



# 學校報告

## SCHOOL REPORT

### (2021/22)

## 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：陳雨瀚

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: Mr. Chan Yee Hon

Commencement of operation: 1994 Area: 7,000m<sup>2</sup>

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

	辦學團體 Sponsoring Body	校長 Principal	家長 Parent	教師 Teacher	校友 Alumni	獨立人士 Independent Individual
成員 Members	3	1	1	1	1	6

## 我們的學生 Students

### 班級組織 Classes

- 2021/2022 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 2021-2022

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	5	5	5	5	4	4	28

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	77	83	76	70	56	42	<b>404</b>
女生人數 Girls	87	85	92	94	72	63	<b>493</b>
學生總數 Total	<b>164</b>	<b>168</b>	<b>168</b>	<b>164</b>	<b>128</b>	<b>105</b>	<b>897</b>

(03/09/2021 入學人數, Admitted on 03/09/2021)

### 學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	99.2
中二 S.2	99.3
中三 S.3	99.2
中四 S.4	99.1
中五 S.5	97.5
中六 S.6	99.1

全校學生的平均出席率達 98.9%

The average attendance rate is 98.9%

### 學生升學情況 Academic promotion

中三升中四： Proceeding from S.3 to S.4

2021-22 98.2%

### 離校學生出路 Pathways of S.6 graduates

中六同學分別有 81.0%升讀本地學位課程，8.0%升讀本地副學位課程，1.0%修讀其他課程，3%重讀，1.0%往外地升學，5.0%大中華升學、0%就業，1.0%為其他情況。

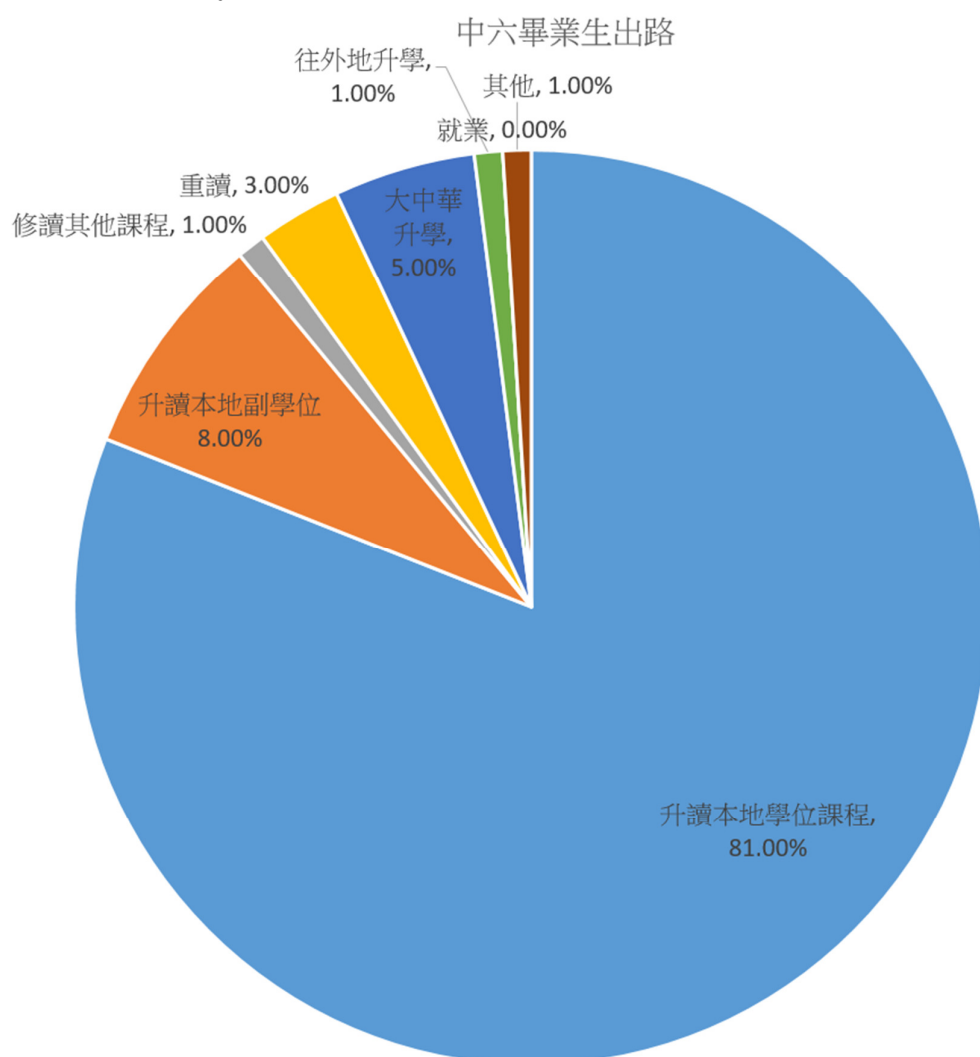
Degree – 81.0%;

High Diploma or Associate-degree – 8.0%;

Other courses – 1.0%;

Repeating S.6 – 3.0%;

Study abroad – 1.0%;  
 Study in Mainland - 5.0%  
 Employment – 0.0%  
 Others – 1.0%.



#### 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	0
中二 S.2	2
中三 S.3	2
中四 S.4	3
中五 S.5	0
中六 S.6	0

## 我們的教師 Teaching Staff

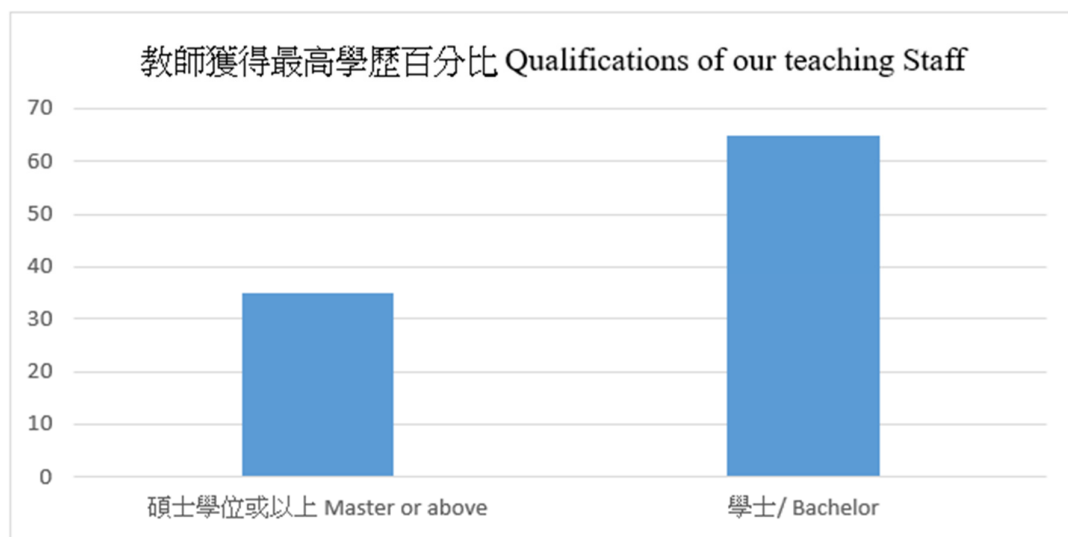
### 教師資歷 Qualifications

#### 1. 教師獲得最高學歷的百分比

2021-2022 年度本校教師數目（編制人數）為 56 人，所有教師均為學士學位持有人，其中 35%更持有碩士學位或以上資歷。

#### Qualifications of our teaching staff

There were 56 entitled members of staff in 2021-2022, all have a bachelor degree. 35% of them even have a master or above degree.

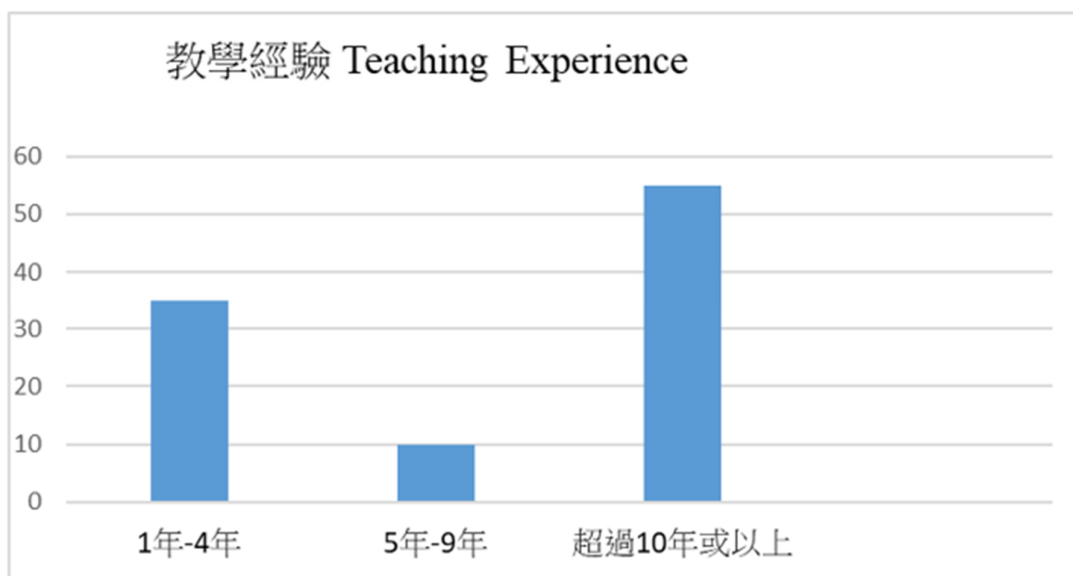


#### 2. 已接受專業訓練教師的百分比為 91.1%.

91.1% 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 %	34%	10%	55%



### 教師專業發展 (2021/22) 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 = 828 小時

平均每名教師參與持續專業發展的時數 = 13.14 小時

Total hours that teachers spent on professional development in 2021/22

= 828 hrs

Total hours one teacher spent on professional development in 2021/22 = 13.14 hrs

2. 在整學年內，校長參與持續專業發展的時數 = 60 小時

Total hours the Principal spent on professional development in 2021/22 = 60 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\$285.71

The budget for teachers' continuous professional development in 2021/22:  
\$285.7

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

$\$41,901.70 / 68 \text{ 人} = \$616.20$

Actual expenditure on continuous professional development of one teacher in  
2021/22:  $\$41,901.70 / 68 \text{ 人} = \$616.20$



## 我們的學與教 Teaching and Learning

### 學校實際上課日數 School days

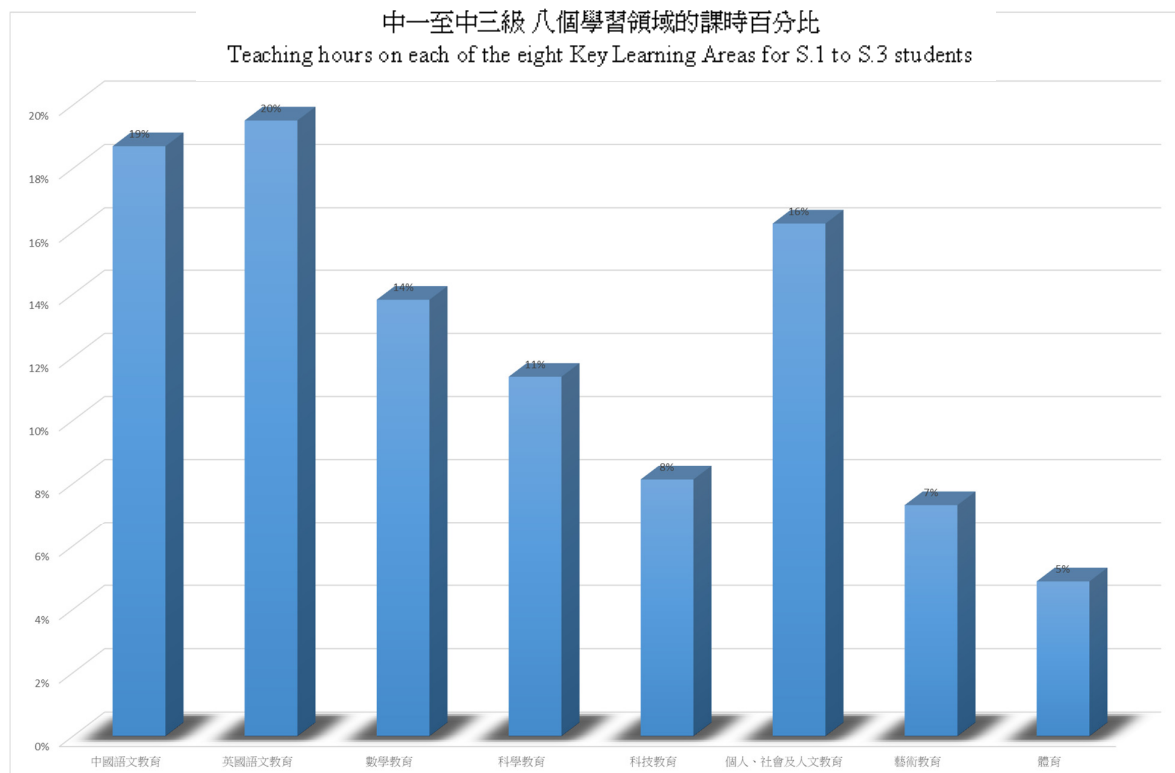
1. 中一至中三整學年，實際上課日數 188 日  
School day for S.1 to S.3 students: 188 days
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 24 日  
(包括生活紀律訓練營、周年旅行、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)  
Activity days (school-wide or form-wide) for S.1 to S.3 students: 24 days  
(including the Discipline Camp,, School Picnic, Inter-class Singing Contest & 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 (AAC)

#### 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+2	19
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	14	11
科技教育 Technology Education	電腦與科技+科技教育 (商業模組) Computer and Technology + Technology Education (Business Module)	8+2	8
個人、社會及人文教育 Personal, Social and Humanities Education	生活教育+世史+中史+ 地理+生活與社會 Life Education + History + Chinese History + Geography + Life and Society	3+4+5+4+4	16
藝術教育 Arts Education	視覺藝術+音樂 Visual Arts + Music	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

田家炳中學

學生借用閱讀資料頻次 2021-2022

2021-2022 上學期 (01/09/2021-31/12/2021)			
	1A-3E	4A-6D	全校
每周一次或以上	5.43%	2.02%	3.92%
每兩星期一次	21.53%	7.32%	15.23%
每月一次	42.45%	21.97%	33.37%
每月少於一次	14.69%	20.20%	17.13%
從不	15.90%	48.49%	30.35%

2021-2022 下學期 (03/05/2022-30/6/2022)復課後			
	1A-3E	4A-6D	全校
每周一次或以上	5.03%	0.51%	3.02%
每兩星期一次	13.88%	3.79%	9.41%
每月一次	13.08%	7.58%	10.64%
每月少於一次	0.00%	0.00%	0.00%
從不	68.01%	88.12%	76.93%

2020-2021 全年 (01/09/2021-30/6/2022)			
	1A-3E	4A-6D	全校
每周一次或以上	2.01%	0.76%	1.46%
每兩星期一次	10.26%	1.77%	6.49%
每月一次	28.97%	14.65%	22.62%
每月少於一次	43.26%	41.92%	42.67%
從不	15.50%	40.90%	26.76%
總借出次數	2536	948	3484

**總借出次數：3484**

## 融合教育 Integrated Education

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、言語表達 訓練等等，校方亦有為融合生提供生涯規劃、外展等活動，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及走進社會。

We have an Inclusive Education Unit to facilitate the SENs-related work in a whole-school approach. We help the SENs integrate into campus life and prepare them for careers by enhancing their learning capacity, social skills, expression and linguistics training etc. The

work includes evaluation by the educational psychologists from the EDB, a tailored study plan for students in need, group training, peer counseling, career guidance, outreach activities and so on.

## **主要關注事項 (成就與反思) Major Concerns (Achievement and Reflection) (JASC + AAC)**

**Major Concern I: To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities**

### **Achievements:**

- 1. To help students practice TKPSS core values: “love and care” and “perseverance” --- To take care of oneself and love others**
  - 1.1 Class Teacher: The core values are addressed by both class teachers and class associations in concrete ways. (SAU)
  - 1.2 Class Teacher: From student's survey, 'Part 5', most of the students showed appreciation towards class teacher's effort of helping them to establish a positive living and learning attitude in daily and school life. (SAU)
  - 1.3 Class Teacher: According to the same survey, most of the students highly appreciated the Dual-class Teacher system and the class management of class teachers. (SAU)
  - 1.4 Guidance: With a view of promoting the spirit of “Love and Care – People (Friendship)”, a series of activities echoing the theme such as Assembly, Love is All Around were successfully conducted. (SAU)
  - 1.5 Small Group Counselling: All the counselling programmes have been designed according to the information about students' characteristics provided by the school. (SAU)
  - 1.6 Small Group Counselling: The counselling groups used different strategies, e.g. making artwork, cosmetology and board games to help students adapt school life, release stress and motivate their learning. (SAU)
  - 1.7 Shining Hearts: Most the gatherings of Shining Hearts were held online. The guests of our annual assembly about “Friendship” are our colleagues who were our students in the past. The students enjoyed their alumni's sharing. (SAU)
  - 1.8 Shining Hearts and Small Group Counselling: The cancellation of voluntary work in our community was due to the pandemic. There was no organization that could provide the opportunity of doing online voluntary work. (SAU)
  - 1.9 To elevate the quality of lesson plans. (LEU)

- 1.10 To review and integrate content and strategies about life education in the curriculum. (LEU)
- 1.11 To develop and promote experiential learning activities and E-learning Tools to encourage active participation and reflection of both teachers and students so as to facilitate teacher-student as well as student-student relationships. (LEU)
- 1.12 To elevate the quality of lesson plans and communication among teachers to strengthen class teachers' consciousness toward Life Education lessons. (LEU)
- 1.13 To develop online service for students to participate volunteer service. (LEU)
- 1.14 To update the voluntary work recording system. (LEU)
- 1.15 To facilitate senior form volunteer service and to showcase the positive effects of network construction. (LEU)
- 1.16 To encourage classes to cultivate team spirit through engaging in volunteer service. (LEU)
- 1.17 To include the evaluation of volunteer service in the class management questionnaire. (LEU)
- 1.18 To implement class-based volunteer service recognition mechanism. (LEU)
- 1.19 Organizing voluntary service in F.2 provide opportunities for students to learn more about the needy and start trying to love others. Due to Covid-19, students could only participate in volunteer work in school and the number of students participated are limited to 6-8 students for each activity. However, these activities could still inspire students of the spirit of volunteering and help build their sense of belonging in school. (CGU)
- 1.20 Over 80% of students can set goal in CCA development through life-education lesson. They have selected appropriate amount and suitable CCA. There are 54 CCAs provided for students. 800 out of 919 students have participated in CCA (87.1%), the situation is satisfactory (20-21: 94.1%; 19-20: 94.6%; 18-19: 95.3%). (CCAU)
- 1.21 Some face-to-face events (e.g. AGM of 4 Houses) could resumed in a certain extent. Different inter-house competitions were held on and off when back to school. Many clubs & societies, e.g. MMPU, SU, Bridge and Chess Club, English Society, Badminton Team, EITP & Science Club, etc, participated in post-exam activities day. (CCAU)
- 1.22 We developed a positive mind and life attitudes through the volunteer service of

S.2 students. At least two programmes in F.1 training camp to remind them to develop a positive mind and life attitudes. (SLTU)

2. **To help students practice TKPSS core values: “love and care” and “perseverance” --- To cultivate perseverance to meet challenges in life**

- 2.1 To review and consolidate content and strategies relating to Life Education in the curriculum. (LEU)
- 2.2 To plan how to promote perseverance through cooperating with the Student Affairs Committee. (LEU)
- 2.3 Various programs organized by Cocoon help enhance all F.4 students’ employability. More than 50% of students are able to understand the concept of running a business and acquire right working attitude. Some students further attended cocoon workshops and internship program. Some S4 and S5 students also participated in 24 students have participated in Life Buddies Mentoring Portal. Mentors from Watsons shared their experience with our students. Through these programs, students could acquire skills of facing challenges in careers and reality. (CGU)
- 2.4 The Grit programme was partly launched in CCAs other than pilot CCAs. Concert Band and Drumming Team were specially successful in this programme. (CCAU)
- 2.5 The programme (about personal breakthrough) added in F.1 training camp. It helped them to cultivate perseverance to meet challenges in life. (Mentioned it in debriefing session.) (SLTU)

3. **To optimize the functions of “Student Development Framework”**

- 3.1 Class Teachers: In general, students could follow the instructions to write the recommended completion time of each HW in student handbook and setup their time schedule to help them building awareness of time management. (SAU)
- 3.2 Class Teachers: In F.1, the suspension mechanism of punishment, help students to establish good habits of doing homework while reducing the negative emotions of students and the adaptation problems. (SAU)
- 3.3 Prefects: In order to strengthen their management and leadership skills as well as equip them with skills and attitudes to perform their duties, face-to-face training was held for perfect leaders and one zoom training was held for aspiring prefects

- during coronavirus pandemic. (SAU)
- 3.4 Prefects were effective in carrying out their duties with exemplary performance. (SAU)
- 3.5 To implement career and life planning and help students construct life blueprint. (LEU)
- 3.6 To promote relevant activities through cooperating with the Student Affair Unit. (LEU)
- 3.7 To help students construct life blueprint, F.1-F.6 Career Life planning has been implemented and refined to fit students' needs. The curriculum will be further refined next year to reduce redundancy between CGU and LEU's curriculum. (CGU)
- 3.8 Apart from the curriculum, group or individual career counseling have been organized for S.3,5 and 6 students to deal with their individual needs. Students all found it useful in helping them make informed choices in the JUPAS system/ S3 subject selection process. (CGU)
- 3.9 Over 90% of students can get membership confirmed in CCAs at the end of school year even under the influence of Covid-19. (CCAU)
- 3.10 Increased cooperation among different units (We cooperated with three units, like CGU, LEU and SAU.). Cooperated together to hold some training programmes for students to construct their life blueprint. (SLTU)
- 3.11 Optimized all training programmes. (Internal and External / Different forms) (SLTU)
- 3.12 Held some programmes for F.1 and F.4 to help them to transit (especially if the F.1 training camp cannot be held under epidemic). (SLTU)
4. **To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life**
- 4.1 Class Teachers: From class climate survey, most of students agreed that their class teachers assigned posts/tasks matching their abilities. (SAU)
- 4.2 Class Teachers: Training for the class association members were successfully conducted and they were required to apply what they have learned from the student leadership training programs in their daily work. (SAU)
- 4.3 Guidance: Most the gatherings of Shining Hearts were held online. When the



whole-day timetable resumed, some groups played board games during lunch recess. (SAU)

- 4.4 Prefects: Leadership skills of the prefect leaders were enhanced through in charging of the administrative work of prefect team. (SAU)
- 4.5 To motivate students taking part in different extramural activities according to students' characters and abilities so as to broaden their horizons. (LEU)
- 4.6 To pay attention to students' balance of life through maintaining contact with class teachers and other units. (LEU)
- 4.7 Different activities (e.g. job shadowing, career workshops, interview workshops and etc) were organized and are open for application. Students from different forms actively participated in different activities to equip themselves with different soft skills and broaden their horizons. (CGU)
- 4.8 Not much effect during Covid-19. (CCAU)
- 4.9 Optimized all training programmes (Internal and External / Different forms / Different abilities) to help them lead a balanced and quality school life. Kept communicate with other units so that the students can have a balanced school life. (SLTU)

## **Reflections:**

### **1. To help students practice TKPSS core values: “love and care” and**

#### **“perseverance” --- To take care of oneself and love others**

- 1.1 Class Teacher: Aligned with the counselling services, loving care will remain the major concern of class, emphasize will be placed on peer relationship. (SAU)
- 1.2 Class Teacher: Enhance the class-teacher training and experience sharing. (SAU)
- 1.3 Group Counselling: More colleagues will be invited to deliver a speech to students to share their family life / growth in the assembly next year. (SAU)
- 1.4 Shining Hearts: The activity “Cheer-up Buddy!” will resume when the school time becomes normal. (SAU)
- 1.5 Shining Hearts: All the online gathering for Shining Hearts should be kept. (SAU)
- 1.6 Shining Hearts: All the small group counselling should be kept. (SAU)
- 1.7 Shining Hearts: There will be more activities for CBS mentors to help new Form 1 CBS to adapt their new school life. A series of trainings will be held for the mentors before the activities. (SAU)
- 1.8 Shining Hearts and Small Group Counselling: We still look for the chance to organize voluntary work. It is suggested to hold some voluntary work in school instead. (SAU)
- 1.9 In the face of the epidemic and changes in the classroom schedule, all levels of the curriculum were redesigned to meet the needs of the students, and the online platform was used to make it easy for teachers to use and connect students to the school/teacher. Life Education Unit explore how to continue to use online tools to implement physical courses. (LEU)
- 1.10 The S2 Volunteer programme would also be organized next year and should organized some voluntary service outside school. Students leaders should be trained to be a team leader. (CGU)
- 1.11 To continue the platform of various CCAs for students to express their different potentials. (CCAU)
- 1.12 We hope we can add these core values in the coming S.1 camp (three whole day). We can develop a positive mind and life attitudes through the volunteer service of S.2 students. (SLTU)

### **2. To help students practice TKPSS core values: “love and care” and**

**“perseverance” --- To cultivate perseverance to meet challenges in life**

- 2.1 The classroom climate questionnaires indicate that students agree with the learning in the Life Education class. Overall score of 3 or above (full score is 4). (LEU)
- 2.2 In the online classes, students experience can hardly implement and use online tools instead to facilitate teacher-student communication. (LEU)
- 2.3 Most participating teachers are satisfied with the work of Life Education, the activities hold by Life Education Unit strengthen the sense of belonging and cohesiveness of students. (LEU)
- 2.4 Similar activities can be organized. Logistics work can be modified. When promoting the events, students sharing will be posted in the career corners so as to encourage other students to join the programs. (CGU)
- 2.5 To seize the chance of resumption of face-to-face lessons, to encourage students to step out from the comfort zone. (CCAU)
- 2.6 We hope we can add these core values in the coming S.1 camp (three whole day). (SLTU)

**3. To optimize the functions of “Student Development Framework”**

- 3.1 Class Teachers: Students with outstanding performance in the coming year can be exempted from part of the overall arrangement, allowing them to move forward at their own pace. (SAU)
- 3.2 Class Teachers: Simplify planning will be conducted in F.2 in the coming academic year. (SAU)
- 3.3 Prefects: Resume the all the Face-to-Face trainings in the coming academic year. (SAU)
- 3.4 Prefects: It is suggested to establish a development framework in order to strengthen the leadership skills of prefect leaders. (SAU)
- 3.5 Due to the epidemic, community involvement and volunteer services could not be implemented. on-campus voluntary services are established to promote the service spirit of our students. (LEU)
- 3.6 The F.5 and F.6 counselling programme could still be refined. More useful information and tools should be introduced and provided to class teachers. Communication between career teachers and class teachers or social workers

should be enhanced so as to improve the quality of counselling. Modification of S.3 and S.4 and S.6 curriculum should be done next year. (CGU)

3.7 Continual refinement of the framework if necessary. (CCAU)

3.8 We keep optimizing all of our training programmes. The new training programme for F.4 will be hold in the coming year. (SLTU)

**4. To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life**

4.1 Class Teachers: Performance of Class association committee was affected by epidemic and half-day schooling. (SAU)

4.2 Guidance: There were some helpers in Caring Ambassadors Training and they need more training before joining the counselling groups. (SAU)

4.3 Guidance: All the work of Shining Hearts will continue in the coming academic year. (SAU)

4.4 Prefects: Due to the coronavirus pandemic, many activities for both prefects and whole school were cancelled. (SAU)

4.5 Prefects: Continue to provide opportunities for perfect leaders to develop their potentials. (SAU)

4.6 Prefects: Continue to increase the exposure of prefect leaders in whole-school events to build up their confidence. (SAU)

4.7 University visits should be organized next year to help students gain up-to-date information and broaden their horizons. S5 mini-project on university visit and presentation should be arranged. (CGU)

4.8 SDL and self-management will be promoted in the new 3-years plan. (CCAU)

4.9 We will try our best to hold some trainings for students to help them to have a balance and quality school life under the epidemic. (SLTU)

**Major concern II :**

Address students' different learning needs and create space for them to succeed in SDL\*

1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the “Test Driven Learning” policies and its implementation.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.

**Achievements:**

- On the 1<sup>st</sup> and 2<sup>nd</sup> SD Day, workshops of training on Microsoft SharePoint, revision on CCL and training students' study habits were conducted. The responses to the workshops are positive. However, due to the half school day operation, school suspension, and the early summer vacation holiday arrangement under the outbreak of COVID-19, one of the SD Days was cancelled and no further training and sharing can be conducted. The related workshops will be conducted in the next year.
- An exchange with Wong Shiu Chi Secondary School on CCL had been conducted in Jan and the workshop is well-received. It is recommended that, in the future, such exchange should involve more colleagues for understanding more on CCL and SDL. Similar exchange should be continued in the next academic year.
- The revisions on CCL concepts had been conducted on the SD Day in Aug 2021. However, due to the time limit, the workshop could not fully review the concepts with our colleagues. It is suggested that, as new colleagues share a significant proportion of our teaching force, training these new colleagues on CCL should be done in the next academic year.
- Practical ways in conducting SDL were shared in common free periods, particularly on ways to conduct SDL via online learning.
- Student perception questionnaire was conducted and the workload of students was known clearly.
- About 70% students had positive response to the view that the amount of homework

was reasonable, and the assignments and tests helped them learn better. On the other hand, students had more time for SDL.

- Based on the survey and assessment results, subject panels reflected their assessment policy and efficiency.
- Due to the outbreak of COVID-19, most activities were cancelled and there were no reported cases of clashed activities and learning.

### **Reflections/ Recommendations**

- It is suggested that two selected SDL elements, namely feedback and seeking peers for help, should be continued in the coming year.
- The plan on aiding subjects/committee in deriving practical ways in conducting SDL should be continued in the next year.
- The practice of exchanging with external organization should continue in the next year as it is helpful for teachers as well as the middle management to understand more on SDL.
- The relationship between CCL and SDL should be fully explained in the future with reference to the focus elements in SDL i.e. feedback and seeking help from peers.
- Co-lesson preparation was proved to be a good way to support SDL. The practice should be continued in the next year.
- Many works remained undone because of school suspension this year, and they should be done in the coming academic year.
- It is suggested that the monitoring and evaluation should continue so students' pressure on tests / assignments is relieved and they can have more time for self-directed learning.
- The balance of activities and classroom teaching and learning would be kept monitoring where necessary.

# 財務報告 Financial Report

Statement 17

(Page 1 of 3)

THE IMC OF TIN KA PING SECONDARY SCHOOL

## BALANCE SHEET AS AT 31 AUGUST 2022

(Ref. Nos. 69 - 79 in Annex 3B)

31/8/2021 \$		\$	31/8/2022 \$	Notes
6,840,544.50	ACCUMULATED FUND (as per Statement 16)		6,840,544.50	
17,693,788.64	NON-RECURRENT AND CAPITAL GRANTS FOR BUILDING	19,287,635.10		16
-	BUILDING GRANTS UTILIZED	99,850.18		17
1,583,244.86	NON-RECURRENT AND CAPITAL GRANTS FOR FURNITURE AND EQUIPMENT	1,583,244.86		18
1,822,724.14	FURNITURE AND EQUIPMENT GRANTS UTILIZED	2,150,602.84		19
-	TRANSITION FURNITURE AND EQUIPMENT GRANT / COMPOSITE FURNITURE AND EQUIPMENT GRANT AND OTHER GRANTS UTILIZED	-		
21,099,757.64			23,121,332.98	
27,940,302.14	TOTAL		29,961,877.48	
	RESERVES AND FUNDS			
-	Gratuity Reserve Account (as per Statement 5)	-		
-	Set-up Fund Account (as per Statement 14)	-		
-	Quality Education Fund Project No. 2019/0267	101,759.86		
6,800.00	Scholarship Fund Account - Honorary Principal Chan Kin Hung	5,200.00		
141,000.00	Scholarship Fund Account - Loletta Kwong Yeung	140,000.00		
111,514.65	Student Union Fund Account	112,469.54		
50,382.87	Alumni Association Fund Account	54,308.72		
508,177.86	Student Smart Card System Fund Account	1,053,525.62		
471,096.40	Fund Raising for Enhancement of IT Infrastructure	522,421.40		
49,404.02	Tin Ka Ping Foundation Account	83,757.02		
1,338,375.80	TOTAL RESERVES AND FUNDS		2,073,442.16	
	SURPLUS RETAINED			
3,267,854.13	Grant Accounts in EOEBG (as per Statement 3.1)	4,164,986.92		
-	Salaries Grant (School Section) (as per Statement 4.1)	4,205.16		
-	Salaries Grant (Boarding Section) (as per Statement 4.2)	-		
3,922,868.28	Teacher Relief Grant (as per Statement 4.3A)	4,578,536.56		
-	Teacher Training Grant - Special Education Needs (SEN) (as per Statement 4.3B)	-		
2,930,674.78	Grant Accounts Outside EOEBG (as per Statement 4.4)	2,985,135.92		

Note: The net total surplus of all government grants should be represented by cash (at bank and in hand) and/or other current assets for Government Funds. To facilitate audit purpose, a fund reconciliation should be provided in the Notes to the Financial Statements (Statement 18).



(to be continued)

THE IMC OF TIN KA PING SECONDARY SCHOOL

**BALANCE SHEET AS AT 31 AUGUST 2022**  
(Ref. Nos. 69 - 79 in Annex 3B)

31/8/2021 \$		\$	31/8/2022 \$	Notes
	Others			
-	Mortgage Interest Subsidy Scheme Account (as per Statement 6)	-		
-	Other Charges: Income and Expenditure Account / Per Caput Grant Account (I) (as per Statement 7)	-		
-	Non-Recurrent and Capital Grants for Building and Furniture and Equipment Account (as per Statement 8)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (School Section)(as per Statement 9)	210.26		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (Boarding Section)(as per Statement 10)	-		
3,660,744.33	Capital Reserve Fund (1) - Subscriptions: Income and Expenditure Account (as per Statement 11)	3,809,877.95		
-	Capital Reserve Fund (2) - Sale of Textbooks Account (as per Statement 12)	-		
80,483.78	Capital Reserve Fund (3) - Approved Collection for Specific Purposes Account (as per Statement 13)	227,137.07		
	(Please list out other grants / funds with surplus balance as at 31 August 2022, where necessary)			
13,862,625.30	<b>TOTAL SURPLUS RETAINED</b>		15,770,089.84	
	<b>LONG TERM LIABILITIES</b>			
-	Loan originally contracted (Please provide details)	-		
-	Less: Amount repaid to date (Please provide details)	-		
-	<b>TOTAL LONG TERM LIABILITIES</b>		-	
	<b>CURRENT LIABILITIES</b>			
-	Salaries Grant Received in Advance	-		
858,717.33	Grants Received in Advance	976,399.00		20
60,000.00	Tuck Shop Rental Deposit Received	60,000.00		
797,155.66	Accounts Payable to EDB	1,287,321.01		21
388,164.04	Sundry Creditors	115,941.47		22
2,104,037.03	<b>TOTAL CURRENT LIABILITIES</b>		2,439,661.48	
45,245,340.27	<b>TOTAL</b>		50,245,070.96	

(to be continued)





## THE IMC OF TIN KA PING SECONDARY SCHOOL

## BALANCE SHEET AS AT 31 AUGUST 2022

(Ref. Nos. 69 - 79 in Annex 3B)

31/8/2021 \$		\$	31/8/2022 \$	Notes
	<b>FIXED ASSETS (AT COST)</b>			
21,113,928.64	Buildings (including Major Repairs)	21,113,928.64		
	Additions during the year	1,693,696.64		
			22,807,625.28	23
6,826,373.50	Furniture and Equipment (including T.V. sets, etc.)	6,826,373.50		
	Additions during the year	327,878.70		
			7,154,252.20	24
27,940,302.14	<b>TOTAL FIXED ASSETS</b>		29,961,877.48	
	<b>INVESTMENT AT COST</b>			
-	(Market Value and details should be stated by way of Note in Statement 18)	-		
-	<b>TOTAL INVESTMENT</b>		-	
	<b>CURRENT ASSETS</b>			
51,788.65	Stock of Books and Stationery	69,297.80		
880.00	Stock of School Uniform, etc.	2,206.00		
-	Stock of Tuckshop Items	-		
-	Accounts Receivable from EDB per Statement 9	1,652.20		
157,300.00	Prepayments	-		
42,168.00	Sundry Debtors	176,161.30		25
63,825.00	Utility Deposits	63,825.00		26
	Bank Fixed Deposits:			
764,995.61	Govt. Funds	765,074.24		27A
959,685.87	Capital Reserve Funds (1)	959,781.84		27B
	Cash at Bank:			
10,737,306.08	Govt. Funds	12,649,762.74		28A
4,463,022.42	Capital Reserve Funds (1)	5,535,655.27		28B
	Bank Savings Accounts:			
-	Govt. Funds	-		
-	Capital Reserve Funds (1)	50,001.59		29
10,000.00	Cash in Hand	9,775.50		
17,250,971.63	<b>TOTAL CURRENT ASSETS</b>		20,283,193.48	
	<b>DEFICIT ON SALARIES GRANT ACCOUNT</b>			
-	- Teaching Staff	-		
54,066.50	- Supply Staff	-		
-	- Teaching Supporting Staff	-		
54,066.50				
	<b>DEFICIT ON CAPITAL RESERVE FUND (1) - SUBSCRIPTIONS : INCOME &amp; EXPENDITURE ACCOUNT (as per Statement 11)</b>			
-				
45,245,340.27	<b>TOTAL</b>		50,245,070.96	



## 學生表現 Student Performance

全港性系統評估（中三）TSA (S.3)  
因疫情影響，教育局暫停一年

**2022 香港中學文憑考試成績 (Hau Wo + CGU)****1. 主修科取得 2 級或以上成績：**

科目	本校百份比	全港百份比
英文科	98.1%	78.5%
中文科	99.0%	87.1%
數學科	100%	81.5%
通識科	98.1%	89.0%

**2. 中、英文科取得 3 級或以上成績：**

科目	本校百份比	全港百份比
英文科	89.8%	52.4%
中文科	83.1%	56.3%

**3. 超過 50%或以上學生取得 4 級或以上成績的科目如下：**

科目	本校百份比	全港百份比
<b>企業、會計及財務概念</b>	63.6%	43.8%
<b>生物</b>	65.2%	44.8%
<b>化學</b>	53.8%	52.2%
<b>中國語文</b>	67.3%	31.0%
<b>中國歷史</b>	51.5%	37.5%
<b>中國文學</b>	66.7%	36.0%
<b>經濟</b>	74.4%	45.3%
<b>地理</b>	81.8%	37.3%
<b>歷史</b>	62.5%	46.1%
<b>通識教育</b>	64.4%	35.6%
<b>數學 (必修部份)</b>	70.2%	39.0%
<b>數學延伸 (代數與微積分)</b>	50.0%	57.7%
<b>體育</b>	50.0%	15.5%
<b>物理</b>	56.7%	49.3%

本校所有科目取後 4 級或以上的百份比均高於全港。

## 2022 年中六同學升學情況(Hau Wo + CGU)

- 81.0%學生考獲符合本港大學入學要求之成績 (即核心科目取得「3322」或更佳成績，及一個選修科目取得 2 級或以上成績)，全港則為 41.9%。
- 82.4%學生成功獲取大學聯合招生課程學額，其中 82.4%同學獲取學士學位課程學額。

### Public Exam Results 2022

Passing percentage (at Level 2) of major subjects:

Subject	TKPSS	Hong Kong average
English Language	98.1	78.5%
Chinese Language	99.0	87.1%
Mathematics	100	81.5%
LS	98.1	89.0%

1. Percentage at Level 3 or above of English and Chinese Language subjects:

Subject	TKPSS	Hong Kong average
English Language	90.4%	52.4%
Chinese Language	87.5%	58.5%

2. Subjects with over 50 percent of students at Level 4 or above include:

科目	本校百份比	全港百份比
BAFS	63.6%	43.8%
Biology	65.2%	44.8%
Chemistry	53.81%	52.2%
Chinese History	51.5%	37.5%
Chinese Language	67.3%	31.0%
Chinese Literature	66.7%	36.0%
Economics	74.4%	45.3%
Geography	81.8%	37.3%
History	62.5%	46.1%
Liberal Studies	64.4%	35.6%
Mathematics (Core)	70.2%	39.0%
Mathematics (M2)	50.0%	57.7%
PE	50.0%	15.5%
Physics	56.7%	49.3%

The percentages are substantially higher than the Hong Kong average.

## **2022 S6 Student Further Studies**

- 81.0% of our graduates met the admission requirements for local universities (Core Subjects+1 best Elective Subject at '3322+2' or higher attainment), which was higher than that of Hong Kong schools (41.9%).
- 82.4% of our graduates received JUPAS offers. Among them, 82.4% successfully received university-degree courses' offers

## **2021-2022 年在校際活動中獲得的獎項**

Awards obtained in inter-school competitions during 2021-2022

見附錄《2021-2022 校際公開比賽獲獎項目總錄》

Appendix – 2021-2022 Award List for Inter-School and Public Competitions

聯課活動的參與 Participation in Co-curricular Activities (CCA)(Hau Wo + Jackie)

1. 聯課活動的數目：Types

聯課活動 CCA	數目 Types
學術 Academic	16
體育及運動類 PE	11
文娛康樂類 Performing Arts	8
制服及服務類 Services	9
興趣類 Hobby	5
靈育類 Spirituality	1
<b>總數 Total</b>	50

2. 中一至中三及中四至中六各學習階段，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.6 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、初中科學比賽、中二英文科校外考察、初中英文科配音比賽、中二英文朗誦比賽、中一英文演講比賽、。</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.1-3 Science Competition, S.2 Excursion Day, S.1-3 Voice Dubbing Competition, S.2 Choral Speaking Competition, S.1 Public Speaking Competition</p>	21
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、中五級辯論比賽</p> <p>Reading Enhancement Period, Inter-house Quiz, S.5 Biology Field Camp, S.5 Geography Field Trip, S.4 Mainland Cultural</p>	18

	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.5 Debate Contest	
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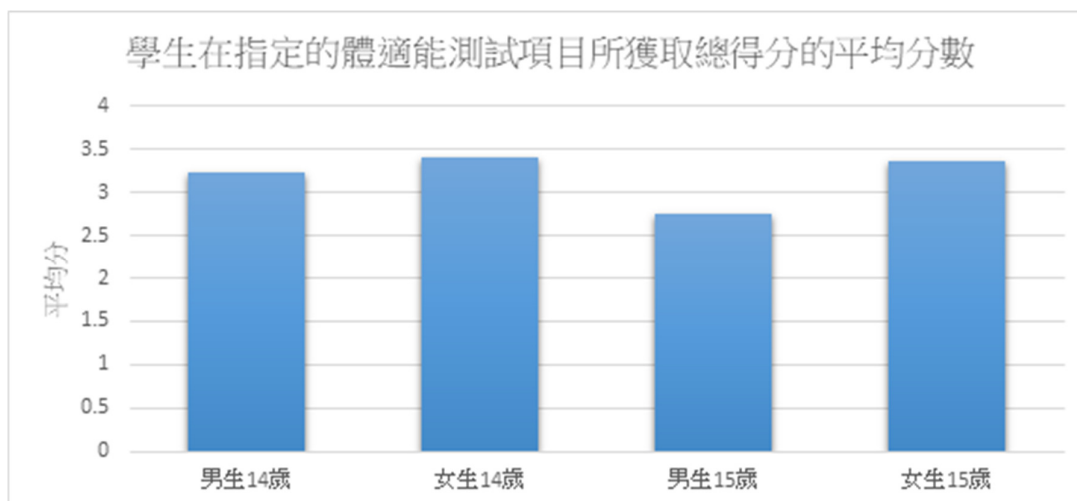
3. 在整學年內，中一至中三和中四至中六，學生參與活動的情況  
Students' Participation in external events in 2021/22.

	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	約 6 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (11 人) Chinese – 11	
	英文 (57 人次) English – 57	
香港學校戲劇節 Hong Kong School Drama Festival	0 人 Students	
學校舞蹈節 Schools Dance Festival	35 人 Students	7 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter-school competitions	66 人 Students	68 人 Students

## 學生的體格發展 Physical Development (Ching Lui)

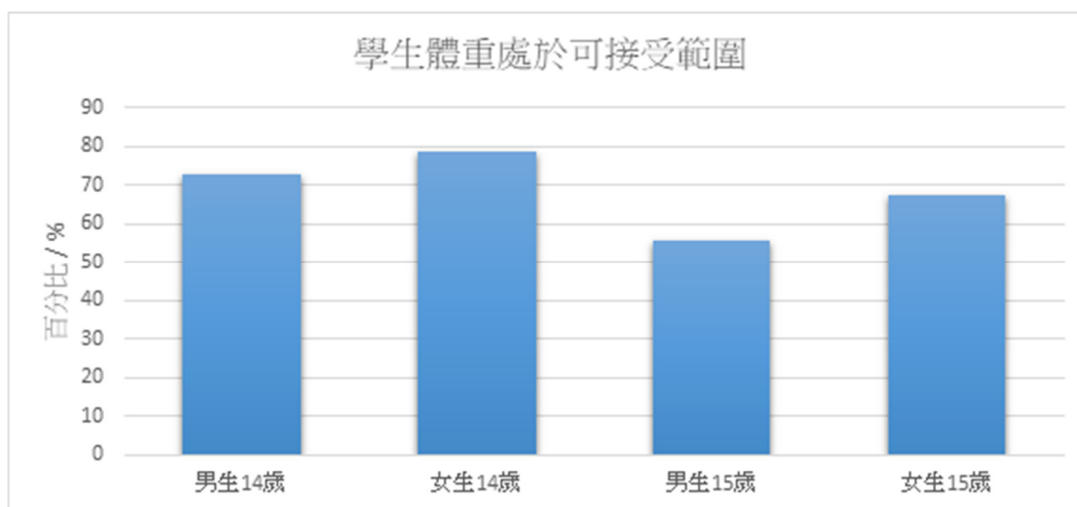
### 體適能平均分 Physical fitness scores

男生 14 歲 Boys at 14	3.23
女生 14 歲 Girls at 14	3.40
男生 15 歲 Boys at 15	2.76
女生 15 歲 Girls at 15	3.36



**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	72.73
女生 14 歲 Girls at 14	78.79
男生 15 歲 Boys at 15	56
女生 15 歲 Girls at 15	67.65





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

### Major concern I:

To create a caring school environment and provide more support to maintain students' well-being; encourage students to live a life with goals by offering them pertinent opportunities

1. To help students practice TKPSS core values: “love and care” and “perseverance”.
2. To optimize the functions of “Student Development Framework”.
3. To provide diverse and appropriate opportunities for students with different aspirations and abilities so as to help them lead a balanced and quality school life.

### Major concern II :

Address students' different learning needs and create space for them to succeed in SDL\*

1. Evaluate the distribution, amount and efficiency of existing tests and assignments; integrate and regulate the “Test Driven Learning” policies and its implementation.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with appropriate and effective materials.
3. Watch over the balance of activities and classroom teaching and learning during school hours; make adjustment whenever necessary to keep the balance.