaires.

In addition to our usual activities ranging from F.1 Drama Competition to F.5 Inter-class Debate, a new competition ‘Voice Dubbing’ was held from F.1 to F.3. Based on the movie-tie-in series adopted in the curriculum, students disguised themselves as the characters shown in certain selected scenes. Students gave very positive feedback to this activity and performed very well in it.

English Day & Intercultural Day

An English Day is held monthly for all students to participate. It is hoped that English communication not only takes place in classrooms, but everywhere in the campus with all subject teachers and students. On this day, teachers deliver their speech in morning assembly in English, followed by ‘Have Your Say’ in the class teacher period.

Our exchange student, Siggi, who comes from Germany, taught our students an interesting German song on an English Day. He also invited his friends who are also exchange students to visit our school on Intercultural Day to conduct oral lessons with our students.

Reflections/ Recommendations:

- The work done by the consultants was solid and helpful. The selection of consultant was proved to be crucial.
- The needs of the departments varied. It took time to discuss and identify in which aspects the department needed help concerning the development in curriculum.
- The final draft of the handbook was completed by both History and Geography Departments. It is suggested that the handbook be reviewed and refined by the department heads continuously so as to utilize the handbook and thus enhance teaching and learning in the subjects.
- The atmosphere of Intercultural Day was good and it is suggested that it should be planned ahead and integrated into one of the English Days.

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

Achievements :

1. Promotion of personality development and pursuit of excellence --- Cater for learner diversity

- 1.1 - Some class teachers on the 2013-2014 appraisal list shared at the Form Meeting and the result was satisfactory.
 - Form Liaisons worked closely with class teachers through Form Meetings and daily communications.
 - Course for Form 1 career planning conducted smoothly.
 - The number of form assemblies has been increased which suit the special needs of students in various forms.
 - Students' strengths and characteristics can be identified in the S1 Training. The elements of group dynamics are incorporated in the training to identify the characteristics of the students.
 - Students can find their strengths and the room for improvements in groups in the S2 CCL base group training.
- 1.2 - Form representatives of SAU, class teachers and CCA teacher communicated to adjust the number of CCA of selected students.
 - Students have active participation in leadership training programs and know about one-self.

2. Promotion of personality development and pursuit of excellence --- Optimize the class teachers' work

- 2.1 - The trial teaching of class teacher periods by Form Liaisons went smoothly. Ten lessons were filmed but are not for sharing.

- A series of activities about moral education has been implemented on Monday class-teacher period in November, December and March respectively. Good responses were received from both teachers and students.

2.2 Both class teachers played to their strengths and worked together to help students grow. They cooperated well and utilized their expertise as well.

2.3 The procedure of lesson observation program is improved.

2.4 Lesson observation activities are carried out smoothly.

3. Promotion of personality development and pursuit of excellence --- Optimize the student development course / system

3.1 - Relevant units or staff members were informed of the counseling particulars.

Communication between form liaisons and relevant teachers was continuously improved.

- Have good cooperation with coaches in the training programs. Staff development is also worked out in the cooperation with the professionals.

- Alumni play a good role in the training program.

- Nominate lower form students to join the external training programs.

3.2 Starting from Form 1, students begin to recognize the practice of Dr. Tin Ka Ping in realizing his educational dream and understand the history of Tin Ka Ping Secondary School. His sacrifice and dedication will develop and strengthen students' sense of superiority of being students of our school. This sense will fully expressed in every detail in their school life.

3.3 - Increase the number of form 3 & 4 students got involved in leader posts especially in Houses & SU.

- Reviewed & evaluated the type & number of CCA, e.g. the development of music CCA was re-organized.

3.4 - The record system is established as internal use and tested.

- Investigation on related activities is in progress. Good to have alumni to join the discussion.

3.5 - The career guidance unit has held the JUPAS Seminar in Life Education Period earlier, right after the JUPAS online launched. We ended the internal deadline earlier for following up action so class teachers could further provide guidance. With PTA support, we provided parents talk to help them familiar with the JUPAS system and overseas studies, especially in Mainland china and Taiwan.

- Career guidance teachers formed a F.5 career guidance group to help students map their career life planning.

3.6 - All of the programs have the emphasis on the concept of balanced lifestyle.

- From the reflections of students, they have shown the acknowledgement of the concept and the needs.

4. Reinforcement of students' moral values --- Reinforcement of students' moral values

4.1 - Class-based major concern(s) can be selected (from Care, Honesty, Diligence and Perseverance) in the first Life Education lesson.

- An exhibition of ICAC was organized for F1 and F2 students; a class on Honesty was given in F3, F4 & F5 during the class teacher period, with a view to helping students be honest and appreciating the importance of honesty in society. The results were satisfactory.

- A series of activities about moral education has been implemented on Monday class-teacher period in November, December and March respectively. Good responses were received from both teachers and students.

- We invited some alumni who are professionals to share their work experience. We have provided more sharing chances to promote positive work ethic and working attitudes. Alumni students were invited to share their working experience and career path to all

students in our school. F.4 students shared their study strategies and subject selection.

Students shared their workplace visit experience through writing articles.

4.2 The number of students getting "active participation" are increased (284 students).

5. Reinforcement of students' moral values --- Widening students' horizons

5.1 - Different programs are carried out such as listening period of news and editorials, news bulletin board, current affairs quizzes and forums, etc.

- Current events are implemented in the training programs. Students have positive feedback and self-reflection.

5.2 - Sustain students' motivation to participate in voluntary work. More junior form students can participate in external voluntary work.

- Volunteer work is incorporated in the training programs.

5.3 We worked with NGO to provide workplace visit to help students get familiar with the popular sector such as hospitality and catering service. Some seminars, like studying in Taiwan and US were organized to help them know more about studying abroad. We also organized career counseling group for F.4 and F.5 students. The workshop was well received.

Reflections :

1. Promotion of personality development and pursuit of excellence --- Cater for learner diversity

1.1 - Self-reflection in three-year cycles should continue.

- When planning future curriculum, we can invite alumni to share their experience on studying.

- Suggest revising the S1 training program as to recognize students' strengths.

- Suggest fine tuning the S2 CCL training program to have more reflections in oneself

and groups.

- 1.2 - Ask the opinion from SAU to see whether it is needed to add this agenda (Teachers have given more chance for students (not cream students) to in charge activities to increase their sense of achievement) in form meeting.
 - Suggest setting standards and more recognition for the follow-up activities of the leadership training programs as to recognize students' strengths and have better sustainability.

2. Promotion of personality development and pursuit of excellence --- Optimize the class teachers' work

- 2.1 - Follow the existing arrangements (class teacher periods) in general; facilitate class teachers' moral education lessons and class-based initiatives. Continue to carry out planned activities to address major concerns.
 - Trial teaching of class teacher periods by Form Liaisons will continue, serving as a bridge between the S.A.U. and class teachers, for getting the picture of planned class teacher periods and paving the way for future lesson observations.
- 2.2 Follow the existing arrangements (double class teacher system) in the hope that class teachers will focus their efforts in strengthening communication with parents.
- 2.3 - A survey will be conducted as last year and works toward future implementation of class teachers' appraisal according to the timetable.
 - Few teachers failed to find a suitable topic and quitted. Earlier notice is necessary in the future. The maximum number of observers is 3 for each class. Inter-form lesson observation can be considered too if there are more than 3 observers.

3. Promotion of personality development and pursuit of excellence --- Optimize the student development course / system

- 3.1 - Class teachers should be given more information of the particulars of a counseling

service, its outcome, students' participation and response, and any follow-up needed.

- Investigate more opportunities for external resources.

3.2 - The course (about Dr. Tin Ka Ping) is rich in content, but time is too short to run.

- There is a trend that the weekly assemblies are carried out in form based.

3.3 - Recommend the "trained students" from SLTU to CCA groups.

- Keep on review the development of CCAs related to PE (some new PE teams) and music (the set-up of orchestra).

3.4 The recording system should be tied in with other school systems. Suggest a trial study on the feasibility of showing the training records in database. Technical support is needed.

3.5 - Though we have invited alumni students to share their work experience, many students find it difficult to relate what they are learning to the workplace in society. A career guidance curriculum including holistic workplace visit, career research paper, trends of local economy, work ethics, etc is missed.

- Most junior forms students and some senior forms students are not responsive towards their future career. Students and parents are too much circumscribed by "JUPAS as successful winners and Non-JUPAS as losers". Individual career counseling is urgently needed to assist students in understanding their strengths and weaknesses, aptitudes, so that they could reach an informed, reasoned and realistic decision in their choices of further education and their careers.

- Business-school partnership has yet to be set up. We further explore more NGOs and private sectors to provide mentorship programmes and interview skill workshop.

- Teachers in general are not very familiar with the work in the group. Awareness of careers education in school level and subject level is rather weak. Students are eager to search for information on educational, employment and vocational training aspects.

3.6 The ratio of the teachers for supporting students with special educational needs is still below the requirement by the EDB. Thus we will strongly recommend interested / target teachers to pursue further studies in that area. At the same time the Staff Professional Development Unit will introduce them to relevant courses.

3.7 Building habits in lower form. More collaboration and communication among student affairs working groups help to establish the atmosphere.

4. Reinforcement of students' moral values --- Reinforcement of students' moral values

4.1 Following the model last year, select one core value and focus on achieving its goal and building class culture / atmosphere through various approaches. To keep a class' own characteristics, other core value(s) are allowed but they should be revisited at other Monday class teacher period or class committee time.

4.2 Refine the criteria for students getting the honour. (to reduce the discrepancy among teachers)

5. Reinforcement of students' moral values --- Widening students' horizons

5.1 It is recommended to use the notice boards near the tuck shop for displaying the news.

5.2 The participation of senior students drop continually reflects the alarm of our scheme.

田家炳中學
校管文件-財務報告 2013-14

2013-14

承上結餘（政府資助及學校津貼）		收入（\$）	支出（\$）
3,706,254.09			
I. 政府資助			
1. 行政津貼		3,677,742.00	3,441,551.51
2. 擴大的營辦開支整筆津貼		1,877,702.91	2,364,195.37
3. 資訊科技綜合津貼		392,943.00	457,519.80
4. 學校發展津貼		537,792.00	584,632.80
5. 有關學生支援津貼 ((NAC) (包括為新來港學童而設的校本支援計劃)		4,874.00	1,400.00
小 結：		6,491,053.91	6,849,299.48
其他津貼 (School-based After-school Learning and Support Programmes)		126,000.00	36,680.00
小 結：		126,000.00	36,680.00
II. 學校津貼（一般津貼）			
1. 堂費		403,488.74	428,482.43
2. 捐款		92.00	92.00
3. 具特定用途的收費 (包括空調電費)		313,380.00	511,837.85
小 結：		716,960.74	940,412.28
總 結：		7,334,014.65	7,826,391.76
2013-14 年度總盈餘 /(赤字)		(492,377.11)	
2013-14 年度終結總盈餘		3,213,876.98	

學生表現 Student Performance

全港性系統評估（中三）TSA (S.3)

科目 Subject	完成紙筆評估的學生人數 Students who were evaluated with written tests	已達基本水平的學生人數 Students who reached the basic level	學校已達基本水平的學生百分率 Percentage of students who reached the basic level	全港已達基本水平的學生百分率 Overall percentage of students in HK who reached the basic level
中國語文 Chinese Language	143	131	92	77
英國語文 English Language	144	136	94	69
數學 Mathematics	144	137	95	80

公開試成績 2014

2014 香港中學文憑考試成績	<p>英文科及格率為 100% (*全港及格率為 77.9%) 達 3 級比率為 78.9% (*全港達 3 級比率為 52.8%) 中國語文科及格率為 97.7% (*全港及格率為 80.4%)。 達 3 級比率為 72.0% (*全港達 3 級比率為 51.8%) 數學科及格率 (達 2 級) 為 97.7% (*全港及格率為 80.0%)。 通識科及格率 (達 2 級) 為 98.9% (*全港及格率為 87.7%)。</p> <p><u>成績最好的兩個選修科</u> (1) 歷史：達 4 級比率為 75.0% (*全港達 4 級比率為 45.8%) (2) 地理：達 4 級比率為 70.0% (*全港達 4 級比率為 35.4%)</p>
最佳成績	2(5**)、2(5*)、2(5)

*全港日校考生及格率及優良率，資料來自香港考評局

Public Exam Results 2014

2014 HKDSE	<p>Passing percentage (at Level 2) of:</p> <p>English Language – 100% (*Hong Kong average: 77.9%)</p> <p>Chinese Language – 97.7% (*Hong Kong average: 80.4%)</p> <p>Mathematics – 97.7% (*Hong Kong average: 80.0%)</p> <p>Liberal Studies – 98.9% (*Hong Kong average: 87.7%)</p> <p>Percentage at Level 3 or above:</p> <p>English Language – 78.9% (*Hong Kong average: 52.8%)</p> <p>Chinese Language – 72.0% (*Hong Kong average: 51.8%)</p> <p><u>Best two electives:</u></p> <p>(1) History at Level 4 or above: 75.0% (*Hong Kong average: 45.8%)</p> <p>(2) Geography at Level 4 or above: 70.0% (*Hong Kong average: 35.4%)</p>
Best performance	2(5**) 、2(5*) 、2(5)

**Passing percentage of Day School Candidates, from the HKEAA*

2013-2014年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2013-2014

見附錄《2013-2014 校際公開比賽獲獎項目總錄》

Appendix – 2013-2014 Award List for Inter-School and Public Competitions

聯課活動的參與 Participation in Co-curricular Activities (CCA)

1. 聯課活動的數目：Types

聯課活動 CCA	數目 Types
學術 Academic	15
體育及運動類 PE	15
文娛康樂類 (Performing) Arts	13
制服及服務類 Services	10
興趣類 Hobby	6
靈育類 Spirituality	1
總數 Total	60

2. 中一至中三及中四至中七各學習階段，由學習領域科目組織的全校性或全級性學習活動的總數 School-wide or form-wide learning activities for S.1 to S.3 & S.4 to S.7 students by subjects in different learning areas:

	學習活動 Learning Activities	總數 Total
中一至中三 S.1 to S.3	<p>演閱時段、中一生活紀律訓練營、社際問答比賽、社際英文辯論比賽、試前溫習、學校文化日計劃活動、升中一暑假英語提升課程、Interclass Speech Arts Contest、陸運會、水運會、數學競賽培訓課程、學術周、書展、中華文化薪火相傳禮、中華狀元紅、初中說話技巧工作坊、中三物理科飲管比賽</p> <p>Reading Enhancement Period, S.1 Discipline Training Camp, Inter-house Quiz, Inter-house English Debate Contest, Pre-exam Revision, School Culture Day Preparations, S.1 Summer English Bridging Course, Interclass Speech Arts Contest, Athletic Meet, Swimming Gala, Courses for Maths Competition, Academic Week, Books Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, Chinese Culture Prince, Junior Form Speech Arts Workshop, S.3 Straw Competition (Physics)</p>	17

中四 至中 六 S.4 to S.6	<p>演閱時段、社際問答比賽、中五生物科野外考察營、中五地理考察、高中四川文化交流、中四級國內文化交流、周年學術講座、社際英文辯論比賽、中文辯論比賽、試前溫習、中四級班際辯論比賽、陸運會、中四藝術新體驗計劃、中四及預科散文創作班、學術周、書展、中華文化薪火相傳禮、高中散文創作班、中四物理科飲管比賽、中五級辯論比賽、物理玩具及電路工作坊</p> <p>Reading Enhancement Period, Inter-house Quiz, S.5 Biology Field Camp, S.5 Geography Field Trip, Sichuan Cultural Exchange, S.4 Mainland Cultural Exchange, Academic Talks, Inter-house English Debate Contest, Chinese Debate Contest, Pre-exam Revision, S.4 Interclass Debate Contest, Athletics Meet, S.4 Arts New Experience Scheme, S.4 Prose Writing Class, Academic Week, Book Exhibition, Pass-it-on Chinese Culture Promotion Ceremony, S.4 Straw Competition (Physics), S.5 Debate Contest, Physics Toys/ Circuit Workshop</p>	21
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3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況

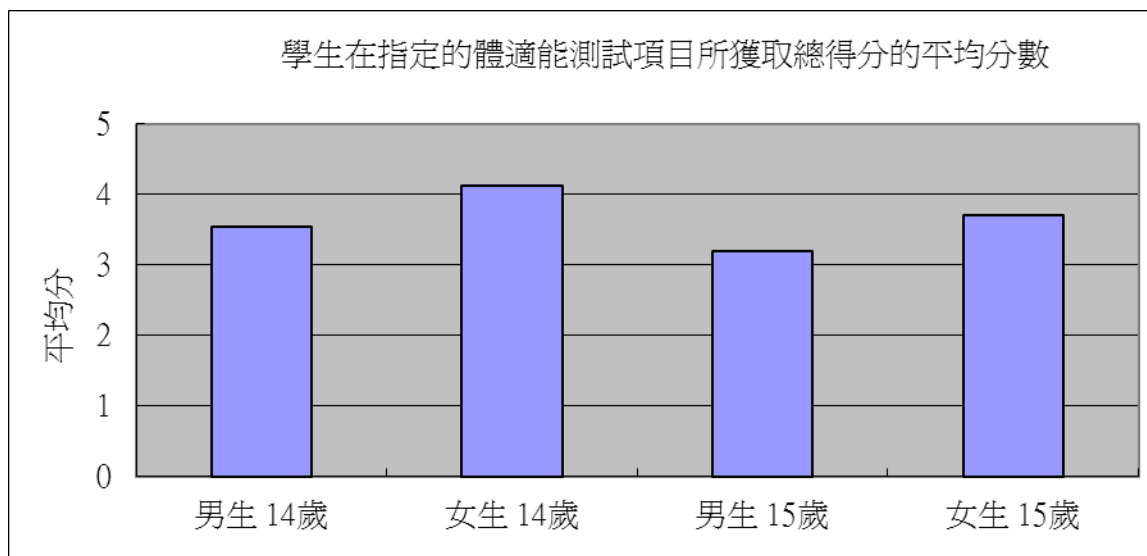
Students' Participation in external events in 2013/14.

	中一至中三 S.1 to S.3	中四至中六 S.4 to S.6
香港學校音樂節 Hong Kong Schools Music Festival	100 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (12 人) Chinese – 12	中文 (14 人) Chinese – 14
	英文 (107 人次) English – 107	
香港學校戲劇節 Hong Kong School Drama Festival	17 人 Students	
學校舞蹈節 Schools Dance Festival	44 人 Students	
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	295 人 Students	

學生的體格發展 Physical Development

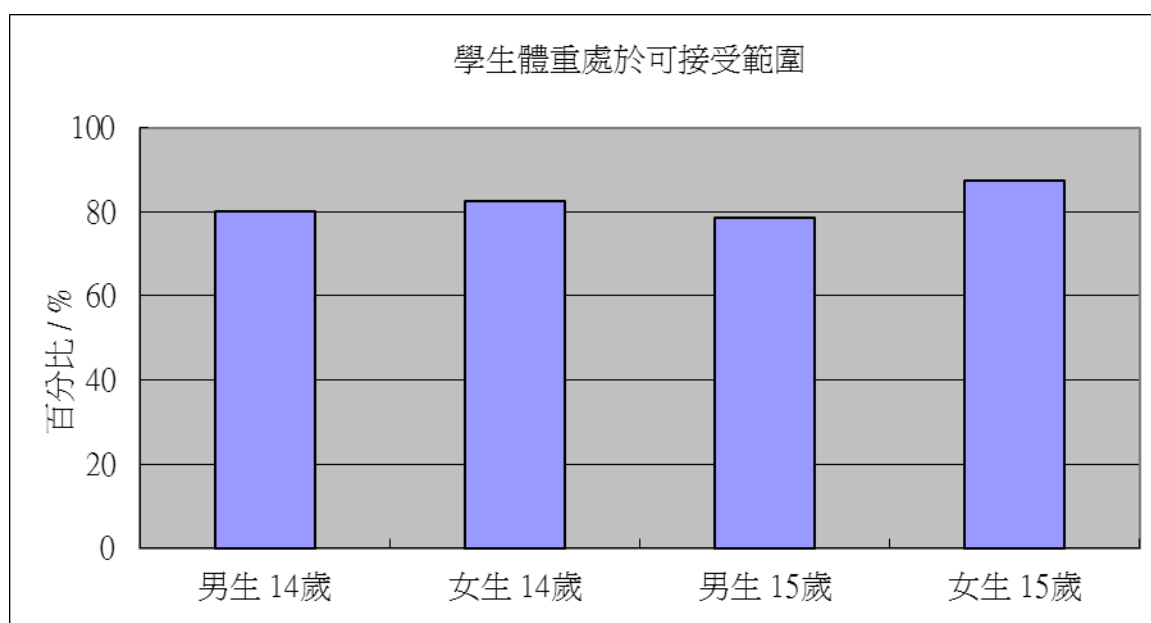
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.54
女生 14 歲 Girls at 14	4.12
男生 15 歲 Boys at 15	3.20
女生 15 歲 Girls at 15	3.71



學生體重處於可接受範圍 Percentage of students whose weight is within the normal range

	百分比 / %
男生 14 歲 Boys at 14	80.00
女生 14 歲 Girls at 14	82.56
男生 15 歲 Boys at 15	78.46
女生 15 歲 Girls at 15	87.50



學校未來發展計劃的關注事項 Major Concerns in Future Development

1. To enhance the Self-improvement Mechanism by Seizing the Opportunity of External School Review (ESR)
2. Enhancement of Constructivist and Cooperative Learning (CCL)
3. Striking a Balance Between Conformity and Individuality / Collective and Individual Development