



學校報告

SCHOOL REPORT

(2023/24)

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: 7,000m²

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

	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

- 2023/2024 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 2023-2024

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	5	5	30

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	86	64	79	79	63	69	440
女生人數 Girls	83	96	84	84	84	86	517
學生總數 Total	169	160	163	163	147	155	957

(05/09/2023 入學人數, Admitted on 05/09/2023)

學生出席率 Attendance rate

級別 Level	出席率 (%)Rate
中一 S.1	99.1
中二 S.2	99.0
中三 S.3	97.8
中四 S.4	98.0
中五 S.5	97.8
中六 S.6	98.4

全校學生的平均出席率達 98.4%

The average attendance rate is 98.4%

學生升學情況 Academic promotion (AAC)

中三升中四： Proceeding from S.3 to S.4

2023-24 97.0%

中六畢業生出路 Pathways of S.6 graduates (CGU)

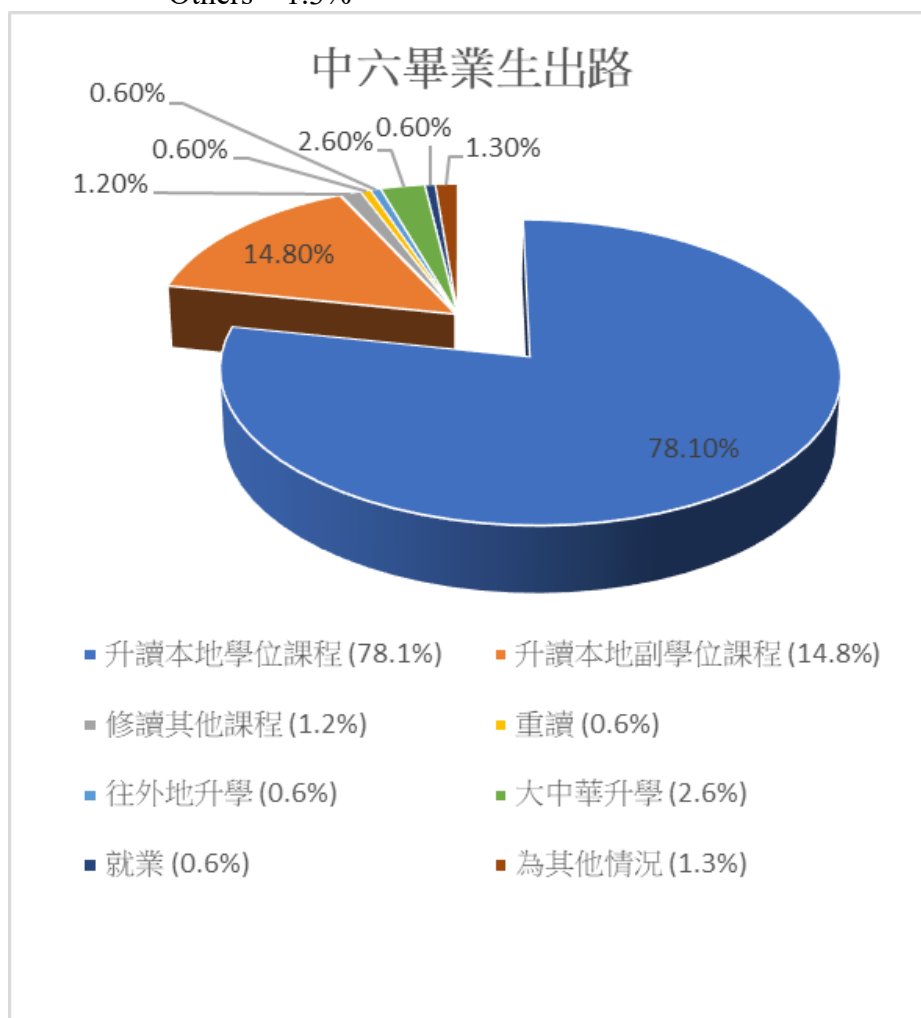
中六同學分別有 78.1%升讀本地學位課程，14.8%升讀本地副學位課程，1.2%修讀其他課程，0.6%重讀，0.6%往外地升學，2.6%大中華升學、0.6%就業，1.3%為其他情況。

Degree – 78.1%;

High Diploma or Associate-degree – 14.8%;

Other courses – 1.2%;

Repeating S.6 – 0.6%;
 Study abroad – 0.9%;
 Study in Mainland - 2.6%
 Employment – 0.6%
 Others – 1.3%



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	7
中二 S.2	0
中三 S.3	5
中四 S.4	6
中五 S.5	0
中六 S.6	0

我們的教師 Teaching Staff

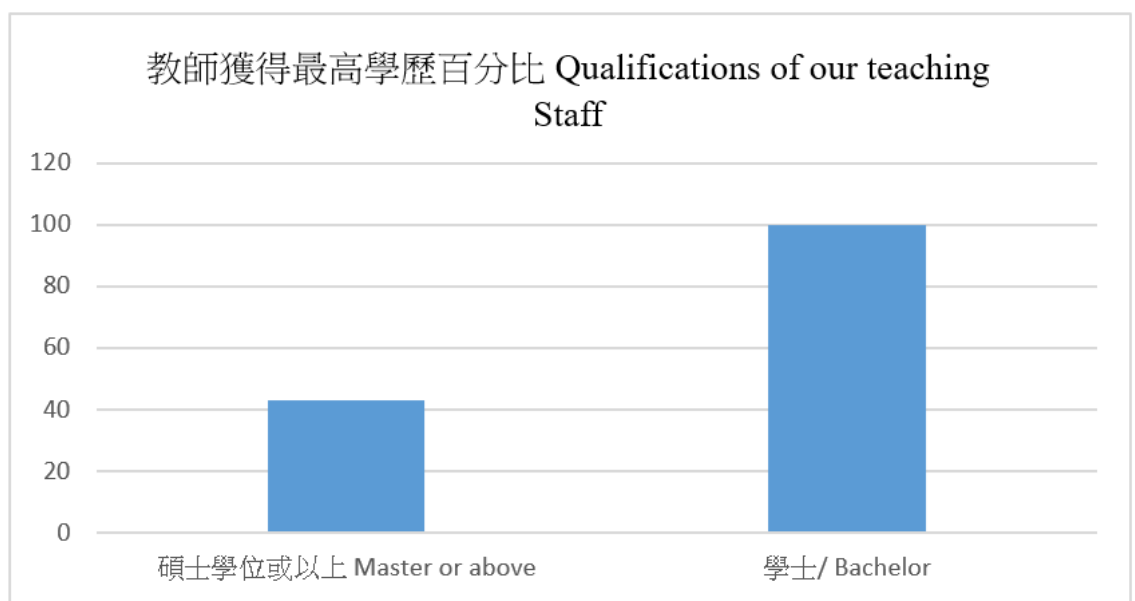
教師資歷 Qualifications

1. 教師獲得最高學歷的百分比

2023-2024 年度本校教師數目（編制人數）為 67 人，所有教師均為學士學位持有人，其中 43%更持有碩士學位或以上資歷。

Qualifications of our teaching staff

There were 67 entitled members of staff in 2023-2024, all have a bachelor degree. 43% of them even have a master or above degree.

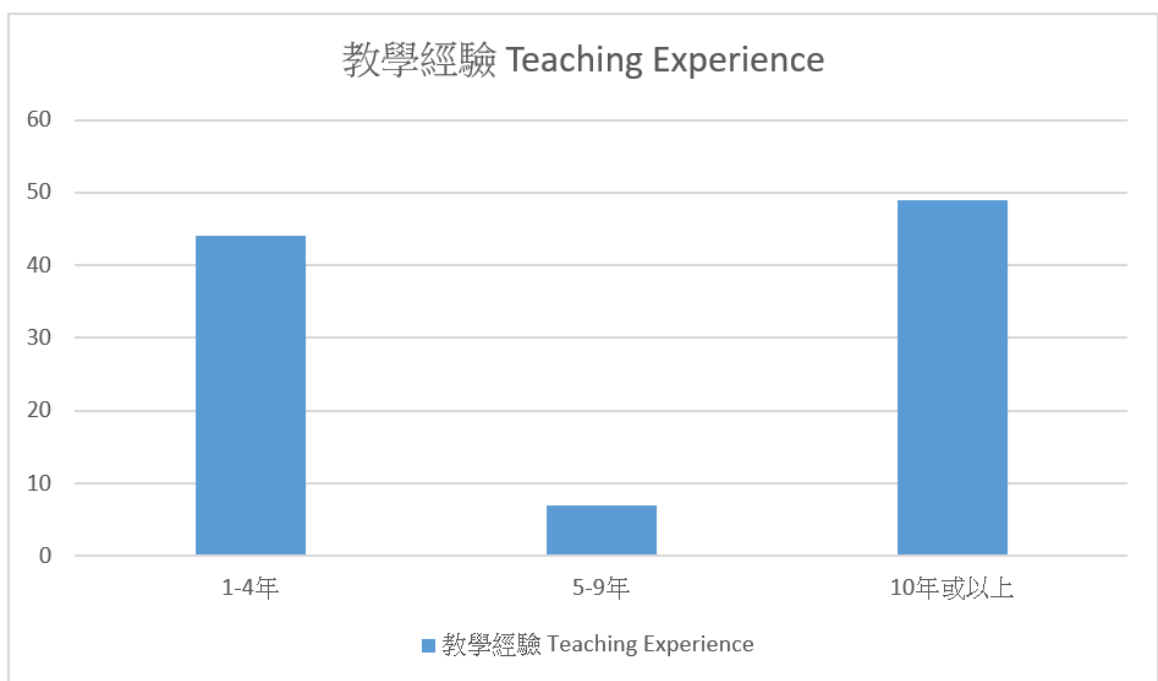


2.已接受專業訓練教師的百分比為 86.1%.

86.1% 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 %	44%	7%	49%



教師專業發展 (2023/24) Teachers' professional development

- 在整學年內，教師參與持續專業發展的時數總時數 = 950.50 小時
 平均每名教師參與持續專業發展的時數 = 13.20 小時
 Total hours that teachers spent on professional development in 2023/24 = 950.50hrs
 Total hours one teacher spent on professional development in 2023/24 = 13.20 hrs
- 在整學年內，校長參與持續專業發展的時數 = 66.50 小時
 Total hours the Principal spent on professional development in 2022/23 = 66.5 hours
- 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 \$52,000 / 72 人 = \$722.22
 The budget for teachers' continuous professional development in 2023/24:
 $\$52,000 / 72pp = \722.227
- 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
 $\$15,320 / 72 \text{ 人} = \212.78
 Actual expenditure on continuous professional development of one teacher in 2023/24:
 $\$15,320 / 72pp = \212.78

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 195 日

School day for S.1 to S.3 students: 195 days

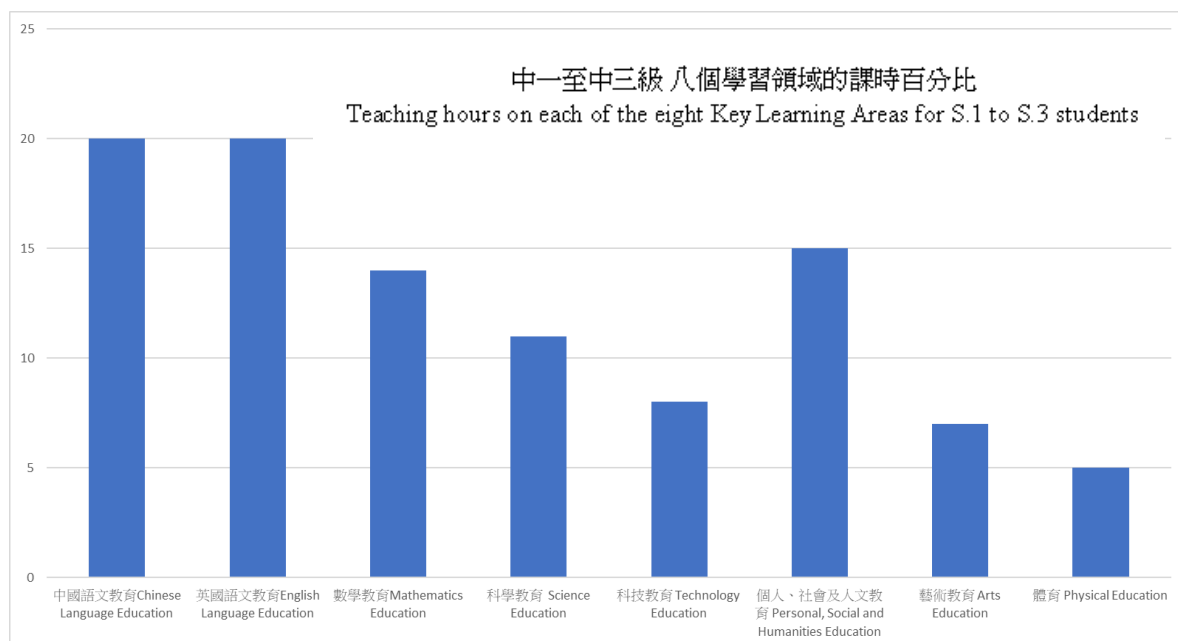
2. 中一至中三整學年，學校為全級或全校安排學習活動日的數目 25 日 (包括生活紀律訓練營、周年旅行、班際歌唱比賽及聖誕聯歡、校園建設日、試後活動日)

Activity days (school-wide or form-wide) for S.1 to S.3 students: 25 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 Key Learning Areas	Eight 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	14	11
科技教育 Technology Education	電腦+D&T Computer Literacy + Design of Technology	4+2+2+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+通識+經濟 Life Education + History + Chinese History + Geography + Liberal Studies + Economics	3+4+4+4+4	15
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



學生借用閱讀資料頻次 2023-2024

2023-2024 上學期 (01/09/2023-31/12/2024)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	5	1.02%	1	0.32%	6	0.75%
每兩星期一次	30	6.15%	4	1.30%	34	4.27%
每月一次	150	30.74%	27	8.77%	177	22.24%
每月少於一次	296	60.66%	220	71.43%	516	64.82%
從不	7	1.43%	56	18.18%	63	7.92%
總借出次數	1742		776		2518	

2023-2024 下學期 (01/01/2024-31/5/2024)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	7	1.43%	2	0.65%	9	1.13%
每兩星期一次	27	5.53%	1	0.32%	28	3.52%
每月一次	104	21.31%	11	3.57%	115	14.45%
每月少於一次	275	56.35%	209	67.86%	484	60.80%
從不	75	15.38%	85	27.60%	160	20.10%
總借出次數	1822		554		2376	

2023-2024 全年 (01/09/2023-31/5/2024)						
	S1-S3		S4-S6		全校	
	人數	百分比	人數	百分比	人數	百分比
每周一次或以上	5	1.02%	0	0.00%	5	0.63%
每兩星期一次	18	3.69%	3	0.97%	21	2.64%
每月一次	107	21.93%	9	2.92%	116	14.57%
每月少於一次	354	72.54%	281	91.23%	635	79.77%
從不	4	0.82%	15	4.88%	19	2.39%
總借出次數	3564		1330		4894	

總借出次數：4894

融合教育 Integrated Education

本校的學生支援組轄下成立的融合教育支援小組，由副校長及特殊教育需要統籌主任帶領，利用學習支援津貼推行一系列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，亦按需要提供教師專業培訓。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。

The Inclusive Education Unit under the Student Affairs Unit is led by our vice principals and the Special Educational Needs Coordinator. With the Learning Support Grant, we commit to facilitating SENs-related work in a comprehensive whole-school approach. We provide evaluations by the educational psychologists from the EDB and offer a tailored study plan for individuals. Group training, peer counseling, career guidance, linguistics training, and outreach activities would be coordinated for them. The team also organizes professional training for teachers. We are devoted to supporting SENs' integration into campus life and society by strengthening their learning capacity, social skills, expression, etc.

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

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

Achievements:

1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

- 1.1 S1 & S2 students generally have frequent usage of student handbook as a self-management tool for learning. In the “Shining Hearts” mentoring scheme, the mentors (suns) organized their own group activities and took care of the S1 mentees (seeds) in order to let the seeds adapt our new school environment. Capable mentees are found, and they were trained to be mentors in the next academic year. (Priority values and altitudes *2, *3, *5, *7, *9, *12 & Learning Goals #2, #4, #7 were implemented) (SAU)
- 1.2 To modify and integrate the curriculum content to meet the needs of students at different stages: The curriculum evaluation process involved using feedback forms to gather the opinions of teachers, and the feedback received was highly positive. Specifically, the teachers expressed their satisfaction with the lesson plan, indicating that it effectively meets the needs of their students. This positive feedback from the teachers highlights the success of the curriculum evaluation process and reinforces the effectiveness of the lesson plan. (Priority values and altitudes *1, *2, *3, *7, *12 & Learning Goals #3, #4, #6, #7 were implemented) (LEU)
- 1.3 To launch volunteer service and life education lessons of different levels: The Life Education Unit reviewed the curriculum in meetings and collected feedback from students who participated in life education lessons and voluntary services. After the integration of curriculum with different teaching methods and volunteer service for Intellectual, Emotional, Volitional and Practical Dimensions. The survey indicates a score of over 3.0, the students strongly agreed with the content and effectiveness of the curriculum. (Priority values and altitudes *1, *2, *3, *7, *12 & Learning Goals #3, #4, #6, #7 were implemented) (LEU)
- 1.4 To facilitate students' development of interests and talents, 3-4 assemblies in 2023-24 are mainly hold by student to facilitate their self-management included

school volunteer service, afternoon assembly and mental health issues: The curriculum was designed to promote students' self-management by pacing their growth, and the positive results are evident in student-led initiatives such as the last afternoon assembly for F6, a sharing session on volunteer service for F2 and meeting with school supervisor for F4. These activities demonstrate that the students are taking ownership of their learning and are motivated to share their knowledge and experiences with their peers. The success of these student-led assemblies reflects the effectiveness of the curriculum in facilitating students' shift from being managed to self-management. (Priority values and altitudes *1, *2, *3, *7, *12 & Learning Goals #3, #4, #6, #7 were implemented) (LEU)

- 1.5 To assist students in constructing their life blueprint, the school has implemented and refined the Career Life Planning program from F.1 to F.6 to better cater to students' needs. Various programs, including activities provided by Coccon, study talks, parents talks, JUPAS talks, and the S3-S4 bridging program, have been successfully organized. These initiatives have seen active participation from both students and parents. Through the career lessons, students have learned to construct their own life blueprint. Relevant information has been provided through talks, leaflets, posters, and Instagram posts to broaden their horizons and help them make informed choices about their future. (Priority values and altitudes *1, *2, *3, *5, *10 & Learning Goals #2, #4, #5, #6 were implemented) (CGU)
- 1.6 Around 20% of students attainment 'active participation' in CCAs. (Priority values and altitudes *1, *3, *10 & Learning Goals #7 were implemented) (CCAU)
- 1.7 Over 80% of students could follow the 'Student Development Framework'. (Priority values and altitudes *1, *3 & Learning Goals #2, #4, #6, #7 were implemented) (CCAU)
- 1.8 Over 60% of students take part in 30th Anniversary activities. (Priority values and altitudes *1, *3 & Learning Goals #2, #4, #6, #7 were implemented) (CCAU)
- 1.9 On the training day, leaders could understand the concept of self-management and role model. They also could alert the transactions of experience to the junior form members. (Priority values and altitudes *1, *3, *5, *12 & Learning Goals #2, #4, #6 were implemented) (CCAU)
- 1.10** We held the S1 Discipline Training Camp and the Strive for Excellence Award Scheme to help S.1 students build a solid foundation for personal growth and

develop sound life habits. We also added two target goals related to life habits in the booklet. We mentioned pursuing their dreams in the debriefing for the S.4 bridging programme II. (SLTU).

1.11 Reflections:

1. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning

- 1.1 The reward system for the S1 & S2 foundation work is enhanced this year, in order to foster students to utilize their student's handbook for learning. In the coming year, the senior form mentors in the "Shining Hearts" mentoring scheme will be given more chances to stand in front of the school to build up a leading role and icon. (SAU)
- 1.2 After receiving comments from both students and teachers, the coordinators promptly discussed the feedback with them and revised either the teaching plan or the assembly content accordingly. This operation will continue to improve teaching. (LEU)
- 1.3 In recent years, the school has been trying to establish a school-based volunteer service program for junior secondary students. Details should be revised in hopes of having a unified and stable implementation plan for the coming year. In the coming year, we hope to strengthen the involvement of class teachers or team leaders. We will be encouraging colleagues to not only accompany and participate but also to take on roles of observation and encouragement, in order to strengthen students' sense of belonging in volunteer service. (LEU)
- 1.4 Activities including student-led assemblies demonstrate that the students are taking ownership of their learning and are motivated to share their knowledge and experiences with their peers. In the coming year, we hope to invite students who may not be among the top performers, giving them the opportunity to express their thoughts. At the same time, stronger students can lead the preparation of these student-led assemblies, fostering a spirit of self-management. (LEU)
- 1.5 Refining the senior form curriculum is an ongoing process to ensure the provision of the most up-to-date information. To enhance the efficiency of career information delivery, we plan to prepare a video list with useful career-related content. This will facilitate class teachers in utilizing this resource during their

designated class teacher periods. Additionally, we will continue to encourage class teachers to motivate students actively participate in these career-focused initiatives. This approach aims to increase the participation rate and overall awareness among the students. (CGU)

- 1.6 Enhance promotion for the Grit programme and invite students to share their successful experience. (CCAU)
- 1.7 Enhance promotion for the importance of balanced life and invite students to share their successful experience. (CCAU)
- 1.8 Overnight leadership training camp will be conducted to consolidate the team spirit for different students' organization. (CCAU)
- 1.9 We mentioned pursuing their dreams in the debriefing for the S.4 bridging programme II. However, after an in-depth discussion, we decided that the focus of the S.4 training is on cooperation skills. This focus is also related to pursuing their dreams, as cooperation skills are essential for their future careers. (SLTU)

Major Concern II: To nurture students' positive values

Achievements:

1. Encourage students to face failure and difficulties positively

- 1.1 The class teachers have echoed the related theme in the class teacher periods. Form class climate survey, around 90% students enjoy the class teacher period and show positive feedback. At the same time, series of activities echoing the theme were successfully held such as assembly, "Love is All Around" activity, etc. (Priority values and altitudes *1, *7, *9 & Learning Goals #2, #4, #7 were implemented) (SAU)
- 1.2 The F4 lesson plan was integrated into a scheme called the 'Personal Branding Action Plan' aimed at developing goal and planning ability among our F4 students. The scheme included two F4 ceremonies, several life education lessons, and a working reality component, which was a fun fair activity at the end. However, during the second F4 ceremony, it was observed that the effectiveness of the event only partially met our initial expectations. The design of the leadership training program did not provide our participants with the necessary skills and knowledge they need to succeed as leaders. (Priority values and altitudes *1, *2, *9, *11, *12 & Learning Goals #1, #4, #5, #6 were implemented)

(LEU)

- 1.3 The concept of perseverance was successfully promoted through weekly assemblies and Life Education Lessons, as evidenced by the positive response from students and teachers. Additionally, the 'Morning Run Scheme' was highly successful, with 130 participants, which further reinforces the effectiveness of promoting perseverance through physical activity. (Priority values and altitudes *1, *2, *9, *11, *12 & Learning Goals #1, #4, #5, #6 were implemented) (LEU)
- 1.4 Individual career counseling sessions have been organized for students in S.3, S.5, and S.6 to address their specific needs. 80 S.3 students and all F.5-F.6 students have received personalized counseling. The students have found these sessions to be highly useful in helping them make informed choices during the JUPAS application process or the S.3 subject selection. During the counseling sessions, contingency plans were also discussed to prepare the students to navigate potential difficulties or setbacks they might face. This proactive approach aims to equip the students with the necessary skills and strategies to handle challenges effectively. (Priority values and altitudes *1, *5, *10 & Learning Goals #2, #6 were implemented) (CGU)
- 1.5 The programme for introduction of CCAU to new S. 1 and emphasize the purpose of CCA was successful. Students were able to choose developmental CCAs for themselves. (Priority values and altitudes *1, *3, *5 & Learning Goals #2, #4, #6, #7 were implemented) (CCAU)
- 1.6 Different CCAs had tried to organized activities for promotion. During the process, they could experience trial and error. (Priority values and altitudes *1, *3, *5 & Learning Goals #2, #4, #6, #7 were implemented) (CCAU)
- 1.7 We mentioned these messages (cultivate a positive perspective toward life's difficulties and encourage them to cope with resilience through various means) in three programs during the F.1 training camp (Reinforce these messages in the debriefing session). (SLTU)

2. Cultivate students to build habits of gratitude and service

- 2.1 Voluntary works is introduced in the “Shining Hearts” mentoring scheme. The mentors and S1 mentees work together to organize and prepare for the voluntary services. (Priority values and altitudes *2, *3, *5, *7, *9, *12 & Learning Goals

- #2, #4, #6, #7 were implemented) (SAU)
- 2.2 The establishment of the voluntary work recording system was partly successful, with 106 students recording 2,196 hours of voluntary work between September-December and January-March. This represents approximately 15% of our students demonstrates a strong commitment to community service. However, the result also highlighted that the awareness of reporting voluntary hours needs to be improved through class teacher periods or afternoon assemblies. Despite this, 22 students were awarded the Volunteer Reward for 2021-22, which is a testament to their dedication and hard work. (Priority values and altitudes *1, *2, *9, *11, *12 & Learning Goals #1, #4, #5, #6 were implemented) (LEU)
 - 2.3 The school has organized voluntary service activities for F.2 students to provide them with opportunities to learn more about the underprivileged and cultivate a spirit of volunteering and service. These activities aim to inspire students and help them develop habits of gratitude and a desire to help others. This year, all F.2 classes have successfully completed their class-based voluntary service projects. These activities have allowed the students to put their learning into practice and make a positive impact on the community. (Priority values and altitudes *1, *2, *5, *7, *9, *10 & Learning Goals #4, #6, #7 were implemented) (CGU)
 - 2.4 Due to 30th Anniversary, only 3 groups have participated in volunteer services. (Badminton Team, SU (substituted by 2 classes). (Priority values and altitudes *1, *3, *5, *9, *12 & Learning Goals #2, #4, #6 were implemented) (CCAU)
 - 2.5 We held the S2 volunteer service with CGU and LEU. Leaders from the LIVE programme guided their classmates in conducting the community service. Through this volunteer work, they can learn gratitude and improve their self-efficacy. We can reinforce this message in the debriefing. (SLTU)

3. Reinforce students' sense of belongings at school

- 3.1 Most students agreed that class teachers matched tasks to the students according to their unique traits. Various activities, such as “Shining Heart” mentorship lunch gatherings and positive education, are held during the lunch recess, after school or school holidays. For the prefect team, several training programmes are carried out. Leadership skills of the prefect leaders were greatly enhanced through in charging of Prefect Training Day and the administrative work of whole-school

- activities. (Priority values and altitudes *2, *3, *5, *9, *10, *12 & Learning Goals #2, #4, #6, #7 were implemented) (SAU)
- 3.2 The F1-2 Volunteer Scheme successfully developed students' skills and reinforced their sense of belonging through initiatives such as F1 cleaning the campus. (Priority values and altitudes *1, *2, *9, *11, *12 & Learning Goals #1, #4, #5, #6 were implemented) (LEU)
- 3.3 This year, the school organized Working Reality Workshops for all F.4 students. The students were divided into 25 groups, and each group successfully ran their own business during the workshops. The students were actively involved in the discussions and preparations, demonstrating their engagement and commitment to the activity. The school has organized a certificate course in pet grooming, and the response from the students has exceeded expectations. More students than anticipated have actively signed up for this course, demonstrating their keen interest in this specialized skill. (Priority values and altitudes *2, *3, *5, *10 & Learning Goals #2, #4, #6 were implemented) (CGU)
- 3.4 Over 70% of students from SU and houses committee agree they have increased their sense of achievement and belongings to school. (Priority values and altitudes *1, *3, *12 & Learning Goals #2, #4, #6 were implemented) (CCAU)
- 3.5 Short-term interest class was launched, e.g. Chinese painting & calligraphy classes from Chinese Cultural promotion group. (Learning Goals #2, #4, #7 were implemented) (CCAU)
- 3.6 This year, over 80% of the trained students in the LIVE program joined different school organizations. This provides them with opportunities to improve their self-confidence. Also, the trained students in the LIVE program have many opportunities to show and practice their leadership skills this year, such as helping with the 30th Homecoming Dinner and the Variety Show. (SLTU)

Reflections:

1. Encourage students to face failure and difficulties positively

- 1.1 The theme of the annual assembly in this year is 'Love and Care: Our Community'. Students is helped to know more about our community by different means and build up connections with others. More interest groups, such as coffee making and art therapy, will be developed in the coming year. (SAU)

- 1.2 The unit will continue to collaborate with CCAU and the Physical Education Department via the 'Morning Run Scheme' and different co-curricular activities to establish a resilient campus environment. (LEU)
- 1.3 The school plans to continue similar arrangements for the next academic year. Specifically, individual career counseling will be provided to 50-80 S.3 students, as well as all S.5 and S.6 students. During these counseling sessions, discussing contingency plans will still be one of the key topics to help prepare the students for potential difficulties or setbacks they may face. (CGU)
- 1.4 The promotion of CCAs could be ran again in 2nd term or in post-exam. (CCAU)
- 1.5 We achieved our goal, and we will continue to reinforce these messages in various activities. (SLTU)

2. Cultivate students to build habits of gratitude and service

- 2.1 The target students in small counselling groups may be invited to take part in some voluntary work in the coming year. (SAU)
- 2.2 The above result also highlighted that the awareness of reporting voluntary hours needs to be improved through class teacher periods or afternoon assemblies. (LEU)
- 2.3 The school plans to continue the voluntary service program for S.2 students in the next academic year. However, to further enhance the program, the school will organize more training workshops. The aim is to equip students with the necessary skills and capabilities to effectively carry out their voluntary service activities. (CGU)
- 2.4 Cooperate with Life Education Unit for more opportunities of volunteer service. (CCAU)
- 2.5 We partly achieved the goal since the other committee had new arrangements this year. We need to discuss more details regarding this new arrangement. (SLTU)

3. Reinforce students' sense of belongings at school

- 3.1 For the “Shining Hearts” mentoring scheme, more opportunities will be given to mentors to organize and plan group activities. More training will be provided to S2 mentors. The positive and outstanding image of the prefect team will be continued to be developed. More opportunities and exposure will be provided to

- the prefect leaders to develop their potentials and build up their confidence. (SAU)
- 3.2 The F1-2 Volunteer Scheme successfully developed students' skills and reinforced their sense of belonging through initiatives such as F1 cleaning the campus. However, further action is needed to expand opportunities for ensure accessibility for all students. This will help cultivate a culture of service and inspire responsible citizenship. (LEU)
- 3.3 The Working Reality program will be organized again next year with a similar arrangement to this year. The school will continue to provide this hands-on experience for the students, allowing them to form groups and run their own businesses within the structured workshop environment. Additionally, the school plans to organize various certificate courses to further broaden the horizons of the students. This initiative aims to provide students with opportunities to develop specialized skills and knowledge beyond the standard curriculum. (CGU)
- 3.4 Investigate different methods to increase more sense of belongings. (CCAU)
- 3.5 Achieved. We will keep encourage students to join different school organizations in the coming year. (SLTU)

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 2024

(Ref. Nos. 73 - 83 in Annex 3B)

2023/8/31 \$		\$	2024/8/31 \$	Notes
6,606,692.50	ACCUMULATED FUND (as per Statement 16)		7,573,419.72	
24,670,884.61	NON-RECURRENT AND CAPITAL GRANTS FOR BUILDING	26,824,351.24		16
99,850.18	BUILDING GRANTS UTILIZED	99,850.18		17
1,392,882.86	NON-RECURRENT AND CAPITAL GRANTS FOR FURNITURE AND EQUIPMENT	1,392,882.86		18
2,386,420.34	FURNITURE AND EQUIPMENT GRANTS UTILIZED	2,540,179.34		19
-	TRANSITION FURNITURE AND EQUIPMENT GRANT / COMPOSITE FURNITURE AND EQUIPMENT GRANT AND OTHER GRANTS UTILIZED	-		
28,550,037.99			30,857,263.62	
35,156,730.49	RESERVES AND FUNDS		38,430,683.34	
-	Gratuity Reserve Account (as per Statement 5)	-		
1,961,096.24	Other Reserves and Funds Accounts	2,283,182.10		30
4,776.00	Surplus on FIT Scheme	51,421.39		33
1,965,872.24	TOTAL RESERVES AND FUNDS		2,334,603.49	
4,077,937.19	SURPLUS RETAINED			
	Grant Accounts in EOEBG (as per Statement 3.1)	3,594,179.56		
1,500.00	Salaries Grant (School Section) (as per Statement 4.1)	-		
-	Salaries Grant (Boarding Section) (as per Statement 4.2)	-		
5,487,301.63	Teacher Relief Grant (as per Statement 4.3A)	5,748,436.89		
-	Teacher Training Grant - Special Education Needs (SEN) (as per Statement 4.3B)	-		
2,283,538.32	Grant Accounts Outside EOEBG (as per Statement 4.4)	2,956,842.52		

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 2024

(Ref. Nos. 73 - 83 in Annex 3B)

2023/8/31 \$		\$	2024/8/31 \$	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)	-		
590.00	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (School Section)(as per Statement 9)	-		
-	Employer's Contributions to PF/MPF Scheme for Non-teaching Staff (Boarding Section)(as per Statement 10)	-		
4,383,025.26	Capital Reserve Fund (1) - Subscriptions: Income and Expenditure Account (as per Statement 11)	4,511,775.78		
-	Capital Reserve Fund (2) - Sale of Textbooks Account (as per Statement 12)	-		
498,981.07	Capital Reserve Fund (3) - Approved Collection for Specific Purposes Account (as per Statement 13)	613,213.87		
	(Please list out other grants / funds with surplus balance as at 31 August 2024, where necessary)			
16,732,873.47	TOTAL SURPLUS RETAINED		17,424,448.62	
	LONG TERM LIABILITIES			
-	Loan originally contracted (Please provide details)	-		
-	Less: Amount repaid to date (Please provide details)	-		
-	TOTAL LONG TERM LIABILITIES		-	
	TOTAL LONG TERM LIABILITIES			
	CURRENT LIABILITIES			
-	Salaries Grant Received in Advance	-		
1,003,826.67	Grants Received in Advance	995,890.42		20
60,000.00	Tuck Shop Rental Deposit Received	60,000.00		
339,806.49	Accounts Payable to EDB	513,684.08		21
79,299.23	Sundry Creditors	27,400.00		22
1,482,932.39	TOTAL CURRENT LIABILITIES		1,596,974.50	
55,338,408.59	TOTAL	TOTAL	59,786,709.95	

(to be continued)



THE IMC OF TIN KA PING SECONDARY SCHOOL

BALANCE SHEET AS AT 31 AUGUST 2024

(Ref. Nos. 73 - 83 in Annex 3B)

2023/8/31 \$		\$	2024/8/31 \$	Notes
	FIXED ASSETS (AT COST)			
28,190,874.79	Buildings (including Major Repairs)	28,190,874.79		
	Additions during the year	3,145,566.63		
6,965,855.70	Furniture and Equipment (including T.V. sets, etc.)	6,965,855.70	31,336,441.42	23
	Less : Write Off of Damaged Furniture and Equipment duly approved by the Supervisor and endorsed by the IMC Committee of the School	(468,016.38)		
	Additions during the year	6,497,839.32		
		596,402.60	7,094,241.92	24
35,156,730.49	TOTAL FIXED ASSETS		38,430,683.34	
	INVESTMENT AT COST			
-	(Market Value and details should be stated by way of Note in Statement 18)	-		
	TOTAL INVESTMENT		-	
	CURRENT ASSETS			
74,044.50	Stock of Books and Stationery	73,651.20		
448.00	Stock of School Uniform, etc.	1,749.00		
-	Stock of Tuckshop Items	-		
	Accounts Receivable from EDB per Statement 9			
5,348.43	-2022/2023 Accounts	5,348.43		
-	-2023/2024 Accounts	12,347.26		
88,435.00	Sundry Debtors	54,625.00		25
63,825.00	Utility Deposits	63,825.00		26
	Bank Fixed Deposits:			
768,144.26	Govt. Funds	1,500,000.00		27A
961,824.89	Capital Reserve Funds (1)	1,500,000.00		27B
	Cash at Bank:			
11,987,901.18	Govt. Funds	12,636,302.65		28A
6,172,096.77	Capital Reserve Funds (1)	5,297,561.22		28B
	Bank Savings Accounts:			
-	Govt. Funds	-		
50,138.55	Capital Reserve Funds (1)	201,235.83		29
9,471.52	Cash in Hand	9,381.02		
20,181,678.10	TOTAL CURRENT ASSETS		21,356,026.61	
	DEFICIT ON SALARIES GRANT ACCOUNT			
-	- Teaching Staff	-		
-	- Supply Staff	-		
-	- Teaching Supporting Staff	-		
	DEFICIT ON CAPITAL RESERVE FUND (1) - SUBSCRIPTIONS : INCOME & EXPENDITURE ACCOUNT (as per Statement 11)			
55,338,408.59	TOTAL		59,786,709.95	



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 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本 水平的學生百 分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本 水平的學生百 分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	154	150	97	77
英國語文 English Language	151	143	95	67
數學 Mathematics	153	144	94	79

2024 香港中學文憑考試成績

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	100%	81.2%
中文科	100%	90.7%
數學科	98.1%	82.5%
公民及社會發展科	100% 達標	93.7%

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	87.7%	54.7%
中文科	90.9%	64.0%

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
生物	57.9%	46.1%
企業、會計與財務概論	53.8%	42.5%
化學	65.0%	50.6%
中國歷史	51.2%	37.1%
中國語文	56.1%	31.8%
地理	55.6%	36.4%
經濟	62.8%	44.4%
電腦	58.3%	32.8%
數學 (必修部份)	69.0%	39.2%
數學延伸 (代數與微積分)	60.0%	57.9%
物理	50.0%	49.3%

本校所有科目取後 4 級或以上的百份比均高於全港。

2024 年中六同學升學情況

- 78.7%學生考獲符合本港大學入學要求之成績 (即核心科目取得「332A」或更佳成績，及一個選修科目取得 2 級或以上成績)，全港日校則為 44.9%。
- 80.0%學生成功獲取大學聯合招生課程學額。

Public Exam Results 2024

1. Passing percentage (at Level 2) of major subjects:

Subject	TKPSS	Hong Kong average
English Language	100%	81.2%
Chinese Language	100%	90.7%
Mathematics	98.1%	82.5%
C.S.D.	100% (Attained)	93.7%

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

Subject	TKPSS	Hong Kong average
English Language	87.7%	57.7%
Chinese Language	90.9%	64.0%

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

Subject	TKPSS	Hong Kong Average
Biology	57.9%	46.1%
BAFS	53.8%	42.5%
Chemistry	65.0%	50.6%
Chinese History	51.2%	37.1%
Chinese Language	56.1%	31.8%
Geography	55.6%	36.4%
Economics	62.8%	44.4%
ICT	58.3%	32.8%
Mathematics (Compulsory part)	69.0%	39.2%
Mathematics Extended Part (M2)	60.0%	57.9%
Physics	50.0%	49.3%

The percentages are substantially higher than the Hong Kong average.

2024 S6 Student Further Studies

- 78.7% of our graduates met the admission requirements for local universities (Core Subjects+1 best Elective Subject at '332A+2' or higher attainment), which was higher than that of Hong Kong day schools (44.9%).
- 80.0% of our graduates received JUPAS offers.

2023-2024 年在校際活動中獲得的獎項

Awards obtained in inter-school competitions during 2023-2024

見附錄《2023-2024 校際公開比賽獲獎項目總錄》

Appendix – 2023-2024 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	12
● 體育及運動類 PE	12
● 文娛康樂類 Performing Arts	9
● 制服及服務類 Services	6
● 興趣類 Hobby	3
● 靈育類 Spirituality	1
總數 Total	43

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、礎領袖技巧訓練工作坊、試前溫習、學校文化日計劃活動、升中一暑假英語提升課程、周年學術講座、Interclass Speech Arts Contest、陸運會、水運會、數學競賽培訓課程、學術周、書展、周年旅行、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、愛心聖誕大行動、初中英文科配音比賽、中二及三角色扮演比賽、中一科學串字比賽、迪士尼工作體驗坊、Cocoon 企業挑戰擂台、初中科學拔尖班，三十周年校慶綜藝晚會。</p> <p>Reading Enhancement Period, S.1 Discipline Training Camp, Inter-house Quiz, Basic leadership training workshop, 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, School Picnic, Pass-it-on Chinese Culture Promotion Ceremony, Chinese Culture Prince, Junior Form Speech Arts Workshop, S.1-3 Science Competition, Operation Santa Claus, S.1-3 Voice Dubbing Competition, S.2 & 3 Cosplay competition, S.1 Spellathon competition, Disney workshop, Cocoon Challenge, Junior Science Elite Class, 30th Anniversary Variety show</p>	25
中四至中六 S.4 to S.6	<p>演閱時段、社際問答比賽、領袖技巧訓練工作坊、中五生物科野外考察營、中四、五級公民科內地交流、周年學術講座、試前溫習、陸運會、水運會、學術周、書展、周年旅行、中華文化薪火相傳禮、高中散文創作班、高中視覺藝術</p>	19

	作品研討會、全港中學生繪畫比賽、M+博物館外出參觀、 愛心聖誕大行動。 Reading Enhancement Period, Inter-house Quiz, Leadership training workshop, S.5 Biology Field Camp, S.4 & 5 Mainland 'Citizenship and Social Development' Exchange, Academic Talks, Pre-exam Revision, Athletics Meet, Swimming Gala, Academic Week, Books Exhibition, School Picnic, Pass-it-on Chinese Culture Promotion Ceremony, S.4 Prose Writing Class, VA Seminar, HK Painting Competition, Trip for M+ Museum, Operation Santa Claus	
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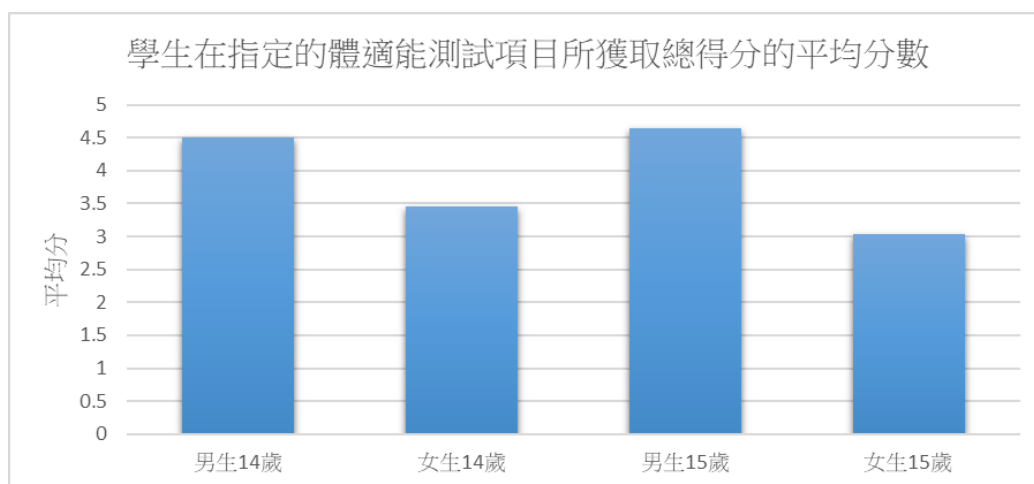
3. 在 2023-2024 整學年內，中一至中三和中四至中六，學生參與活動的情況
 Students' Participation in external events in 2023/24.

	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 7 人次	
香港學校朗誦節 Hong Kong Schools Speech Festival	中文 (11 人) Chinese - 11	
	英文 (55 人次) English - 55	
香港學校戲劇節 Hong Kong School Drama Festival	0 人 Students	
學校舞蹈節 Schools Dance Festival	20 人 Students	4 人 Students
香港學界聯會校際比賽 Hong Kong Schools Association inter- school competitions	72 人 Students	76 人 Students

學生的體格發展 Physical Development

體適能平均分 Physical fitness scores

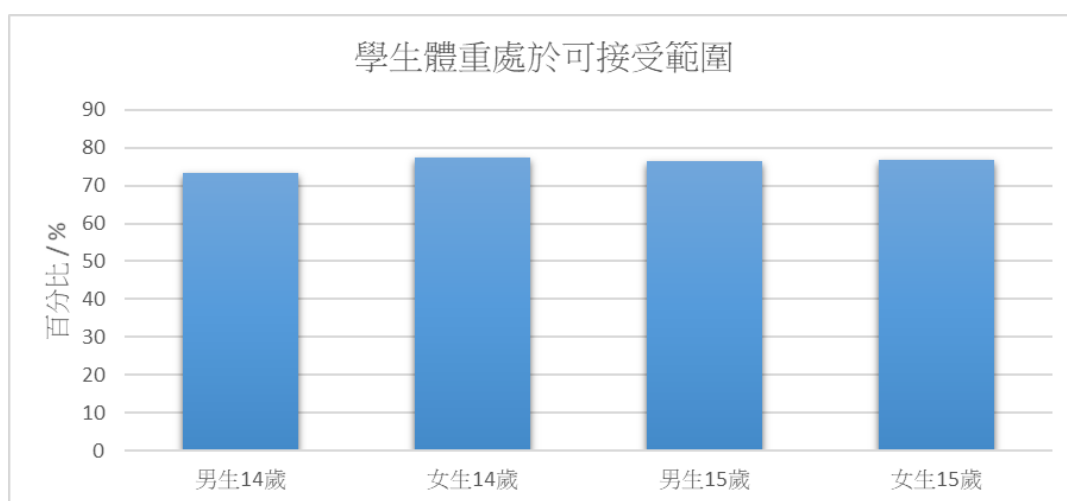
男生 14 歲 Boys at 14	4.51
女生 14 歲 Girls at 14	3.45
男生 15 歲 Boys at 15	4.64
女生 15 歲 Girls at 15	3.03



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	73.42
女生 14 歲 Girls at 14	77.38
男生 15 歲 Boys at 15	76.32
女生 15 歲 Girls at 15	76.83



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

Major concern I:

To strengthen students' self-management and self-directed learning (SDL) capacity 強化學生自我管理及自主學習

1. Optimize the amount and effectiveness of assessment and assignments.
2. Promote the making of subject-based self-study materials; reinforce students' self-learning by providing them with suitable materials and environment.
3. Reinforce the construction of student self-management plan; watch over the balance of student activities and learning.

Major concern II :

培養學生積極、正面的人生觀

To nurture students' positive values

1. Encourage students to face failure and difficulties positively.
2. Cultivate students to build habits of gratitude and service.
3. Reinforce students' sense of belongings at school.