



學校報告

SCHOOL REPORT

(2014/15)

辦學宗旨

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。

School Mission

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

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

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

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

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

我們的學校 School Profile

學校簡介 General Information

本校於 1994 年由田家炳基金會創立，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。SBA has been implemented since 1994.

校董會組合 Constitution of the School Management Board

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
11/12	3	1	1	1	1	6
12/13	3	1	1	1	1	6
13/14	3	1	1	1	1	6
14/15	3	1	1	1	1	6

我們的學生 Students

班級組織 Classes

- 2014/2015 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 2014-2015*

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	4	5	5	26

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	56	63	53	50	78	81	381
女生人數 Girls	80	77	92	92	88	95	524
學生總數 Total	136	140	145	142	166	176	905

(01/09/2014 入學人數, Admitted on 01/09/2014)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	100
中二 S.2	100
中三 S.3	99
中四 S.4	98
中五 S.5	100
中六 S.6	99

全校學生的平均出席率達 99%

The average attendance rate is 99%

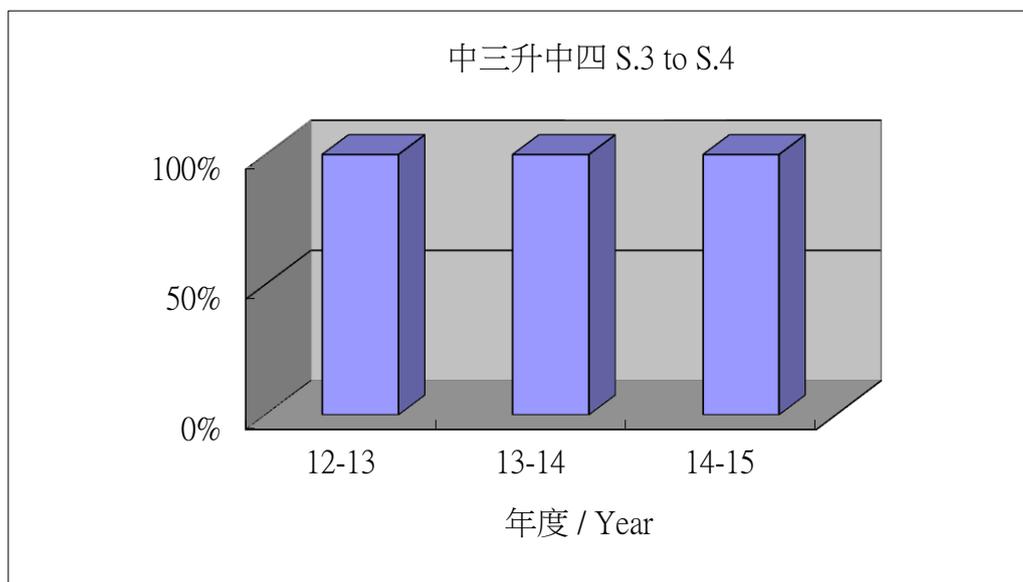
學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

12-13 100%

13-14 100%

14-15 100%



離校學生出路 Pathways of S.6 graduates

中六同學分別有 51.1%升讀本地學位課程，32.4%升讀本地副學位課程，0.6%修讀其他課程，8.0%重讀，4.0%往外地升學，0%就業，4.0%為其他情況。

Degree – 51.1%;

High Diploma or Associate-degree – 32.4%;

Other courses – 0.6%;

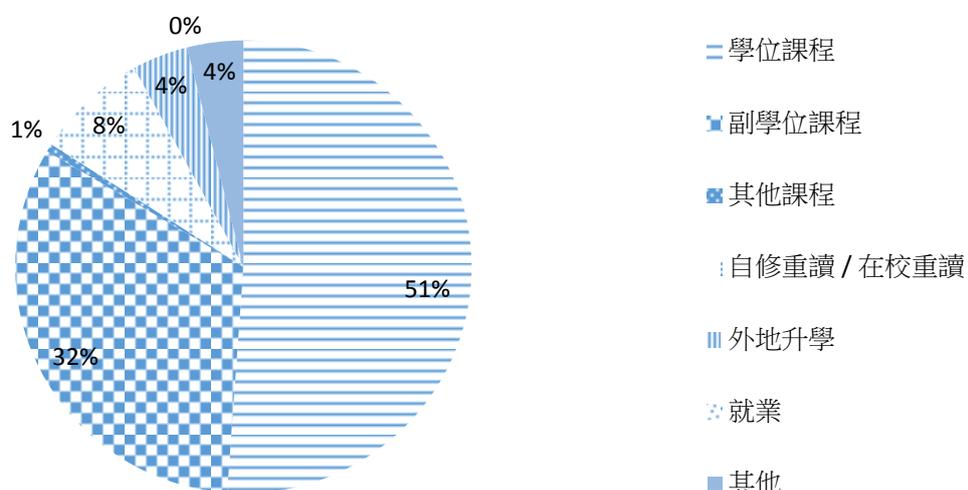
Repeating S.6 – 8.0%;

Study aboard – 4.0%;

Employment – 0%

Others – 4.0%.

中六畢業同學出路統計



在學年內提早離校學生 Dropouts

級別 Level	人數 Number of students
中一 S.1	1
中二 S.2	1
中三 S.3	6
中四 S.4	5
中五 S.5	3
中六 S.6	0

我們的教師 Teaching Staff

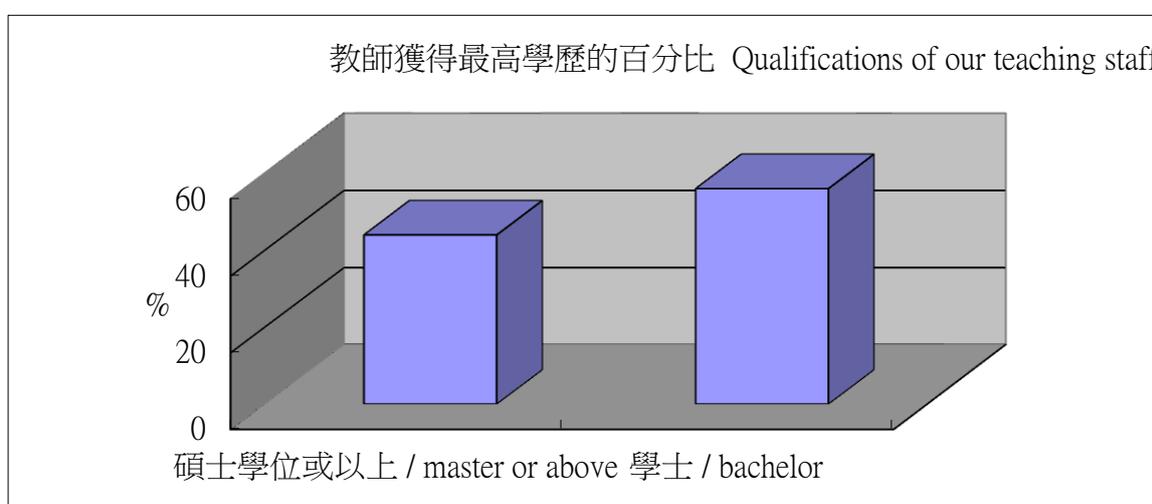
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2014-2015 年度本校教師數目（編制人數）為 57 人，其中 44% 持有碩士學位或以上資歷，56% 為學士學位持有人。

Qualifications of our teaching staff

There were 57 entitled members of staff in 2014-2015, with 44% having a master or above degree and 56% a bachelor degree.

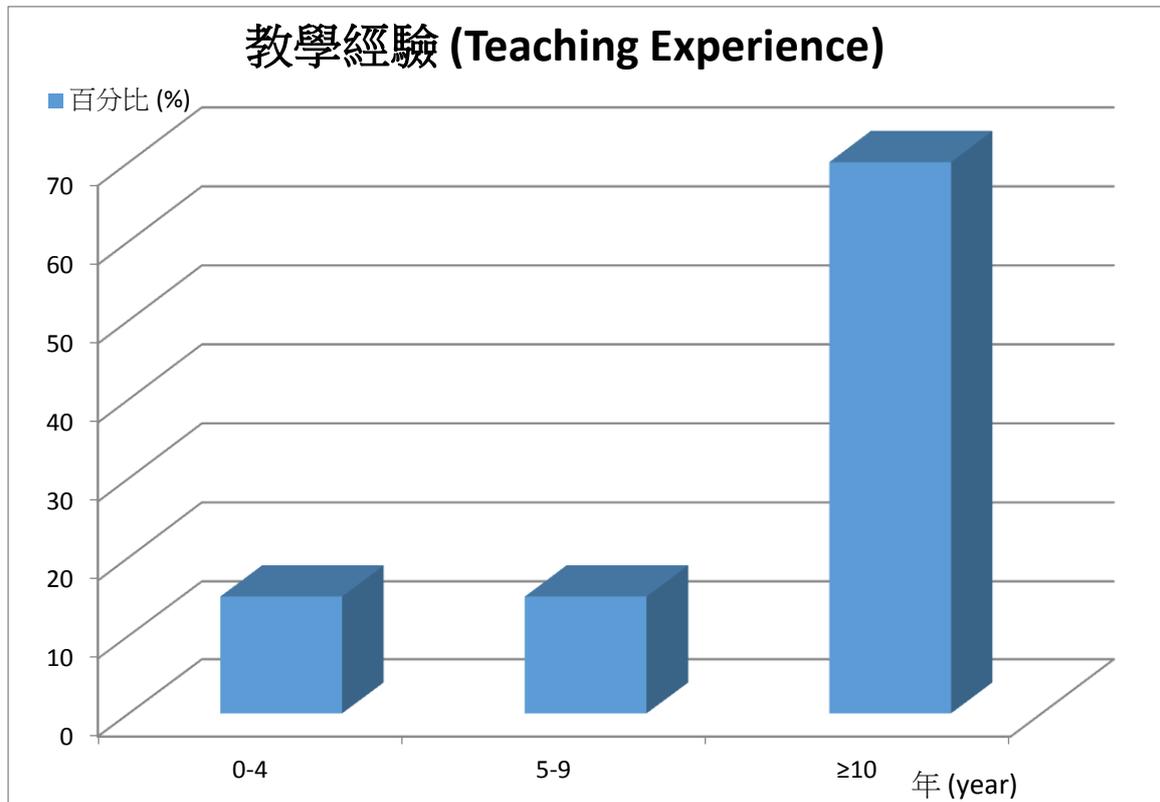


2. 已接受專業訓練教師的百分比為 95%.

95% 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 %	15	15	70



教師專業發展 (2014/15) 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 = 3970 小時
平均每名教師參與持續專業發展的時數 = 61 小時
Total hours that teachers spent on professional development in 2014/15 = 3970 hrs
Total hours one teacher spent on professional development in 2014/15 = 61 hrs
2. 在整學年內，校長參與持續專業發展的時數
65 小時
Total hours the Principal spent on professional development in 2014/15 = 65 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 \$450.00

The budget for teachers' continuous professional development in 2014/15:
\$450.00

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
\$27,111.40/62 人 = \$437.28

Actual expenditure on continuous professional development of one teacher
in 2014/15: \$27,111.40/62 人 = \$437.28

我們的學與教 Teaching and Learning

學校實際上課日數 School days

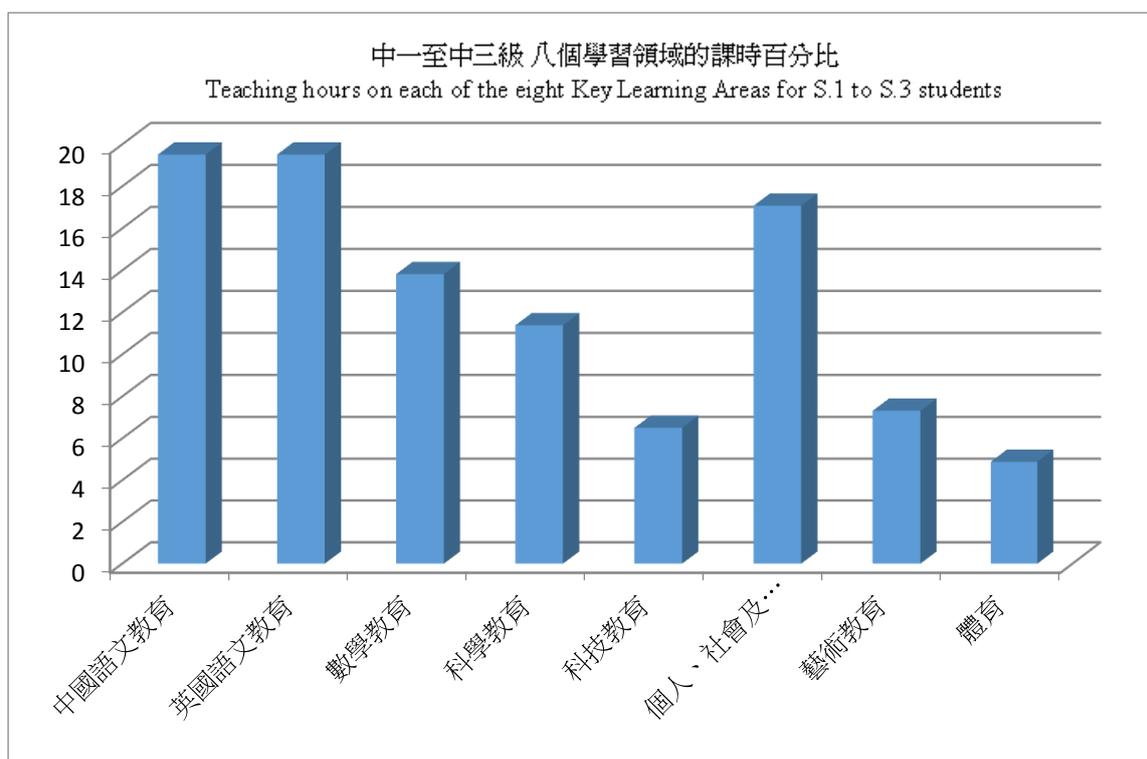
1. 中一至中三整學年，實際上課日數 191 日
School day for S.1 to S.3 students : 191 days
2. 中一至中三整學年，學校為全級或全校安排的學習活動日為 21 日（包括中一級生活紀律訓練營、中二級高效學習小組訓練、周年旅行、陸運會、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日等）
Activity days (school-wide or form-wide) for S.1 to S.3 students: 21 days (including the S1 Discipline Camp, CL Base Group Training for S.2 Students, School Picnic, Athletics Meet, Inter-class Singing Contest & Christmas Celebration, School Dedication 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	19.5
英國語文教育 English Language Education	英國語文 English Language	24	19.5
數學教育 Mathematics Education	數學 Mathematics	17	13.8
科學教育 Science Education	綜合科學 Integrated Science	14	11.4
科技教育 Technology Education	電腦+D&T+HL Computer Literacy + Design of Technology + Healthy Living	4+2+2	6.5
個人、社會及人文	生活教育+世史+中史+	3+2+2+2+10+2	17.1

教育	地理+通識+經濟		
Personal, Social and Humanities Education	Life Education + History + Chinese History + Geography + Liberal Studies + Economics		
藝術教育	視覺藝術+音樂	Visual Arts + Music	5+4 = 7.3
Arts Education	Arts + Music		
體育	體育	Physical Education	6 = 4.9
Physical Education			
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

2014-2015 上學期(03/09/2014-19/12/2015)			
	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	24%	16%	20%
每月少於一次	59%	60%	61%
從不	9%	18%	12%
2014-2015 下學期(26/01/2015-29/05/2015)			
	1A-3D	4A-5E	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%	14%
每月少於一次	45%	54%	48%
從不	33%	30%	32%
2014-2015 全年(03/09/2014-29/05/2015)			
	1A-3D	4A-6E	全校
每周一次或以上	0%	0%	0%
每兩星期一次	4%	2%	3%
每月一次	19%	8%	13%
每月少於一次	68%	68%	68%
從不	7%	21%	14%

總借出次數：6443

融合教育 Integrated Education

本校成立融合教育小組統籌全校融合教育的工作，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，提升有特殊教育需要學生的學習、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 Enhance the Self-Improvement Mechanism by Seizing the Opportunity of External School Review (ESR)

Achievements :

1. Organization of the planning and implementation of SSE to facilitate the looping of School improvement cycle through the P.I.E. mechanism

- Through the implementation on the P. I.E. mechanism, school units were well equipped with the concept of the school improvement cycle which was revealed in most of the minutes of the school units and the formulation of School Development Plan at school level and Annual School Plan at unit / subject level on the ground of various internal surveys and reviews.

2. Analysis of the data from SSE surveys

- Analysis of the data from SSE surveys were well conducted. The ESDA platform developed by the EDB facilitated a systematic analysis of the data.
- The data were useful to plot the current situation of the school. This also greatly helps formulate the School Development Plan (2015-2018).
- Sampling size of students' survey was enlarged and thus reliability of the survey was ensured.

3. Support to the implementation of ESR

3.1 Administrative support to the ESR

- An electronic platform has been successfully established. The running of the platform during the ESR were smooth.
- Information Technology Unit and clerical staff in the school office rendered remarkable support in IT matters and administration work during the ESR.

3.2 Familiarize staff with the procedures and quality standards of ESR

- Briefing sessions on ESR were well attended.
- Faculty grasped firmly the procedure of the ESR through :
 - 1) Briefing sessions held by EDB and the school
 - 2) SD Days and Staff Meeting facilitated the discussion on various matters concerning the ESR
 - 3) Relevant documents on ESR were disseminated to staff members
 - 4) Experiences from other schools received recent ESR have been channeled to the faculty.

3.3 Smooth running of the ESR

- Different meetings, interviews and lesson observations during ESR were well arranged.
- Information flow during ESR was smooth. Teachers concerned were well informed of the progress of the ESR and appropriate feedbacks could be made in meetings and interviews with the ESR Team.
- Students and parents were in good coordination with the school and earned appreciation from the ESR Team.
- School's performances were highly positive as revealed in the ESR Report received in July 2015.

Reflections/Recommendations

1. Organization of the planning and implementation of SSE to facilitate the looping of School improvement cycle through the P.I.E. mechanism
 - Stakeholders' Survey: several teachers' questionnaires have not been collected. Views of part of teachers were not taken in account. Questionnaires from students and parents were collected properly and the responses were encouraging. It was suggested that a special session for teachers to fill out the questionnaires should be arranged to avoid delay of delivery.
 - A web-based electronic questionnaire should be produced to accommodate different needs of the school stakeholders.
 - Dates for handling surveys should be clearly demarcated in the School Calendar in order to avoid clashes and confusions.
2. Analysis of the data from SSE surveys
 - An analytical framework should be developed to keep track of the school improvement trend.
3. Support to the implementation of ESR
 - 3.1 Administrative support to the ESR
 - Minutes of a number of units / subjects were not in good form. It is suggested that minutes of units / subjects should be well signed by relevant parties for confirmation and be scanned once a year in summer vacation for proper storage.
 - 3.2 familiarize staff with procedures and quality standards of ESR.
 - Interflow with schools have received recent ESR should be held to facilitate the preparation of the ESR.

Major Concern (II): Enhancement of Constructivist & Cooperative Learning (CCL)

Achievements:

1. Implementation of Constructivist & Cooperative Learning

1.1 Curriculum review and reform

- Teachers' sharing was conducted weekly within subject panel during the common free periods to explore room for improvement.
- Curricula of Chinese, English, Mathematics and Liberal Studies were reviewed and reformed. The four major subjects have made different progresses in the reform.

1.2 Using CCL in lessons

- The teaching frameworks and teaching materials for CCL were adjusted and amended.
- Teachers used CCL in around 50% of their lessons. Teachers got better understanding about how students think and hence were able to devise corresponding instructional strategies to tackle.
- Since preparation of CCL materials is extremely time-consuming, teachers commented that they did not have time to prepare LFPs; preparation of pre-lesson worksheets was often in great hurry. Resources are still needed for preparation of LFPs in systematic ways

Reflections and recommendations

- Since the curriculum reform is a huge project and takes a lot of manpower, time and experience to optimize a school-based curriculum, teachers' training will continue next year.
- Pre-lesson preparation requires students take more time to think over the concepts to be learned, and hence is effective in enhancing their learning. Learning is most effective where learning frameworks and learning difficulties are identified and utilized to design the pre-lesson worksheets.
- CCL promotes thinking and, through interaction and pre-lesson preparations, students think more/deeper and hence higher-order thinking is fostered. More could be done on promoting thinking habits, for this is one of the most important learning tasks.
- CCL leads to insufficient teaching time or tight teaching schedule, yet the situation is a bit better when pre-lesson worksheets are given so that students have prepared for thinking in advance. More time can be spent on thinking instead of understanding those trivial concepts.
- Subject panels and seed teachers should take the initiative to encourage and facilitate CCL application in their subjects. They should train others to use CCL.
- Pre-lesson preparation is highly recommended in order to foster self-directed learning. Curriculum reform needs a lot more manpower.

2. Teachers' Professional Development in Constructivist and Cooperative Learning

2.1 Provide subject-based training to seed teachers and conduct lesson preparation as well as experience sharing sessions for subject teachers

- Subject-based trainings were provided to S1 and S2 teachers in four major subjects (Chinese, English, Mathematics, and Liberal Studies). Trainings were positively commented and considered useful by the subject teachers.
- On staff development days, time was allocated for CCL lesson preparation. The sessions were positively rated and considered useful by the teachers.
- Academic exchanges on CCL application were held during common free periods instead of subject meetings. During the periods, teachers actively shared their

ideas on lesson preparation. Teachers' ratings were positive and the exchanges were considered satisfactory.

2.2 Provide support (training and experience sharing) for preparation of learning facilitation plans (LFPs)

- Subject-based training was carried out during common free periods. Pre-lesson worksheets were prepared, but due to the time constraints not many LFPs were produced.
- Support was provided by conducting lesson preparations with teachers under appraisal. Before a lesson observation, the concerned teachers discussed their lesson plan with CCL trainers, and the trainers gave them advice on instructional strategies in applying CCL.
- Support was given to S1 and S2 teachers in preparing LFPs. Their ratings of support for their LFP preparation are satisfactory.

2.3 Provide resources that enhance teachers' teaching effectiveness

- Extra human resources were provided for enhancing teaching effectiveness. Seed teachers were assigned fewer lessons so as to put effort in developing pre-lesson worksheets and LFPs. The deployment of human resources was considered satisfactory.
- There was no book purchase this year.

Reflections and recommendations

- The training on CCL is in good progress. A few seed teachers were trained, and their lessons were found with high learning outcomes. Most of them grasped the CCL concepts well and colleagues in S1 and S2 in general considered the training useful. They agreed that pre-lesson preparation is important to students' learning, thus more effort should be made in pre-lesson preparations. Subject-based training is effective and should remain the direction of the training. Moreover, the seed teachers should shoulder more responsibilities in training subject teachers for improving their proficiency in utilizing CCL.
- Colleagues reflected generally that time for preparing instructional materials was greatly insufficient, rendering preparing LFPs and worksheets at the same time impossible. Ways to provide teachers with sufficient time for preparation should be sought in the future, e.g. continuing lesson preparation sessions in the coming Staff Development Days.

3. CL Base Groups

3.1 Form 1

- Groups were successfully set up and grouping was tied in with the Discipline Training Camp held in late September 2014.
- Cooperation between group members was well maintained.
- Inter-class competition was designed to enhance student's participation in the Excellence Award Scheme.
- CCL survey in S1 was done in the post-exam period.

3.2 Form 2

- 2 pilot classes were implemented to promote Highly Effective CL Base Groups.
- Training was successfully conducted in early October 2014. Evaluation was made and received positive feedback in general.
- Buddy Scheme was implemented to strengthen the assignment collection.

- Performance varied in different classes.
- CCL survey and report have been successfully done in S2
- The pertinent data and analysis report have been reported to class teachers for further follow-up.
- Current CL base groups are stable in general but lack of group dynamics.
- The Class Committee's Work Manual has been produced and provided to class teachers.

Reflections and recommendations

- Class teachers' roles and responsibilities should be further reinforced
- CL elements and group dynamics should be enhanced in general
- Class teachers should utilize the group dynamics in class management, including notice board criteria, group regulations, group logos/slogans, monthly class committee meeting, etc.
- Assignment collection should be effectively implemented for all subjects in F.2.
- The role of class teacher: it is recommended to add new action items concerning CL Base groups and S1 camp follow-up into the class teacher work allocation form

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 2014–2015 appraisal list shared at the Form Meeting and the result was satisfactory. (SAU)
- 1.2 Form liaisons worked closely with class teachers through Form Meetings and daily communications. (SAU)
- 1.3 Focused trainings provided for the prefect leaders and the seed prefects enhanced their leadership skills and abilities to organize activities; focused trainings provided for the aspiring prefects equipped them with skills needed for performing their duty. (SAU)
- 1.4 The performance of most monitors was satisfactory as evaluated by their class committee. (SAU)
- 1.5 PE and Music teachers have retrieved the data so that students can be nominated to participate in external competitions. (CCAU)
- 1.6 There is a continuous increase in the number of students participating in external competitions. (refer to the prize list in the ‘Green Field’). (CCAU)
- 1.7 The number of co-curricular activities of some specific students is adjusted under the communication of the members of Joint Committee on Student Affairs (JCSA), class teachers and co-curricular activities teachers. (CCAU)
- 1.8 Training indicators are set in S1 training and LIVE training. Students can recognize one-self strengths and weaknesses through teachers’ and peer feedback and self-reflections. (SLTU)
- 1.9 Training activities are refined and focused. Students can have clear goals for personal development in the field of leadership training. (SLTU)
- 1.10 More than 90% of the students show good participation and acquire the skills in collaboration in all training activities. (SLTU)
- 1.11 Buddy scheme make a significant progress in the S1 discipline training camp follow-up activities. 95% meet the standards and 56.3% have good and excellent performance, presenting the most positive effect in past five years. (SLTU)
- 1.12 All S4 students and eighty eight S5 students received individual career counseling co-organized by the HKFYG and TKPSS. Students could identify their strengths so as to find their study paths. They were well informed of multi-pathways of career choices. Group Career Counseling was first introduced to S6 students who found it very useful and helped them make informed choices in the JUPAS system. (CGU)
- 1.13 Career Planning programmes were strengthened to all levels. It led students to build long-term vision and planning. (LEU)
- 1.14 This year, alumni sharing sessions were introduced in part of the curriculum and lessons, so that students can have more information from the target speakers for future reference. (LEU)

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. (SAU)
 - 2.2 Class teacher periods run smoothly with much student's engagement to promote positive values. (SAU)
 - 2.3 Double class teacher arrangement went smoothly. Both class teachers played to their strengths and worked together to help student's grow. They cooperated well and utilized their expertise as well. (SAU)
 - 2.4 Double class teacher system is arranged to provide sufficient guidance to students. (SAU)
 - 2.5 A self- reflection session for class teachers was scheduled and implemented. (SAU)
 - 2.6 With the survey results on hand, form liaisons initiated discussions with class teachers about issues in their form and class. (SAU)
 - 2.7 All class teachers were equipped with professional career workshop in one staff development day. (CGU)
 - 2.8 The stability of the assignment of class teachers, coupled with the steady curriculum, enabling teachers to prepare life education lessons and make improvements. (LEU)
 - 2.9 There are more variations in the effectiveness of the life education lessons. Time allocating for form assemblies increased steadily. (LEU)
 - 2.10 Lesson observation of life education lesson has been implemented for three years, the flow is smooth and the overall awareness has established. This year some form one and six class teachers have done cross-form lesson observations. It helped to facilitate the culture of peer learning. (LEU)

3. **Promotion of personality development and pursuit of excellence --- Optimize the student development course / system**
 - 3.1 Wind Instrument Class, a new music co-curricular activity, was set up successfully. (CCAU)
 - 3.2 There is an increase in the number of cases exceeding 1P1M (10 in 2014/15). (CCAU)
 - 3.3 Selected co-curricular activities led by outside school tutors were evaluated in CCAU meeting. (CCAU)
 - 3.4 Review and evaluation in type and number of co-curricular activities was completed. (CCAU)
 - 3.5 Training activities outside campus are implemented in LIVE training. Students have great achievements. (SLTU)
 - 3.6 The student leaders training framework is fine toned and in tie with the school data base system. Training objectives and indicators are clearly set. (SLTU)
 - 3.7 S1 students are highly motivated in the S1 training and have great improvement in the discipline training camp follow-up activities. (SLTU)
 - 3.8 Professionals in different career aspects, medicine and psychology, were invited to deliver career workshops to students. Organizations were invited to share university life in Taiwan. (CGU)
 - 3.9 Career Life Planning Lessons have been restructured in each form so as to carry out different objectives and goals to different levels. (CGU)
 - 3.10 Career Life Planning Grants have been optimized in individual and group

- counseling, Career Life Planning Curriculum, facilitating learning experiences about work, and organizing school-wide career guidance activities. (CGU)
- 3.11 JUPAS seminars were held to help S6 students and all applications were achieved before internal and external deadlines. (CGU)
- 3.12 Form assemblies, assemblies and life education lessons have reached a balance, and the overall quality of all levels of the form assemblies could be properly controlled. (LEU)
- 4. Reinforcement of students' moral values --- Reinforcement of students' moral values**
- 4.1 The teaching materials of the core values in the resources bank are rich and systematic, easy for class teachers to use. (SAU)
- 4.2 Teachers are willing to share their personal experience with students to encourage their reflection and cultivation of positive values. (SAU)
- 4.3 Exhibition and competition was held and core values were reflected in students' beautiful posters. (SAU)
- 4.4 586 students have achieved 'active participation' in co-curricular activities, which can reflect their improved sense of responsibility, perseverance and care. (CCAU)
- 4.5 100% S1 leaders fully agree buddy scheme help in adaptation and build up bonding within class and S2 seed leaders. Students confirm and exhibit the power of collaboration and show care for the others. (SLTU)
- 4.6 Students were equipped with positive studying and working attitudes in Career Life Planning Programs. (CGU)
- 4.7 Using more forms assemblies is better to maintain the sustainable development and the usage of good speakers in the future. Most of the guest speakers or organizations were able to fulfill our school requirements in introducing the moral value to students. (LEU)
- 5. Reinforcement of students' moral values --- Widening students' horizons**
- 5.1 Student Union has organized inter-school oral practice, band show and singing contest. (CCAU)
- 5.2 Student Union has co-operated with Life Education Unit to organize fund-raising events for different charities. (CCAU)
- 5.3 Student Union has completed the interflow visit with students from Yan Oi Tong Tin Ka Ping Secondary School in the post-exam period. (CCAU)
- 5.4 Participants in LIVE training have joined various kinds of activities outside campus. Having opportunities to interview with the leaders in work places, initiating volunteer work, communicate with tourists. Students have showing extremely positive feedback and showing great progress. (SLTU)
- 5.5 All S4 students joined class-based career visits in government sectors and private organizations. Job shadowing was also promoted to senior form students. (CGU)
- 5.6 News sharing period: some class teachers would select appropriate current affairs as discussion topic, so students benefit a lot. (LEU)
- 5.7 This year, the "Headline News bulletin board" was continued to use to enable students to focus on headlines. In September and October, we posted news about the Hong Kong Umbrella Campaign; and in May, because of the earthquake in Nepal, we used bulletin board to post news to attract public concern. It helped to fund money to the needy. (LEU)
- 5.8 This year, about seventy students won various awards in the Volunteer Movement. (LEU)

Reflections:

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

- 1.1 Continue to provide focused trainings for the seed prefects to develop their skills in leadership and planning activities. (SAU)
- 1.2 Continue to provide focused trainings for the prefect leaders to strengthen their skills in leadership, planning activities and conducting reflection. (SAU)
- 1.3 Continue to provide focused trainings for the aspiring prefects to boost their morale as a prefect and equip them with the skills needed for performing their duty. (SAU)
- 1.4 Opportunities should be given to prefect leaders to in charge of activities for prefects as well as the whole school. (SAU)
- 1.5 Continue to build up the important role of monitors, form one monitors will be offered support from both class teachers and form liaisons of SAU. Duties are assigned to assist their class teachers in managing the discipline of their class. (SAU)
- 1.6 Strong emphasis should be put on praising monitors who perform satisfactorily and act as role models. (SAU)
- 1.7 The data base of students' talents should be accumulated continuously. (CCAU)
- 1.8 More assistance should be given to students in planning personal co-curricular activity development. (CCAU)
- 1.9 More encouragement to students to participate in different competitions should be offered. (CCAU)
- 1.10 Positive feedbacks are gained from various programs. Students have clear goals to work on, making progress and promote peer cooperation as well. The training programs help students to build up positive personality. Suggested to practice in other training programs. (SLTU)
- 1.11 All career teachers could be further equipped with individual and group counseling skills so as to keep abreast of the local and overseas career paths and students' needs. (CGU)

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

- 2.1 Maintain the application principle of class teacher period in order to provide sufficient lessons for junior class teachers. Emphasize the application principle of the class teacher period. (SAU)
- 2.2 Encourage class teacher to utilize the class teacher period. (SAU)
- 2.3 Trial teaching of class teacher periods by form liaisons will continue, serving as a bridge between SAU and class teachers, for getting the picture of planned class teacher periods and paving the way for future lesson observations. (SAU)
- 2.4 From the school climate survey, diversity of class management between classes observed. Further guidance work on class teacher's professional development should be considered. (SAU)
- 2.5 It is suggested that self-reflection session will be replaced by the self-reflection of class teacher work according to the student's survey. (SAU)
- 2.6 A survey will be conducted as last year and works toward future implementation of class teachers' appraisal according to the timetable. (SAU)
- 2.7 HKFYG could be invited to deliver practical individual counseling skills in staff

development day. Life Career Planning could be first introduced to class teachers. (CGU)

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

- 3.1 Drum Class, another new music co-curricular activity, will be set up. (CCAU)
- 3.2 The framework of co-curricular activities development will be reviewed. (CCAU)
- 3.3 The type and number of co-curricular activities is well balanced. However, it should be reviewed in the following year due to the further decrease in the number of students. (CCAU)
- 3.4 Student leaders training framework is clearly set and being piloted for three years. Different aspects of skills and attitude training are all covered and getting positive comments from ESR. (SLTU)
- 3.5 School-based research could be first conducted so as to suit our students' needs when introducing career workshops. (CGU)
- 3.6 Each career life planning lessons should be correlated. (CGU)
- 3.7 Career Life Planning Grants in individual counseling could be further reduced so as to develop our career teachers. (CGU)
- 3.8 Collaboration with class teachers in JUPAS needs to be enhanced, especially in the application of OEA and SLP (Self Account). (CGU)

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

- 4.1 The promotion of core values relies solely on class teacher's guidance; it is suggested to design a more holistic planning for promoting the core values. (SAU)
- 4.2 Although 'Loving and caring' will be the main concern in the coming year, the other three core values should also be emphasized. Teachers can arrange different activities relating to the three core values according to different situations. (SAU)
- 4.3 More promotion could be done on volunteer service and blood donation. (CCAU)
- 4.4 Child sponsorship programme could be joined. (CCAU)
- 4.5 Fund-raising activity could be organized. (CCAU)
- 4.6 The leadership training programs provide various opportunities for students outside campus. Core values are strongly emphasized and practiced in the process. Strong bonding is set up with the former participants and alumni in LIVE training. Participants in the training and alumni show strong spirit and inheritance. The restructured programs are appropriate direction of future development in leadership training. (SLTU)
- 4.7 Career Life Planning Programs should reinforce students with positive studying and working attitudes. (CGU)

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

- 5.1 Badminton Team will organize interflow visit to Japan. (CCAU)
- 5.2 Selected sports teams will participate in volunteer service. (CCAU)
- 5.3 More government sectors and private organizations could be invited. Job shadowing could be further promoted to senior form students. (CGU)

財務報告 Financial Report

2014-15

承上結餘 (政府資助及學校津貼)	收入 (\$)	支出 (\$)
3,213,876.98		
I. 政府資助		
1. 行政津貼	3,615,674.00	3,447,188.89
2. 擴大的營辦開支整筆津貼	1,893,141.21	1,932,992.23
3. 資訊科技綜合津貼	407,089.00	446,964.40
4. 學校發展津貼	557,148.00	647,156.74
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)	5,049.00	4,620.00
小結:	6,478,101.21	6,478,922.26
其他津貼 (School-based After-school Learning and Support Programmes)	108,400.00	180,120.00
小結:	108,400.00	180,120.00
II. 學校津貼 (一般津貼)		
1. 堂費	699,815.60	492,042.67
2. 捐款	14,095.42	14,095.42
3. 具特定用途的收費 (包括空調電費)	298,304.55	544,320.40
小結:	1,012,215.57	1,050,458.49
總結:	7,598,716.78	7,709,500.75
2014-15 年度總盈餘 / (赤字)	(110,783.97)	
2014-15 年度終結總盈餘	3,103,093.01	

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	139	129	93	77
英國語文 English Language	137	131	96	69
數學 Mathematics	138	134	97	80

公開試成績 2015

2015 香港中學文憑考試成績	英文科及格率為 100% (*全港及格率為 79.3%) 達 3 級比率為 81.3% (*全港達 3 級比率為 52.4%) 中國語文科及格率為 98.9% (*全港及格率為 81.9%)。 達 3 級比率為 82.4% (*全港達 3 級比率為 52.6%) 數學科及格率 (達 2 級) 為 99.4% (*全港及格率為 81.8%)。 通識科及格率 (達 2 級) 為 98.3% (*全港及格率為 87.2%)。 <u>成績最好的兩個選修科</u> (1) ICT : 達 4 級比率為 100% (*全港達 4 級比率為 24.7%) (2) BAFS : 達 4 級比率為 89.3% (*全港達 4 級比率為 42.2%)	
最佳成績	3(5**)、4(5*)	
入讀本地大學率	學位課程	48.29%
	學位課程+副學士+高級文憑	54.55%

*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 2015

2015 HKDSE	<p>Passing percentage (at Level 2) of:</p> <p>English Language – 100% (*Hong Kong average: 79.3%) Chinese Language – 98.9% (*Hong Kong average: 81.9%) Mathematics – 99.4% (*Hong Kong average: 81.8%) Liberal Studies – 98.3% (*Hong Kong average: 87.2%)</p> <p>Percentage at Level 3 or above:</p> <p>English Language – 81.3% (*Hong Kong average: 52.4%) Chinese Language – 82.4% (*Hong Kong average: 52.6%)</p> <p><u>Best two electives:</u></p> <p>(1) ICT at Level 4 or above: 100% (*Hong Kong average: 24.7%) (2) BAFS at Level 4 or above: 89.3% (*Hong Kong average: 42.2%)</p>	
Best performance	3(5**)、4(5*)	
Percentage of students enrolled in universities	Degree	48.29%
	Degree + Associate Degree + Higher Diploma	54.55%

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

2014-2015年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2014-2015

見附錄《2014-2015 校際公開比賽獲獎項目總錄》

Appendix – 2014-2015 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	12
文娛康樂類 (Performing) Arts	8
制服及服務類 Services	11
興趣類 Hobby	6
靈育類 Spirituality	1
總數 Total	53

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

	學習活動 Learning Activities	總數 Total
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、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, 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>	20

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

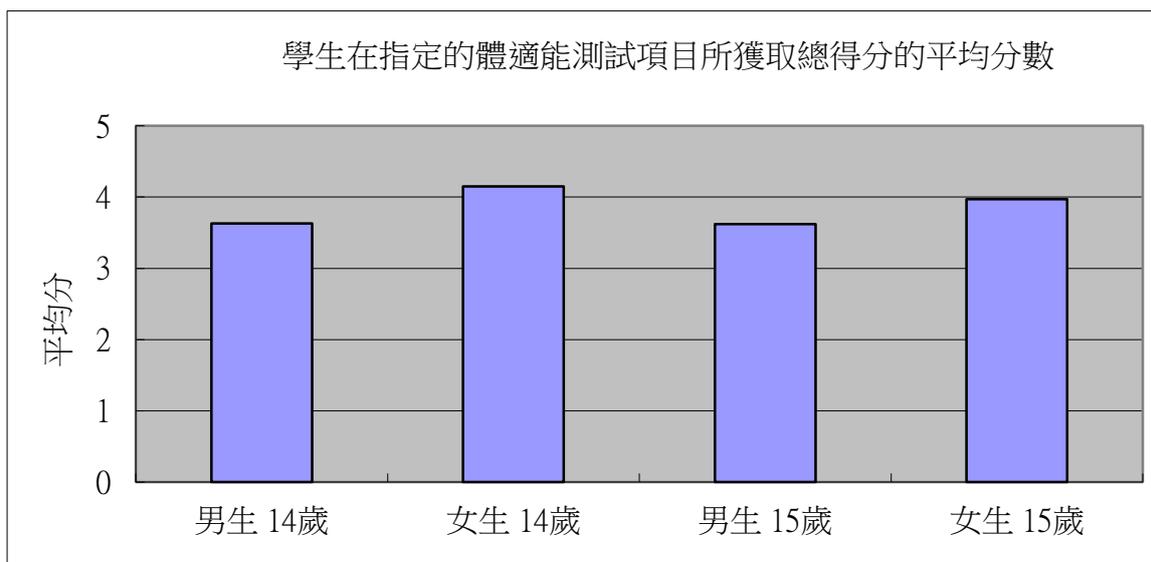
Students' Participation in external events in 2014/15.

	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	~80	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (Chinese) – 20	
	英文 (English) – 100	
香港學校戲劇節 Hong Kong School Drama Festival	25	
學校舞蹈節 Schools Dance Festival	35	
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	271	

學生的體格發展 Physical Development

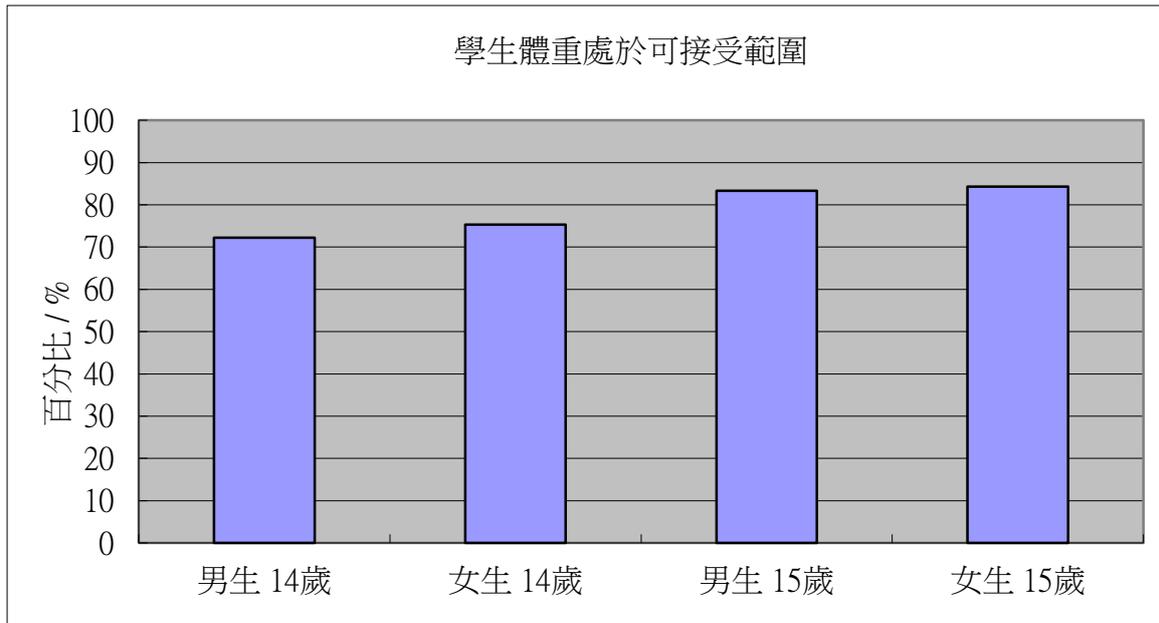
體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.63
女生 14 歲 Girls at 14	4.15
男生 15 歲 Boys at 15	3.62
女生 15 歲 Girls at 15	3.97



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	72.22
女生 14 歲 Girls at 14	75.34
男生 15 歲 Boys at 15	83.33
女生 15 歲 Girls at 15	84.34



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

1. Maintain the effectiveness of existing strengths with focuses on Teaching and Learning and Student Development
2. Equip staff members (especially middle managers) with concepts and practices of self-directed learning (SDL)
3. Reflection and planning on implementation of SDL in the school at different levels